

Module 2
Techniques for Mentoring Teachers

D R A F T

MODULE 2

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D R A F T

Glossary

mentor- an advisor

mentees- a person that is being advised

peer coaching- a process in which teachers work with their
colleagues to provide one another with descriptive
feedback about teaching practices.

collaboration- to work together

graphic organizer- a chart that provides a format for organizing
information and ideas

Purpose of the Module

Introduction

The concept of mentoring has a long history; we know it from as far back as Greek mythology. In Homer's *Odyssey*, the mentor was the teacher of Telemachus, the son of Odysseus. However, the mentor was more than a teacher. The mentor was seen as being half God and half man; half male and half female; believable and yet unreachable. The mentor was the union of both goal and path (Daloz, 1993).

The word mentoring has been derived from a Greek word that means enduring and is defined as a lasting relationship between a youth and an adult. It requires continuous involvement in which the adult offers support, guidance and assistance when the younger person goes through a difficult period or tries to solve problems. Thus, mentoring is a continuous process and it cannot be considered or treated as a single event. Mentoring is a nurturing process where a more skilled or experienced person serves as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and teacher (Anderson 1997). Mentoring is a system of using people with a lot of experience and knowledge to advise other people.

Framework for Learning

This module is an activity-based and every activity is described in three phases: activate prior knowledge, constructing meaning, and reflect and apply.

- In phase one, the facilitator will use techniques that will help participants to assess and share their prior knowledge and experiences.
- In phase two, the facilitator will assist participants to make connections by constructing meaning and developing conceptual understanding of the module.
- In phase three, the facilitator will assess the learning of the participants through applying and reflecting on the learning.

PHASE I: Activate Background Knowledge	PHASE II: Constructing Meaning	PHASE III: Evaluate and Apply
During this phase of the lesson, the teacher helps students recall knowledge that they may relate to the new topic.	During this phase of the lesson, the teacher presents activities that introduce new knowledge or skills and help students discover what the knowledge or skills mean to them.	During this phase of the lesson, the teacher helps students to think deeply about what they have learned and how to apply what they have just learned to new situations or further learning.

Why Is this Topic Important?

The purpose of this module is to aid mentors, whether they are peers or more skilled educators, in the mentoring process. It will help them in understanding the need for positive role models in the teaching profession. Mentoring in teaching is extremely important in order to provide teachers the support and structure required for them to carry out their various tasks.

This module highlights the needs of mentoring and peer coaching in the professional development and improvement of teaching and learning practices. Mentoring normally

involves the collection of information by one person that is given to another person for feedback, reflection, and use. Mentoring is an ongoing process rather than an event. It helps in the professional development of teachers.

Teachers work in isolation in rural Sindh and Balouchistan. The purpose of the mentoring module is to provide a regular life-long mentoring support to the primary school teachers of the four districts of Sindh and Balouchistan.

This module will help mentors to identify, explore, maintain, and sustain information on various mentoring techniques. In addition, this module will facilitate the growth of effective mentoring and the implementation of the mentoring process for the continual development of the public sector schoolteachers. Mentors who are willing to build competencies and successful relationships with teachers will benefit from the information provided in this module. They will work closely with the teachers for planning, implementing, monitoring, and evaluating the mentoring process.

It is expected that the mentoring module will develop and improve the overall school/classroom practices, such as: lesson planning, assessment, content, methodology/strategies, and classroom management. In addition, this module will help in changing the current teacher-centered method to learner-centered teaching practices in the classrooms.

Mentors must be prepared to guide, train, and support their fellow teachers. This module will help mentors to guide teachers who need assistance but are hesitant to ask for support. This conscious awareness of getting training to improve the quality of education is the essence of this mentoring module.

What Are the Key Skills and Competences Expected from Participation in this Module?

It is expected that mentors who complete this module will acquire certain skills and competencies, such as sharing their expertise and nurturing and guiding fellow teachers.

These skills will enable them to:

- Understand the concept and process of mentoring.
- Provide guidance in the areas of lesson planning, teaching methodologies, and evaluation techniques.
- Build the concept of team work for discussion and planning sessions.
- Understand the effectiveness of the mentoring process.
- Be able to describe various classroom learning environments and related issues with effective measures to be taken.
- Suggest alternative strategies that are successful for teaching in classrooms where students have diverse or conflicting needs.

Themes of the Module

Module 1 has two major themes: mentoring and peer coaching.

Theme 1: Mentoring

While dealing with this theme, the participants will understand the basic concepts and applications of mentoring for teachers' professional development. The participants are expected to analyze the mentoring process and its related issues. The following topics will be addressed:

- The concept of mentoring and its approaches;
- Mentoring models;
- The role of mentoring in teachers' professional development; and
- The importance of mentor and mentor-teacher relationships in personal and professional development.

Theme 2: Peer Coaching

This theme will help the participants build their understanding of peer coaching and co-teaching. The participants will be exposed to the functions of peer coaching for improving the teaching-learning process. The concept of peer coaching will help participants explore the importance of professional dialogue that encourages teachers to generate solutions to their own problems.

The following topics will be addressed:

- The meaning of peer coaching;
- The purpose of peer coaching; and
- The process of peer coaching.

Day 1 Agenda

Registration

Recitation of the Holy Quran

Welcome and Introductions

Understanding the Concept of Mentoring

Tea Break

Mentoring

Lunch

Mentoring

Tea Break

Discussion

DAY #1

Objectives: Participant will learn to understand:

- The concept of mentoring;
- Mentoring as a tool for professional development of teachers; and
- The concept map of mentoring.

Activities:

- Understanding the concept of mentoring
- Mentoring as a tool for professional development of teachers
- Discussing the roles of a mentor

PHASE 1: Activate Prior Knowledge

Participants will be encouraged to brainstorm and compare it with their past experiences.

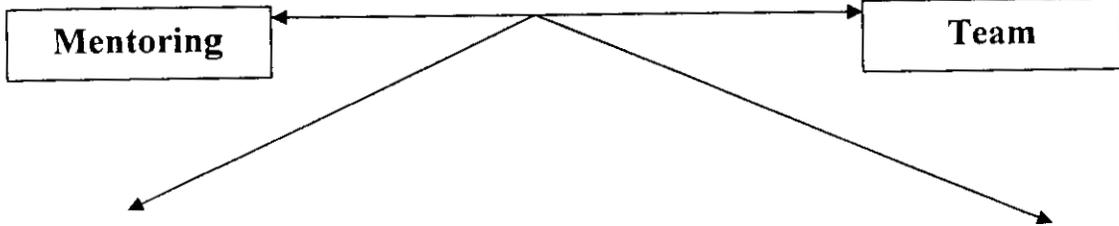
- The facilitator will write the word “Mentoring” on the board. Facilitator(s) will encourage each participant to list his/her ideas about “Mentoring” on the board.
- Facilitator will encourage participants to critically evaluate each other’s ideas about the terms/words used by them. Participants will have the opportunity to challenge each other’s thoughts/ideas, to clarify, give examples of their own ideas/thoughts on mentoring and to interact and share. All questions will be directed to fellow participants and not to the facilitator. The purpose is to condition participants to converse with each other as they explore the topic.

- Once participants have completed their discussions, the facilitator will ask them to note what they have learned from each other. They will be asked to define mentoring individually based on the points discussed during brainstorming.
- The participants will be provided with graphic organizers (**Handout #1**). They will write the similarities and differences of the concepts presented in the handouts. The facilitator will share a handout on mentoring and team teaching. The participants will be encouraged to revisit their sheets and to discuss and refine their understanding of mentoring and team teaching.

HANDOUT #1: Graphic Organizer

New concept

Familiar concept



Similarities

Differences

1	_____
2	_____
3	_____
4	_____
5	_____

1	_____
2	_____
3	_____
4	_____
5	_____

HANDOUT #2: Reflecting on Similarities of Mentoring and Team Teaching

NEW CONCEPT	FAMILIAR CONCEPT
MENTORING	TEAM TEACHING
<ul style="list-style-type: none"> • Provides guidelines to mentees (teachers), advisor/guide relationship • Coaching is one way a mentor provides support to less experienced teachers • More experienced and professional teacher helps and supports less experienced teachers • Friendly relationship • Main focus of mentoring is the professional growth of the mentees • Mentor is a resourceful person, experienced, trained, and well equipped • Mentors play multiple roles in order to achieve his/her set targets • Mentoring undergoes reflective practices. Reflection is used as an effective tool in further development 	<ul style="list-style-type: none"> • Supervises and provides advice to teachers, advisors, and supervisors • Helpful in lesson planning, teaching in classroom, and assessing students • As a teaching strategy, two teachers share the responsibilities in the classroom and provide support to each other • Collegial relationship • Main focus of team-teaching is on the students and learning activities • Teachers are of almost the same status, usually they are colleagues having the same level of experience • Team members (teachers) plan together, teach together and assess class together • Reflection is not the concern of team teaching and no one maintains observation records

PHASE 2: Constructing Meaning

The participants will have the opportunity to further extend and improve their understanding of the topic. The facilitator will instruct participants to ask their own questions on the topic. What more would they like to learn about mentoring? The facilitator will guide the participants with their questions by listing them on a chart or chalkboard, if available.

Participants will receive the handouts (**Handouts #3-5**) with information on the process of **mentoring** and concepts and characteristics of a **mentor**. This will help participants to *find*:

- answers to their own questions, and to
- categorize information.

Participants will be divided in to three groups (one person for each handout). Each person will study one of the handouts, then explain and discuss the information with the group. The facilitators will help each group to complete the **concept map of mentoring (Handout #6)**. During the group activity, groups will gather information under each category.

HANDOUT #3: What Is Mentoring?

Mentoring is a system of using people with a lot of experience, knowledge, etc. to advise other people at work, or in an organization or profession (Longman Dictionary).

Mentoring can be defined as:

A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person. *Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and mentee teachers (Anderson, 1987).* Mentoring gives seasoned professionals the chance to leave their mark on the profession by passing along knowledge and experience to a newcomer (Robbins, 1999). A mentor acts as a coach, much like in athletics, advising and teaching, giving feedback and rehearsing strategies. A mentor provides exposure, visibility and sponsorship; helps open doors to promotion; and shares decisions by acting as protector until the mentee establishes enough confidence to take responsibility on his or her own.

Who is a mentor?

- A mentor is person of greater rank or expertise who teaches, counsels, guides, and helps a new teacher in an organization or profession (Allemean, 1986).
- Mentors are competent people who serve as teachers, advisors, counselors, and sponsors (Klopf and Harrison, 1981).
- Mentors can help his or her mentee teachers to set realistic expectations and guide them in the right direction in their career.

HANDOUT #4: Mentor's Characteristics

Good Mentors:

- Like people
- Share their knowledge
- Are good listeners
- Help mentees to gain self-confidence
- Respect their mentee-teachers
- Are confident and secure in their own work as teachers
- Flexible
- Caring and sensitive to mentee's needs
- Take a personal interest in their mentee-teachers' careers
- Serve as a good role model
- Expose mentee-teachers to new opportunities
- Encourage their mentee- teachers' to try new ideas
- Coach and sponsor *their mentee-teachers*
- Show concern for their mentee-teachers' personal and professional growth
- Provide moral support, guidance and feedback

HANDOUT #5: Benefits of Mentoring

Mentoring should be a rewarding experience for the mentor and the mentee.

Mentoring helps teachers to develop ways of working together to share ideas and solve problems. This collaboration helps mentors and mentees improve their practice. Through mentoring, mentee-teachers at all levels benefit through having access to an experienced colleague who can provide support and guidance. Through mentoring, mentee-teachers learn from the mentor's experience and the mentor encourages and nurtures his or her mentee-teachers. Mentors grow professionally. They improve their own practice and can learn new ideas from their mentees. Mentors develop a personal relationship with their mentee. Mentoring relationships are helpful associations usually focused on achievement.

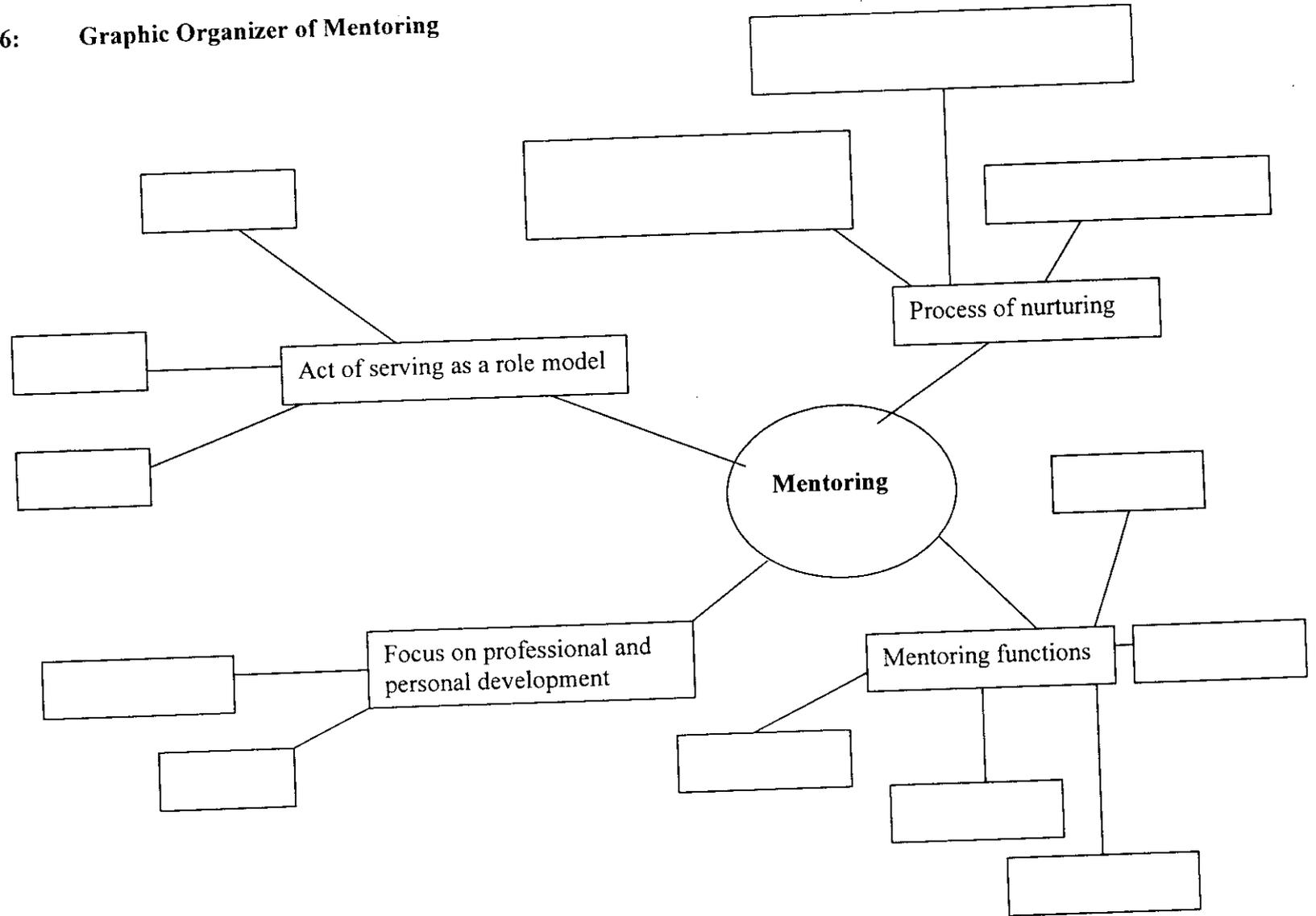
It includes any or all of three broad components:

- Emotional and psychological support;
- Direct assistance with career and professional development; and
- Role modeling.

Mentoring relationships are reciprocal relationships. This means the mentor as well as mentee-teacher receive benefits from the relationship. Mentoring relationships are personal.

Caldwell, B.J and E.M.A. Carter. (1993). The return of the mentor strategies for workplace learning. London: Falmer Press. P. 57.

HANDOUT #6: Graphic Organizer of Mentoring



PHASE 3: Evaluation and Application

Facilitator will ask participants to share:

- what they learned;
- new information they have discovered while reading;
- answers to their questions; and
- comparisons of prior knowledge with new information.

Participants will write a reflection of the day in their journal. Reflect on:

What was learned?

How will it change the teaching?

Questions about the concepts or activities.

Day 2 Agenda

Recitation of the Holy Quran

Reflection

Objectives

Roles and Functions of Mentoring

Tea Break

Role-play

Lunch

Do-Talk-Record

Tea Break

Observation and Feedback

DAY #2

Objectives: Participants will be able to:

1. Understand roles and functions of mentoring
2. Discuss an observation and feedback mechanism

Activities

3. Roles and Functions of Mentoring
4. Do-Talk-Record
5. Discuss Observation and Feedback Mechanism

PHASE 1: Activate Prior Knowledge

Participants will role play to extend their understanding of the functions of a mentor.

- Participants will identify the different roles of a mentor. Facilitator will list their ideas on a graphic organizer.
- Participants will then discuss the teams ideas. Participants will interact and share; challenge each other's thoughts and ideas; and clarify their thoughts by giving examples to support their own ideas and suggestions on the different roles of a mentor. All questions will be directed to fellow participants and not to the facilitator. The purpose is to prepare participants to converse with each other as they talk.

- Once participants have completed their discussion, the facilitator will make clear the distinct roles of a mentor (may have to expand on the roles of a mentor) such as teacher, counselor, motivator, supervisor, and supporter. **(Handout #7)**

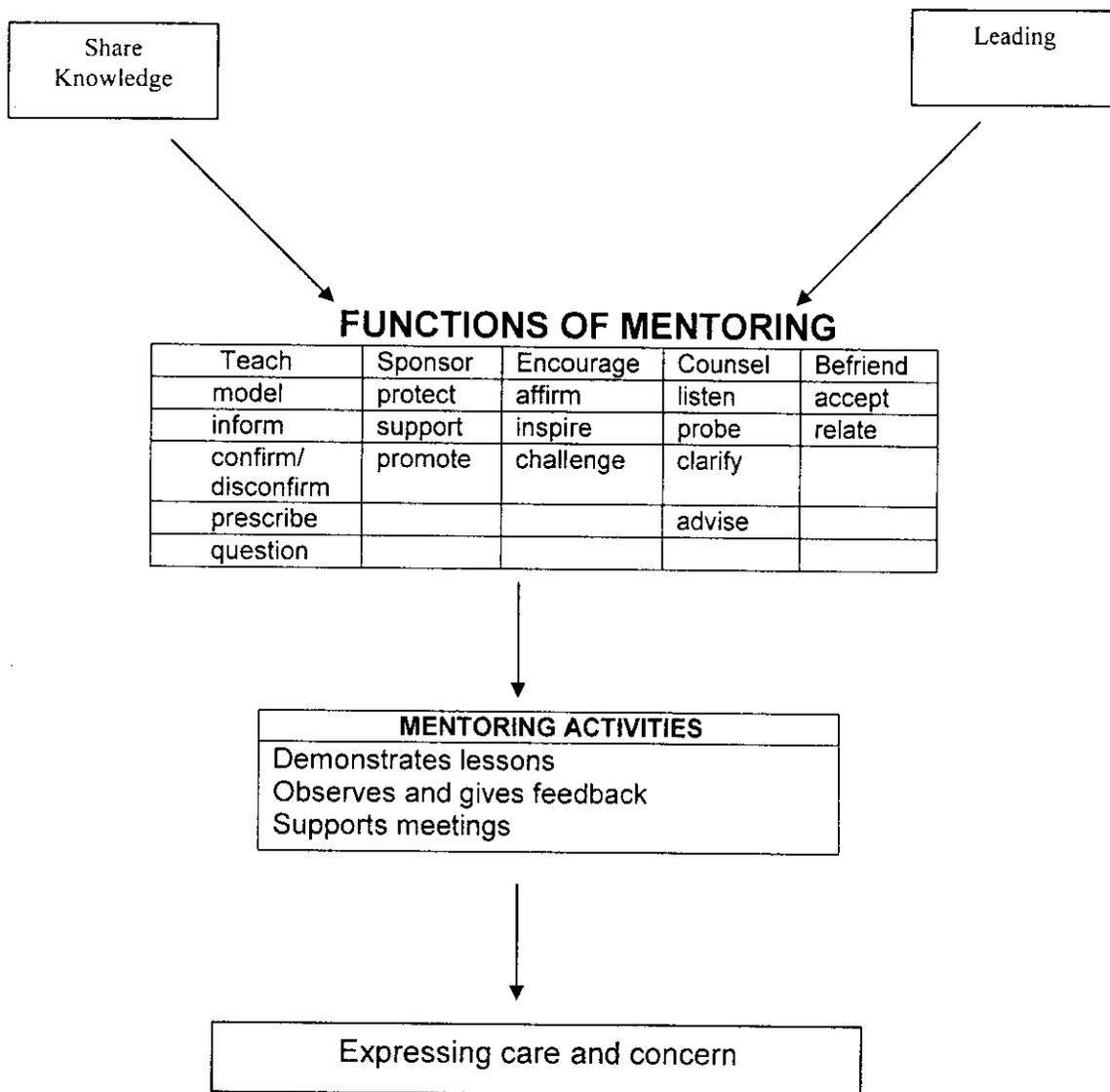
HANDOUT #7: Successful Mentor-Mentee Teachers Relationship

Characteristics of mentors include:

- Role model
- Guide
- Willing to be a mentor
- Supporter
- Experienced
- Adviser
- Trusted counselor
- Leader
- Friend
- Listener
- Knowledgeable
- Shares resources
- Observes confidentiality
- Interested
- Shows mutual respect
- Accessible
- Networks

- Participants will write a brief definition for each role based on their prior knowledge and the group discussion. They will also identify three characters that are common to the five roles. It is expected that they will identify three main characteristics of mentors, which are the ability to share this knowledge, guide mentees, and express their care and concern for the mentee. The basic component among these is the readiness to develop a relationship. **(Handout #8)**

HANDOUT #8: Roles and Functions of Mentoring



Phase 2: Constructing Meaning

The facilitator will provide the following handouts (**Handouts 9-12**) related to different roles of mentors. All participants will be divided into six groups. Participants will be expected to identify the basic roles of a mentor and behaviors that are carried out within various mentoring activities. They will do this through:

- Reading
- Planning Situation
- Presenting Situation

HANDOUT #9: The Mentors Role

The following ideas were taken from I-PAL workshop on 14 May 2003.

A supporter is willing to listen, is warm and caring, and makes him/herself available in times of need.	
My role is:	My role is NOT:
1. Listening	1. Doing everything for the mentee
2. Being available	2. Solving all of their problems
3. Willing	3. Forcing my opinions on the mentee
4. Nurturing	4. Providing all solutions
5. Advising, suggesting	
6. Providing options	

A listener listens to issues, problems, goals, and ideas on relevant professional issues.	
My role is:	My role is NOT:
1. Listening to ideas	1. Offering all solutions
2. Offering options	2. Doing all the talking
3. Helping with problems	

<p>A problem-solver helps the mentee to figure out and try new ideas. The mentor helps the mentee keep problems in perspective.</p>	
My role is:	My role is NOT:
1. Giving guidance so mentees can investigate their own solutions	1. Doing it all for them
2. Sharing ideas, books, and articles	2. Solving all problems
3. Suggesting strategies	3. Taking ownership from them

<p>A challenger respects opinions and beliefs, corrects wrong information, and forces the mentee to reflect on decisions.</p>	
My role is:	My role is NOT:
1. Helping the mentee to be reflective	1. Forcing my opinions on the mentee
2. Asking the mentee to question and challenge(s) opinions, and ideas.	2. Telling the mentee what to do
3. Encouraging the mentee to be critical of beliefs, questions they don't understand.	

Adapted from Berkeley. (1994). Young People Mentoring. An Employment Perspective. *Education and Training*. Vol. 36, No.5, pp.27-31

Looking at the benefits and challenges of mentoring

Handout #9 Continued

Benefits	Challenges
Professional growth	Limited time within the school day
Awareness of skills	Finding time to meet
Opportunities for professional conversation	Dealing with different personalities
Reflection on your teaching	Saying no to extra demands
Allows you to learn form new areas.	Feeling uncertain of what to do
Sharing new theories, technology, and ideas	Feeling lost—what am I supposed to be doing?
Opportunity to influence	
Develop friendships	
Opportunities for two-way conversation	
Professional development	
Develop active listening skills	
Problem solving	
Feeling useful in helping new teachers	
Provides job satisfaction	

HANDOUT #10: Mentor Characteristics

Good Mentors:

- Are people oriented, tolerate and enable the mentee to become self-directed professionals
- Share power and expertise
- Good listeners and help mentees to gain self-confidence
- Respect their mentee
- Are confident, flexible, caring, and sensitive to mentee's needs
- Take a personal interest in their mentee's careers
- Trust their mentee-teachers
- Good role model
- Expose mentee's to new opportunities
- Encourage their mentee-teachers' ideas
- Coach their mentee-teachers
- Show concern for their mentee-teachers' personal and professional growth
- Provide moral support, guidance, and feedback

HANDOUT #11: Attitudes and Professional Competences of Mentors

Attitudes and Characteristics:

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practices
- Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills
- Demonstrates a commitment to life-long learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is realistic, flexible, persistent, and open-minded
- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems

Professional Competences and Experiences:

- Is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of pedagogy and subject matter
- Has confidence in his/her own instructional skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- Maintains a network of professional contacts

- Understands the policies and procedures of the school, district, and teachers' association
- Is a careful observer of classroom practices
- Works well with other teachers and administrators
- Is willing to learn new teaching strategies from colleagues

Communication Skills:

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that promote reflection and understanding
- Offers feedback in positive and productive ways
- Uses email effectively (if available)
- Is efficient with the use of time
- Shows enthusiasm and has a passion for teaching

Interpersonal Skills:

- Is able to maintain a trusting, professional relationship
- Knows how to express care for a mentee's emotional and professional needs
- Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable and easily establishes rapport with others

HANDOUT #12: Attitudes and Professional Competences of Mentors

Attitude and characteristics of mentors	Professional competences and experiences of mentors
<ul style="list-style-type: none"> • Willing to be a role model for other teachers • Exhibits strong commitment to the teaching profession • Believes mentoring improves instructional practices • Willing to advocate on behalf of colleagues • Willing to receive training to improve mentoring skills • Demonstrates a commitment to life-long learning • Is reflective and able to learn from mistakes • Is eager to share information and ideas with colleagues • Is realistic, flexible, persistent, and open minded • Exhibits good humor and resourcefulness 	<ul style="list-style-type: none"> • Are regarded by colleagues as an outstanding teacher • Has excellent knowledge of pedagogy and subject matter • Has confidence in his/her own instructional skills • Demonstrates excellent classroom-management skills • Feels comfortable being observed by other teachers • Maintains a network of professional contacts • Understands the policies and procedures of the school, district and teachers' association • Is a meticulous observers of classroom practices • Collaborates well with other teachers and administrators • Is willing to learn new teaching

<ul style="list-style-type: none"> • Enjoys new challenges and solving problems 	strategies from colleagues
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Communication skills of mentors	Interpersonal skills of mentors
<ul style="list-style-type: none"> • Is able to articulate effective instructional strategies • Listens attentively • Asks questions that promote reflection and understanding • Offers criticism in positive and productive ways • Uses email effectively • Is efficient with the use of time • Conveys enthusiasm and has a passion for teaching 	<ul style="list-style-type: none"> • Is able to maintain a trusting professional relationship • Knows how to express care for a protégé's emotional and professional needs • Is attentive to sensitive political issues • Works well with individuals from different cultures • Is approachable and easily establishes rapport with others

- Each group will act out one of the following situations and highlight the basic components and related behaviors of each scenario:

Situation and scenarios:

1. The mentor helps his/her teachers in planning their lessons. The mentor models, good teaching, observes the mentee teaching, helps refine skills, and provides feedback.
2. The mentors invite mentees to a gathering and shows how a professional and personal relationship is built between mentors and mentees.
3. The mentor provides support to teachers in their day-to-day work and encourages them in their efforts to teach and manage classrooms.
4. The mentor helps their mentee understand the role and responsibilities of being professional educators.
5. The mentee is encouraged to face challenging situations in schools/classrooms and evaluate their beliefs about the situation.
6. A mentee-teacher is a very enthusiastic teacher and would like to do something new. The mentee has various ideas and activities in mind but seems too confused

to set out her/his priorities in order. As mentor, how would you deal with this situation?

Phase 3: Evaluation and Application

Participants will objectively analyze the presentations made by the other groups. They will be encouraged to take notes and identify distinguishing features of each role and evaluate the learning outcomes.

To reinforce participants' learning, the facilitator will share what an observation would look like. **(Handout #12)**

Participants will write a reflection of the day in their journal. Reflect on:

What was learned?

How will it change the teaching?

Questions about the concepts or activities

HANDOUT # 12: Classroom Observation

Classroom observation provides the opportunity to gather data on the teaching/learning activities in a classroom. This component of mentoring and peer coaching is crucial because as a mentor, the collection of accurate data is extremely important since it means careful, systematic examination of the events and interactions occurring during classroom communication. It is important to remain as objective as possible while observing. It is difficult to remain completely unbiased, but being as objective as possible will provide a clear representation of the classroom events. One way to increase objectivity is to separate facts from inference during the observation. The main objective in observation should be to collect facts and not to make conclusions about the successes or shortfalls of the classroom activities. For example, to note that students appeared interested in the lesson is an inference, whereas recording specific instructional questions and noting down the number of student responses to each question are the facts in observation.

Tips for classroom observation

As an observer one must consider the following:

- Be inconspicuous in the classroom. Arrive a little early and sit in a place that allows the observer to observe without distracting the students or the teacher.
- Stay for the entire class period. A brief, snap-shot observation may not portray a clear picture of the classroom teaching.
- Always record all the factual information about the classroom proceedings.

- Describe activity transitions and record who initiated the activity and to what extent the individual students and groups engaged.
- Write your inferences in parenthesis to incorporate these observations in the feedback session.
- Sit down immediately after the observation and highlight the important parts, make comments, and summarize activities, events, interactions, and conversations that are significant.

Day 3 Agenda

Recitation of the Holy Quran

Reflection

Objectives

Peer Coaching

Tea Break

Roles and Functions of Peer Coaching

Lunch

Feedback

Tea Break

Observation

DAY #3

Objectives: Participants will be able to understand

6. The concept of peer coaching,
7. The map of peer coaching, and
8. How to devise observations and feedback.

Technique used: Graphic Organizer

This strategy will help the teachers to enrich their understanding of “peer coaching.”

Participants will focus their attention on key components of peer coaching.

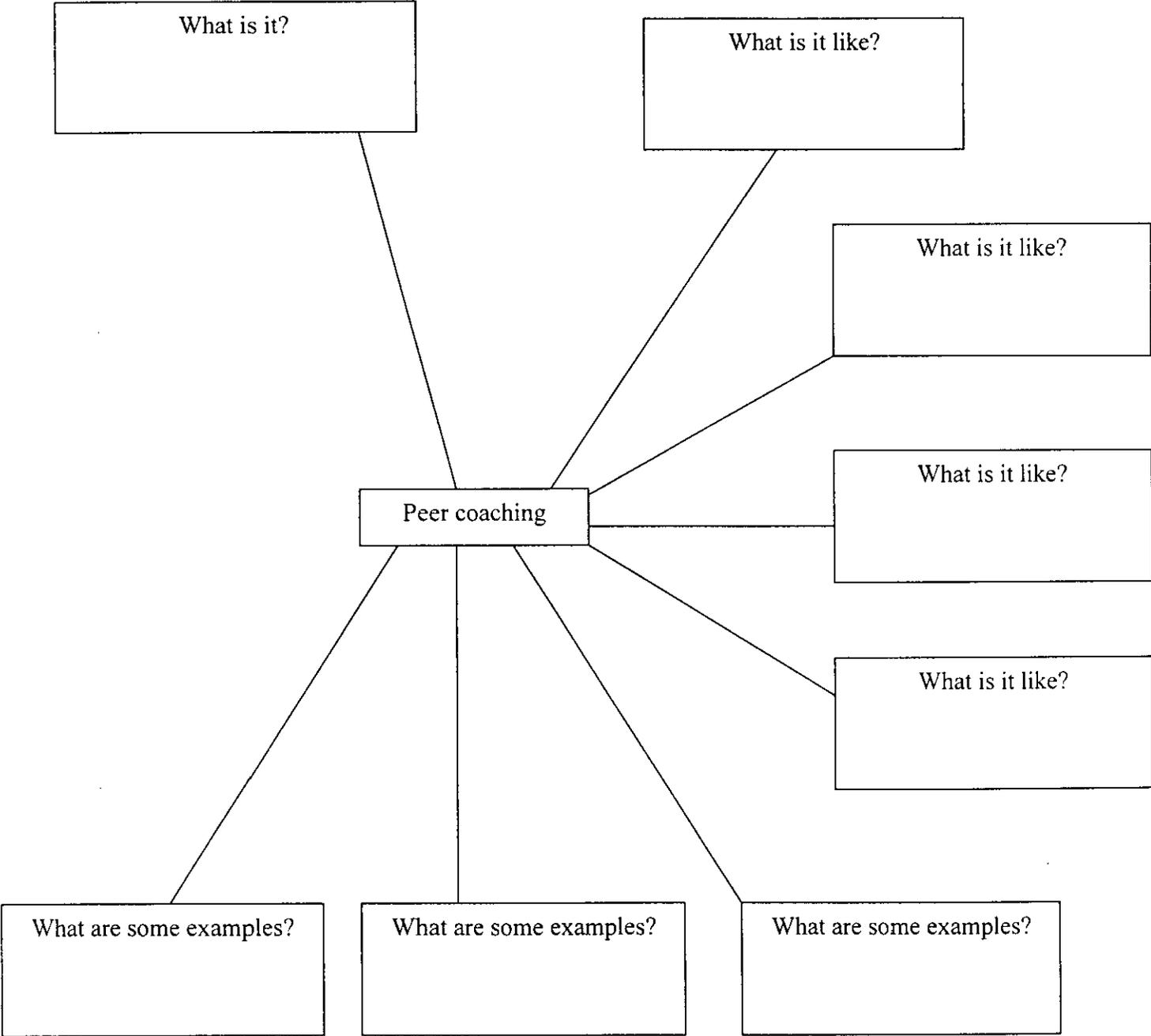
Phase 1: Activate Prior Knowledge

To develop the concept of peer coaching, the facilitator will display a blank graphic organizer (**Handout #13**) and participants are expected to begin the organizer using their prior knowledge. The facilitator will point out the following questions that are a part of the map:

- What do you think it is?
- What do you think it is like?
- What are some examples of it?

This will be an illustration for the participant to develop a peer coaching organizer.

HANDOUT #13: Peer Coaching Questions



Phase 2: Constructing Meaning

The facilitator will provide input on peer coaching. (see **Handout #14**) Participants in groups will use their prior knowledge and information from the material provided to complete the map and identify the roles and characteristics of a coach.

It is expected that participants' reading skills will be enhanced through this strategy. They will learn to focus their attention on the task and to select and organize relevant information. Participants will have the opportunity to observe and reflect on their own ideas, learn cooperatively through discussion, and develop study skills.

HANDOUT #14: Peer Coaching

Peer Coaching

What is Peer Coaching?

Peer coaching is a process in which teachers work with their colleagues to provide one another with descriptive feedback and discussion about observed teaching practices. Teachers are in a coaching relationship where they talk with each other and share feedback. Colleagues work together to take turns coaching each other, providing written and verbal feedback to improve their teaching.

Purposes of Peer Coaching

- Build communities of teachers who work together to improve their teaching. Coaching is a community activity and builds relationship among professionals.
- Coaching develops a shared language and a set of common understanding necessary for the study of new knowledge and skills. The idea that the curriculum and instructions need constant change and growth is especially important.
- Coaching provides a structure for constant change and growth in teaching skills that is essential for acquiring new teaching skills and strategies. (Showers, Beverly)

The Process of Coaching

- Two colleagues of similar experience work together.
- Meet on a regular basis to observe, discuss, give feedback, or study together.

- Peer coaching will be focused on school situations such as teaching practices or classroom management.

Benefits of Peer Coaching

- Teachers visit one another as they practice, they learn from observing the other person. They discuss how to respond to learners' needs and how to apply their new knowledge and skills. (Joyce, 1988)
- Peer coaching encourages teachers' self-growth through ongoing, classroom-based practices.
- Peer coaching provides professional support through the change process.
- Peer coaching provides opportunity to initiate new teaching skills and strategies in the classroom and across a school program.
- Peer coaching is done by a coach with mutual trust and understanding.

Characteristics of Peer Coaching Partnership

- Voluntary pairing
- Complementary matching
- Strong passive and active listening skills
- Empathetic support and encouragement
- Free and open communication
- Objective, nonjudgmental feedback
- Generating new ideas and alternatives
- Process and values clarification skills

Phase 3: Evaluation and Applications

The facilitator will take feedback from the groups, and record and organize it on the board under each question. Participants will be asked to express what they have learned from the above activity.

Participants will write a reflection of the day in their journal on these ideas:

What was learned?

How will it change the teaching?

Questions about the concepts or activities.

Day 4 Agenda

Recitation of the Holy Quran

Reflection

Objectives

Functions of Peer Coaching

Tea Break

Similarities and Differences of Peer Coaching and Mentoring

Lunch

Presentations

Tea Break

Feedback

DAY #4

Objectives: Participant will be able to understand

9. Functions of peer coaching, and
10. Differences between peer coaching and mentoring.

Activities

1. Brainstorming
2. Constructing meaning
3. Observation and feedback mechanism

Phase 1: Activate Prior Knowledge

Participants will review the basic components of peer coaching and identify setting, characters, and events.

Phase 2: Constructing Meaning

The facilitator will provide the reading material (**Handouts #15-16**) to the participants.

Participants will be divided in various groups. The participants will work on various aspects of mentoring and peer coaching.

Participants, in groups, will draw out major similarities and differences between peer coaching and mentoring. Then, they will prepare a presentation of their understanding about peer coaching and mentoring on the charts. Participants are then asked to display their charts on the walls for gallery presentation. They will be encouraged to give constructive feedback and ask pertinent questions to other groups.

Participants will discuss in groups how they would be able to contextualize the concepts of mentoring and peer coaching. Lastly, they will be encouraged to share their group's understanding with the whole class.

HANDOUT #15: What Factors Need to Be Considered Before Implementing Peer Coaching

Several factors should be considered before starting a peer coaching system:

- There must be a an agreement on the part of the people involved that they are good, but can always get better—that they can always improve what they are doing.
- The teachers and administrators involved must have a good level of trust.
- People care about each other and are willing to help one another. (Dalton and Moir, 1991)

HANDOUT #16: How Is Peer Coaching Implemented?

Once these factors have been met and two colleagues agree to work together. Various strategies and procedures for implementing peer coaching may be used.

Coaching Strategy Steps

1. Identify the purpose of the meeting.
2. Schedule a meeting time and place.
3. Pre-Observation: Each teacher will discuss his or her goals for the school term.
4. Each teacher will choose one goal to be his/her focus.
5. Together the teachers discuss the steps to meet each person's goal.
6. Observation Lesson: The teachers return to their classroom and begin the steps for meeting their focus.
7. Post-Observation: Teachers continue to meet regularly to discuss their progress. They may also observe one another, find resources, and plan.
8. At the end of the school term, teachers will revisit their goals and evaluate their progress.

“Peer coaching implies that teachers observe each other and give mutual feedback to see how far the skills have been practiced; they examine the appropriate use of the strategy; problem solving and action planning sessions.” (Wallance 1990-21-22)

Phase 3: Evaluation and Applications

Participants will [would] also be encouraged to share their expectations and the successes and challenges they foresee in this mentoring process.

Participants will write a reflection of the day in their journal on these ideas:

What was learned?

How will it change the teaching?

Questions about the concepts or activities.

Day 5 Agenda

Teaching in School

Lunch Break

Reflection

Tea Break

Reflection

DAY #5

Field Work

Mentoring is a combination of coaching, counseling, and assessment. The mentor helps, assists, guides, observes, provides constructive feedback, co-teaches, and gives demonstration lessons in order to support junior or newly qualified teachers. Therefore, in this module, the mentors are expected to spend one whole day in the field and focus on the following aspects of mentoring:

1. Lesson/classroom observation
 - a. Pre-observation discussion
 - b. Lesson observation
 - c. Post-observation discussion
2. Giving feedback to mentees
3. Mentor reflection on the process

The mentors are expected to observe at least two lessons with pre- and post-observation discussion, give one demo-lesson and invite the mentees to provide feedback. Finally, mentors are expected to write a one page reflection on the whole process, keeping in mind the success and challenges they faced during the process. The mentors will come back to the training venue and share their experiences in the field, the successes, and the challenges.

ACTION PLAN FOR MENTORING MODULE:

Once the initial mentor training has been completed, participants are expected to be ready to begin mentoring. But unless some structure is created that provides opportunities for mentors as well as their mentees to share and review their progress, mentor programs can suffer from a lack of direction or communication.

Therefore, mentors, principals, head masters/mistresses, and mentor trainees must implement the acquired learning in the field. They are responsible for:

- Moving the mentor program forward in a positive direction;
- Providing opportunities for mentors and mentees to share their experiences and their views about the effectiveness of the mentor program;
- Addressing any problems or unmet needs that emerge during the course of the year; and
- Supporting peer coaching efforts.

The administration must encourage regular meetings to enhance the necessary exchange of information between the person responsible for the mentor program and the mentors and mentees in the program. The meeting structure may include brief reports which are written or given orally by participants to summarize their progress, to identify any special problems or needs they have, or to account for the resources they have directed toward mentoring.

Participants will write a reflection of the day in their journal on these ideas:

What was learned?

How will it change the teaching?

Questions about the concepts or activities.

Mentoring Module Daily Schedule

Time	MENTORING FIRST DAY PLAN
8:30 – 9:00 am	<ul style="list-style-type: none"> • Registration of the participants • Recitation of the Holy Quran • Welcome/Introduction of the participants • Introduction of the Facilitator(s)
9:00 – 9:30 am	Sharing the objectives of the module (Sharing & Discussion)
9:30 – 10:30 am	Ice breaking activity: Understanding the Concept of Mentoring Objectives of the module will be finalized
10:30 – 11:00 am	TEA BREAK
11:00 – 1:00 pm	Defining the Map of Mentoring Phase 1: Activate Prior Knowledge Technique/Strategy: Handouts related to the topic will be distributed to the participants
1:00 – 2:00 pm	LUNCH
2:00 – 3:30 pm	Phase 2: Constructing Meaning Technique/Strategy: Based on the definition derived during the third phase of the previous activity participants will be requested to complete the concept Map of Mentoring.
3:30 – 3:45 pm	TEA BREAK
3:45 – 4:30pm 3:45 – 4:30 pm	Phase 3: Evaluation and Application Participants will share what they have learned. Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities.

Time	MENTORING SECOND DAY PLAN
8:30 – 9:00 am	<ul style="list-style-type: none"> • Recitation of the Holy Quran • Reflection on the previous day's activities
9:00 – 9:30 am	Sharing the objectives of the Day's Activities (Sharing & Discussion)
9:30 – 10:30 am	Roles & Functions of Mentoring Activate Prior Knowledge Technique/Strategy: Brainstorming on the roles and functions of mentoring
10:30 – 11:00 am	TEA BREAK
11:00 – 1:00 pm	Phase 2: Constructing Meaning Technique/Strategy: Role-play Participants develop their understanding of the roles and functions of a mentor through role-play and handouts.
1:00 – 2:00 pm	LUNCH
2:00 – 2:30 pm	Phase 3: Evaluation and Application Technique/Strategy: Participants will be requested to express what they have learned from the above activity.
2:30 – 3:30 pm	Devising an Observation and Feedback mechanism
3:30 – 3:45 pm	TEA BREAK
3:45 – 4:30 pm	Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities.

Time	MENTORING THIRD DAY PLAN
8:30 – 9:00 am	<ul style="list-style-type: none"> • Recitation of the Holy Quran • Reflection on the previous day's activities
9:00 – 9:30 am	Sharing the objectives of the Day's Activities (Sharing & Discussion)
9:30 – 10:30 am	Ice Breaking : Peer Coaching Phase I: Activate Prior Knowledge Technique/Strategy: Brainstorming the concepts and functions of peer coaching
10:30 – 11:00 am	TEA BREAK
11:00 – 1:00 pm	Phase 2: Constructing Meaning Technique/Strategy: Participants develop their understanding of the roles and functions of a peer coaching through role-play and handouts.
1:00 – 2:00 pm	LUNCH
2:00 – 3:30 pm	Phase 3: Evaluation and Application Technique/Strategy: Participants will be requested to express what they have learned from the above activity.
3:30 – 3:45 pm	TEA BREAK
3:45 – 4:30 pm	Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities.

Time	MENTORING FOURTH DAY PLAN
8:30 – 9:00 am	<ul style="list-style-type: none"> • Recitation of the Holy Quran • Reflection on the previous day's activities
9:00 – 9:30 am	Sharing the objectives of the Day's Activities (Sharing & Discussion)
9:30 – 10:30 am	Functions of Peer Coaching Differences between Peer Coaching and Mentoring Phase 1: Activate Prior Knowledge Technique/Strategy: Brainstorming on the functions of peer coaching
10:30 – 11:00 am	TEA BREAK
11:00 – 1:00 pm	Phase 2: Constructing Meaning Technique/Strategy: Facilitators will distribute the reading material. Participants, in groups, will develop their understanding of the functions of peer coaching. Each group of participants will draw out major similarities and differences between peer coaching and mentoring
1:00 – 2:00 pm	LUNCH
2:00 – 3:30 pm	Presentations: Participants will present their understanding about peer coaching and mentoring on the charts. These charts will be displayed for observations.
3:30 – 3:45 pm	TEA BREAK
3:45 – 4:30 pm	Phase 3: Evaluation and Application Technique/Strategy: Participants will be requested to express what they have learned from the above activity and give constructive feedback. Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities

Time	MENTORING FIFTH DAY PLAN
8:30 – 1:00	Teaching in the school The participants will spend this time in the school, teach there in groups, and observe each other.
1:00 – 2:00	LUNCH BREAK
2:00 – 3:30	Reflection on: <ul style="list-style-type: none"> • Teaching/Learning process • The change process • The techniques used while teaching. • The role of reflection in the mentor—mentee relationship.
3:30 – 3:45	TEA BREAK
3:45 – 4:30	Overview Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities