

5.5 BCU Mentor Coach Model

The BCU ITE Mentoring Model has been created by connecting what we hope to be familiar existing models, with the purpose of appearing coherent across a range of settings, subject areas and phases. Essentially, this is one model that fits every need of the mentoring relationship. To paraphrase JRR Tolkien, this is one model to rule them all. Firstly, you will recognise the reflective model created by Borton (1970) and developed further through the work of Driscoll (1994) and Rolfe (2001), that of What, So What and Now What.

This standard of reflective practice serves to situate our model within a familiar cycle of inquiry and practice, allowing both mentor and mentee to follow a well-structured but simple path of reflection.

The further elements of the model are designed in such a way that experienced mentors will recognise the individual stages and be able to align our approach to their own mentoring knowledge and expertise. We also recognise that the model itself maps across Knight's Instructional Coaching model, familiar with those supporting Early Career Teachers.

Likewise, if a school is hosting Associate Teachers from other ITE providers, this model will not further complicate expectations, instead offering a universal approach to all settings and scenarios.

Added to the What, So What and Now What structure, we have incorporated Bambrick-Santoyo's Coaching model (2018) to support more detailed approaches to investigating the development of practice.

This offers step by step guidance to support both mentor and mentee in moving through the intricate stages of identifying areas for development, discussing potential strategies for improvement and supporting effective practice that will result in positive outcomes for all.

We recognise however that many existing reflective, mentoring or coaching models do not offer or explain an essential element of the process required to support a developing teacher through the requirements of an ITE course. Mentor models rarely make a connection to the Initial Teacher Education requirements of recording, tracking and monitoring progress over time.

To ensure that our mentors and mentees are supported at this stage of the development process, we have extended each model to represent the need for recording progress and offering opportunity to recognise the impact that our actions have made on the range of areas that such a course is based upon.

The What, So What and Now What model is supplemented with an additional layer exploring What Impact this work has made the associate teachers progress, while the See it, Name it, Do it model has been extended to include the Review it stage, to

capture and enhance the impact and opportunities for reflection following any number of interactions across the courses (see below).

<p>What?</p> <p>the descriptive stage</p> <ul style="list-style-type: none"> - recognise success - identify next step - signpost expectation <p>See it </p>	<ul style="list-style-type: none"> ✎ Offer specific praise ✎ Ask simple follow-up questions ✎ Identify the gap or development area ✎ Encourage the AT to identify their next step ✎ Show a model of the expected action ✎ See what highly effective teaching looks like
<p>So What?</p> <p>the interpretive stage</p> <ul style="list-style-type: none"> - name the 'what' - name the 'why' - name the 'how' <p>Name it </p>	<ul style="list-style-type: none"> ✎ Encourage the AT to name the target ✎ What will they work on? ✎ Elicit the reason behind this target ✎ Discuss the impact it might have ✎ Set out the approach to improve ✎ How will the AT do this?
<p>Now What?</p> <p>the activity stage</p> <ul style="list-style-type: none"> - perfect the plan - practise the action - follow up & feedback <p>Do it </p>	<ul style="list-style-type: none"> ✎ ATs create a plan, script the action ✎ Compare this with their mentor's version ✎ Create a simulation of the targeted area ✎ Model and practice the action ✎ Set dates for review ✎ Plan for 'in-observation' feedback
<p>What Impact?</p> <p>the evaluation stage</p> <ul style="list-style-type: none"> - assess the impact - discuss development - reflect on progress <p>Review it </p>	<ul style="list-style-type: none"> ✎ Consider the impact of the completed target ✎ How effectively was the action step completed? ✎ Discuss what has emerged in their teaching ✎ How has this improved the classroom environment? ✎ Consider what lesson has been learnt ✎ How will they take this forward into future practice?