

## **MA in Education**

<b>Module Title:</b>	MENTORING AND COACHING TO IMPROVE EDUCATIONAL EXPERIENCES
<b>Module Code:</b>	MAED03M
<b>Level:</b>	7
<b>Credits:</b>	30
<b>Pre-requisites:</b>	None

### **Module Description:**

This module is designed to increase the learners knowledge of mentoring and coaching within educational establishments as they are key aspects in improving any organisation. The role of mentoring and coaching new and existing staff will allow for greater contingency planning within organisations as well as continued professional development for both for the deliver and the receiver. There is a growing recognition within the educational sector of dual or even triple professionalism as teaching itself becomes just one facet of an increasingly complex role. In order to succeed both personally and via the experiences of the learners educational establishments needing to become very dynamic institutions with a constantly changing skill set and as such, developing individuals, staff and students is vital to this process. This module is designed to equip students with the theoretical knowledge and skills to undertake or assist with this role within their own organisations.

---

### **Indicative Content:**

- Understand key positions and their roles/responsibilities within an educational setting.
  - Understanding the key principles of mentoring
  - Understanding the key principles of coaching
  - Developing teams and the theories behind team dynamics
  - Identify external influences on educational organisations and the pressures to consistently improve
  - How to identify suitable interpersonal skills to conduct mentoring and coaching
  - How to lead a successful programme of mentoring and / or coaching within an educational establishment.
  - Reflection on your personal abilities to mentor and coach
-

**Learning and Teaching Methods:**

The module will be delivered through a combination of: class-based teaching and learning situations, such as lectures and seminars; working on case studies where data is mixed, complex and unbounded; class discourse where exercises based on scenario material invite critical analysis to be shared and discussed; reading current research papers in coaching and mentoring. Reflection will play a significant part of this module as the learner profile is anticipated to represent middle to senior management or individuals striving to attain one of these positions, therefore a reflective diary and personal skills audit with a peer contribution is vital.

---

**Specific Learning Resources:**

All learners will be required to have access to the Wi-fi within their teaching space and full use of an interactive board for the taught elements.

**Bibliography**

Highly Recommended

Andreanoff, J., (2016) *Coaching and Mentoring in Higher Education*, London: Institute of Education

Bachkirova, T., Clutterbuck, D., Cox, E. (Eds), (2014) *The complete Handbook of Coaching (2<sup>nd</sup> Edition)*, London: Sage

Garvey, B., Megginson, D., Stokes, P., (2014) *Coaching and Mentoring: Theory and Practice (2<sup>nd</sup> Edition)*, London: Sage

Robertson, J., (2008) *Coaching Educational Leadership. Building Leadership capacity through Partnership*, London: Sage

Wallace, S. and Gravells, J. (2005) *Mentoring in further education*, Exeter: Learning Matters Ltd.

Wolf, A. (2011) *Review of vocational education: the Wolf report*. Prepared for DfE.

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/180504/DFE-00031-2011.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf) (accessed 29 March 2016).

Recommended

BERA (2011), *Ethical Guidelines for Educational Research*. London: British Educational Research Association.

Boyatzis, R. E. (2006) *The ideal self as the driver of intentional change*, Journal of Management Development, 25(7), 624-642.

Burn, M., Gornall, S (2013) *Coaching and Learning in Schools: A Practical Guide*. London: Sage

Hobson, A.J., Ashby, P., Malderez, A. and Tomlinson, P.D. (2009a) *Mentoring beginning teachers: what we know and what we don't*. Teaching and Teacher Education: An International Journal of Research and Studies, 25(1), 207-216.

Ingleby, E. and Tummons, J. (2012) *Repositioning Professionalism: Teachers, Mentors, Policy and Praxis*, Research in Post-Compulsory Education, 17(2), 163-178.

Nieuwerburgh, C., (2015) *Coaching in professional Contexts*, London: Sage

Broadsheet newspapers, websites and the following journals (list not exclusive)

- In Tuitition
- Times Education Supplement

## Module Specifications: UCC School of Education

- Education Today
- BBC education news website [www.bbc.co.uk/news/education](http://www.bbc.co.uk/news/education)
- National College for Teaching and Leadership  
[www.gov.uk/government/organisations/national-college-for-teaching-and-leadership](http://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership) (Early Years to 16 years sectors)
- Association of Coaching <http://www.associationforcoaching.com/pages/home/>
- Coaching and mentoring UK website <http://new.coachingnetwork.org.uk/>
- Education and Training Foundation [www.et-foundation.co.uk](http://www.et-foundation.co.uk) (Post-16 sector)

## Module Learning Outcomes

### Subject Specific Learning Outcomes

*On successful completion of this module you will be able to:*

<b>LO 1</b>	Critically evaluate approaches to developing students, employees and teaching staff in two different educational settings.
<b>LO 2</b>	Examine conceptual and theoretical knowledge of mentoring and coaching and be able critically analyse the benefits of them within their own organisations.
<b>LO 3</b>	Critically evaluate the knowledge, skills and attributes required for mentoring and coaching.
<b>LO 4</b>	Critically examine existing roles and responsibilities within their organisations which focus on mentoring and coaching.

Assessment Title or element	Weighting (%)
4,000-word essay	60%
2,000-word case reflecting on your experiences of mentoring and coaching (either as giving the training or as receiving the training) plus a reflective diary maintained over the course of the module on areas you have seen in need of improvement and what you can do/did do to improve them	40%

*Information correct at point of publication.*