



CAMBRIDGE

# How to improve the Impact of PD through a Culture of Mentoring and Coaching

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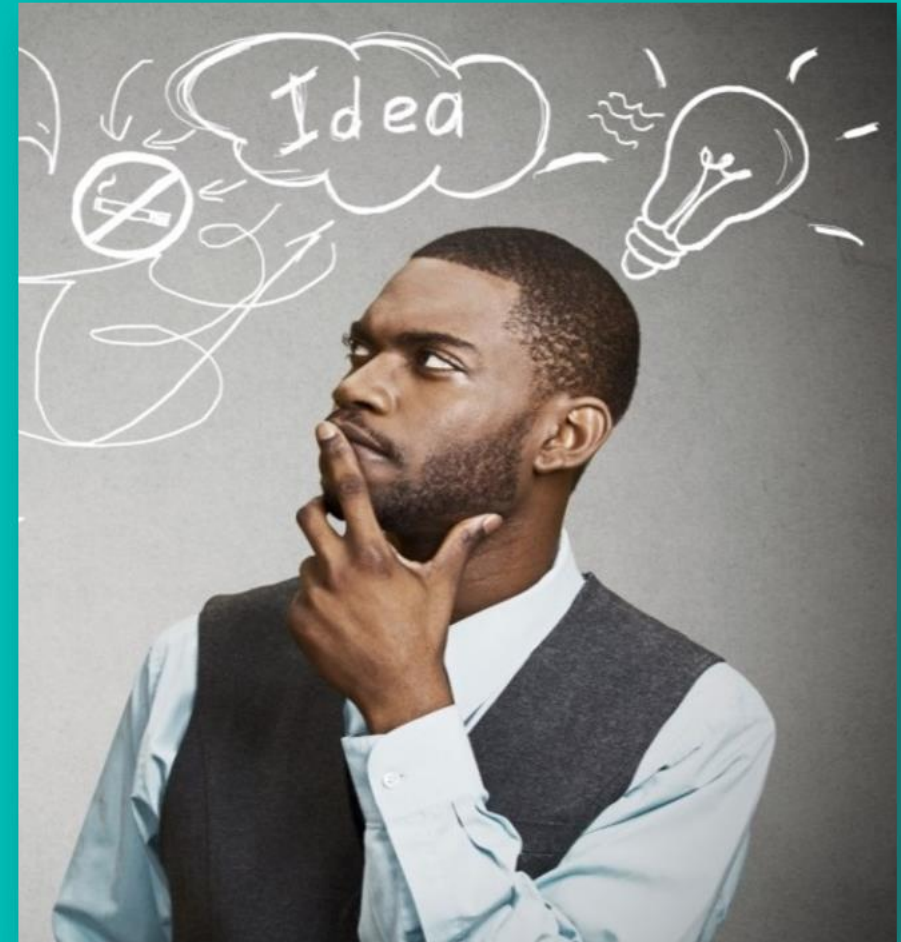
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Question One:  
WHY DOESN'T PD RELIABLY MAKE A DIFFERENCE ?

## *Eureka Moments ?*

- The answer to Life, The Universe and Everything is ....?
- PD can be inspirational
- But why isn't it transformational?



## *Why does PD have low impact in schools?*

- Teacher workload ?
- Lack of resources ?
- Reluctance to embrace change?
- Competing priorities?
- Stress / anxiety / demotivation ?



# Are there deeper causes?

“ All the reviews found that an essential element of successful CPDL is overt relevance of content to its participants and their day-to-day experiences and aspirations for pupils.”

“ The strongest review found that achieving a shared sense of purpose during CPDL is an important factor for success.”

“ What was clear was that all studies showed it was important 5 that CPDL programme design creates a “rhythm” to activities, through multiple instances of ongoing support/follow-up activities.”

*‘Developing Great Teaching Lessons from the international reviews into effective professional development.’*

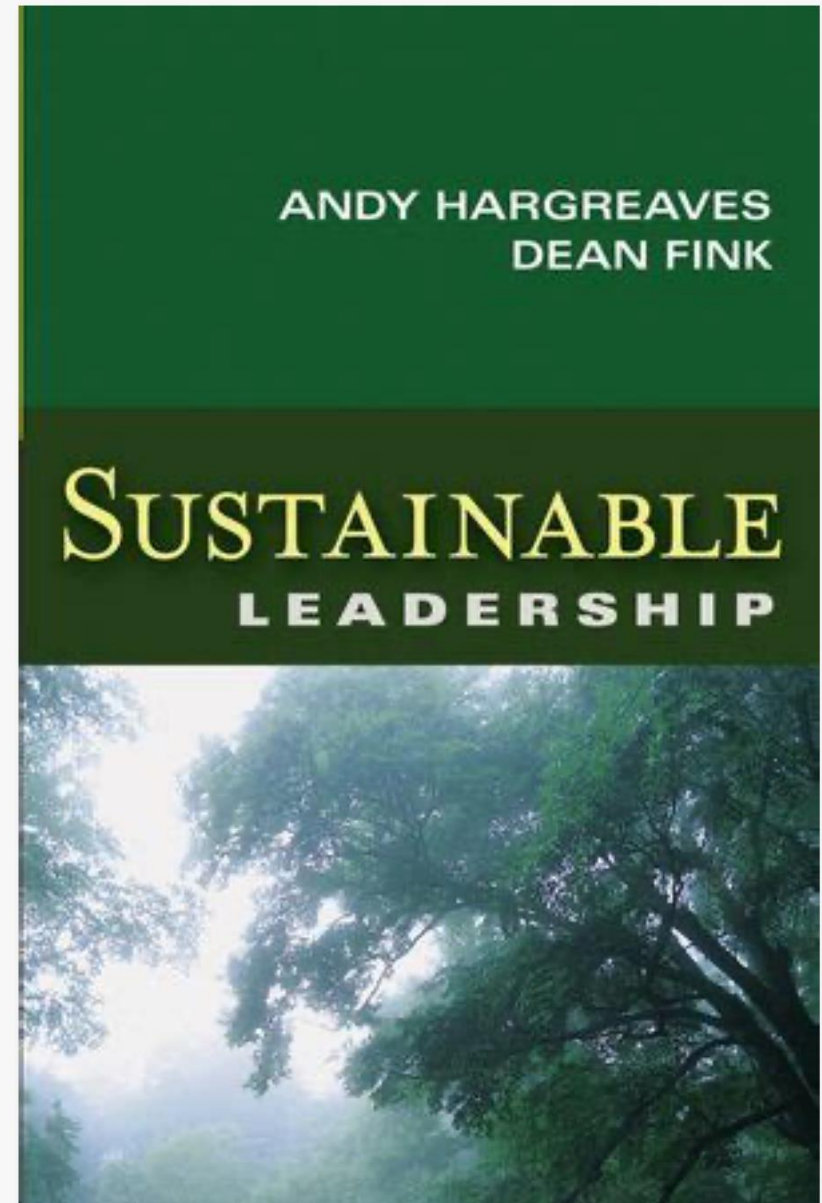
*The Teacher Development Trust*





## And deeper still?

- What would it look and feel like if schools were genuinely sustainable environments?
- Long term strategies rather than short-term targets?
- Nurturing the wellbeing, trust and energy levels of staff and students?
- Recognising teaching as ‘emotional labour’?



Question Two:  
What is a Culture of Mentoring & Coaching

# What are Mentoring & Coaching?

"**Mentoring** involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging ...

**Mentoring** is an intense work relationship between senior and junior organisational members."

*David Clutterbuck*

"**Coaching** is ... partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential"

*International Coaching Federation definition*





## What are the key benefits of a Coaching and Mentoring Culture?

- Coaching & Mentoring promote relationships of trust.
- Coaching & Mentoring promote deep and active listening.
- Coaching & Mentoring promote self-realisation.
- Coaching & Mentoring embraces a whole school team.
- Coaching & Mentoring promote time to think.
- Coaching & Mentoring promote slow, sustainable learning.

# TIME TO THINK

LISTENING TO IGNITE  
THE HUMAN MIND



"Do not be fooled by the simplicity of this process.  
It will unleash the power of your whole organization."

*British Telecom*

NANCY KLINE

**Time to Think**

**Listening to Ignite the Human Mind**

Nancy Kline >

## What would it look like if my school had a coaching culture?

- The school has embedded the capacity for all staff to develop coaching and mentoring skills.
- Coaching & Mentoring are fully integrated into all school change and improvement programmes.
- Coaching & Mentoring are not remedial interventions but a planned part of sustainable teacher wellbeing and career development.
- The school invests in Coaching & Mentoring by allocating resources of Spaces and Time to relationship building.



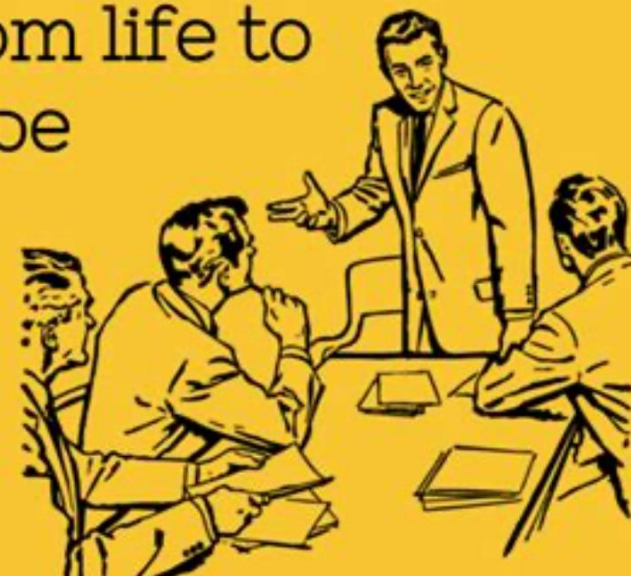
## Question Three

How can we improve PD Impact through Coaching & Mentoring?

# What sort of PD programme?

- Stop / Avoid 'one off' PD days with a 'one size fits all' limitation.
- Through coaching, discover and work with teacher's authentic needs, alongside appreciative inquiry lesson observation.
- Empower mentoring from across the school to reduce dependency on external PD providers

When I die, I hope it is during professional development because the transition from life to death would be so subtle.



**friEdTechnology**

Creating Educator PD that doesn't suck since at LEAST 2008

# Empower Professional Reflection

- Develop a Professional Learning Community, teachers routinely observe and reflect on each others' lessons.
- Develop a Teacher Self Review Tool.
- Embed self-review and professional development challenging & supportive conversations into the Coaching programme.

## Questions to Help you to Reflect on your Lessons

### 课堂反思自问

ASPECT OF LEARNING 让学习发生的层面	What went well/ Even better if... 进展顺利之处/可以改善的方面
<b>How good was the Start to the Lesson?</b> <b>Did I motivate students to want to study this topic:</b> 课堂开头做得好吗? 我有没有激发学生对本章节的兴趣? <ul style="list-style-type: none"> <li>• Flipped Learning 翻转式学习法</li> <li>• Using student's curiosity?利用学生的好奇心</li> <li>• Having a starter activity?设计了“开胃”小活动</li> <li>• Using Question and Answer for an interesting conversation? 一问一答与学生展开有意思的对话</li> <li>• Making the learning relevant to the students?将本章节与学生生活联系起来</li> <li>• Setting clear Learning Objectives, which are differentiated if necessary? 设计清晰</li> </ul>	
<b>Prior Learning:</b> <b>Did I clearly link the new learning to prior learning?</b> 原有的学习基础: 我有没有新知识与旧知道清晰的联系起来? <ul style="list-style-type: none"> <li>• Ask the students to make the link?让学生自己建立新旧知识的连接。</li> <li>• Use Spiral Curriculum/Distributed Learning to link to last week / last month / last year?使用螺旋式或分布式课程设计, 与上周/上个月/去年的知识链接起来</li> <li>• Use Prior Learning Review as Assessment for Learning to find 'gaps' in knowledge?使用原有知识学习测评, 找到知识上的漏洞</li> </ul>	



## Align PD, Lesson Observation and Coaching.

- Teacher self selects a professional development area.
- Coach and teacher select PD source (home grown if possible)
- On-going coaching discussions accompany PD delivery.
- Teacher selects time of observation.
- Pre-observation discussion to set focus questions - how well did I...?
- Empowering, appreciative, question led feedback.
- Grow teacher to become Mentor / Coach in the skill area.



## Sustainability, Wellbeing and the Why

“ People don't buy what you do; they buy why you do it.  
And what you do simply proves what you believe.”

*Simon Sinek , 'Start with Why' (2009)*

“ When adults in schools work well together with  
reciprocal and relational trust, it increases energy for  
improvement that then benefits students and their  
achievement.”

*Hargreaves and Fink, 'Sustainable School Leadership',  
2003*

“ The quality of your attention determines the quality of  
other people's thinking”.

*Nancy Kline, Time to Think, Listening to Ignite the  
Human Mind, 2015*



# Thank you!