Doctoral Thesis Title:

Coaching and mentoring: a change agent to lead effective teacher development in schools.

Thesis submitted in accordance with the requirements of the University of Liverpool for the degree of Professional Doctorate by Lizana Oberholzer, Student Number: H00032892

Abstract:

The development of mentors and coaches play a key part in developing future teachers to the teaching profession; however, the development of these teacher educators is often framed within the constraints of the compliance regulations of national policies and courses rather than truly reflecting on the needs of teacher educators to develop their knowledge and skills to enable them to support future teachers well on their journey. Often the personal and professional learning needs of teacher educators are not fully factored into policy development, or if they are, they are broadly mentioned without any specific detail. Teacher Educators, such as mentors and coaches, are placed at the heart of retaining future teachers in England, through the Department of Education in England's retention strategy via the Early Careers Framework. However, mentoring and coaching is mentioned scantly in the policy frameworks, and the development of teacher educators are provided with little guidance. This thesis carefully considered how the professional learning journey of teacher educators needed to be mapped out to equip them as future mentors. It will be paramount to the successful roll-out of the Early Careers Framework to embed strong and detailed practices to develop the professionals who need to support Early Careers Teachers on their journey. Understanding how these adult learners, in this case the teacher educators need to be developed, to grasp how to consider the needs of the Early Careers Teacher, will make a significant difference in the outcomes of new teachers.

This thesis looks at the importance of learning transfer and self-directed learning in the professional development cycle for teacher educators, to provide them with the necessary knowledge, theoretical understanding, and skills to develop future teachers effectively.

In the absence of clear guidance on how to develop mentors and coaches for their roles as Teacher Educators to support Early Careers Teachers, this study explored what the impact is of the development of a mentoring and coaching programme to support Teacher Educators in their roles.

This mixed methods action research project tracked the learning journey of Teacher Educators across 3 learning stages to evaluate how they were progressing, what learning needs and gaps they had, and how to address these, as well as what the impact of their learning was on the outcomes of the Early Careers Teachers they worked with. The study explored through in-depth interviews and progress tracking, the learning journeys of both the Teacher Educators and Early Careers Teachers, to gain a detailed understanding of how to shape the learning opportunities for Teacher Educators to equip them well for the next stage of their work with new teachers. The study provides a unique contribution to knowledge in this field by considering how to shape the learning journey of the Teacher Educator supporting Early Careers Teachers, with the specific learning needs of the Teacher Educator and the Early Careers Teacher in mind. The thesis provides an account of the Teacher Educators' professional learning and how their various learning needs should be considered in future. Core themes emerge, such as the importance of sustained practice, bespoke and differentiated support, and learners'

engagement. The research highlights key considerations and recommendations which will in future have implications for theory and practice in relation to Teacher Educator development within schools and Higher Education Institutions.

Statement of Original Authorship

The research developed and engaged with in this thesis has not previously been submitted for any other award or credits at the University of Liverpool or any other Higher Education Institution. To the best of my knowledge, the thesis is original, and all the information, documentation or materials produced by theorists, academics and others within the piece has been fully referenced and credited.

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Acknowledgements

Glossary:

AI	Ambition Institute
BASIC	Background, Aim, Strategy, Implementation, Commitment
BERA	British Education Research Association
DfE	Department for Education
ECF	Early Careers Framework
ECT	Early Career Teacher
EMCC	European Mentoring and Coaching Council
GROW	Goal, Reality, Options, Will
ITT	Initial Teacher Training
ITE	Initial Teacher Education
Maintained Schools	Schools receiving national funding from the Department for Education
MAT	Multi Academy Trust in England
NASBTT	National Association for School Based Teacher Training
NMS	National Mentor Standards
OFSTED	The Office for Standards in Education, Children's Services and Skills
SCITT	School Centred Initial Teacher Training
SWOT	Strengths, Weaknesses, Opportunities, Threats
TE	Teacher Educator
UCET	Universities Council for the Education of Teachers
UNESCO	United Nations Educational, Scientific and Cultural Organisation
US	United States

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Chapter 1 - Introduction

1.1 Context and Motivation for the Study:

The research study was inspired by my own work as a Teacher Educator, who leads on the delivery of programmes developing Early Careers Teachers (ECT). At the time when this study was conducted, I worked as a Teacher Educator in a Modern University, in England. My role as Teacher Educator, was to oversee postgraduate provision for Teachers in the university's partnership, and one of the roles was to work with Early Careers Teachers. Early Careers Teachers can be defined as teacher who gained Qualified Teacher Status (QTS), and who are still developing their skills and experience in their role as a teacher. In England, the Department for Education (DfE) provides an Early Careers Framework (DfE, 2019b) for ECTs, that enables them to develop their skills over the first two years as new teachers.

My own learning journey, from being a teacher, developing and learning how to teach along side my mentor, to the point where I became a mentor of future teachers, working alongside Teacher Educators (TE), encouraged me to continue on this learning pathway, and to engage with this research project. The aim, through my research, is to explore how I can help others to grow and develop as Teacher Educators, Mentors, Mentees, Coaches and Coachees. It is my firm belief that if we develop Teacher Educators well, they are able to support future teachers well, to impact positively and provide life chances to those children we all serve in education. Throughout my career I had the good fortune to be involved in Teacher Education, first, as a mentor, later as a Professional Tutor, Induction Tutor, School Centred Initial Teacher Training (SCITT) Director, overseeing the development of Initial Teacher Training, and in my current role, as Senior Lecturer, I am leading on Early Careers development for New Teachers. As educators, we always strive to enable others, and to help others to become the best they can be.

Menzies et al (2014) state that people become teachers because they would like to contribute and impact positively on others, for many a desire to work with children is a key driver and for secondary teachers a passion for their own subject often motivates them to enter the teaching profession, to inspire others. The Chartered College of Teaching (2020) points out that teaching is a profession that comes with significant challenges and responsibilities. By continuing to support and develop future teachers, with a looming teacher supply crisis on the horizon in England, it has never been more important to reflect on how to support Teacher Educators in their role. The Nuffield Foundation's annual report in 2022, reflected that initial

teacher recruitment dropped during April and May 2022, and is 4% lower than at the same time in 2019. Although there was a slight surge in initial teacher training recruitment during the pandemic, the current recruitment figures are seeing a new low due to the economic recovery in England post-pandemic. In addition, teacher retention is a key concern which resulted in the Teacher Retention strategy outlined by the Department for Education (DfE, 2019a) in England in 2019. This strategy outlined that new teachers will now receive training and development support through the Early Careers Framework for the first 2 years in the profession as newly qualified teachers.

However, teacher retention challenges are not unique to teacher education, nor is it unique to England. Ingersoll (2016) a Professor at the University of Pennsylvania points out that 44% of the teacher workforce leave the profession within the first five years, and 10% leave in year one. In Australia similar concerns were being highlighted in 2020, as Henebery (2020) reports that Universities highlighted that they experienced a 40% decline in course applications for Initial Teacher Training between 2015 and 2017. These reported challenges, raise concerns and can have a longer-term impact on pupils' outcomes in future.

Hattie (2012), a Professor from the University of Melbourne, highlighted in his study, which looked at 800 meta-analysis, 50 000 smaller studies and involved over 80 million students, that teachers can make a profound difference in ensuring that learners make appropriate progress within schools. Hattie's (2012) work is mainly focused on education in the English-speaking world, but he makes the point that the findings are transferable into other contexts. Developing teachers for the future is key to learners' outcomes and life chances; however, due to the recruitment challenges of teacher trainees, and the retention issues faced in schools, learners are in a position where there are very few teachers to support or teach them, in particular in subjects such as Modern Foreign Languages and Physics (Howson, 2021). During the Covid-19 lockdowns, placement guidance had to be issued by the National Association of School Based Teacher Training (NASBTT) (2020) to advise providers on how to find suitable alternatives to continue to train future teachers in England to avoid a situation, that trainees were not able to complete their learning. However, it is often notable that mentor development, is not included in the guidance or highlighted as a concern during such challenging times.

It is imperative to think carefully about how we train future mentors who will guide new teachers on their journey, to prepare them for the profession they aim to engage with, as well

as nurture them for the future. Boyd et al (2011) highlights that there is a clear link between teacher retention and mentoring. Ingersoll & Strong, (2011), and Lofthouse, (2018) point out how high-quality mentoring can contribute to developing teacher confidence and effectiveness in the classroom.

The Early Careers Framework (DfE, 2019b) is part of the Department for Education's (DfE) strategy in England to help retain teachers in the profession. This framework of support was piloted in 2020/21, in selected areas within England, and fully rolled- out in both primary and secondary schools, which include, Academies, Maintained Local Authority Schools, and Free Schools, as well as Grammar Schools within England. This framework does not extend to any of the other 3 nations within the United Kingdom. However, due to the framework's ambition to address the retention rates of new teachers, there is an interest in looking at this framework both nationally and internationally, and how it impacts. UNESCO (2017) points out that, concerns regarding the recruitment and retention of teachers remain high, and it is important to develop high quality teachers to support learners internationally to have life chances.

Within the Early Careers Framework (DfE, 2019b) the DfE, points out that mentoring is one of the corner stones of the framework to help address new teacher development and their retention. The ECF was developed as part of the teacher retention strategy, and with the aim to provide teachers with a golden thread that runs through their development journey. Expert groups who comprised of sector leaders within ITT and Newly Qualified Teacher Development, both school - and university based, as well as Teaching Schools, took part in developing the framework.

However, since the official roll-out of the ECF in 2021/22, it has not been free from scrutiny. In Vare et al.'s (2022) position paper, which involved representatives of more than 18 universities, outline that training for mentors need to be more carefully considered in relation to their work with ECTs, as well as the impact the ECF can have on Teacher Workload. In addition, the authors point out that the ECF is too prescriptive in nature and needs to adhere more closely to the authors' previous position paper (Vare et al, 2021), outlining the principles of effective continued professional development (CPD) which emphasises the importance of autonomy, and agency. Vare et al. (2022) point out that although the ECF in principle, is welcome, its current prescriptive nature, is not ideal. This research study offers a unique perspective on how mentoring and coaching development can be approach, not only to enhance the skills of the teacher educators it aims to develop, but also to use the impact of the

training via data tracking to provide insights on how the training and development can be refined through a cycle of continuous improvement throughout the learning journey of the Teacher Educator.

Critics such as Vare et al. (2022) agree that it is important to provide future teachers and new teachers with a strong foundation to engage effectively in their chosen careers, to enable them to unlock the potential of their learners. The key is to consider how to shape this learning effectively. Hattie (2012) points out that one of the most powerful ways to impact on learner outcomes is when teachers become learners themselves, and through the Early Careers Framework (ECF) (DfE, 2019b) new teachers are able to continue to grow and develop with the help of their mentors or coaches, to provide them with the necessary skills and knowledge they will need to support the learners they work with. Teachers who mentor and coach teach others, and it is vital to enable them to do this well.

The ECF provides new teachers and their mentors with guidance on how to shape the learning journey for the Early Careers Teacher. The framework is based on the Teachers' Standards (DfE, 2011), and it outlines what an Early Careers Teacher will learn, and how they will be engaging with this learning through a series of statements. It also mentions, as does the teacher retention strategy, that mentoring, and coaching will be provided to further nurture and support the Early Careers Teacher. The strategy and framework, make clear links to the mentor and coach's role (though briefly) in the professional learning and development of the Early Careers Teacher, and it suggests, that teachers as learners will continue to engage with further learning, through supportive learning relationships (Conor and Pokora, 2016 and Hattie, 2012).

Teacher retention challenges are nothing new to the education landscape as already mentioned, and it is also not exclusively embedded within the education landscape in England. Moore et al. (2005) reported that approximately 25% of the teacher workforce was lost within the first 5 years at the time. Ovenden-Hope and Passy (2021) highlighted that according to Howson (2021) over the past 50 years similar challenges were experienced in relation to retention issues. However, Howson (2021) also noted that at times there was a teacher surplus and that it appears that these changes in the teacher workforce market are often linked to the economic changes and challenges the country faces.

At the time of conducting the research however, the teacher supply crisis became a very pressing issue, and it is acknowledged by the DfE, by issuing a teacher retention strategy,

which was the very first of its kind, and highlights the seriousness of the situation. In the ECF which is part of this strategy, mentoring and coaching is acknowledged as an important ingredient to help new teachers to progress. However, although the Department for Education (DfE, 2019b) highlights that mentoring and coaching can play an important part in retaining future teachers, it provides limited guidance of how mentors and coaches might develop to prepare them for the roles they need to play in supporting the roll-out of the Early Careers Framework (DfE, 2019b). What is also important to note is, although funding is provided to support mentors' development, very few strategic conversations were broached with schools on how they needed to support the development of mentors and coaches, as well as how time needs to be budgeted for to engage with such training and mentoring activities successfully.

Sellen's (2016) work marks an interesting difference between professional development for teachers, in England and other countries. In the study Sellen (2016) points out that the average amount of training days committed to teacher development in 36 countries are 10.5 compared to an overage of 4 days in England. The concern here is also, when the average of 4 days is considered, how schools, without the necessary strategic planning in place will accommodate the requirements of the ECF for Teacher Educator Development let alone the development of Early Careers Teachers. In addition, as Stoke and Garvey (2022) point out, it might take longer to develop skills, particularly in the coaching practices required, and when the European Mentoring and Coaching Council's (EMCC) (2021) framework is considered for coaching accreditation, there is a clear requirement for continuous development over time.

Currently practices vary in terms of mentor and coaching development, when focusing on the Early Careers Framework, including time allocated to mentor development and mentor engagement, and for the purpose of this study, the Ambition Institute (AI) Mentor Development Model (AI, 220), which was used by one of the pilot providers delivering the ECF prior to its official roll-out, as a pilot model, and made available for providers in the final roll-out of the ECF in 2021/22, to help shape practices, will be explored in comparison to the framework and programme that was developed during this study. However, Vare et al. (2022) highlight the challenges with this and similar modules adopted in the current roll-out, due to the prescriptive nature of this approach. This study will provide a contrasting perspective to the abovementioned models, on mentor and coaching development in relation to meeting the needs of both the Teacher Educator and the ECT.

Due to a lack of guidance embedded in the ECF, the study will also draw on the National Mentor Standards (NMS) (DfE, 216). These standards were developed more specifically with initial teacher training in mind and were produced in response to the Carter Review (DfE, 2015), which reviewed how ITT practices compared in England at the time the review was conducted. Due to the lack of specific guidance for the ECF, the NMS were adapted and used to provide a framework for the study to build and develop on, to help shape future practice for developing Teacher Educators developing Early Career Teachers. The NMS will be further explored in the chapters below.

Detailed definitions for both mentoring and coaching will be explored further through the literature analysis with the aim to unpack the importance of the continuum of coaching and mentoring. However, for the purpose of the study it was felt that it is important to establish a clear definition for both terms early on in the thesis. Mentoring will be defined as directive practice, providing guidance and advice and coaching will be defined as non-directive practice, enabling professional learners to find solutions within themselves through the use of learning conversations, frameworks, and questions.

As a Teacher Educator, on my own learning journey over the years, I had the rare good fortune to be able to engage with a wide range of mentoring and coaching development opportunities, and my first promotion as a Teacher Educator was to become my department's official mentor nearly 18 years ago as a teacher. I was fortunate to be given timetabled mentoring time, embedded into my timetable, and I had the wonderful opportunity to work in close collaboration with other mentors across a school partnership to engage with the fully funded mentoring and coaching course provided by a local university at Masters Level. In hindsight, I only now realise how lucky I was. The school I was at, took teacher training very seriously, and it later became a School Centred Initial Teacher Training (SCITT) Provider, and I was fortunate to become the SCITT Director. This enabled me to engage with mentors on a regular basis to support with their learning and development. Prior to this, I also led on the Early Professional Development programmes provided by the Training and Development Agency for Schools (TDA) until 2010, which I worked on for a number of years. These opportunities were fully funded, as part of the Training Schools' initiatives across England, the equivalent to what is now known as Teaching Schools. These initiatives were all removed since the 2010 Education White Paper was implemented and the development of Teaching Schools, which changed the education landscape significantly and left a gap in supporting ECTs until recently. Teaching Schools, and the Early Careers provision as we now see it, are

not new initiatives, they are newly branded initiatives, and as Howson (2021) points out, these trends and patterns seem to repeat itself. Initiatives such as the Early Professional Development Programmes provided communities of practice, which were removed, and it left a clear gap in the Early Careers Teachers' development landscape which needed to be addressed. However, what is even more important, is to ensure that the ECF is sustainable, and that a clear infrastructure is in place, through the development of Teacher Educators, who will play a pivotal role, working directly with the ECTs on a weekly basis, and that is why it is so important to think carefully about how mentors and coaches need to be developed.

The rationale for this thesis is that it is vital that new teachers are retained in schools, to support the learning opportunities for learners in schools. Hattie (2012) points out that teachers make the single most important difference in the outcomes for learners. To ensure that new teachers continue to engage with their newly chosen careers, it is important to ensure that these Early Careers Teachers are fully supported by a well-developed and trained Teacher Educator. The thesis investigated, how such a Teacher Educator programme needs to be designed, and developed to ensure that Teacher Educators are fully equipped for their roles in supporting ECTs. In addition, the thesis investigated, how a programme needed to be self-directed, to ensure effective knowledge and learning transfer takes place, to enable Teacher Educators to fulfil their roles effectively in supporting ECTs.

1.2 Research Aims and Objectives:

The aim of the research is to evaluate the impact of a mentoring and coaching programme that can potentially improve the knowledge and skills of Teacher Educators to provide effective support for an Early Careers Teacher in school and to ensure that they have strong support, as well as a strong foundation to enable them to progress within their school contexts as Early Careers Teachers (ECTs). The study will refer to mentors and coaches throughout as Teacher Educators (TEs).

To ensure that the study is clearly outlined the following key research objectives were developed, followed by the research's main and sub-research questions.

The key research objectives are:

- To evaluate how the development of a mentoring and coaching programme for Teacher Educators (TE) impacted on the development of TEs in supporting ECTs.

- To track the impact of TEs' support on ECTs' progress. ECTs' progress was tracked via their development in line with the Teachers' Standards (DfE, 2011) and National Mentor Standards (DfE, 2016), which provided me with a thematic framework for the study to enable me to unpack progress of the Teacher Educators and ECTs at every stage of the development programme.

- To evaluate how the coaching and mentoring programmes equipped TEs in their role to develop ECTs during their learning experiences.

- To explore how the coaching and mentoring programmes equipped and developed mentors and coaches' understanding of how to work on the continuum of coaching and mentoring to provide a bespoke approach to their ECTs' needs to demonstrate the Teacher Educator's understanding of the complex nature of mentoring and coaching.

1.3 Research Questions:

To enable me to address the above objectives the following research questions were explored:

What is the impact of coaching and mentoring development, with an emphasis on learning transfer, on the Teacher Educator and in turn on the Early Careers Teacher they support and develop?

Sub-questions:

- How can mentors be supported to develop an understanding of the continuum between mentoring and coaching in line with the development phases of the mentee?
- How can the development of Teacher Educators help to provide Early Careers Teachers to develop their confidence, subject knowledge and skills?
- How do Teacher Educators need to develop their understanding of how adults learn and develop to offer effective support to Early Careers Teachers?
- What skills do Teacher Educators need to develop to support Early Careers Teachers effectively on their journey?

In order to address the above question, it is also important to have a detailed understanding of how the study is positioned within the research field. As mentioned in the above, there is very little reference to Teacher Educator's development requirements in the DfE (2019b) retention strategy or in the DfE's (2019a) Early Careers Framework, and the study will provide a

unique perspective on how Teacher Educators can develop and how development can be considered in relation to the impact Teacher Educators can make on the learning journey and outcomes for Early Careers Teachers through data tracking. The study outlines how the needs of Early Careers Teachers need to be considered, as well as their Teacher Educators, to provide a bespoke mentoring and coaching development programme, to ensure that it strategically addresses their needs to enable them to progress. The emphasis on Early Careers Teachers and ECF Mentor development is particularly unique as it focuses on the Early Careers framework. The Early Careers Framework's (DfE, 2019b) official roll-out was in 2021/22, and very limited research was conducted in the field around this particular framework, and it often focuses on the journey of the ECT as opposed to the mentor. This study therefore provides new insights on how Teacher Educators, can be developed with the Early Careers Framework in mind. Studies exploring the development of new teachers, focus on the development of mentors too for example, studies conducted by Aspfors and Fransson (2015), Shanks et al (2018) and Gordon (2020), outline mentor development support for new teachers, however, they do not focus on the Early Careers Framework and its implications for teacher educators within the field, their work outlines support prior to the release and formal roll-out of the ECF.

1.4. Personal and Practical Reflections:

As mentioned earlier on in the chapter, the study is not only important from a national perspective, it is strongly rooted in my own personal development as a teacher, as well as my own development as a Teacher Educator. In addition, in relation to the development of future teachers at my own university, the study provides insights into developing Teacher Educators, with a particular focus on Early Careers Teacher development. University practice is mostly centred around the development of mentors for Initial Teacher Training, and with the new ECF in place, new ways of thinking need to be deployed to reimagine how the training offer for Teacher Educators for this particular group needs to be shaped to support educators well in their roles. As a committed teacher, educator and teacher educator, I feel that it is important to engage with this new dimension of teacher education and provision, by considering the development strategies and future development offer for Teacher Educators carefully, to help shape a strong infrastructure to ensure that Early Careers Teachers are well supported.

1.5 Thesis Organisation:

The thesis comprises of 5 Chapters. **Chapter 1** provides a brief outline of the contextual elements of the study. The Chapter outlines the rational, aims and objectives of the study, as well as the personal motivations for undertaking the study, and how it will benefit the field, & the wider context. In addition, the chapter outlines key definitions of the key concepts that will be focused on within the study.

Chapter 2 outlines the key literature and literary theories considered, in terms of how the study is positioned in the field. It sets out the key definitions for mentoring and coaching, and the key considerations that need to be made in relation to the possible development phases for Teacher Educators, and ECTs to ensure that there is a clear understanding of how to progress on the continuum of coaching and mentoring, as opposed to a fixed model which prescribes how coaching and mentoring needs to be delivered. In addition, the chapter explores key conceptual frameworks for the development and design of a future mentoring and coaching programme for Teacher Educators supporting ECTs. It unpacks the importance of learning transfer and self-directed learning, and how these could be considered within these frameworks.

Chapter 3 presents a clear rationale and outline of how the action research project has been conducted. The chapter sets out the research design, research methodology as well as the research paradigm and researcher's assumptions. In addition, the chapter will outline the considerations regarding the research methods, sampling, research instruments and data analysis. The research tools for collecting the qualitative and quantitative data and different research approaches have been explored in detail within the chapter. Key ethical considerations have been outlined as well.

Chapter 4 provides the data findings and the discussion of the data findings in 4 stages: the needs analysis/ baseline analysis stage, Stage 1, Stage 2 and Stage 3. Due to the fact that the study is an action research project which was conducted in stages, the key data findings and learning, were analysed in each stage, and the learning was fed into the next stage, to reflect the key learning and to refine the programme.

Chapter 5 consists of the research conclusions for the study. The chapter outlines the key contributions the study makes to the field as well as the key recommendations and considerations that should be made in relation to the development of teacher educators.

Chapter 2 - Literature Review

2.1. Introduction

The development of Teacher Educators is paramount to the development and support of new teachers, and it is therefore important to embed development programmes that meet the needs of Teacher Educators to fulfil their roles effectively. As outlined in the introduction, the importance of Teacher Educator development is not confined to the English context, and the Early Careers Framework (DfE, 2019a) in particular. UNESCO (2017) highlights its concerns regarding teacher retention and the need to develop high quality teachers internationally.

Hudson and Hudson (2010) emphasised the importance of implementing mentoring programmes in schools in Australia. The above authors point out that there are inadequate education opportunities in place to prepare mentors to support the development of preservice primary teachers. The authors emphasise the importance of professional development to continue to skill mentors up, and to equip Teacher Educators to enable their mentees to become reflective practitioners. The study focuses on preservice teachers' mentoring support; however, it echoes similar views regarding the development of mentors and coaches in their role to develop Early Careers Teachers, and how this development need, needs to be addressed.

Although the ECF (DfE, 2019b) outlines the importance of the development of mentors and coaches, it fails to provide clear enough guidance to shape the learning of mentors and coaches effectively. The study aimed to address these issues in relation to what should be considered when shaping and developing future programmes, by not only evaluating the impact of the programme that was shaped for the purpose of this work, but also to compare how this approach holds the teacher educator and the ECT at the heart of its focus, to ensure that key needs are met in bespoke way.

When developing Teacher Educators, in their roles to support Early Careers Teachers, they need to have clarity on what it means to mentor and what it means to coach. Lack of clarity on how to draw on the necessary knowledge and skills to support Early Careers Teachers, can have a negative effect on their learning experiences and the new teachers' ability to move forward, as reflected in the National Newly Qualified Teacher Survey (DfE, 2017.18) where teachers reported that if mentoring relationships were engaged with successfully, teachers felt that they were able to cope well with the training, and they made strong progress; however, where mentors were less supportive or not able to support, the mentoring relationship led to

very negative experiences. It is therefore key for the purpose of the research to clearly define mentoring and coaching.

Mentoring and coaching might be utilised as cognitive approaches to develop others (Cameron and Green, 2020). The cognitive practices referred to, in the context of this study, are practices that help facilitate thinking and learning to enable others to learn, develop and grow. In education, mentoring is used to develop and train others, and more recently, coaching is also used as part of continued development practices, as well as 'supporting' practices to help staff develop resilience during challenging times (Coalter, 2018; Tomsett & Uttley, 2020).

Ofsted (2020) and the Department for Education (DfE) in their outline of the Early Careers Framework (ECF) (DfE, 2019b) highlight that mentoring is key to teacher education and the quality of teacher education. However, mentoring and coaching are sometimes used interchangeably in education (Doherty, 2020 and Hall, 2019). Netolicky (2020) points out that it is when mentoring and coaching are used interchangeably, that it does a disservice to these two skills, and forms of development support. Hobson et al (2020) use mentoring as an umbrella term for both mentoring and coaching similar to Pask and Joy (2007), and the Ambition Institute (2020) makes reference to mentoring when discussing instructional coaching practices. However, when 'umbrella' terms are utilised in this way, it not only causes confusion, or blurred boundaries, it assumes that mentors and coaches will know how to use both skills, appropriately when meeting the needs of the new teachers, and that they are skilled enough to do so. However, due to the limited development opportunities within the sector for Teacher Educators working with new teachers, this assumption often leads to challenging and concerning practices.

Where providers or teacher educators do use the Ambition Institute Model (AI, 2020) confusion often occurs regarding the key concepts, as in its handbook it states that the mentor needs to coach, without clearly outlining the difference. The mentor who is now also the coach, also needs to set targets, which is in direct contrast with the practices of a coach as outlined in Thomson (2013), who points out that a coach's role is non-directive which means the conversation is framed in such a way to enable the coachee to set their own targets. Whitmore (2017) points out that a coach enables a coachee, to drive their own journey with the aim to unlock their own potential, so target setting is not done to the coachee but with the coachee leading the way.

The blurring of the key definitions, which are used interchangeably, in a handbook that states it is for mentors, without making it clear how mentors need to move on the continuum of mentoring and coaching, is problematic, as it also assumes that new mentors will know how to mentor and coach. It is important to acknowledge that of course, this handbook can only be looked at without any other information that mentors might be provided with such as their live training sessions or online materials. However, the textbook aims to set out the development for mentors in a very comprehensive way in the document which contributed to the questions being highlighted regarding the interchangeable use of mentoring and coaching, and how it might impact.

It is important to acknowledge that the relationship between the Teacher Educator and the ECT is complex. Ovenden-Hope (2022) points to the intent of the mentor's role in the ECF to be more supportive. This means the Teacher Educator works with the ECT, and that assessments and judgements are done by an induction tutor for example. However, depending on the size of the school, and due the teacher supply crisis schools don't have the capacity to provide such a vast network of support. It is therefore unlikely that the mentor will be a separate nurturing figure, with then a more formal assessor in place (Oberholzer, 2019). Schools simply do not have additional staff to support with mentoring and assessment in this way (Howson, 2021).

Hobson (2016 and 2017) reflects on the concerns that can arise from, as he phrases it, 'judgementoring'. The Ambition Institute (AI) (2020) for example indicates in their practice, that the coach identifies a target for the mentee, which requires of the coach to make a judgement, regarding the practice of the mentee, which is not in sync with how coaching is often defined, as a non-judgemental process where the coachee drives the journey (Hughes, 2003).

It is therefore important to clearly define what is meant by coaching, and what is meant by mentoring and how to distinguish between the two practices, as well as to understand when to coach and when to mentor before the development of a Teacher Educator programme can be explored, as the definitions of these two practices, will influence how the programme needs to be shaped and developed.

Lofthouse and Turu Porcel (2022, p276) make the point that in certain contexts mentoring and coaching are used interchangeably and are aligned with each other; however, in other contexts, 'and' refers to each individual concept. It is important for the purpose of this

research project to have clarity on both coaching and mentoring. In addition, as this study sets out to explore how Teacher Educators need to develop as mentors and coaches, it is important to reflect on the purpose of both mentoring and coaching and what considerations need to be made when developing others' understanding of mentoring and coaching skills, and how to utilise these skills effectively in their practice.

In the literature review, the aim is to explore how this thesis is positioned within the field, and to provide clarity on the following key aspects:

- Defining coaching and the role of the coach
- Defining Mentoring and the role of the mentor
- Teacher and Teacher Educator Development Phases and models
- Models of coaching and mentoring
- The Teacher Educator's learning journey
- Understanding the continuum between coaching and mentoring
- The Role of the Coach or Mentor in Teacher Development

2.2 Defining mentoring and the mentor's role:

Spielberg, though not an academic researcher but a film maker, points out that mentoring is a 'delicate balance and the key is not to develop others in "your own image" but to give them the opportunity to shape their own journey and their own voices'. This view aligns with academics' views such as those expressed by Clutterbuck, (2007), Hall, (2019), &Thompson, (2019).

The key is to help others, to give themselves agency and to grow (Durrant, 2020). Rolfe (2021) points out that there is a wide range of definitions for mentoring. The author points out that the mentor draws on their own insights to help the mentee to move forward to achieve their own goals. Clutterbuck (2007 & 2015) defines a mentor as someone with more experience who is able to share his or her knowledge with others in a trusting relationship. Garvey and Stokes (2022, p. 7) point out that the 'Indo-European root 'men' means to think, and in ancient Greek the word "mentor" means 'advisor'. An advisor who enables others to think. Brent and Dent (2015) go further to explain that mentoring evolved over time and can be dated back to Homer's Odyssey when Odysseus asked his friend and mentor to guide and support his son Telemachus in his absence. The root of the word 'mentor' refers to the advisory and nurturing role of a mentor and to facilitate thinking. Thomson (2013) reflect on

mentoring as being more directive, telling, feeding back, modelling practice, and guiding colleagues.

For the purpose of this study, mentoring will be defined as, a directive learning relationship whereby the mentor, is an expert within their field as teacher educator. Within this learning relationship, the mentor provides, guidance, advice, feedback and support to the mentee.

2.2.1 The complex role of the mentor:

In line with the traditional perspectives on mentoring that are based on Homer's Odyssey and the Greek root of the word, Western (2012) points out that mentoring and to mentor was initially not a trained professional. Mentors were informally selected for their expertise rather than skills. However, this expectation has since changed, and mentors are perceived as skilled practitioners who support and enable others, through their ability to support, and also frame conversations through the use of active listening and questioning skills. Hobson et al (2020) highlight the importance of having a robust mentor selection process in place. Having appropriately matched mentor learning partnerships can play a key part in the success of mentee outcomes. However, due to the teacher supply crisis, this aspect of the mentor relationship is overlooked, as schools, need to draw on the capacity of their existing staff, and the partnership between the mentor and early careers teacher is a partnership of need rather than a best fit outcome (Oberholzer, 2019b and Vare et al. 2022). Mentors are therefore often 'told' to mentor, and are often the only person in a department left to mentor, and they might not necessarily be the most appropriate person to support the Early Careers Teacher. Hobson et al (2020), makes a strong case for the importance of allocating an appropriate Teacher Educator to the mentee, to ensure that the learning and development of the ECT is quality assured and strong.

Western (2012, p.45) refers to a mentor as a 'trained professional helper'. However, referring to mentors as 'trained professional helpers' seem to over-simplify a very complex role, where a mentor needs to balance their subject expertise and the support the mentee requires with their responsibility, as seen in particular in teacher education, to assess mentees and their outcomes too. In education, mentoring is more nuanced, depending on where the mentee is at on their mentor journey, and the mentor needs to understand how to support the mentee accordingly, and the quality of the mentor relationship and the learning conversations are key (Rolfe, 2021).

Hudson and Hudson (2017) in a study in Australia, explored the tensions mentors and mentees experience during preservice development, and highlight the complexity of the role, and how Teacher Educators need to mitigate tensions regarding expectations, conflict, misconceptions, and negative emotions. There is a curious tension between the requirement to support, as well as developing a trusting relationship, enabling reflection/thinking, and the requirement to evaluate performance (Schon, 1987, Youens & Bailey, 2004). That is perhaps why, mentoring and coaching, is often perceived as a big variable, when teacher development is evaluated. Hardman, et al. (2020) stated that the quality of the support mentors provides to develop mentees can be impacted on when mentors are asked to evaluate outcomes as well.

Hughes (2021, p3) explores different perspectives regarding the qualities a good mentor might have, and participants in her research, though a small sample of a 100 newly qualified teachers, shared that in their view a mentor needs to be 'approachable'. They also pointed out that having an effective mentor can transform the learner's experience, and it is therefore important to develop strong mentoring practices for mentors to support mentees well on their journey to succeed. These key points are also echoed in the 2017/18 Newly Qualified Teacher national survey conducted by the Department for Education. This national survey emphasises the point that mentors make a profound difference in the learning experiences of mentees, and if mentees are supported well, they can make a very positive start to their journey. However, where mentoring is variable, mentoring can also leave mentees with learning gaps and challenging starts in their future careers. For example:

> *I stagnated as my mentor didn't offer me any further knowledge or development.*
>
> (DfE, 2017, p. 41)

When developing future Teacher Educators, these qualities need to be considered, and it is important to reflect on what behaviours and skills mentors should have in place when they support others.

2.2.2 The National Mentor Standards and key characteristics of mentors:

Hughes (2021) explores the time commitment and challenge of the mentor journey, as in most cases mentors are engaged in their roles as volunteers supporting others to develop as future teachers. These issues are echoed by the Carter Review (DfE, 2015), and in response to this review, the National Standards for School Based Initial Teacher Training Mentors (NMS) were developed and published (DfE, 2016). As mentioned in the introduction, the Early

Careers Framework (DfE, 2019a) makes no reference to these standards, and it is a real missed opportunity to further develop the standards, to reflect on the additional skills, and knowledge required by Teacher Educators supporting Early Careers Teachers, to continue to grow in their roles.

Due to the lack of detailed guidance the study draws on the national mentor standards (DfE, 2016). The standards were also selected as they provide a 'broader' and more holistic focus of the mentor's role, even though they do not accommodate the coach's role. The standards were adapted to reflect the mentor's holistic role for the purpose of the study as reflected in Appendix B.

The coach's role will be further considered by using the guidance of the European Mentoring and Coaching Council's (2021). It was decided not to draw on the ECF Framework's (DfE, 2019a) phrases and statements for greater flexibility in the programmes, as Lofthouse and Turu Porcel (2022) argue that due to its prescriptive nature it has implications for practice as a technicist policy, and its expectations are very limited for a postgraduate focus beyond the initial teacher training development year. The NMS (DfE, 2016) provides a clearer outline of how to consider mentoring and how it can be defined, and it maps out the key characteristics and skills required. It was felt that the NMS as a framework will provide me with an opportunity to consider how it can be further extended and developed to enhance mentors' skills.

The four mentor standards outline the key mentor competencies and behaviours a mentor should have in place to enable them to support future teachers. Although the mentor standards focus on initial teacher training, it still maps out a clear vision of how mentors should engage with initial teacher trainees and are as follows:

Standard 1 - Personal qualities

> *Establish **trusting relationships, modelling** high standards of practice, and **empathising** with the challenges a trainee faces.*

Standard 2 – Teaching

> *Support trainees **to develop their teaching practice** in order to set high expectations and to meet the needs of all pupils.*

Standard 3 – Professionalism

> ***Induct*** the trainee into ***professional norms and values***, *helping them to* ***understand*** *the* ***importance*** *of the role and responsibilities of teachers in society.*

Standard 4 – Self-development and working in partnership

> *Continue to develop their* ***own professional knowledge***, ***skills and understanding*** *and invest time in developing a good working relationship within relevant ITT partnerships.*

(DfE, 2016, p. 10)

As mentioned in the above, these standards were adapted for the purpose of the research, as outlined in Appendix B, and provide a holistic overview of the key behaviours a future teacher educator programme needs to embed within the mentor's toolkit to support new teachers. However, there are a few key aspects to consider carefully and reflect on, in regard to the key traits and characteristics required to be a mentor.

Western's (2012) reference to a 'trained helper' seems to underestimate the role of the mentor as a Teacher Educator. The NMS points out that the mentor needs to have personal qualities that develop strong trusting relationships as supported by Brent and Dent (2015) and Thompson (2019). In addition, the mentor also needs to model best practice, alongside exhibiting emotional intelligence, and put themselves in the shoes of the mentee to understand the mentee's learning journey. The mentor needs to enable mentees to develop their teaching practices to meet learners' needs and also help the mentee to understand the complexities of meeting those needs. The reference to 'all' learners in the NMS as well as the Teachers' Standards (DfE, 2011) also emphasises that this focus includes learners with special education needs, able learners, and learners from different backgrounds and ethnicities. The mentor does not only need to hold strong subject and curriculum knowledge, but they also need to have a fully developed knowledge base of classroom pedagogy (Oberholzer, 2019b). Furthermore, the mentor needs to support the mentee to develop their professional practices, understand the requirements, and meet the required professional standards. Mentors need to enable the mentee to fully grasp the challenges of constant change within their contexts (Oberholzer, 2019a). Mentors are also required to work in partnership with their mentees, other professionals and organisations. The complexity of the role cannot be underestimated.

To add to this complex web of requirements, the essence of the role is also to enable the professional learners to learn, and for that, the mentor needs to have a clear and in depth understanding of how the mentee needs to learn. Very often this important aspect of the mentor's role is not fully addressed in the literature in early careers teacher education with the ECF in mind, and it is imperative to consider this element, as it can make a significant difference when mentors align their support more closely to the learning requirements of the adult learner (Oberholzer, 2020b). Mentors need to have a clear understanding of how the learning journey needs to be shaped. It is therefore important to reflect on how the mentor's understanding of their learning needs to be considered, how they need to be trained and developed to enable them to help others, and to ensure that they are able to move beyond being a 'trained helper' (Western, 2012). These components are vital to consider when developing a development programme for Teacher Educators, to ensure that these skills, and the insights regarding adult learning are firmly cemented in their practice.

2.2.3 The Early Careers Framework, Mentor Requirements and development

What is interesting, when unpacking the Early Careers Framework (ECF) (DFE, 2019a), is that mentors are referred to 3 times, and it seems like, despite the purpose of the ECF to invest in the development of teachers, and also that of mentors, the focus is more on the mentees and how they need to develop their skills as well as 'knowledge'. The reality is that the Teacher Educator is the person who will ensure that the training is in place, and therefore needs greater support in their development too. The Ambition Institute's (2020) mentor handbook - offers a similar imbalanced slant, and it is not clear who is being addressed, the mentor or the mentee. What is interesting about the Ambition Institute's (2020) mentor handbook and guidance is that it centres around 3 key themes of development over an academic year, focusing on behaviour management, instruction and subject development. However, the Teacher Standards' (DfE, 2011) present a holistic approach to teachers' practices, the ECF (2019) and in particular the way it is approached by providers, as outlined by Vare et al (2022), is a technicist approach, where standards are ticked off. Mentors are provided with a scripted text, to guide them through the weekly meetings, and advice is provided on how to identify targets for their mentees, as instructional coaches. The handbook provides helpful information; however, the assumption is made that all teacher educators understand what instructional coaching is, how it needs to be executed, and how it aims to facilitate learning. However, the Ambition Institute (2020) model, with the prescriptive guidance for each theme is in stark contrast with the notion of mentors and coaches, having to provide personalised

learning experience for new teachers. It also ignores the fact that new teachers' might be at different places in their development. It might well be that the new teacher is confident, and very able to lead and manage a classroom, but needs help with more advanced pedagogical practices, or would like to learn how to use data more effectively, or develop their subject knowledge to teach learners in post-16 education. Having to focus on behaviour in term 1, will not meet the needs of an individual with needs beyond behaviour management as outlined by the AI (2020) handbook.

In addition, the handbook also provides a contract, outlining how the learning conversation needs to be set up, as well as a template for observations, time scales for mentor engagements with the materials regarding the 3 themes to engage with. It also includes an observation template, with prescriptive guidance. However, similar to the ECF (DfE, 2019b) guidance, it does not provide a fully structured outline of how mentors need to be supported in their development to fulfil their role, it simply gives them information to read from, video clips to watch, and deliver, during the learning conversations, assuming all mentees are on the same page and at the same development and experience level. I did acknowledge in the introduction, that of course the handbook won't reflect all the support in place, but as a stand-alone textbook, which provides guidance for the ECF, it is important to look at it with a critical lens.

The ECF in its current guise provides a prescriptive outline to both mentors and mentees as well as delivery partners, on how Early Careers Teachers (ECT) need to be developed. Sadly, the prescriptive nature of the ECF (DfE, 2019a) reflects limited consideration of the individual or personal needs (as discussed when reflecting on the Ambition Institute's (2020) model) of the ECT, their prior learning and experiences or even how it needs to follow on from the Initial Teacher Training (ITE) years, where most ECTs, have already engaged in training on behaviour management, instruction and subject specific learning (Vare et al, 2022).

Little consideration is given to differentiate what mentoring or coaching is, or how adults need to be supported via mentoring or coaching, and when to coach or mentor. A stronger focus is required on how adults learn and how their learning needs to be shaped as part of their teacher development and learning to ensure that it is successful and effective (Vare et al, 2022). Mentor development needs to focus on the needs of the mentor to grow and develop their understanding of mentoring and how the mentee as adult learns (Vare et al, 2022). The

current ECF (DfE, 2019a) is knowledge centric and does not focus on how ECTs need to learn as adults or how mentors need to be supported in their development to help mentees learn, or how mentors' learning needs to be considered as adults.

It is important to stress that if mentor development is not addressed with a clear understanding of what mentoring is, the mentor's understanding of the complexity of their role, and their role in the learning cycle of the ECT that needs to take place for the mentee, the desired learning will not take place. Connor and Pokora (2016) highlight that mentoring is a 'learning relationship', and it can be argued that, when looking at the limited focus placed on the mentor's role and development, more needs to be done to embed this aspect into the mentor development programme for ITE and ECT development to ensure that mentors are truly able to help mentees to progress, grow, and develop.

2.2.4 Mentoring and understanding the needs of the adult learner:

Just like the NMS (DfE, 2016) outline that mentors need to ensure that mentees are able to address and support the needs of all their learners (in this case pupils in their classrooms), mentors, too, need to understand the needs of their mentees as adult learners; the principals are the same. However, it can also be argued that those who are delivering ITE and ECT mentor development need to understand the mentor's learning needs and the Teacher Educator needs a detailed understanding of their mentees' needs, or lack thereof (Vare et al, 2022). With this in mind, the teacher educator programme aimed to address key mentor behaviours, as outlined in the NMS, as well as, attributes of mentors, with a clear focus on meeting the mentee's needs, and putting the needs of the adult learner at the heart of what needs to happen.

Mentees enter education at different levels. Some might be more advanced than others, and some might be more experienced than others, and it is the mentor's role to fully understand how the mentee needs to be nurtured, developed and appropriately challenged. Starr (2014) explores the complexity of the mentoring role in business contexts and highlights that, although the mentoring role is to work in a co-constructive way with the mentee, it is not the mentor's responsibility to be held accountable for the mentee's performance. However, in education, in many ways, mentors might feel judged if their mentees are not performing well, especially as mentors are selected as mentors due to the view that they are outstanding teachers (Hobson, 2016). Turner (1993) and Hobson et al. (2020) state that not only should mentors be selected for their expertise but also for their ability to reflect. If expertise is an

important factor to consider, the first question is to ask, 'expertise' in what. Mentoring requires of a mentor to be confident, skilled, and knowledgeable in their role as teacher as well as mentor (Oberholzer, 2019b). The teacher development programme needs to make allowances to accommodate and develop these wide-ranging skills effectively.

Mentors need to support mentees to move their learning on, as well as their own (Turner, 1993). It is an enabling role and a co-constructive role which moves the mentee from dependence to independence (Turner, 1993). Brent and Dent (2015, p 19) stress that it is the 'quality of the [mentoring] relationship that is key and makes all the difference'. When developing a teacher development programme, the key is to continue to develop mentors' understanding that they need to foster a strong partnership with their new teacher to enable them to work as collaborative professionals (Hargreaves and O'Connor, 2018 and Hudson and Hudson, 2010).

2.2.5 The importance of reflective and reflexive practice in mentor learning relationships:

Connor and Pokora (2016, p. 48) define the mentoring relationship as an 'ongoing relationship', which implies that there is a long-term commitment to support colleagues. As part of this relationship the authors map out that the relationship's purpose is also to develop reflective learners. Hudson and Hudson (2010) stress the importance of mentors developing learning conversations in which reflective practice is developed and embedded. Door (2018) explains that it is common practice in teacher education to get teachers to reflect. Door (2018, p14) also argues that the 'competency-based model' is not adequate and fit 'for the task' to fully develop teachers. The author argues that reflection is one element to embed into the learning journey, and the reflection needs to explore the theoretical underpinnings, as without the theory there is no reflection. Door's (2018) exploration of the importance of reflection, in and on practice as described by Schon (1983), also emphasises the complex role of the mentor to be able to facilitate such reflection and learning conversations and that it is not as simple as 'modelling high quality' practice, 'meet[ing] professional standards', and 'train[ing] others' as stipulated in the NMS. Deep learning is needed, and the mentor needs to be developed in full to facilitate this learning and understand how others learn. As mentioned in the above, Turner (1993) emphasised the importance of selecting reflective mentors and their ability to reflect, help others to reflect, and become reflexive should be a key consideration.

Door (2018) argues that reflective practice needs to develop into reflexive practice to deepen the mentor and mentee's thinking and to deepen understanding. For mentors to be able to facilitate such practice, they need to be educated to hold and frame such conversations through a detailed teacher educator learning programme. In addition, they too need to be reflective and reflexive practitioners themselves (Bisson, 2017).

Door (2018, p. 17) warns that if teacher development continues to work with a 'simple gradualist approach', it will impact on the learning of the mentee and prevent deep learning and deeper thinking regarding the practice, which in turn can prevent mentees from reflecting on their practice in enough depth in future. It is therefore important to develop mentors' skills to enable deep reflective and reflexive practice to take place and to equip mentors with not only the skills they need to facilitate this, but a deep understanding of the theories they need to engage with to support mentees effectively too.

Conor and Pokora (2018, p. 15) refer to the mentor-mentee relationship as a 'learning relationship', and they highlight that, within the context of the mentoring relationship, this is not referring to a didactic learning experience. The authors reflected on the fact that the mentor's role is also to help the mentee to gain insights into their context, experiences, and learning journey through their conversations. The mentor also needs to encourage the mentee to challenge themselves, think of ways forward and of what resources are needed to address issues. Goal setting is a key part of the conversations to enable mentees to be focused, clear on next steps, and goals need to be specific. Furthermore, planning with mentees, and helping them based on an apprenticeship model, can enable them to think through the processes they need to consider to enable them to work towards independent planning (Collins et al, 1991). However, teacher educators need to be fully educated to do that, they need to fully engage in their own learning, as well as develop their own reflective and reflexive practice. Hudson and Hudson (2010) highlight that mentor engagement in preservice teachers in primary is not always as expected when it comes to development, and in a similar way, teacher educators will need to engage fully in their roles and development, for them to have the necessary skills to ensure that they can nurture new teachers. These skills need to be fully shaped and developed through the teacher educator programme.

2.2.6 Development Mentor Mastery

An important part of the mentor's role is not only to help the mentee to reflect on the challenges, but also to celebrate the successes they are experiencing. Positivity is key.

Mentors need to have the emotional intelligence and understanding of the mentee's learning journey to know how to help motivate them in the appropriate way (Barrett, 2017, Pink, 2020). Pink (2018) emphasises the importance of mastery and autonomy and argues that motivation is improved when these aspects are in place. Developing mentors' ability to engage confidently with their ECTs, to develop their own mastery and autonomy impacts greatly on not only confidence but also motivation.

When looking at the NMS (DfE, 2016) some emphasis is placed on some of the soft skills required, but very little emphasis is placed on the learning of the mentee. When reflecting on the ECF (DfE, 2019b) very little emphasis is placed on the learning of the mentor to ensure that the learning of the mentee is in place.

When considering the definition for mentoring for the purpose of the study, it can be further developed in the light of the above discussion, as a role assigned to an experienced Teacher Educator who is able to support the mentee on their learning journey through facilitating learning conversations, within which reflective and reflexive practice takes place to enable the mentee to learn from their past experiences and events, think about next steps, and consider what underpins these next steps theoretically to enable them to continue to develop a deep understanding of their learning journey and the learning of pupils in their care (Thompson, 2019, Connor and Pokora, 2016 and Brent and Dent, 2015). The mentor relationship is underpinned by trust and support, as well as the mentor's in-depth understanding of their field (Thompson, 2019, Oberholzer, 2019a). The mentor's role is complex. The role comprises of opportunities to support, facilitate learning, motivate, praise, celebrate success, and assess outcomes (Roberts, 2000, Star, 2014 & Thompson, 2019).

Although the DfE (2021a &b) advises that the mentor role needs to be separate from the induction role, Ovenden-Hope (2022) reflects on the realities of the capacity challenge in schools, and that the induction role and mentor role might still be intertwined for some colleagues in various contexts, which adds greater complexity.

To enable mentors to fulfil this complex role, a greater emphasis needs to be placed on the mentor's needs and the mentor's development of their own mentor mastery, in order to move away from training opportunities that are mostly process driven, with a clearer focus on developing the mentor's understanding of how the mentee needs to learn. Holloway (2001) highlights that mentoring is an important aspect of developing future educators, and to ensure

that it is done well, well-structured and developed programmes are needed to support mentors well.

There is limited research focusing on the mentor development of Early Careers Teachers, Aspfors and Fransson (2015) reflected in their meta-analysis on the importance of the contextual dimension, and the importance of considering the context when reflecting on mentor development, as well as the theoretical dimension. Similar to Door's (2018) view the authors highlight the importance of stimulating mentors' understanding of what underpins their practice, and that practice needs to be research informed, to promote greater reflexive practice. In addition, the authors raise the importance of the relational dimension which is core to mentor development. However, their meta-analysis does not include any explorations regarding the Early Careers Framework (DfE, 2019b), and the study will contribute a unique perspective on this two-year programme, and Teacher Educator support to support this programme and ECTs on their journey. The research study explored how to shape the mentor's understanding of both mentoring and coaching to fully equip them to support others.

2.3 Defining Coaching and the role of the coach

Connor and Pokora (2016) as well as van Nieuwerburgh (2017) refer to coaching as a 'learning conversation'. Browne (2020) refers to coaching as a form of development, and outlines that it is the coach's role to enable the coachee to find solutions within themselves. Whitmore (2017) points out that it is the coach's role to help the coachee to unlock their own potential.

Van Nieuwerburgh (2017) draws on de Haan's (2003) work in which he argues that coaching helps facilitate learning on a one-to-one basis. De Haan (2003) analyses the definition for coaching as it is set out in the dictionary, which states that a coach is a 'carriage which conveys individuals from where they were to where they want to be.' (p.22). De Haan (2003, p.22) states that the coach is the 'vehicle' to support the coachee to get from A to B. The author argues that the coach is a 'transport expert' or 'change expert', which implies that the coach enables the coachee to identify where s/he are now and enables the thinking of the coachee to progress to where they would like to go. Cameron and Green (2020) highlight that coaching and mentoring can be powerful change agents which can lead to individual change and in turn impact on group and organisational change. De Haan (2008, p.8) also refers to coaching as an opportunity to learn within the working environment, which implies that there is an apprenticeship model embedded in the journey, which helps manage or outline the

collaborative professional learning conversations in a co-constructive way. Lofthouse (2019) & Alexander and Renshaw (2005) state that coaching can provide powerful professional development opportunities, in a non-judgemental way, transforming the high challenge, high threat, performative education landscape into a supportive learning environment (Myatt, 2016).

Hall (2019, p. 5) states that the main difference between mentoring and coaching is that in mentoring the mentor is the expert, and they aim to share their expertise with the mentee through guidance and advice. However, Lancer et al. (2016) argue that there are some similarities between coaching and mentoring in the United Kingdom, the authors argue that in both instances powerful questioning is used, and mentors and coaches, enable their mentees or coachees to find solutions. However, Hall (2019) and Thompson (2019) state that the mentor relationship stretches over time, and that the mentor holds the expertise, whereas in coaching the assumption is made that the coachee holds the solutions within themselves. Connor and Pokora (2016, p. 11) point out that:

> *coaching is seen as the facilitation of learning to reach the client's goals and as a creative partnership through which the client maximises their potential* (p.11).

Tolhurst (2010) state that the coach not only helps to unlock the potential of the coachee in the learning relationship; the coach's role is to affirm the coachee's progress and celebrate success with them. The author highlights the importance of not only supporting the coachee to succeed, but to ensure that successes are valued, as it leads to greater motivation and confidence building. Connor and Pokora (2016) refer to coaching as a creative partnership. Creativity suggests an element of collaborative professionalism, and co-construction, and the use of the word 'partnership' suggests working together towards the coachee or client's goals (Hargreaves and O'Connor, 2018). As Hall (2019), Lancer et al. (2016) and Thompson (2018) point out, there are some similarities between coaching and mentoring. However, if the assumption is made that the mentee has the solutions before, they can unpack them, coaching might present both mentee and mentor with a challenging situation where the mentee might feel at sea and unable to explore solutions yet. It is therefore important to understand when to mentor and when to coach, and how to move on this continuum (Buck, 2020). It is therefore important for both mentors and coaches to understand what the differences are between coaching and mentoring, as required by the EMCC's (2020) ethical guidance.

Van Nieuwerburgh (2012, 2017 and 2019) , Campbell and van Nieuwerburgh, (2019), Lofthouse and Turu Porcel (2022) and McKee (2021) outline that coaching can be defined as a one-to-one relationship, which through learning conversations, focuses on the development and learning of the learner, to support them to develop greater self-awareness, and to enable them to take personal responsibility for their goals and actions to enable them to self-direct their own learning journey, through the use of powerful questions, coaching behaviours, such as active listening, and challenge. In some cases, authors such as Buck (2020) also suggest that where necessary, guidance needs to be embedded too with the permission of the professional learner. Buck's (2020) definition aligns broadly with the above authors; however, he also adds the importance of providing guidance where necessary, and he adds that the coaching relationship leaves the professional learner energised for their next steps and journey. Hollweck and Lofthouse (2021, p278) recognise coaching as 'confidential, reflective and collaborative, allowing current practices to be expanded and refined.' The emphasis of the word 'collaborative' is key, as Hargreaves and O'Connor (2018), who worked with professionals across the globe, including with teachers in Hong Kong focusing on lesson study, collaborative curriculum planning with US Pacific Northwest, Norwegian elementary schools, Columbia and Ontario, Canada, point out that being more collaborative, enhances outcomes for learners and organisations even in cases where there is an element of competition as exemplified in their work with Cricket Australia. Wenger (1998) stresses the value of working and learning in collaboration with others to continue to grow and develop practice in a supportive and reflexive way, through communities of practice. Coaching provides a safe space where learning relationships can flourish.

As seen in these two definitions, there are subtle differences, and Buck (2020) acknowledges that at times, it is important for the coach to know when to move on the continuum of mentoring and coaching, and to have an understanding of when to offer advice, when to remain curious and when to challenge the client through questioning. Thomson (2013, p. 4) points out that there is 'no agreed definition' of coaching. Thomson's (2013, p 5) working definition of coaching is that it is a:

> *relationship of rapport and trust in which the coach uses their ability to listen, to ask questions and to play back what has been communicated in order to help the client to clarify what matters to them and to work out what to do to achieve their aspirations.*

The emphasis on the importance of the relationship in all 3 definitions cannot be underestimated, and the importance of trust is key. Developing future teachers and educators is not as simple as using phrases and frameworks, as well as compliance documents to complete, to ensure that they are developed well. Mentors and coaches need to understand the nuanced and complex relationships they will engage with, to draw on the spectrum of skills they need to use (Downey, 2015). Careful consideration needs to be given on how these skills need to be developed for coaches to enable them to facilitate the learning for the coachee in future.

Jones (2021) points out that coaches also need to learn how to utilise the 5 principles that underscore coaching when drawing on coaching as a learning and development tool these are: openness, unconditional positive regard, non-judgemental attitude, growth mindset, and authenticity. These key principles need to be embedded in the development programme for Teacher Educators too.

To further enhance the initial definition provided in the introduction, for the purpose of this research project, coaching will refer to a one-to-one learning conversation facilitated by a coach to enable a coachee to drive their own learning journey, to set appropriate goals, and to ensure that the coachee is able to move from dependence to independence. The coach aims to develop a trusting relationship with the coachee and aims to facilitate the learning relationship through the use of effective listening, questioning, and goal setting. Buck's (2020) reference to the importance of coaching leaving the coachee energised is key too, as it highlights the importance of goal setting and the motivational value it has when it is in line with the new teacher's needs.

2.3.1 The Early Careers Framework and current practices drawing on coaching models:

As mentioned in the introduction, the DfE, rolled-out ECF pilots prior to the official roll-out of the ECF, which resulted in the development of some models of ECF mentoring and coaching practices, which were made available for providers and schools to draw on. The Ambition Institute's (2020) handbook, is an example of such a model.

The Ambition Institute's (2020) mentor handbook presents mentors with an interesting dilemma, as the text is titled, 'Mentor Handbook'; however, it asks of mentors to use instructional coaching to support Early Careers Teachers (AI, 2020). It also asks mentors, as instructional coaches, to identify suitable targets for new teachers, for each of the termly themes, behaviour in term 1, instruction in term 2 and subject knowledge development in term

3, instead of the target setting being a co-constructive experience, where the coachee takes ownership of the learning.

Knight (2016), who leads on instructional coaching in the United States to support teacher development, highlights that instructional coaching, where the word 'instruction' focuses on teaching and learning practices, is a peer-to-peer learning engagement where the coachee and coach work in partnership. However, if the coach identifies the target, and also uses the termly themes, and script, it no longer becomes an equal partnership, and the coach is becoming directive.

In addition, if behaviour is not a particular learning need, how will the coach and coachee be able to deviate from the script to meet the individual needs of the new teacher, outside of the boundaries of the prescribed framework (Vare et al, 2022)? Ultimately, even though the ECF is outlining key statements of what to learn and to learn how to execute it, the framework is still framed within the National Teachers' Standards (DfE, 2012), which requires of teachers to meet all of the standards before they achieve qualified teacher status, and they need to consistently meet these standards throughout their career. It is therefore important for teacher educators to have a more holistic approach to the standards, and focus on the specific needs of the ECT, to ensure that their needs are fully met rather than follow a script (Vare et al, 2021 and 2022). However, the interchangeable use of mentoring, and coaching, without clarity on how to move on the continuum of coaching and mentoring, can impact negatively on the mentee's outcomes and learning experiences (Hobson, 2016 and Buck, 2020).

2.3.2 Moving on the continuum of coaching and mentoring:

Mentors/coaches' need to be fully developed to have a clear understanding of their roles in relation to the support they need to provide during the mentor/coaching journey, and they need to develop a detailed understanding of when to mentor and when to coach to ensure that they meet the needs of the new teacher they are supporting (Oberholzer, 2019c). Teacher educators need to develop a clear understanding of how to draw on a coaching and mentoring toolkit to meet the needs of the ECT, rather than have a fixed prescribed model.

For example, Cox et al. (2014, p. 1) define coaching as a 'human development process' which uses a focused and intentional approach, using a variety of strategies and coaching tools, to support the coachee to move their learning and actions forward. The emphasis on 'human development' aligns with de Haan's (2008a) reference to learning conversations, as well as van Nieuwerburgh's, (2017) who work closely with teachers across the globe via Growth

Coaching International supporting teacher development in Australia through coaching, definition. Similar to mentoring, coaching aims to support others to unpack their thinking and learning. The main difference between mentoring and coaching is that mentoring is more directive in nature and coaching is non-directive as defined by Thomson (2013). Thomson (2013, p. 3), like Buck (2020), points out that even though coaching is more non-directive in nature, 'in practice many coaches will operate at different points on the spectrum in different situations.' The author points out that if a coach is more willing during learning conversations to move on the spectrum, there is often greater clarity on why certain approaches are taken. With this in mind, it is important for coaches to be developed to understand how to 'show more willing' and how to draw on their tacit knowledge to understand when to mentor and when to coach (Polanyi, 2009).

Thomson challenges the use of the word 'intention', or, as Cox et al. (2014, p1) outline it - 'intentional'. He highlights that coaches, also need to challenge their own 'intention', especially when they become more directive in their practice or if they offer a summary or ask important and helpful questions. This will lead to insights and greater learning opportunities for the coachee. The key is to hold the coachee at the centre of the journey. The author acknowledges that at times it is not always possible to be fully non-directive, and this is also a key challenge coaches face and need to acknowledge to ensure that they, too, are fully aware of their 'intentions' and of how they need to facilitate the thinking and learning conversations to ensure that the coachee's needs are fully met. With this in mind, the key drive of any course, or opportunity to develop a course, might be to consider how these principles are instilled and developed in the thinking of the Teacher Educators to ensure that they put the ECT at the heart of all that they do and continue to drive forward. Coaches need to be mindful of their own intentions, but also aware of how they need to align their practice to the needs of the coachee to ensure that the coachee is driving the journey (Thomson, 2013). By offering training and development opportunities, as is currently the case, where training embeds the logistics and processes of the role rather than fostering a clear understanding of how mentees and coachees learn, Teacher Educators are deprived of opportunities to develop their own understanding of how future teachers learn and how they need to be supported (Vare et al, 2022). It is therefore more difficult to make a judgement on whether mentoring or coaching needs to take place.

With the above definitions in mind as well as clarity on the role of both the mentor and the coach, the study explored how future teacher educators needed to be developed to refine their

understanding of the requirements of mentoring and coaching to enable the learning of future teachers, as adult learners, in the mentoring and coaching relationships they need to engage with.

2.4 Teacher and Teacher Educator Development Phases and models

When considering development of Teacher Educators, like children's development, the key is in understanding the needs of the learner, where they are at on the journey, and how the training can best meet the needs of the learner (Brent and Dent, 2015). There is the assumption that mentors and coaches know how to mentor or coach and that they will naturally make appropriate decisions when they support other adults to learn, due to the fact that they are teachers. However, adults often have varying needs; they learn in a variety of different ways, and they have different experiences in work and in life to add to their learning needs and requirements. Due to the challenges faced in schools with staff retention, it can be argued that it is also the case that mentors are much younger than their mentees, which presents different challenges. Mentees seem to be career changers who present different work experiences, maturity, and their own independent views on how to teach and move their careers forward (Oberholzer, 2019b). In addition, new mentors with one or two years of teaching experience might also be lacking in experience and subject knowledge which needs to be addressed (Oberholzer, 2019b). These mentors, would not have been eligible to be mentors based on the ECF (2019) since the 2021.22 roll-out. However, the fact that they are mentors emphasise the teacher supply crisis, and how little capacity schools have to draw on experienced staff. A greater understanding of the mentor as coach of learners needs to be developed to ensure that they are able to develop and grow as Teacher Educators to support the Early Careers Teacher well.

When these needs are considered, it is clear that the mentor development programmes cannot just focus on the practical elements of rolling out the course, how to complete the paperwork, and how to ensure that the compliance elements are in place; mentors and coaches need to be fully equipped in their roles, including their level expertise, skill set, and ability to reflect (Oberholzer, 2019 and Turner, 1993). They need to develop an understanding of the development phases of the Early Careers Teacher's journey (Bleach, 1999), and how to support the Early Career Teacher best, by moving on the continuum of coaching and mentoring in a fluent and reflective way (Buck, 2020). Furthermore, mentors and coaches are also finding themselves in 'training' opportunities where the 'assumption' is made that

everyone in the room are at the same level. New mentors with one or two years of teaching experience won't have the same skills acquisition as more experienced mentors, and the Dreyfus (2004) model reminds us of the fact that developing skills can take time. To progress from novice stage to advance beginner, to being competent and move on to be proficient and later develop mastery, can take years to develop, and training needs to be considered according to these levels of development, and skills mentors have. The teacher educator's starting point is a key consideration to make when developing development programmes, the programme also needs to develop the mentor's understanding that the same is true of the mentee, and that the ECT will have different needs. That is why a mentor needs to have a repertoire of skills, and a toolkit to respond appropriately to the mentee's needs. A detailed toolkit is what a development programme for TE needs to provide.

For example, the AI's (2020) Mentor framework, assumes that all mentees need to work through the same content at the same time without acknowledging their different skill sets, abilities, and expertise, and teacher educators simply need to follow the scrip, without acknowledging their skills or level of understanding of mentoring and coaching. There is an assumption made that they will just know how to engage with instructional coaching by reading through the script and move on the continuum of coaching and mentoring (Vare et al, 2022).

However, mentoring and coaching development can never be a one size fits all approach. The key is to evaluate the skills, experience, and knowledge of the mentors in order to have a clear and detailed understanding of their knowledge base and skills acquisition before mentoring and coaching development is put in place. Dreyfus (2004) and Blanchard et al (2018) outline that skills acquisition can vary from novice stage to advanced beginner stage to mastery stage, and during each of these stages, those who are developing, for example, mentors/ coaches, will have different needs, and their learning needs must be considered to ensure that key requirements are fully met. If the Teacher Educator's training and development needs are not fully met, they will not be able to develop into a Teacher Educator with the necessary skills, to fully support the Early Career Teachers on their journey. As a result, the Early Careers Framework (DfE, 2019a) might fail to address teacher retention crisis as it is intended to do.

Mentor/coaching development programmes need to engage with a detailed baseline study to ensure that there is a detailed understanding of where mentors are at. What is sometimes remarkable is that adult training and development moves away from the practices in schools,

where a differentiated approach is considered for learners at different learning levels and trajectories through differentiation. For some reason, an over emphasis on standardised approaches is seen, where adult learning is exposed to preprepared learning materials which are read off to all, without the rich discussion and input of the trainer, in fear of not being compliant to the performative requirements of the Department for Education (Vare et al, 2022 and Philpot, 2021). Grant (2014) and Myatt (2016) warn against a culture of low trust and high accountability where creativity, drive and motivation are stifled. Pink (2018) emphasises the importance of autonomy as a key motivating factor, and it is important when working with professionals to allow them to make professional judgements, and exercise discretion, to have the agency and confidence to drive their practice forward (Durrant, 2019 and Lipsky, 2010), to make key decisions to meet the needs of the learners they are supporting. Lack of trust and autonomy leads to self-limiting beliefs and misguided actions, as well as negativity (Grant, 2014), which in turn leaves Teacher Educators themselves demotivated and at risk of leaving the profession. It is therefore imperative to equip future Teacher Educators with the toolkit necessary to help them to creatively work with others to help them to grow and develop.

There is a very limited body of literature and research available setting out what considerations need to be made in relation to meeting the needs of Teacher Educators, who, as frontline Teacher Educators, need to support early careers teachers, such as mentors and coaches. The research project therefore drew on pedagogical practices, as set out in Ibarra (2015), to map out the learning journey using an 'out-sight' principle, which means that often when adults learn they will engage in practice, and then look back upon this practice, when they learn about new theoretical concepts, and reflect on how they can refine and develop future practice. Ibarra (2015) points out that this is a very typical approach for adults to learn, and develop their own reflective and reflexive practices as advocated by Door (2018).

The ambition when considering a teacher educator development programme was to use a spiral curriculum approach. The aim was to draw on Daffron and Caffarella's (2021) work (which will be explored below in more detail), which is mostly centred in the United States, regarding programme design, embedding the Dreyfus (2004) skills acquisition stages into the approach to scaffold the learning of mentors/coaches in a bespoke and personalised way, drawing on their practice, and enabling them to reflect on their new learning, to develop a toolkit, to find ways forward for their Early Careers Teachers.

In addition, the research project drew on mentoring and coaching techniques to facilitate the learning of the mentors/coaches and to offer bespoke supervision and support to help them meet their needs as practitioners, which also provides supervision support for proficient mentors/coaches to progress to mastery (Dreyfus, 2004 and Passmore, 2021). The aim of the research was to explore what the toolkit needs to look like for mentors and coaches supporting Early Careers Teachers and how their skills need to be developed and refined to ensure that they are able to progress and move forward on their learning journey.

2.4 Models of coaching and mentoring

When developing coaching and mentoring programmes, it is key to consider what knowledge, skills and behaviours teacher educators need to develop to successfully support new teachers (Hobson et al, 2020). EMCC (2020) points out that it is important for mentors and coaches to be able to make appropriate judgements regarding the coaching and mentoring models they aim to use to help facilitate learning conversations. Van Nieuwerburgh (2017) points out that models are used to help manage the learning conversation. It is therefore important to know which model will fit best to support the learning conversation at each point of the learning journey effectively. To enable teacher educators to make appropriate judgements, it is important to consider the key models that will be helpful at the different learning stages for new or experienced teacher educators to draw on, when developing as mentors and coaches. It is therefore important to develop these skills over time, and individual episodic development won't lead to effective learning transfer that is required to enable teacher educators to develop the skills to move between appropriate modules effectively.

Brent and Dent (2015) state that adopting a 'structured approach' to mentoring and coaching, as advocated by the Chartered Institute of Personnel Development (CIPD) Report (2006), is a practice adopted by most coaches and mentors, often to the point where the model takes preference to the development of the individual in need of support. However, the authors stress the importance of the mentor or coach meeting the needs of the mentee/coachee. The authors point out that the mentor or coach needs to draw on the appropriate tools required to support the mentee/coachee well. They do not advocate a specific model of practice but rather draw on a wide range of models and practices with the professional learner's needs in mind. Connor and Pokora (2016) outline a range of models and approaches that can equip mentors and coaches on their journey and frame the learning relationship effectively. Thomson (2013) provides a similarly wide range of coaching strategies for coaches to draw on to meet the

needs of their clients. In some cases, authors such as Buck (2020), van Nieuwerburgh (2019), and Whitmore (2017) discuss specific models that they developed with clients in mind. However, when you look closely at Buck's (2020) approach to the BASIC coaching model for example, he recognises that, when there is a need for advice, it is important to provide such support, with the coachee's permission, and he also outlines the importance of embedding a range of tools, such as a SWOT analysis, and the reflective tools within the BASIC coaching model conversation to support the professional he is coaching, which negates the myth that a particular model needs to be drawn on to ensure that the learning conversation needs to unfold effectively and in a standardised way. Connor & Pokora (2016), and Brent & Dent (2015) therefore emphasise that it is less important to commit to a particular model of coaching or mentoring; the key for the teacher educator will be to learn what the models are that they need and have in their toolkit, what they can be used for, and how they can be utilised to meet the needs of the professional learners they are aiming to support. Connor & Pokora (2016), and Brent & Dent (2015) acknowledge that a coaching or mentoring model can at times be a starting point for a novice learning how to mentor or coach and that one model at a time might be taught, such as the GROW (G – goal, R – reality, O – options, W – will) model; however, it is important to continue to layer on the knowledge and skills of the learner. The learning should not stop at the GROW model or instructional coaching for teacher educators, and they need to continue to develop. As the Teacher Educator develops a wide-ranging skill set, their learning needs to continue to enable them to reach mastery.

The study aimed to evaluate how the learning journey of these Teacher Educators needed to be considered, how the learning of the various models needed to be considered, and how they need to be developed in using these models carefully. When looking at van Nieuwerburgh's (2019) work, he outlines, similar to Dreyfus (2004) and Blanchard et al. (2018) that it is important to consider the skills acquisition journey of the coach (in this case the Teacher Educator), and the author argues a similar approach needs to be considered when looking at the learning journey of the Teacher Educator in the mentor/coaching role. Van Nieuwerburgh (2019) outlines the phases of learning and acknowledges that there is, to some extent, some expertise and knowledge transferred into the coach's journey; however, the initial stage is to learn the key skills, which then need to be practised, which leads to building performance to the point where proficiency is built. Van Nieuwerburgh (2017) highlights that a coaching model is a framework to hold and facilitate a learning conversation.

Teacher Educators need to develop an understanding of which tools they need to draw on effectively to hold trusting and supportive learning conversations with their professional learners (Buck, 2020). They need to develop into mindful and supportive practitioners who can meet the learning needs of their professional learner through these conversations, and they need to be able to navigate seamlessly from one model, framework and question during a complex learning conversation to help facilitate the thinking and learning of the person they are working with (Van Nieuwerburgh, 2012). Without the necessary training in place at each development phrase, Teacher Educators will, of course, try to make sense of the journey themselves, and some succeed brilliantly. However, with a teacher supply challenge, as mapped out in the DfE (2019a) retention strategy, it is more important than ever to help Teacher Educators develop effectively to ensure that they grow in confidence rather than trigger resentment of the role to ensure that future teachers flourish.

However, in some instances, the ECF (DfE, 2019b) is delivered by some providers, with a strict emphasis on one particular model of mentoring or coaching as explored in various sections of the literature review. Training is in place for the delivery of this model, for example Buck's (2020) BASIC coaching model is used by the Church of England, and Knight's (2016) instructional coaching model is drawn on by the Ambition Institute (although not always accurately, as highlighted by Lofthouse (2021)). In the All- Party Parliamentary Group (APPG) for Education 2021, Lofthouse expressed concerns regarding the use of the instructional coaching model, and the misinterpretation of the use of this model, to deliver the ECF. It is therefore important to consider how mentors and coaches, as Teacher Educators, need to be developed and what their learning journey, and the content that they are trained on, need to look like. Similar to learners in all education contexts, Teacher Educators will have a wide range of needs themselves and will have different starting points, as acknowledged by van Nieuwerburgh (2019) when he outlined the phases of learning and growth in his work. It is therefore important not to assume that one size fits all regarding the development of existing and future Teacher Educators and to provide them with a mixed diet in their training to ensure that they have the appropriate toolkit to equip them well for their role in supporting others.

2.5 The Teacher Educator's learning journey

In the previous section, it was pointed out that the stages of development of a coachee or mentee are important in a similar way to the development stages for a facilitator supporting

mentors/coaches; the level of skills for coach or mentor need to be considered as they too often come with prior knowledge and experience as teachers and educators, and this might vary (Oberholzer, 2019). In some cases, colleagues were in a mentor relationship or drew on coaching skills without realising that they are in fact engaging in such activities. When looking at the hierarchy of competence, it outlines the 4 stages of competence (unconscious incompetence, conscious incompetence, consciously skilled, unconscious competence and mastery/ automaticity).

Unconscious incompetence, where the Teacher Educator does not fully grasp what they are or are not able to do, and this is seen at the beginning of the development stages or the novice stage according to Dreyfus (2004), for these professionals, where they discover which mentor relationships they were engaged in, and at what stages to enable them to reflect on how they might draw on coaching skills when they engage with others (Burch, 2014, Grant, 2014). The more they are exposed to the theoretical underpinnings of mentoring and coaching, to reflect back on their previous practices, as outlined in Ibarra's (2015) outsight model, the more they are able to reflect and challenge their practice as reflective and reflexive practitioners as pointed out by Door (2018). TEs become more conscious of their incompetence and are able to start to develop their skills and refine their practice more through their training, development, and engagement with their ECT. They tend to progress to the advance beginner stage at this point (Dreyfus, 2004). They reach the Conscious competence phase, where they are thinking very carefully about their practice and choices that they make during their engagement with their ECT, and as they continue to refine their practice over time, start to reach automaticity in selecting the key tools they require at each point in time to ensure that they meet the needs of the person in front of them and continue to work their way towards unconscious competence and mastery (Burch, 2014 & Dreyfus, 2004).

The mentoring and coaching development framework need to provide support, stimulus, and challenge at each stage of the learning journey of the Teacher Educator to continue to develop their reflective and reflexive practice. The learning journey needs to allow for rich reflection, debate, and discussion to help shape the learning; however, it also needs to provide supervision, guidance, support, and an opportunity to share challenges and dilemmas as mirrored in Daffron and Caffarella's (2021) work in the United States, mapping key components of an interactive adult learning programme. The authors outline that there are important elements to consider when planning adult learning programmes, for example, considerations need to be made regarding needs assessment (that is why a base-line

assessment was done in this study, and progress tracking took place throughout each stage), support, contextual considerations, evaluation, learning transfer (opportunities to put learning into practice were also built into the study), and instruction (key learning opportunities were mapped in at every stage of the study too). The training design needs to consider all these aspects and move beyond the existing model where paperwork, basic skills, basic methods, and practices are provided, where invaluable learning transfer can take place (Roumell, 2018). The Teacher Educator, needs to be stimulated, supported, and challenged to enable them to layer their knowledge and develop the competencies, refine skills, and develop mastery of their skills to enable them to be creative and autonomous in their trusting relationships with their ECFs (Pink, 2018). It is important to move away from simply engaging in 'learn that…' and 'learn how to…' statements as outlined by the ECF (DfE, 2019) and Hughes (2021). The complexity of the Teacher Educator and the ECT's needs, need to be fully acknowledged, and an emphasis on trust, professionalism, and discretion is key for the relationship to be successful (Turner, 1993). A high level of performativity, and high challenge and low trust (Myatt, 2016), as it is currently presented in the ECF as challenged by Vare et al (2022), will not only leave mentors and coaches without the necessary toolkit in place to support ECTs but will also leave them feeling that they do not have autonomy to do what is best for those in their care. Pink (2018) and Deci and Ryan (2007 and 2017) stress the importance of autonomy to motivate others and that providing mentors/coaches with autonomy and agency to drive their own learning is key in enabling them to do what is best for their ECTs.

Tweddell Levinsen & Sørensen (2019) from Aalborg University, Denmark, assert that learners value agency, challenge, making sociality, performance, self-interpretation, and enjoyment. Roumell (2018) and Sørensen (2017) explore the importance of learning transfer in adult learning design. Roumell (2018) states that to ensure that new learning is successful, it needs to be embedded into the practice of the adult learner in their own context – new habits need to be developed. It is therefore imperative to think carefully about the development journey of the Teacher Educators supporting the ECFs on their learning journeys and to equip them well to ensure they make the relevant transfer of their learning into their practice as described by Roumell (2018).

Deci and Ryan (2007 and 2017) stress the importance of relevance, and relatedness, when we want to motivate others. Relevance is key if learning is becoming part of the daily practice, and it is therefore important to consider how the learning will align with the context and needs of the learners. Daffron and Caffarella's (2021) emphasise the importance of context when

mapping out new learning, and the same is true when developing Teacher Educators. Making the learning relevant, showing Teacher Educators how to apply it, and how it impacts, was a key consideration for the study.

By considering the phases of development alongside the competencies (Dreyfus, 2004 and DfE, 2016) and aligning the learning journey with these phases will provide a powerful model of learning, rich in reflection, debate, and discussion, which will build on the confidence of the Teacher Educator to make sound judgements without fear and to do what is right by the ECT in their care. No one situation is the same, and no context is the same in education, and each ECT and Teacher Educator's context, needs, and journey will be different. It will therefore be impossible to dictate a model of practice, but what training opportunities can do is extend the repertoire of the Teacher Educator's toolkit, provide valuable opportunities to practise these, and help TEs to use their toolkit with confidence via case studies and scenarios that will help them to build on their prior knowledge (Vare et al, 2021).

Drawing on the framework Daffron and Caffarella's, United States, based researchers and course developers, (2021) map for course developers and on the learning and development stages of coaches/mentors (Dreyfus, 2004), as well as, by considering the 3 learning stages mentors and coaches will progress through (however, it is important to point out that the model is a flexible model, and no assumptions are made in terms of where participants might be at on their learning journey, if baseline evaluations indicate that learners are at the advance beginner or competent stage, the model will just start with that particular stage, opposed to forcing all to go through the same process, there are different starting points for each stage appropriate to the needs of the participants), I devised the following model that was used in the research as a learning framework for the development programme:

Stage 1: Mentoring and Coaching Development/ Novice Stage

Stage 2 Mentoring and Coaching Development/ Advance beginner/ competent

Stage 3 Mentoring and Coaching Development Proficiency / Mastery

Stage 1	Stage 2	Stage 3
Baseline analysis/ context	Review previous learning/context	Review Previous Learning/ Context
Support via facilitator/supervisor	Support reflections via supervision	Support reflections via supervision
Develop learning outcomes	Develop learning outcomes	Develop learning outcomes
Learning Episodes (6)	Learning Episodes (6)/ Instruction	Learning Episodes (6)/ Instruction
Reflective tasks/ Application/ transfer	Reflective task/ application/ transfer	Reflective task/ application/transfer
Supervision Support/ Reflect Weekly	Supervision Support/ Reflect Weekly	Supervision support/ Reflect Weekly

Individual goal setting with supervisors weekly to identify individual goals and tasks, with agency to transfer learning into practice.

Figure 1 - Adapted Adult Learning Development Programme for Mentors and Coaches framework

The above framework is shaped based on Daffron and Caffarella's (2021) underpinnings and the 10 stages of programme development. The programme was started with an initial needs analysis to determine what the learning needs were for TEs, followed by the development of a 6-week structured programme for Stage 1, which drew on self-directed learning principles, to align with the needs of the TEs, focusing on the core knowledge, behaviours and skills required to develop them for their roles. In addition, the course provided supervision, and tutorial support to help TEs navigate through the learning journey. Stage 1, after completion was carefully reviewed, and key refinements to the model were made, before Stage 2 was implemented, and a similar pattern was followed for Stage 3. The delivery of each stage comprised of 6 weeks.

Stage 1 represents the transmission of information, and progress to transition as outlined in Table 1, which was further developed in Stage 2. Stage 3 help progress learners further towards transformative practice where they can be fully able to transfer their learning. So for the novice teacher educator, in Stage 1, the learning focuses on the basic definitions, models and coaching and mentoring models. These can aid the novice's understanding, and they can become more able to start applying their learning in a very pedestrian way. However, in Stage 2, transitional practices can be developed for the advance beginner/ competent practitioner. Teacher Educators can aim to explore and think how to fill gaps, solve problems, and draw on their learning. Finally, the proficient stage and those working towards mastery stage, can enable teacher educators to consider how to transfer their learning more clearly into practice, and they can start to think how their practice can be refined and further developed. They often bring their own creativity to the learning journey. They might even start to think about how their practice can transfer to other contexts. The framework also draws on the principals (as explained in the above) by Kennedy (2006) in relation to the spectrum of continuing professional development models as illustrated in Table below and discussed in the above:

Model of CPD	Purpose of the model	
The training model The award-beading model The deficit model The cascade model	Transmission	Increasing capacity of professional autonomy.
The standards-based model The coaching/ mentoring model The community of practice model	Transitional	
The action research model The transformative model	Transformative	

Table 1 – Kelly (2006) Spectrum of CPD models

The transformative approach underpinned a combination of models with the aim to intertwine knowledge, communities of practice, and inquiry in partnership with others, such as teachers, academics, organisations, and different contexts, to share knowledge, refine practice, and reflect and develop a deeper understanding of key learning points (Kennedy, 2006). The Teacher Educator development framework was underpinned by this collaborative professional approach aiming to work towards a transformative model (Hargreaves and O'Connor, 2018). In addition, the model embedded the core recommendations by Hobson et al (2020) reflecting on mentor development and training in further education to ensure that the programme fully considers the core components required to equip teacher educators well for their role, by embedding, a sustained approach to teacher development which is inclusive, developing supportive mentoring and coaching architecture, opportunities to practice mentoring and coaching, and to transfer learning in a sustained way rather than in single mentoring and coaching training episodes; adopting coaching and mentoring frameworks; and to develop teacher educators' understanding of the importance of matching and mentor-mentee selection (Hobson et al, 2020).

2.6 Understanding the continuum between coaching and mentoring:

For the purpose of the study, the development of Teacher Educators was considered, and a deliberate choice was made not to focus on coaching or mentoring individually during the development but to deliver both skills. The reason being that at different stages of the ECT's learning journey the need to engage with a mentor or coach will present itself, and it is therefore important for the Teacher Educator responsible for the development for the ECT, to have a detailed understanding of both disciplines and to know when to coach and when to mentor as the mentoring relationship develops (Clutterbuck and Lane, 2003 and Blanchard et al. 2018). It is key to be able to move on the continuum of mentoring and coaching to meet the needs of the ECT and to make a confident judgment on how to offer the most appropriate support (Downey, 2014). Buck (2020) outlines the importance of the coaching continuum; he points out that, on the mentoring side of the continuum, the support is more directive, and on the coaching side, the support is non-directive. Thomson (2013) concurs with this point, and outlines that the facilitator needs to make sound judgements on when to push and pull the client or, in this case the ECT, in relation to when support is needed and when to challenge. Blanchard et al (2017) points out in their model that at the beginning stages of a learning journey the key is to be more directive and to provide mentoring support and that as the mentee becomes more confident the relationship changes and becomes more non-directive so

that a coaching approach is needed. Clutterbuck and Lane (2003) point out that the mentoring relationship grows and develops over time and moves from rapport building to greater independence later on, which means that the relationship needs to evolve and develop too. It is therefore important that the mentor needs to know how to move from a supportive mentoring role to a role which draws on non-directive approaches, and later on becomes completely non-directive.

In teacher education, the role of the mentor is complex, and often hierarchical, as the mentor often not only needs to support, but take part in assessments of the mentee as outlined in the national mentor standards (DfE, 2016). With such a complex learning relationship in place, where there is a curious balance between trust, support, and performativity, the mentor needs to have a clear understanding of how the mentee develops and grows and needs to recognise when to make key judgement calls to support the mentee in the most appropriate way and when to step back and allow the ECT to find their own solutions (Clutterbuck and Lane, 2003). When the ECT progresses to a phase where they become competent, and no longer need 'telling', they too will feel stifled, and a lack of autonomy might have a detrimental effect on their own development too (Pink, 2018).

Teacher Educators need to develop a clear understanding of the development phases/stages as outlined in Dreyfus' (2004) skills acquisition model, of the ECT as well as mentoring and coaching relationship to enable their ECTs to progress and flourish and ultimately enable them to hit flow. Boniwell (2012) points out that flow happens when our skills are challenged, but that we still have the capacity to cope with the challenge because we have the right amount of challenge and support in place. If the challenge exceeds what we can cope with, or if the support is not in place, we often struggle, and we can become concerned and anxious, which can limit our performance. This perspective aligns with Myatt's (2016) point, that we need to make sure high challenge and low threat are in place to ensure that colleagues flourish.

With flow in mind, the Teacher Educator needs to learn how to create the ideal conditions to help the ECT to hit flow. Too much challenge and using questions such as 'why'-questions, as Kline (1999) advocates, which Thomson (2013) and Buck (2020) advise might cause a defensive reaction. Or not interrupting and not guiding at a time where guidance is needed, as further suggested by Kline (2020), might lead to intense anxiety and concern, where no challenge and too much direction and 'telling' at a point where the ECT is becoming more

independent in their learning can lead to boredom and frustration. The key is to understand how to move on the continuum of coaching and mentoring to ensure that, as a coach or mentor, Teacher Educators make the most of their mentee/coachee's talents.

2.7 The Role of the Coach or Mentor in Teacher Development

De Haan (2008) shares the origin of mentoring and coaching by drawing on Homer's Odyssey, where Odysseys asks Mentor to guide his son Telemachus and to tell him everything he knows. There are, of course, a variety of views on the story, and how the goddess, Athena, disguised as Mentor visited the young Telemachus, which opens the debate on whether mentoring and coaching are female dominated roles and professions due to the feminine traits of the role. However, in the light of the study, the role of mentor and coach and how these individuals are developed, as champions of the ECTs, is under the microscope, rather than exploring any engendered issues regarding the role. The key is to focus on how these two disciplines, as complementary disciplines, can be utilised to develop future teachers, but more importantly, how Teacher Educators can develop their skills and grow into these roles to support others and what the role is of the Teacher Educator's trainer in supporting ECTs on their learning journey. The emphasis of the study is on how the development programme for Teacher Educators, equipped them to draw on both mentoring and coaching knowledge, skills and behaviours to support Early Careers Teachers effectively. The programme aimed to provide Teacher Educators with clarity of what their roles are, and how to work on the continuum of coaching and mentoring, to support Early Careers Teachers to become confident practitioners in the classroom.

2.8. Summary

In summary, the chapter explored the key definitions for coaching and mentoring, which will be drawn on for the purpose of the study. Mentoring refers to a directive approach to practice, where the Teacher Educator provides guidance and advice and draws on modelling and a wide range of other techniques, such as questioning, feedback, and active listening skills, to support the mentee. The coach on the other hand uses non-directive practices to facilitate thinking and draws out the solutions ECTs have within themselves to drive their own journey. The coach or Teacher Educator uses coaching frameworks/ models, questions, active listening strategies, and a wide range of tools to manage the dialogue within the coaching conversation. Coaching is non-judgmental, and the coach works in partnership with the coachee to enable the coachee to find solutions and move forward. Teacher Educators use these strategies in a

considered way after evaluating the needs of the ECT, and Teacher Educators, after evaluating their needs of the ECT, needs to decide on how to move on the continuum of coaching and mentoring to provide the appropriate support to meet the needs of the ECT. However, developing the skills required to be an effective mentor or coach is complex, and it is therefore important to develop a coaching and mentoring programme that champions the core principles of effective CPD practices, as outlined by Kennedy (2006) and Vare et al (2021), and to consider the importance of the effective learning transfer (Daffron and Caffarella's, 2021) to enable the Teacher Educator to develop in confidence throughout their continuous learning journey to impact positively on the learning journey of the ECT.

The study provides a unique perspective on the development of a Teaching Educator development programme and how the programme aimed to develop the required mentoring and coaching skills through the use of an adaptation of Daffron and Caffarella's (2021) model. The next chapter will outline through the research methodology how the study was conducted and how it developed the programme within the frame of the adapted model.

Chapter 3 - Research Methodology

3.1. Introduction

As the title suggests, and as outlined in the literature review, the aim of the research project is to consider how Teacher Educators needed to be supported in their development as future mentors and coaches to provide guidance and support for early careers teachers on their journey into the teaching profession. Mentor training traditionally comprised of mentors attending meetings where they would be introduced to protocols and procedures. However, mentoring and coaching development needed to be led with the mentor/coach, or Teacher Educator's (TE), needs in mind as adult learners. The mentoring and coaching development programme not only needed to meet the TE's needs, the programme, also needed to develop an understanding of how to meet the needs of their future ECTs through their own practice.

The study's purpose is to explore how mentoring and coaching development and training needed to be led to develop early career teachers (ECT) effectively. The aim of the study is to evaluate the impact of a mentoring and coaching programme across 3 stages in how it was led to develop and refine the skills of mentors and coaches, as TEs, to support ECTs. As a by-product of the Teacher Educator's support and development, the support they offered would lead to a more effective learning outcome for ECTs in the drive to retain future teachers in the teaching profession.

The key research objectives for the study are:

1) To evaluate how the development of a mentoring and coaching programme for Teacher Educators (TE) impacted on the development of such Teacher Educators in supporting Early Careers Teachers.

2) To develop Teacher Educators' Development programme, through the outcomes provided via the data tracking of the ECTs' progress via the Teachers' Standards (DfE, 201) to meet the needs of both the Teacher Educators and Mentees. Through the data tracking the Teachers' Standards where used to meet this objective but also to provided an important thematic framework to work from too as part of the research projects' methodology.

3) To evaluate how the coaching and mentoring programmes equipped Early Careers Teachers effectively in their role to develop Early Careers Teachers during their learning experiences. The mentor's progress and development were evaluated against the National Mentor Standards for School-Based Initial Teacher Mentors (DfE, 2016), which provided

a thematic framework with clear themes identified, to evaluate and measure the progress Teacher Educators made throughout their learning journey. At the time of the research, the national framework provided guidance on mentoring standards in Initial Teacher Training, but there is limited reference to mentor requirements, or coaching requirements in the Early Careers Framework (DfE, 2019a), and it was therefore decided to use the existing framework as a guide for the study, even though authors such as Lofthouse and Turu Porcel (2022, p277) highlight that by omitting any references to the National Mentor Standards, seems to suggest, an 'unwillingness' by the DfE, to acknowledge the challenges faced by schools and mentors, and the complexity of the role, in the already very busy school day and calendar . The framework was adapted for the study to provide the guidance required, but also make allowances where needed to accommodate for potential challenges. In addition, the framework aligns well with the EMCC's (2021) competency framework, which requires that mentors and coaches reflect the following: Understanding self; Commitment to self-development; Managing the contract; Building the relationship; Enabling insight and learning; Outcome and action orientation; Use of models and techniques and Evaluation.

4) The study explored how the coaching and mentoring programmes equipped and developed mentors' understanding of how to work within the continuum of coaching and mentoring to provide a bespoke approach to their Early Career Teacher's needs to demonstrate the mentor's understanding of the complex nature of mentoring and coaching.

The TE's role is a complex role, and TEs in school contexts are equipped to teach and support learners. Some of their skills are transferable; however, through the creation of a programme that enabled TEs to develop an understanding of how to transfer these skills and to think more deeply about the adult learner's journey, the study aimed to provide a more consistent approach to the TE's approach to help unlock the ECT's potential.

3.2. Research Questions

The study used the following research questions to investigate the research problem:

Main Question: What is the impact of coaching and mentoring development, with an emphasis on learning transfer on the Teacher Educator, and in turn on Early Careers Teacher they support and develop?

Bottery and Wright (2019, p.53) point out that 'the dance' between the Main Research Question (MRQ) and the Research Sub-Questions is an 'interactive process', and the sub-questions aim to help structure the study to address the main question more fully. The following research sub-questions were explored throughout the stages of the study to ensure that the main research question was fully addressed and explored.

Sub-questions:

- How can mentors be supported to develop an understanding of the continuum between mentoring and coaching in line with the development phases of the mentee?
- How can the development of Teacher Educators help to provide Early Careers Teachers to develop their confidence, subject knowledge and skills?
- How do Teacher Educators need to develop their understanding of how adults learn and develop to offer effective support to Early Careers Teachers?
- What skills do Teacher Educators need to develop support Early Careers Teachers effectively on their journey?

3.3. Research Paradigm

Thomas (2017, p. 107) states that the word paradigm is the 'technical word used to describe the ways that we think about and research the world.' I my case, as a teacher educator myself, research is carefully considered through the lens of a teacher educator, as part of a collaborative professional learning community where meaning is co-constructed and interpreted (Hargreaves and O'Connor, 2018). Thomas (2017) points out that paradigm refers to the 'shared ideas in a particular community of inquiry' and that these 'thinking habits' provide researchers with a set of 'rules' and guidelines that they need to adhere to. However, at times the 'thinking habits' are challenged, and new habits are considered, which can lead to a 'shift'. Thought leaders and researchers such as Kuhn (1970) at the time viewed a paradigm as a 'fixed set of assumption" about how researchers can investigate or research. Gorard (2017, p.9) states that 'a paradigm is a set of accepted rules within any field of solving one or more puzzles.' Within the context of Gorard's (2017) work the word 'puzzle' refers to the research focus or question that the researcher is aiming to explore. In this project, the focus is on what the impact is of a coaching and mentoring development programme on the Teacher Educator's ability to transfer their learning effectively, with the aim to impact positively on the learning of their own professional learner, the Early Careers Teacher. The aim of the study

was to unpack this 'puzzle' and to understand how a development programme can impact on the outcomes for both Teacher Educators and their learners.

Thomas (2017, p107) points out that the word paradigm comes from 'the Greek, parapdeigma' which suggests an 'unchanged model'. Authors, such as Comte (1848), held the view that positivism was the only way forward when conducting research, that a research project should contain 'numbers', and that quantitative research trumps any other way of investigation. However, as time progressed, a stronger body of evidence started to support the worth of interpretivism, and it has become a valued paradigm over the past 30 years in social sciences (Cohen et al, 2018 and Thomas, 2017). Due to the complexity of the role of the Teacher Educator, numbers would not necessarily convey the challenges of the journey or the learning that had to take place along the way to support the TE's Early Careers Teacher (ECT) effectively. In addition to this, in order to understand and interpret each journey for each participant, more detail is required to develop a clearer understanding of how the journey unfolded; each TE's journey is a unique and bespoke experience, which needed to be understood to draw learning from it in line with the development programme.

The study was considered from a relativist ontology. Relativism outlines that reality is often unknown (Thomas, 2017). Oades et al (2019), argue that relativism perceives, in the context of knowledge, that all positions are relative in relation to the perspective that it is considered from. In relation to the study, each learner's experience and outcomes are perceived from the perspective of their development as a Teacher Educator, and how this learning helps to develop them to grow and move forward. The 'reality' in relation to the learning journey is unique and unknown. This 'reality' might be interpreted in a variety of ways, depending on the individual's background, exposure, beliefs, and experience (Mack, 2010). Reality is therefore considered to be subjective, and interpretations might vary from individual to individual, and it might look very different for each individual. For example, as explained in the above, each Teacher Educator's journey is different, and their experiences are unique. Through their interactions with their ECTs they will continue to layer their own understanding of how to support their ECT well, this is a cumulative process, and through the continuous learning process, greater insights are drawn as the engagement with the ECT continues.

This perspective is in direct contrast with Comte's view, for example, and a positivist paradigm, which aims to explore and study the world objectively. Positivism requires the 'act

of knowing' to be undertaken in a way where the 'knower's own value position is removed from the process' (Thomas, 2017, p. 109). Whereas interpretivism advocates that knowledge is constructed (Cohen et al, 2018; Thomas, 2017). Similar to how the study I aim to undertake will be constructed through the learning journey of teacher educators, as well as my own, to fully understand, how a teacher educator development programme can meet their needs through firstly understanding their needs, tracking how their needs change, and how to continue to address these needs, via an action research cycle.

Oades et al (2019, p. 41) point out that constructivists view their 'ways of knowing this world as mediated by our own constructions'. We develop our own ability to make sense and give sense through these mediated constructions (Weick, 1995). When considering the research focus, aiming to explore how mentoring and coaching development can be achieved to meet the needs of the adult learner, it is clear that the learning journey, and engagement with the process, is a constructed and evolving process, and in line with the relativist paradigm, this means it is shaped as outlined by Cohen et al (2018) and Thomas (2017). A variety of evidence can be considered and is worthy, such as Teacher Educators' perspectives, and their reviews. Thomas (2017, p. 109) points out that the 'act of trying to know should be conducted [in] such [a way] that the knower's own value position is taken into account in the process'. In this study the role the researcher needs to play as insider and outsider researcher will be key to the study, and the process of 'trying to know'.

Jackson and Cox (2020) point out how the researcher's role can evolve in relation to the research focus and can take on a variety of different forms similar to the research design for a research project which is a collaborative, participatory, and inquiry-based approach. This is also true for this research study, as the role of the insider researcher will need to be varied, as educator, supervisor, and researcher, and the complex nature of the role will add value to the learning process and journey as the researcher, as a learner, will add value to the learning process, as described by McNiff (2018). Reason and Bradbury (2008) state that this approach to research is pragmatic, co-constructive, and develops learning.

For the purpose of this research project, the researcher's role as insider researcher also needs to be considered as a valuable contribution to the study and will be carefully considered in relation to the research design, as well as the ethical considerations, with the aim to ensure that the data gathered is as accurate, truthful, valid, and reliable as possible while also being relevant to the inquiry.

In addition, Morgan (2007) challenges the reference to 'paradigm' in research and, in particular, in a mixed research methodology, where she argues that the word paradigm should be replaced by 'approach'. Symonds and Godard (2010, p. 134) argue that it is important to move away from a particular paradigm and to view research as a 'craft'. An approach or craft refers more accurately to how the research project had to be developed to create an understanding of the development needs of Teacher Educators, how they need to engage with their Early Careers Teachers as adult learners, and how learning can be constructed to support them on this journey. It can therefore be argued that the insider researcher employed a research 'approach' or 'craft'. Jackson and Cox (2020, p151) outline that the researcher is 'the person seeking to collect information and analyse the information with the aim to produce new knowledge'; Jackson and Cox (2020) point out that the researcher can fulfil a facilitator, practice designer/developer, group designer/facilitator, participant or change agent role. For this study the insider researcher aimed to continue, with the support of the various frameworks in place, to reflect, review, and construct the learning of Teacher Educators and how they were engaged with the research process.

Creswell and Plano Clark (2011) point out that constructivism can be defined as a position where the researcher aims to understand a particular issue or phenomenon as it is observed and interpreted of those engaged with the research journey by the researcher themselves. When looking at the aims of this research project, it was intended to support the researcher to develop an understanding of the learning needs of TE, how they need to develop and grow to impact positively on ECTs, and how practice can continue to be developed and refined to offer more effective support for Teacher Educators to equip them further on this journey. It is therefore appropriate to suggest, that the study's approach has been conducted through an ontological lens of a co-constructive interpretivist paradigm. In line with this paradigm, the aim was to use an eclectic approach, with the intension to take a 'broad view' and drawing on a variety of approaches to strengthen the data set and to present the data as truthful as possible (Thomas, 2017, p.106 and Creswell, 2014).

3.4. Research Approach

The research project was conducted as an action research project. Bassot (2020) argues that the research method and approach need to fit the purpose of the research. Yin (2018) and Thomas (2015) point out that case study approaches are predominantly used when investigating a phenomenon. However, for this research project, where the researcher aimed

to take action with the aim to improve practice as per McNiff's (2018, p.13) definition, which is 'rooted in improving understanding','finding things out and coming to a new understanding', action research is the most appropriate research approach to deploy. The study aimed to evaluate, in 3 stages, what the impact of a mentoring and coaching programme is on the TEs and ECTs, with the aim to understand what impacted effectively and how to further refine the practice. When applying McNiff's (2018) definition, each stage provided new insights through its findings to develop a new understanding and an opportunity to refine and improve the programme further.

The method allows for implementation of new practices and an opportunity to observe the impact of such practices, with the aim to review and refine practice towards the end. McNiff (2018) points out that action research provides everyone with the opportunity to evaluate their work through inquiry. As outlined in the above, this study aimed to investigate the development and implementation of mentoring and coaching through a programme that comprises of 3 stages. Prior to Stage 1, a baseline analysis took place to provide the researcher with an overview of what the needs of the Teacher Educators were. Stage 1 provided Teacher Educators with the basic skills required for their practice. Stage 2 and 3 continued to extend and layer the development of Teacher Educators, who progress from novice to advanced beginner, competent, proficient, and to the expert stage. Each stage, as it was being developed was evaluated in relation to the Teacher Educators' learning experiences as well as the impact the learning opportunity had on the Early Careers Teachers. For each stage an inductive and deductive analysis was conducted, Braun and Clarke (2022) point out that a combination of these analytical approaches can be used where the research draws on both a theoretical framework that exists such as the national mentor standards, and the Teacher's Standards, as well as Daffron and Caffarella's (2021) framework, as well as then an inductive approach to draw key themes from the qualitative data which will be collected, via the semi-structure interviews.

The evaluation of the stage development was in the form of a cyclical spiral, as outlined by Kemmis and McTaggart (1988), to evaluate the impact of each stage but also with the aim to continue to refine practice. I selected the spiral model of Kemmis and McTaggart (1988) as it aligns well with the typical action research model described by McNiff (2018), which outlines that an action research project comprises of the following elements:

	Key Elements of an Action Research Project:
1	Observation
2	Reflection
3	Action
4	Evaluation
5	Modification
6	Moving into a new direction

Table 2 – Elements of an Action Research Project

With Table 2 and with the original Kemmis and McTaggart's (1988) model in mind, I developed the following approach to the study. Prior to planning Stage 1 I wanted to understand the needs of the Teacher Educators, and that is why a base-line evaluation was

Adaptation of Kemmis and McTaggart (1988) and McNiff's (2018)

Needs Analysis/ Baseline Assessment

Programme Development ready for Stage 1

Stage 1:

Implementation
Observation
Data Collection
Data Analysis
Evaluation
Refinement of Programme

Programme Development

Implementation of Stage 2

Stage 2:

Implementation
Observation
Data Collection
Data Analysis
Evaluation
Refinement of Programme

Programme Development

Implementation of Stage 3

Stage 3:

Implementation
Observation
Data Collection
Data Analysis
Evaluation
Refinement of Programme
Key Learning
Recommendations

Dissemination of key learning.

Figure 2 - Adaptation of Kemmis and McTaggart (1988) and McNiff's (2018)

implemented, as a means to understand what needs to be considered, and to help construct the learning. The original Kemmis and McTaggard (1988) approach outlines that you need to plan, put the planning into action, observe the action, and reflect on next steps similarly, McNiff's (2018) action research model outlines that you need to plan, act, observe and reflect. However, I felt that it was important to first evaluate where the learning was at with the base-line study in place, prior to the planning and the development of Stage 1. The Stage 1 learning was based on these key needs, implement the learning, observe how the learning impacted, observe the outcomes, and then collect

the data through the research tools, unpack the data, evaluate the data, consider what the implications were in relation to the programme refinement as outlined in Figure 2, and then more on with the new implementation stage, and repeat the cycle. McNiff (2018) also highlights that it is important to embed at least two cycles into an action research study, and this research project comprised of a baseline, and 3 cycles.

The three stages of the study also mirrored the 3 stages of the Teacher Educator development, based on the Dreyfus Model, and depending on the needs of the Teacher Educators supported on the development programme. Depending on their needs, and this aspect is explained in even more detail, later on in the study, Stage 1 provided a starting point for novice, or advance beginners, Stage 2, aimed to develop competent teacher educators, and Stage 3, and the extended additional provision continued to develop proficient teacher educators, and over time, lead to mastery. Daffron and Caffarella's (2021 principles of planning were drawn on at each stage, as the data was considered to shape the learning for each stage as outlined in Figure 1. The shaping of the learning was largely dependent on the outcomes of each stage as reflect in Figures 4, 5 and Figure 6 in the next Chapter.

Each development stage comprised of a 6 week learning cycle, appropriate for the stage of learning. Each week comprised of a variety of activities that mentors were able to engage with. The 6 weeks consisted of 6 learning episodes of two hours each across each week. In addition, weekly supervision was provided to enable Teacher Educators to receive additional support. In addition, clear learning tasks were provided in line with each week's focus, as well as opportunities to reflect with the aim to stimulate learning transfer, all the key components from Daffron and Caffarella's (2021) principles of planning as outlined in Figure 1, were embedded for each stage. As mentioned in the above, more detailed examples of how each stage was mapped in response to the finding and data can be seen in the next chapter, with particular reference to Figures 4, 5 and Figure 6.
The above design of the study, aimed to address key aspects outlined in the study's research questions, regarding the impact of learning transfer, and how this learning transfer contributed to the development of the teacher educator to impact positively on the outcomes of the ECTs. In addition, the design, as it is outlined in different stages, also through the stages, addressed the teacher educator's understanding of how to move on the continuum of coaching and mentoring.

McNiff (2018) makes the point that action researchers ask regular questions, and it also ties in with Teacher Educators' ability to develop reflexive practices (Door, 2018). For the study key questions were considered, such as:

- Why were certain choices made in relation to the programme design and delivery of the programme?
- What was the impact of these choices?
- What improvements could be made? What should these improvements look like?
- Was it a necessary change or was it change for the sake of change?

The author continues to explain that the accounts of practice are used to demonstrate how researchers aim to continue to improve, and for the purpose of the study, the researcher not only aimed to understand how to meet the needs of those who support ECTs in their development but also to understand how the learning of those supporting ECTs could make an impact, as well as to understand what needed to be refined and how practice could be improved.

The action research project has been based on a continuous improvement cycle as information was obtained via the data gathering processes, and as the insider researcher, I have continued to analyse the data and, with the data in mind, refined the practice, which needed to be implemented at the next stage of the study. With this aim in mind, Creswell (2014) and Thomas (2018) highlight that mixed methods could provide the researcher with an opportunity to draw on an eclectic approach to research, where both qualitative and quantitative data collection approaches were combined, with the aim to triangulate the data set in order to strengthen the data. To ensure that the data collected at each stage of the study was reliable, valid, and credible, the outcomes were triangulated, after the thematic analysis, to provide me, as the insider researcher, with a clear indication of how to refine the programme for the next stage of the journey.

3.5. Mixed Methodology

In line with a relativist and interpretivist lens, mixed methodology acknowledges that the world is more complex and that it comprises of a variety of different components, which is not favouring a qualitative or quantitative approach, but a varied and mixed approach (Cohen et al, 2018). The authors argue that we see the world in a variety of different ways, and for a study to fully reflect the complexities of the development of mentors and coaches, as Teacher Educators, it was important for the researcher to investigate these challenges in a multifaceted way. Creswell and Tashakkori (2007) stated that there are 4 perspectives that need to be considered when considering mixed methods: the method perspective, the methodological perspective, the paradigm perspective, and the practice perspective. The paradigm perspective is interesting as it suggests that those who align with this perspective feel that the research is less about the methods utilised and more about the world views and assumptions held by the researchers. The authors continue to assert that they embrace all 4 perspectives at some point on their research journey as researchers. The research study is not dissimilar in its complexity, and due to the varying range of perspectives and experiences shared during the development

programme, I needed to be more flexible in my approach to meet the needs of the research in its complexity too.

Symonds and Gorard (2010), suggest that researchers need to move away from the more traditional empirical approaches and view research as a 'craft', where a range of approaches are considered as required by the study. Bassey (2020) emphasises that the research methods need to align with what is needed for the study. Helping Teacher Educators to develop was a complex process, and it therefore needed to be considered in a wide range of ways. By using mixed methods, it provided me, as the insider researcher, with a more in depth understanding of the experiences of the Teacher Educators: how they impact on their ECTs, how the ECTs experienced their Teacher Educations, and how the learning of the Teacher Educators impacted on the outcomes for the ECTs. Having a more rounded set of data provided me with greater insights into a wide range of layered requirements and needs to refine the project further.

Hammersley (2013) makes the case that 'qualitative' and 'quantitative' research are perhaps no longer useful terms or categories to use when referring to data collection. The author argues that there are a wide variety of variants of qualitative and quantitative research to draw from and that it is more useful to use a range of research strategies with the aim to strengthen data sets more clearly. Cohen et al (2018) highlight that there are more alignments than differences when exploring quantitative and qualitative research methods and that both complement each other. It was therefore more appropriate for a complex study, which investigates the layered dimensions of learning and the complexities of the role, and learning journey, of the Teacher Educator and of ECT development, to draw on a wider range of research methods to strengthen the data set fully. Thomas (2018) points out that it is important when investigating a study to explore all the possible evidence clearly before any conclusions are drawn. It was therefore imperative to consider the full range of evidence carefully, with the aim to refine learning, practice, and next steps.

It needs to be acknowledged that there are views that challenge the chosen research approach. Biesta (2021) raises significant questions regarding mixed methodologies, for example, he questions whether different ontologies can be combined. However, the use of 'ontologies' can be challenged when looking at Gorard's (2017) perspective which argues that research is a 'craft' and that appropriate approaches need to be selected for the study. Creswell and Plano Clark (2011) make the case that the world and society is more complex and that learning,

data, and our understanding of the world around us stem from a variety of sources, similar to the complexity of this study. Creswell and Plano Clark (2011) emphasise the importance, as stated by Thomas (2018) in his work, that the investigator needs to consider the full range of evidence not just a selective view or look at the outcomes with a narrow lens. Gorard (2017) points out that a mixed methods approach is a way in which we describe how we do research by considering a wider range of information to provide us with the most detailed and in depth understanding of the issue we set out to explore. For the purpose of this study an eclectic approach aimed to provide a wide range of approaches, methods, and ways to unpack the complexity of the study. I made use of a mixture of different types of data to collect a varied range of information, to provide a detailed understanding of how to support Teacher Educators in their roles. Outcomes were triangulated and thematically analysed, with the aim to draw key learning conclusions from the research and to inform future learning and research (Cohen et al, 2018).

3.6. Research Design

For the purpose of the study, an 'exploratory sequential data design' was used (Creswell & Plano Clark, 2011, 82-4). The aim was to initially gather quantitative data, via the use of the national mentor standards (DfE, 2016). These mentor standards were be used to evaluate the mentors' confidence levels against each standard. Confidence level evaluations were selected, as Porritt and Oberholzer (2019) highlight the importance of self-efficacy, its importance cannot be underestimated in how it can impact how learning is led. The data provided a baseline and insights into where Teacher Educators considered themselves to be in regard to their learning journey, experience, and how well they met the national mentor standards. Once the starting point was understood, I was able to identify the needs of the mentors to start developing and constructing the training programme, without making assumptions regarding the core learning needs of the TE participants.

By reviewing and assessing prior knowledge, the study is based on the pedagogical principals outlined by the graduate approach to learning (DfE, 2016). The graduate approach to learning advocates that, prior to any planning of future learning, assessments of the learners' needs are key to ensure that appropriate curricula design and pedagogical approaches are considered. The initial quantitative data collection practices were then followed by 3 cycles/stages of qualitative data collection opportunities to evaluate the individual and personal learning experiences of Teacher Educators to enable the researcher to review and refine practice in line

with an Action Research approach, as outlined by McNiff (2018) and illustrated in Figure 2, to enable the researcher to learn from the practice and to ensure that practice can be reviewed and developed. The researcher's own personal learning journey is as important as that of the participants and stakeholders involved, as pointed out by McNiff (2018). The data collection process was finalised by evaluating the qualitative data generated from the Teacher Educator's own evaluations of their progress in line with the national mentor standards, as well as the outcomes for the Early Careers Framework, which were supported by these Teacher Educators.

However, prior to the study, key data was considered on both a national and local level, as it was reported via policy and statistics provided by the Department for Education, to provide me with a detailed understanding regarding the education landscape, how it unfolded at the time of the study, and how the data set and learning compared with any national trends or patterns. The data was collected by following the data collection model below:

3.7. Data Collection Model:

Secondary Data:

1. Teacher Retention Data (DfE, 2019)
2. Teacher Supply Data (DfE, 2019)
3. DfE NQT Survey (DfE, 2017)

Primary Data: Stage 1

1. Baseline analysis/needs analysis (quantitative analysis against mentor standards),
2. Stage 1 – development and implementation of programme,
3. Mentor evaluation against the National Mentor Standards (quantitative data/ analysis against mentor standards),
4. Mentor evaluation of Stage 1 via semi-structured interviews (qualitative thematic analysis of semi-structured interviews),
5. Evaluation of ECT outcomes against the Teachers' Standards (TS) (quantitative analysis against the TS).

Stage 2

1. Refinement of programme,
2. Stage 2 – implementation of the programme,
3. Mentor evaluation against the National Mentor Standards (quantitative data/ analysis against mentor standards),
4. Mentor evaluation of Stage 2 via semi-structured interviews (qualitative thematic analysis of semi-structured interviews),
5. Evaluation of ECT outcomes against the Teachers' Standards (quantitative analysis against the TS).

Stage 3

1. Refinement of programme,
2. Stage 2 - implementation of the programme,
3. Mentor evaluation against the National Mentor Standards (quantitative data/ analysis against mentor standards),
4. Mentor evaluation of Stage 3 via semi-structured interviews (qualitative thematic analysis of semi-structured interviews),
5. Evaluation of ECT outcomes against the Teachers' Standards (quantitative analysis against the TS),
6. Key learning,
7. Key recommendations,
8. Data dissemination.

Figure 3 – Data Collection Model

3.8. Secondary Data Collection

In the spirit of drawing on a range of research approaches in line with the needs of the study (Bassot, 2020 & Symonds and Gorard, 2010), I considered a wide range of data to ensure that a rounded understanding of the issues explored was presented in the final analysis and conclusion of the thesis. An analysis of secondary data was conducted through the use of national policies, reports, and directives, where necessary, to gain a benchmark regarding the national status in relation to the research focus. However, as already mentioned, research in relation to Teacher Educator development with a specific focus on the frontline Teacher Educator's development, such as mentors and coaches, is limited, and it is also why this research project is of value; it provides new insights into the development of future Teacher Educators supporting Early Careers Teachers, and their specific development programmes.

Cohen et al. (2018) point out that secondary research data is often underused; however, at times it is also perhaps the case, as it is in the case of this study, that limited or relevant data was not available or accessible within the field at the time of the research, and the study aimed to provide new knowledge within the field to enable future investigations to extend the body of knowledge regarding the needs of Teacher Educators and their development in more depth. Secondary data is mostly deployed, pre- and post-analysis, to contextualise the piece within the field.

3.9. Primary Data Collection

Although the study drew on the very small body of secondary data to provide contextual insights and a baseline to refer to, in the research project, I mainly drew on primary data collection approaches with the aim to draw upon new learning and data to add to the field of study. The by using a range of methods for the study the aim was to draw on both qualitative and quantitative data to provide a rounded understanding of the impact of the programme at each phase. In the following section the study's approach will be outlined as follows:

3.9.1. Quantitative Data Collection

The action research project collected data using an adaptation Kemmis and McTaggart's (1988) and McNiff's (2018) spiral action research approach as outlined in Figure 2. Prior to Stage 1 the research comprised of a skills audit conducted by Teacher Educators, evaluating their mentor practices and skills against the National Mentor Standards (DfE, 2016) to provide a baseline analysis, to help shape the first stage of the study. The Teacher Educators

were asked to rank their skills in line with each standard, using a scaling model, where they had to evaluate their mentor skills by ranking it as either very confident, confident, or not confident at all. As pointed out earlier in the thesis, confidence and self-efficacy, can impact on how Teacher Educators view themselves, and their ability to work with others (Porritt and Oberholzer, 2019).

Each National Mentor Standard (DfE, 2016) was used to evaluate the needs of the Teacher Educators:

1) To establish trusting relationships, modelling high standards of practice, and understanding how to support a colleague on their journey. This statement is aligned with the 2nd and 3rd sub-research question which aims to explore how teacher educators need to help develop Early Careers Teachers to develop their confidence, subject knowledge and skills. It aimed to help understand how the programme needs to be shaped to help address any gaps Teacher Educators might regarding these key skills.

2) To support colleagues to develop their teaching practice in order to set high expectations of all pupils to meet their needs. This statement aligned with the 2nd sub-research question as well as the 3rd sub-question, focusing on the skills required of teacher educators to support Early Careers Teachers on their journey.

3) To set high expectations and induct colleagues to understand their role and responsibilities as teachers. This statement helped to unpack the 2nd, 3rd and 4th sub-question, by exploring how Teacher Educators understood their role, and how they needed to develop to support ECTs effectively.

4) Statement 4 focused on self-development, working in partnership and drawing on research and evidence to inform practice. This statement helped to understand the needs of Teacher Educators to address all 4 sub-questions, in particular the understanding regarding the continuum of coaching and mentoring, models of coaching and mentoring, working in partnership and research.

The combined statements of the mentor standards which were used to evaluate the base-line to help develop the coaching and mentoring programme for Teacher Educators, jointly contributed to help address the main research question which explored how the programme impacted, and how it enabled learning transfer to support Early Careers Teachers. Without understanding the base-line, and where Teacher Educators were at, it

would not be possible to design a programme meeting their needs, to evaluate what the impact is.

To ensure that the quantitative data, and the qualitative data align, careful consideration was made on how the different research tools need to align. The research question design for the qualitative data collection will be further discussed in the qualitative data section. However, for completion, and to illustrate how the questions are aligned they are explored in this section too. The interview questions used during the semi-structured interviews as outlined in Appendix C, aimed to help address the research questions in the following way:

Interview questions 1, 2. 3 and 4, aimed to explore the Teacher Educator's understanding of mentoring and coaching, and how mentoring and coaching needs to be considered to meet the needs of the ECT. It aimed to explore the Teacher Educator's understanding of how to move on the continuum of mentoring and coaching, and therefore also see if the Teacher Educator is progressing and developing their skills in line with the NMS (DfE, 16) 2,3 and 3. These questions aimed to support the 1st sub-research question, as well as 3. Question 5 explored how Teacher Educators aim to draw on research informed practice and evidence-based practices to inform their decisions, which aligns with NMS 4, and also research sub-question 2, to gain a clear sense of how Teacher Educators are developing their ability to address the needs of their ECTs, to develop their confidence, subject knowledge and skills in an informed way as reflexive practitioners. Research questions also explored how coaching and mentoring skills were used, to understand how Teacher Educators are developing their own skills to support ECTs effectively, such as questioning skills, and listening skills, modelling, to help address research sub-question 4. Questions also include specific questions to evaluate the impact of the programme on the Teacher Educator's practices, to evaluate their own awareness of their learning. Reflective questions regarding mentor meeting notes were also includes to evaluate self-awareness, reflexive practice, and how Teacher Educators were able to consider their own learning, and learning transfer, and how to identify next steps. The final question in the semi-structured interview schedule aimed to allow for an opportunity for Teacher Educators to reflect on their own growth and development, and awareness of their own practice. The tracking of the Teachers' Standard (DfE, 2011), enables the study to explore how Teacher Educators are able to provide confidence, skills and subject knowledge to ECTs, and help address sub-research question 2, as Teachers' Standard 1, explores ECTs' ability to have high expectations, Teachers' Standard 2, explores ECTs' ability to track pupil progress, Teachers' Standard 3, explores ECTs' subject knowledge, Teachers' Standard 4,

evaluates ECTs' abilities to plan lessons, and in Teachers' Standards 5, how to meet the needs of learners. Teachers' Standard 6, explores the ECT's ability to assess and track progress. Teachers' Standard 7 reflects on the ECT's ability to manage behaviour, and Teachers' Standard 8, explores the ECT's ability to engage professionally and work with others. By tracking progress of the ECT's journey and skills, and reflecting on how these skills are developing, the Teacher Educator's skills to support ECTs more effectively can be aligned too through the programme, through the different stages of the study. By utilising the various research tools, the programme can be tracked to address the main research question and sub-questions exploring the impact of the programme.

The data was collected during the pandemic, and the data collection processes took place online. Each mentor's response was evaluated, and a data set of mentors' needs was generated, by evaluating how many mentors indicated, that they lacked confidence in a particular aspect of their practice, to gain a full understanding of how they perceive their own learning, needs, and practices. Based on the quantitative data generated, I developed mentoring and coaching learning opportunities via a structured programme within Stage 1, followed by Stage 2 and 3. After Stage 1's learning engagements, Teacher Educators were asked to review their development against the national mentor standards. The data was analysed, evaluated and reviews to inform the next stage of the development project. Stage 2 was evaluated in a similar way, followed by a final evaluation with Teacher Educators.

Furthermore, alongside the development of the Teacher Educators, the learning and development journey of their ECT was evaluated against the National Teachers' Standards (DfE, 2011), with the aim to evaluate the impact of the Teacher Educator's growth against the learning and progress made by the ECT. By using both national mentor and teacher's standards frameworks for both mentors and ECTs, I was able to evaluate the development of both Teacher Educators and ECTs against a national framework, with TEs evaluated against the National Mentor Standards (DfE, 2016) framework and ECTs against the National Teachers' Standards (DfE, 2011) framework, which provided a key theoretical frameworks and themes to enable me to evaluate the data against.

3.9.2.2 Baseline Audit/ NMS Audit and Teachers' Standards Tracker design

The base-line audit, and the Teachers' Standards tracker were both designed, by making use of the National Mentor Standards (DfE, 2015) as well as the National Teachers' Standards. Both documents were adaptations from the original national standards. The main standard

was retained for each one of the 4 NMS and 8 Teachers' Standards, however, what was changed was the subtle wording at the start of each standard for the documents reflected in Appendix B. 'To' was added to the phrases for each standard, to make each align to what the mentor or ECT is specifically putting into practice. For example, Mentor Standard 1, was originally phrased as, 'Establish trusting relationships, modelling high standards of practice, and empathising with the challenges a trainee faces' (DfE, 2015, p. 10), and in the document in Appendix B, it reflects 'to establish trusting relationships, modelling high standards of practice, and understanding how to support a colleague on their journey.'

These changes were also made to the Teachers' Standards, for example, Teachers' Standard one reflects, 'Set high expectations which inspire, motivate and challenge pupils.' (DfE, 2011). The standard was adapted to reflect 'to be able to set high expectations which inspire, motivate and challenge learners.' 'The changes were made based on the feedback provided during the small pilot that was conducted, to personalise the standards more, and to reflect on the action that is taken by the teacher educator and the ECT. In addition, an additional point of evaluation was added to the Teachers' standard document, and the following statement was added 'to become more confident in the context and have a clear sense of their role.' The key here was to evaluate how the transition from the ITT year into the ECT year was made, and how ECTs were able to move forward.

The pilot also indicated that it was not helpful to use Ofsted Grading, but to look at a less performative approach to these two documents, and it was decided in relation to the teacher educator's journey that the key emphasis would be on evaluating their efficacy, and how they grew in confidence as they grew in their understanding of how to engage with their role and how to support others, so levels of confidence was measured. In the Teacher Standards Tracking document, it encouraged teacher educators to reflect on how the ECT is performing against the standards, changing the phrases and adding 'to become' highlighted that the ECT was continuing to develop, and the evaluation was a reflection of their journey at that point in time. Teacher Educators had to consider if they were excellent, good, fair, or whether their performance was not quite where it needs to be, and the teacher educator might still be unsure where to place the ECT.

3.9.2. Qualitative Data Collection

Qualitative data was collected via semi-structured interviews, conducted by me, as the insider researcher, at each stage of the Teacher Educator's learning journey. The Interview Schedule

can be seen in Appendix C. Teacher Educators were invited to contribute and share their reflections on how they felt they progressed on their journey. Key questions were explored with participants to enable them to reflect on their practice. The semi-structured interviews were designed through the use of open questions, which were presented to participants after the completion of each stage of the programme (Stages 1, 2 and 3) and after their termly work with their ECTs. Timing was important in this instance as it provided Teacher Educators with an opportunity to reflect critically on their practice (Door, 2018). In addition, the learner outcomes were carefully considered via their evaluations and reflections in and on their practice (Schon, 1983). The ECT artefacts comprised of weekly mentor meetings, half termly and termly reviews of their progress in line with the national Teachers' Standards. The National Teachers' Standards (DfE, 2011) were adapted for the purpose of the study to enable the researcher to explore the confidence levels of the participants as well as and how the TE's development aided in improved efficacy and development progress for the ECT.

3.9.3. Semi-structure Interview Question Design

It was important to reflect carefully on the design of the key questions used for the semi-structured interviews at each stage of the study. Due to the role of the insider researcher, it is important to design questions in such a way that they are open, and non-biased, to ensure that the study's outcomes are as accurate and valid as possible (Oppenheim, 2001 and Cohen et al, 2018). Neutral questions were used to ensure that participants had an opportunity to reflect deeply on their practice exemplified in Appendix C. Repetition of key questions or themes were embedded as advocated by Oppenheim (2001) to provide an opportunity for participants to develop their points in more detail, and to enable me to cross check key points in more depth during the thematic analysis of the data. For example, the use of research, as outlined in the mentor standards, was further explored in the semi-structured interviews through question 5 asking teacher educators how they use research to inform their practices, with the aim to understand how they meet NMS 4, as well as develop their own reflexive practices (Door, 20218). In addition, question 2 and 3 focus on the continuum of mentoring and coaching, to explore how TEs make key judgements based on their assessments during the learning conversations, and how they consider meeting the needs of the ECT, with the aim to address the research sub-questions 1,2 and 3. The NMS (DfE, 2016) point out that Teacher Educators need to develop the necessary skills to support their mentees, and questions 6 explores the use of questioning to align with how evaluations are conducted to enable TEs to make key judgements. Using a range of skills as a coach or mentor is imperative and enables the teacher

educator to respond appropriately to the needs of the ECT throughout the journey. This question helped address sub-research question 3. Evaluating progress, aimed to unpack the TE's ability to evaluate how to move on the continuum of coaching and mentoring, to meet the needs of the ECT, and to consider key behaviours and strategies to support in the learning conversation. Question 7 explored the tracking of ECT progress, to explore how the TE use data, to understand where the ECT is at, and what their needs and gaps are to support in the most effective way. Key words from the NMS were embedded into the questions as well such as Question 5, 'research' and Question 8 'modelling' for example, to explore how these key mentor skills are embedded into the TE's practice and how judgements are made to deploy these key skills during their practice. The questions were designed to be open questions as advised by Oppenheim (2001) to allow the researcher to probe further, however, they were also designed to enable the research to evaluate the 4 -sub-research questions in full which focused on the continuum of coaching and mentoring, meeting the needs of the ECT, and developing their confidence, skills, and knowledge, as well as the skills of the teacher educator. By exploring these points in detail, it enabled me to address the main research question which aimed to explore – what the impact was of the development programme for Teacher Educators, to support Early Careers Teachers on their journey.

Semi-structured interview questions 9, 10 and 11 were designed to enable the TE to reflect on their practice, learning and skills with the aim to evaluate how they measure their impact based on their learning, and how it compared to the progress their ECTs made. The key purpose was to evaluate, in line with the main research question whether Teacher Educators were able to transfer their learning, and identify how to move forward, and what to address next via their self-directed learning. It also aligned with the NMS (DfE, 2011) statement 4.

Questions were open, and broad, and mainly focused on 'what', 'when', and 'how', to ensure that the questions are not leading, and provide the TEs with the opportunity to be open and reflect on their practice in an open and honest way, at each stage of their learning journey (Oppenheim, 2001 and Cohen et al, 2018).

 A pilot of the semi-structured interviews was run, with volunteers, to test whether the questions within the semi-structured interviews were appropriate for the study and whether the questions provided an objective outcome. The evaluation of outcomes was considered in line with an adaptation of the National Mentor Standards (DfE, 2016) and the Teachers' Standards (2011) to ensure that the required progress was tracked accurately against the

national frameworks. The pilot highlighted that rather than using Ofsted grading 1 – outstanding ,2- good,3 – requires improvement and 4 – inadequate, for the Teacher Standards and Mentor self-assessment, which are highly performative, and high stakes evaluation methods, a focus on confidence, and clearer markers of progress on competencies were more suitable, and less worrying for participants.

3.9.4. Samples/ Participants:

The study comprised of 7 Teacher Educators and 7 Early Career Teachers (ECT) in both the qualitative and quantitative research sections. A more detailed outline of the participant demographic is provided in Chapter 4, page 85. They were the same participants who took part in both aspects of the study. Participants were selected, with the specific requirement that they needed to be engaged in a mentoring/coaching relationship to either support an ECT as a Teacher Educator or be engaged with their own development as an ECT. In addition, mentors and mentees had to participate closely as assigned Teacher Educators and ECTs. Participants were required to engage in either a maintained primary or secondary school, where they had to engage with an ECT/TE learning relationship. Recruitment of participants took place through the researcher's partnership networks. Participants were required to meet the abovementioned criteria, and had to be engaged in ECT mentoring, or had to be an ECT, working in partnership with an ECT mentor to fully engage with the study. Recruitment took place through the partnership network of the insider researcher's context, and voluntary engagement were sought of ECT mentors and ECTs to participate in the study. Once recruited, all participants were fully briefed, using the University of Liverpool's, guidance, as well as the BERA (2018) Guidance, and the approved consent and briefing documents as stipulated in the ethical approval for this study as seen in Appendix A. The principals of ethics were used throughout the study, and participants engagement was voluntary, they could withdraw without any consequences at any point in the study, and they were reminded of these principles at every stage of the data collection process of the study.

Due to the pandemic, the selection of participants was more challenging than in the past. Lockdowns and pressures on schools, staff, and teacher development presented significant and unprecedented challenges for me, as the researcher, and the participants. At times, schools felt that they were not able to recruit ECTs due to the experiences they had during their training year, during the pandemic (Breslin, 2021 and Ovenden–Hope, 2022). Schools therefore felt that ECTs were not ready or prepared to teach. I had to be very mindful of this

challenge. In addition, workload for both TE and ECTs were significantly increased, and as outlined by the BERA (2018) guidance, I had to ensure that the project did not impact negatively on participants' work engagements and workloads.

All research engagements had to take place online, for both the mentoring and coaching training, and the ECT support, as well as the data collection. Prior to the lockdowns, I made sure that the ethics proposal for the project included desktop research approaches as well as online data collection practices, which was fully approved as reflected in Appendix A. However, the workload challenges and the impact of the pandemic cannot be underestimated in relation to different ways of working, and I was able to not only capture key data regarding the learning journey of Teacher Educators and their ECTs, but also a unique perspective regarding the challenges faced during the pandemic on a wide range of levels, as described by Breslin (2021) in his research exploring the lessons from lockdown.

3.9.5. Data Analysis

Prior to the analysis of the data, semi-structured interviews were transcribed and checked and agreed by participants before these could move to the data analysis process, which checks for accuracy and ensures that any potential biases were eliminated due to the involvement of the insider researcher.

Both qualitative and qualitative data sets were thematically analysed using the National Mentor Standards (DfE, 2016) and National Teachers' Standards (DfE, 2011) to aid with the evaluation and coding of data. As mentioned earlier, as outlined by Braun and Clarke (2022), more complex studies can make use of both an inductive as well as a deductive approach for data analysis. For the quantitative data, the existing frameworks for the NMS and the Teachers' Standards were used to aid with the analysis, and a deductive approach was used.

An inductive data analysis approach was used for the semi-structured interviews, where the qualitative data generated through the transcripts were thematically analysed and hand coded by drawing on the data provided (Braun and Clarke, 2006).

Data was analysed in Stages, in line with structure of the Action Research framework, and each data set was fully discussed in the findings and discussion chapter of the study, as each data set, influenced how the next 6 week learning cycle would be developed.

Each data set was hand coded and thematically analysed at each data collection point using Braun and Clarke's (2006) 6 phases of thematic analysis, which are: familiarisation, initial

coding, exploration of key themes, reviewing of key themes, defining of key themes, and specific naming of themes, thesis development, exemplified in Appendix D. These themes were developed with the aim to evaluate the impact of the learning for participants and with the aim to review and refine practice for the next learning stage, in line with the adaptation of Kemmis and McTaggart (1988) and McNiff's (2018) model. The data collection schedule unfolded in the following way:

1	Needs Analysis/Quantitative Data Collection
2	Semi-Structured Interview/Qualitative Data Collection
3	Stage 1- Review Audit Using Mentor Standards/Teachers' Standards Progress Audit
4	Refine Practice
5	Stage 2 - Semi-Structured Interview/Qualitative Data Collection
6	Stage 2 -Review Audit Using Mentor Standards/Teachers' Standards Progress Audit
7	Refine Practice
8	Stage 3 - Semi-Structured Interview/Qualitative Data Collection
9	Stage 3 - Review Audit Using Mentor Standards/Teachers' Standards Progress Audit
10	Refine Practice
11	Data Analysis Stage and Thematic Analysis using Braun and Clarke's (2006) key phases
12	Final Write-up and Data Presentation

Table 3 - Data Collection Schedule

3.9.6. Ethical Considerations

The study fully abided by the ethical policies and requirements of the University of Liverpool and in line with the ethical approval for the project as seen in Appendix A, as per the BERA Guidance (BERA, 2018). Participants (Teacher Educators and Early Careers Teachers) provided full consent to engage with the research, and an information document was provided to ensure that participants were fully aware of the time commitment as well as the activities they were to engage with. Documentation made it clear that participants needed to be aware that their engagement was voluntary and that they were able to withdraw at any point without any consequences (BERA, 2018 and Cohen et al, 2018).

All data was securely managed and stored using a password protected device as well as Microsoft OneDrive, in line with the General Data Protection Regulation (GDPR) Guidance

(2018) and the Data Protection Act (2018). Data will not be archived for longer than the duration of the study in line with the University's policies and requirements.

The role of the insider research was carefully considered as well. In line with action research, McNiff (2018) outlines that the learning journey focuses on the researcher's personal learning in relation to the study. To ensure that the learning can be undertaken in the most reliable way, questions were carefully designed and considered to provide the researcher with a set of questions, which were open and non-directive, as outlined by Oppenheim (2001). Transcripts were produced of interviews and checked with participants for accuracy to mitigate any potential bias.

Due to the challenging and complex role of TEs, the study had to be mindful of the workload of TEs and the challenges the pandemic presented in relation to their ability to engage with the study, work with their ECTs, and their ability to engage effectively with their own learning. The study had to be carefully designed around these challenges to provide a supportive platform to be of value and to nurture TEs in their role in the most appropriate way. BERA (2018) highlights the importance of research not impacting negatively on the participants or their contexts, and every effort was made to do so, by agreeing suitable development times and by ensuring that the learning engagements were delivered within an agreed timeframe, provided useful information that can be transferred into practice, and add value to the learning.

I was also aware of the importance of providing wellbeing support to Teacher Educators and ECTS in the event of a disclosure or in the event of TEs' sharing that they need additional support. The organisation's policies and support mechanisms were followed in full, where such support was required. However, for this study, no such support was needed, and no disclosures were made, and challenges were experienced.

My role as the insider researcher and the researcher's position of power had to be considered carefully, and participants engaged in the study were employed in different organisations and not line managed by the researcher or engaged with the researcher in any other way other than, via the study and the learning journey of the Teacher Educators. The researcher's role was made explicit in the information provided prior to when the participants' agreements were obtained to ensure that they were fully aware and comfortable with the researcher's position within the study, as outlined by BERA (2018) and Cohen et al (2018).

Stakeholder consent was obtained prior to the study; however, the researcher continued to contract for consent at each stage of the study to ensure that participants were clear regarding their participation and their ability to withdraw throughout the journey (BERA, 2018).

Participants were made aware that all their data will be anonymised, and every effort will be made to ensure that participants are not recognisable when data is presented (BERA, 2018 & Data Protection Act, 2018). Participants were able to request an executive summary of the findings of the study to ensure that they are fully informed of the outcomes of the study and to ensure that the study is transparent and clear in line with BERA Guidance (BERA, 2018).

3.10. Summary

Chapter 3 outlines how the research was conducted as a mixed methods action research project, which followed a baseline analysis stage and 3 Teacher Educator development stages. The baseline analysis stage provided a clear understanding of the needs of the Teacher Educators. After the programme was developed and implemented, Stage 1 was evaluated via the mentor standards analysis and ECTs' progress were tracked via the National Teachers' Standards and semi-structured interviews. The data was closely analysed, and the programme was refined in the light of the analysis's results, and Stage 2 of the programme was implemented and reviewed in a similar way. Stage 3 followed the same cycle, with the aim to conduct a final analysis of the data and to make key recommendations regarding the findings.

Chapter 4 - Findings and Discussion

4.1. Introduction

The research study took place in stages, mirroring Kemmis and McTaggart (1988) and McNiff's (2018) models of action research. The thesis aimed to consider the learning journey of Teacher Educators (TE) as coaches and mentors supporting Early Career Teachers (ECT) on their journey as new teachers to the profession. It is also important to note that most of the research was conducted during the pandemic and during lockdown, which provides the study with a unique insight into the experiences of both the Teacher Educators and the professional learners during a very challenging time in the development of new teachers. The data analysis and discussion will outline each stage of the research, presenting key findings followed by a discussion to mirror McNiff's (2018) perspective that, during the research process, the co-constructive learning journey was rooted in developing an understanding with the aim to improve, as well as refine practice, and to come to a greater and new understanding of how the development of Teacher Educators need to be considered in order to develop them with the understanding that they, too, need to consider how the adult learners or professional learners in their care learn and how their development needs to be shaped. The findings and discussions will therefore be presented in the following way:

1) Baseline Data/Needs Analysis
2) Stage 1
3) Stage 2
4) Stage 3
5) Evaluation
6) Refinement of the Programme
7) Key Learning
8) Recommendations

It was explained in the research methodology section, in Chapter 3, that the research has drawn on an adaptation of the National Mentor Standards (DfE, 2016) as well as an adaptation of the professional National Teacher Standards (DfE, 2012), with the aim to ensure that the programme of Teacher Educator and Early Careers Teacher are tracked and measured against the key frameworks. The adaptations were drawn on and put in place to enable the participants to reflect clearly on the progress they were able to make in line with accessible

frameworks they were already familiar with, and could draw on, to articulate their learning journey with clarity.

7 Teacher Educators took part in the study, as well as 7 Early Career Teachers (ECT), with the aim to evaluate what the impact of the Teacher Educator's (TE) learning journey was.

The participants are referred to in the study in the following way: participant 1, a primary school Teacher Educator (TE) who has a senior leadership role in the organisation and is responsible for ECTs; participant 2, a primary school TE who leads on ECT support in a two form primary school; participant 3, who leads on ECT support in a Multi Academy Trust (MAT); participant 4, who leads on ECT support in a secondary academy; participant 5, who leads on ECT support in a secondary context; participant 6, who is leading on ECT support in a primary context; and participant 7, who is leading on ECT support in a secondary context. ECTs worked in collaboration with their Teacher Educators, and their progress was measured using the Teachers' Standards to track the impact of their journey. ECTs are referred to as ECT1, 2, 3, 4, 5, 6 and 7 throughout the study to ensure that full anonymity is provided, in line with the GDPR (2018) guidance and Data Protection Act (2018).

The study aimed to answer the following research questions, and these questions will be addressed throughout the findings and discussion section of the thesis:

Main Question:

What is the impact of coaching and mentoring development, with an emphasis on learning transfer, on TEs and in turn on the ECTs they develop?

Sub-questions:

- How can mentors be supported to develop an understanding of the continuum between mentoring and coaching in line with the development phases of the mentee?
- How can the development of Teacher Educators help to provide Early Careers Teachers to develop their confidence, subject knowledge and skills?
- How do Teacher Educators need to develop their understanding of how adults learn and develop to offer effective support to Early Careers Teachers?
- What skills do Teacher Educators need to develop support Early Careers Teachers effectively on their journey?

4.2. Baseline Data

The initial stage of the study took place as a baseline evaluation of what the needs were of Teacher Educators. This baseline evaluation was conducted in line with an adaptation of the National Mentor Standards (DfE, 2016), with the aim to get a clear sense of what the needs of the Teacher Educators engaged in the project were.

The participant sample requirements for the TEs and ECTs were that they needed to be engaged with the ECF and that TEs had to be engaged in mentoring and coaching ECTs. TEs had to engage with the mentoring and coaching development programme to help develop their mentoring and coaching skills, with the aim to support the ECTs effectively on their learning journey. The participant sample aimed to represent the learning experiences of TEs and ECTs in both primary and secondary maintained schools in England, where the Early Careers Framework (ECF) (DfE, 2019) will become an essential part of teacher development since its full role out across England in 2021.To ensure that the study is representative of both primary and secondary ECT and TE experiences, a mixture of participants were recruited to fulfil this requirement (Cohen et al, 2018). For the purpose of this study, the term 'maintained' refers to any school context, whether it is supported by a local authority or by a Multi Academy Trust (MAT), or whether the organisation is a Free School. The study does not include Independent Schools due to the fact that Independent Schools are able to make different decisions and do not have to adhere to national guidance and requirements such as the ECF.

The findings and discussions will be presented using an integrated approach to outline the findings and key learning at each stage of the action research project, with the aim to emphasise how the action research process allowed for reflection, learning, and refinement, as well as the impact the approaches had on the participants' engaged in the project and process.

The findings and discussion will be structured in the following way to mirror the research design, and the action research model used, in the following way:

- Needs Analysis/Baseline Assessment
- Stage 1
- Stage 2
- Stage 3
- Key learning
- Recommendations

4.2.1. Baseline Assessment/Needs Analysis

It was felt, even though an initial reference to baseline data is appropriate for the purpose of the research project, the phrase was not necessarily helpful when unpacking the learning needs of the Teacher Educators (TEs) to help align the programme development work that was required to support and address the needs of the TEs. The need to outline and understand who the participants were and what their needs were was a key motivator to retain the reference to 'needs analysis', and for clarity, it was decided to include both references for this stage of the study as these phases served both purposes.

It was important to understand what phases of development and what starting point each Teacher Educator (ET) was at to enable me to shape the mentoring and coaching programme appropriately from the start. Understanding the starting point will determine how the programme will be shaped, pitched, and developed with the aim to meet TEs' needs. In order to do that, I had to explore what the experience and knowledge acquisition of the TEs were. TEs were asked to outline what their prior experiences were as coaches or mentors and what prior training they engaged in. The participants revealed that the TEs had on average 2–3 years of experience as mentors or coaches before they started to engage with the ECF programme. The 2–3 years of experience as mentors or coaches presented me with an interesting dilemma, as the Dreyfus Model (2004) outlines the importance of the novice's role in skills acquisition, and that novices, often start with basic skills, outlining the core tasks required to engage with the role, and then progress to developing further understanding. The TEs I was supporting on their learning journey had already coached and mentored; however, only 2 attended any formal training. This means that of the 7 TEs, 5 where practitioners with little theoretical understanding of the underpinning 'why' of their practice, but they were already helping to shape the learning journey of an Early Careers Teacher.

The initial findings were followed up by exploring what training the 2, who did attend some training, had engaged with. The 2 participants outlined that they attended initial training at a local University or School Centred Initial Teacher (SCITT) level but felt that the training was mostly 'process driven', walking them through the paperwork they had to engage with and how to complete the various documents. Very little time was dedicated to what the role entails, what the mentoring and coaching processes were and needed to look like, and what it is, and no time was dedicated to discussing how adult learners need to be considered on the journey. These reflections were aligned to Hudson and Hudson's (2010) work exploring

mentor educators' perspectives on key issues, ways forward, as well as the processes, and what its mean to be a good mentor.

The initial needs analysis which the baseline data was derived from helped shape the first stage of the course, revealed the following as data outlined in Table 4.

Initial Needs analysis

An adaptation of Mentor Standards (DfE, 2016)			
Mentor Needs Analysis	**Very Confident**	**Confident**	**Not Confident**
To establish trusting relationships, modelling high standards of practice, and understand how to support a colleague on their journey.	0	2	5
To support colleagues to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.	0	2	5
To set high expectations and provide an induction to help colleagues to understand their role and responsibilities as a teacher.	0	4	3
Focusing on your own development			
To self-develop, work in partnership, and use research effectively.	0	2	5

Table 4 -Mentor Development Pre -Course

Five participants stated that they were not confident in establishing trusting relationships, modelling high standards of practice, as well as understanding how to support a colleague on their journey. 2 felt confident; those who felt confident were also the same participants who highlighted that they attended some training. Buck (2020), Covey (2006) and Davies (2021) stress the importance of establishing a trusting and supportive learning relationship with the professional learner, and the data pointed out that, despite the fact that TEs were already fairly experienced in their roles, they felt uncertain in terms of how they need to develop these trusting relationships. Brent and Dent (2015) and Buck (2020) argue that a trusting relationship with the professional learner is imperative, and for the purpose of the programme, it is important to address this as a key focus from the outset. The role and purpose of modelling in practice, and demonstrating what the ECT needs to learn, which is a key pedagogical tool used in the classroom when teachers teach children to learn, seems to be unclear to the participants, and at this stage the data suggests that they did not make clear connections on how they can transfer their classroom practice regarding how students learn, to how adult learners need to be supported. Roumell (2018) and Sørensen (2017) explore the importance of learning transfer in adult learning design, and the programme had to consider how TEs need to develop their understanding of the role of modelling as well as how they need to think about how they need to help their ECTs to transfer their learning, from their lectures and mentor meetings, into their classroom practice.

Two participants felt confident in their role to support colleagues to develop their teaching practice, in order to set high expectations of all pupils and to meet their needs. 5 did not feel confident in how they need to support colleagues in developing their practice to meet the needs of learners. The data reveal that the national mentor framework reflects parts of the Teachers' Standards, for example, Teachers' Standard 5 (2012) highlights that teachers need to meet the needs of all their learners. However, when teachers need to start assuming the Teacher Educator's role, they are unable to transfer these skills and consider how they can meet the learning need of the professional learner to learn how to meet pupils' needs in the classroom. Might this also be due to the fact that they don't see the link between how modelling is used in teacher development, as highlighted in the first set of the data discussed in the above? Is there also perhaps a disconnect between the TE's understanding of the importance of learning transfer in adult learning and development?

Question 3 explored how mentors need to set high expectations and provide an induction to help colleagues to understand their role and responsibilities as a teacher. 3 of colleagues did not feel confident in their understanding of how to induct a new professional learner into their school, or to help them to find their feet. 4 of the mentors felt confident in how to move the induction forward. The data

suggests that when inductions do go well, as outlined by Oberholzer (2020) and the DfE (2019) retention strategy, ECTs are retained as future professionals in education. The lack of confidence might be due to the fact that TEs did not attend the training they needed to engage with to fully support the induction, or to clearly understand how to engage with the mentoring and coaching processes and practices. In some cases, induction in schools is a fairly new thing to engage with, and Coalter (2018) points out that it can make all the difference in developing a strong workforce. However, Teacher Educators in different contexts might not have experienced this practice, and are unable to model this to their ECTs, and the programme therefore had to make allowances for that, to ensure that TEs were skilled to provide such inductions.

In a follow-up question, participants were asked to outline why they did not attend training that was provided by their local providers or universities in their areas, and they shared the following key points with me: one participant felt that it was 'not necessary' to engage with training as they felt confident that they would find their way through the handbook; the 2nd participant felt that there was 'no benefit' and that it would be too 'basic' as they already had a ECT in the past, and they drew on their own mentor's practice, as they experienced it as an ECT, the participant stated that it was decided without a clear understanding of whether these practices were suitable or effective. The 2 participants who did attend some training, as indicated in the above, felt that the training was too 'process driven' and that there was 'no benefit' to the training. The word 'benefit' was used often during the interviews, and it suggested that the participants had placed little value on the training they received. It might be that participants devalued their previous training due to the lack of 'learning' that takes place during the training sessions, or due to the fact that the training sessions are driven by the processes, like for example - completing key documentation, performative practices and compliance opposed to developing future adults to become teachers. In addition, might the value schools, and senior leaders place on mentoring and coaching, be limited, based on the fact that little time is allocated in schools for these activities? Netolicky (2020) points out that only 4 development days are allocated to teachers in the UK, compared to 10 in other countries. Though the number of hours engaged in development do not necessarily mean that the impact of the development work is effective, it reflects to some extend the value placed on professional learning and development within organisations. In addition, the reference to 'process' refers to the mechanics of the paperwork rather than the learning, and the need to adhere to regulations. When courses become a done to process, and there is a lack of relatability and autonomy, it leaves Teacher Educators demotivated, and they start to disconnect with the important learning they

need to do (Deci and Ryan, 2010 and Pink, 2018). It was therefore important to draw on Daffron and Caffarella's (2021) model which advocates a self-directed learning approach.

When returning to the final point on Table 3.1, exploring if mentors felt confident in understanding how they needed to self-develop, working in partnership, and use research effectively, 5 of the participants outlined that they did not feel confident in understanding how they need to drive their own learning and how they need to utilise research and partnership engagements to help them to grow and progress. Only 2 of the participants felt confident. This emphasised important points, that there is a lack of confidence and understanding of what research is, and how to access and engage with research. In the follow-up questions, I investigated the responses further, and what transpired was that TEs are often unsure about what the term 'research' makes reference too. Participant 1 stated that she was not sure 'where to get access to 'research'', and she made the point that she was also not sure if she had to do her own 'research', asking 'how do you engage with research?' When looking at participant 1's comments and feedback, it highlights an interesting question: how can TEs drive their own learning when they are not clear on what research is or how to drive the journey? The programme had to embed a clear focus on how to equip TEs to understand what research is, how to access research, and how to engage with research.

Participants were also asked to unpack their understanding of the core definitions of coaching and mentoring. Participant 1 outlined that to her it meant, 'when coaching and mentoring someone, you tell them what to do.' Participant 2 stated that it means 'telling them not teasing it out, like a sports coach – directive, you just tell them'. Participant 3 defined it as, 'mentoring is leading by example'. Participant 4 pointed out that she 'struggled to separate the two'. Participant 5 stated that she 'understood mentoring was about being supportive of someone, and you yourself needed to be an expert and know a lot, and I had to be confident and comfortable to help. With coaching – I did not know how it works or what it was.' Participant 6 stated that it was 'two different words saying the same thing', and participant 7 stated that 'I think they mean the same thing'. 6 participants felt they were lacking in skills, and 1 participant felt that they had some skills to engage with their professional learners. Participant 1 for example stated that, 'I didn't know what I was doing.'

A final exploratory question was asked to help cement the needs analysis and to provide the required base line data to understand whether the participants were clear on what was meant by the continuum of coaching and mentoring, and all 7 of the participants stated that they had no understanding of what it meant. Participant 7 had significant misconceptions about mentoring, coaching, and counselling.

The core baseline data was used to help develop Stage 1 of the programme. The programme was shaped around the National Mentor Standards (DfE, 2016) and the EMCC's (2021) core competencies, clearly outlining the core definitions for coaching and mentoring: developing self-awareness, building strong and effective relationships, enabling insights, learning, outcomes and actions. TEs had to develop an understanding of techniques, practices, and models to help develop the ECT's learning journey. The programme aimed to develop TEs' ability to deepen reflective and reflexive practice through evaluation strategies (Door, 2015) and a commitment to self-development, as outlined by the National Mentor Standards (DfE, 2016) and the EMCC's (2021) competencies. In addition, Stage 1 was mapped on Daffron and Caffarella's (2021) model adaptation, as discussed in the literature review, to ensure that the TEs cannot only transfer their own learning to their mentees, with the appropriate tutor and supervision support, but that they too are developed to understand the importance of learning transfer in their own practice during their professional learning journeys with their ECTs (Connor and Pokora, 2016). Stage 1's content was shaped by drawing on the following model outlined in Figure 4 over 6 weeks:
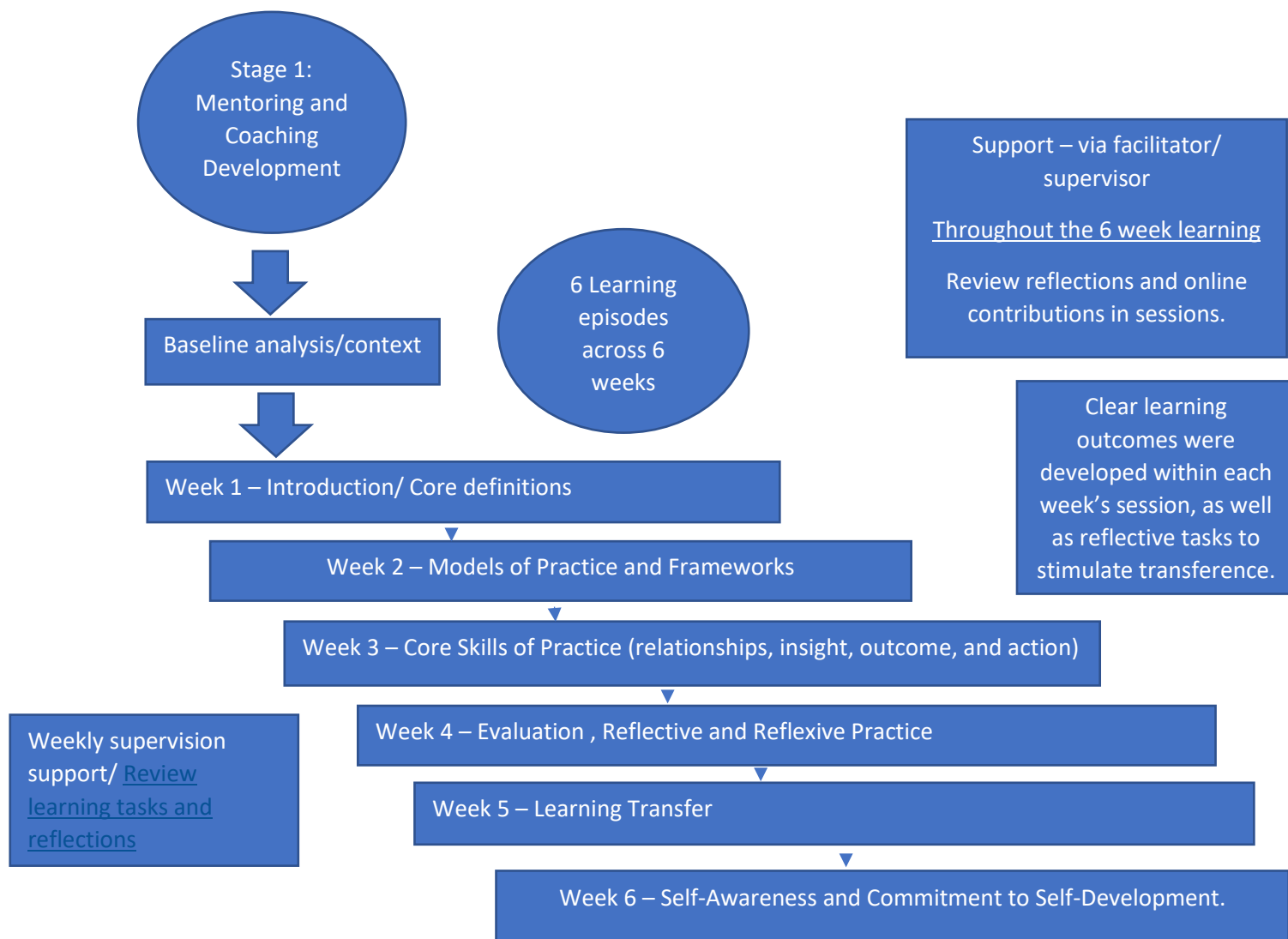
Figure 4 – Stage 1 Teacher Educator Development Programme

From the above outline, the baseline data was carefully considered, and the planning for the course addressed the need for participants to develop their understanding of the core definitions, models of practice, core skills, as well as evaluative practice, including reflective and reflexive practice exercises. Learning transfer, in relation to the professional learners, is embedded too, in line with practices advocated by Dent and Brent (2015) and Connor and Pokora (2016), as well as Kennedy (2014) to ensure that the learning progress to transformative practice. Ibarra's (2016) principle of outsight was drawn on during supervision sessions, to provide TEs with an opportunity to unpack their learning and professional dilemmas in a supportive way, to develop strong communities of support and practice (Davies, 2021, Hargreaves and O'Connor, 2018 and Passmore, 2021).

4.3. Stage 1

After the completion of the 6-week engagement, which included the 6 learning episodes as well as tutorial and supervision support. Participants engaged in the first stage of data collection meetings. They were asked to evaluate their level of confidence against the adapted mentor standards, as outlined below:

An adaptation of Mentor Standards (DfE, 2016)	Post -Stage 1		
Mentor Needs Analysis	**Very Confident**	**Confident**	**Not Confident**
1) To establish trusting relationships, modelling high standards of practice, and understand how to support a colleague on their journey.	1	3	3
2) To support colleagues to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.	0	4	3
3) To set high expectations and induct colleagues to understand their role and responsibilities as a teacher.	0	3.5	3.5
Focusing on your own development			
4) To self-develop, work in partnership, and use research effectively.	0	2	5

Table 5- Evaluation of TEs development against the National mentor standards Post

Participants reflected a shift towards feeling very confident in establishing trusting relationships, modelling high standards of practice, and understanding how to support a colleague on their journey. 1 participant felt very confident, 3 felt confident, compared to the previous 2 in this standard; however, 3 participants were still not confident, compared to the initial 5 participants who said they did not feel confident before they started to engage with the programme. The data suggests that there is a clear improvement in TEs' confidence in relation to developing relationships compared to the baseline data, outlining that only 2 of the participants felt confident and 5 of the participants did not feel confident at all. However, it is

clear from the data, that more needed to be done to continue to develop Teacher Educators' understanding of how to strengthen the relationship of trust between the TE and the ECT. Standard 2 reflected an improvement too; 4 of the participants stated that they feel confident to support colleagues to develop their teaching practice compared to the 2 in the baseline analysis, and 3 feel that they still do not feel confident compared to 5 in the baseline analysis, which highlighted that it was important to continue to develop the TEs' understanding of the importance of learning transfer, and how to meet the needs of the professional learner to enable them to transfer those skills into the classroom.

Furthermore, Standard 3 highlights high expectations and the role an induction needs to play in outlining the role and responsibilities of teachers; there was a slight dip in the data compared to the baseline data; 3 ½ (one participant felt confident with some aspects but not all) of the participants felt confident in this aspect of their work compared to the 4 in the baseline data. On closer inspection in the baseline conversations participants had a sense of what they thought the standard implied and that, due to developing their understanding of what it now meant, the training addressed the misconceptions they had. Due to their greater awareness, they now felt that more needed to be done to develop this aspect of their work further. This point was further addressed in the semi-structured interviews and will be reflected on later in the piece.

In Standard 4 participants reflected the same confidence levels regarding their own development and learning as they did in the baseline assessment. 2 of the participants felt confident in their own commitment to their own learning and engaging in partnership activities as well as research, whereas 5 were still not confident in this aspect of their work. The data was checked and matched, and the same participants reflected their confidence level in a similar way to the baseline analysis. This emphasised the issue, which I highlighted at the start, even though the participants were engaged in mentoring and coaching practices in their contexts, they were still at the novice stage of their learning journey, and the first 6 weeks of Stage 1 helped to lay a foundation for understanding the basics in relation to their skills acquisition, as outlined in Dreyfus (2004). However, they still needed to continue to develop their own understanding of core aspects of their own learning before they were able to demonstrate confidence and competence in their own ability to transfer their learning with confidence and work in partnership with new teachers. Stage 1 made participants more aware of what they did now know, and what they needed to learn more of (Burch, 2014 and Cameron and Green, 2020).

In order to address the research question for this study – what is the impact of coaching and mentoring development, with an emphasis on learning transfer, on TEs and in turn on the ECTs they development? Stage 1 outlined that we were still at the start of the journey in relation to TEs' ability to conceptualise and transfer the key aspects of their learning; however, what the data started to reveal at this stage of the programme was that Teacher Educators were starting to grow in confidence in relation to NMS 1 and 2.

Through the semi-structured interviews' key questions enabled me to investigate the following key areas:

- Core definitions of coaching and mentoring,
- Misconceptions of coaching and mentoring,
- The continuum of coaching and mentoring,
- Skills acquisition,
- Understanding the ECT's needs,
- Developing trusting relationships,
- Context,
- Policy Directives,
- Self-development and engagement with research.

4.3.1. Core definitions of coaching and mentoring

5 of the participants now reflected on the core definitions of coaching and mentoring with greater clarity and could articulate the definitions more clearly. Participant 1 stated that:

> *I know the difference now. I have confidence that I know when to utilise coaching or mentoring.*

Participant 3 stated that it, 'Took a while to get to grips with it, and to address my previous connotations and misconceptions,' and participant 6 shared that:

> *I have a clearer understanding. Mentoring - guidance, advice/someone more junior to you/give guidance/don't always expect then to know the answers. Coaching - questioning/helping them to get the answers out/just need help to think it through.*

Participant 3 noted that it was important to address previous misconceptions. This aligns with the literature, which points to the fact that, at times, mentoring and coaching are used interchangeably in education (Doherty, 2020 and Hall, 2019). Having greater clarity of what

mentoring, and coaching were helped mentors to articulate their practice more clearly and with confidence to ensure that it was not becoming a done to process but working in partnership with the ECTs (Hughes, 2003). Knowing when to coach and when to mentor, and how to meet the needs of the ECT, was at the heart of Teacher Educator practices, to ensure that the ECT was able to develop effectively and in line with the ethical requirements of the EMCC (2021) as well, as it was key to 'contract' clearly with the coachee/mentee how you intended to support them and engage with them, what the relationship would entail, what the boundaries and expectations were and to gain clarity on what their (ECT's) expectations were as well, to create a shared understanding of what the support would look like.

However, 2 of the participants were still not clear on what the definitions were. These were also the participants who did not fully engage with the 6-week learning offer. Their engagement was hit and miss at times, and the participants were the two participants who originally reported that they did attend previous courses. On closer inspection, both participants reported that they felt they had a good grasp of the learning so far and felt that they will be more engaged in Stage 2. However, there were significant gaps in how they conceptualised the core learning, as they did not engage as much with the learning offer in relation to the group discussions, reflective tasks, tutorials, and supervision. This meant that the participants did not engage in a collaborative, professional way as outlined by Hargreaves and O'Connor (2018) and Wenger (1998) or involved themselves in communities of practice. With Stage 2 in mind, a greater commitment was contracted with these participants to ensure that they were fully engaged in the process. Though there was an improved understanding of coaching and mentoring, it was felt that it was still important to revisit the key concepts, as planned for each stage to continue to deepen the learners' understanding of the core concepts.

4.3.2. Misconceptions of coaching and mentoring

The data pointed out that there was a slight variation in the data when looking at the views and misconceptions regarding mentoring and coaching, and by using Oppenheim's (2001) principle of question repetition, this variation was clearly exposed. 2 of the participants could not consistently outline the difference between mentoring and coaching at this stage in their learning journey, though 5 in the previous question pointed out that they knew the difference, and 2 outlined that they were not always entirely sure or had misconceptions. The data continues to highlight that, in relation to how adults learn, similar to learners/ pupils in a classroom context, an element of repetition, and a spiral curriculum is needed to continue to

build on their previous learning to ensure that all misconceptions are fully addressed. That is why Stage 2 aimed to revisit the learning of the previous stage and provide a deeper perspective on the core learning to continue to develop and embed reflective and reflexive practice. Participant 4 stated that 'I would struggle to define how to define coaching and mentoring'; as mentioned in the above, the participant only attended one of the sessions. Participant 7 highlighted that, 'Well now - you coach first and then mentor. You teach them and you ask them what they learnt and what you taught them'. This participant's limited attendance also impacted on her understanding of what it meant to coach and mentor. Her connotations of coaching reflected that it was associated with 'teaching', similar to the work of a sports coach, and then the mentoring relationship started to take shape afterwards. The participant reflected a limited understanding of how she needed to move on the continuum of coaching and mentoring, to meet the needs of the ECT she was working with. More needed to be done to develop her understanding of how to engage with both mentoring and coaching to help her to support her ECT, and additional tutorial support was embedded to support her in a bespoke way.

4.3.3. The continuum of coaching and mentoring

Post Stage 2, participants' understanding of the continuum of coaching and mentoring was explored as well, in the attempt to address one of the sub-research questions:

- How can mentors be supported to develop an understanding of the continuum between mentoring and coaching in line with the development phases of the mentee?

5 of the participants stated that they had a clearer understanding of how to consider moving on the continuum of coaching and mentoring. 2 of the participants stated that they are still not clear on how to move on the continuum of coaching and mentoring. This outcome aligned with the expectations of novice Teacher Educators' behaviour, as it was natural for participants in a novice stage to work through the skills and concepts in a more formulaic way as they were just working through their own skills development in a step-by-step way (Dreyfus, 2004). They were starting to continue to make sense of what mentoring, and coaching were and how to apply their learning, or transfer their learning, into their practice, with the aim to help others to transfer their learning through the communities of practice, via the tasks, discussions, and supervision. Through these communities these skills would continue to deepen in Stage 2 as part of the course design (Roumell,2018 & Sørensen, 2017).

For my own learning, as the insider researcher/action researcher, it became clear that I had to embed more tasks with a focus on learning transfer into the programme through scenarios and case studies to enable participants to apply their thinking and learning more in a safe space, with the aim to then move it forward in their practice (Vare et al, 2021). Using scenarios, and drawing on participants' own practice, will allow for the principle of outsight to be used to deepen the reflective and reflexive practice too (Ibarra, 2016).

4.3.4. Skills acquisition

3 of the participants shared that they felt they were able to engage more effectively with their ECTs through active listening techniques, for example, 'I used to use scripts, [I] am starting to listen more actively, and drawing on the summaries to question.' This quote highlights how the participant made a leap forward by no longer drawing on scripted questions and using techniques such as paraphrasing and summaries, as advocated by Buck (2020) and van Nieuwerburgh (2017) to deepen the learning conversations and reflections. However, 2 participants felt that they were still directive in their approach and that they would like to continue to refine their practices regarding the use of open questions, summaries, and paraphrasing. 3 of the participants were using more open-ended questions in their learning conversations with their ECTs, as recommended by Thomson (2013), and 4 of the participants felt more confident in using coaching and mentoring models to help frame learning conversations more effectively to manage and structure the conversation (van Nieuwerburgh, 2017). Only 2 of the participants were drawing on modelling as a technique to support others with their learning. When looking at the data provided, at the beginning stages of the learning journey, where novices were required to start thinking critically about a wide range of complex skills, the rate of the development of the Teacher Educators was in line with the expectations of that of a novice. It was normal for a small number of participants to be able to consistently execute all the core skills required to frame a learning conversation. It was therefore important to continue to revisit these skills in Stage 2 to continue to cement the core skills and deepen the learning further. However, the feedback shared by participants was encouraging, as participant 1 shared:

> *I change my questions based on how the conversation flows. I am now more aware of the power they have and coming to a decision themselves. I am also questioning outside the situation to open up thinking.*

When looking at the quote, the participant highlighted how they used challenging open questions, as suggested by van Nieuwerburgh (2017), and they also used 'blue sky' questioning to enable the ECT to explore a wider range of options and possibilities to address future issues. This was a very important step forward and demonstrated that the participant was moving away from using coaching and mentoring models in a formulaic way. They were starting to embed appropriate challenge and were listening more carefully to the ECT to help unlock their potential.

Participant 2 shared:

I work with greater empathy when asking questions. I unpack what, how, and later 'why' and, 'A lot more open questions, prompting, asking them to reflect, what they've done, and how they have done it, what the impact is. Questions to get them to think.

The reference to 'empathy' is important as it highlighted that the participant was working on developing a strong trusting relationship and was focused on the needs of the coachee. In addition, there was clear consideration made for the professional learner's needs by scaffolding the questioning from what to how to why, as indicated by van Nieuwerburgh (2017) and Thomson (2013), to build confidence and to layer the thinking and learning.

Participant 4, who previously attended other training, stated:

I was so focused on meeting the letter of the 'law', and now learning about the power of coaching and how questioning works helps to work in a supportive way.

The statement, 'I was focused on meeting the letter of the 'law'' highlights how previous learning emphasised how the participant had to comply with requirements and that there was a 'process' driven approach in place, which often drove compliance rather than addressed the learning needs of the learner. Participant 4 also shared the following:

Previously, I decided a way forward. I felt that there was an urgency, like - achieve a grade 2 for behaviour management.

The over emphasis on outcomes in the form of grades also suggested a performative approach to mentoring and coaching, which often left the learner's needs behind. This approach can have a negative effect on mentor practices as highlighted by Hobson (2016). Many of these

habits had to be addressed in Stage 1, with a view to deepen more supportive habits in Stage 2.

From the reflections on Stage 1, it is clear that the embedding of skills and practice needed to be continued to provide TEs with a strong foundation of their coaching and mentoring practice to enable them to draw on their skills set more confidently in future.

4.3.5. Understanding the ECT's needs

Post stage 1, 6 of the participants highlighted that they were more focused on the learning needs of the ECT. For example, participant 6 stated that they now 'Look at the coachee/mentee as an individual' and participant 5 stated that they 'go with the mentee's needs'. These examples demonstrate that there was a clear shift in the mentoring and coaching considerations of the participants, and they were starting to see the ECT as a learner with learning needs. The awareness of these needs was key to enable participants to progress and move forward in their own practice, and Stage 2 aimed to continue to refine this aspect of their learning. As novices, developing an awareness ws an important first step, as TEs needed to build on how these needs needed to be met and supported. Part of meeting the needs of the ECT was also to have a clear sense of when to coach and when to mentor and to move on the continuum more effectively, which was a more advanced skill, and once TEs reached Stage 2 and 3, the hope was that they would have refined this practice even further.

4.3.6. Developing trusting relationships

5 of the participants reported that they felt that they were developing more trusting relationships, as opposed to performative relationships, with their ECTs. Similar to the number of participants aligned in Table 5, participants demonstrated a real commitment to developing strong working relationships and partnerships with their ECTs to forge effective collaborative working relationships with their ECT (Hargreaves and O'Connor, 2018). Participant 3 stated that they were now 'Working towards a partnership', and Participant 5 mentioned that it is 'No longer such a formal meeting; it is more like a partnership.' It is interesting how the language participants used reflects their previous understanding of how they had to engage with their ECTs, and how the relationships evolved. There was a shift from a formal engagement to a partnership, which was in line with the co-constructive nature of mentoring and coaching, through learning conversations (Connor and Pokora, 2016). Throughout the journey, the importance of trust, and the strong learning relationship, would need to be continued to be emphasised through the different stages, as it was at the heart of

the learning relationship to ensure that ECTs felt safe and could open up to learning (Buck, 2020 & Covey, 2006).

4.3.7. Context and Policy Directives

When reflecting on participants' contexts, it was also important to note that each organisation (Primary, Secondary, Academy, MAT, or Free School or any other context that is maintained) had to adhere to the Department of Education's guidance on all matters in education, and many organisations developed their own policies to reflect how the guidance and directives needed to be executed in their contexts. Lipsky (2010) emphasise that teacher educators need to exercise discretion and apply their own professional judgment to their practice too. In the semi-structured interviews, it came to light that practices vary in different contexts, and at times, there were different perspectives on coaching and mentoring, which were underpinned by the context's policies, which means that participants were often trapped between what was good practice and directives within their contexts. 2 of the participants reported that they were often restricted by policy directives and that they were 'Learning to manage up and down to develop understanding', as pointed out by participant 5. 2 of the participants often experienced extremely difficult restrictions, which clashed with best practice, as stated by participant 7, explaining that TEs 'Need to work within the framework of the criteria. School leaders are very controlling and do not understand coaching or mentoring.' Though TEs aimed to educate and support school leaders, the quote also highlighted that it might be difficult to navigate in challenging circumstances, to cope with a challenging role and teaching load.

4.3.8. Self-development and engagement with research

6 of the participants highlighted that they had not engaged with research or self-development activities. Participant 1 stated, 'I did not. I had no training, and I was not encouraged to look at research'. Participant 2 pointed out that, 'I did not know there was any research on this.' Participant 3 shared that 'I never researched before', and participant 5 shared, 'I used my work experience and knowledge to support them. I did not use research or anything. No research.' Participant 6 stated, 'I don't think I did really. It did not occur to me to look up on research on mentoring.' In Stage 1, it became clear that there was a real mixture of skills, understanding of research, and participants' ability to access research. During the learning episodes, participants were introduced to various authors' work, such as Buck (2020), van Nieuwerburgh (2017), Clutterbuck (2014), and gradually learning conversations were

developed by looking at different definitions, models of coaching and mentoring, and we started to engage with some of the reading around skills and strategies. Participants were started off with working papers from CollectiveEd to make the learning more accessible, to demonstrate how the theory transfers into practice, and then to stimulate discussions around what these practices might look like in their own contexts. The points shared in the above reflected on how TEs were still on a journey of discovery to help address this part of their development further, and we were aiming to continue to embrace the engagement with research further in Stage 2.

4.3.9. Impact on ECTs Progress

One important aspect to continue to consider regarding the Stage 1, 2 and 3 development was that the project not only sought to evaluate what the impact of the development was on the TEs, but also on the learning journey of the ECTs. The end of Stage 1 also marked the progress tracking point for ECTs, and ECTs' learning experiences were evaluated against the Teachers' Standards (DfE, 2011), with the aim to reflect on whether the TEs' support enabled ECTs to progress and develop. At this stage in the learning journey, ECTs were not assessed yet, and the first progress evaluation would highlight where ECTs were at, as a baseline. Table 6 outlines the summary of ECT outcomes against an adaptation of the teacher's standards, additional evaluative points, such as confidence in ECTs' role, was added to evaluate how they were growing as professionals, and on a personal level within their contexts too, through the support of their TEs.

Stage 1				
Mentee Progress	**Excellent**	**Good**	**Fair**	**Unsure**
To become more confident in the context and have a clear sense of their role.		4	2	1
To be able to set high expectations, which inspire, motivate, and challenge learners.		5	2	0
To understand how learners need to make progress and how		5	2	0

to embed these skills into their practice.				
To continue to grow and develop in their subject knowledge (whether it is in their actual subject or leadership role).		4	3	0
To plan and teach well-structured and engaging lessons.		5	2	0
Adapt teaching to respond to the strengths and needs of all learners/teams they are working with.		4	3	0
Make accurate and productive use of assessment/make informed decisions based on evidence to plan or make judgements.		3	3	1
Shape behaviour effectively to ensure a good and safe learning environment/to support others to ensure that learning environments are safe.		4	2	1
Fulfil wider professional responsibilities – leading on trips, supporting pastorally, working well with others, and sharing practice.		3	1	3

Table 6 -Stage 1 ECT Progress Data

Based on the data, ECTs made a fairly confident start in their first few weeks of learning; however, this might also be, as outlined by Maynard and Furlong (1999), that participants

were still in their early idealism phase and that they were still enjoying the new learning experience and getting to grips with the various aspects of their role. However, 1 of the participants did feel less confident. The data revealed that participants felt less confident when it came to their subject knowledge, adapting teaching to meet the needs of all learners, which was also in line with the data provided from TEs in their ability to model these practices effectively. 3 of the participants did not feel confident, and when we compare the data to the TEs, outcomes, 3 did not feel confident either. There seems to be a direct link to this standard. In Stage 2, a greater emphasis was placed on developing practices that would enable TEs not only to identify the needs of the ECTs, but also to use modelling and support to address these needs more effectively as a result of the data generated in this stage.

The next standard focusing on assessment in relation to accuracy and making which informed decisions also reflected that learners were still developing their practice, and the outcomes here might also be linked to the TEs' ability to understand the learners' needs, and model best practice to help them to grow, and develop their own teaching practice. Fulfilling wider professional responsibilities revealed a lower outcome and aligned with the data provided by TEs on their confidence levels to support with inductions and developing learners' understanding of their roles as professionals. When looking at the data, there was a link between the TEs' own confidence levels and the learning outcomes for professional learners in Stage 1. This means that based on the data, a stronger emphasis had to be placed on these aspects in Stage 2.

Reflections shared by ECTs were also considered in relation to their developing relationship with their Teacher Educator. ECT participants reflected that they 'felt very supported this year', and Teacher Educators attended the training, ECT1 reflected that Teacher Educators were 'professional, supportive, understanding and non-judgmental, and gave constructive feedback.' ECT2 stated that 'it was extremely positive, it was quite exciting. Very different from the teacher training experience. [I was] very nervous, I did not want to make a mistake.' It is interesting to reflect on the ECT's reference to feeling 'nervous' and not wanting to 'make a mistake', as it reminds of Lofthouse's (2019) points, regarding the role coaching can play here to facilitate a non-judgmental learning relationship, which will promote learning. ECT 3 stated that 'having one-to-one, weekly meetings with the mentor, helped regarding questions. I doubted myself and helped with observations.' From what was shared by the ECTs, it suggested that Teacher Educators were starting to develop rapport with their professional learners, and were starting to set the direction, as outlined by Clutterbuck and

Lane (2005). From the personal experiences shared in Stage 1 by the ECTs, they clearly felt nurtured, and it seemed like the experiences were in contrast with the experiences ECTs had during their Initial Teacher Training (ITT) year. ECT 2 stated that it was 'very different' from the ITT experience. ECTs were very aware of how the Teacher Educators engaged with their training and ECT2 stated, 'Yes, she goes to sessions on how to be a mentor. They know what questions to ask ECTs, and how to be more supportive.' An emphasis was placed on the Teacher Educators' professionalism, as well as their ability to ask questions, and to know what questions to ask, as well as the contrast in experience compared to the ITT year. The focus on each ECT as an individual, and connecting with their Teacher Educator, was highlighted by the participants, as ECT 5 stated, 'I felt that there was more of a routine of meeting my mentor and an open discussion regarding my doubts and concerns I had.' The emphasis on routine and the ability to discuss the doubts and concerns the ECT had reflected, how the mentoring relationship really helped to provide an opportunity for ECTs to open up to their mentor, and it also highlighted, as pointed out in the literature review how complex this relationship is (Elliott, 2010).

The engagement of Teacher Educators, with their development, was viewed to be very reassuring by ECTs, and instilled their confidence in the process. Time was mentioned as highlighted by Turner (1993), and the lack of time during the ITT year was pointed out by ECTs too:

> In my ITT year, my mentor was always busy and moved meetings. Never had a formal meeting, it was a 5-minute chat, and there was no directed time for me.

However, ECT 2 shared that:

> Now I know, I am meeting my mentor, and this is what I want to talk about, I completed my weekly reflective log, and talk about classes.

There is a very different emphasis on the meetings, and the ECT is clear on what the expectations are and the purpose of the meetings. In relation to Stage 2, and shaping the focus on developing the coaching relationship, the emphasis on routines, expectations and valuing the learning time, would continue to be an emphasis. The data from the ECT reflections suggested that ECTs were starting to connect with their Teacher Educators, and how they felt that they were being considered, listened to, and supported for example ECT 6 shared:

My mentor asked questions, and asked about strategies, techniques and evidence of what I did so far, and understood what steps I took.

In Stage 2 further techniques on active listening will be a continued focus to ensure that this practice is further embedded and enhanced.

4.4. Stage 2

Due to the data provided in Stage 1, a key part in the preparation phases of Stage 2 was to ensure that the 2nd stage of the programme was fully refined to address the identified points where TEs needed further development. Stage 2 was refined as follows in **Figure 5:**

Figure 5 - Stage 2 Teacher Educator Programme

The 6-week programme aimed to deepen the learning of the participants. In the first week, the previous learning was reviewed, with the aim to address any misconceptions, and to address any potential gaps in participants' learning to ensure that definitions were further clarified. Learning reflections and tasks were reviewed, and specific feedback was provided in both written and verbal form to ensure that participants had clarity on their learning journey.

Participants were also asked to set specific learning goals for themselves to be clear on how they would move forward in the next 6 weeks, and to address their areas of focus to ensure that they would be clearer on the core definitions, models, and frameworks. Having autonomy around the specific targets made the process self-directed, and motivational to ensure that it is not a done to process (Hughes, 2003 and Pink, 2018). These learning targets have been explored during tutorials and were further discussed where there were any potential challenges or misconceptions during supervision sessions if participants needed to unpack these in greater depth. Week 2 aimed to extend the coaching and mentoring toolkit with a goal to provide additional strategies, tools, and models for both coaching and mentoring to continue to layer the participants' understanding of both their practice as well as how they are required to consider and meet the needs of their ECTs (Dent and Brent, 2016). By ensuring that the range of models, tools, and strategies were extended, the core message that a one-size-fits-all strategy was not advocated. Core skills were deepened, and Thomson's (2013) work on language patterns, and the use of metaphors, were explored in greater depth to continue to deepen the participants' awareness of the importance of active listening and approaches to listen more deeply to see what their ECTs often share without articulating it fully and to challenge these perspectives clearly and fully. Using questions effectively is a core skill in both coaching and mentoring (van Nieuwerburgh, 2017, Buck, 2020 and Connor & Pokora, 2016), and it was also important to use questioning to help the ECTs being supported to reflect, which according to Door (2018) helps to review actions in line with Schon's (1983) theory, in and on practice. However, Door (2018) pointed out that Dewey (1934) viewed behaviour as a manifestation of once's beliefs, and to truly address actions and practice, the beliefs of TEs and ECTs need to be challenged through reflexive practice to ensure that the desired behaviours improve in a sustainable way. It was therefore not just important to get ECTs to think about their behaviours, but it was also important to get colleagues to think carefully about their beliefs to truly deepen their learning and thinking to address the behaviours fully, to adopt behaviours that will make a true difference. This is also true of the participants as TEs. They too needed to think deeply about their practice, actions, and beliefs to ensure that they were clear on how to refine their practice further by addressing the underpinning beliefs that drive the behaviours. These aspects were explored in both the session as well as during tutorials and supervision.

Learning Transfer was further addressed through the use of scenario-based learning opportunities by unpacking case studies in detail and considering different approaches and

practices to apply to provide participants with a wide range of practices and approaches that they could explore to enable them to move their learning forward (Roumell, 2018 and Sørensen, 2017 and Watts and Morgan, 2015).

To promote self-development and learning, the final part of the 6-week sessions included a mini-seminar series, where participants were invited to read around a particular mentoring or coaching approach and then attend a masterclass with a lead practitioner to share how the theory needed to translate into practice, Daffron & Caffarella's (2021), self-directed learning transference principles were applied within this section, and greater autonomy was placed on the TEs to drive their own learning needs. Participants engaged in a journal club, in which they were able to discuss 2 pre-reading pieces with a facilitator to critically explore the approaches and practice, with the aim to help them to understand how they were able to engage with wider reading as well, which was something participants were reluctant to take on prior to their engagement with the project, partly due to their uncertain of how to engage with research, and prior experiences with academia and inaccessible texts. Working papers were used from CollectiveEd, which aligns theory into practice with the appropriate rigour required to develop participants' critical thinking and extend their knowledge further. The key focus of these engagements were to establish a collaborative professional approach, where networking would continue to take place to help address NMS 4 and to pick up on Hobson et al's point that TEs' development must become more sustained (Hargreaves and O'Connor, 2018 and Hudson et al, 2013).

After Stage 2's programme delivery, participants were asked to reflect on how they felt their learning and development compared to the National Mentor standards, and the Table 7 summarises participants' perspectives on their progress:

An adaptation of Mentor Standards (DfE, 2016)	Post Stage 2		
Mentor Needs Analysis	Very Confident	Confident	Not Confident
z1) To establish trusting relationships, model high standards of practice, and understand how to support a colleague on their journey.	4	3	0

2) To support colleagues to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.	3	4	0
3) To set high expectations and induction colleagues to understand their role and responsibilities as a teacher.	5	2	0
Focusing on your own development			
4)To self-develop, work in partnership, and use research effectively.	4	3	0

Table 7 - Adaptation of Mentor Standards

The data outlined in Table 7 reflects that 4 of the TEs were now feeling very confident in establishing a trusting relationship, modelling high standards of practice, and they understood how to support a colleague on their journey. 3 felt confident compared to 1 who felt very confident, 3 stating that they felt confident, and 3 not being confident post Stage 1.

Standard 2 reflected an increase in confidence too, 3 of TEs reported that they felt very confident in developing colleagues' teaching practice in order to set high expectations for all pupils, with the aim to meet their needs, whereas in the post Stage 1 data, 4 of TEs stated that they felt confident, and 3 stated that they did not feel confident. In the post Stage 2 data, 4 of the TEs highlighted that they felt confident, which is a significant improvement compared to the post Stage 1 data.

Standard 3 reflected 5 participants felt very confident, and 2 participants felt confident compared to the post Stage 1 data suggesting that 3 ½ felt confident and 3 ½ % of participants did not feel confident. The data set for the post Stage 2 data for Standard 3 highlighted a significant improvement too. In addition, the data for Standard 4 reflected that 4 of the TEs felt very confident in driving their own self-development and working in partnership, and that they were able to use research more effectively. 3 of TEs felt confident compared to the post Stage 1 data, which reflected that 2 participants felt confident and 5 participants did not feel

confident. The data for Standard 4, like Standards 2 and 3, reflected a significant improvement in TEs' confidence regarding their practice and engagement as Teacher Educators (TEs).

During the semi-structured interviews, the researcher investigated the following key points:

- Core definitions of coaching and mentoring,
- Misconceptions of coaching and mentoring,
- The continuum of coaching and mentoring,
- Skills acquisition,
- Understanding the ECT's needs,
- Developing trusting relationships,
- Context,
- Policy Directives,
- Self-development and engagement with research.

4.4.1. Core definitions of coaching and mentoring

During the semi-structured interviews participant 4 and 7, due to their interrupted attendance and engagement with their learning journey, highlighted that there were gaps in their understanding of the core definitions. Participant 4 reflected some sense of confusion between the use of mentoring, coaching, and counselling, due to her various roles in her organisation, but also due to her personal practice as a counsellor. She seemed to be using mentoring and coaching interchangeably, and drew on counselling skills in between. Her current work situation, which is demanding due to leading a team and supporting her organisation with an official inspection, impacted on her ability to engage with her practice. She struggled to articulate the core definitions, as demonstrated in her comments: 'I sometimes think I coach, but I don't know. I just talk to the person. I don't have time to think about it.' She viewed mentoring as a way to support others to make progress and coaching as something she does more specifically with her leadership team to help them to 'organise themselves. She demonstrated very little understanding of how to move on the continuum of coaching and mentoring in the various interviews.

Participant 7 seemed to feel that coaching was a teaching function, similar to a sports coach. Even though we reviewed the core definitions in Week 1, participant 7 did not attend the

session. Sessions were hosted online at accessible times for participants to engage with. The session times were also agreed to ensure that it was convenient and suited participants' work demands. She was provided with additional tutorial support, and it was noted by the tutor that her difficulty defining mentoring and coaching might be due to the fact that she is a second language speaker; the nuances of the definitions, and how they are different, don't seem to resonate. She seemed to have a literal take on what coaching is and what mentoring is. Her responses during the interview reflected:

> *A coach needs to teach, and a mentor provides advice, and I teach first and then give guidance, feedback, and I tell them what to do. I sometimes use questions to make them think when I explain things.*

When looking at this comment, it seemed like the training will need to take a more nuanced approach with this colleague and reflect on how, as a second language speaker, it might work in terms of developing her understanding further in relation to what coaching is and how it is utilised. I considered how to engage with the TE and thought that perhaps this is where I can work on a one-to-one basis as a tutor with her and draw on coaching practices to model how coaching works, and also how coaching can facilitate thinking. However, as a tutor, I had to explain this approach in more detail to her through our learning conversations to ensure that it was not done to her but with her (Conor and Pokora, 2016 and Hughes, 2003).

However, the other 5 participants were now able to articulate the core definitions clearly, and they are also clear on how to explain and contract their learning conversations with their ECTs.

4.4.2. Misconceptions of coaching and mentoring

As mentioned in the last session, the same two participants still reflected significant misconceptions in their learning and understanding of what coaching and mentoring is, how these two cognitive skills are different, and when they are utilised. Participant 4's misconceptions seem to stem from her various roles, and also training within her organisation, as well as her role as a counsellor, where she needed to draw on different strategies and techniques in her practice to help others address core issues. However, Participant 7's challenges seemed to stem from the fact that, as a second language speaker, the nuances of the language use did not seem to chime with her understanding of what was meant when referring to the two concepts, and she needed to undertake a more personalised approach in relation to her learning journey to ensure that her needs were fully met. However, both participants, due

to work and personal demands, did not attend the weekly sessions as regularly as they needed to, but there was an improvement. Participant 4 attended 3 out of the 6 sessions, and participant 7 attended 2, whereas both attended only one session in Stage 1. When looking at the engagements of the participants, it was important to note that their level of engagement was agreed with them, and was also reflected as part of their CPD requirements in their contexts, and 8 hours of mentor training for the ECF which was allocated to them by their organisations. However, the engagement was voluntary, and participants were able to decline to engage. Out of recognition for their engagement, it was agreed that the work they did on the programme could count towards their CPD entitlements. On reflection, it seemed very challenging to hold colleagues to account in relation to their engagement due to teacher workload and other commitments especially during a pandemic, and it also raised the important question; how will the ECF's requirements for mentor development and support be tracked and monitored to ensure that ECTs are well supported in future? When faced with a staffing crisis or a challenge like the pandemic, schools naturally revert to supporting pupils first, and the Teacher Educator's time is absorbed by the immediate crisis, and the ECT's learning will naturally be put on hold. It does not mean that the ECT does not learn from these experiences, but their engagement with their TE will inevitably be limited. These are key considerations to take into account for future planning for the ECF in schools.

4.4.3. The continuum of coaching and mentoring

The two participants, as discussed in the above, still needed to continue to develop their understanding of how to engage with this aspect of their learning journey, and further guidance and support was put in place via the support of a tutor to provide continued support and guidance. However, 5 participants were able to fully explain that, within the coaching conversation, coaches could question and ask permission to 'offer an observation' or to 'provide feedback'. They were then starting to use a coaching model or mentoring model and draw on the toolkit to unpack key aspects within the conversation frame. For example, participant 3 stated:

> *I can now use the GROW model, and when I explore the ECT's reality with them, we do a SWOT analysis, or a questionnaire, to see where they are at and to give us an idea of what they do know and what we can move forward with.*

It was clear from this comment that participants were becoming more confident in creatively using the toolkit to start meeting the needs of the ECTs they worked with. In order to address

the research question whether TEs were able to move on the continuum of coaching and mentoring, the data suggested that it was very important to do so; however, it was key for participants to engage fully with their learning to ensure that they have a firm grasp of what is required to enable them to develop the necessary skills required.

4.4.4. Skills acquisition

Participants reflected that 5 of them were now listening more effectively through the use of clarification, summaries, and paraphrasing compared to the post Stage 1 data, which reflected 3. The 2 participants who were not fully engaged on the learning journey remained inconsistent in their practice. Those who were consistently engaged were able to refine their skills in a co-constructive way, as skills were practised in weekly sessions, and they were learning in a collaborative professional way (Hargreaves and O'Connor, 2018 and Hobson et al, 2020). When participant 7 did join sessions, colleagues were very generous with their time and explained to her how she needed to use paraphrasing, summaries, and playing back, for example, and she benefitted from the dialogical learning opportunities and communities of practice (Wenger, 1998, Younie and Preston, 2021). The interesting question was, why did she not feel a real sense of belonging as other participants did in order to join in more often? I was keen to explore this point in the next opportunity to discuss her learning and progress.

2 reported that they were using directive practices whereas 5 started to move towards becoming more non-directive, which was in contrast with the post Stage 1 data which reflected 3. 5 shared that they used modelling, when mentoring, to 'show' the ECT what good practice looked like, compared to 2 in the post Stage 1 data. 3 of the participants felt they were using open questioning, which was similar to the post Stage 1 data, even though more emphasis was placed on how questioning could be used in the weekly sessions. I would like to explore this in more depth when considering the next round of semi-structured interviews to fully understand why the questioning development seemed to progress slowly, when the aim was to progress it to an 80% ratio for open questions in line with coaching practices as suggested by Hughes (2003).

5 of the participants reported that they were confident with a range of coaching and mentoring models. However, the 2 participants who were not fully engaged continued to feel less confident. With these key points in mind, Stage 3's refinements were reflecting an even stronger focus on questioning, modelling and key skills that TEs needed to draw on to support their ECTs, with specific tutorial support in place for the 2 colleagues who needed more

additional and personalised support. Connor and Hirani's (2019) was drawn on further to deepen the coaching conversations, as well as Bates (2015) to ensure that the TEs' toolkit is further enhanced and developed. In addition, Bungay Stanier's (2016) focus on 7 powerful questions were incorporated to ensure that more guidance is provided to strengthen the focus on questioning, and to illustrate how open questions were used, in particular 'what' and 'how' questions to enhance the learning conversation.

4.4.5. Understanding the ECT's needs

In the post Stage 1 data, all 7 participants reported that they focused on evaluating the needs of their ECTs through lesson observation and planning, and 5 also considered marking. 4 checked the learners' work. However, in the post Stage 2 data, 4 used lesson planning, 3 ½ used lesson observations, 3 ½ used marking and 3 ½ used learners' work (where the data indicates ½ it reflects where one of the participants was not always fully certain how it was used in full to make a judgement). 4 Teacher Educators felt that their evaluation of the learners' needs was becoming an embedded process within the learning conversations at the heart of the process. TEs' started to draw on the required information to evaluate the needs of ECTs more consistently through their learning conversations as opposed to more performative measures, which was a huge shift in the dynamic. Greater empathy was shown, and participants became more observant in relation to their ECTs; for example, participant 3 stated,

> When my ECT is not confident, they show it with their physical appearance, body language, hands, shoulders - it will show if they are confident, if they need more help. The focus is on the person and their needs.

In addition, participant 5 pointed out that:

> It is less quantifiable - it is about the confidence that I have instilled in them to feel confident in their decision making, and that they trust themselves, and that is how you know they make progress.

Participant 6 shared,

> Drawing on their language use, how they feel, emotions, and behavioural cues' and 'I looked for changes in their attitudes towards their teaching.

TEs were becoming more nuanced in their approaches and practices to be able to identify whether the ECT was confident in what they shared about their practice, and based on that,

further conversations took place in relation to how needs can be met. TEs seemed to develop tacit knowledge as they were starting to layer their own learning in how they need to empathise and engage with their ECTs (Polanyi, 2009). Participant 2 shared that, 'Openness of [the] mentee [is] important. Honesty is key.' However, with future exploration, participant 2 also shared that:

> *It is important to create a safe learning space, to develop curiosity, and the ability to take risks without being judged, which coaching provides to enable the ECT to be honest and learn from the mistakes.*

Through the further work and learning the participants did, regarding the skills development and coaching and mentoring tools, they were now starting to see the 'adult learner' instead of the 'paperwork and compliance requirements' of the learning journey.

4.4.6 Developing trusting relationships:

6 of the participants now felt that they were developing stronger partnerships and relationships as opposed to a performative approach compared to 5 in the post Stage 1 data. Trusting relationships, and honesty, become a core ingredient for TEs to support their learners well. They felt that they had to model the behaviour they wanted to see in their learners: 'It moved from doing it for them to doing it with them' as stated by Participants 1, 3 and 4. Having greater mastery, and skills enabled TEs to support their ECTs more effectively as suggested by Covey (2006) and Pink (2018). Working 'with' them echoes the importance of the learning partnership, which was also highlighted in the post Stage 1 data.

4.4.7. Context and Policy Directives

2 participants, similar to the post Stage 1 data, highlighted that they continued to experience challenges with their organisations' understanding of national policy or with their own directives within the organisation, and this often stifled their ability to apply their learning. Participant 3 stated that:

> *It is a shame that there is no shared understanding amongst schools and colleges about what it means to mentor or coach, and everyone seems to be doing their own thing.*

Participant 5 shared that:

I am not able to coach even though it is called coaching, and our policies direct us to be performative as coaches. However, I know the difference now, and I apply my learning to go with the needs of the person I work with.

TEs felt empowered by their learning, and they felt that they had agency to lead from the front line due to their engagement with the course (Durrant, 2019).

4.4.8. Self-development and engagement with research

Post stage 2 data provided key insights in how TEs developed in confidence in engaging with research. Participant 1 stated that:

I use the research from the course in my own practice. It is now embedded. I feel the research from the course is now fully embedded in my practice. Questioning is coming naturally now.

Participant 3 made the following point:

Everything is now more evidence based. I noticed that if you say something to back it up it helps.

Participant 5 stated that:

I draw from [my] learning on [the] course, [I am] more open-minded, and use research as the baseline.

These quotes point to the fact that participants were now transferring their learning into their practice, as stated by participant 1, and it was also a key question that this study aimed to address. However, what the study was starting to reveal was that the learning journey needed to be a cumulative process, where the learning was layered, and learners were provided with a mixed diet of content, practice, tasks, and activities, as well as opportunities to transfer the practice to learn how to do this in a safe space, as well as in their own practice within their contexts.

A key question to continue to explore is, how did the learning and development impact on the learning journey of the ECT? The post Stage 2 evaluation of the key data reflected the following:

Table 8: Post Stage 2 ECT Outcomes				
Mentee Progress	**Excellent**	**Good**	**Fair**	**Unsure**
To become more confident in the context and have a clear sense of their role.	3	4	0	0
To be able to set high expectations which inspire, motivate, and challenge learners.	1	6	0	0
To understand how learners need to make progress and how to embed these skills into their practice.	1	5	1	0
To continue to grow and develop in their subject knowledge (whether it is in their actual subject or leadership role).	1	6	0	0
To plan and teach well-structured and engaging lessons.	2	4	1	0
Adapt teaching to respond to the strengths and needs of all learners/teams they are working with.	3	4	0	0
Make accurate and productive use of assessment/to make informed decisions based on evidence to plan or make judgements.	2	4	1	0

Shape behaviour effectively to ensure a good and safe learning environment/to support others to ensure that learning environments are safe.	2	4	1	0
Fulfil wider professional responsibilities – leading on trips, supporting pastorally, working well with others, and sharing practice.	2	4	1	0

Table 8 - Post Stage 2 ECT Outcomes

When exploring the data, the first question which was added in addition to the National Teachers' Standards (DfE, 2011) aimed to evaluate the confidence of the ECTs and how they felt they were progressing. Porritt and Featherstone (2019) highlight that confidence and self-efficacy can play and important role in how teachers and educators can view themselves and progress on their journeys, and it is therefore important to consider this aspect of the ECTs' development too. As the data revealed from the semi-structured interviews, TEs were becoming more aware of the importance of picking up on the body-language, and signs shared via the body-language, of ECTs regarding their confidence levels and how they felt during the week. Connor and Hirani's (2019) work on inspire and vision conversations were being transferred within the learning conversations of TEs and ECTs, and at the heart of these conversations, are the ECTs who engage with the TEs (Rogers, 2016). From the data, 3 ECTs felt that their confidence levels were very high compared to 4 who felt that their confidence levels could be measured as good. Post Stage 1 data reflected that 4 of ECTs felt that their confidence levels were good, whereas 2 felt that their levels were only fair. There seems to be a link between the approaches to the support for ECTs and their TEs' awareness of their confidence levels, as well as how ECTs were able to develop and progress.

In addition, 1 ECTs' ability to set high expectations was considered excellent, and 6 ECTs' ability were reflected as good standard compared to the post Stage 1 data, where 4 reflected good and 3 reflected fair. 1 ECT had excellent abilities to support with learners' progress, and 5, reflected that their abilities were good, 1 reflected that their abilities were fair. Compared to post Stage 1 data, 5 were good and 2 were fair. In addition, 1 learner's subject

knowledge reflected at an excellent level of development, and 6 reflected a good level. 4 were good post Stage 1, and 3 were fair.

2 reflected an excellent level to plan and teach effective lessons, 4 reflected that they had a achieved a good level to develop effective lessons, and 2 reflected that their practice was fair. Post Stage 1, 5 ECTs reflected that their ability to plan was good, and 2 were fair. 3 reflected that their ability to meet the needs of learners were excellent, and 4 reflected that their ability to meet learners' needs were good. Post Stage 1, 4 were good and 3 were fair. This outcome reflects a variation in alignment between lesson planning and considering learners' needs, as normally strong lesson planning aligned with the aim to meet learners' needs, as the planning and modelling practices involved thinking how ECTs needed to meet learners' needs. However, 2 reflected that they were excellent at planning lessons, compared to 3 ECTs achieved excellent levels in their practice to meet learners' needs. Might this be due to the focus on meeting needs in the programme? It might also be that TEs were not interweaving the different attributes and standards more holistically. Perhaps they were exploring the standards in isolation, which at the advance beginner phase was typical behaviour to observe from TEs, to ensure that protocols and procedures are followed in a formulaic way (Dreyfus, 2004).

2 reflected an excellent level to assess work accurately, 4 reflected that work was assessed at a good level, and 1 reflected that assessment was fair. 2 managed behaviour at an excellent level whereas 4 managed behaviour at a good level. 1 ECT's practice was fair. 2 were reflecting that they were engaged with wider professional responsibilities at an excellent level, and 4 at a good level, whereas 1 was at a fair level overall.

To answer the research question – how can the development of TEs help to provide ECTs with a strong grounding to develop in their confidence, subject knowledge, and skills to continue to progress well as future teachers? – there seems to be an increase in ECTs moving towards their practice becoming strengthened due to the support of TEs, and the data reflects that. 1 of the learners reflected that their subject knowledge showed an excellent level of development, and 6 reflected a good level. 4 were good post Stage 1, and 3 were fair. With the TEs' support over time, the data suggested that ECTs were at this time starting to deepen their practice and subject knowledge to develop a strong foundation for the future. However, with the above data in mind, it seemed like it would be an important next step to work with TEs to enable them to help develop ECTs' understanding that the different Teachers'

Standards were linked and that making considerations for learners' needs, needed to translate into planning, practice, assessment, and outcomes for learners.

When considering the ECT experience and perspective, ECTs continued to feel that their Teacher Educators, supported them well. ECT1 stated that mentors supported the learning process well, and that 'mentors were far more understanding, accepting and supportive.' 'Accepting' was an interesting reminder of the complex role the mentor needed to play during both the ITE and ECT year, when judgements needed to be made. Hardman et al, (2020) warns that when mentors are engaged with such practices it can have a detrimental effect on the learning and development of the ECT.

ECT 5 stated that the mentor provided 'constructive feedback, and made a point of discussing and explaining it, rather than just sending it without a discussion.' The reflections and data provided by ECTs reveal interesting practices that they experienced during their ITT year, where written feedback was sent without discussions, and the appropriate professional dialogue to facilitate the learning process, and it might well be that the capacity of the mentors due to time budgets might be a real challenge which could lead to such practices as pointed out by Turner (1993) when discussing time challenges. However, it might also be, that if the emphasis of mentor training in the ITT year was more process driven and compliance driven, key skills might not be embedded within Teacher Educators' toolkit, and the relationship might become more performative in nature. With Stage 3 development in mind, the emphasis on the relationship will remain a priority to ensure that Teacher Educators continue to focus on the needs of their ECTs and work with them in a mindful way. However, ECTs also shared other interesting practices that they experienced during their ECT year, during lockdown, where Senior Leadership teams had 'regular one-to-one meetings on Zoom', and the 'pastoral team was also on hand to support.' ECT 6 pointed out, 'I had regular zoom meetings to support with subject development and expectations.' The pandemic also provided new ways of thinking, how time budgets can be managed, and how online facilities can be untilised to provide immediate support in future. These were key learning points to share with the Teacher Educator team, and to discuss during the sessions focusing on strategies, and relationship development. Many stakeholders were willing to support teacher development, when they were enabled, and it was an important opportunity in Stage 3, to reflect on creative approaches to future practice as pointed out by Breslin (2021) to enhance the online learning experience of TEs and ECTs further.

4.5. Stage 3

With the Post Stage 2 data in mind, the following refinements were made for the 6-week development programme. To ensure that learning was embedded and fully cemented, it also gave learners who were not fully engaged with the course the opportunity to catch up. In addition, for the 2 learners who did not fully engage, there was now a built-in opportunity to get very focused weekly tuition to ensure that they continue to progress with the aim to 'narrow the gap'. In the light of the ECT outcomes, further support was built in to help address the data that reflected, when focusing on learner progress, 1 of the ECT's progress reports considered their ability to support learners' progress to be only fair. In addition, planning well-structured lessons suggested that 1 ECT's progress on planning was fair. Assessment practices reflected that 1 ECT's practices were fair, and 1 was progressing at a fair level in regard to behaviour management and developing effectively in regard to professional responsibilities. In addition, specific tutor support was provided to TEs who worked with specific individuals to ensure that these aspects of their own development were further extended to ensure that they could support their ECTs well. Tutors drew on Connor and Pokora (2016) and van Nieuwerburgh's (2017) approaches to facilitate learning conversations with participants to enable them to engage with their new learning in a reflective and reflexive way through open questioning (Door, 218).

The focus for Week 2 aimed to further this aspect of the Teacher Educators' learning, with a clear focus on the use of modelling; during the learning transfer exercises for the week week, in week 5, this focus was further developed through the use of case studies, scenario-based learning, and problem-solving activities (Watts and Morgan, 2015). The targeted tutoring sessions aimed to explore these core aspects individually with each TE as well. In addition, during supervision sessions, further discussions were shaped around the TEs challenges in practice, and through the community of practice core issues, were explored (Wenger, 1998). Reflective and reflexive practices for TEs were also embedded in the programme, in line with the EMCC (2021) competencies that are required of coaches and mentors, with the aim to ensure that TEs continue to develop their own reflective and reflexive practice to ensure that they remain self-reflective, self-aware, and self-critical to enable them to drive their own learning journey forward (Door, 2018).

Additional approaches to coaching practices were explored in week 3, with a focus on instructional coaching, what it is and how it can help to facilitate effective learning

conversations (Knight, 2016). Instructional coaching champions the partnership engagement between coach and coachee, and as peers, they explore learning practices, which in turn align well with the focus on the use of modelling. 'Instructional', as used by Knight (2016) within the American context, refers to teaching and learning, and the focus on refining teaching and learning practices, in relation to planning and addressing pupil progress, aligns well with the needs identified in the data outlined in the above. Furthermore, it is important to work with TEs to support ECTs to understand the holistic nature of the different Teachers' Standards (DfE, 2012), and the fact that meeting learners' needs is often reflected through the lesson planning as well as through delivering effective lessons, which considers those needs in relation to learners' progress.

Week 6 continued on the theme of engaging with self-development and research (EMCC, 2021), and key books were explored, in particular Kline (2020), which focuses on the importance of allowing the coachee/mentee to talk through issues without interruption and to value silence in the learning conversation. Scott (2019) explores the importance of openness and honestly within the learning relationship to ensure that progress is effective. The Journal club, where key articles were explored, continued as well in order to help TEs to continue to develop their confidence in discussing academic work and to engage with wider reading. Figure 6 reflects the learning programme developed for Stage 3.

Stage 3 Mentoring and Coaching Development

Stage 3 – refinements in leu of post Stage 2 data.

6 Learning episodes across 6 weeks

Support- via facilitator/ supervisor. Throughout the 6 week learning. Personalised Tuition in place for identified learners.

Review reflections and online contributions in sessions.

Clear learning outcomes were developed within each week's session, as well as reflective tasks to stimulate transference.

Week 1 – review previous learning from Stage 2 and revisit concepts on moving on the continuum of coaching and mentoring.

Week 2 – Mentoring and coaching toolkit, focusing on the core competencies of coaching and mentoring (EMCC) and focusing on analysis and evaluation through evaluative tools. Effective use of modelling for mentoring, lesson planning, behaviour, progress, and professional responsibilities.

Week 3 – Core skills of practice: instructional coaching practices, performance coaching practices, and wellbeing coaching practices.

Week 4 – Evaluation, reflective and reflexive practice/developing reflective and reflexive practices as a coach and mentor.

Week 5 – Learning transfer through scenario-based learning and case studies/problem solving, coaching dilemmas, and ethical dilemmas (Lessons from Lockdown, Breslin, 2021)

Weekly supervision support. Review learning tasks and reflections

Week 6 – Research Support Groups:

- Scott, K. (2019), Radical Candour
- Kline, N. (2020), The Promise that Changed Everything: I won't interrupt you.
- Thomson, B. (2013) Non-Directive Coaching: Attitudes, Approaches and Application (Coaching and Mentoring)
- The Journal Club.

Figure 6 - Stage 3 Learning Programme.

The programme for Stage 3 of the project was delivered across 6 weeks, and data was collected from participants in relation to their views on how they progressed against an adaptation of the National Mentor Standards (DfE, 2016), followed by semi-structured interviews. Additionally, an evaluation of the ECTs' progress against an adaptation of the Teachers' Standards (DfE, 2011) was made.

Teacher Educators (TE) reflected on their learning and progress in the following way in Table 9:

An adaptation of Mentor Standards (DfE, 2016)	Post Stage 3		
Mentor Needs Analysis	Very Confident	Confident	Not Confident
1. To establish trusting relationships, model high standards of practice, and understand how to support a colleague on their journey.	4	3	0
2. To support colleagues to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.	5	2	0
3. To set high expectations and induct colleagues to understand their role and responsibilities as a teacher.	6	1	0
Focusing on your own development			
4. To self-develop, work in partnership, and use research effectively.	6	1	0

Table 9 - Adaptation of Mentor Standards (DfE, 2016)

Teacher Educators' improved confidence levels showed in the Stage 3 data that 4 participants felt very confident, and 3 felt confident, in establishing a trusting relationship with their ECTs. In the post Stage 2 data, 4 TEs reflected that they felt very confident, and in the post Stage 2 semi-structured interviews, 6 felt that they have a more trusting relationship with their ECTs. In the post Stage 3 semi-structured

interviews, 6 ½ (half indicating that the participant reflected that they did not fully achieve this level of engagement yet) of the participants indicated that they had a stronger relationship of trust with their ECTs. The data revealed that the TEs felt more confident in establishing the relationship, the TEs' development is cumulative, and their confidence grows over time, which might indicate that due to becoming more experienced and developed as a TE, it helps them to develop these skills more effectively. It might also suggest that relationships were developed, in particular, trusting relationships, over time. As the coaches reflected more mastery over time, they might also instil more confidence in their practice with the ECT (Covey, 2006).

5 participants stated that they feel very confident in developing colleagues' teaching practice, and 2 felt confident, compared to the post Stage 2 data reflecting that 3 felt very confident and 4 felt confident. 6 reflected that they felt very confident in setting high expectations and in inducting colleagues to understand their role, and 1 felt confident, compared to the post Stage 2 data, which reflected that 5 felt very confident, and 2 felt confident. There is a small improvement in the post Stage 3 data, and this might also align with the fact that two participants were not always fully engaged with the programme and that some participants had concerns regarding their organisation's interpretation of the policies and regulations. 1 participant reported concerns regarding their leadership teams and organisations' take on the directives, and their own internal policy directives within the organisation. 6 participants reflected that they were now very confident in driving their own self-development, and 1 is confident, compared to the post Stage 2 data, where 4 were very confident and 3 were confident. The data reflected that when the engagement levels of learners are low, it can have a significant impact on their potential to mentor, and what it emphasises is that coaching and mentoring development needs to be a continuous process and that engagement is key from the outset to develop self-confident Teacher Educators, which aligns with the EMCC's (2021) guidance on accreditation and development, which also tracks the development and engagement with learning of coaches. Hobson et al (2020) argue that TEs need to engage in a sustained way in their learning, and it is important that the continuation of learning is embedded in practice rather than an episodic approach.

Coaching associations like EMCC are an excellent examples of how coaching communities work in collaborative professional practices to support others effectively. These associations not only offer tiered accreditation for each development phase; they also offer continuing professional development opportunities as well as networks to engage with through research interest groups. The 3-stage study aimed to develop collaborative, professional communities of practice specific to teacher development in a similar way, to provide TEs with a safe and supportive learning space, where practice can be shared and TEs can develop their self-efficacy further (Hargreaves and O'Connor, 2018; Wenger, 1998). However, the study also raised key questions in relation to how more supportive and safer spaces for colleagues from different backgrounds can be provided, and how we can further accommodate their learning to deepen their understanding of coaching and mentoring, with their

contextual backgrounds in mind. Hollweck and Lofthouse (2021) highlight the need for contextual coaching, and this study highlights the need for contextual coaching and mentoring development practices to meet the needs of TEs more fully too.

4.5.1 Core definitions of coaching and mentoring:

The analysis of the semi-structured interviews provided valuable insights into the development of the TEs throughout the 3-stage process, and what was highlighted was that the learners who engaged with the course consistently, and on all levels, were able to articulate their understanding of coaching and mentoring, and the core definitions, accurately and effectively. They were able to explain that mentoring is directive and coaching is non-directive, as outlined by Thomson (2013) and Connor and Pokora (2016) for example, and they were able to transfer their understanding of these concepts effectively into their practice. However, the 2 participants who engaged with the development opportunities sporadically were only able to broadly explain what coaching and mentoring are. After careful tuition, and continuous support, there were slight improvements in their understanding of mentoring and coaching, where participant 4 could now acknowledge that there were distinct differences and that they could be used on a continuum, but the participant still felt that at times it was too complex to differentiate, or decide which one to use: for example, she stated, 'It is difficult to define; they overlap, and I counsel too.'

Participant 4 shared, that:

> *'I am more inclined to draw on my counselling skills. I wonder whether it is that I trained as a counsellor first, and that my practice focuses on helping people, and the emphasis is to help 'fix' a problem. I find it difficult to just facilitate thinking when I coach, and I want to go into more detail, like I would as a counsellor. I know that that is not what coaching is for. I find it too complicated to make the shift into coaching.'*

The participant's language is important to note: 'too complicated' and 'make the shift'. It seemed to suggest that there was an unwillingness to change practice; however, the reality was that the participant had a very complex role, and it raised the question of whether having too many responsibilities and 'hats' might impact on the participant's capacity to support ECTs effectively. Did the participant have enough time to dedicate to the learning journey of ECTs? These concerns were raised earlier in the Thesis as well, and Hobson et al (2020) as well as Carter (2015) highlight the importance of providing Teacher Educators with appropriate time budgets to fulfil their roles effectively.

The semi-structured interview for participant 7 revealed interesting points as well. As a second language speaker from a different cultural background, representing an ethnic minority group, the participant explained that 'learning is associated with telling' and that 'teachers teach'. She felt that

there was a tension in her views on what coaching is and what the body of research suggests it is. She felt more confident and comfortable in the role of the mentor, and she was clear on how to model best practice and take the mentee by the hand. However, there was a strong expectation that the mentee needs 'to do what I tell them to do.' Participant 7 found the requirement to facilitate thinking to be a very challenging concept due to the participant's cultural background. However, there was a willingness to learn, and based on what the participant experienced during the training, and by observing the practice in action, the participant felt that there was some value in developing an understanding of both coaching and mentoring, as she states:

> *'I can see that it is working, and people [are] become[ing] more independent when working with a coach. I think I need to read and work with a coach more to help me to understand it better. It is not how I was taught how a teacher works, but I know things are different here, and I am still learning.'*

This quote raised important questions around how the development of coaches and mentors from different cultural backgrounds need to be approached. In Stage 2 and 3, the programme was reviewed to address the learning needs of the two participants who needed more support, and bespoke support was embedded. However, it is important to review the programme in partnership with these two participants to see how these barriers can be addressed and whether it would be an appropriate next step to offer development opportunities for colleagues from minority ethnic groups where these issues could be discussed in a safe space and more openly. Development programmes cannot make assumptions about the needs of the TEs nor can programme developers make assumptions to where the ECTs are at. A scripted approach as seen in the AI's (2020) model, does not fully acknowledge the different starting points of all the different learners compared to a self-directed, learning transfer model which places the adult learner, and their needs at the heart of the learning journey.

4.5.2 Misconceptions of coaching and mentoring

Even though personal and bespoke support was put in place, it proved challenging to address the misconceptions reflected by the two participants who were not fully engaged with the learning journey. Tutorials were offered, additional supervision, and prior learning was reviewed fully at the start of Stage 2 and 3 to ensure that the learning was fully cemented. However, as discussed in 4.1, individual beliefs, circumstances, and cultural contexts need to be considered here too, and similar to the learning journey of an ECT which needs to be bespoke and aligned to their needs, the needs of individual TEs needed to be considered more carefully too. When considering Dreyfus' (2004) model, the learning and skills acquisition for the two individuals, even at the 3rd stage of the project, continued to reflect that they were moving on the continuum of being a novice to being an advanced beginner, and they demonstrated some competence in coaching and mentoring. As mentioned in the above, the

EMCC (2021) acknowledges that the learning journey for a coach and mentor is, or as Kennedy (2006) refers to professional learning as continuing, and that Teacher Educators should be invited to continue to engage with their learning. From the different learning journeys of the participants, the data also highlighted that each journey was different and could take as long as it needed to, to enable the TE to develop proficiency and later mastery. A sustained approach to the professional learning of TEs is imperative (Hobson et al, 2020).

4.5.3 The continuum of coaching and mentoring

In the light of the discussions for Stages 1 and 2, the outcome for this Stage of the programme reflects the patterns noticed previously, as the 2 participants' understanding of coaching and mentoring, and their misconceptions, also impacted on their ability to move on the continuum of coaching and mentoring. This in turn had implications on how they coached and mentored their ECTs, and it might impact on how their ECTs' learning journeys were considered and moved forward, as there was an expectation, especially from participant 7, that the ECT needed to execute their direct instructions rather than develop their own critical perspectives on ways forward, develop their own practice, and find solutions for future practice. It is important to note that I am not stating that the two participants did not make any progress; they did make progress. What was suggested by the findings were that they made less progress and how their practice was restricted in some ways by their lack of engagement due to commitments and personal commitments, as well as other factors which were discussed in the above. In turn, their ECTs progressed at a slower pace too, and were only able to reflect greater development in areas such as planning, meeting learners' needs and assessment, once these two TEs were more strongly supported by specific tutors. The data suggested that there was a correlation between the TEs' engagement with their own learning, and how they were able to support others.

However, the rest of the cohort showed in their reflections a detailed understanding of how to move on the continuum of coaching and mentoring, as Participant 1 stated, 'I know when to coach and when to mentor now'. Participant 3 stated, 'I know when to coach, and ask permission to give advice', and Participant 5 pointed out that:

> *I use a coaching model to frame the conversation, and I use the tools from the toolkit in between to help facilitate the thinking, and sometimes, I need to make a suggestion, with permission, and then I move back to the coaching frame to facilitate further.*

Participant 6 shared:

> *'I understand how to use the different skills to help with the learning. Where the ECT gets stuck, I ask permission to provide guidance, and where they are happy to think it through, I use thinking questions to help them to unpack things. When we work on lesson planning or*

areas that they are less confident about, I model first, and then I support through questioning when they need to do it themselves. We work in partnership.'

Participant 6's reflections outline a very nuanced and very sophisticated approach, which illustrates how the TE could draw on the toolkit to effectively facilitate the learning and thinking, with the aim for the ECT to find their own solutions, to address their own learning and practice. The participants who engaged with the learning journey throughout reflected a repertoire of skills and a deep understanding of how to apply those skills with the needs of the mentee in mind, and this is also reflected in their reflections on how they developed their skills.

The self-directed learning transfer model used, as inspired by Daffron and Caffarella (2021), enabled Teacher Educators to be skilled in understand on how to move on the continuum of coaching and mentoring, opposed to the AI (2020) model which infers that coaching needs to happen, as part of the mentoring model, and mentoring needs to be embedded within the instructional coaching model without fully unpacking the implications of how these practices need to align with the development phases of the ECT. By having greater clarity on how to be nuanced, with the professional learner at the heart of the TE's practice, learning can develop more organically, and cater for the needs of the ECT.

4.5.4. Skills acquisition

The semi-structured interviews focused on the key skills acquired by TEs to enable them to meet the needs of the ECT in order to answer the 4th research sub-question for this study which is: what skills do TEs need to develop to support ECTs effectively on their journey? Participants reported that 6 were now more effective as listeners, and Participant 3 stated,

I find when I summarise and paraphrase, I am able to have a clear sense of the information shared, and I start to ask better questions.

Participant 5 reflected that, 'I use silence to help the mentee to think out loud.' These two examples demonstrate how participants are not only able to transfer their learning to their practice, for example through the use of summaries and paraphrasing to clarify what they hear was used, by effectively impacting what the learner share so that they were able to explore a wider range of options and ways forward. Their ability to progress from reflective to reflexive practice, where they were able to challenge more deeply, was key to notice here as well (Door, 2018).

1 participant reported that they were using directive practices, whereas 6 preferred non-directive practices; for example, participant 6 stated, 'I moved from doing it for them to doing it with them.' The emphasis on 'with them' is key, as it also indicates how TEs were now working as collaborative

professionals with their ECTs and develop communities of practice (Hargreaves and O'Connor, 2018, and Wenger, 1998).

6 of participants felt that they used modelling effectively when mentoring. For example, Participant 5 stated,

> *I use modelling at the beginning when the mentee is green, and they don't know what they don't know' and 'we move on to them becoming independent and finding their own voice in the classroom, and I stop showing and modelling when they are ready to be coached.*

There was a clear sense of how and when modelling was used to help scaffold learning, as well as how to move from dependence to independence, as outlined by Clutterbuck and Lane (2005).

Participants reported that they now used open questions more often, and the data suggested that they draw on open questions 65% of the time during conversations, the ideal is of course 80%; however, TEs are still developing, and as they reach mastery, they will move towards this ratio with more confidence. 6 participants were now confident in drawing on a wide range of coaching and mentoring models, and they feel that they were able to embed the coaching and mentoring toolkit to meet the needs of the learners they are supporting. Participant 1 felt that conversations were refined and that a clearer 'structure was used'. Participant 3 stated that the conversations were '[a] lot more structured. Reflecting on the models, I learned, and support for the mentee, mapping the journey.' Participant 5 stated that conversations include, 'More reflection and dialogical learning'. The reflections align with van Nieuwerburgh's (2017) view that the coaching conversation was about framing and managing a structured conversation to further the thinking of the mentee/coachee.

It was clear from the data, that the participants who engaged regularly in the programme benefitted from the learning and that they were well on their way to progress towards mastery; however, it was a journey, and they need to continue to engage in the learning journey regularly. TEs did not only need a broad understanding of the paperwork that they needed to complete. They needed to develop a wide range of skills to engage with framing learning conversations effectively, including using mentoring and coaching models, active listening skills, using questioning effectively and drawing on research, as outlined in the NMS, as well as continuing to drive their own learning.

This raised key questions, why was there an assumption that the exact same training and development opportunities needed to be offered year on year for TE, and why it was not a continuous engagement? Why was training not differentiated to accommodate TE needs, and why did TE training not encourage collaborative professionalism and communities of practice? Supervision is also not common placed in traditional TE opportunities, but it is a core requirement for EMCC and other associations to ensure that coaches and mentors are suitably supported.

The programme used for this study, aimed to align with the needs of the Teacher Educators as well as the ECTs, to track their learning, progress and confidence to ensure that the delivery at each stage was bespoke, and that provision could be made for the necessary support as well as challenge where needs were different, which was in contrast with the AI (2020) model critiques in the literature review. No scripts were provided for this study, and Teacher Educators had to develop the core skills required to engage well with the ECTs they supported.

4.5.5. Understanding the ECT's needs

6 participants stated that they focused more on meeting the needs of the ECT as opposed to focusing on documentation. 3 of participants still relied heavily on lesson planning, 4 relied on observations, 2 relied on the ECT's marking, and 2 on their learners' work. However, 6 now take into account the progress and information shared during the learning conversations. This did not mean that participants did not look at lesson plans, observations, marking, and learners' work, but that it became a collective part of the 'puzzle' rather than the only focus: for example, Participant 1 stated,

> *I no longer use a sheet or checklist. I have the range of things I need to think about in my head to track and [assess] where they are at before [the] next steps.*

Participant 3 outlined that the focus was now on 'what they needed'. There was a clear emphasis shift from the initial areas of focus, which were mainly around lesson observation and compliance driven paperwork. Participant 5 states that the key is to:

> *Look at the person, rather than the grade. Work on meeting their needs, enjoyment, excitement. I moved from performativity to development.*

Participant 6 points out that:

> *It is focused more towards supporting the mentee, and also when I think it is appropriate, also challenging them. I did not think of challenging them in the past. It is more of a partnership, us working together.*

The importance of 'challenge' being highlighted was key as it aligned with Boniwell (2011) and Myatt (2016), who pointed out that there needed to be the right amount of support and challenge embedded to enable someone to hit flow and to help them to flourish.

Understanding needs more clearly also meant that how adults learn and what was good learning practice were considered, for example, Participant 3 stated, 'I reduced the volume of feedback to be more specific,' and 'I go with the mentee's needs', which meant that the TEs now adapted their practice more fully to the needs of the mentee to align with what would make the biggest impact on their learning, as outlined by Brent and Dent (2015). By being more focused on the needs and meeting the needs of the ECTs, the TEs can now work as collaborative professionals with them, creating a

sense of belonging, and developing their ability to relate to the learners' needs, as well as have autonomy and mastery, which are highly motivational (Pink, 2018).

This flexible self-directed learning transfer model, based on Daffron & Caffarella's (2021) work, provided opportunities for self-directed learning, in contrast with the AI (2020) model which was explored in the literature review, as it provided scripted guidance for Teacher Educators to follow. The model used in this study, allowed for Teacher Educators to work with ECTs to identify their specific needs, and to support them to drive their own learning in the most appropriate way so that they were able to transfer of their learning into their new practice. The Teacher Educator's voice, expertise and skills were truly valued. They were able to exercise their own professional judgement to support the ECT in their care in the most appropriate way (Lipsky, 2010).

4.5.6. Developing trusting relationships

6 ½ (one participant felt that more needed to be done to be fully confident, but they were halfway there) of TEs reported that they were now more focused on developing stronger partnerships and relationships, as opposed to adopting a performative approach, compared to 6 in the posts stage 2 data. Trusting relationships are also explored in the Post Stage 1 and 2 data, and this section continues to build on this aspect of the TE and ECT relationship. It highlighted that it was an integral part of the learning journey to create a sense of trust and belonging which would in turn open the ECT up to learning and help the ECT to grow and flourish. Participant 1 stated that it was about 'developing collaborative partnerships.' The word 'partnership' and working 'with them', as stated by participants in the post Stage 2 data, was repeatedly shared across the research piece, at various points, placing a strong emphasis on the importance of developing the TE/ECT partnership as a collaborative professional effort, where learning takes place in a co-constructive way (Hargreaves and O'Connor, 2018). By developing trusting relationships, and through the partnership work required, TEs were able to develop a detailed understanding of the needs of their adult learners. Opposed to doing things to them, they worked with them to move their learning forward, solve challenges, and enable them to transfer their learning into their practice, which was a key point to highlight when addressing the 3rd sub-question for this study, which explores how TEs need to develop their understanding of how adults learn and develop to offer effective support to ECTs to meet the ECT's needs appropriately. The key is to build trusting relationships and to develop collaborative professional practices through communities of learning and practice (Hargreaves and O'Connor, 2018 and Wenger, 1998). Hobson et al (2020) highlight the importance of developing a sustained approach to Teacher Educator development, and through learning partnerships, and continuing to engage with learning determined by the needs of both the ECT and TE, where effective learning transfer can take place. The learning partnership is valued, opposed to the approaches by previous models where the mentor determines the

learning targets for the mentee such as the AI (2020) model. Covey (2006) points out that you need to trust others to gain trust, and it is important to equip Teacher Educators well, to work as trusted professionals to support ECTs effectively.

4.5.7. Context and Policy Directives

Throughout the different stages of the project, participants reported at various points that they had experienced challenges with policy directives. 2 reported such challenges, which was similar to what was reported in the post Stage 2 data. However, during the semi-structured interviews, I asked participants to outline what these challenges were and how it impacted on their ability to fully execute their roles effectively. Participant 1 shared that 'Our policies, make it impossible to be able to truly coach. It is very performative.' It was also shared that:

> *The Senior Leadership Team (SLT) is afraid to do something different or new in case of an inspection, and they will get into trouble for this.*

Participant 3 reflected that:

> *I find it a real challenge when SLT does not value mentoring and coaching and how much time it takes. If we don't have time, we struggle to do much.*

It was an interesting point to make, as although the Early Careers Framework (DfE, 2019) made provision for the training of mentors, it does not support schools with making the budgetary allowances needed to enable mentors to fully engage with their roles, partly due to the lateness of rolling the programme out, and the lack of communication with schools at the time. Initial Teacher Training (ITE) mentors and National Professional Qualification (NPQ) coaches (DfE, 2020) are also expected to volunteer to support the development of others to progress further in their roles. There seems to be a real tension and disconnect in relation to the drive to promote effective teacher development, and the resources made available to enable those who work with ITEs, ECTs and NPQs to progress.

Senior Leadership Teams (SLT) were often unclear on what coaching and mentoring entails, as Participant 5 explained:

When SLT [are] naïve about mentoring and coaching, it makes it impossible to do well.' The participant goes further and states that, 'when SLT don't know what coaching and mentoring are, the school culture becomes a challenge.

Developing effective coaching cultures within schools and educational organisations are key, as advocated by McKie (2021), to ensure that there is a clear understanding of how professional learners need to be supported to enable them to flourish and to retain them for the future. It is in all schools and

educational contexts' interests to ensure that there is a greater understanding of how effective learning conversations and support can be facilitated across the education sector.

4.5.8. Self-development and engagement with research

When exploring how participants were further engaged with their own learning and research, it was reported that 6 of the participants were now engaged with research and engaged with further studies in areas of interest and research. In addition, 1 reflected some engagement. In the post Stage 2 data, it revealed that participants were 'embedding' the research from their own personal learning on the course. However, the post Stage 3 data revealed that delegates were starting to investigate a wider range of areas of focus, for example, Participant 1 shared that:

> *I use my own research on teaching and learning that I did by reading a number of journal articles [and] by discussing pedagogical practice with my ECT.*

Participant 3 revealed that:

> *I used my research I did around questioning in a conversation on practice with my ECT this week.*

Participant 5 pointed out how they used research 'on specific and oral feedback with my ECT.' Participant 6 stated that personal research was used 'to help support the ECT with their subject knowledge on teaching English grammar.' These examples demonstrated how the TEs also made a clear, personal shift from being dependent on the information provided on the course to now having the skills and confidence to move their own learning forward and transfer their learning clearly into their own practice. When looking at the main research question – what was the impact of coaching and mentoring development, with an emphasis on learning transfer, on TEs and in turn on ECTs they develop – the research highlighted that the TEs were now able to take effective steps to help them to drive their own learning and able to engage in research to enable them to support the learning of the ECTs they support. They were more autonomous, and the learning was self-directed, compared to more prescriptive models of practice, such as the AI (2020) model, discussed in the literature review. The learning can be tailored and addressed the bespoke needs of the TE and the ECT to unlock the ECT's potential (Whitmore, 2017). The study highlights how a self-directed learning transfer model can be utilised to provide TEs and ECTs with the necessary skills to engage with their own learning as determined by their needs in practice as opposed to centering the learning within 3 narrow domains as the previously critiqued model does.

4.5.9. Post Stage 3 ECT Progress:

Stage 3				
Mentee Progress	**Excellent**	**Good**	**Fair**	**Unsure**
To become more confident in the context and have a clear sense of their role.	3	4	0	0
To be able to set high expectations which inspire, motivate, and challenge learners.	2	5	0	0
To understand how learners need to make progress, and how to embed these skills into their practice.	2	5	0	0
To continue to grow and develop in their subject knowledge (whether it is in their actual subject or leadership role).	2	5	0	0
To plan and teach well-structured and engaging lessons.	3	4	0	0
Adapt teaching to respond to the strengths and needs of all learners/or teams they are working with.	3	4	0	0
Make accurate and productive use of assessment/to make informed decisions based on evidence to plan or make judgements.	3	4	0	0
Make behaviour effectively to ensure a good and safe learning environment/to support others to ensure that learning environments are safe.	2	5	0	0
Fulfil wider professional responsibilities – leading on trips, supporting pastorally, working	2	5	0	0

well with others, and sharing practice.				

Based on the progress data for ECTs, it is clear that there was a clear sense of progression in relation to ECT's learning against the Teachers' Standards (DfE, 2011). There was an increase in positive outcomes for all the categories in comparison to other stages, and participants, though some TEs were not as engaged as others, still made the appropriate progress due to the additional support added to the process when it was essential to meet the learning needs of the TEs to help them to meet the needs of their ECTs. In the adapted outline of the National Teachers' Standards (DfE, 2011) in Table 10, it was clear that confidence levels were high; all the ECTs were reported to have confidence levels reflected as good or better, which aligns to the post Stage 2 data, and 2 participants had outstanding confidence levels, whereas 4 participants' confidence levels were at good.

In addition, where outcomes in the Stage 2 data reflected a fair outcome for teaching well-structured lessons, the post Stage 3 data highlighted that all ECTs were now reflecting to have a good or better outcome. 3 of the ECT participants were now reflecting an outstanding outcome were in line with Stage 2 data. No participants were below a good. In addition, subject knowledge development reflected that all participants were now either good or better, and 2 of ECTs were now outstanding, which aligns with the TEs' reflections on how they use modelling as well as their own research to deepen the learning of the ECTs in the previous section. In answering sub-question 4 – how can the development of TEs help to provide ECTs with a strong grounding to develop in their confidence, subject knowledge, and skills in order to continue to progress well as future teachers? – the progress data supported that when TEs were developing in confidence, knowledge and skills to meet the needs of the ECTs in the core areas they need to progress in, where the needs data highlight a gap such as planning, assessment or learner needs, to develop TEs' mastery, the experience can be highly motivational, and TEs were able to transfer their learning in the appropriate way to support others. Stage 3 made special provision for areas where learners were still progressing at a fair level, such as assessment, behaviour management, and professional responsibilities, as the data suggested in table 10. ECTs were able to progress their learning to a good or better outcome to enable them to meet the needs of the learners/pupils they are supporting too.

ECTs also reported that they had very positive learning experiences, and ECT 7 shared that the Teacher Educator:

> *Never bombarded me with a million and one different teaching strategies, and gave relevant, straightforward guidance. It was very encouraging feedback and very supportive.*

The tailored feedback and support which were highlighted in the above reflection, illustrates how Teacher Educators were mindful of the needs of the professional learners, and ECT 4 reflected that:

> *To already be in my second year, makes me feel more at ease. I'm still learning, and I continue to self-reflect and evaluate, as well as amend my practice accordingly with my mentor.*

ECT 5 stated that:

> *I have my own agenda in our meetings and talk through it. I drive the conversation and we are a partnership.*

The co-constructive nature, of the collaborative learning was being highlighted in the ECTs' reflections, similar to the reflections shared by the Teacher Educators, emphasised the word 'partnership' to stress how the learning relationship developed over time. ECT 6 stated that:

> *I cannot express how well I work with my mentor, it is brilliant. My mentor is reassuring, very understanding, and focus on me when I need help.*

The strong nurturing and trusting relationship are clearly embedded in the practice, and ECT 6 also shared more insights into the ITT year:

> *My mentor in my training year, was more telling me off, at this stage in the game, you should not be making mistakes like this.*

There seemed to be a real tension as outlined by Elliott et al (2010) in the ITT year, from the shared experiences of the ECTs. It was notable how these experiences stay with professional learners for such a long time, and that they take refuge in the support offered by their more nurturing Teacher Educators during the ECT year. ECT 7 reflected that:

> *In my ECT year, my mentor, asked if she can help, go through things. She constantly boosted my confidence and gave encouragement, trying to make me better.*

Elliott et al (2010) highlighted the importance of developing self-efficacy, and the 3 Stage programme reflected that the continuous support, was an important and empowering factor that led to learners' improved and more developed self-efficacy and this aspect of professional learning should not be underestimated.

The reflections shared by ECTs, highlight the importance of autonomy, and self-directed learning, and how the ECT moved from dependence to independence on the learning journey as outlined by Clutterbuck and Lane (2005). ECTs worked in partnership with their TEs, who drove their own agendas, and were able to identify key targets to focus on. This practice was in contrast with the scripted, and directive approach of the AI (2020) model, where the mentor needs to identify future targets as an instructional coach for ECT. The AI (2020) model does acknowledge the need to move on a continuum of directive and dialogical/ non-directive practice. However, the scripted nature of the weekly mentor meeting, and the 3 domains, behaviour, Instruction, and Subject Knowledge, leaves very little scope for autonomy and self-directed development. From the above data the nurturing support provided by Teacher Educators, were greatly valued, and the Teacher Educators' ability to align the best possible support to the needs of the ECT made all the difference.

4.5.10. Summary of key learning

Based on the key learning from Stage 1, 2, and 3 of the research project, the overarching learning point was that the development of Teacher Educators is a process, and it is cumulative. Teacher Educators, like any other learners, and in this instance, adult learners, need to be given the time and space to engage with their learning effectively, in a sustained way, to not only develop their own knowledge, but to have a safe space to work on skills and practices to transfer their learning effectively, as advocated by Hobson et al (2020), Roumell (2018) & Sørensen (2017).

Engagement with the learning process is imperative from the outset, and it is key that learners have a full understanding of the key concepts they require from the beginning of their journey. However, due to the different tensions in education, as well as the workload challenges, especially during the pandemic, and tensions in the roles for middle leaders in school contexts, it sometimes proves difficult to find the appropriate amount of time to enable leaders to fulfil their roles as Teacher Educators, which echoes views expressed regarding the ECF framework as well as mentor commitments (Hobson et al, 2020, Hughes, 2021, Carter Review, 2015 and Turner, 1993).

There are never a one size fits all model in relation to teaching Teacher Educators one approach, the EMCC (2020) outlines that mentors and coaches need to draw on a range of strategies to enable them to meet the needs of their professional learners. Coaching and mentoring development requires

constant review in relation to the learning development of the TEs as professional learners, who in turn need to transfer their own learning to their own professional learners, the ECTs. Through the 3 Stages of the programme, the learning of the TEs and the ECTs were carefully tracked, and the learning programme was carefully aligned to the needs of both the TEs on their development learning phases and the development phases of the ECTs. ECTs' progress was tracked in detail too, and the data obtained from the progress data, regarding the skills ECTs required to progress, were fed into the programme design of each stage, to help equip TEs well to progress ECTs.

TEs started as novices on their own learning journey, in relation to their knowledge, skills and understanding of mentoring and coaching, despite being in the role 2-3 years. In many cases, misconceptions had to be addressed to enable the TEs to engage effectively with their ECTs. Misconceptions regarding the key definitions and the role of the mentor and coach, as well as skills were carefully tracked as it is key for Teacher Educators to understand the difference to enable me to understand what the learning needs of the TEs were and how to address any issues along the way. Although the programme was carefully crafted with learning transfer opportunities in mind, as well as bespoke tutorial support, some learners needed an even more differentiated approach; for example, the very busy middle leader and the TE from a different culture and ethnic background, whose engagement with the learning, or the lack of it, did not help, as they were often having to play catch up to narrow the gap with tutorial and supervision support. However, it is important to think carefully about how different needs will be met through effective differentiation embedded within the learning programme in future too.

It is also clear from the journey that TEs needed a support mechanism where they could share their challenges, trials, and tribulations in regard to their learning relationships with their ECTs, and the role of the supervision sessions became invaluable support, as well as collaborative learning spaces and communities of practice (Passmore, 2021, Wenger, 1998). To address the inconsistencies in mentoring and coaching, as mentioned in the literature review, and highlighted in the Carter Review (2015), continuous learning opportunities are required, as well as careful supervision in line with professional coaching associations' expectations and practices: for example, EMCC, as exemplified in the model below, to provide appropriate pastoral and learning support for TEs.

Furthermore, the cultural dimension and the various backgrounds and contexts of TEs cannot be ignored as they play a key factor in how TEs engage with their learning. TEs from more didactic backgrounds sometimes find the more abstract concepts explored in coaching and mentoring practices difficult to conceptualise and transfer into their practices. It is therefore important to reflect on whether there is scope to consider a more bespoke and supportive space to develop colleagues from more didactic backgrounds at a different pace to cultivate a stronger foundation in relation to their own understanding of mentoring and coaching. It might be worth working alongside colleagues with an

apprenticeship mentoring approach, whereby the TE learns from a more experienced TE, or tutor, to experience the differences in relation to the practices, as well as to develop an understanding of how mentoring and coaching can have a powerful impact on the outcomes of the learner. In addition, this approach will also enable the TE to understand the need for critical thinking and the use of open questions, as well as the need to develop the ECT's own teacher voice, enabling them to take ownership and have agency for their own journey (Durrant, 2019).

Each stage of the study also represents each phase of the TEs' and ECTs' development phases and their progress from novice to advance beginner, to proficient (Dreyfus, 2004). Although these are broad guidelines that were used to help shape the study, it is also clear from the data, that experiences, and progress of different individuals made that it is never as simple as aiming to shape a programme based on a theoretical framework, as individuals and their needs can never be ignored, and using the adaptation of Daffron and Caffarella's (2021) model to help embed the core principles of an adult learning programme helped shape the programme initially. However, through the action research project's review process, I was able to refine the practice throughout, to adapt the learning to the needs of the learners with the aim to maximise the impact for each learner as well as their ECTs. The key learning here is that a course can never be a static framework and will always need to be refined to support the needs of the adult learners it aims to support. The need for a continuous learning engagement needs to be considered carefully as well to ensure that TEs continue to refine their skills and practice, which is in line with professional associations' expectations of coaches and mentors, too, if they aim to apply for accreditation; for example EMCC (2021), where this model of practice can also provide TEs with a wonderful opportunity to develop their skills and mastery to ensure that they are able to be the best they can be for the professional learners in their care. In addition, a deep reflexive approach is required where questioning is used to deepen the thinking, to challenge learners, as outlined by Door (2018), and to prevent the learning from taking place in a superficial way.

In addition, the value of developing a strong, trusting, learning relationship with ECTs which is non-judgemental, and supportive cannot be underestimated, as Elliott et al (2010) points out, and the TEs needs to develop a toolkit with which they can offer the appropriate nurturing support, the appropriate level of challenge, and guidance to enable the ECT to hit flow, this can only be achieved through continuous engagement with a coaching and mentoring community of practice, to learn in a collaborative professional way, with others in partnership (Boniwell, 2012, Hargreaves and O'Connor, 2018 and Myatt, 2016).

When considering the key learning points and recommendations, the study outlined that for novice Teacher Educators, whether they are a novice in experience or a novice in experience and knowledge, an intensive, tailored, 3-stage learning course helps them to develop a strong foundation in their knowledge of the research, regarding coaching and mentoring, as well as the skills and transferable

practices that help to shape their practice to meet the needs of the ECT. What the study also revealed was the importance of continuous support via a supervisor, and tutor, as well as continuous master classes that take the Teacher Educator by the hand in developing a clear understanding of how to engage with research and conduct research on a variety of topics. In addition, a model, whereby continuous engagement with a community of practice and which instils collaborative professional learning practices and opportunities for Teacher Educators to continue to grow, is key. Based on the learning from this study the following coaching and mentoring development framework is recommended:
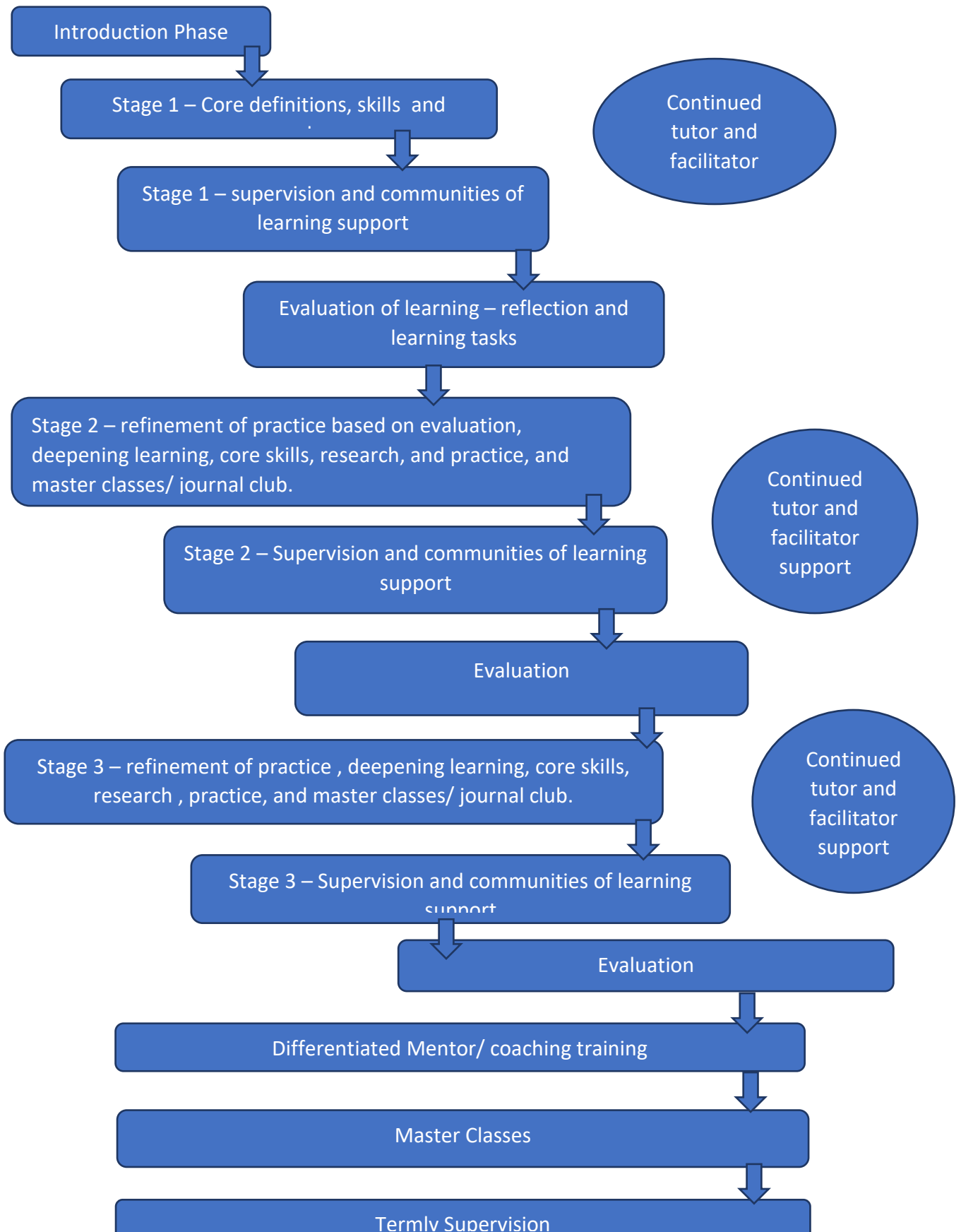
Future Model

Introduction Phase

Stage 1 – Core definitions, skills and
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Continued tutor and facilitator

Stage 1 – supervision and communities of learning support

Evaluation of learning – reflection and learning tasks

Stage 2 – refinement of practice based on evaluation, deepening learning, core skills, research, and practice, and master classes/ journal club.

Stage 2 – Supervision and communities of learning support

Continued tutor and facilitator support

Evaluation

Stage 3 – refinement of practice , deepening learning, core skills, research , practice, and master classes/ journal club.

Continued tutor and facilitator support

Stage 3 – Supervision and communities of learning support

Evaluation

Differentiated Mentor/ coaching training

Master Classes

Termly Supervision

Figure 7 - Recommended Coaching and Mentoring Development Framework

4.6. Limitations

The study provides a variety of insights into the development journey of the Teacher Educator and how Teacher Educators need to engage with Early Careers Teachers by considering their development journeys and needs. The study provides a unique insight into this journey for this specific group of learners; however, it is important to be mindful of the limitations of the study as well. Due to the complex nature of mentoring and coaching, as well as the needs of the individuals involved, it is always important to be aware of the fact that context plays an important part in the development journey of Teacher Educators and their own learning too (Lofthouse and Hollweck, 2021). In many ways the study cannot fully unpack the different layers of the Teacher Educators' experiences, their own subject knowledge, or the potential gaps they might have there, or any other limitations they might have due to their own backgrounds, experiences, and expertise.

However, the study can ensure that it develops a shared understanding through the programme's different phases of what Teacher Educator programmes need to address, consider, and how they need to work towards meeting the needs of the TE and Early Careers Teachers. The study did not pick up on any significant learning gaps in relation to subject expertise that the Teacher Educators required, as it would need to become even more refined in its approach to support the different phases and subjects TEs are engaged with. However, if they did have a situation where it needed to be addressed, the study would have had to take into account how these needs had to be met too, for example, by putting in place a subject specific top-up. Ovenden-Hope (2022) highlights that in many schools it is often the case that colleagues are used to support Early Careers Teachers who might not be experts in their area, and it might well be that they are engaged with a second subject. However, for the purpose of this study, this was not the case, and there was no requirement for further support. However, it might be that, where specialist seminars are considered, there is scope to build in very specific subject or phase development as well if this was required in relation to the suggested new model of practice for development.

In addition, the researcher's role, as the insider researcher, is always important to consider. McNiff (2018) highlights the importance of the learning journey for the insider researcher when action research is involved, and every effort was made to ensure that data was collected accurately, without bias and interpreted accurately. Participants' approval was sought when

transcripts were finalised, and data was carefully checked with them to ensure that the information and the accuracy of the information was carefully checked and monitored.

The study is a fairly small, though an in depth, study in relation to the Early Careers Framework and the national roll-out that will take place in 2021/22; however, it provides an in-depth exploration of how Teacher Educators can be supported in their own development. The guidance on the development of Teacher Educators for this particular group of learners at the time the research was undertaken, was very limited, and it is important to explore this aspect of the work in detail, and the study aimed to provide a unique contribution and insight into this aspect of Teacher Educator Development with the aim to support Early Careers Teachers. However, it is important that further future research is conducted in this area to gain an even deeper understanding of the current practices in 2021/22 and how these can continue to grow and develop with new learning and insight in mind. Initial thoughts were given in relation to data pairing; however, in the spirit of the importance of anonymity and confidentiality, it was felt that it is important to look at the data more broadly in relation to the ECTs' feedback, rather than singling individual Teacher Educator and Early Career Teacher pairs out. The data can be looked at more discreetly, but it does not reveal any significant additional information. After considering the different approaches carefully it was felt that it is important not to compromise confidentiality; that is why it was decided to explore the data as it is presented in the study. However, in future, it might be an important next step to consider the more individual points raised in the study regarding a more differentiated approach for different groups of Teacher Educator learners, and also the challenge of time, as raised by Teacher Educators as well as theorists throughout the literature review, which was again echoed by Ovenden-Hope (2022), as a key consideration to be addressed for Teacher Educators to ensure the successful roll-out of the Early Careers Framework.

Chapter 5 - Conclusion and Recommendations:

The study focused on what the impact was of coaching and mentoring development, with an emphasis on learning transfer on Teacher Educators, and in turn, on the Early Careers Teachers they support and develop. The study revealed key learning points regarding the development of a Teacher Educator Programme, with a particular focus on self-directed learning transfer, based on Daffron and Caffarella's (2021) model as a conceptual framework. The newly developed model used in the study, provide Teacher Educators, with a flexible learning framework, bespoke, and personalised to self-direct their own learning, and to extend and develop their learning journeys in a sustained and meaningful way from classroom to practice. This flexible and sustained approach to Teacher Educator development as advocated by Hobson et al. (2020) is combined with knowledge and skills development, practice opportunities as well as networking and collaborative professional learning opportunities (Hargreaves and O'Connor, 2018).

The model outlines how Teacher Educators can engage with continuing professional learning, moving from transmission, to transition, to transformation (Kennedy, 2006), and the Teacher Educators make their own personal leap from being reflective to reflexive practice (Door, 2018). Hudson and Hudson (2010) emphasise the importance of partnerships, and in the study, the learner relationships transformed from a hierarchical relationship to true partnerships. By providing a learning model based on collaborative professionalism, self-direction, learning transfer, support, and personalisation, the professionalism of the Teacher Educator, and their own learning and skills development as adult learners are put at the heart of the development (Hargreaves and O'Connor, 2018 and Hudson et al, 2013). These reflective and reflexive learning spaces, allow for deeper engagement with their learning, where they can safely challenge their own views, beliefs and practices with the support of others, to enable them to flourish, and have the space to consider how they will engage with their own adult learners they support in the most meaningful and supportive way. The impact of the learning programme for teacher educators, reflects that when a self-directed learning approach, with opportunities are embedded where learning transfer can take place, both Teacher Educators and ECTs are able to refine their practice, build on their confidence, and meet the needs of their professional learners. The data from the study demonstrates not only that the Teacher Educators are able to grow in confidence, with their targeted training, they

can also positively impact on the outcomes of Early Careers Teachers, as their practice becomes more nuanced, and learner centred. The refined model below, outlines how a Teacher Development programme, needs to consider a 3-stage approach, within which it makes provision for individual support via tutorials, pastoral support via supervision, as well as differentiated learning approaches and master classes. This wide range of activities allow for development space, which is self-directed, and aligned to the needs of the Teacher Educators, and shaped with the learning needs of the ECTs as well, as demonstrated in the study. This model is cyclical and can be further developed for the 2nd year of the Early Careers Teacher and their TE's engagement to further enhance the practice too.

Future Model
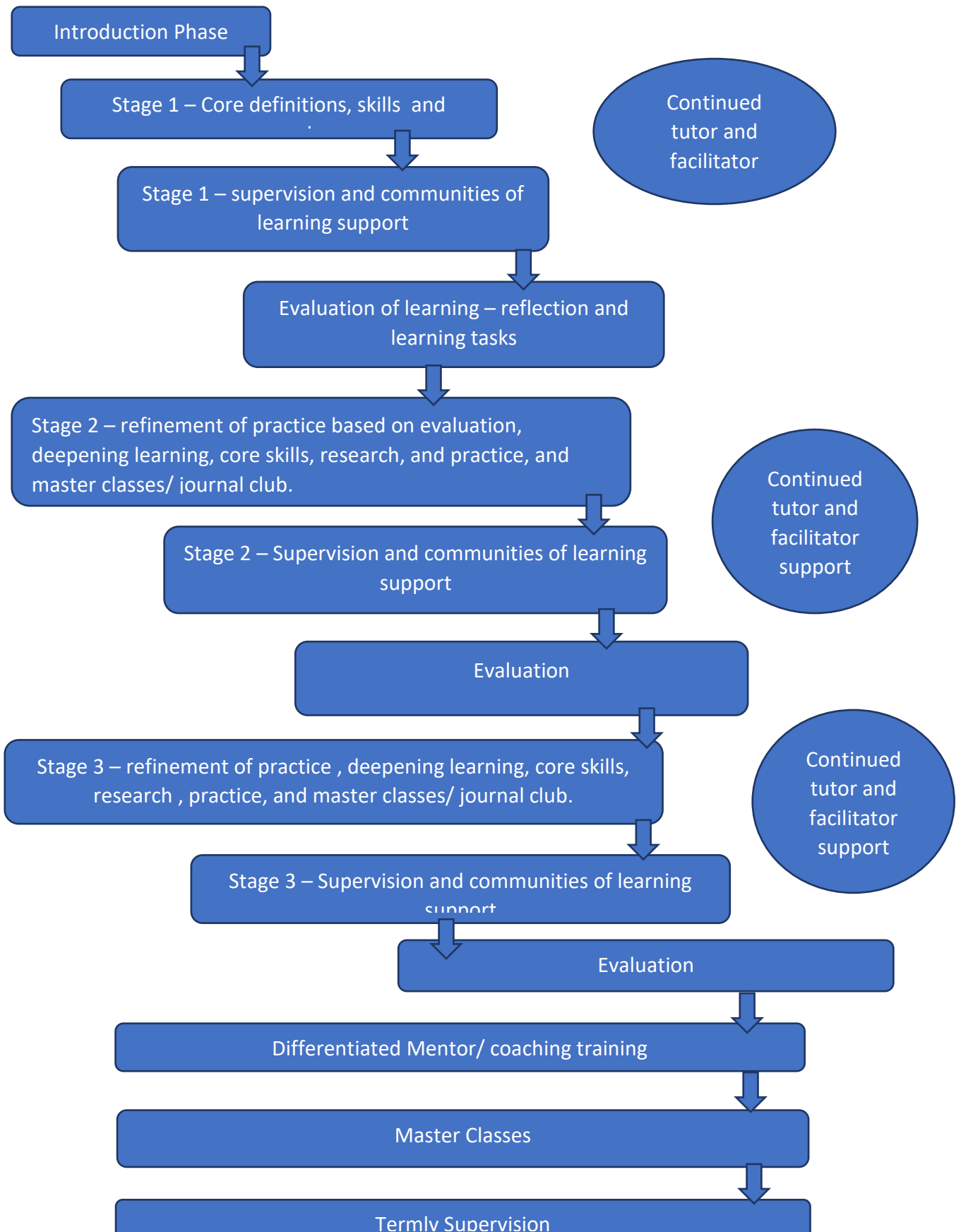
Figure 8 - Recommended Coaching and Mentoring Development Framework

In answering the research questions: How do Teacher Educators need to develop their understanding of how adults learn and develop to offer effective support to Early Careers Teachers? & What skills do Teacher Educators need to develop to support Early Careers Teachers effectively on their journey? The study pointed out that not only do Teacher Educators need to be skilled in using a wide range of strategies, techniques and understand the underpinning theories, they too need to be provided with opportunities to put their learning into practice in a safe learning space with their peers as suggested by Hobson et al (2020).

TEs need to be allowed to take risks, and try their newly developed toolkit out, without fear of getting it wrong or not sticking to a script. Genuine engagement with the new teachers they work with, is key to ensure that they fully understand where they are at on their learning journeys, what their professional needs are, and how they need to be supported. Similar to this bespoke nature of the Teacher Educator and Early Careers Teacher's learning relationship, is the approach to developing Teacher Educators.

The Programme, though based and centred around Daffron and Caffarella's, (2021) model had to continue to make allowances for what learners needed, and how to meet those needs by tracking over the 3 stages of the programme, how Teacher Educators developed as well as the Early Careers Teachers. The use of data, and data tracking enabled me in the study to continue to understand the needs of both the Teacher Educators and their learners, to make the appropriate adjustments to the programme to address misconceptions, gaps or any future challenges.

The programme did not only need to be self-directed but also supportive, and bespoke, and the data tracking aided in allowing the necessary refinements to be made in line with the direct needs of the participants. The programme also offered supervision and tutorial support, as well as network opportunities, where learning could take place in a sustained way, opposed to a single episode of learning over extended periods of time (Hobson et al, 2020). Teacher Educators were not provided with a script of prescriptive frameworks but were developed to understand the skills acquisition level and phase of development of the new teacher, to enable them to make appropriate professional judgements, to adjust their approach to the support the new teacher needed at that point in time. The data highlighted how ECTs appreciated that their Teacher Educators were able to understand how to use questioning, and the key strategies to support them well. The responses of the participants reflected on how the study

was able to address the research question: How can mentors be supported to develop an understanding of the continuum between mentoring and coaching in line with the development phases of the mentee?

Teacher Educators developed an understanding of how to work within the continuum of mentoring and coaching to select the appropriate strategy, framework and tools to help facilitate the learning conversations required (Buck, 2020 and van Nieuwerburgh, 2017). As pointed out in Chapter 4, learning how to understand when to coach and when to mentor is a nuanced and skilled process, and a clear understanding of what coaching and mentoring are, is key to this process. However, one of the key learning points of the study was, that it is important to consider context, background and prior learning experiences of Teacher Educators too (Lofthouse and Hollweck, 2021), and some cultural differences, or exposure to different approaches to learning, can impact on the Teacher Educator's take on what it means to coach or mentor. In addition, colleagues who speak English as an additional language might at times struggle to pick up on the nuances of the role, and colleagues might need further differentiated support and guidance to help them to master the key skills. This might take longer, but based on the study, colleagues' progress effectively over time.

In working towards answering the next sub-question: How can the development of Teacher Educators help to provide Early Careers Teachers to develop their confidence, subject knowledge and skills? The study revealed that a bespoke approach aligned with the specific needs of the Teacher Educator, and the Early Careers Teacher is key to providing new teachers with a strong foundation. Effective use of tracking data for both the Teacher Educators' progress and confidence development as well as the Early Careers Teacher's progress, is important too, and needs to inform the shaping and development of the programme, to ensure that needs, misconceptions and challenges are addressed throughout. The study aligned with Hobson et al.'s (2020) work on investigating mentoring development programmes in Further Education, which recommended that mentor training needs to be a sustained approach opposed to an episodic approach every now and again. This study, with its unique focus on Early Careers Teacher and Teacher Educator development, echoes the need for a sustained approach within which a wide range of skills, behaviours and knowledge are developed, with the aim to develop reflexive practitioners, who are fully aligned with the new teachers they support, and work in partnership with them to grow and develop their talents effectively.

When considering the main research question: What is the impact of coaching and mentoring development, with an emphasis on learning transfer, on TEs and in turn on the ECTs they develop? It can be concluded that, when Teacher Educators are able to engage with learning programmes, which consider their needs as adult learners, to equip them with the necessary knowledge, skills and behaviours, the end result is that they can make a profound difference in the learning experiences and progress Early Careers Teachers make. In the study, the Teacher Educators' programmes, were refined with not only the learning needs of the Teacher Educators in mind, but also the data provided for the progress of the Early Careers Teachers. The programme strategically developed the skills of the Teacher Educators to equip them well, to address issues around assessment for example, or lesson planning. In addition, the programme continued to develop Teacher Educators' understanding of how they need to engage with their ECTs, as mentors and coaches, and how to draw on the required skills to ensure that effective learning partnerships develop. The data illustrated how it is vital not just to develop Teacher Educators in the procedures but to enrich their knowledge and understanding around the skills a mentor and coach should have to support an adult learner.

Where relationships struggled, the data highlighted that Teacher Educators understood the relationships and roles of mentors and coaches, in a less nuanced and developed way, which impacted, and slowed the progress for ECTs down. Individual support was provided to mitigate the situation, and to ensure that ECTs can continue to progress. However, what the data also highlights is that data tracking is vital, to not only identify the key gaps in learning for both the Teacher Educators, but also that of the ECTs, and the programme needs to draw on the needs of both sets of learners to provide the appropriate learning opportunities to maximise outcomes. It is an organic and holistic approach, and it puts both sets of learners at the heart of the approach.

5.1. Key recommendations that can be made based on the research data are:

- A self-directed learning transfer model is best suited to provide the necessary framework for future teacher educator development models as it provides a mixture of learning opportunities, that straddle theory and practice and aim to develop a wide range of skills to enable Teacher Educators to meet the needs of new teachers;
- Within the self-directed learning transfer model, differentiated approaches and practices need to be in place to fully support Teacher Educators' varying needs, ethnic

and cultural backgrounds and learning needs effectively, a one size fits all model is not suitable for the Teacher Educators' learning or that of their students;

- Teacher Educators need to develop a wide range of knowledge, skills and behaviours, and a scripted, prescriptive approach does not equip them fully to understand how to meet the varying needs and development phases of new teachers. It is therefore paramount that a sustained development programme offers Teacher Educators with a wide range of practices and frameworks that they can select and choose from to support the new teacher in the most appropriate way;

- Teacher Educators need to have a detailed understanding through the programme of the skills acquisitions and development phases of their ECTs, and it is important to understand how to move on the continuum of mentoring and coaching to support ECTs, in the most appropriate way, and to know when to mentor and when to coach;

- Teacher Educator programmes need to be a sustained approach, and Teacher Educators need to engage with their learning communities regularly through supervision as well as tutorial support;

- Teacher Educators as professional learners need to continue to engage on their own learning journeys, and continue to investigate new learning, research and evidence-based practices through communities of practice;

- Teacher educators need to continue to develop their ability to reflect and engage with reflexive practice to ensure that they continue to challenge their own assumptions to ensure that they provide new teachers with the most current, research informed support possible;

- Developing Teacher Educators, as is the case with developing new teachers, is a long-term investment, and a cumulative process, and over time high quality Teacher Educators, will continue to layer their learning to support others;

- Policy Makers and Senior Leadership teams need to continue to support Teacher Educators effectively by providing the necessary funding, time and guidance to enable them to continue to grow and develop;

- As outlined in the study, no specific Teacher Educator Development Guidance or Standards are in place for the Early Careers Framework, and it is felt that it is a key area to address.

The action research project highlighted the importance of developing new programmes carefully and fully informed with the key information regarding the needs of the individuals the programmes aim to serve and support. Through the initial analysis, a baseline was established to provide a better understanding of the needs of the Teacher Educators, and from there each stage informed the refinement of practice for the next stage. It was important throughout the different stages of the study to ensure that the programme model continued to adhere to Daffron and Caffarella's (2021) core principles, and that the framework was not a prescriptive outline, telling others what to do, but to provide a programme that offers rich learning opportunities for all to benefit from, and to have choice and autonomy, of what needs to be engaged with, and how this needs to aid the learning journey when Teacher Educators need to apply their skills, behaviours and knowledge to their practice.

The action research model was used an adaptation of Kemmis and McTaggart (1988) and McNiff's (2018) models, to provide a 3-stage spiral, within which the programme and study could be carefully framed. This meant that the study needed to take place in 3 stages, one for each term of the academic year, and it was important to align to the time budgets and challenges Teacher Educators already faced due to a limited amount of time to fulfil the role (Hobson et al, 2020). The study also aligned well with the stage development in this way of mentors and coaches, progressing from novices, to advance beginners, to later become proficient, and moving on to mastery.

In addition, the study took place during the pandemic and in particular when lockdown was enforced across the UK. Breslin (2021) highlights that new ways of working, and learning, had to be reimagined, and it was not dissimilar for the project. However, the online learning space provided greater learning flexibility, and enabled opportunities for Teacher Educators to meet more often online, and discuss practice in a more flexible way. This was also true of my own engagement with the process, and what seemed initially to be a real challenge, became a golden opportunity to work around challenging time budgets more effectively. The pandemic brought with it, other pressures such as worries, concerns and personal anxieties, and these emotions were carefully supported, and participants were nurtured throughout via supervision sessions and tutor support. Keeping to the schedule of the study and ensuring that it was in line with the school and academic year timetable, combined with the workload challenges caused by the pandemic due to all learning needing to migrate to online platforms, became an interesting challenge. However, Teacher Educators and ECTs felt that it was a worthwhile undertaking and felt highly supported and valued during the engagement with the study.

5.2 Contribution to Knowledge through the study

The study provides a unique insight into the development of Early Careers Teachers' Teacher Educators within the context of the Early Careers Framework (DfE, 2019b), and how coaching and mentoring programmes can have a learner centred approach, which is organically shaped over time to support both the Teacher Educator and the Early Careers Teacher in their development. The use of data to inform each stage of the programme, provided the insider researcher with insights regarding the development gaps of both the Teacher Educators and Early Careers Teachers, to ensure that at crucial points, certain learning opportunities were embedded in the practice. This approach highlights the importance of the use of smart data, to inform decisions regarding course development and design, and that courses cannot just be a script to read from, it needs to be an aligned organic approach to meet the needs of both sets of learners. The study highlights that a detailed understanding of coaching and mentoring, and how to move on the continuum of coaching and mentoring, with a detailed toolkit to aid the support of ECTs, make a key difference in how ECTs can grow and develop. The importance of clarity on the different roles, skills and approaches, enhance the Teacher Educator's approach to support, and a more nuanced approach becomes more apparent, where learning partnerships are formed.

Communities of practice where Teacher Educators can continue to share their practice, and ideas in safe spaces with peers are imperative, and a sustained approach to coaching and mentoring development on programmes are key to ensure that Teacher Educators are part of a community of practice, and learn in a collaborative professional way (Hargreaves and O'Connor, 2018, Hudson et al, 2013, and Hobson, 2020).

Providing a programme where learning transfer can take place amongst peers, and in practice, through a self-directed, learning framework of support enabled Teacher Educators to not only gain in confidence, but support their ECTs in a skilled and nuanced way that could further cultivate the learning partnerships required to ensure that ECTs progressed and succeeded over time.

The data outlined throughout the 3 stages of the programme highlighted that when Teacher Educators, are developing their skills in line with the learning needs of the ECTs they can impact on the outcomes of these adult learners in a profound way. The study not only has significance in relation to teacher educators' development, and retention of teachers in England. This sustained development programme, drawing on data analysis and a needs and

learner centred approach, will work well in any context both, in England, and internationally where similar teacher retention concerns are expressed as outlined in the study's introduction, focusing on concerns in the United Stages and Australia. Within the field, not enough studies explore the impact of programmes on the TE and their impact on ECTs, and this study paves the ways for a unique continuation of the research in future.

5.3. Future research considerations

The study highlighted additional areas of research to consider in future as well, for example, the need to develop greater differentiated and bespoke approaches for Teacher Educator with English as an additional language. In addition, further development and research is needed on how to meet the needs of Teacher Educators from different cultural backgrounds too. It is important to continue to consider the different learning needs of Teacher Educators too, as well as their own awareness of important inclusive practices, and support required, to ensure that learners with different needs are fully supported too.

As a cyclical action research project, the study has the potential to continue to evolve and extend to consider the development of a wider range of participants, and how the programme can be refined in even more depth to offer a flexible, self-directed learning transference model as an alternative to very prescriptive models, to ensure that Teacher Educators not only develop their nuanced and highly skilled approaches to support new teachers, but that they continue to engage with a continuing professional learning journey, which is sustained and part of a community of practice, which offers support and guidance.

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Appendices

7.1 Appendix A

Dear Lizana Oberholzer,

I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.

Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)
Review type:	Expedited
PI:	Lizana Oberholzer
School:	
Title:	How can mentoring and coaching be used as change agents to lead effective teacher development in schools and retain teachers effectively?
First Reviewer:	Dr Carolina Guzmán Valenzuela
Second Reviewer:	Dr. Arwen Raddon
Other members of the Committee	Dr. Lucilla Crosta, Dr. Julie Regan, Dr. Deborah Outhwaite
Date of Approval:	25 June 2020

The application was APPROVED subject to the following conditions:

Conditions

1	Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.

This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at **http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc**.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

Please note that the approval to proceed depends also on research proposal approval.

Kind regards,

Lucilla Crosta

Chair, EdD. VPREC

7.2 Appendix B:

Baseline Analysis

An adaptation of the National Mentor Standards (NMS) (DfE, 2016)			
Mentor Needs Analysis	**Very Confident**	**Confident**	**Not Confident**
To establish trusting relationships, modelling high standards of practice, and understand how to support a colleague on their journey.			
To support colleagues to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.			
To set high expectations and provide an induction to help colleagues to understand their role and responsibilities as a teacher.			
Focusing on your own development			
To self-develop, work in partnership, and use research effectively.			

Teachers' Standards Tracking

An adaptation of the Teachers' Standards (DfE, 2011):

Mentee Progress	Excellent	Good	Fair	Unsure
To become more confident in the context and have a clear sense of their role.				
To be able to set high expectations which inspire, motivate, and challenge learners.				
To understand how learners need to make progress, and how to embed these skills into their practice.				
To continue to grow and develop in their subject knowledge (whether it is in their actual subject or leadership role).				
To plan and teach well-structured and engaging lessons.				
Adapt teaching to respond to the strengths and needs of all learners/or teams they are working with.				
Make accurate and productive use of assessment/to make informed decisions based on evidence to plan or make judgements.				
Self-evaluation: Reflect on your learning experience this term and explore what effective practice looked like for you.				

Explore what you felt can be refined in your support, and explain what you would like to see more.				

7.3 Appendix C

Type of Information Collected:

Semi-structured interviews will be employed to explore the impact of the mentoring as mentors are developed their mentoring skills through stage 1,2, and 3 mentor training.

In addition, mentor meeting records and mentor reports will be explored during the discussions to evaluate the progress of the mentee.

Furthermore, semi-structured interviews will be taking place to evaluate how the mentee experienced the mentoring and how it impacted on their progress.

By exploring the different range of perspectives, a rounded view of the mentor impact will be explored to evaluate what the impact of the training was on developing mentors effectively to support mentees well.

Semi-Structured Interview Questions: Mentors

Stage 1

1) How will you define mentoring and coaching?
2) How do you evaluate when to coach and when to mentor?
3) How do you judge when mentoring or coaching is more appropriate?
4) How will you evaluate your mentee's progress?
5) How do you make use of research to support your mentee?
6) What types of questions do you make use of when you coach and mentor?
7) How do you track your mentee's progress?
8) How do you make use of modelling to support your mentee?
9) When looking at your mentor meeting notes, what are you noticing about your mentoring skills and strategies as a mentor, how is it refining over time?
10) What is the impact of your stage 1 mentor training?
11) What skills and strategies are you employing in your practice?
12) What else are you noticing regarding your mentoring and coaching practice as a result of your training?

Stage 2

1) How has your definition of coaching and mentoring developed after your Stage 2 training?
2) How do you evaluate when to coach and when to mentor after your Stage 2 training, do you draw on different aspects of your practice compared to after Stage 1 training?
3) How do you judge when mentoring or coaching is more appropriate after your Stage 2 training?

4)   How do you use research to support your mentee?

5)   How will you evaluate your mentee's progress?

6)   What types of questions do you make use of when you coach and mentor after your Stage 2 training?

7)   How do you track your mentee's progress?

8)   How do you make use of modelling to support your trainee?

9)   When looking at your mentor meeting notes after your Stage 2 training, what are you noticing about your mentoring skills and strategies as a mentor, how is it refining over time?

10)   What is the impact of your Stage 2 training?

11)   What new skills and strategies are you employing in your practice after your Stage 2 training?

12)   What else are you noticing regarding your mentoring and coaching practice as a result of your Stage 3 training?

Stage 3:

1)   How has your definition of coaching and mentoring developed after your Stage 3 training?

2)   How do you evaluate when to coach and when to mentor after your Stage 3 training, do you draw on different aspects of your practice compared to after Stage 2 training?

3)   How do you judge when mentoring or coaching is more appropriate after your Stage 3 training?

4)   How do you use research to support your mentee?

5)   How will you evaluate your mentee's progress?

6)   How do you make use of modelling to support your mentee?

7)   What types of questions do you make use of when you coach and mentor after your Stage 3 training?

8)   How do you track your mentee's progress?

9)   When looking at your mentor meeting notes after your Stage 3 training, what are you noticing about your mentoring skills and strategies as a mentor, how is it refining over time?

10)   What is the impact of your Stage 3 training?

11)   What new skills and strategies are you employing in your practice after your Stage 3 training?

12)   What else are you noticing regarding your mentoring and coaching practice as a result of your Stage 3 training?

Appendix D: Qualitative Data Analysis

Below is an extract from the qualitative data analysis process outlining how Braun and Clarke's (2006) 6 phase model was used to hand code the transcripts that were generated during the semi-structured interview process. All the transcripts of all the participants were analysed in the same way throughout each stage. The familiarisation process was followed by coding, using the codes identified during the familiarisation process considering all the transcripts carefully during Stage 1, 2 and 3 of the data collection process.

Stage 1

| Phase 1 – Familiarisation (Reading through the piece 2 – 3 times) | Stage 1
Researcher: How do you define mentoring and coaching?
Teacher Educator: Coaching was always about supporting, if you think about sports coaches- it is directive, the coach trying to get the best out of the coachee. Mentoring, as leading by example a little bit, but always more about whatever the person wanted, rather than what you wanted. I had quite confused ideas about coaching and mentoring, and they are interchangeable.
Researcher: How do you evaluate when to coach and when to mentor?
Teacher Educator: I am not sure I did before the programme. I think one of the problems for me, because I am a therapist, I tend to move between coaching/ mentoring/ therapy. I don't provide therapy, as ethically I cannot, but I use therapy strategies with ECTs. I don't think I had a conscious evaluation.
Researcher: How will you judge when mentoring or coaching is more appropriate?
Teacher Educator: I suppose, it depends on the situation. I am trying to think of examples. I suppose, it comes back to something I needed staff to do, that benefitted me or benefitted them. For example paperwork, end of course surveys etc. that benefits me, and I need colleagues to do that. Coaching was more directive, getting you to do what I need you to do. Mentoring was really more about helping them to resolve issues they had. If they are happy, I am happy but it was a secondary benefit. If they were struggling with behaviour management, instead of me telling them, I would ask what can we do, and what can we do differently – there is more autonomy for me and more collaboration.
Researcher: How will you evaluate your mentee's progress?
Teacher Educator: I suppose generally, the kind of explicit signs, end of year survey, if they performed in the way I wanted them to perform. And also, this is as a therapist, are they happy in their job, confident, the soft outcomes we look for in learners, I look for those in ECTs.
Researcher: How do you make use of research to support your mentee?
Teacher Educator: I don't think I did really. I relied so much on my skills as a therapist, it did not occur to me to look up on research on mentoring, It is not necessarily a good thing.
Researcher: What types of questions do you make use of when you coach and mentor?
Teacher Educator: I think mainly it is around goal setting. It would be – what is it that you want to achieve, it is the classic – where is it that you want to be, where are you now, and what do we need to do to get you there. What is the destination and the journey. After that, it is about looking at what it is to stop us to get us there. The language is important – coaching – I need you to do this. Mentoring – how can we… It is a lot more collaborative when I am mentoring, softer and more subtle. It gets more results-wise – more than coaching. It depends on your end goal.
Researcher: How do you track your mentee's progress? |

	Teacher Educator: Checking understanding is a big thing. Where possible – I get them to do most of the talking. I suppose it works both ways, if I am doing most of the talking, I ask them to explain. If they are doing most of the talking, I will paraphrase for them to check understanding. It is about, their demeanour, and I am aware that I am coming to it as a therapist, their behaviour, attitudes, mindset, and in the way they behave, and their language.
	Researcher: How do you make use of modelling to support your mentee?
	Teacher Educator: That one I tend to less of. I don't want to create mini-mes, I know that there is a tendency. I am aware when I start they become mini-mes. I have lessened that now. Instead of giving them a model of mine, I give them several examples from different people, and anon, to enable them to develop their own sense of style, and what is going to work for them. Especially with teachers I encourage observations, and across subjects, to not develop tunnel vision, that is something that I have implemented over the two years, for all tutors, no matter how experienced, to go out and observe other teachers.
	Researcher: When looking at your mentor meeting notes, what are you noticing about your mentoring skills and strategies as a mentor?
	Teacher Educator: I don't know that I kept many notes before the programme. The closes will be observation reports, and PM reports. To be fair, what I noticed, probably was that I was too soft in a way, and I have difficulties with the mentoring role, not in terms with assertiveness, but I find it difficult as a mentor to demand things of my ECTs if I don't agree with them, just because I am told to by my manager, and I think that came through a lot before the programme. I think I was quite, lenient – not the word – too laid back with somethings, but I think that definitely changed.
	Researcher: Can you develop this a bit more – too laid back...
	Teacher Educator: I did not expect them to do things, like meet their targets. I needed to hold them to account more I think...
	Researcher: What is the impact of Stage 1 mentor and coaching training on your practice?
	Teacher Educator: Did not attend training for my role in the past. Stage 1 provided me with an understanding of what mentoring and coaching are, and I picked up on new models and strategies to use when I am coaching. There is a lot to think about and I am beginning to understand how I need to use questions better.
	Researcher: What skills and strategies are you employing in your practice?
	Teacher Educator: Strategies about goal setting, that was the main things. Paraphrasing, and playing back the thinking to the ECT. Thinking about their journey more, and also where they are on the journey.
	Researcher: What else are you noticing regarding your mentoring and coaching practice as a result of your training?
	Teacher Educator: The note taking is one of them, and I think prior to doing the programme, I did not track or log it as I do now. There is more reviewing. Reviewing regularly to see where they are at.
Key Codes derived from the familiarisation stage:	C1- Definitions C2 - Misconceptions C3 – continuum of coaching and mentoring C4 – skills acquisition C5 – understanding the ECT's needs

	C6 – Developing trusting relationships
	C7 – Context
	C8 – Policy Directives
	C9 – Self- development
Phase 2 - Initial coding C1- Definitions C2 - Misconceptions C3 – continuum of coaching and mentoring C4 – skills acquisition C5 – understanding the ECT's needs C6 – Developing trusting relationships C7 – Context C8 – Policy Directives C9 – Self-development	**Stage 1** **Researcher:** How do you define mentoring and coaching? **Mentor:** Coaching was always about supporting (C1), if you think about sports coaches (C2)- it is directive (C2), the coach trying to get the best out of the coachee (C1). Mentoring, as leading by example (C1) a little bit, but always more about whatever the person wanted, rather than what you wanted (C1). I had quite confused ideas about coaching and mentoring (C2), and they are interchangeable (C1/2/3). **Researcher:** How do you evaluate when to coach and when to mentor? **Mentor:** I am not sure I did before the programme. I think one of the problems for me, because I am a therapist, I tend to move between coaching/ mentoring/ therapy (C3). I don't provide therapy, as ethically I cannot, but I use therapy strategies with ECTs. I don't think I had a conscious evaluation. **Researcher:** How will you judge when mentoring or coaching is more appropriate? **Mentor:** I suppose, it depends on the situation. I am trying to think of examples. I suppose, it comes back to something I needed staff to do, that benefitted me or benefitted them. For example paperwork, end of course surveys etc. that benefits me, and I need colleagues to do that. Coaching was more directive (C1/2), getting you to do what I need you to do. Mentoring was really more about helping them to resolve issues they had (C1/2). If they are happy, I am happy but it was a secondary benefit. If they were struggling with behaviour management, instead of me telling them, I would ask what can we do (C4/5), and what can we do differently – there is more autonomy for me and more collaboration. **Researcher:** How will you evaluate your mentee's progress? **Mentor:** I suppose generally, the kind of explicit signs, end of year survey, if they performed in the way I wanted them to perform. And also, this is as a therapist, are they happy in their job, confident, the soft outcomes we look for in learners, I look for those in ECTs. **Researcher:** How do you make use of research to support your mentee? **Mentor:** I don't think I did really. I relied so much on my skills as a therapist, it did not occur to me to look up on research on mentoring. It is not necessarily a good thing (C9). **Researcher:** What types of questions do you make use of when you coach and mentor? **Mentor:** I think mainly it is around goal setting (C4). It would be – what is it that you want to achieve, it is the classic – where is it that you want to be, where are you now, and what do we need to do to get you there (C4). What is the destination and the journey. After that, it is about looking at what it is to stop us to get us there. The language is important – coaching – I need you to do this (C2). Mentoring – how can we… (C2) It is a lot more collaborative when I am mentoring, (C2) softer and more subtle. It gets more results-wise – more than coaching (C2). It depends on your end goal. **Researcher:** How do you track your mentee's progress prior to the course? **Mentor:** Checking understanding is a big thing (C5). Where possible – I get them to do most of the talking. I suppose it works both ways, if I am doing most of the talking, I ask them to explain. If they are doing most of the talking, I will paraphrase for them to check understanding (C4). It is about, their demeanour, and I am aware that I am coming to it as a therapist, their behaviour, attitudes, mindset, and in the way they behave, and their language (C5). **Researcher:** How do you make use of modelling to support your mentee?

	Mentor: That one I tend to less of (C4). I don't want to create mini-mes, I know that there is a tendency. I am aware when I start, they become mini-mes. I have lessened that now. Instead of giving them a model of mine, I give them several examples from different people, and anon, to enable them to develop their own sense of style, and what is going to work for them (C5). Especially with teachers I encourage observations, and across subjects, to not develop tunnel vision, that is something that I have implemented over the two years, for all tutors, no matter how experienced, to go out and observe other teachers (C5). **Researcher:** When looking at your mentor meeting notes, what are you noticing about your mentoring skills and strategies as a mentor? **Mentor:** I don't know that I kept many notes before the programme. The closes will be observation reports, and PM reports. To be fair, what I noticed, probably was that I was too soft in a way, and I have difficulties with the mentoring role, not in terms with assertiveness, but I find it difficult as a mentor to demand things of my ECTs if I don't agree with them, just because I am told to by my manager, and I think that came through a lot before the programme. I think I was quite, lenient – not the word – too laid back with somethings, but I think that definitely changed (C 9). **Researcher:** Can you develop this a bit more – too laid back… **Mentor**: I did not expect them to do things, like meet their targets. I needed to hold them to account more (C9)I think… **Researcher:** What is the impact of Stage 1 mentor and coaching training on your practice? **Mentor:** Did not attend training for my role in the past. Stage 1 provided me with an understanding of what mentoring and coaching are (C9), and I picked up on new models and strategies to use when I am coaching (C4 and 9). There is a lot to think about and I am beginning to understand how I need to use questions better (C4). **Researcher:** What skills and strategies are you employing in your practice? **Mentor:** Strategies about goal setting, that was the main thing (C4). Paraphrasing, and playing back the thinking to the ECT (C4 and 9). Thinking about their journey more, and also where they are on the journey (C5). **Researcher:** What else are you noticing regarding your mentoring and coaching practice as a result of your training? **Mentor:** The note taking is one of them, and I think prior to doing the programme, I did not track or log it as I do now (C4 and 9). There is more reviewing (C4 and 9). Reviewing regularly to see where they are at.
Stage 2 Phase 1 **-** **Familiarisation**	**Stage 2:** **Researcher:** How has your definition of coaching and mentoring developed? **Teacher Educator:** Coaching – helping someone else to solve their problems. Mentoring – still someone who role models and has got a knowledge base that helps someone progress. **Researcher**: How do you evaluate when to coach and when to mentor? **Teacher Educator**: What I have found is, that it is a real balancing act, isn't it. The best thing to do is to try and coach, and when you sense a frustration in someone, if you don't have the answer, and they ask can you help, you then need to go OK, would you like me to suggest what I might do? This is how I have been approaching it. It is a lot less confrontational. Even if you are challenging, it gives people the option to choose. **Researcher:** How do you judge when mentoring or coaching is more appropriate? **Teacher Educator:** It is when your mentee lets you know, your mentee telling you either directly or indirectly – at times mentees would just say – just tell me – what would you do? Some colleagues will just go – what should I do? You get a sense when you start questioning, when you get to that sense when you don't have questions to ask to help

them to it, and they don't have answers to the questions. Now we need to put on a different hat to give you solutions. At times it can be a frustration, but also a moment of insight, when they are quiet.... Being quiet is the bit I am not best at.

Researcher: How do you use research to support your mentee?

Teacher Educator: Everything has become more evidence based, to an extend, when we got the mentor standards, I used that quite well. I noticed, that if you say something and have something to back it up with it helps. One of the best things I did, with Dreyfus, my mentee was really stressed, and she felt that she had suddenly, got to a stage where she felt competent, and she was asked to fly on her own for the first time, there was a quick reduction of confidence. I gave her that section, that it was a common place feeling, that sort of restored her confidence. That is normal and fine – it is so powerful to be able to draw on knowledge. Gives you more credibility – and gives that person and idea that there is backing to your ideas.

Researcher: How will you evaluate your mentee's progress?

Teacher Educator: Still use the documentation, but what I found, once I started coaching, I wanted to build independence. There was no scope in the forms for that. What I wanted is that my mentee needs to be self-reliant. That she has the skills to ask herself questions and confidence, to answer, to have the scope to solve her own problems.

Researcher: What types of questions do you make use of when you coach and mentor?

Teacher Educator: What do you think you can do better. What would you change? What will you keep the same? Why did you choose to do that? Start broad and then narrow it down.

Researcher: How do you track your mentee's progress?

Teacher Educator: Less quantifiable – it is about confidence, that I have instilled them to feel confident in their decision making and that they trust themselves, and that is how you know that they made progress. They don't just do what you want them to do.

Researcher: How do you make use of modelling to support your trainee?

Teacher Educator: Similar sort of way. What we did, that was really successful, after we had done an observation, we would then sit and plan a lesson together. When I deliver the lesson, they knew what I was doing as they were in there. I tried to make myself more vulnerable. What I asked my last mentee to do was to be honest, and that there were no consequences. If there was something she noticed – tell me. Collaborative reflection on practice and how to move forward. It was ok for the modelling not to be perfect, and learn together. Having faith that they are not just there to tear you down.

Researcher: When looking at your mentor meeting notes, what are you noticing about your mentoring skills and strategies as a mentor, how is it refining over time?

Teacher Educator: Changed to a coaching outlook. Moving away from mentoring. Mentoring is secondary, got to that when I need to.

Researcher: What is the impact of your Stage 2 training?

Teacher Educator: Unaware of what coaching was, really. Its built my, its had a profound effect on my relationships with my colleagues. Not so much re: mentor mentee, but helped me when I was trying to implement change. It gave me a different perspective, whereas previously I would have dictated the change, it became collative, discursive and I got buy-in. In that respect it helped me to be a mentor and helped me to deal with relationships.

Researcher: What new skills and strategies are you employing in your practice after your Stage 2 training?

Teacher Educator: I find that I am far more collaborative. I tend to plan meetings a lot more, I start thinking about, where I need to do an observation, in the past I did the

	feedback, but I can no longer do that, as I need to go away to think about the questions, what do I want them to reflect, and how do I want them to reflect. You have to be more reflective too, and what do I want them to think. Meta-cognition type/ style. **Researcher:** What else are you noticing regarding your mentoring and coaching practice as a result of your Stage 2 training? **Teacher Educator:** It is more effective and less confrontational. Style far less confrontational.
State 2 Phase 2 **Initial coding** C1- Definitions C2 - Misconceptions C3 – continuum of coaching and mentoring C4 – skills acquisition C5 – understanding the ECT's needs C6 – Developing trusting relationships C7 – Context C8 – Policy Directives C9 – Self-development	**Stage 2:** **Researcher:** How has your definition of coaching and mentoring developed? **Teacher Educator:** Coaching – helping someone else to solve their problems (C1). Mentoring – still someone who role models and has got a knowledge base that helps someone progress (C1). **Researcher:** How do you evaluate when to coach and when to mentor? **Teacher Educator:** What I have found is, that it is a real balancing act, isn't it. The best thing to do is to try and coach, and when you sense a frustration in someone, if you don't have the answer, and they ask can you help, you then need to go OK, would you like me to suggest what I might do? (C3) This is how I have been approaching it. It is a lot less confrontational. Even if you are challenging, it gives people the option to choose (C6). **Researcher:** How do you judge when mentoring or coaching is more appropriate? **Teacher Educator:** It is when your mentee lets you know, your mentee telling you either directly or indirectly – at times mentees would just say – just tell me – what would you do? Some colleagues will just go – what should I do? (C3) You get a sense when you start questioning, when you get to that sense when you don't have questions to ask to help them to it, and they don't have answers to the questions. Now we need to put on a different hat to give you solutions(C3). At times it can be a frustration, but also a moment of insight, when they are quiet…. Being quiet is the bit I am not best at. **Researcher:** How do you use research to support your mentee? **Teacher Educator:** Everything has become more evidence based(C9), to an extend, when we got the mentor standards (C8), I used that quite well. I noticed, that if you say something and have something to back it up with it helps. One of the best things I did, with Dreyfus (C9), my mentee was really stressed, and she felt that she had suddenly, got to a stage where she felt competent, and she was asked to fly on her own for the first time, there was a quick reduction of confidence. I gave her that section, that it was a common place feeling, that sort of restored her confidence (C5/6). That is normal and fine – it is so powerful to be able to draw on knowledge. Gives you more credibility – and gives that person and idea that there is backing to your ideas. **Researcher:** How will you evaluate your mentee's progress? **Teacher Educator:** Still use the documentation, but what I found, once I started coaching, I wanted to build independence (C4/5). There was no scope in the forms for that. What I wanted is that my mentee needs to be self-reliant (C5). That she has the skills to ask herself questions and confidence, to answer, to have the scope to solve her own problems (C5). **Researcher:** What types of questions do you make use of when you coach and mentor after your Stage 2 training? **Teacher Educator:** What do you think you can do better? What would you change? What will you keep the same? Why did you choose to do that? Start broad and then narrow it down. (C4) **Researcher:** How do you track your mentee's progress? **Teacher Educator:** Less quantifiable – it is about confidence, that I have instilled them to feel confident in their decision making and that they trust themselves, and that is how you know that they made progress (C4/5). They don't just do what you want them to do. **Researcher:** How do you make use of modelling to support your trainee?

	Teacher Educator: Similar sort of way. What we did, that was really successful, after we had done an observation, we would then sit and plan a lesson together.(C4/5/6) When I deliver the lesson, they knew what I was doing as they were in there. I tried to make myself more vulnerable. (C6) What I asked my last mentee to do was to be honest, and that there were no consequences (C6). If there was something she noticed – tell me. Collaborative reflection on practice and how to move forward (C4). It was ok for the modelling not to be perfect, and learn together. Having faith that they are not just there to tear you down. (C6) **Researcher:** When looking at your mentor meeting notes after your Stage 2 training, what are you noticing about your mentoring skills and strategies as a mentor, how is it refining over time? **Teacher Educator**: Changed to a coaching outlook. Moving away from mentoring. Mentoring is secondary, got to that when I need to. **Researcher:** What is the impact of your Stage 2 training? **Teacher Educator:** Unaware of what coaching was, really (C1, and 4). Its built my, its had a profound effect on my relationships with my colleagues.(C6) Not so much re: mentor mentee, but helped me when I was trying to implement change. It gave me a different perspective, whereas previously I would have dictated the change, it became collative, discursive and I got buy-in (C4/ 6). In that respect it helped me to be a mentor and helped me to deal with relationships (C4). **Researcher:** What new skills and strategies are you employing in your practice after your Stage 2 training? **Teacher Educator**: I find that I am far more collaborative (C4). I tend to plan meetings a lot more, I start thinking about, where I need to do an observation, in the past I did the feedback, but I can no longer do that, as I need to go away to think about the questions, what do I want them to reflect (C4/5), and how do I want them to reflect. You have to be more reflective too, and what do I want them to think. Meta-cognition type/ style. (C4) **Researcher:** What else are you noticing regarding your mentoring and coaching practice as a result of your Stage 2 training? **Teacher Educator:** It is more effective and less confrontational. Style far less confrontational.
Stage 3 Phase 1 **Familiarisation**	**Stage 3** **Researcher:** How has your definition of coaching and mentoring developed? **Teacher Educator**: Know the difference now. Confidence, I know when to utilise coaching or mentoring now. **Researcher:** How do you evaluate when to coach and when to mentor? **Teacher Educator:** Through assessing the mentee – see what stage they are at and what they need to do next, and their confidence as well. Focusing on needs. **Researcher:** How do you judge when mentoring or coaching is more appropriate? **Teacher Educator**: The stage at where the mentee is, towards the beginning, as a general idea, more mentoring, and later on towards the end, we would move on to coaching. It depends on which aspect of teaching it is, it might be that they are confident and need more coaching, but with other things they need more mentoring. Judging it on a case to case basis, what time of year we are in. **Researcher:** How do you use research to support your mentee? **Teacher Educator:** The research I did during the programme, informed my practice, and I am more able to read my mentee, more to see if they are at novice or expert, and their needs. And look at Maslow to think of where they are at, and to see how I can adapt to help them. **Researcher:** How will you evaluate your mentee's progress?

	Teacher Educator: In similar ways – observations, progress re: marking, assessment of children and how it is used to teach learners in the future. I would also use a lot of talking to see how they feel and questioning to see how they feel. It depends on the trainee, and some are more open and others have not been. Most more open, but recent trainee, not. TA and mentee will share different perspectives. Difficult to help if they are not open about the situation. Honesty is key. **Researcher:** What types of questions do you make use of when you coach and mentor? **Teacher Educator**: I would ask them more about what they think they do and can do, and explore their perspectives on the situation. Explore what they think they would work. Suggest strategies and discuss how it might help. **Researcher:** How do you track your mentee's progress? See previous question. **Researcher:** How do you make use of modelling to support your trainee? **Teacher Educator**: Similar as before, go through the lesson the night before, show them how to model it, ask them if they had issues with learners struggling to engage, show them how to prepare, technology, visualiser, the board etc. **Researcher**: When looking at your mentor meeting, what are you noticing about your mentoring skills and strategies as a mentor, how is it refining over time? **Teacher Educator**: I cannot say that my mentor notes are any different, still very detailed, I still gave a lot of feedback. I give a lot of feedback, as I got a lot of feedback, I found it useful, but others might find it overwhelming. Thinking back, I would give them feedback on the form but also separate notes, to give them as informal support. Tried not to give too much feedback. I think I am a bit of perfectionist. I liked having a lot of feedback and notes to work on. I thought that they might like that too. **Researcher:** What is the impact of your Stage 3 training? **Teacher Educator:** I learnt to look at the mentee as an individual, to look at what they were thinking and feeling more. I had to use that more to think about where to go next. I would not have gone so deep re: thoughts of feelings in the past. **Researcher:** What new skills and strategies are you employing in your practice after your Stage 3 training? **Teacher Educator:** Working more on the relationship – mentor and mentee, especially on my more resent mentee. It needed a lot more work on the relationship especially knowing that it was quite important and the anxiety that the mentee might feel. Especially based on my own experiences with my mentors, and how important the relationship is. Moving from instructional to focus more on the relationship. Focusing more on their feelings and what they are thinking more. **Researcher:** What else are you noticing regarding your mentoring and coaching practice as a result of your Stage 3 training? **Teacher Educator:** I think that I am more confident, because I know what is going on in the background in perhaps the mentee's mind, and using Maslow, and the Dreyfus model. I am thinking about it more in a theoretical way. Theory into practice. More research informed.
State 2 Phase 2- **Initial coding** C1- Definitions C2 - Misconceptions	**Researcher:** How has your definition of coaching and mentoring developed? **Teacher Educator**: Know the difference now (C1). Confidence, I know when to utilise coaching or mentoring now (C3). **Researcher:** How do you evaluate when to coach and when to mentor? **Teacher Educator:** Through assessing the mentee – see what stage they are at and what they need to do next, and their confidence as well (C4/5). Focusing on needs (C5). **Researcher:** How do you judge when mentoring or coaching is more appropriate?

C3 – continuum of coaching and mentoring C4 – skills acquisition C5 – understanding the ECT's needs C6 – Developing trusting relationships C7 – Context C8 – Policy Directives C9 – Self-development	**Teacher Educator**: The stage at where the mentee is, towards the beginning, as a general idea, more mentoring, and later on towards the end, we would move on to coaching (C3/5). It depends on which aspect of teaching it is, it might be that they are confident and need more coaching, but with other things they need more mentoring. (C3/5) Judging it on a case to case basis, what time of year we are in.(C5) **Researcher:** How do you use research to support your mentee? **Teacher Educator:** The research I did during the course, informed my practice, and I am more able to read my mentee more to see if they are at novice or expert, and their needs. And look at Maslow to think of where they are at, and to see how I can adapt to help them. (C9) **Researcher:** How will you evaluate your mentee's progress? **Teacher Educator:** In similar ways – observations, progress re: marking, assessment of children and how it is used to teach learners in the future. I would also use a lot of talking to see how they feel and questioning to see how they feel.(C4/5) It depends on the mentee, and some are more open and others have not been. Most more open, but recent mentee, not. TA and mentee will share different perspectives. Difficult to help if they are not open about the situation. Honesty is key. (C6) **Researcher:** What types of questions do you make use of when you coach and mentor? **Teacher Educator**: I would ask them more about what they think they do and can do, and explore their perspectives on the situation (C4). Explore what they think they would work. Suggest strategies and discuss how it might help. **Researcher:** How do you track your mentee's progress? See previous question. **Teacher Educator:** How do you make use of modelling to support your trainee? Similar as before, go through the lesson the night before, show them how to model it, ask them if they had issues with learners struggling to engage, show them how to prepare, technology, visualiser, the board etc. (C4) **Researcher**: When looking at your mentor meeting, what are you noticing about your mentoring skills and strategies as a mentor, how is it refining over time? **Teacher Educator**: I cannot say that my mentor notes are any different, still very detailed, I still gave a lot of feedback. I give a lot of feedback, as I got a lot of feedback, I found it useful, but others might find it overwhelming (C4/ 6). Thinking back, I would give them feedback on the form but also separate notes, to give them as informal support. Tried not to give too much feedback. I think I am a bit of perfectionist. I liked having a lot of feedback and notes to work on. I thought that they might like that too. (C5) **Researcher:** What is the impact of your Stage 3 training? **Teacher Educator:** I learnt to look at the mentee as an individual, to look at what they were thinking and feeling more (C5/ 6). I had to use that more to think about where to go next. I would not have gone so deep re: thoughts of feelings in the past. **Researcher:** What new skills and strategies are you employing in your practice after your Stage 3 training? **Teacher Educator:** Working more on the relationship (C6) – mentor and mentee, especially on my more resent mentee. It needed a lot more work on the relationship especially knowing that it was quite important and the anxiety that the mentee might feel. Especially based on my own experiences with my mentors, and how important the relationship is. (C6_ Moving from instructional to focus more on the relationship. (C6) Focusing more on their feelings and what they are thinking more. **Researcher:** What else are you noticing regarding your mentoring and coaching practice as a result of your Stage 3 training? **Teacher Educator:** I think that I am more confident, because I know what is going on in the background in perhaps the trainee's mind, and using Maslow, and the Dreyfus

	model. I am thinking about it more in a theoretical way. (C9) Theory into practice. More research informed. (C9)
Phase 3 - Exploration of key themes (After the coding process at each stage, the key themes were reviewed, as well as discussed in detail in the findings chapter.)	Theme Concept Mapping:
Phase 4 - Reviewing of key themes	
Phase 5 - Defining of key themes, and specific naming	The above themes, as outlined by Braun and Clarke (2006 and 2022) will then be further discussed in the data findings sections for each stage. Each theme was selected to provide a coherent and consistent account of the data collected at each stage (Patton, 1990).
Phase 6 - Thesis Development	The thesis reflects how the key themes were discussed and explored in detail within the findings chapter.

Appendix E:

Key Themes and Participant contributions:

Stage 1	
Core definitions of coaching and mentoring	' I know the difference now. I have confidence that I know when to utilise coaching or mentoring.' 'I have a clearer understanding. Mentoring - guidance, advice/someone more junior to you/give guidance/don't always expect then to know the answers. Coaching - questioning/helping them to get the answers out/just need help to think it through.'
Misconceptions of coaching and mentoring	'I would struggle to define how to define coaching and mentoring' 'Well now - you coach first and then mentor. You teach them and you ask them what they learnt and what you taught them'
The continuum of coaching and mentoring	5 of the participants stated that they had a clearer understanding of how to consider moving on the continuum of coaching and mentoring
Skills acquisition	'I used to use scripts, [I] am starting to listen more actively, and drawing on the summaries to question.' 'I change my questions based on how the conversation flows. I am now more aware of the power they have and coming to a decision themselves. I am also questioning outside the situation to open up thinking.' 'I work with greater empathy when asking questions. I unpack what, how, and later 'why' and, 'A lot more open questions, prompting, asking them to reflect, what they've done, and how they have done it, what the impact is. Questions to get them to think.'

	'I was so focused on meeting the letter of the 'law', and now learning about the power of coaching and how questioning works helps to work in a supportive way.' 'Previously, I decided a way forward. I felt that there was an urgency, like - achieve a grade 2 for behaviour management.'
Understanding the ECT's needs	'Look at the coachee/mentee as an individual' and participant 5 stated that they 'go with the mentee's needs'. '…go with the mentee's needs'
Developing trusting relationships	'Working towards a partnership', and Participant 5 mentioned that it is 'No longer such a formal meeting; it is more like a partnership.' 'No longer such a formal meeting; it is more like a partnership.'
Context	'Learning to manage up and down to develop understanding' 'Need to work within the framework of the criteria. School leaders are very controlling and do not understand coaching or mentoring.'
Policy Directives	'Need to work within the framework of the criteria. School leaders are very controlling and do not understand coaching or mentoring.' 'I was so focused on meeting the letter of the 'law''
Self-development and engagement with research	'I did not. I had no training, and I was not encouraged to look at research' 'I never researched before' 'I used my work experience and knowledge to support them. I did not use research or anything. No research.' 'I don't think I did really. It did not occur to me to look up on research on mentoring.'

Stage 2	

Core definitions of coaching and mentoring	Some still experience confusion regarding the definitions: 'I sometimes think I coach, but I don't know. I just talk to the person. I don't have time to think about it.' 'A coach needs to teach, and a mentor provides advice, and I teach first and then give guidance, feedback, and I tell them what to do. I sometimes use questions to make them think when I explain things.'
Misconceptions of coaching and mentoring	Key misconceptions outlined below: 'I sometimes think I coach, but I don't know. I just talk to the person. I don't have time to think about it.' 'A coach needs to teach, and a mentor provides advice, and I teach first and then give guidance, feedback, and I tell them what to do. I sometimes use questions to make them think when I explain things.'
The continuum of coaching and mentoring	'I can now use the GROW model, and when I explore the ECT's reality with them, we do a SWOT analysis, or a questionnaire, to see where they are at and to give us an idea of what they do know and what we can move forward with.'
Skills acquisition	…used modelling, when mentoring, to 'show'
Understanding the ECT's needs	'When my ECT is not confident, they show it with their physical appearance, body language, hands, shoulders - it will show if they are confident, if they need more help. The focus is on the person and their needs'.
Developing trusting relationships	'It is less quantifiable - it is about the confidence that I have instilled in them to feel confident in their decision making, and that they trust themselves, and that is how you know they make progress.'

	'Drawing on their language use, how they feel, emotions, and behavioural cues' and 'I looked for changes in their attitudes towards their teaching.' 'It is important to create a safe learning space, to develop curiosity, and the ability to take risks without being judged, which coaching provides to enable the ECT to be honest and learn from the mistakes.' 'It moved from doing it for them to doing it with them'
Context	'It is a shame that there is no shared understanding amongst schools and colleges about what it means to mentor or coach, and everyone seems to be doing their own thing.'
Policy Directives	'I am not able to coach even though it is called coaching, and our policies direct us to be performative as coaches. However, I know the difference now, and I apply my learning to go with the needs of the person I work with.'
Self-development and engagement with research	'I use the research from the course in my own practice. It is now embedded. I feel the research from the course is now fully embedded in my practice. Questioning is coming naturally now.' 'Everything is now more evidence based. I noticed that if you say something to back it up it helps.' 'I draw from [my] learning on [the] course, [I am] more open-minded, and use research as the baseline.'

Stage 3	
Core definitions of coaching and mentoring	''I am more inclined to draw on my counselling skills. I wonder whether it is that I trained as a counsellor first, and that my practice focuses on helping people, and the emphasis is to help 'fix' a problem. I find it difficult to just facilitate thinking when I coach, and I want to go into more detail, like I would as a counsellor. I know that that is not what coaching is for. I find it too complicated to make the shift into coaching.'

	'I can see that it is working, and people [are] become[ing] more independent when working with a coach. I think I need to read and work with a coach more to help me to understand it better. It is not how I was taught how a teacher works, but I know things are different here, and I am still learning.'
Misconceptions of coaching and mentoring	Even though personal and bespoke support was put in place, it proved challenging to address the misconceptions reflected by the two participants who were not fully engaged with the learning journey.
The continuum of coaching and mentoring	'I know when to coach and when to mentor now' 'I know when to coach, and ask permission to give advice' 'I use a coaching model to frame the conversation, and I use the tools from the toolkit in between to help facilitate the thinking, and sometimes, I need to make a suggestion, with permission, and then I move back to the coaching frame to facilitate further.' 'I understand how to use the different skills to help with the learning. Where the ECT gets stuck, I ask permission to provide guidance, and where they are happy to think it through, I use thinking questions to help them to unpack things. When we work on lesson planning or areas that they are less confident about, I model first, and then I support through questioning when they need to do it themselves. We work in partnership.'
Skills acquisition	'I find when I summarise and paraphrase, I am able to have a clear sense of the information shared, and I start to ask better questions.' 'I use silence to help the mentee to think out loud.' 'I moved from doing it for them to doing it with them.' 'I use modelling at the beginning when the mentee is green, and they don't know what they don't know' and 'we move on to them becoming independent and finding their own voice in the

	classroom, and I stop showing and modelling when they are ready to be coached.' '[a] lot more structured. Reflecting on the models, I learned, and support for the mentee, mapping the journey.' 'More reflection and dialogical learning'
Understanding the ECT's needs	'I no longer use a sheet or checklist. I have the range of things I need to think about in my head to track and [assess] where they are at before [the] next steps.' 'Look at the person, rather than the grade. Work on meeting their needs, enjoyment, excitement. I moved from performativity to development.' 'It is focused more towards supporting the mentee, and also when I think it is appropriate, also challenging them. I did not think of challenging them in the past. It is more of a partnership, us working together.' 'I reduced the volume of feedback to be more specific,' 'I go with the mentee's needs'
Developing trusting relationships	'…developing collaborative partnerships.'
Context	'The Senior Leadership Team (SLT) is afraid to do something different or new in case of an inspection, and they will get into trouble for this.' 'I find it a real challenge when SLT does not value mentoring and coaching and how much time it takes. If we don't have time, we struggle to do much.' 'When SLT [are] naïve about mentoring and coaching, it makes it impossible to do well.' The participant goes further and states that, 'when SLT don't know what coaching and mentoring are, the school culture becomes a challenge'.

Policy Directives	'The Senior Leadership Team (SLT) is afraid to do something different or new in case of an inspection, and they will get into trouble for this.' 'I find it a real challenge when SLT does not value mentoring and coaching and how much time it takes. If we don't have time, we struggle to do much.' 'When SLT [are] naïve about mentoring and coaching, it makes it impossible to do well.' The participant goes further and states that, 'when SLT don't know what coaching and mentoring are, the school culture becomes a challenge'.
Self-development and engagement with research	*I use my own research on teaching and learning that I did by reading a number of journal articles [and] by discussing pedagogical practice with my ECT.* *I used my research I did around questioning in a conversation on practice with my ECT this week.* '…on specific and oral feedback with my ECT.' '…to help support the ECT with their subject knowledge on teaching English grammar.'

Appendix F:

Ethics Information Sheet

Mentors:

1. Title of Study

Coaching and mentoring: a change agent to lead effective teacher development in schools.

2. Version Number and Date

Version 5

Update Version 6

9th April 2020

Response to Ethics Panel Feedback: 07.05.2020

3. Invitation Paragraph

You are invited to participate in a research study focusing on how coaching and mentoring can act as a change agent to lead effective teacher development in school. Before you decide to participate in the study, it is important for you to understand why the research is being undertaken and what it will entail. Please take your time to read through the following information provided carefully, feel free to request any additional information you might need to enable you to understand the study and the engagement commitment to the study or if there is anything that you do not understand. Please feel free to discuss the study and any key issues with colleagues, friends or any other relevant parties to provide you with more information if you wish. It is important to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Many thanks for taking the time to read this document.

4. What is the purpose of the study?

The study's purpose is to look at how mentoring and coaching can be used to develop early career teachers (ECT). The aim is to evaluate the impact of a mentoring and coaching programme that can improve the skills of mentors to provide effective support for mentees in schools, to ensure that they

have strong support, a strong foundation, and are able to progress well in their contexts as early careers practitioners.

5. Why have I been chosen to take part?

The study aims to focus on career development through the use of coaching and mentoring for ECT. You have been approached and invited to take part in the study as you meet the key criteria of either being a mentor/ coach.

6. Do I have to take part?

All participation is voluntary, and you are free to withdraw from the study at any given point, there are no consequences if you do not continue with your engagement with the study. You can withdraw without providing an explanation and won't be disadvantaged in any way.

7. What will happen if I take part?

Who will be involved:

The study will involve two groups:

- Mentors/ Coaches
- Mentees (ECT)

Who will be conducting the research:

Researcher: Lizana Oberholzer

Supervisor's Contact details:

Dr Rita Kop

Who will be carrying out the procedure?

Researcher: Lizana Oberholzer, Senior Lecturer and Programme Lead

What is the duration/ frequency of the procedure:

The project will take place over 3 Stages and at each stage participants will be required to commit a maximum of 2 hours of their time.

Research Methods:

The action research project will involve semi-structured interviews aiming to evaluate the impact of the skills gained during the Stage 1,2 and 3 mentoring and coaching programmes, and what the impact is of these newly gained skills on the mentee's (ECT) development at each stage. Interviews will be conducted with individual stakeholders and meetings will be booked individually. Semi-structured interviews will be conducted with both the mentor/coach and the mentee, separately, over the 3 stages of the programme and will require of me to commit a maximum of two hours of engagement time at each stage of the project.

In addition, to ensure that the impact of the mentor and coaching development programme is evaluated on all levels, progress will be tracked against the Mentor and Teacher's Standards by evaluating development reports and mentor meeting notes. The focus of the research is to evaluate what the impact of the Stage 1,2 and 3 mentoring and coaching programmes are, and whether the skills acquired during these programmes has an impact on the progress of the mentee.

The Purpose of the Study:

The study's purpose is to look at how mentoring and coaching can be used to develop early career teachers (ECT). The aim of the research is to evaluate what the impact of the Stage 1,2 and 3 mentoring and coaching programmes are, and whether the skills acquired during these programmes has an impact on the progress of the mentee.

Participants will be expected to engage in the following way:

- To be either a mentor/ coach or mentee (ECT);
- Participants will be asked to engage with semi-structured interviews at each stage of the project;
- Semi-structured interviews will be transcribed, and participants will be asked to check the transcriptions for accuracy;
- Development reports of the mentee and meeting notes will be shared during the period and all steps will be taken to ensure that information will be anonymised and all BERA (2018) guidance, GDPR (2018) and Data Protection Act (2018) requirements are fully met in relation to the reports and notes.
- Participants will be asked to engage with semi-structured interviews via Zoom or Microsoft Teams, an online platform with the required safeguarding requirements, such as password protected meeting rooms to ensure that all safeguarding and confidentiality requirements, as stated in the above legislation will be met.

8. **How will my data be used?**

The data collected for this action research project will be used to develop a doctoral thesis, with the aim to investigate how the development of mentors/ coaches' impact on the development of mentees (ECT). In addition, date will also be used to develop journal articles. key texts and conference presentations to share the learning from this project. As outlined in the above information, all necessary steps will be taken to follow the Data Protection Act (2018) and GDPR (2018) regulations, and BERA (2018) Guidance is followed to ensure that participants' information and date is managed with great care.

The University processes personal data as part of its research and teaching activities in accordance with the lawful basis of 'public task', and in accordance with the University's purpose of "advancing education, learning and research for the public benefit".

Under UK data protection legislation (Data Protection Act, 2018, GDPR, 2018), the University acts as the Data Controller for personal data collected as part of the University's research. The Principal Investigator, Lizana Oberholzer in collaboration with her Supervisor Dr Rita Kop, act as the Data Processor for this study, and any queries relating to the handling of your personal data can be sent to Lizana Oberholzer or Dr Rita Kop.

Further information on how your data will be used can be found in the table below".

How will my data be collected?	Semi-structured Interviews Development Reports Mentor Meeting Notes
How will my data be stored?	Secure Devices which only the researcher has access to Password protected Anonymised through the use of at first pseudonyms and at publication, anonymous
How long will my data be stored for?	5 years
What measures are in place to protect the security and confidentiality of my data?	Secure Devices Password protected Anonymised through the use of at first pseudonyms and at publication, anonymous
Will my data be anonymised?	Yes, as outlined in the above.
How will my data be used?	The data collected for this action research project will be used to develop a doctoral thesis, with the aim to investigate how the development of mentors/coaches' impact on the development of mentees (ECT). In addition, date will also be used to develop journal articles.
Who will have access to my data?	The Primary Researcher and the Supervisor, as outlined in the above.
Will my data be archived for use in other research projects in the future?	The data collected for this action research project will be used to develop a doctoral thesis, with the aim to investigate how the development of mentors/ coaches' impact on the development of mentees (ECT). In addition, date will also be used to develop journal articles.
How will my data be destroyed?	Data will be destroyed in line with the GDPR (2018) and Data Protection Act (2018) requirements. • Electronic Files will be deleted and disposed of safely.

	• Hard copies will be destroyed using the university's services to destroy data securely.

9. Expenses and / or payments

Participants are engaging with the research and process on a voluntary basis, and via a secure online platform. There are no payment arrangements in place.

10. Are there any risks in taking part?

There are no perceived disadvantages or risks involved. However, if participants experience any discomfort or disadvantage taking part in the research, please let the researcher know immediately. All the necessary steps will be taken to support you in the appropriate way.

11. Are there any benefits in taking part?

The benefits of the study are embedded in its co-constructive nature, where reflecting in and on practice (Schon, 1983) helps all to learn as a community of practice. The study will enable mentors/ coaches and mentees (ECT) to reflect more closely on the processes of their engagement with mentoring/ coaching, and how this can act as a change agent in their own development. In addition, the findings of the research will benefit future mentors/coaches and mentees (ECT) to enable them to understand how mentoring and coaching need to be utilised to impact positively on the outcomes for ECTs. In addition, the project will help those developing support to refine coaching and mentoring practice for ECT to refine and develop their support to impact more effectively.

12. What will happen to the results of the study?

All results from the study will be made available to participants. In addition, the results and the data collected for this action research project will be used to develop a doctoral thesis, with the aim to investigate how the development of mentors/ coach's impact on the development of mentees (ECT). In addition, date will also be used to develop journal articles. key texts and conference presentations to share the learning from this project.

As outlined in the above information, all necessary steps will be taken to follow the Data Protection Act (2018) and GDPR (2018) regulations, and BERA (2018) Guidance is followed to ensure that participants' information and date is managed with great care.

13. What will happen if I want to stop taking part?

Participants' engagement is voluntary, and participants can withdraw from the study at any point without being disadvantaged. It is important to note that results up to the period of withdrawal may be used with the participant's consent. However, if consent is not given, participants can request for

all data and information to be destroyed, and it will not be used in the research. It is important to be aware that results may only be withdrawn prior to the anonymisation phase of the study.

If participants wish to withdraw from the research, please contact the primary researcher with your withdrawal request by emailing:

Lizana Oberholzer

In your email, please outline the restrictions and limitations required regarding the data that has already been collected during the various phases of the study.

14. What if I am unhappy or if there is a problem?

If you have any concerns or are unhappy with any aspect of the research, please feel free to contact:

- Primary Investigator: Lizana Oberholzer or
- Supervisor: Dr Rita Kop

We shall make every effort to help to address your concerns. However, if you remain concerned and you feel it is not an issue that can be resolved by the abovementioned individuals, please contact the University's Research Ethics and Integrity Office at: *ethics@liv.ac.uk.*

When contacting the Research Ethics and Integrity Office, please ensure that you include the following details:

- The name or description of the study
- The researcher involved
- Details of the complaint you wish to make

The University strives to maintain the highest standards of rigour in the processing of your data. However, if you have any concerns about the way in which the University processes your data, it is important that you are aware of your rights to lodge a complaint with the Information Commissioner's Office by calling: *(+44) 0303 123 1113.*

15. Who can I contact if I have further questions?

If you have any additional questions regarding the research, please feel free to get in touch by contacting:

Primary Investigator:

Researcher: Lizana Oberholzer

Supervisor:

Dr Rita Kop

Participant consent form

Mentor Consent Form:

Title of the research project: Coaching and mentoring: a change agent to lead effective teacher development in schools.

Name of researcher: Lizana Oberholzer

Please initial box

1. I confirm that I have read and have understood the information sheet dated 9th April 2020 for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that taking part in the study involves:

   - Participants (Mentors/ Coaches and Mentees (ECTs) will be asked to engage with semi-structured interviews at each stage of the project;

   - Semi-structured interviews will be transcribed, and participants will be asked to check the transcriptions for accuracy;

   - Development reports of the mentee and meeting notes will be shared during the period and all steps will be taken to ensure that information will be anonymised and all BERA (2018) guidance, GDPR (2018) and Data Protection Act (2018) requirements are fully met in relation to the reports and notes, and I give permission as mentor/ coach or mentee (ECT) for the documentation to be used.

   - Participants will be asked to engage with semi-structured interviews via Zoom, an online platform with the required safeguarding requirements, such as password protected meeting rooms to ensure that all safeguarding and confidentiality requirements, as stated in the above legislation will be met.

3. I understand that my participation is voluntary and that I am free to stop taking part and can withdraw from the study at any time without giving any reason and without my rights being affected. In addition, I understand that I am free to decline to answer any particular question or questions.

4. I understand that I can ask for access to the information I provide, and I can request the destruction of that information if I wish at any time prior to 1 month prior to

anonymisation. I understand that following 1 month prior to anonymisation, I will no longer be able to request access to or withdrawal of the information I provide.

5. I understand that the information I provide will be held securely on the appropriate University of Liverpool systems, password protected and in line with data protection requirements until it is fully anonymised, and then deposited for sharing and use by other authorised researchers (Primary Investigator and the supervisor as outlined in the participation information sheet) to support other research in future.

6. I understand that signed consent forms, semi-structured interview recordings via zoom, transcriptions, development reports and mentor notes will be retained until the end of the 5 year period as outlined in the participation information provided.

7. I agree to take part in the above study.

_____ _____ _____

Participant name   Date   Signature

_____ _____ _____

Name of person taking consent   Date   Signature

Principal Investigator   **Supervisor:**

Lizana Oberholzer   Dr Rita Kop

ECT Research Study Information Document and Consent form:

Title of Study

Coaching and mentoring: a change agent to lead effective teacher development in schools.

1. **Invitation Paragraph**

You are invited to participate in a research study focusing on how coaching and mentoring can act as a change agent to lead effective teacher development in school. Before you decide to participate in the study, it is important for you to understand why the research is being undertaken and what it will entail. Please take your time to read through the following information provided carefully, feel free to request any additional information you might need to enable you to understand the study and the engagement commitment to the study or if there is anything that you do not understand. Please feel free to discuss the study and any key issues with colleagues, friends or any other relevant parties to provide you with more information if you wish. It is important to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Many thanks for taking the time to read this document.

2. **What is the purpose of the study?**

The study's purpose is to look at how mentoring and coaching can be used to develop early career teachers (ECT). The aim is to evaluate the impact of a mentoring and coaching programme that can improve the skills of mentors to provide effective support for mentees in schools, to ensure that they have strong support, a strong foundation, and are able to progress well in their contexts as early careers practitioners.

3. Why have I been chosen to take part?

The study aims to focus on career development through the use of coaching and mentoring for ECT. You have been approached and invited to take part in the study as you meet the key criteria of an ECT who is being supported by a mentor/ coach.

4. Do I have to take part?

All participation is voluntary, and you are free to withdraw from the study at any given point, there are no consequences if you do not continue with your engagement with the study. You can withdraw without providing an explanation and won't be disadvantaged in any way.

5. What will happen if I take part?

Who will be involved:

The study will involve two groups:

- Mentors/ Coaches
- Mentees (ECT)

Who will be conducting the research:

Researcher: Lizana Oberholzer

Supervisor's Contact details:

Dr Rita Kopp

Who will be carrying out the procedure?

Researcher: Lizana Oberholzer

What is the duration/ frequency of the procedure:

The project will take place over 3 Stages and at each stage participants will be required to commit a maximum of 2 hours of their time.

Research Methods:

The action research project will involve semi-structured interviews aiming to evaluate the impact of the skills gained during the Stage 1,2 and 3 mentoring and coaching programmes, and what the impact is of these newly gained skills on the mentee's (ECT) development at each stage. Semi-structured interviews will be conducted with both the mentor/coach and the mentee over the 3 stages of the programme and will require of me to commit a maximum of two hours of engagement time at each stage to the project.

In addition, to ensure that the impact of the mentor and coaching development programme is evaluated on all levels, progress will be tracked against the Mentor and Teacher's Standards by evaluating development reports and mentor meeting notes. The focus of the research is to evaluate what the impact of the Stage 1,2 and 3 mentoring and coaching programmes are, and whether the skills acquired during these programmes has an impact on the progress of the mentee.

The Purpose of the Study:

The study's purpose is to look at how mentoring and coaching can be used to develop early career teachers (ECT). The aim of the research is to evaluate what the impact of the Stage 1,2 and 3 mentoring and coaching programmes are, and whether the skills acquired during these programmes has an impact on the progress of the mentee.

Participants will be expected to engage in the following way:

- To be either a mentor/ coach or mentee (ECT);
- Participants will be asked to engage with semi-structured interviews at each stage of the project;
- Semi-structured interviews will be transcribed, and participants will be asked to check the transcriptions for accuracy;
- Development reports of the mentee and meeting notes will be shared during the period and all steps will be taken to ensure that information will be anonymised and all BERA (2018) guidance, GDPR (2018) and Data Protection Act (2018) requirements are fully met in relation to the reports and notes.
- Participants will be asked to engage with semi-structured interviews via Zoom or Microsoft Teams, an online platform with the required safeguarding requirements, such as password protected meeting rooms to ensure that all safeguarding and confidentiality requirements, as stated in the above legislation will be met.

6. **How will my data be used?**

The data collected for this action research project will be used to develop a doctoral thesis, with the aim to investigate how the development of mentors/ coaches' impact on the development of mentees (ECT). In addition, date will also be used to develop journal articles. key texts and conference presentations to share the learning from this project. As outlined in the above information, all necessary steps will be taken to follow the Data Protection Act (2018) and GDPR (2018) regulations, and BERA (2018) Guidance is followed to ensure that participants' information and date is managed with great care.

The University processes personal data as part of its research and teaching activities in accordance with the lawful basis of 'public task', and in accordance with the University's purpose of "advancing education, learning and research for the public benefit".

Under UK data protection legislation (Data Protection Act, 2018, GDPR, 2018), the University acts as the Data Controller for personal data collected as part of the University's research. The Principal Investigator, Lizana Oberholzer in collaboration with her Supervisor Dr Deborah Outhwaite, act as the Data Processor for this study, and any queries relating to the handling of your personal data can be sent to Lizana Oberholzer or Dr Rita Kop

Further information on how your data will be used can be found in the table below".

How will my data be collected?	Semi-structured Interviews Development Reports Mentor Meeting Notes
How will my data be stored?	Secure Devices to which only the researcher has access to. Password protected Anonymised through the use of at first pseudonyms and at publication, anonymous
How long will my data be stored for?	5 years or as stipulated by statutory guidance, which is no longer than 6 years if you are an Newly Qualified Teacher (NQT)
What measures are in place to protect the security and confidentiality of my data?	Secure Devices Password protected Anonymised through the use of at first pseudonyms and at publication, anonymous
Will my data be anonymised?	Yes, as outlined in the above.
How will my data be used?	The data collected for this action research project will be used to develop a doctoral thesis, with the aim to investigate how the development of mentors/ coaches impact on the development of mentees (ECT). In addition, date will also be used to develop journal articles.
Who will have access to my data?	The Primary Researcher and the Supervisor as outlined in the above.
Will my data be archived for use in other research projects in the future?	The data collected for this action research project will be used to develop a doctoral thesis, with the aim to investigate how the development of mentors/coaches' impact on the development of mentees (ECT). In addition, date will also be used to develop journal articles.
How will my data be destroyed?	Data will be destroyed in line with the GDPR (2018) and Data Protection Act (2018) requirements. • Electronic Files will be deleted and disposed of safely. • Hard copies will be destroyed using the university's services to destroy data securely.

7. Expenses and / or payments

Participants are engaging with the research and process on a voluntary basis, and via a secure online platform. There are no payment arrangements in place.

8. Are there any risks in taking part?

There are no perceived disadvantages or risks involved. However, if participants experience any discomfort or disadvantage taking part in the research, please let the researcher know immediately. All the necessary steps will be taken to support you in the appropriate way.

9. Are there any benefits in taking part?

The benefits of the study are embedded in its co-constructive nature, where reflecting in and on practice (Schon, 1983) helps all to learn as a community of practice. The study will enable mentors/ coaches and mentees (ECT) to reflect more closely on the processes of their engagement with mentoring/ coaching, and how this can act as a change agent in their own development. In addition, the findings of the research will benefit future mentors/coaches and mentees (ECT) to enable them to understand how mentoring and coaching need to be utilised, to impact positively on the outcomes for ECTs. In addition, the project will help those developing support to refine coaching and mentoring practice for ECT to refine and develop their support to impact more effectively.

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As outlined in the above information, all necessary steps will be taken to follow the Data Protection Act (2018) and GDPR (2018) regulations, and BERA (2018) Guidance is followed to ensure that participants' information and date is managed with great care.

11. What will happen if I want to stop taking part?

Participants' engagement is voluntary, and participants can withdraw from the study at any point without being disadvantaged. It is important to note that results up to the period of withdrawal may be used with the participant's consent. However, if consent is not given, participants can request for all data and information to be destroyed, and it will not be used in the research. It is important to be aware that results may only be withdrawn prior to the anonymisation phase of the study.

If participants wish to withdraw from the research, please contact the primary researcher with your withdrawal request by emailing:

Lizana Oberholzer

In your email, please outline the restrictions and limitations required regarding the data that has already been collected during the various phases of the study.

12. What if I am unhappy or if there is a problem?

If you have any concerns or are unhappy with any aspect of the research, please feel free to contact:

- Primary Investigator: Lizana Oberholzer or
- Supervisor: Dr Rita Kop

We shall make every effort to help to address your concerns. However, if you remain concerned and you feel it is not an issue that can be resolved by the abovementioned individuals, please contact the University's Research Ethics and Integrity Office at: *ethics@liv.ac.uk.*

When contacting the Research Ethics and Integrity Office, please ensure that you include the following details:

- The name or description of the study
- The researcher involved
- Details of the complaint you wish to make

The University strives to maintain the highest standards of rigour in the processing of your data. However, if you have any concerns about the way in which the University processes your data, it is important that you are aware of your rights to lodge a complaint with the Information Commissioner's Office by calling: *(+44) 0303 123 1113.*

13. Who can I contact if I have further questions?

If you have any additional questions regarding the research, please feel free to get in touch by contacting:

Primary Investigator:

Researcher: Lizana Oberholzer, Senior Lecturer and Programme Lead,

Supervisor:

Dr Rita Kop

ECT Consent Form

Title of the research project: Coaching and mentoring: a change agent to lead effective teacher development in schools.

Name of researcher: Lizana Oberholzer

Please initial box

14. I confirm that I have read and have understood the information sheet dated 9th April 2020 for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

15. I understand that taking part in the study involves:

- Participants (Mentors/ Coaches and Mentees (ECTs) will be asked to engage with semi-structured interviews at each stage of the project;
- Semi-structured interviews will be transcribed, and participants will be asked to check the transcriptions for accuracy;
- Development reports of the mentee and meeting notes will be shared during the period and all steps will be taken to ensure that information will be anonymised and all BERA (2018) guidance, GDPR (2018) and Data Protection Act (2018) requirements are fully met in relation to the reports and notes, and I give permission as mentor/ coach or mentee (ECT) for the documentation to be used.
- Participants will be asked to engage with semi-structured interviews via Zoom, an online platform with the required safeguarding requirements, such as password protected meeting rooms to ensure that all safeguarding and confidentiality requirements, as stated in the above legislation will be met.

16. I understand that my participation is voluntary and that I am free to stop taking part and can withdraw from the study at any time without giving any reason and without my rights being affected. In addition, I understand that I am free to decline to answer any particular question or questions.

17. I understand that I can ask for access to the information I provide, and I can request the destruction of that information if I wish at any time prior to 1 month prior to anonymisation. I understand that following 1 month prior to anonymisation, I will no longer be able to request access to or withdrawal of the information I provide.

18. I understand that the information I provide will be held securely on the appropriate University of Liverpool systems, password protected and in line with data protection requirements until it is fully anonymised, and then deposited for sharing and use by other authorised researchers (Primary Investigator and the supervisor as outlined in the participation information sheet) to support other research in future.

19. I understand that signed consent forms, semi-structured interview recordings via zoom, transcriptions, development reports and mentor notes will be retained until the end of the 5 year period or no longer than 6 as per the statutory guidance if I am a newly qualified teacher, as outlined in the participation information provided.

20. I agree to take part in the above study.

_____   _____   _____

Participant name   Date   Signature

_____   _____   _____

Name of person taking consent   Date   Signature

Principal Investigator   **Supervisor:**

Lizana Oberholzer   Dr Rita Kop