

Professional Graduate Certificate in Education

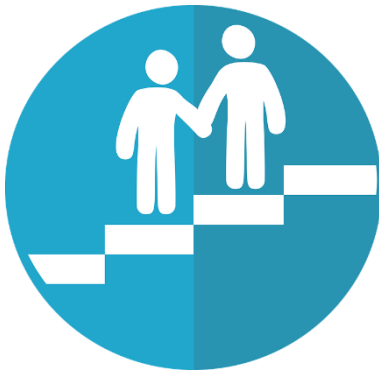
Postgraduate Certificate in Education

(Post Compulsory Education and Training)

Optional Module

M6X02275/ M7X02286

Mentoring and Coaching



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Introduction

Welcome to the Mentoring and Coaching module. This module is designed to give you an insight into key aspects of the various helping relationships relevant to the PCET sector. In addition to this we will be considering appropriate strategies for the implementation of such programmes along with the personal and professional skills necessary for effective facilitation and development of mentoring and coaching.

Aim(s)

- To develop a systematic understanding of issues relevant to mentoring and coaching within the post compulsory education and training environment.
- To investigate and consider issues relating to strategic implementation of mentoring and coaching roles as well as concerns relating to best practice and appropriate models and methods.

Learning Outcomes

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Critically examine current theory, policy and workplace trends with respect to mentoring and coaching.
- Discuss the training issues underlying the professional development of mentors and coaches.
- Focus on one of the two aspects (mentoring or coaching) and demonstrate a systematic understanding of its historical, social, cultural, organisational and economic context within post compulsory education and training.

Level 7 only

- Propose recommendations to implement a mentoring OR coaching scheme within a PCET context.

Schedule of Sessions

Date	Topic
29/02/2020	Introduction to the module • Mentoring: who, what, why, when and how? • Models and methods for mentoring • Module assessment
05/02/2020	Coaching • Why use coaching? • Key principles and beliefs
12/02/2020	Establishing a mentoring/ coaching programme within the context of PCET • Key considerations and guidance • Challenges and practicalities
19/02/2020	Mentoring, coaching and the PCET professional • Skills and personal attributes • Challenges and barriers to the support process • Contemporary issues
13/03/2020	Assignment submission – Turnitin only

Reading List

Essential

Clutterbuck, D. (2014), *Everyone Needs a Mentor*, 5th Ed., London: Chartered Institute of Personnel Development.

Dayloz, L. A. (2012), *Mentor: Guiding the Journey of Adult Learners*, 2nd Ed., San Francisco: Josey-Bass/Wiley.

Wenger, E. (2000), *Communities of Practice: learning, meaning and identity*, Cambridge: Cambridge University Press.

Recommended Reading

Clutterbuck, D. and Megginson, D. (2009), *Further Techniques for Coaching and Mentoring*, London: CIPD

Connor, M. and Pokora, J. (2012), *Coaching & Mentoring at Work: Developing Effective Practice*, 2nd Ed., Maidenhead: Open University Press.

Cox, E. Bachkirova, T. and Clutterbuck, D. (2014), *The Complete Handbook of Coaching*, London: Sage.

Cunningham, B. (2011), *Mentoring Teachers in Post Compulsory Education: A Guide to Effective Practice*, 2nd Ed., Abingdon: Routledge.

Henry, M.A. and Weber, A. (2016), *Coaching a Student Teacher*, London: Rowman and Littlefield Education.

Klasen, N. and Clutterbuck, D. (2002) *Implementing Mentoring Schemes: A practical guide to successful schemes*, Abingdon: Routledge.

Pask, R. and Joy, B. (2007), *Mentoring-Coaching: A Guide for Educational Professionals*, Maidenhead: Open University Press.

Gravells, J. and Wallace, S. (2007), *Mentoring in the Lifelong Learning Sector*, 2nd Ed., Exeter: Learning Matters.

Journals

Education and Training

Journal of Further and Higher Education

Journal of Knowledge Management

Journal of Social Research and Evaluation

Journal of Vocational Education and Training