



Coaching and mentoring (1 week course)

1 week – 16.5 hours' course content – 5.5 hours of workshops and talks - full social programme

Erasmus + funding available

Course summary

This hands-on one-week course will you to develop the knowledge, skill, and confidence to establish and maintain a creative culture of mentoring, coaching and feedback in your workplace. You will learn about

This course is for:

- Academic managers, team leaders, teacher trainers and those responsible for teacher and staff learning, and organisational well-being
- Teachers who wish to take on leadership and staff development roles, or become teacher trainers
- Those who observe lesson and wish to give accurate, skilful and supportive feedback
- Teachers who want to supplement their methodology skills with the artistry of facilitation and people skills so essential for high level learning performance
- Those with **C1 level** or above

What you will gain by attending the course:

- A broad understanding of the impacts of coaching, mentoring and feedback and the differences between them.
- Experience in the different roles of mentor, mentee, coach, coachee, feedback giver, feedback receiver, and also observer of these relationships.
- Focus on the kinds of applications most suited to your workplace.
- A personalised toolkit of interventions to help staff to engage with their own learning
- Confidence to manage difficult situations and to initiate honest and critical reflection
- Increased motivation, confidence and satisfaction in your work as an educational leader - whether teacher, trainer or manager.
- Improved English language competences across all of these skills



Course content

This course will cover some or all of the following topics:

- A complete set of verbal interventions for use in a full range of professional learning needs
- Practice in major areas of interpersonal helping and supervision such as: being supportive; dealing with positive and negative feelings; encouraging developmental thinking, offering prescriptions, challenging blind spots, raising self-esteem
- How to shift elegantly between offering direction and inviting self-direction
- Practise of these interventions as facilitator, 'client' and observer using a practice -> feedback -> reflection -> practice cycle
- A clear articulation of the values that underlie skilled helping, and criteria for establishing the validity or otherwise of interventions
- Getting things done through people: New models of leadership for teachers, managers, and staff in a people-based organisation.
- Creating a positive psychological learning atmosphere in classroom, staff room and team.
- Using the above skills and insights to develop high level coaching, or mentoring or feedback, according to your need or inclination.

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