

MENTORING AND COACHING FRAMEWORK FOR PRE-TERTIARY TEACHERS IN GHANA

A framework aimed at improving the effectiveness of schools by enhancing the competencies and school experiences of teachers



NATIONAL TEACHING COUNCIL
Ministry of Education, Ghana

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Credits

Lead Team:

1. Prof. Eric Nyarko-Sampson - Council Chairperson, NTC
2. Prof. George Kankam - CPD Committee Chairperson, NTC
3. Dr. Christian Addai-Poku – Executive Secretary, NTC
4. Mr. Lawrence Sarpong, Ag. Director, Department of Professional Development of Teachers, NTC

Review Team:

1. Hayley Niad – Inclusive Development Partners
2. Anne Hayes – Inclusive Development Partners
3. Angela Affran – Inclusive Development Partners
4. Rhoda Enchil – UNICEF
5. Agnes Arthur – UNICEF
6. Prof. Samuel K. Hayford – University of Education, Winneba

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Technical Personnel: Dr. Emmanuel Adjei-Boateng, University of Ghana

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FOREWORD

Teacher Training, Development and practice are the fulcrum of teacher professionalism as well as a determinant factor of learners' attainment. The way teachers are trained, developed and equipped to demonstrate their competences affect how their learners conceptualise knowledge.

The National Teaching Council has therefore designed this policy framework to guide how teachers are mentored to effectively support learners meet curriculum expectations.

This document known as Coaching and Mentoring Framework has been carefully designed to focus on four main thematic areas termed 'The Pillars'. These four pillars are essential in teaching and learning as they underpin educational psychology and learning theories. These four pillars include:

- i. Knowledge of the Curriculum
- ii. Knowledge of the learner
- iii. Knowledge of the school
- iv. Knowledge of the community

The delivery of the content of the pillars is tied to specific mentoring and coaching models such as reflective practitioner model, clinical suppression model and coaching for high performance model and this can be done through play-based learning.

It is required, in accordance with the existing teacher professional development arrangements, that any programme or material designed to support coaching and mentoring of teachers at pre-service and in-service levels should be aligned to the pillars of this document. Each of the pillars has a goal and content areas which are aligned with to the National Teachers' Standards and the Standard-based curriculum. In addition to the goals and content, each pillar ends with indicators that help to assess how mentoring and coaching programmes are carried out by mentors and mentees as well as the extent to which the mentoring and coaching enhance teachers' competencies.

Unpacking this framework through the pillars enables teachers appreciate the content of the curriculum and the diverse learning needs of the learners.. The four pillars can help teachers to understand how the school and the community can influence teaching and learning. It is grounded in literature that understanding the curriculum, the learner, the school and the community enables the teacher develop age appropriate lessons and strategies to support learners with diverse needs in more inclusive manner.

It is therefore recommended that Teacher Education Institutions, school mangers, service providers for in-service teacher education and training programs, and other teacher education practitioners in Ghana use the four pillars and the recommended models to align their programs and content.



Christian Addai-Poku (PhD)
Executive Secretary

BACKGROUND: TEACHER PREPARATION AND DEVELOPMENT

Introduction

The *Mentoring and Coaching Framework for Pre-Tertiary Teachers in Ghana* is to serve as a guide and standards against which all mentoring and coaching and related activities will be based and assessed. These include the writing of manuals for training mentors and coaches of teachers as well as the writing of manuals to guide the work of mentors and coaches of teachers.

Several significant reforms are taking place in Ghana concerning teacher education and teacher professional development aimed at strengthening the capacity and professionalism of teachers in our schools so that they can be effective in their work. These reforms include the introduction of licensing for teachers, making teacher professional development mandatory for teacher practice and progression, writing of promotion exams, upgrading the curriculum of the initial preparation of teachers in the Colleges of Education, from 3-year Diploma in Basic Education to 4-year B.Ed. in Basic Education, with a specialism. Given the stated reforms, mentoring and coaching of teachers (beginning and veterans in schools and educational systems) remain one of the significant means of ensuring teachers' development beyond the training they received from the initial preparatory programs. Mentoring and coaching of teachers is important because it enhances teacher effectiveness and leads to school improvement and effectiveness. As an approach to teacher development and school improvement, mentoring and coaching build new knowledge, challenges teacher beliefs, strengthens classroom practice, enhances student learning, and improves students learning outcomes (Moyle, 2016). For mentoring and coaching to achieve its desired outcome, there is the need for a national framework, which will serve as a guide for the practice of mentors and coaches of teachers as well as training of mentors and coaches. The framework will streamline, strengthen and institutionalize the practice of mentoring and coaching of teachers in Ghana. This will further enhance the professional outlook of teaching in the country.

The Rationale

This framework comes in to fill a vacuum in teacher professional development in Ghana. Previous teacher professional development efforts in the country were focused mainly on the initial preparation of teachers in the Colleges, with limited professional learning, support and development opportunities in the schools for teachers after their initial training. Mentoring and coaching of in-service teachers is virtually non-existent in our schools. Efforts to institute mentorship and coaching training programs by different service providers have also not been well streamlined and regulated. There is no guideline to support teacher mentoring and coaching activities in the country. Teachers in our schools are not benefiting from mentoring and coaching as strategic avenues for promoting teacher learning, development, and effectiveness. This framework provides the direction for all stakeholders involved in the mentoring and coaching of teachers in Ghana, including and not limited to service providers.

CONCEPTUAL FRAMEWORK FOR MENTORING AND COACHING

The conceptual framework of the proposed framework for mentoring and coaching of teachers in Ghana as illustrated in figure 1 includes the following elements:

- *Mentoring and coaching, understanding mentoring and coaching model*
- *The four pillars (knowledge and understanding of the curriculum; learner; school; and community).*
- *Whole school experience*
- *Competencies*
- *School improvement and effectiveness*

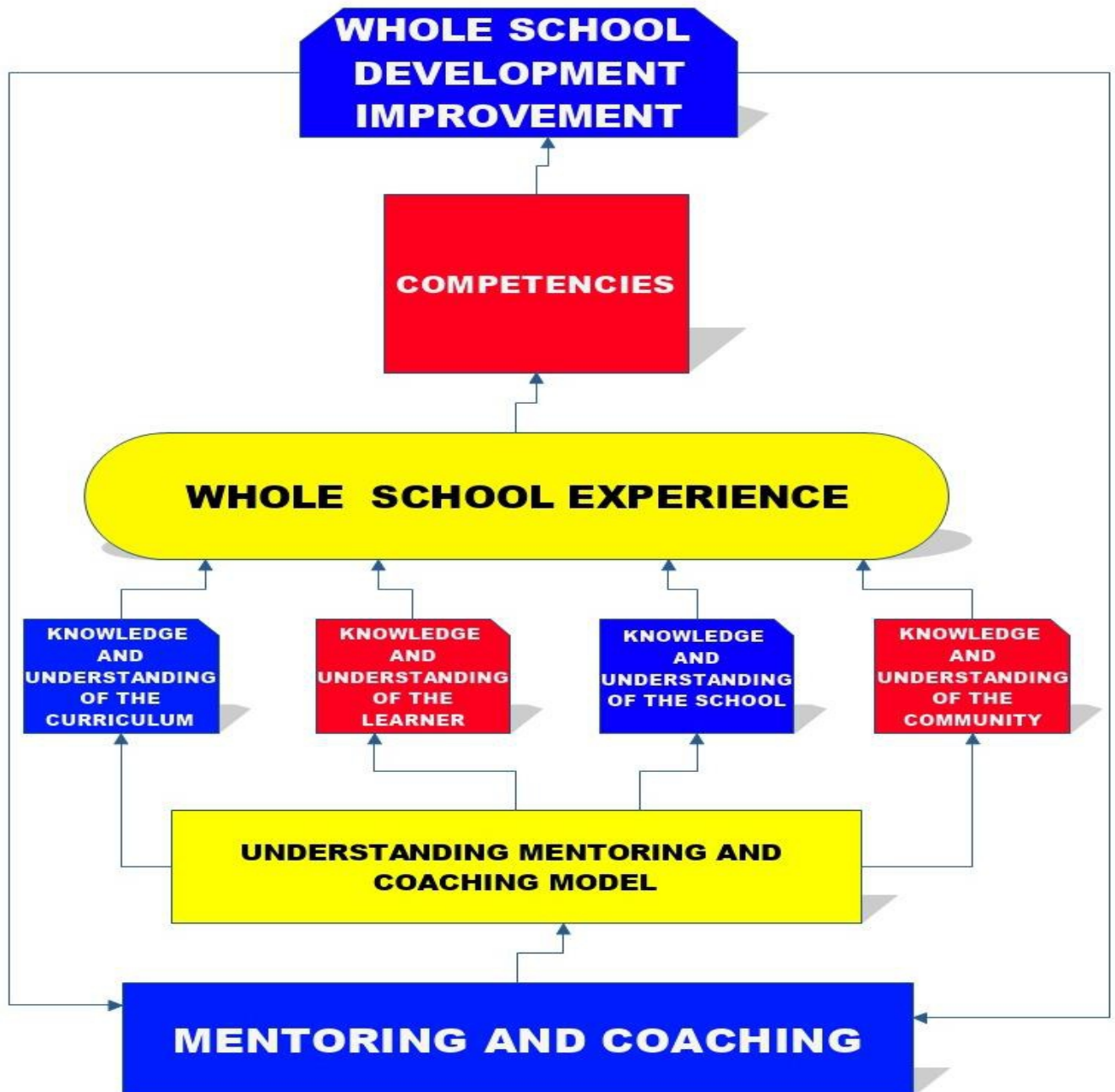


Fig. 1: Illustration of the Conceptual Framework for Mentoring and Coaching

Mentoring and Coaching for School Improvement and Effectiveness

The ultimate purpose of efforts towards mentoring and coaching of teachers in schools and the education system is to bring about school improvement and effectiveness. Mentoring and coaching of teachers are strategic avenues to support school improvement and effectiveness in the country. Situating mentoring and coaching of teachers within school improvement and effectiveness agenda of the country is important because, there is evidence to show that such “teacher professional development is critical to systemic educational reform and school improvement focused on enhancing learning outcomes for all children in public education” (Bredeson & Johansson, 2000, p. 387). Indeed, “student achievement is affected most directly by the quality of instruction, which in turn is influenced by capacity” (Youngs & King, 2002, p. 646). As has been indicated in the literature, “coaches and mentors believe that people have the inner resources to achieve improvement in their practices through coaching and mentoring process” (Moyle, 2016, p. 12).

Mentoring and Coaching as a Whole School Experience

Mentoring and Coaching of teachers (both beginning teachers and veterans) in Ghana focuses on enriching the whole school experience of the teacher to enhance their motivation, competence, and effectiveness. Teachers' experience in the schools should support their effectiveness in the classrooms, motivation as teachers and retention in the teaching profession. As school improvement and effectiveness strategies, “coaching and mentoring approaches in education build the knowledge and skills of teachers and school leaders” (Moyle, 2016, p. 12) and enhance their effectiveness. Mentoring and coaching framework of teachers in Ghana focuses on the whole-school experience of the teacher in terms of supporting the teachers concerning what they are supposed to *know, understand and be able to do* in the schools in line with the requirements of the National Teachers Standards of Ghana (NTS): *Professional Values and Attitudes; Professional Knowledge; and Professional Practice*.

The basic task of the mentors and coaches is to enrich teachers' school experience by supporting their learning and development so that they can have enhanced knowledge, understanding, and competencies to do their work effectively. Linking mentoring and coaching to what teachers need to *know, understand and be able to do* in line with the National Teachers Standards of Ghana should form the basis of training of mentors and subject coaches. It should also serve as a guide for the provision of mentoring and coaching services/support to teachers in the schools.

Developing Teacher Competencies for Effective Teaching

This framework for teacher mentoring and coaching, which is based whole school experience of the teacher is focused on improving competencies of teachers and make them effective in their work concerning the National Teachers Standards (NTS) for Ghana. The NTS contains standards on what teachers need to *know, understand and be able to do*, which will become the indicators for mentoring and coaching efforts. Mentoring and coaching are to be used to support teachers to become competent and effective practitioners. That way, they can contribute meaningfully towards improving students learning outcomes and making our schools effective.

THE PILLARS OF THE MENTORING AND COACHING FRAMEWORK

The four pillars of the Mentoring and Coaching Framework for Pre-Tertiary Teachers in Ghana aligned to the NTS:

1. *Knowledge, Understanding, and Application of the School Curriculum*

Curriculum is designed with the learner in mind. It helps the teacher/mentee to support learners to link knowledge and skills in various fields and to facilitate interaction with peers and learners. The teacher's knowledge and understanding of the curriculum is important for effective teaching and learning. To support the teacher/mentee in this regard, the mentor needs to adapt to the *Reflective Practitioner Model and Coaching for High-Performance models* to support the teacher/mentee's professional growth. Below are some areas the mentees would need support on:

- The holistic knowledge, understanding, and application of the curriculum framework their work, in terms of:
 - Subject and curriculum knowledge
 - Subject content knowledge
 - Pedagogy: Social constructivist approach
 - learner-centered strategies of teaching
 - active learning strategies
 - collaboration, cooperative learning strategies
 - inquiry, problem-solving strategies
 - play-based strategies of teaching with emphasis on 5 characteristics of play: Joyful, meaningful, iterative, socially interactive, and engaging
 - inclusion and gender-responsive strategies of teaching inclusion and gender responsive strategies of teaching and learning, which reflect Universal Design for Learning (UDL) principles
 - integration of technologies
 - Pedagogical content knowledge
 - Knowledge, understanding, and application of content and appropriate strategies for teaching at a particular level
 - Teachers and curriculum implementation
 - Lesson planning/Learning design
 - Lesson delivery
 - Assessment of, for, as learning
 - Effective teaching

Mentor/Coach Support Indicators of Mentee learning and development

Knowledge of educational frameworks and curriculum

The Mentor/coach supports Mentee to:

- Demonstrate familiarity with the education system and key policies guiding it.
- Gain a comprehensive knowledge of the official school curriculum, including learning outcomes, front matter knowledge of the curriculum.
- understand the provisions in the curriculum framework in terms of Aims, Values, Core Competencies, and School Time Allocations
- Have secure pedagogical content knowledge for the school and grade they teach.

- Understand the structure, scope, and sequence of individual subject curricula.
- Demonstrate adequate mastery of their teaching subjects and develop skills in assessment to monitor and evaluate learning
- At pre-primary and primary the mentor supports mentee to understand the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.
(NTS 2 a, b, c, d; PTPDM 2.2.3)

Teaching and Learning

The mentor/coach supports mentee to:

- Develop the ability to select, adapt and/or develop pedagogical materials to meet learning objectives and student learning needs
- Prepare schemes of learning for a given academic year, term or week.
- Prepare daily lesson plans using the right pedagogical approaches and teaching resources
- Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.
- Employ a variety of instructional strategies that encourages student participation and critical thinking.
- Pay attention to all learners, especially girls and students with Special Educational Needs.
- Use a Universal Design for Learning framework to encourage the participation and engagement of learners with diverse styles and needs
- Employ instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- Set meaningful tasks that encourage learner collaboration and lead to purposeful learning.
- Explain concepts using examples familiar to students.
- Explore the relationship between centered teaching practices including play and children's social and emotional development, learn about effective behavioural management strategies and self-care to become competent and effective practitioners.
- Produce and use a variety of teaching and learning resources including ICT, to enhance learning.
- Encourage creativity among learners
- Design a classroom space that inspires and supports children to learn through play.
- Create or setup parts of the learning spaces that are gender responsive.
- Become familiar with the recommended Teaching and Assessment approaches in the curriculum.
- Use of ICT as a tool for learning and assessment
(NTS 3 a, e, f. g, h, i, j; PTPDM 2.2.3)

ASSESSMENT

The mentor/coach supports mentee to:

- Select and design appropriate assessment tasks for a given lesson to support learning (based on the recommendations in the National Assessment Framework(s) and the Curriculum).
- Listen to learners and give constructive feedback.
- Identify and remediate learners' difficulties or misconceptions, referring students to receive additional assistance outside the classroom in addition to promoting their continued inclusion in the classroom.
- Demonstrates awareness of national and school learning outcomes of learners.
- Integrates a variety of assessment modes into teaching to support learning.
- Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
- Uses objective criterion referencing to assess learners
- Carries out small-scale action research to improve practice.
(NTS 3 b, k, l, m, n, o, p; NTPDM 2.2.3)

Communication and Interpersonal Skills

The mentor/coach support the mentee to:

- demonstrate instructional and social skills that would assist students to interact constructively with peers
- develop trusting and supportive relationships with students
- demonstrate the ability to share students' progress with parents and the school community
- demonstrate good command in both English and relevant Ghanaian language(s)
(PTPDM 2.2.3)

2. Knowledge and understanding of the learner and its implications for teaching

Students' learning and development are important in the teaching and learning process. Teachers are to understand the learners they teach and use the understanding to organize teaching and learning situations. Teachers need to understand learners' behavior and be able to organize and manage learning environments and learners. It is important that teachers are supported to understand how children develop and learn in diverse contexts and be able to apply such an understanding in their teaching. Teachers should also be afforded the opportunity to appreciate and respect learners' cultural, linguistic, and socio-economic backgrounds and inform their planning and teaching with that understanding. Mentors/coaches are encouraged to use ideas contained in the recommended models in this framework to support teachers learning and the ability to apply an understanding of their learners in their teaching.

- Knowledge of the learner and management of the learning environment
 - Human growth, development, and learning
 - Motivation
 - Transfer of learning
 - Diversity/inclusion of learners; learning styles; multiple intelligences; cultural/ethnicity, religion, gender, disability.
 - Needs wants and the best interest of children
 - Supervision, care, and safety of children

- Management of student behavior in schools and classrooms/Child-friendly school discipline
- Safe, respectful and responsible learner
- Peer learning/peer support

Mentor/Coach Support Indicators of Mentee learning and development

The mentor/coach supports mentee to:

1. Understand how learners develop and learn in diverse contexts and apply this in his or her teaching.
2. Take accounts of and respects learners’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.
3. Create a safe and encouraging learning environment for learners.
4. Apply positive discipline techniques to manage learners’ behavior; develop appropriate classroom management skills that do not dehumanize the child.
5. Understand the needs, wants and the best interest of children.
6. Manage student behavior in classrooms/ use child-friendly school disciplinary strategies.
7. Create a safe, encouraging learning environment.
8. Build community in the classrooms
9. Manages behavior and learning with small and large classes.
(NTS 2 e, f, 3 c, d; PTPDM 2.2.3)

3. Knowledge of the school

Mentors and coaches are encouraged to use ideas contained in the recommended models in this framework to help the mentee/ teacher understand the history, mandate, and structure of the school as a community, relationship with internal stakeholders, individual differences, etc. in order to build his/her holistic knowledge of the school as a community and entity. Issues such as those outlined below will further support the teacher/mentee have a broader knowledge of the school and be able to contribute effectively towards whole-school improvement and effectiveness:

- School as a community and institution
 - History, vision, and mission of the school
 - School as a community and its components
 - Personal and professional development, including psycho-social/emotional development
 - A community of practice, school-based CPD
 - Collaboration, Team planning, and teaching
 - Collegiality/peer-relations
 - Relations with school leadership/administrations including SMCs/school board
 - Participatory action research
 - School citizenship, professional conduct of teachers
 - Leadership qualities in the classroom and wider school, effective schools, school improvement
 - Safe and non-violent school environment
 - Safe teacher (what safe teacher does)
 - Safe learning environment
 - Safe use of teaching and learning resources

- School health and sanitation
 - food safety and nutrition
 - classroom sanitation

Mentor/Coach Support Indicators of Mentee learning and development

The mentor/coach support the mentee to:

- become familiar with the vision and mission of the school
- apply the legal and ethical teacher codes of conduct in his/her practice as a professional teacher
- Critically and collectively reflect to improve teaching and learning
- Engage positively with colleagues, learners, School Management Committees, etc. as part of a community of practice.
- Develop a positive teacher identity and acts as a good role model for students
- See his or her role as a potential agent of change in the school, community, and country.
- Demonstrate willingness and ability to take on school management and leadership responsibilities
- Contribute effectively towards the formation and successful management of Coaching and Professional Learning Communities in the School.
(NTS1 a, b, c, d, e, f, g; PTPDM 2.2.3)

4. Knowledge and understanding of the School-Community Relations

Schools are established by communities and are situated in communities for the good of members of the communities. Teachers and other school personnel need to be supported to understand issues regarding the community in which they work and how to leverage the community to support teaching and learning. Teachers need an understanding of how the community affects the school and vice versa. Mentors and coaches need to help teachers to know the stakeholders in the community, and how they can relate and work together with them to achieve the aims of the schools. Mentors and coaches can help teachers to learn and apply knowledge of the following areas in their teaching.

- School and the Community
 - Parents involvement/participation in education: working with parents to support students learning, encouraging parental participation
 - School-community relations; PTAs, the impact of community on / society on education, the impact of schools on community
 - Teaching and working in rural/urban communities, faith-based communities
 - Mobilizing community support for schools

Mentor/Coach Supports and Indicators of Mentee Learning and Development

The mentor/coach supports mentee to:

- Engage positively with parents, Parent-Teacher Associations and the community.
- Keep meaningful records of every learner and communicates progress clearly to parents and learners.
- Relate well with people in the community where the school is located
- Use knowledge of the community to build a relationship and support students learning
- Make use of community resources to support teaching and learning
(NTS 1 e, g; PTPDM 2.2.3)

Knowledge and Understanding of Mentoring and Coaching Models

To get better results from mentoring and coaching of teachers, teachers would need to be supported with an understanding of mentoring and coaching, its processes and models. Teachers also need to understand the impact of mentoring on teacher motivation and effectiveness, implementation of the new curriculum as well as school improvement and effectiveness. Mentors can support teachers with an understanding of these areas:

- Understanding models of Mentoring and Coaching
 - Mentoring and coaching processes
 - Models of mentoring/models of coaching
 - The Reflective Practice, Reflective log
 - Action Research
 - Clinical supervision model

Mentor/Coach Support and Indicators of Mentee Learning and Development

The mentor/coach supports the mentee to:

- Discuss the models of mentoring coaching appropriate for the professional development of teachers in Ghana
- Improve on their learner-centered teaching practices through training for Play-Based Learning and for Positive Learning Environments, coaching and mentoring and peer learning through the Community of Practice (CoP)
- Discuss how mentoring and coaching can be used to support the implementation of the new curriculum
- Differentiate between mentoring coaching
- Describe the processes and principles of mentoring and coaching
- Examine the place of mentoring and caching of teachers in school improvement and effectiveness
- Qualities of good mentors and coaches
- Outline the expected behaviors of mentees
- Discuss the benefits of mentoring and coaching to the work of teachers
- Engage in reflective practice- Reflective log
- Participate in action research
- Contribute to discussions during pre and post- clinical supervision meetings
- Use mentoring and coaching process to learn to improve on practice
(NTS 3 b)

Mentorship and Coaching Models

This proposed *Mentoring and Coaching Framework for Pre-Tertiary Teachers in Ghana* is founded on the ideals and ideas the *Reflective Practitioner Model* of mentorship and the *Coaching for High-Performance Model*

THE REFLECTIVE PRACTITIONER MODEL

Mentorship models include the Apprenticeship Model, the Competency-Based Model and the Reflective Practitioner Model. However, as a country we advocate for the Reflective Practitioner Model. The Reflective Practitioner Model provides the mentee the opportunity to do self-assessment and an introspection in developing reflective logs. This model is founded on the ideals of Clinical Supervision. The Clinical Supervision has *three stages, namely:*

- i. Pre-Observation*
- ii. Observation*
- iii. Post-Observation*

The Coaching for High-Performance Model

Coaching for high performance focuses on making coaching results-oriented by helping the teachers to become more committed and productive in their roles and expectations in line with the NTS. Both the coach and coachee need to become aware that, the ultimate purpose of this model of coaching is enhancing high performance (of teachers) by making them focus on increased commitment and improved results, in terms of students' learning outcomes. Coaching for high performance, which recommends that the coach support the teacher around the following questions: *How do you know yourself? What do you do? How do you do it?*

How do you know yourself?

The coaching process supports teachers to become aware of themselves in terms of their:

- new working environment
- professional philosophy of teaching and how it's aligned with the philosophy of education in Ghana, vision and mission statements of their schools
- values and how they are aligned with that of their schools
- strengths and weaknesses
- personal learning styles (visual, auditory, tactile, reading/writing)

What do you do?

The coaching process supports and guides teachers to become clear about their established duties (what they do) and recognize their competencies in terms of their:

- roles/duties and expectations
- preparation to teach
- lesson delivery
- assessment
- supervision and care of all learners, including students with diverse needs
- service to the school
- professional development

How do you do it?

Coaching for high-performance support teachers to move attention from knowledge about 'what they do' to reflect on 'how they do what they do' and 'how best to do it'. Concerning how teachers should do what they do, the NTS and *PTPDM policy framework* provides the standards of professional practice, which can serve as a guide.

GUIDELINES FOR CONDUCTING HIGH PERFORMANCE COACHING AND MENTORING

Usually, coaching and mentoring target high performance and improvement at work. It focuses on specific goals and skills. This method emphasizes the relationship and communication between the supervisor and the supervised, to facilitate the desired change in behaviour. Reflective conversation as part of the coaching process encourages both the teacher and the coach to think more deeply about what is happening in the classroom to improve pupil-learning outcomes. It involves asking reflective questions, which are often open-ended e.g. “What can you do to improve your questioning techniques in teaching Creative Arts?”

Every coach has his or her own style of coaching. These are some guidelines to keep in mind when conducting high performance coaching.

- **Consistency:** This is extremely important when conducting high performance coaching. It means putting timelines into your coaching program and setting clear expectations to support people grow.
- **Clear expectations:** This involves establishing some metrics to measure the progress. One way to do this is to have a pre-coaching session where the coach and coaches work together to set reasonable expectations.
- **One-on- one coaching:** Coaching for performance involves spending more time with an individual and giving him/her attention aimed at dealing with specific issues or skills.
- **Be a good listener:** Active listening helps coaches/mentors to take note of issues that need to be addressed and challenge the coaches to come out with solutions to those issues.
- **Hold your coachees/Mentees accountable:** This entails helping the coaches to be accountable to his/her decisions and commitments.
- **Give effective feedback:** Keep feedback focused on essential aspects of instruction which promote learner achievement. Focus on a small number of suggestions and monitor those improvements over time.

Roles and Expectations of Mentors and Coaches

- Set high performance expectations. Set goals and objectives for the mentoring and coaching process
- Develop mentoring/coaching schedule/work plan with the mentee.
- Help mentees to articulate their aspirations and then realize their potentials through identifying their strengths and weaknesses. Assist mentees to discover and overcome their personal barriers
- Shares critical knowledge with mentee
- Establish and build on rapport and professional relationship throughout the mentoring and coaching process
- Review mentoring progress through monitoring at regular intervals with a view to enhance performance by providing tuition, encouragement and constructive feedback. Provide regular and tailored feedback.
- Help build self-confidence in mentee
- Encourage professional behavior
- Employ effective communication skills with coachees to understand their goals and ambitions
- Developing training programmes suited for the level and pace of mentee
- Advise on health and lifestyle issues where necessary
- Teaching/modeling of relevant skills, tactics and techniques
- Recognize, celebrate and reward achievements by the mentee.
- Promote acceptance of diversity in the classroom, including instruction of students with diverse learning needs.

The following ideas on *roles and responsibilities of coaches versus supervisors* from Pflapsen (2019) can be useful to coaching and mentoring support to teachers in Ghana.

Roles and responsibilities of coaches versus supervisors	
Coaches	Supervisors
<p>While the activities an individual coach conducts will vary depending on a program's goals, the coach's skill level and a teacher's needs, support is focused on teacher practices in the classroom. Common activities include the following:</p> <ul style="list-style-type: none"> • Observe teacher's lesson delivery • Co-plan and/or co-teach a lesson • Model instructional practices • Demonstrate how to use or make instructional materials • Help teachers to do so and identify how results can inform instruction • Discuss challenges or problems and identifying potential solutions • Train teachers and provide professional development opportunities, either in a formal workshop setting or in small groups 	<p>In contrast to the teacher-focused activities conducted by coaches, school supervisors are likely to engage in the following activities, focused on the school level:</p> <ul style="list-style-type: none"> • Verify required documentation is available at the school (e.g., enrollment register) • Verify school enrollment • Verify teachers have a lesson plan—but do not co-plan or co-teach a lesson • Verify teachers and school director are in attendance • Discuss with school leadership management-related issues • Visit a classroom, usually briefly, to see teachers at work • Gather data from (sampled) classrooms to

<ul style="list-style-type: none"> Assist teachers to develop conflict-coping skills, engage in peer support, and employ appropriate strategies for reducing their psychosocial stress and that of their students 	<p>inform program implementation</p>
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Selection and Training of Mentors and Coaches

The selection of mentors and coaches for training and practice in schools will be done at the District, Regional and National levels. The following attributes of successful mentoring relationship will be part of the criteria for selection of mentors/coaches for training and practice at all levels:

- Communication skills
- Exemplary teaching skills and professionalism
- Ability to guide and suggest ideas for improvement
- Patience
- Genuine interest in developing others
- Confidence building
- Time and willingness to devote relationship
- Goal setting, clarity and action planning
- Reflective dialogue and openness to receiving feedback
- Empathy
- Enthusiastic/positive outlook
- Commitment to the principles of inclusive education for all learners
- Having values, trust, and integrity/honesty
- Open and transparent
- Ability to read and understand
- Good organizational and interpersonal skills
- keeping intervention to minimum
- Information seeking and questioning
- Reflective practice
- Evaluating and assessing the professional growth of the mentee

Who is a mentee?

A mentee is a learner or novice professional who initiates interactive connection with a mentor to identify his/her strengths, challenges and seek support for improvement or to improve practice.

Roles and Expectations of a Mentee

Mentoring and coaching is a partnership between two individuals, the mentor and the mentee. The mentee decides upon the amount of support and guidance he/she needs. The mentee should take the initiative to ask for support or advice and to tackle assignments that are more challenging. Some basic expectations of a mentee are:

- Willing and eagerness to learn
- Ability and willingness to work as a team player
- Patience and willingness to receive feedback and support
- Risk taking
- Have a positive attitude

Roles of a Mentee

A person receiving professional support from a mentor/coach should be able to:

- Listen and respect the opportunities, limitations and format of the mentoring relationship.
- Take notes when appropriate, ask good questions and have a purpose for his/her questions.
- Prepare the goals and objectives you have for your career. Be prepared to ask for specific guidance and advice on your goals, plans and strategic ideas.
- Take the initiative to ask for feedback.
- Always be considerate and respect your mentor's time. Be thorough, but succinct in your explanations, experiences and comments.
- Return phone calls promptly and be on time with commitments or meetings.
- Pay attention to advice or suggestions you receive and act on them.
- Express your appreciation for every form of assistance you get.
- Make only positive or neutral comments about your mentor/coach to others. If you disagree with your mentor's values, behaviors, or attitudes, discuss it with him/her directly. Respect your mentor's confidence and trust.
- Ensure your mentoring connection does not give the appearance of favoritism or any inappropriate romantic relationships.

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