

*EMPOWERING
MENTORS:
BUILDING A
CULTURE
WHERE EARLY
CAREER
TEACHERS
THRIVE*

Professor Haili Hughes



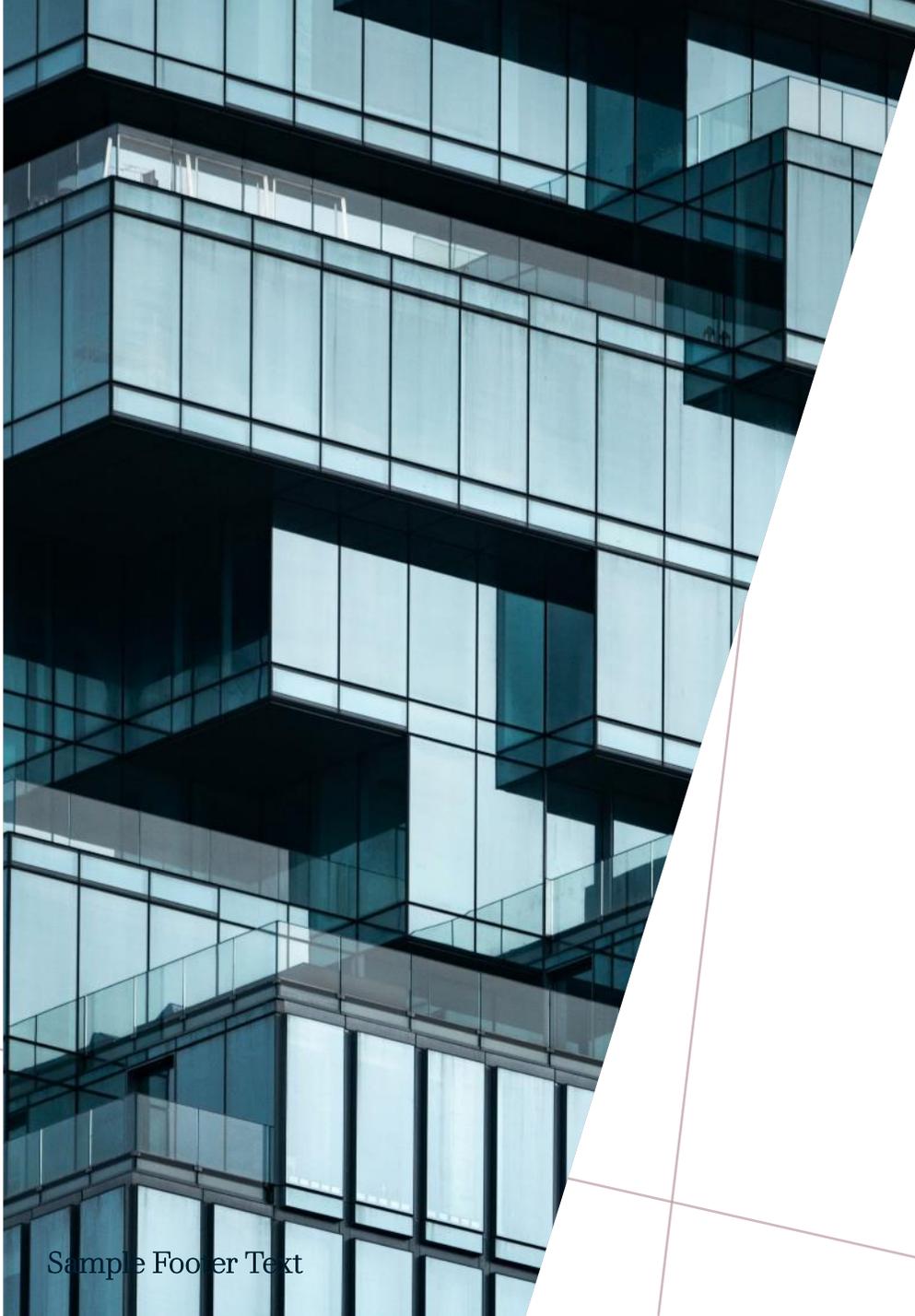


*A TALE OF TWO
MENTORS...*

THE IMPERATIVE OF EFFECTIVE MENTORING

- The challenges faced by early career teachers?
- The pivotal role of mentoring in teacher retention.
- The Early Career Framework (ECF).





“EFFECTIVE MENTORING CAN REDUCE BEGINNING TEACHER ATTRITION, IMPROVE TEACHING PRACTICES, AND SUPPORT PROFESSIONAL IDENTITY FORMATION—MAKING IT ONE OF THE MOST POWERFUL TOOLS FOR EARLY CAREER TEACHER DEVELOPMENT.”

Hobson, A.J., Ashby, P., Malderez, A. & Tomlinson, P.D. (2009). Mentoring beginning teachers: What we know and what we don't. Teaching and Teacher Education, 25(1), pp. 207–216.

Cultivating a Mentoring Culture

Leadership Commitment: How can school leaders model and prioritise mentoring, embedding it into the school's ethos?

Cultivating a Mentoring Culture

- **Resource Allocation:** Emphasise the importance of dedicating time and resources to mentoring.
- **Recognition and Incentives:** Explore ways to acknowledge and reward effective mentors, fostering a culture of continuous improvement.

BUILDING STRONG MENTOR-MENTEE RELATIONSHIPS

- Trust and Respect
- Effective Communication
- Feedback Mechanisms

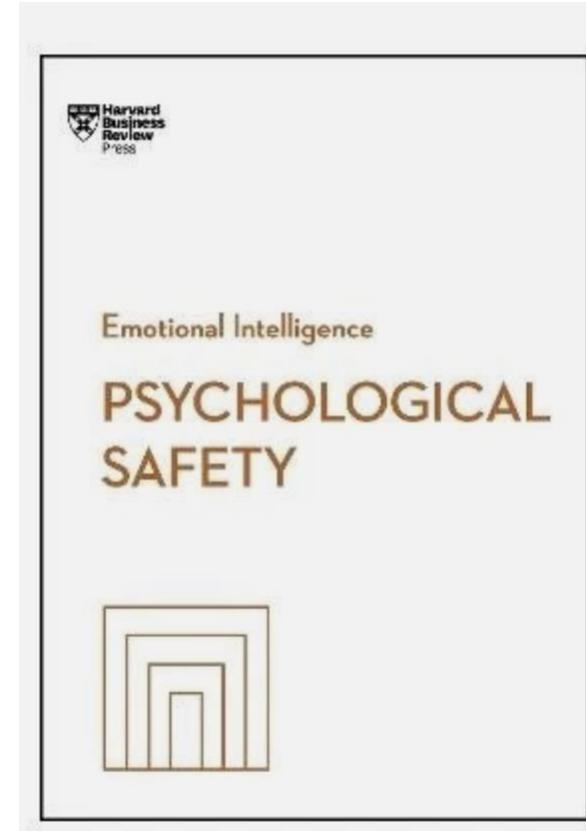
"Our flourishing is dependent upon who we are with—together in community."

Ubuntu, meaning "I am because we are," the Church emphasises that flourishing is a collective endeavour. This philosophy encourages teachers to view their success and well-being as interconnected with that of their colleagues.



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- **N - Needs:** Identify the needs of those involved in the conversation.
 - **E - Emotions:** Acknowledge the emotions present that might affect the dialogue.
 - **F - Facts:** Utilize factual information to ground the discussion.
 - **I - Impact:** Discuss the impact of the issues at hand on individuals and the organization.
 - **A - Actions:** Agree on the actions to be taken as a result of the conversation.
 - **R - Review:** Plan a follow-up to review the progress of the actions discussed.
 - **T - Thank You:** Finish the conversation positively by expressing gratitude for the participants' contributions and efforts.

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Praise	• Narrate the positive with precise praise	1 – 2 minutes
Probe	• Use targeted open-ended question and scaffold to identify the core issue	2 – 6 minutes
Action step	• State single, concrete, highest-leverage action step	1 minute
Practice	• Simulate how to improve current practice	As much time as remains
Plan ahead	• Design/revise upcoming lesson plan to implement action	As much time as remains
Follow-up	• Establish timeline when the action step will be completed	1 – 3 minutes

LEVERAGING INSTRUCTIONAL COACHING AND DELIBERATE PRACTICE

The evidence behind instructional coaching:

- Kraft et al. (2018) Coaching has a greater effect on instruction and attainment than any other form of CPD.
- Sims & Fletcher-Wood (2021) Structured coaching increases fidelity of implementation.
- EEF Guidance: Coaching shows promising outcomes, especially when embedded in a wider professional culture.

What might the active ingredients of coaching be?

5 evidence-based principles:

- 1. Focused** – Target one precise area of practice.
- 2. Instructional** – Tied to classroom teaching and learning.
- 3. Sustained** – Ongoing over time, not a one-off.
- 4. Dialogic** – Driven by questioning and co-construction.
- 5. Action-Oriented** – Involves practice, feedback, and follow-up.

WHAT DO YOU NOTICE ABOUT THIS INSTRUCTIONAL COACHING?



REFLECTION:

- **Action Step:** Assess your current mentoring training and support. How can it be improved?



Haili Hughes

Mentoring in Schools



How to become an expert colleague

THANK YOU

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