

A guide to the implementation of a coaching
and mentoring strategy to support
teachers in the delivery of Comprehensive
Sexuality Education (CSE) for Eastern and
Southern Africa (ESA) countries

November 2020





Acknowledgements

Advocates for Youth wishes to thank the UNESCO Eastern and Southern Africa (ESA) and West and Central Africa (WCA) regional offices for their kind collaboration and support towards the realization of this regional coaching and mentoring strategy. Special thanks to Ms. Naomi Mnthali, Regional Project Officer for HIV and Health Education, Dr. Patricia Machawira, Regional Advisor for HIV and Health Education for Eastern and Southern Africa, Ms. Ygainnia Hamandawana, M&E Officer, and Dr. Remmy Shawa, Regional Project Officer for HIV and Health Education, for their critical feedback, guidance, and support. Particular thanks as well to Advocates for Youth's international youth health right Director, Nicole Cheetham intern, Ms. Paulina Nyakato Banegura, and to consultant Ms. Marjorie Macieira for their contribution to the development of the strategy.

We would like to also thank the UNESCO staff in Zambia and South Africa for organizing the pilot and follow-up regional training-of-trainers (TOT) workshops where participants provided valuable inputs to the strategy.

Special thanks to the Ministries of Education and their representatives in ESA and WCA for their leadership and high-level engagement in efforts like these to advance comprehensive sexuality education, as well as to those participating in the TOT workshops from Botswana, Cameroon, Eswatini, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Namibia, Nigeria, South Africa, Tanzania, Uganda, Zambia, Zanzibar, and Zimbabwe.

DISCLAIMER

The ideas and opinions expressed in this report are those of the authors and do not necessarily represent the views of UNESCO.



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Introduction

The United Nations Educational, Scientific and Cultural Organization's (UNESCO's) Our Rights, Our Lives, Our Future (O3) programme, initiated in 2018, supports delivery of good quality comprehensive sexuality education (CSE) in Eastern and Southern Africa (ESA) and West and Central Africa (WCA). It empowers adolescents and young people and builds agency, while developing the skills, knowledge, attitudes, and competencies required for preventing HIV, reducing early and unintended pregnancies (EUPs), and eliminating gender-based violence (GBV).

Adequate preparation of teachers is critical for delivery of accurate and age-appropriate CSE. As part of efforts to support the O3 programme, a recent assessment conducted in 2019 with UNESCO staff and education stakeholders in the ESA and WCA regions highlighted the need for additional resources to support and deepen teacher training, including refresher trainings, mentoring, coaching, and supportive supervision. Box 1 further highlights challenges identified by teachers at a recent UNESCO workshop. In addition to the support services indicated, it will be helpful for teachers to strengthen their knowledge, confidence, and advocacy skills by connecting with other peers, researchers, and advocates beyond their school setting, ideally through regional networking mechanisms. These may be accessed via electronic means or in-person through participation at CSE-related conferences and events.

The coaching and mentoring guidelines

UNESCO has prepared these guidelines to support Ministries of Education in ESA and WCA countries in implementing a coaching and mentoring programme to support teachers who have been trained in CSE. The guidelines clarify concepts and describe key elements, advantages, and disadvantages of differing approaches to supporting teachers through coaching, mentoring, group/team coaching or mentoring, and e-learning. The guidelines also prompt critical reflection and offer recommendations to inform strategies for coaching and mentoring at the country level. The appendix section provides tips and tools that can be used in coaching and mentoring.

Ministries of Education are encouraged to adapt and refine these guidelines to meet their countries' own specific contexts.

Box 1: UNESCO workshop findings

- Teachers feel unprepared to deal with disclosure of sensitive issues or handling parents.
- Teachers need fine tuning of skills, support, guidance, etc.
- Coaches and mentors need to be frequently accessible for schools and teachers. Support is less effective if not ongoing or frequent.

Understanding coaching and mentoring



A mentor is someone who sees more talent and ability within you than you see in yourself, and helps bring it out of you.

– Bob Proctor, Author of *You were Born Rich*.



Coaching and mentoring: Similarities and differences

Definitions and benefits

Pre- or in-service CSE training aims to establish a well-informed, high-performing CSE teacher workforce, while CSE coaching and mentoring work to maintain it. In addition, schools benefit from coaching and mentoring in teaching by identifying and closing skill gaps and increasing teacher loyalty to the school, while decreasing their turnover.

Coaching can be defined as supporting a teacher, learner, or client in achieving a specific personal or professional goal by providing training and guidance. **Mentoring** can be defined as primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, and encouraging.

There are several benefits of a CSE mentoring programme: teachers accelerate their education and skills; and mentors develop their own leadership and mentoring abilities. Coaching benefits, on the other hand, are practical and goal-focused and may concentrate on further leveraging teachers' existing strengths, avoiding professional derailers, or working through school organizational or policy issues. The goal of coaching is less about "how to" and more about "how well". See **Box 2** for benefits of coaching and mentoring. **Appendices 1 and 2** provide more details on the benefits, strategies, and tips for coaching and mentoring.

Similarities and differences between coaching and mentoring

Coaching and mentoring sound similar, and both are used by schools to encourage personal and professional growth of teachers, however, they are not interchangeable. The focus of coaching is usually **task and performance**, and whereas the role of a skills or performance coach is to give feedback on observed performance, the role of the mentor is to **build capability**. The developmental mentor helps the learner discover their own wisdom by encouraging them to work towards career goals or develop self-reliance.

Coaches and mentors similarly maintain a confidential relationship with their assigned teacher/mentee and whatever is discussed is never shared with others except under very special circumstances. While a good coach provides more of a one-direction approach, focusing on specific areas for improvement with benchmarks and goals for measuring time-bound progress, good mentors provide the mentee with the right kind of help and support, at the same time adapting to the needs of the mentee. As a result, both mentor and mentee learn from one another and help each other's development.

Box 2: Coaching and mentoring enables CSE teachers to:

- Stay abreast of current evidence and pedagogy.
- Increase familiarity and comfort with CSE subject areas.
- Ensure use of effective, collaborative teaching methods relevant to real-world situations.
- Encourage use of positive discipline strategies to promote respectful student interactions.
- Support positive teacher-student relationships.
- Work out well-designed learning activities to develop students' knowledge, skills, and capabilities.



A coach is someone who can give correction without resentment.

– John Wooden,
American basketball player and coach.



Table 1: Key differences between coaching and mentoring

	Coaching	Mentoring
Overall definitions	A coach gives direct support and guidance to the person being coached, especially as he or she is practicing a new skill. Coaching often takes place early in the performance of new tasks. Coaching is more performance-driven, task-oriented and short-term than mentoring. During coaching time-bound, specific, measurable goals are set and worked towards in the coaching setting. ¹	A mentor provides guidance, instruction, and support to the person being mentored (the mentee). Mentoring focuses on the professional development of the mentee – overall or in a specific identified area – and is founded on a relationship built over time. Long-term practices, skills, and attitudes are identified and worked towards in the mentoring relationship. ² Mentors and mentees work together to achieve specific, mutually-defined goals that focus on developing the mentee’s skills, abilities, knowledge and thinking. ³
Focus	Defined tasks. Coaches are often called upon to help individuals become more proficient in certain areas or address important educational skills they might be lacking. Some examples include facilitation skills, classroom management, and conflict resolution.	Relationships. Although the mentor and mentee might initially focus on certain learning goals or competencies, over time they develop a bond and rapport that often transcends specific workplace issues.
Drivers	Performance. The focus is on the present . The purpose is to improve, enhance, or acquire new skills that can be leveraged immediately.	Development. The focus is on the future . The mentor shares his or her experience in an effort to positively influence the personal and professional growth of the mentee.
Duration	Defined ending. Parties may meet just once or over a period of time, however the relationship usually terminates when the trainee masters the specific skill or goal they were working on.	Significant time commitment from both parties. Mentors and mentees may start out as casual acquaintances, but often build strong fellowships that can continue for years.
Input from leadership	Active engagement. A manager must monitor the progress, solicit regular feedback from the coach, and oftentimes determine when a coaching initiative should conclude.	Little oversight. Although a manager may be assigned to administer the logistics of a mentoring programme, formal supervision is rarely required. For the most part, mentors and mentees steer the direction of their relationship.
Evaluation	Measurement is easier. Specific goals are clearly defined in advance, and the accomplishment of those goals can be tracked and measured.	Measured in broad terms. While benefits may include improved morale or lower turnover, it can be challenging for schools to identify specific key performance indicators that result from a mentoring relationship.

Vital signs of successful coaching and mentoring relationships

Successful coaching and mentoring relationships entail a concentrated effort and commitment in order to make them thrive. They primarily encompass clearly-defined roles and respect for everyone’s knowledge, time, and energy, as well as honest expression, motivation by both parties, and accountability. In addition, the mentor or coach must possess the required competencies, experience, and education required for their role. Refer to Box 3 for more characteristics of successful coaches and mentors.



It seems so simple... to be able to deeply listen to another without trying to fix it... to just be there with them, it is transformational in itself.

–LindaEllinorand GlennaGerard,
Authors of Dialogue: Rediscover the Transforming
Power of Conversation

¹ Tatiana Bachkirova and David Clutterbuck (eds.) (2010). The Complete Handbook of Coaching, Elaine Cox.

² Ken Williams, (2005). Mentoring the Next Generation of Non-profit Leaders: A practical Guide for Managers. AED.

³ The Mentor’s Guide, 2nd Edition (2011).



Box 3: Characteristics of successful coaches and mentors

- Respectful of the teacher
- Committed to learning and helping the teacher learn
- Good listener
- Displays empathy
- Builds rapport, speaks truth and is honest
- Encourages the teacher to speak, provides a safe space to vent, air, complain, and feel shame
- Observes and reflects
- Provides constructive challenge
- Is self-aware and understands others
- Has intuitive wisdom from life experience
- Helps the teacher reshape their thinking
- Is politically or professionally savvy
- Shares experiences
- Celebrates accomplishments/successes

A coach:

- Brings specific and well-defined issues to attention
- Makes expectations clear at each session outset
- Provides resources, authority, training, and support needed for solutions

A mentor:

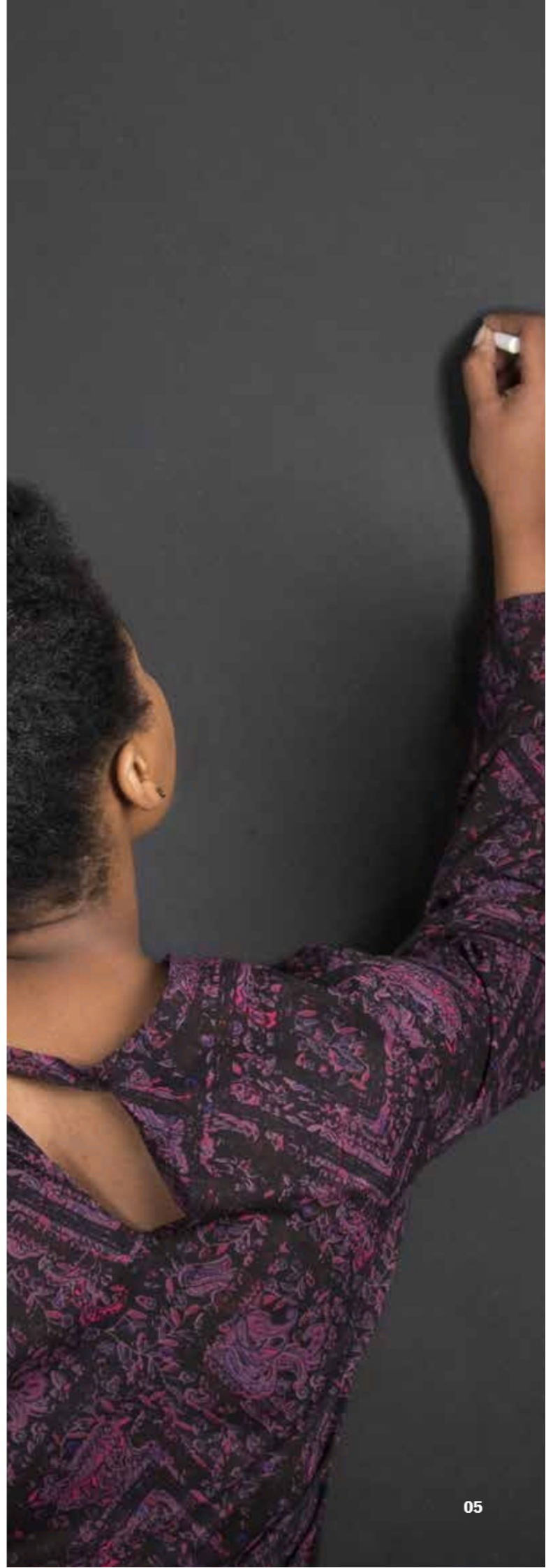
- Steps back from the detail
- Models best practices while still appreciating differences in teaching style
- Manages the relationship and not the goals
- Offers friendship

Common mistakes in coaching and mentoring

In the process of coaching and mentoring, situations may arise that lead the whole process to unexpected results without any benefits:

- 1. A coach / mentor-mentee mismatch.** If there is a personality conflict, or the teacher does not wish to be coached or mentored, the relationship will not develop well.
- 2. Lack of SMART goals** (Refer to **Appendix 6: Setting goals**): Both coaching and mentoring (even though more long term) must have concrete, achievable, and measurable goals, otherwise they may do more harm than good, or just lead to emotional exhaustion of all participants if continued over time without clear direction.
- 3. Incompetence:** If either a coach or mentor is incompetent or overestimates their own abilities, goals will not be achieved.
- 4. Personal trauma of the teacher:** If the teacher suffers from personal or emotional problems relating to sexuality issues, it may be appropriate to have them meet with a clinical psychologist or social worker before setting up mentoring or coaching arrangements.

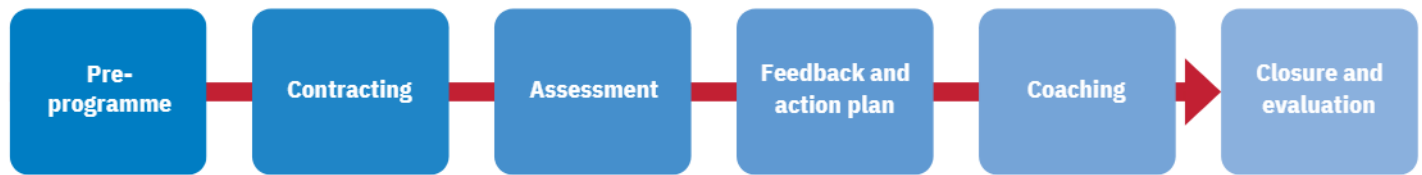
Appendices 1 and 2 provide practical tips and tools to avoid these types of mistakes.



The coaching process

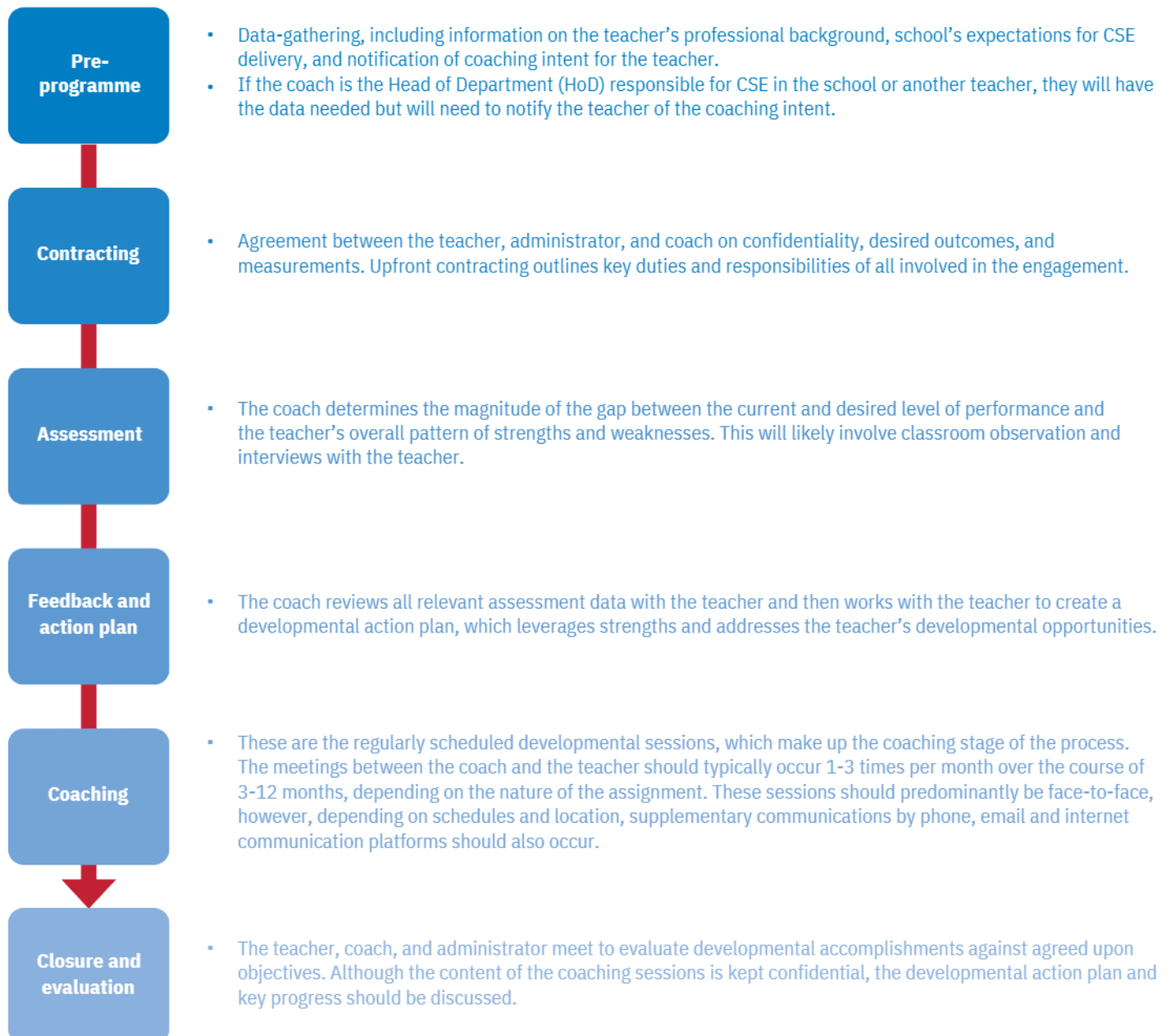
A basic framework for the coaching process includes six stages:

Figure 1: The six stages of the coaching process



These six stages are explained in more detail below:

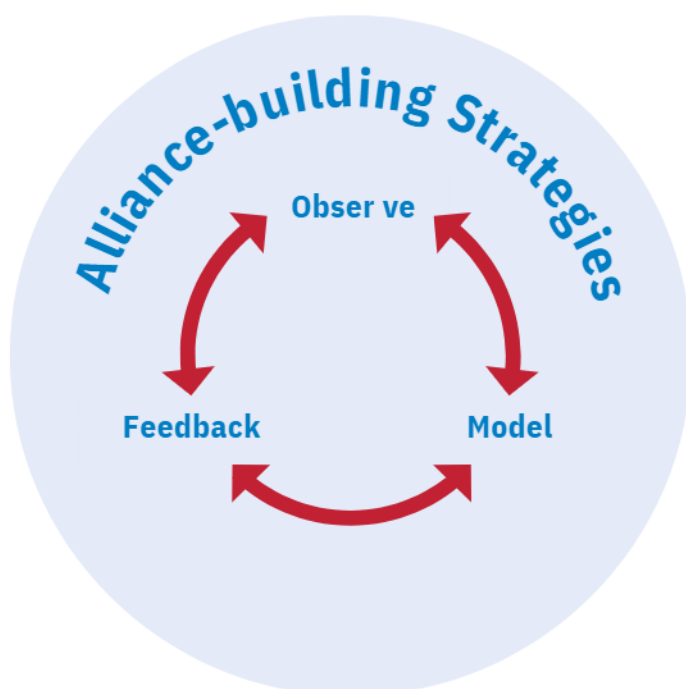
Figure 2: The six stages of the coaching process in detail



Coaching models

There are a few models for coaching which highlight the cyclical nature of the coaching process. Figure 3 on **effective coaching practices**⁴ illustrates coaching methods shown to be linked to improvements in teacher practice and learner outcomes, which include **observation**, **modelling**, and providing **performance feedback** in an ongoing cycle, contributing to **alliance-building strategies** (also referred to as relationship-building strategies).

Figure 3: Effective coaching strategies



Observation refers to direct monitoring of the teacher in a learning environment. The primary purpose of observation is to enable a coach to engage in other coaching practices such as modelling or providing performance feedback. For example, observation allows the coach to collect data on the teacher's use of an evidence-based practice, or it may provide opportunities for the coach to model the use of that same evidence-based practice. Given that observation is considered as the entry point for using other coaching practices, it is often studied in tandem with other coaching practices.

Modelling occurs when a coach demonstrates how to use the practice. Modelling is most typically used by a coach when a teacher is not correctly using a practice with the learner or does not know how to use that practice. However, modelling may also occur when learners are not present (for example, during a training or during a post-observation meeting with the teacher). The primary purpose of in-classroom situated modelling is to help the teacher better understand how the accurate use of a practice "looks" and how it impacts the performance of the learner.

Performance feedback is a third critical coaching practice and entails the coach's presentation of data to the teacher on his or her teaching practice.

- Feedback is most effective when it is specific, positive, timely, and corrective, if warranted;
- Coaches can use several delivery mechanisms for providing feedback;
- Feedback may be based on informal or formal data that is presented verbally, graphically, or both.

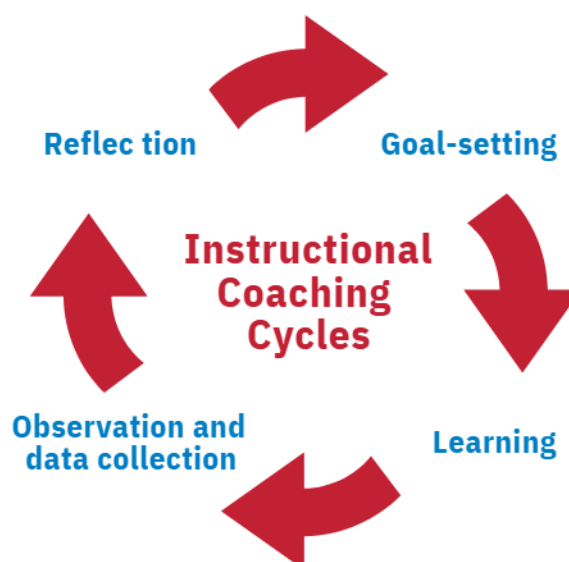
Alliance-building strategies is a final critical coaching practice that includes the development of a positive teacher-coach relationship, also referred to as alliance. Strong alliance between teachers and coaches establishes a solid foundation for subsequent work. Alliance is shaped by:

- Interpersonal skills;
- Collaboration skills;
- The coach's expertise in the area in which he or she is coaching.

(Refer to Appendix 3: Coaching strategies to build alliance with teachers for more information on alliance-building strategies)

Figure 2 illustrates instructional coaching cycles, whereby goal setting informs learning, which is followed by observation and data collection, which allows for reflection based on this feedback. This leads to re-setting of goals such that the cycle continues and evolves in response to the teacher's needs. It is important to note that the starting point in this cycle is not the same for every teacher, and some coaching relationships may begin anywhere within the cycle.

Figure 4: Instructional coaching cycles



For more on coaching benefits, tips and strategies, refer to **Appendix 1**.

⁴ Pierce, J. D. (2015) Teacher-coach alliance as a critical component of coaching: Effects of feedback and analysis on teacher practice (Doctoral dissertation, University of Washington).

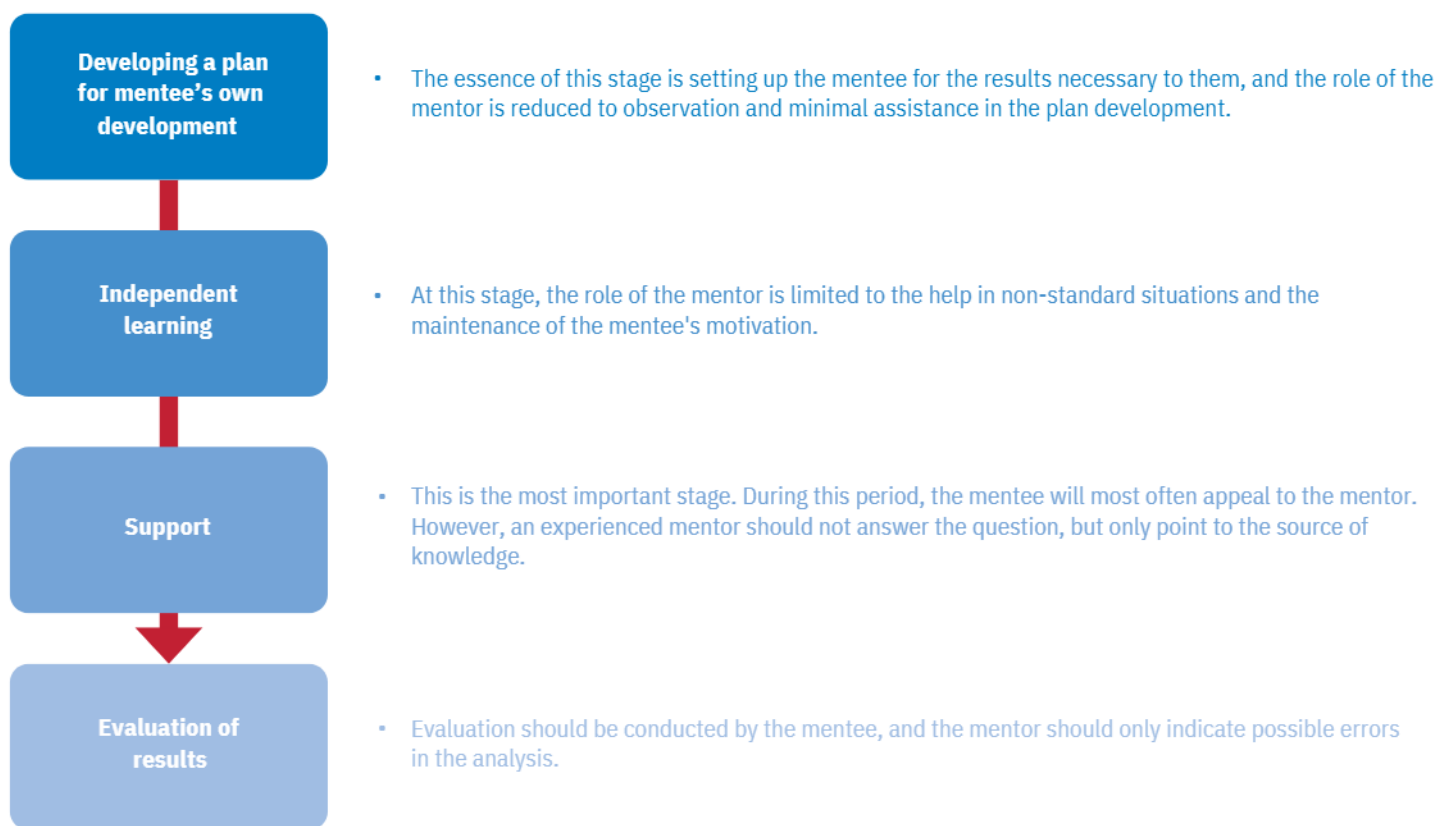
The mentoring process

The mentoring process takes place in four stages:

Figure 5: The four stages of the mentoring process



Figure 2: The six stages of the coaching process in detail



For more on mentoring benefits, tips, expectations and activity ideas refer to **Appendix 2**.



Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging.

– Professor David Clutterbuck, Author



Team coaching and group mentoring

Team coaching and group mentoring are teacher-supportive mechanisms. In these group/team formats, every participant has their own set of goals that they hope to achieve. The coach/mentor's job is to hold the agenda in place so that every member of the group can contribute. The group benefits by experiencing each other being coached/mentored, sharing observations and offering challenges, and holding each other accountable for action. The coach/mentor also serves as facilitator and must establish a climate of trust and confidentiality for each member of the group to maximize the benefit of this format.

The difference between individual coaching/mentoring and group coaching/mentoring is that with individuals, deeper conversations are the result of private conversations, which are confidential, one-on-one dialogues enabling a greater sense of safety and vulnerability. With team coaching/mentoring, however, the conversation is public, more likely to be edgy, and thus more challenging because of the nature of the exposure. Even so, it is possible to have a deeper conversation within a team; it may take time and patience to build sufficient trust, but that is one of the advantages of a coaching/mentoring approach – the practice of stretching, exploring, and engaging with successful outcomes builds safety and trust over time. With individual coaching/mentoring, one asks a question and obtains a response. With teams, a coach/mentor's question starts a conversation, which is, in fact, the point.

Pros and cons

There are many advantages of group coaching, including that the cost is less per person than individual coaching, as each member of the group shares the cost of the coach's time. Within the ESA and WSA context, teacher support could begin with short-term group coaching to address specific performance objectives, and eventually transition into longer-term group or individual mentoring to provide ongoing capacity-building and encouragement. Furthermore, telephonic or web-based meetings are very effective in maximizing time and allowing the groups to be geographically dispersed, while teachers can benefit from joining a group before, after, or at the same time as they work with individual coaches or mentors. Of course, there are also some disadvantages to group coaching. For a list of pros and cons of team coaching and group mentoring, see **table 2**.

Logistics

Planners must decide how long, how often, and where the groups will meet, along with how many groups to hold at any one time. The latter depends on how many mentees want to participate, the number of available and qualified coaches or mentors as well as meeting rooms, and how much time coordinators have for supervising all the activities. An ideal group/team size would be six participants or less, and groups may typically meet an hour each week or monthly on the same chosen day for anything from one to four hours. Most groups exist for six to twelve months, sometimes extending for another few months. Some groups are ongoing, although it is recommended that effective groups should have planned endings to prevent them from losing momentum, to expedite progress toward goals, and to free coaches/mentors and participants for other mentoring relationships.

Table 2: Pros and cons of team coaching and group mentoring

Advantages (Pros)	Disadvantages (Cons)
School maximizes its pool of qualified mentors/coaches because the mentor/coach-teacher ratio is larger.	Confidentiality can be an issue. Even though the group agrees to keep all exchanges within the group, information can slip out.
Through group work, teachers often bond and build a network – valuable for a cohort of teachers joining the CSE programming together or moving at a similar pace into greater responsibility.	Not everyone enjoys group learning and sharing. In fact, some people dislike it.
Teachers receive multiple sources of feedback, not just that of one mentor/coach. Hearing the same message from many sources can have increased impact.	Of necessity, teachers do not have as much one-on-one contact with the mentors/coaches as they often would like.
Groups help normalize a mentoring/coaching culture throughout the school.	Members may feel pressured by the group when they have difficulty setting goals or making progress.

E-learning and support

E-Learning and support are becoming more prevalent and offer promising, exciting, and inclusive learning opportunities. E-learning can be defined as learning that utilizes electronic technologies to access educational curricula outside of a traditional classroom. In most cases, it refers to a course or programme delivered completely online, while e-support is usually conversations provided by coaches and mentors remotely via online platforms.

E-learning and support offers a variety of options and may be more economical and time efficient for reaching larger teacher cohorts than traditional in-person learning and support, however, it may not suit all needs, as in-person learning/support can be preferred, and limited computer literacy and access to computers or tech support can pose challenges. Moreover, while e-learning and support can offer greater consistency in content and delivery, at the same it can lack flexibility and responsiveness to participants' needs and/or contexts.



The main e-learning and support modalities include: webinars, audioconferencing, websites, software/courseware, and WhatsApp as described below. Tips for e-learning and support are available in **Appendix 4**.

Modalities

Synchronous and asynchronous webinars/web shops:

Synchronous or live events occur in real time. They include one or more presenters and learners logged on to their computers and (usually) also communicating on the phone. Learners and those being coached and mentored prepare in advance by logging onto the website and learning navigation tools that allow them to submit questions, respond to polls, evaluate the training, and so forth. Asynchronous (previously created or pre-recorded) webinars/web shops are "time shifted" – they are created or broadcast at one time, retained, and made available for access at a later date.

Audioconference training and support: This is a valuable, fairly "low tech" option that uses the phone. Participants receive materials in advance (either electronically through email or hard copies through the mail). Once the live event begins, the facilitator presents content, asks questions, answers participants' questions, and otherwise guides learning or provides support. Some include telephone "breakout rooms" for pair practice sessions or small group discussions.

A mentoring website that includes e-learning: These websites feature mentoring programme information, sign-up applications, tips, tools, success stories, and software for mentor/mentee training. The more advanced sites provide an electronic matching tool that links mentors and mentees and offer mechanisms to track progress and encourage participants.

Mentoring software/courseware: this modality makes use of standard or customized software or courseware appropriate to the group's needs.

WhatsApp Messenger. Platforms that are often more readily accessible by mobile phones can also offer alternative means for e-mentoring and group or individual support. WhatsApp is an online instant messaging application that supports multiple platforms such as Linux, Mac, Windows and allows smart mobile phone users to exchange texts, images, videos and audio messages for free. It also offers groups chats. CSE teachers can thus be paired up with coaches and mentors and be provided virtual individualized support or be part of CSE virtual support groups. Facebook Groups also offers similar advantages.

Key steps for a CSE teacher support strategy

A CSE teacher support strategy will need additional exploration as it will be applied in a wide geographical context (21 countries) with various levels of CSE advancement. As such, various approaches, rather than a single process, will need consideration for contextual relevance. It is nevertheless recommended that a CSE teacher support strategy should consist of these five main steps:

1. Goal identification
2. Assessments and analysis
3. Identification of existing mechanisms
4. Monitoring and evaluation
5. Resource identification

Goal identification

Goal identification should be the first step in guiding the strategy. The following questions will help establish a goal that is inclusive, meets expectations, and is attainable within a specific time-period:

1. What does an ideally supported cadre of teachers (or success) look like?
2. What is the coaching aimed at? Is it to help teachers:
 - a. address their struggles with the actual teaching of CSE lessons?
 - b. handle disclosure and sexual history in the classroom?
 - c. handle backlash from parents/guardians/caretakers who may not want their children to be taught CSE?

3. Does an ideal supportive context mean that teachers do not feel they are alone and are part of a strong network of like-minded or expert individuals on whom to rely?
4. As part of a regional strategy, are countries sharing their resources and materials, approaches, and lessons learned with each other?
5. How will this support be subsidized?

A component of goal-setting also involves defining success and selecting indicators for measuring progress tied to specific objectives.

Assessments and analysis

Once the goal(s) for teacher support is/are determined, the next step in formulating a CSE teacher support strategy is the assessment and analysis of:

1. Existing structures, opportunities, strengths, weaknesses, and challenges or threats that teachers face following initial CSE training;
2. What kind of support the teachers would prefer, by whom, how, with what frequency, and for how long.

In addition, since contextual differences can significantly influence teachers' ability to apply their CSE knowledge and participatory educational styles and methodologies, exploring those contextual factors in an assessment is critical.

Assessments may take various forms, including **focus groups, semi-structured interviews and surveys, consultations**, or a combination of any of these. They are conducted among teachers, supervisors, educational administrators, and youth for their differing perspectives of CSE application within the classroom. Assessments can inform needs across states, provinces/regions, or districts and school levels, such as primary vs. secondary.

Following the completion of assessments at these various levels, analysis will then identify priority areas and opportunities for engagement and support. The analysis will also highlight the best existing mechanisms for enabling strategy development.

Identifying existing mechanisms

A salient concept that emerged during the UNESCO teacher training workshops as well as in the literature review was the recommendation to make use of existing teacher support systems and mechanisms, rather than introducing new ones. The benefits of this approach are that it will not disrupt existing processes, will save effort and financial resources, and enable longer-term sustainability. Furthermore, people are generally more accepting of systems with which they are familiar, and thus tweaking or strengthening existing teacher support mechanisms is more likely to succeed in the long run than new approaches, which may be viewed with scepticism or suspicion.

Examples of capitalizing on existing mechanisms include:

- Enabling a “whole school approach” rather than singling out a few teachers for individual support.
- Relying on education officers and in-service officers and building up their supportive supervision expertise (see **Box 4**). Strengthening the academic expertise of HoDs at school level, particularly those responsible for subjects that carry CSE topics. Building a mentoring/support team that serves a particular geographic area.
- Building peer study groups within the school to mentor each other. This helps teachers who are struggling with certain topics to benefit from teachers who are comfortable with those topics.
- Mainstreaming continuous professional development in national budgetary processes via central coordination of advocates and financial experts.

Box 4: Amplifying role of an existing supervisor

School managers can be trained to provide encouragement, guidance, and support to CSE teachers. Their role can ensure that the CSE curriculum is being implemented as planned, that all parts are fully implemented, and that teachers have access to support to help them respond to new and challenging situations as they arise during the course of their work. To enable this type of support, it is necessary for supervisors to stay informed about important developments in CSE to make any necessary adaptations to the school's programme, including changes in teacher support. Supervisors should be included in some of the same or modified teacher training modules that classroom teachers undergo, as well as have nationally endorsed observation tools that will systematically guide the monitoring and evaluation of CSE classroom delivery.

Turning to strategies already being employed by various countries, building off of their successes, and learning from their mistakes will enable countries with less robust supporting strategies to gain leverage in prospective support implementation. Refer to the Beyond Bias Project case study as an example in **Box 5**.

Box 5: Beyond Bias Project case study

The Beyond Bias Project (BBP) utilized a human-centred design process in Burkina Faso and Tanzania to create a behaviour change strategy for family planning providers who serve youth. Lessons learned in this unique research study have important repercussions for addressing teacher bias and providing post training support in CSE implementation. The strategies' mechanisms may be useful for adaptation and application within the educational sector.

One of the strategy's initiatives included organization of a summit for providers where they activated providers' self-awareness of their own biases and empathy for young people's needs.

A subsequent strategy step was the creation of a digital discussion group, Connect, for ongoing provider peer support and a learning forum where providers problem-solve together on how to apply unbiased practices in their daily work. Core ingredients of the digital forum consisted of realistic case studies of what young people face, trusted tech experts and practical tips, a safe space to share struggles and successes with peers, and regular review of unbiased service delivery goals. Connect was prototyped with a digital and non-digital format.

A final strategy step implemented a growth-oriented performance rewards system for sustainability, consisting of a standardized rubric of excellence, client feedback, and institutional recognition.

Monitoring and evaluation

In order to make CSE teacher support as successful as possible, there needs to be attention to how the support programme is being monitored and evaluated. Even if there are no formal evaluation measures in place, it will be evaluated informally by those who participate in, observe, or hear about the programme. A monitoring and evaluation (M&E) plan specific to CSE teaching support can be incorporated directly into existing M&E school systems. It needs to be developed at the outset of the CSE teacher support strategy to assure correct data collection and sufficient data points. Evaluation should focus most on what happens to the teachers. Did the teacher's CSE capacities improve as a result of being in the programme?

Evaluation may include a range of data measures, including programme satisfaction, knowledge and skills acquired to improve teacher's confidence in CSE implementation, and mistakes avoided in the classroom. Data sources might consist of teachers, supervisors, and managers, as well as training materials and individual teacher development plans. It is recommended that part of the data be collected internally in addition to obtaining help from an outside source specializing in mentoring/coaching evaluation. An evaluation expert will guarantee confidentiality and ensure that teachers share more detailed and candid information.

Resource identification

A final strategy step will involve identifying resources for continuous support of teachers at local levels as well as an overall knowledge-sharing CSE strategy for the region. Supporting resources involve both financial and personnel.

Financial

It is necessary to develop an estimated costed strategy that identifies the cost of inputs, such as for teachers' time, coaches and/or mentors' time, acquisition of materials, computer supplies, and tech support, among others. Ideally this will come from a combination of local, public, private and/or multi-lateral funding.

Personnel

The efficiency of peer support provided by coaches, mentors, and group leads/facilitators depends on leadership to keep their efforts focused and on track to meeting wider objectives. The roles of teacher educators, supervisors, and educational administrators are critical for this leadership at both local level and more broadly at country and regional levels. It is recommended that a technical working group (TWG) be created per country to share best practice approaches. The TWG can explore the various support models (coaching, mentoring, team/group approaches and e-learning and support) and lessons learned, and identify a menu of support options and supervisory leadership for each setting or context. It can also monitor the strategy implementation process to make recommendations or adjustments if necessary.

At the regional level, countries should consider participating in a regional knowledge-sharing and learning initiatives, such as the Our Rights, Our Lives, Our Future (O³) programme.⁵ Key CSE lead personnel should also be encouraged to come together bi-annually to share advances, examine new aspects to CSE implementation, and maintain advocacy and momentum for CSE teacher-support activities.

Box 6: Recommendations for CSE support identified during UNESCO teacher training workshops

Training

- Train HoDs as mentors rather than district officials, who only visit schools occasionally.
- Hold concurrent trainings: 1) teachers in CSE and 2) department heads in coaching and mentoring.

Methodologies

- Coaches and mentors can shadow teachers and provide support.
- Conducting reviews is useful in assisting teachers to identify particular areas for sharing best practices.
- Recorded lessons can be delivered.
- For more effective CSE support, coaching may be more appropriate to fully focus on delivery of CSE lessons and identification of what needs strengthening. If teachers have personal challenges, however, mentoring may be more appropriate.

⁵ <https://cse-learning-platform-unesco.org/>.



Appendices

Appendix 1: Key benefits, strategies, and tips for teacher coaching

Benefits

- Improvement in individual's performance, targets and goals
- Increased openness to personal learning and development
- Increased ability to identify solutions for specific work-related issues
- Greater ownership and responsibility
- Development of self-awareness
- Improvement of specific skills or behaviour
- Greater clarity in roles and objectives
- The opportunity to correct behaviour/performance difficulties

Strategies

Go slow to go fast. Offering ideas is valuable, but relationship building must come first. It takes time to build trust.

Listen for the request in the complaint. While a collection of complaints can be disheartening, there are benefits to hearing them because each complaint contains an underlying request. For example, the underlying request of the complaint about the curriculum being overwhelming might be that a teacher needs guidance on planning. A coach who understands the complaint as a request can then facilitate planning by offering a visual aid such as a calendar to break down the curriculum into manageable work. Probing a complaint with tailored questions can help move the conversation to a productive opportunity for growth.

Assume positive intentions. New coaches may assume that veteran teachers won't want or need their help. Believing instead that every teacher is receptive to coaching is a simple way to establish a framework for success.

Employ effective listening. When people offer a complaint and you meet it with a possible solution, they may signal that they are not yet ready for a solution by repeating the complaint. Determining when to offer solutions and when to just listen is part of the skill of a good coach.

Tips

- Establishing trust early on among coaches and teachers greatly increases teachers' willingness to make changes in their instructional habits or behaviours.
- An aspect of effective coaching relationships is descriptive feedback, which helps teachers make connections between their knowledge and skills in the classroom.
- Providing teachers with choice in coaching relationships can motivate them to grow and personally commit to change.
- Coaching should be non-evaluative in nature, as productive communication can only occur in non-threatening environments. It is not a tool for appraisal of teachers.
- Coaching should emphasize growth and learning.
- Ideally, a coach should not have management responsibilities over the teacher.
- Coaches can help teachers move from the Beginning level (1) to the Developing level (2) by alerting them to errors and omissions and providing specific feedback.
- To advance beyond the Applying level (3) to the Innovating level (4), a teacher should create a macro strategy.
- Coaches can help teachers facilitate discussions to improve school performance during coach-teacher conversations by using one of the four types of conversations:
 - Reflective conversations (designed to help teachers recognize the beliefs and behaviours that affect their classroom practice);
 - Facilitating conversations (designed to help teachers set goals);
 - Coaching conversations (designed to move teachers closer to accomplishing their goals);
 - Directing conversations (designed to prompt a teacher to action).
- Focusing on one goal at a time is key to effective growth and sustainable performance.
- Teachers' progress on specific elements of teaching should be measured and tracked using a developmental scale.
- One of the first tasks in the coaching process is for the teacher to conduct a self-audit. This self-audit consists of four steps: (1) completing a profile; (2) selecting growth goals; (3) verifying the teacher's selections; and (4) writing growth goals.
- One of the ways a coach can identify errors or omissions in a teacher's use of a strategy is by examining its effect on students. Effective feedback should be timely and specific. A coach can provide feedback in several ways: informal verbal, informal written, formal verbal, and formal written.
- A coach and a teacher must establish a set of shared understandings and conditions that will drive the rest of their interactions.

Appendix 2: Mentoring benefits, tips, expectations and activity ideas

Benefits

Benefits for mentee:

- Accelerates their education and skills
- Increased self-awareness and self-discipline
- An expanded personal network
- A sounding board for testing ideas and plans

Benefits for mentor:

- Personal fulfilment from investing in others
- Renewed enthusiasm for role as expert
- Learns from the mentee and develops their own leadership and mentoring abilities
- Increased awareness of personal biases, assumptions, and areas for improvement

Benefits for the school:

- Able to identify and close skills gaps
- Reduces the cost of training of a new teacher and helps them adapt more quickly to new circumstances
- The mentee, under the guidance of the mentor, is likely to make less mistakes
- Increases teachers' loyalty to the school or CSE programme
- Decreases teacher turnover

Tips

- Match teachers with a mentor who has been carefully selected based on a record of proven success, knowledge, and skills, and who is the right fit for the teacher.
- Give the teacher a myriad of opportunities to plan and collaborate with the mentor and their peers, as well as learn best practices from job-embedded professional development.
- Expose the teacher to authentic CSE teaching experiences and allow opportunities for rich reflection on a daily basis.
- Model for the teacher how to institute a consistent and effective classroom management plan.
- Allow the teacher the chance to handle all types of CSE challenges in order to develop a range of strategies.
- Support the teacher as much as possible. Share valuable websites and resources.
- Give the teacher the opportunity to attend professional development regularly in order to grow professionally.

Expectations

MENTORS ARE:	
Expected to:	Not expected to:
Have reasonable expectations of the mentee	Drive the relationship
Be a resource	Do the work for the mentee
Provide feedback	Manage the mentee as a supervisor would
Allocate time and energy	Be an expert in every development area
Help the mentee develop an appropriate plan	Necessarily develop a personally close friendship with the mentee
Follow through on commitments or re-negotiate appropriately	

MENTEES ARE:	
Expected to:	Not expected to:
Identify initial learning goals	Be an expert
Seek feedback	Know all the questions they should ask
Take an active role in their own learning	Get things right the first time
Initiate meetings and discussions	Fit all the learning into one mentoring relationship
Allocate time and energy	Be submissive in their relationship
Follow through on commitments	Necessarily develop a close personal friendship with their mentor

Mentoring activity ideas

Obtaining the most from mentoring and learning opportunities sometimes comes down to simply engaging in the right activities at the right time.

ACTIVITY TYPE	ACTIVITY IDEAS
Simple (Identifying sources)	• Observe others and take notes • Attend lectures • View and discuss a movie with CSE themes • Read, journal, and discuss observations • Interview others and discuss observations • Brainstorm • Role-play
More complex (Gathering activities and refining results)	• Job shadow • Attend an event, training, or workshop together • Review case studies • Create decision worksheets • Conduct a gap analysis • Share a story with one another that illustrates a personal experience and issue, and then discuss • Debate opposing viewpoints • Pretend the question raised by the mentee came from a third party; the mentee and mentor collaborate on the advice they would give that person • Practice presentations, followed by a review and discussion • Observe a real presentation and have the mentee do a self-evaluation
Complex integrative (Refining results and contextualizing understanding)	• Create study and improvement plans • Break down complex activities into steps • List the unwritten rules of your school or your unit • Produce a personal job aid • Request the mentee evaluates a paper or presentation authored by the mentor • Conduct a self-evaluation of specific performance and suggest plans for improvement • Draft a training manual outline • Conduct interviews and synthesize conclusions • Create joint projects or presentations • Mentor others • Train others with evaluation from the mentor • Present a two- to three-year personal development plan

Appendix 3: Coaching strategies to build alliance with teachers⁶

Interpersonal skills:

- Effective communication
- Building trust
- Non-evaluative & non-judgmental language

- **Summarize:**
“What I hear from your comments is...”
- **Open-ended questions:**
“Can you tell me more about that?”
- **Affirm difficulty of change:**
“This is really hard!”
- **Non-evaluative language:**
“Coaching is about supporting your teaching practice, not about evaluating how you teach.”

Collaboration:

- Meeting needs and goals
- Conveying that improving teaching is teamwork

- **Refer to past accomplishments:**
“This week you hoped to accomplish...”
- **Refer to current goal:**
“Your goal for this week is...”
- **Help teacher progress toward goal:**
“Let’s talk about what we’ll do to meet that goal. I can.... What do you think you will try to do?”

Expertise:

- In teaching in the content area

- **Refer to effective teaching practices:**
“Learners who are shy or introverted benefit from pair work. This works best when...”
- **Convey deep content-area knowledge:**
“We know that effective CSE instruction provides age-appropriate and scientifically accurate information. These include...”
- **Explain complex concepts succinctly:**
“The Tier 3 learner may show challenging behaviour because...”

⁶ Pierce, J. D. (2015) Teacher-coach alliance as a critical component of coaching: Effects of feedback and analysis on teacher practice (Doctoral dissertation, University of Washington).

Appendix 4: General tools and tips for coaching and mentoring

A. Personal development plan

Teachers may consider creating a personal development plan for focus and accountability. The steps for creating one include:

1. Conducting a self-audit and identifying growth goals.
2. Drafting a vision statement and **choosing one goal** that will help the teacher take a first key step toward reaching their vision.
3. Writing **up to three steps/objectives** that will help the teacher accomplish one key part of their goal. Objectives may include **skills, knowledge, or attitudes** to attain. Some teachers choose easy objectives that can be reached immediately (in order to build success and momentum). Others choose the most important objectives that will ensure they will master the goal.
4. For each objective, choose a **measure/proof** to show the teacher they have reached it; at least one **learning/development activity** (new class, book, shadow experience, research on the internet, etc); some **potential mentors** who could help him/her; and finally, a **target completion date** by which he/she will reach the objective.

Teachers need to talk to someone they respect, such as their coach, mentor or supervisor, about their proposal and make changes as needed. They need to ensure the plan is challenging and compelling enough to excite them every day but not so difficult that they will not do it.

Suggestions for goal setting:

- Clarify what is known and unknown
- Assess any development gaps
- Write specific goals for development
- Select indicators for measuring progress
- Uncover barriers to performance
- Define success

B. Effective skills and strategies for coaching and mentoring

Effective listening skills and strategies checklist:

- ☐ Uses appropriate body language to show they are listening (eye contact, sit upright, nod head, etc.)
- ☐ Listens without interrupting
- ☐ Checks for understanding by reflecting back on what the speaker has said and asking if that is correct
- ☐ Asks for clarification when they do not understand something said
- ☐ Avoids being distracted by noises, cell phones, or what others are doing

- ☐ Avoids being distracted from what the speaker is saying by focusing instead on their mannerisms, speaking style, clothing, etc.
- ☐ Is continually aware of their own attitudes and biases and avoids being judgemental

Effective speaking skills and strategies checklist:

- ☐ Is clear, concise, and to the point
- ☐ Uses examples to clarify
- ☐ Is polite and friendly
- ☐ Is open and honest
- ☐ Is respectful and non-judgemental
- ☐ Uses assertive communication – direct and respectful
- ☐ Speaks confidently but not arrogantly
- ☐ Is flexible – checks the mood and attitudes of others and adjusts as necessary
- ☐ Is aware of body language – both their own and those they are speaking to

C. Strategies for resistant teachers

- **Form a relationship.** This is critical in a coach/teacher relationship, or any relationship for that matter. Forming a relationship can be more challenging in an online environment, but certainly not impossible.⁶
- **Understand the resistance.** It is easy to assume the resistant teacher is simply irrational or difficult. However, there is typically a logical, perfectly reasonable explanation for how the teacher is behaving.
- **Display curiosity.** It is not enough to contemplate the reasons why a teacher might be resistant to coaching; they should be asked. Start by asking questions that will advance the dialogue, for example, “How can we work together?” or “What do you feel is holding you back at this moment?” You can mention the resistant behaviour being observed so long as it is in a non-critical way.⁸
- **Display transparency.** If the purpose of coaching was not explained, be explicit. Acknowledge the objectives and reasoning behind it.
- **Acknowledge efforts and build trust.** To accept coaching is to make oneself vulnerable. Coaches need to show teachers that they are worthy of trust. Acknowledge the teacher’s efforts.⁹

⁶ <http://info.teachstone.com/blog/how-to-use-myteachstone-to-its-potential-when-you-have-limited-time>.

⁷ <http://info.teachstone.com/blog/a-coaching-guide-to-asking-reflective-questions-part-1>.

⁸ <https://www.edelements.com/blog/5-ways-to-build-a-trusting-coaching-relationship>.



Appendix 5: Tips for successful e-learning and support

- **Provide a number of learning options that are feasible for teacher use but also not overwhelming to them.** Not everyone likes or wants to use e-learning and support. Also include in-person training and support meetings, printed materials, audiocassettes/ CDs/videos, one-on-one coaching by the coordinator, and opportunities to connect with other learners informally.
- **Make it easy to use.** Offer some printed or email guidelines. Let them practice with a demo. Be available for lots of questions. Have a technical person standing by for live learning events, and provide a way for participants to ask him/her questions without delaying the entire group.
- **Expect challenges.** People have various types of computers, software, and modems and cell phone connections that can prevent or delay access. For live events, some participants probably will not be able to log on no matter what you and they try. Always provide backup materials in case people cannot log on, the computer crashes, or the phone goes dead or is too full of static.
- **Be patient and encouraging.** Most people do not like to admit they do not know how to use features of hardware or software or mobile phones. Introduce processes gradually and provide encouragement appropriate for each person.

Appendix 6: Sample tools

A. Personal development plan

Below is an example of a self-assessment tool which can assist the coach or mentor in developing the personal development plan.

Self-assessment: Coaching and mentoring for CSE¹⁰

There is no right or wrong way to answer this assessment. It is for your own use during this training. Read through each statement. Think about yourself: How confident do you feel about each skill, practice or knowledge statement?

V = Very confident

M = Moderately confident

U = Less confident or Not confident.

Put a check in the column that best represents your confidence level. Make notes of an example of the behaviour that comes to mind. After you complete the assessment, go back and check those areas that you feel “need work.” At the end of this module, you will make this assessment again.

How confident are you in your ability to:	V	M	U	Example	Needs work
1. Communicate clearly and directly (I can be authentic, listen effectively, check for understanding, articulate clearly, understand non-verbal cues, read between the lines)					
2. Listen reflectively (I can hear the silence as well as what is said, observe non-verbal responses, be authentic, clarify, and provide feedback on what I've heard)					
3. Be self-reflective (I am committed to my own learning; I look at the assumptions I am bringing to a situation; I continuously explore my motivations)					
4. Provide constructive feedback (I can give feedback in an on-going, constructive, non-judgmental manner)					
5. Encourage and motivate (I can give positive reinforcement and validation; I model and encourage a “growth mindset” in others)					
6. Enable another's growth (I am committed to helping others to learn and grow)					
7. Set goals that are concrete and realistic (I can work with others to set SMART goals)					
8. Manage conflict (I can identify reasons for differences and resolve issues either between myself and another person, or between two parties in an unbiased and transparent manner)					
9. Problem-solving (I can lead others in using a variety of strategies to identify issues and discover and agree on solutions)					
10. Establish an environment conducive to learning (I can create an environment that feels safe and where others are able to be honest and open)					
11. Appreciate differences (I can recognize the many ways that people are different, reflect on my biases, and find ways to make these differences positive in a situation)					
12. Facilitate groups (I can help groups learn together and/or achieve a task on time and in a way that enables all to participate fully)					
13. Have sufficient and up-to-date knowledge on sexuality education, gender-based violence, and HIV prevention					SS
14. Have sufficient and up-to-date knowledge regarding who to contact and the appropriate processes for referring educators and or learners who may need support regarding sexuality and HIV prevention					

¹⁰ Department of Basic Education, 2019. Coaching and Mentoring for Scripted Lesson Plans for Life Skills and Life Orientation: Facilitator Manual.

B. Classroom observation tool

This is a sample classroom observation tool which can be used to observe a teacher of CSE and provide feedback on strengths and areas for improvement.

CSE teacher observation and coaching form¹¹

The purpose of this form is to assist you as you observe CSE lessons and to provide feedback and coaching to support teachers as they implement CSE in the classroom.

Dos and don'ts for coaches:

- **Do** contact the principal and teacher to inform them of the scheduled lesson observation and arrange time for coaching with the teacher immediately after the lesson or as soon as possible that same day, given the teacher's schedule.
- **Do** confirm the lesson scheduled to be taught.
- **Do** make sure you have fully reviewed the lesson to be taught the day you come for observation and coaching.
- **Do** make sure you have at least one copy of the observation form and a pen or pencil.
- **Do** arrive at least 10 minutes before the lesson begins to speak to the teacher about the observation process and the coaching session to take place following the observation.
- **Do** sit to the side of the classroom or at the back – don't block any learner's view; don't take a seat that is reserved for a learner, and don't occupy any learner's desk or work space.
- **Do** put your mobile phone on silent or turn it off completely.
- **Don't** interrupt the educator or the lesson for any reason. Stay silent for the entirety of the lesson.
- **Don't** distract the teacher or the learners.

Instructions for conducting observations:

Before the lesson:

1. Arrive at the classroom at least 10 minutes before the start of the lesson. Explain the purpose of the observation. Explain that after the lesson, you will work with the educator to discuss the lesson and agree on areas for strengthening while implementing the scripted lesson plans (SLPs).
2. Fill out Section 1.
3. Ask to see the teaching aids and resources that the educator will be using for the lesson.
4. Fill out Section 1 and Section 2a.

Note: Each observation should last for the whole activity so that the observer can see the entire lesson from introduction to conclusion.

During the lesson:

5. Focus on the teaching and student interaction. Fill out the last section, "Observer's comments" once the class is finished.

After the lesson:

6. Double check all observation items to confirm you have responded to each. Write up comments to be shared with the educator.

Observation and feedback form

This is a sample classroom observation tool which can be used to observe a teacher of CSE and provide feedback on strengths and areas for improvement. The form can be photocopied to be used by one or more observers.

¹⁰ Department of Basic Education, 2019. Coaching and Mentoring for Scripted Lesson Plans for Life Skills and Life Orientation: Facilitator Manual.

SECTION 1: BACKGROUND INFORMATION

Date (dd/mm/yyyy):	District:
Time of visit:	School:
Coach's name and designation:	Educator's name:
Grade being taught:	Lesson being taught:

Classroom information (to be completed <i>before</i> lesson begins)			
1. Number of learners in the room: ____ Male _____ Female			
2. Classroom set-up:			
☐ Fixed seats in rows ☐ Moveable seats in rows ☐ Grouped tables ☐ Semi-circle ☐ Other ____			
Lesson content and preparation (to be completed <i>before</i> lesson begins)			
3. Teacher has all teaching/resources and aids required as outlined in the lesson plan and ready for use	Yes	No	Comments:
4. Teacher has arranged the room to be able to use the participatory techniques required for the lesson	Yes	No	Comments:

SECTION 2: LESSON OBSERVATION

Check Yes if you observe the practice and No if you do not observe it. Include comments about what you have observed, including the impact on student learning and participation.

CATEGORY	YES	NO	COMMENTS
Participatory learning methods Before beginning lesson observation, fill out all the techniques to be used by the educator for this SLP below (as appropriate). During lesson observation, observe whether the teacher uses the method. Add comments, including your observations on how the methods help to increase learner understanding and participation.			

5. Participatory method called for in the lesson plan	YES	NO	<i>Comments/Impact on student learning and participation</i>
a.			
b.			
c.			
d.			
e.			
Teacher preparation and lesson delivery <u>During lesson observation</u> , check Yes or No for each question. Be sure to include your comments.			
	YES	NO	Comments
6. Teacher reviews last session's content and objectives with student involvement			
7. Teacher gives purpose to the activity (provides a clear introduction to transition to the new topic of today's lesson and its relationship to the lesson previously taught)			
8. Teacher gives clear instructions for each part of the activity as specified in the methodology outlined in the lesson plan			
9. Teacher delivers classroom sessions that are consistent with the SLP, with accurate and complete information, using defined methodologies			
10. Teacher manages time well (spends an appropriate amount of time on each activity in the SLP)			
11. Teacher draws upon learners' experience to make content relevant and answers learners' questions appropriately (provides real examples and asks learners to contribute ideas from their experience)			

12. Teacher uses effective classroom management techniques to ensure learner participation and effective delivery of lesson content			
13. Teacher concludes the activity (allows time for the following: review of the key points in the lesson plan, questions, and individual and group reflection on the lesson)			
Learner engagement During lesson observation, check Yes or No for each question. Be sure to include your comments.			
	YES	NO	Comments
14. Are the learners actively engaged throughout the lesson?			
15. Note activities that seem to most engage learners and what the educator does to effectively engage learners/increase their understanding in the lesson and discussions	Activities:		
	Comments:		

SECTION 3: FEEDBACK TO TEACHER AND DEVELOPMENT OF A COACHING PLAN

Instructions for conducting feedback/coaching

1. Fill out the **feedback/observer's comments** section of the observation and coaching form.
2. Once the class is finished, sit down with the educator in a place where there is privacy and you won't be interrupted.
3. Ask the educator how he/she thought the lesson went, what they thought was strong and what they had challenges with.
4. Go through your observations using the form, pointing out areas where the educator was strong and where you saw challenges. Be specific about the behaviour you would like to see.
5. Give feedback from the **feedback/observer's comments** section.
6. Begin filling out the **coaching plan** by leading a discussion on the priority areas for improvement.
7. Agree on the goals and actions to be taken by the educator before the next coaching visit. Document agreements on the coaching plan.
8. Be sure that you and the educator sign the coaching plan. Thank the educator at the end of the coaching session

Feedback/observer's comments <i>(to be filled out after the observation)</i>
From your observation, did the participants understand the key points and were the objectives achieved? Why/why not?
Did the teacher need to adjust the timing of activities? How did he/she do this?
What are two or three things you saw the teacher do during the lesson that really worked?
What are one or two things the teacher could work on to improve how they teach CSE using the SLPs?
Any other points you would like to share with the teacher:

COACHING PLAN
Priority areas for strengthening identified in the feedback session
1.
2.
3.
Agreed upon actions for the teacher (check for SMART form)
1.
2.
3.

Action(s) to be taken by the coach to support agreed upon actions	
Notes: (include support the teacher will receive at school to implement the agreed upon actions and plans for follow up by coach before the next observation and feedback session)	
Signed (Coach):	Signed (Educator):
Date signed:	

C. Tips on giving feedback

The art of constructive feedback¹²

Giving feedback is a way of helping a person reflect on and consider changing his/her behaviour because of its impact on others. The feedback supports the teacher in maintaining an appropriate style of behaviour to increase his/her effectiveness. Giving constructive feedback in an appropriate way helps the person receiving the feedback to improve his/her skills as a teacher.

Here are some guidelines on how to provide feedback appropriately:

- Feedback is descriptive rather than evaluative. As observers, we do not know the reasons for another person's behaviour; we only know what we see. When we describe our observations and reactions, this allows the person receiving the feedback to use this information freely and prevents a defensive attitude from them.
- Feedback is specific, not general. Your feedback will be more instructive if you provide specific examples of behaviour that can be changed, rather than general comments reflecting poor or inadequate execution of tasks.
- Feedback focuses on behaviour that can be changed. An individual's frustration increases when they are reminded of something that is beyond their control.
- Feedback builds on earlier feedback. Unless you are providing feedback for the first time, you will have feedback from previous sessions. Build on this feedback. Acknowledge goals set in earlier sessions and reflect together on how these goals have been met or not during the observation.
- Feedback is made in a timely manner. Usually, feedback is most useful when it is offered soon after the behaviour occurred. Feedback is requested rather than imposed. Feedback is most useful when it has been asked for. If it is not asked for, the person receiving the feedback should be asked whether or not he/she is willing to receive it.
- Feedback considers the needs of the person receiving it. Feedback can be very destructive when it stems from the needs of the person offering it without considering the needs of person receiving it.
- Feedback offered as support rather than judgement. The manner and tone of how the feedback is provided is as important as the content.
- The person receiving feedback will be more responsive if he/she feels appreciated and respected.
- Feedback offered as part of positive and effective behaviour observations. Everyone needs to feel recognized and to feel that their efforts are valued. When giving constructive feedback, be sure that it is always accompanied by a positive note and highlights well done behaviour.

The goal of giving feedback is to "build" never to "destroy"

Remember not to use "BUT"

D. Setting goals

SMART goals and actions

When developing a coaching plan, it is important to come up with SMART goals and SMART actions. SMART goals and SMART actions specify exactly what you are trying to accomplish and ensures that what is planned is feasible and achievable.

A SMART goal or action is:

SPECIFIC: States exactly what you want to do.

Answers the question: What?

MEASURABLE: The success towards meeting the goal can be measured.

Answers the question: How much? Or how well?

ACHIEVABLE: The goal should be a stretch but still within your reach. You want to set goals that can be achieved.

Answers the question: How successful can I be in meeting this goal?

RELEVANT: The goal is something that will fit in with your larger plans and makes sense in terms of where you currently are.

Answers the question: Why is this goal right for you?

Time-bound: SMART goals have a clearly defined time-frame, including a deadline or due date.

Answers the question: When?



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21. <https://www.riversoftware.com/mentoring-software/> and River Mentoring Toolkit (hard copy was provided)



About UNESCO

UNESCO is a United Nations' specialized agency for education. It provides global and regional leadership in education, strengthens national education systems, and responds to contemporary global challenges through education, with a special focus on Africa and gender equality.

UNESCO's mission in the area of health education

- Promoting healthy lifestyles among girls, boys, young women, and young men through skills-based education in formal educational settings, non-formal educational activities, and informal education.
- Ensuring that all children benefit from good quality comprehensive sexuality education that includes information on HIV prevention.
- Ensuring that all children and young people have access to safe, inclusive, health-promoting learning environments.

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Regional Learning Platform

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