read statements like "we do directive coaching", for example, and some approaches described as Instructional Coaching appear to be heavily weighted towards the judgement of the coach (as expert diagnostician and prescriber). These look more like feedback models or direct instruction for teachers than what would conventionally be considered coaching. This approach raises issues of power and status and calls us to examine the beliefs that such approaches might be grounded in. Who decides which 'type' is needed for each teacher? Helping professional adults get even better at doing what they do requires a deep understanding of human motivation, identity, change and complexity. **Coaching? Instructional Coaching? Mentoring?** The 'types' question is not new - now we just have more nuanced labels to apply. Probably the most common question we are asked when working with educators is "what is the difference between coaching and mentoring?" Answers to this guestion may cite the length

or formality of the relationship, typical coaching or mentoring topics and goals, e.g. career transition, and expectations on either side of the relationship. There are always commonalities and differences depending on the source or experience cited. In short, the answer (in education contexts at least) is not as clear as we might expect. A key point of difference that does tend to be clear is the place of the expertise, knowledge, and perspective in the relationship. This is often a key distinction between mentoring and coaching. On the other hand, "ask don't tell" is a common mantra associated with being a coach. The typical representation of coaching and mentoring on a continuum running from non-directive to directive respectively can suggest a false dichotomy between the two (see Munro, 2020). Then we have the question "so what's Instructional Coaching?" closely followed by "it sounds a lot like mentoring." According to Jim Knight (2018, p12), instructional coaches balance advocacy with inquiry. This means they can offer expertise, knowledge and perspective and temper this with sufficient inquiry to ensure that the teacher is positioned as a genuine thinking partner.

CONTINUE READING HERE

As Instructional Coaching has become more prevalent in contexts beyond North America, the first clarification required has often been

that the word 'instruction' signifies the topic of the conversation and not the mode of discourse.

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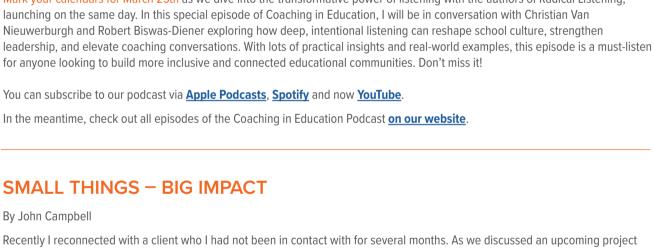
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he thanked me for a suggestion I had made at our last meeting, describing how much difference it had made for him and his team. While I was delighted with this feedback I struggled to remember the discussion and just what I might have said that made

I thought about this later and was reminded just how much impact small words or actions can have. As I thought further about

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"I've learned to be clear and concise in my messaging when having challenging

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Kororoit Creek Primary School, VIC

position in conversations."

Hannah Simmons,

small group. Thank you!"



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