

BCPVPA Coaching & Mentorship

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The BCPVPA is in the early stages of developing a coaching network. Coaching develops the conversational skills to support engagement and personal growth, and – ultimately – to develop future leaders.

A coaching relationship is premised on the principle that people can solve their own problems and find their own solutions. People learn from experiences, especially when their thinking is supported.

This year, we have several people involved in an eight-day training program called Cognitive Coaching Seminars®, which is a research-based model that

capitalizes upon and enhances cognitive processes. The program aligns with the *BCPVPA Leadership Standards*.

Once we have a network of coaches who are feeling competent and confident, we will begin to match coaches with those leaders who would like coaching.

Coaches will be equipped with the tools to develop trust and rapport, and to develop an identity as a mediator of thinking. They will engage with their participants in a coaching, consulting, mentoring, or collaborative support role. Through the development of conversational skills, participants will develop higher

levels of efficacy, consciousness, craftsmanship, flexibility, and interdependence.

The coach does not judge or impose their own thoughts but uses tools like pausing, paraphrasing, and posing questions to reveal the participant's beliefs, assumptions, biases, decisions, and goals. Cognitive coaching aims to create self-directed, self-managing, and self-sufficient leaders.

BCPVPA is also working behind the scenes to renew and provide coordination of mentorship for our newer members, and to ensure that they feel fully supported. *Stay tuned for more information.*

Some districts offer internal mentorship programs, and we strongly encourage newer members in those districts to participate when possible. There are also Chapters that set up informal mentorship systems for new members within their local association. The time and effort dedicated to supporting our newest members ultimately benefits everyone in the profession.

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Many of our members will find themselves in informal situations throughout the year where there is an opportunity to mentor and guide a new colleague, helping them to find success in their role. This is an incredibly rewarding experience for both the mentor and the mentee.

Research has shown that the most effective mentors create instructive challenges by helping new school leaders to understand and frame issues, helping unpack their professional vision through dialogue, and helping them feel empowered to solve problems themselves. It is a best practice of mentorship to listen empathically, be non-judgemental, and to refrain from 'giving the answers'. The role of a mentor is both supportive and non-evaluative.

Whether someone is new to their role, or an experienced administrator, we encourage all of our members to support each other, and to stay tuned for more program information from BCPVPA about coaching and mentorship.

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