

BE
CONFIDENT
GROUP

Outspoken! Training

Instructor Mentoring

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Who are we

Nick Bradford:

Peer Mentor, Outspoken Training
NSIT

Michael Corden:

Head of Training, Be Confident Group
– Cycle Confident and BikeRight
Bikeability Trust Effectiveness
Advisory Group

Session Aims and Objectives

Aim:

Explore Instructor Mentoring in the context of Bikeability

Objectives:

Define Instructor Mentoring

Look at how to establish an Instructor Mentoring programme

Answer Questions

Session Shape

Working Groups explore
questions

Working Groups present
ideas to delegates

Answer Questions

Five Questions

- What is Mentoring?
- What is the Purpose of Instructor Mentoring?
- What are the Responsibilities of an Instructor Mentor?
- What are the Qualities of an Instructor Mentor?
- How would you prepare an Instructor Mentor for the role?

What is Mentoring

Mentoring is positive and should always be viewed as such

Mentoring is the process by which instructors are given responsibility for overseeing the career development of other instructors.

What is Mentoring

It is a wholly supportive process where the mentor, in discussion with those they are mentoring, identifies career and development goals.

As a result, training and support can be put in to place to enable these goals to be met.

What is the Purpose of Instructor Mentoring

To share knowledge and experience that will assist cycling instructors to become more successful and effective in delivery of the National Standard and Bikeability.

Instructor Mentoring is also intended to support the development of instructors and enhance their interactions with trainees and riders.

What are the Responsibilities of an Instructor Mentor

- Assist in the mentee's delivery of the National Standard by building up **Competence, Consistency and Confidence – The 3 Cs**
- Deepen understanding of the principles of National Standard and competence to deliver a **specific training session**
- Evaluate instructor capability and feed into opportunities for **Continual Professional Development** [L] [SEP]

What are the Responsibilities of an Instructor Mentor

- Refer any capability issues that may arise out of the session
- Agree Specific, Measurable, Achievable, Result-focused and Time bound (**SMART**) targets
- Reinforce best practice (positive reinforcement) and play a role in distributing good practice
- Accurately record all mentored sessions

What are the Qualities of an Instructor Mentor

- Good **social skills** and be people orientated
- Commitment to **quality** and a strong attention to detail
- Proven **track record** of delivering Bikeability at all levels
- Demonstrated 'buy-in' to being mentored themselves

What are the Qualities of an Instructor Mentor

- Thorough **knowledge** of the National Standard, its background and ongoing development.
- Enthusiasm for **improving** current practices
- Desire to **motivate and support** others through positive and constructive feedback in an environment that is safe for learning new skills and developing new ideas
- Be objective, respectful, patient, supportive, and empathetic

Establishing an Instructor Mentoring Programme

Setting it Up:
Expectations

During the Course:
What to Focus on

Following the Course:
The Way Forwards

Five More Questions

- What does a Mentee need to know before a session?
- What does a Mentor need to know before a session?
- What would you focus on during a mentored session?
- What would you agree with the Mentee following the session?
- How could your mentoring programme link to observation and CPD

Expectations

Mentee

- Issue guidance well in advance of event
- Guidance must be clear and supportive
- Connect Mentee with Mentor
- Mentee to lead process

Expectations

Mentor

- **Enable Mentor to carry out role**
- **Guidance must clear and thorough**
- **Mentor to contact Mentee**
- **Mentee to lead process**

What to Focus on

Principles and Practices of Delivery

- **REPPROC**
- **Teaching Skills**
- **Session Management**
- **Event Completion**

Teaching Skills

		Learning Opportunity	Strength	NOTES:
1	The instructor is confident with site selection, which gives the right level of challenge for the group. The instructor identifies risks and takes appropriate steps to manage these			
2	Teaching of activities is structured to meet the needs of the group and individuals and based on the core functions			
3	Demonstrations are accurate			
4	Theory is incorporated into session activities			
5	The instructor uses open questions to check understanding			
6	Trainees are kept moving: aim for 20% discussion and 80% riding			
7	Trainee mistakes are identified and corrected as soon as possible			
8	The instructor uses active learning techniques, offers prompting, encouragement and constructive feedback			

Session Management

		Learning Opportunity	Strength	NOTES:
1	The instructor demonstrates a thorough understanding of The Cycle Confident Commitment			
2	School liaison is conducted on a daily basis discussing relevant and appropriate information			
3	Regular communication is maintained with co-instructor particularly focusing on session planning, risk assessment and trainee progress.			
4	The behaviour of the trainees is well managed			
5	Group dynamics and differences in trainee competence are well managed, all are included - differentiation			
6	Training is moved to more challenging sites as the sessions progress			
7	Activities are delivered sequentially. If not, the sequence makes sense within the session			
8	An accurate assessment of each trainee's progress is made and records maintained			

Mentoring Course Summary

Three Positive Areas:	NOTES:
Three Areas for Development:	NOTES:
Good Practice and Innovation:	NOTES:

Following the Course

The Way Forward

- **Action Plan**
- **Identify Obstacles to Progress**
- **Offer Follow up and Support**
- **Leave Responsibility with Mentee**
- **Set a date, time and venue for next session**

Linking to Observation and CPD

Observation and CPD

- **Keep Record of Mentored sessions**
- **Relate Mentoring Form to IQA**
- **Have annual programme**
- **What CPD is required to deliver programme of training?**
- **Mentors deliver CPD and carry out Observations**

Thank you
and
Questions

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