

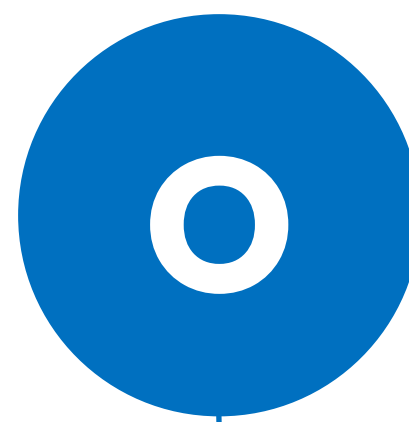
Mentoring Models

OSCAR

(Whitmore, 2009)



PE SCHOLAR



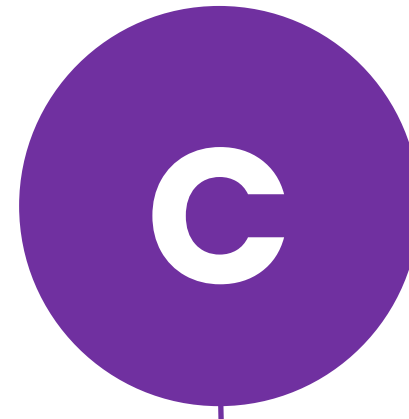
Opportunity

The mentor/mentee creates opportunities for the mentee to learn, grow, and apply their knowledge.



Structure

The mentor/mentee creates a structured plan that outlines the path to success. This roadmap helps the mentee navigate their educational and professional journey more effectively.



Clarity

The mentor ensures that the mentee understands their expectations, goals, and the means to achieve them.



Advice

The mentor offers valuable insights, expertise, and advice to help the mentee make informed decisions and overcome challenges.



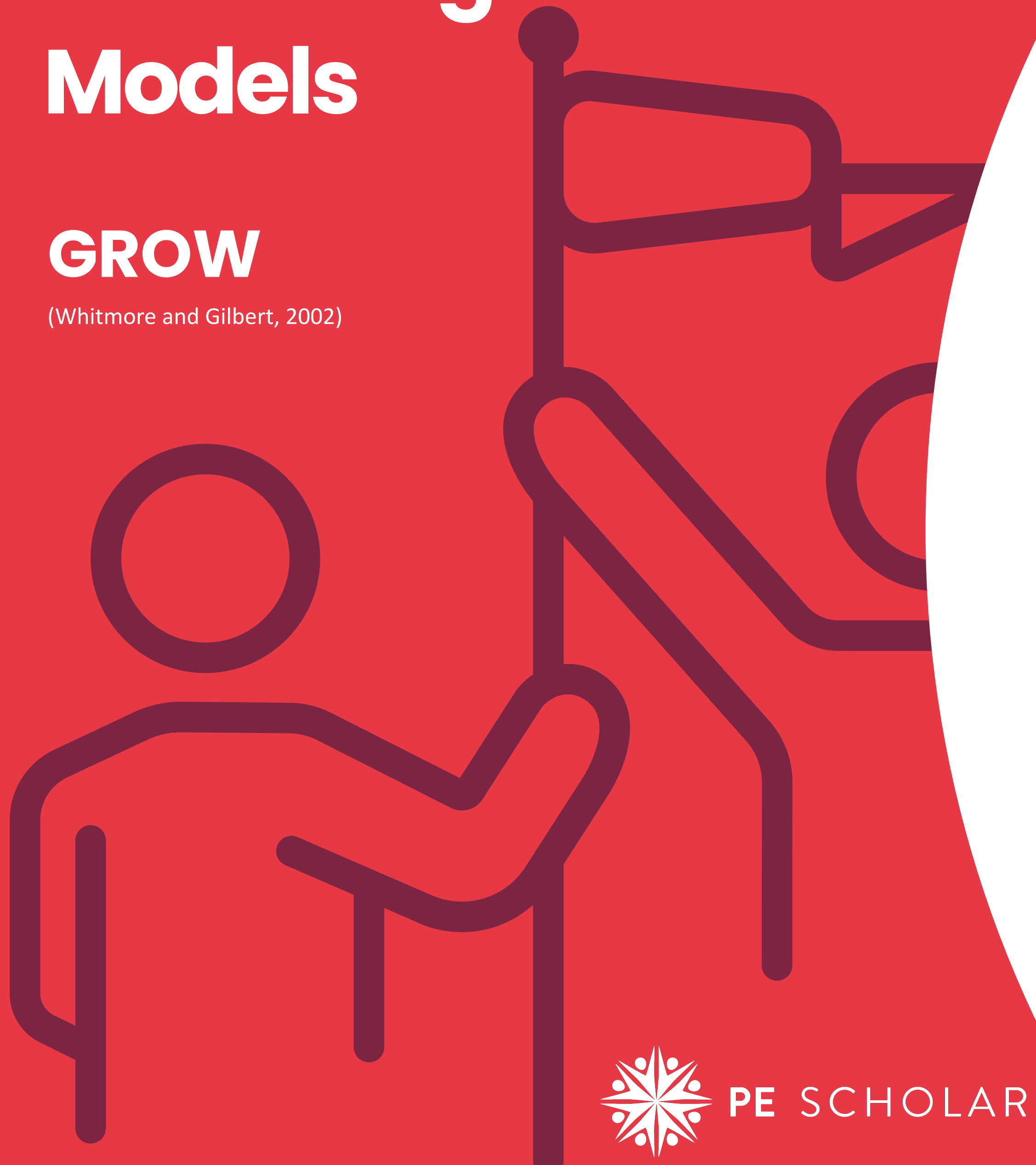
Review

Regular reviews and feedback sessions are essential in monitoring progress, making necessary adjustments, and celebrating achievements.

Mentoring Models

GROW

(Whitmore and Gilbert, 2002)



PE SCHOLAR



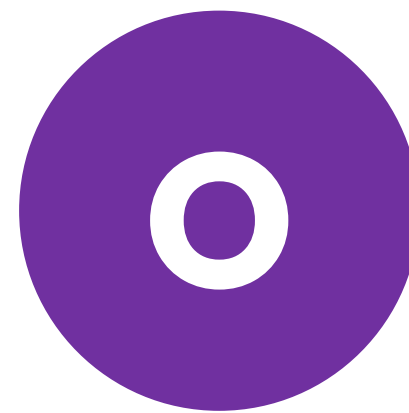
Goal

The mentor helps the mentee define clear and achievable goals. In PE, these goals might pertain to skill improvement, fitness, or academic objectives.



Reality

Together, the mentor and mentee assess the current situation, taking into account strengths, weaknesses, and challenges.



Options

The mentor and mentee mind map potential strategies and actions that lead to goal attainment. This phase encourages creative problem-solving.



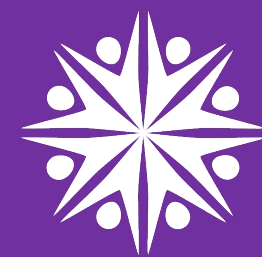
Will

In the final stage, the mentee commits to taking action and demonstrates the determination to follow through with the chosen plan.

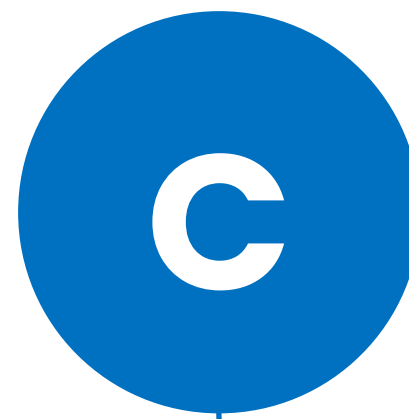
Mentoring Models

CIGAR

(Green and Grant, 2003)



PE SCHOLAR



Coaching

The mentor provides guidance on content and pedagogical delivery.



Inquiry

Open and thought-provoking questions are used to stimulate critical thinking and self-awareness in the mentee. This encourages mentees to reflect on their practice and seek answers independently.



Guidance

Mentors offer structured guidance, which may include clear targets and goal setting.



Advice

Practical advice is given by the mentor based on their own experiences and expertise in PE.



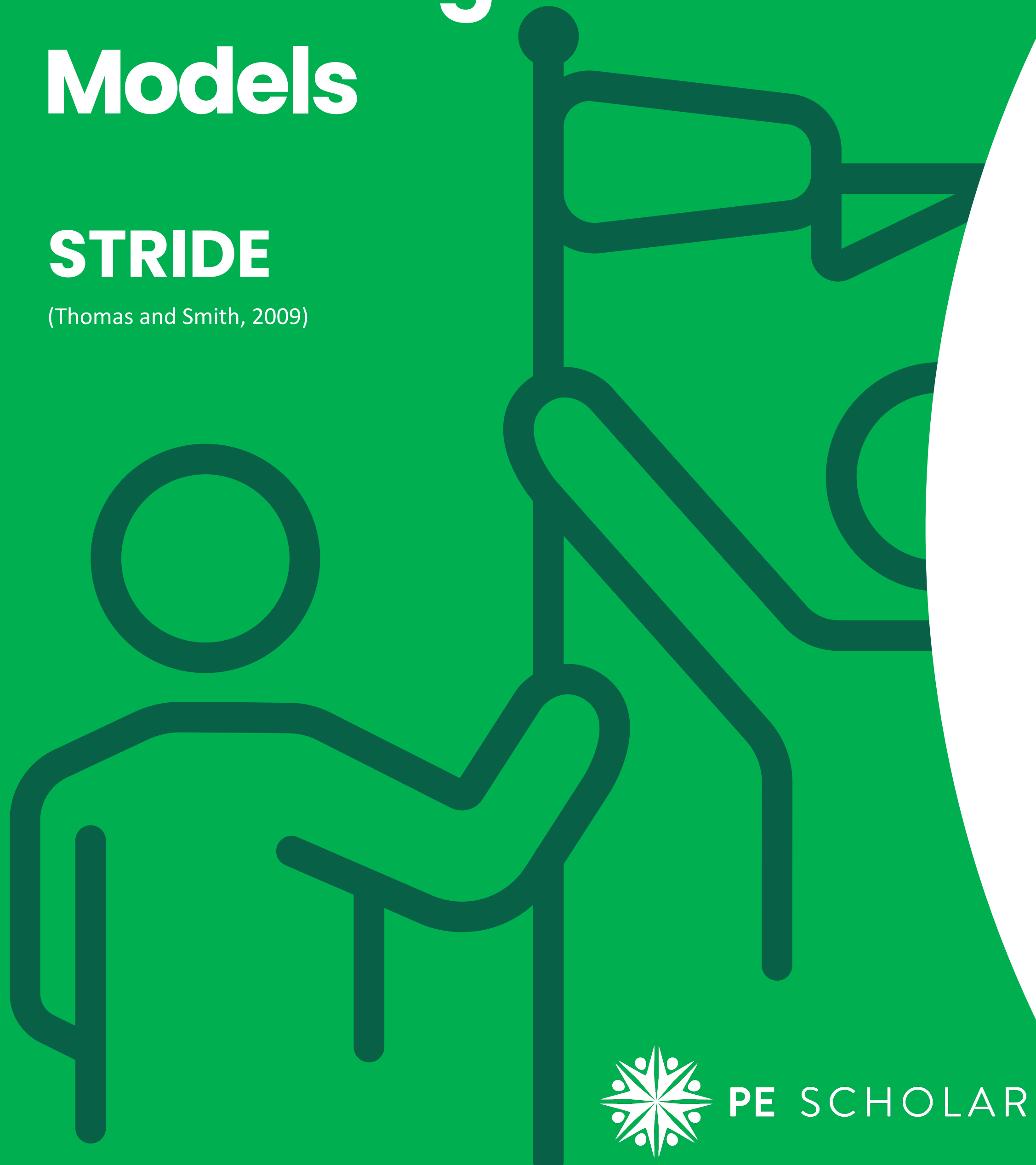
Reflection

This component encourages both the mentor and the mentee to reflect upon progress and set the next goal for continuous improvement.

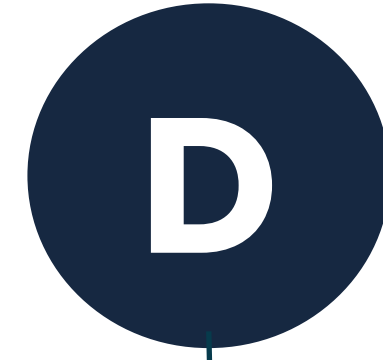
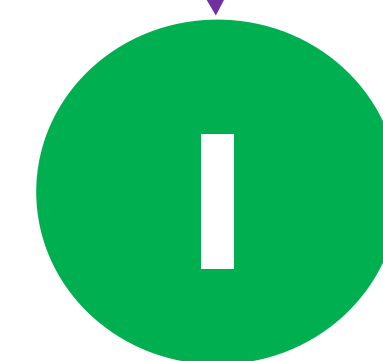
Mentoring Models

STRIDE

(Thomas and Smith, 2009)



PE SCHOLAR



Self-awareness

Mentees are encouraged to gain a deep understanding of their strengths, weaknesses, and personal goals.

Target Setting

Setting specific, measurable, achievable, relevant, and time-bound (SMART) goals is essential for progress.

Reflection

Regular self-reflection and evaluation enable mentees to learn from their experiences and continuously adapt their strategies.

Innovation

Creativity and innovation are encouraged to find new and effective ways to achieve goals and overcome obstacles.

Development

This step focuses on continuous personal and professional development, including further education, training.

Evaluation

Regular assessment and feedback loops ensure that progress is monitored, and goals are adjusted as needed.