

Coaching and Mentoring

OVERVIEW

Our Coaching and Mentoring Packages offer tailored, place-based support for education services that want more than a one-off workshop. Our coaches and mentors walk alongside educators as critical friends, drawing on positive psychology, strengths-based practice and the Phoenix Cups Framework to grow confidence, capability and wellbeing over time. Every package is customised, place-based, grounded in your community context, and shaped by the real priorities emerging from your day-to-day work.

There is no set agenda and no "one size fits all". Instead, our coaches listen deeply, observe in-situ, and collaborate with educators and leaders to co-design goals, actions and reflective questions reflective of your setting. Together we explore curriculum, pedagogy, behaviour as an attempt to meet needs, as well as team dynamics and leadership, with a focus on practical, solutions-focused ideas that are achievable rather than overwhelming.

Whether you are new to the sector and seeking a trusted mentor, a seasoned leader wanting a thinking partner for quality improvement, or a whole team ready to shift culture, coaching creates space for honest reflection, gentle challenge and growth. Educators consistently report improved practice, stronger wellbeing and more cohesive teams when coaching is embedded as part of their professional learning journey.

WE WILL...

- Work alongside you to co-design a tailored coaching and mentoring plan that reflects your service's philosophy, community context and Quality Improvement priorities.
- Spend time in your learning environments, observing practice and offering on-the-spot support, modelling and feedback, as well as optional written QIP recommendations.
- Facilitate reflective one-on-one and small group conversations that explore pedagogy, curriculum, children's needs, wellbeing and leadership through a strengths-based lens.
- Support you to set meaningful goals, track progress and celebrate growth so that change is sustainable and aligned with the National Quality Framework.

DELIVERY MODE OFFERINGS:

1. In-service coaching and mentoring (3 - 6hr sessions)
2. Online coaching and mentoring sessions.

Contact us to book your support package HERE.

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Phoenix Support for educators

PARTICIPANT OUTCOMES

By the end of the coaching and mentoring package, participants will posess:

1. Greater confidence in their own professional judgment, decision-making and capacity to respond to complex situations with calm, needs-based strategies.
2. A clearer understanding of their strengths, growth areas and professional goals, and how these link to their service philosophy and QIP.
3. Practical approaches for curriculum planning, behaviour support, environment design and leadership that are grounded in contemporary theory and research.
4. Enhanced skills in critical reflection, including the ability to question assumptions, explore alternative perspectives and translate insight into action.
5. A stronger sense of professional wellbeing, connection and satisfaction, contributing to a more positive team culture and reduced burnout.

THEORETICAL UNDERPINNINGS

Phoenix Cups Framework
Sandi & Chris Phoenix

Positions behaviour (childrens, young peoples and adults') as the best attempt to meet needs at the time, shaping coaching that supports needs-meeting environments, relational leadership and cup-filling cultures.

Self-Determination Theory
Ryan & Deci

Emphasises autonomy, competence and relatedness as core human needs, guiding coaching conversations that honour educator voice, build skill and strengthen relationships.

The Strengths Approach
Wayne McCashen

Our coaching and mentoring is grounded in strengths-based approaches, using 'power-with' relationships as equal partnership and the mobilisation of educators' existing strengths to build hope, confidence and sustainable, positive change.

Positive Psychology
Martin Seligman & Mihaly Csikszentmihalyi

Coaching focuses on strengths, wellbeing and flourishing, not deficits, aligning professional growth with what energises and sustains educators, and creating supportive relationships where hope, motivation and meaning become the drivers of lasting change.

Read more on *Why work with an education coach?* on the Phoenix Support for Educators blog HERE.

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KEY LINKS - NATIONAL

Alignment with National Quality Standard

QA1 – Educational Program and Practice (Elements: 1.1.1, 1.2.1, 1.2.3)
- Strengthens educators' capacity to design responsive, intentional programs through reflective conversations, observation and tailored feedback.
- Supports teams to embed guidance-oriented, needs-based approaches that enhance children's learning, engagement and wellbeing.

QA2 – Children's Health and Safety (Elements: 2.1.1, 2.2.1, 2.2.2)
- Helps educators create emotionally and physically safe environments through flexible, calm, predictable and individualised rhythms and rituals, and attuned, relational practice.
- Builds confidence in recognising dysregulation, regulation needs and risk factors in everyday environments.

QA3 – Physical Environment (Elements: 3.1.1, 3.2.1, 3.2.2)
- Supports educators to design learning environments that are welcoming, flexible and aligned with children's sensory, regulatory and developmental needs.
- Encourages reflective review of indoor/outdoor flow, materials, spaces for retreat and opportunities for autonomy.

QA4 – Staffing Arrangements (Elements: 4.1.1, 4.2.1, 4.2.2)
- Enhances collaboration, communication and role clarity through strengths-based coaching conversations and team-wide reflective practice.
- Supports leaders to cultivate psychologically safe teams where educators feel valued, capable and connected.

QA5 – Relationships with Children (Elements: 5.1.1, 5.1.2, 5.2.1
- Builds educator confidence in forming secure, respectful and reciprocal relationships grounded in co-regulation and attuned interactions.
- Strengthens practice that sees behaviour as an expression of needs, allowing educators to respond with empathy and intentionality.

QA6 – Collaborative Partnerships with Families and Communities (Elements: 6.1.1, 6.2.1, 6.2.2)
- Supports educators to communicate with families confidently and respectfully, sharing insights and strategies in ways that build trust.
- Helps services align their practice with community needs, culture and strengths through place-based coaching.

QA7 – Governance and Leadership (Elements: 7.1.2, 7.2.1, 7.2.3)
- Strengthens leadership capacity in continuous improvement, reflective supervision and embedding the service philosophy into everyday practice.
- Supports leaders in developing meaningful QIP goals, monitoring progress and sustaining change through power-with relationships.

Alignment with National Principles for Child Safe Organisations

- **Principle 1** – Child safety and wellbeing are embedded in organisational leadership, governance and culture: Coaching supports leaders to align policies, practice and culture with children's rights, needs and safety at the centre.
- **Principle 5** – People working with children are suitable and supported: Offers educators confidential, supportive spaces to reflect on their practice, stress levels and learning needs, enhancing suitability and safeguarding.
- **Principle 7** – Staff are equipped with the knowledge, skills and awareness to keep children safe: Builds capability in recognising risk, responding to concerns and creating emotionally safe environments.
- **Principle 8** – Physical and online environments minimise the opportunity for harm: Helps teams review supervision, environment design and decision-making through a child-safe, needs-based lens.

KEY LINKS - NATIONAL CONTINUED

Alignment with EYLF v2.0

Principles

- Secure, respectful and reciprocal relationships: Coaching supports educators to enact relational, attuned practice with children, families and colleagues.
- Equity, inclusion and diversity: Encourages reflection on bias and assumptions so that practice becomes more inclusive and responsive to each child and family.
- Ongoing learning and reflective practice: Positions coaching as a regular space for deep reflection, inquiry and refinement of pedagogy.

Practices

- Reflective practice: Builds educators' capacity to critically reflect on decisions, routines and interactions and to link these to theory and outcomes.
- Professional collaboration: Strengthens team conversations, shared language and collective responsibility for practice change.
- Learning environments: Supports educators to design environments that are calm, predictable, engaging and responsive to children's needs and interests.

Learning Outcomes

- Outcome 1: Children have a strong sense of identity: When educators feel supported and clear in their practice, they create environments where children feel secure, valued and understood.
- Outcome 3: Children have a strong sense of wellbeing: Improved educator wellbeing, co-regulation and relational practice flow directly into children's emotional safety and resilience.
- Outcome 4: Children are confident and involved learners: Coaching helps educators remove barriers to engagement, plan rich learning experiences and support children's agency and curiosity.

Alignment with MTOP v2.0

Principles

- Secure, respectful and reciprocal relationships: Coaching supports attuned, trust-based practice with children and young people, families and colleagues.
- Equity, inclusion and high expectations: Encourages reflection on assumptions to support inclusive, strengths-based practice.
- Critical reflection and ongoing professional learning: Positions coaching as ongoing reflection that strengthens practice in real contexts.

Practices

- Holistic, integrated and interconnected approaches: Recognises the interconnected nature of wellbeing, pedagogy, relationships and environments.
- Collaboration with children and young people: Supports educators to work alongside children and young people in agency-rich, relational ways.
- Environments: Strengthens calm, predictable and engaging environments that support agency and participation.aging and responsive to the needs, interests and agency of children and young people.
- Assessment and evaluation for wellbeing, learning and development: Uses reflection and evidence to inform ongoing improvement in practice and outcomes.

Outcomes

- Outcome 1: Children and young people have a strong sense of identity: Supported educators create environments where children and young people feel secure and valued.
- Outcome 3: Children and young people have a strong sense of wellbeing: Educator regulation and wellbeing support children and young people's safety and resilience.
- Outcome 4: Children and young people are confident and involved learners: Coaching supports engagement, agency and sustained involvement in learning.

KEY LINKS - QLD

Alignment with the Kindy Uplift Key Priority Areas

Culturally safe, inclusive and responsive kindergarten programs
- Supports place-based planning and leadership that responds to local strengths, vulnerabilities and priorities.

Equity and Access for all
- Helps leaders and teams identify barriers to participation and co-create strategies that promote genuine inclusion.

Social and emotional learning
- Strengthens educator understanding of their own and children's needs, stress responses and wellbeing, using the Phoenix Cups Framework as a shared language.
- Builds capacity in co-regulation, relational safety and guidance-based strategies, with flow-on benefits for children's social and emotional competence.
- Supports teams to plan predictable routines and emotionally literate environments where children feel safe enough to explore and relate.

Executive function
- Helps educators design daily rhythms, transitions and environments that reduce unnecessary stress and support children's focus, working memory and self-control.
- Supports reflective planning of experiences that scaffold turn-taking, problem-solving and flexible thinking through play.

Language and literacy
- Encourages rich, attuned conversations between adults and children by building educator confidence, presence and responsiveness.
- Supports educators to intentionally embed storytelling, conversations and vocabulary-building opportunities within everyday routines and play.

Alignment with QKLG

Wellbeing
- Deepens educator understanding of how their own wellbeing and reflective capacity influence children's emotional safety and regulation.
- Supports planning for rhythms, environments and interactions that nurture calm, connection and resilience.

Identity
- Encourages educators to create spaces where children are known deeply, and where their cultures, strengths and preferences are reflected in practice.
- Supports reflective conversations that help educators recognise how their expectations and systems shape children's developing sense of self.

Active learning
- Builds educator confidence in observing, interpreting and responding to children's play in ways that extend curiosity, persistence and problem-solving.
- Supports teams to design flexible, child-led experiences that promote engagement and sustained shared thinking.

KEY LINKS - VIC

School Readiness Funding Menu

Coaching and mentoring is available as a standalone item on the SRF Menu, without needing to be paired with an approved workshop. Sessions run from 3 to 6 hours, face to face or can be delivered online.
On the SRF menu we also have Fostering Wellbeing workshop both in person and online, plus the BESST program with **Dr Louise Porter & Sandi Phoenix**.
For more on Phoenix Support's SRF offerings, including where these coaching packages sit on the menu, visit our website via the QR code.

Alignment with the SRF Priority Areas for use under Flexible Funding Options

Access & Inclusion
- Supports leaders and educators to reflect on structural, cultural and relational factors that affect children's access to meaningful participation.
- Co-constructs strategies for inclusive environments and practices that respond to diverse abilities, cultures and family circumstances.

Communication (language, literacy and numeracy)
- Helps educators refine their own communication styles, including "say what you see, ask a question" and other attuned approaches that invite dialogue.
- Encourages language-rich interactions, shared book reading and conversational turn-taking embedded in everyday routines.

Wellbeing (Social & Emotional)
- Strengthens educators' understanding of their own Cups profiles and stress patterns, supporting sustainable, wellbeing-focused practice.
- Builds guidance-oriented approaches to children's behaviour that prioritise co-regulation, emotional literacy and needs-meeting environments.

Alignment with the VEYLDF

Outcome 1: Identity
- Supports educators to design curriculum, pedagogy and daily practices that honour each child's unique needs, strengths and cultural identity, ensuring learning environments reflect who children are and who they are becoming.

Outcome 2: Community
- Strengthens educators' capacity to build inclusive, connected learning communities where every child experiences a sense of contribution and mutual care.

Outcome 3: Wellbeing
- Builds staff capability to notice, interpret and respond to children's emotional states in ways that support safety, co-regulation and resilience.

Outcome 4: Learning
- Strengthens educators' ability to plan, document and reflect on learning in ways that are responsive to children's interests, needs, motivations and executive functioning.
- Supports collaborative inquiry into how play, environment and adult interactions can be refined to promote engagement, curiosity and higher-order thinking.

Outcome 5: Communication
- Encourages language-rich environments where children are supported to express ideas, negotiate, question and contribute to shared conversations with confidence.