



**Ambition
Institute**

Early Career Teachers Programme: Coaching on Coaching 3 – Mentor Workbook (B)

Purpose and structure of the session

The purpose of the session is to support your development as an instructional coach, specifically in relation to supporting your teacher(s) on the Early Career Teachers Programme. In order to do this, the session is split into three key sections outlined in the table below. If you have any questions at any stage of the meeting, please do ask your coach.

Section	Purpose	Time
Introduction and contracting	To share the purpose and structure of the session and contract with you about what is going to happen	10 minutes
Instructional coaching cycle one	For you as the mentor to prepare and run an instructional coaching cycle based on a behaviour module with your coach acting as the teacher. For you as the mentor to receive feedback from the coach and re-practise as appropriate	45 minutes
Reflection and next steps	To reflect on what you have learned during the session and changes you will make to your practice moving forward.	5 minutes

This is the mentor workbook for scenario B.

Feedback table

Below is the table that your coach will use to provide feedback to you after you have run your instructional coaching session.

Criteria	Notes for the coach
The mentor shares the action step and success criteria.	
The model provides a demonstration of the technique/strategy.	
The model exposes the mentor's thinking, e.g. by using a 'whole-part-whole' structure. This means sharing the model in its entirety. Then breaking it down to show each individual success criteria and then sharing it one final time in full.	
The model exemplifies the success criteria.	
The model does not contain unnecessary extra information.	
The model is delivered as though in front of a class without 'breaking out' of role.	
For the purpose of the activity, you will not ask the following questions that you would usually ask during the meeting with your ECT. What is the different between my model and your current practice? Use the success criteria to help you. Where else in your practice could this step be helpful and when might you not want to use it?	Not the focus of the feedback and practice
The mentor asks the teacher to practise.	
The mentor provides feedback based on the success criteria.	
The mentor asks the teacher to re-practise an appropriate number of times, providing feedback each time.	
What went well	
Next time try	

Case study

In this part of the session, you are going to be introduced to a case study which you will use to prepare part of an instructional coaching session with the ECT. You will then run your session with your coach playing the role of the teacher. Your coach will then provide you with feedback based on the success criteria that have been shared with you (on page 3 of the workbook), and you will have a number of opportunities to re-practise based on the feedback. The timings for this section of the session are below.

Section	Timing
Read through the case study	10 – 15 minutes total
Scripting and developing the model and deliberate practice sections of the session	
Running the instructional coaching session (model and practice sections)	15 minutes
Receive feedback	5 minutes
Re-practise	10 minutes

You are working with an ECT called Alex. Alex did a PGCE at a university and joined the school for the first year of their induction. Alex struggled with some aspects of their practice over their first year at the school, including behaviour management and instruction, however the support provided by their mentor meant that they made significant progress. Alex has made a really positive start to the second year at the school. Alex is currently revisiting the Behaviour strand and is on Module 9 'Challenge'.

After observing Alex's lesson, you select the development area 'Championing Challenge' then narrow the focus to 'Teacher praises behaviours pupils use to tackle challenging tasks' and lastly the action step 'Praise pupils for the specific actions they are taking in tackling challenging tasks.'

When observing the lesson, you noticed that Alex was giving lots of praise, but often using general phrases rather than being specific about the work being completed or behaviour. Alex was using praise quite liberally when expectations were being met rather than exceeded.

The success criteria for the action step are:

1. **Specific:** the praise includes the specific actions the pupils are doing.
2. **Enthusiastic:** the teacher uses words and tone to convey that they are impressed by the pupils'/class's behaviour, e.g 'Well done year 9!'
3. **Genuine:** The teacher's tone is natural and not forced.
4. **Warranted:** The teacher gives praise when their expectations and/or learning goals have been exceeded.

You are now going to spend 10 minutes preparing for your meeting with Alex. You are going to start the meeting by sharing the new action step and the model, skipping praising the progress from the week before. The analyse section of the meeting will also be skipped to maximise the time available for you to receive feedback from the coach.

The steps you should take are:

1. Share the action step and success criteria.
2. Plan and share a model using the whole part whole structure.
3. Plan and lead your teacher to practise the action step.

As is usually present on Steplab, there is space below for you to plan each section of the meeting with some scaffolds to support if needed. You will then use these notes to support you to run the meeting with your coach acting as Alex. If you have any questions, need more time or finish early, please just let you coach know.

Meeting with your teacher - share the action step and success criteria

Context: Provide some context of your teacher Alex including their phase and/or subject and any other relevant information for your coach to help them respond appropriately.

Action step: Praise pupils for the specific actions they are taking in tackling challenging tasks.

Success criteria:

1. Specific: the praise includes the specific actions the pupils are doing.
2. Enthusiastic: teacher uses words and tone to convey that they are impressed by the pupil/class's behaviour, e.g. 'Well done year 9!'
3. Genuine: teacher's tone is natural and not forced.
4. Warranted: teacher gives praise when their expectations and/or learning goals have been exceeded.

Plan and later share the model

As you would during or after you have observed your teacher, take some time to plan the model of the action step and success criteria to share with your teacher during the meeting. Try to do this using the whole part whole structure. This means sharing the model in its entirety. Then breaking it down to show each individual success criteria and then sharing it one final time in full.

Analyse questions

In your meeting with your ECT you would usually ask the following questions; this is not going to be practised today due to time constraints.

- > What is the difference between my model and your current practice? Use the success criteria to help you
- > Where else in your practice could this step be helpful and when might you not want to use it?

Practice

Ask your teacher to practise.

The suggested practice tasks in Steplab are:

- > Access resources for an upcoming lesson.
- > Identify a challenging task that pupils will be tackling.
- > Identify specific actions pupils may take to overcome the challenge (you may have modelled these to them), e.g. looking back at resources.
- > Script praise for the specific actions you anticipate pupils will be demonstrating so you can deliver this if they do.
- > Read the script aloud, check it against the success criteria and refine it.
- > Stand up in role and practise delivering the script as if pupils were present.

There is space below for you to make notes of any changes to the practice task and/or how you will introduce the practice task.

The tables below provide space for you to write and provide feedback to your teacher during their practice.

Practice round 1

Success criteria	Achieved tick/cross or notes
Success criteria of the action step	
Specific: the praise includes the specific actions the pupils are doing.	
Enthusiastic: the teacher uses words and tone to convey that they are impressed by the pupils'/class's behaviour, e.g 'Well done year 9!'	
Genuine: The teacher's tone is natural and not forced.	
Warranted: The teacher gives praise when their expectations and/or learning goals have been exceeded.	
What went well	
Next time try	

Practice round 2

Success criteria	Achieved tick/cross or notes
Specific: the praise includes the specific actions the pupils are doing.	
Enthusiastic: the teacher uses words and tone to convey that they are impressed by the pupils'/class's behaviour, e.g 'Well done year 9!'	
Genuine: The teacher's tone is natural and not forced.	
Warranted: The teacher gives praise when their expectations and/or learning goals have been exceeded.	
What went well	
Next time try	

Practice round 3

Success criteria	Achieved tick/cross or notes
Specific: the praise includes the specific actions the pupils are doing.	
Enthusiastic: the teacher uses words and tone to convey that they are impressed by the pupils'/class's behaviour, e.g 'Well done year 9!'	
Genuine: The teacher's tone is natural and not forced.	
Warranted: The teacher gives praise when their expectations and/or learning goals have been exceeded.	
What went well	
Next time try	

Reflection

What did the coach do during today's session to model deliberate practice? What was the impact of this on you?

On the basis of your action step, what changes will you make to your instructional coaching practice moving forward?

What impact do you think this will have on your ECT?