



**Ambition
Institute**

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

**KEEP
GETTING
BETTER**

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	For you as the mentor to receive feedback and instructional coaching based on your videoed instructional coaching session, re-practising 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 A.

Action step

Use this space to record the action step your coach has selected for you to practise. Make a note of the success criteria.

Space for planning

Use the space below for planning during the coaching session. Depending on the action step your coach has selected, this may be planning the model you are practising delivering, planning the analyse conversation or planning the practice section of a coaching session.

Reflection

What have you learned today about instructional coaching that you can integrate into your practice?

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?

Feedback table (for reference)

Below is the table of success criteria that your coach used when watching the video footage to narrow their focus and choose your action step.

Criteria
Model
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.
The model exemplifies the success criteria for the action step their ECT is working on.
The model does not contain unnecessary extra information (i.e. it is just focused on the action step).
The model is delivered as though in front of a class without 'breaking out' of role.
Analyse
The mentor asks the teacher the following questions and responds appropriately
> Which of the criteria will make the biggest improvement to your practice?
> Where else in your practice could this step be helpful, and when might you not want to use it?
Practise
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 – identify a what went well from the video footage
Next time try – choose an action step, using the guidance below to support you