



**Ambition
Institute**

Early Career Teachers Programme: Mentor Clinic 2 Workbook

**KEEP
GETTING
BETTER**

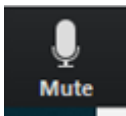
Welcome to the call. While we are waiting for other to join, please test the functions of zoom below.

Zoom functions



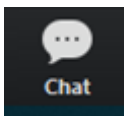
Switching on your video

Look in the bottom left hand corner of the screen.
Click on the camera icon that says 'Start Video'.
The icon will change and you will see your video.



Muting your volume

Look in the bottom left-hand corner.
Click on the microphone icon to mute.
The icon will change (with a red line through it) and your volume will be muted.



Using the chat function

Click on the quote icon, which says 'Chat'.
The chat box will display – type your name.
Press 'Return/Enter' on the keyboard – your comment will be sent for everybody to view. You can change who receives the message by changing the 'To' from 'everyone' to 'host'

Outcomes for today's session

- > Recap that instructional coaching is a 'best bet' for helping teachers improve.
- > Know that deliberate practice is crucial to instructional coaching.
- > Identify similarities and differences between performance- and task-based practice.
- > Consider possible solutions to barriers to implementing deliberate practice.

Key message for today's session

We want to support our early career teachers to improve as much as possible, as quickly as possible. Research tells us that the 'best bet' to do this is **instructional coaching**. A key element ("active ingredient") of instructional coaching is **deliberate practice**. Therefore, we need to use deliberate practice as effectively as possible in our instructional coaching sessions.

Do Now quiz

1. Which of the following are active ingredients of instructional coaching?
 - a) Reflecting on previous teaching
 - b) Deliberate practice
 - c) Discussing the observed lesson in detail
 - d) Bite-sized steps for improvement
2. Which of the following are principles of deliberate practice?
 - a) Repeatedly practising a skill until it is automatic
 - b) Feedback should be precisely targeted to support improvement
 - c) Practice should be based around a specific and well-defined goal
 - d) Practice tasks should look similar to the final performance of the skill

Active ingredients of instructional coaching (for reference)

(The elements necessary for instructional coaching to work)

- > **A clear model of better** – Teachers are shown what the desired state should look like in practice to build their mental models. Without knowing what something should look like, the teacher is always going to struggle to re-create it in their own practice.
- > **A bite-sized area for improvement** – The area of focus needs to be small in order for it to be modelled, understood, practised and the feedback to be focussed. If the area for improvement is too large, then it might not be able to be fully explored and practised, and misconceptions could develop.
- > **Use of deliberate practice** – It is not enough for mentors and teachers to talk about and explore the area for improvement. Teachers need to practise the area for improvement, receiving feedback and re-practising to support embed changes into practice.
- > **A standardised routine** – The coaching should take place weekly for the incremental changes to, over time, have a larger impact on practice and for the teacher to see the impact of the improvement.

Principles of deliberate practice (for reference)



Features of high-quality deliberate practice for teachers (for reference)

- > **Close to classroom practice** – the teacher practises and this is as close as possible to a real classroom situation. It is the mentor's role to make sure this happens, even if the teacher finds it challenging at first.
- > **Scaffolded** – the mentor supports the teacher in building up their practice, for example, by giving the teacher time to script, and then giving them the opportunity to read out the script before performing.

- > **Specific feedback** – the mentor provides feedback and this is based on the success criteria for the action step. This feedback is likely to be directive rather than reflective.¹
- > **Re-practising** – the mentor asks the teacher to re-practise after feedback, again in a realistic situation. The teacher should re-practise at least once more after they have achieved the action step (to build automaticity).

(See appendix for a re-cap of the features of a high-quality model).

¹ The teacher will have opportunities to reflect on their practice both when reviewing their progress against the previous action step, and during the 'analyse' phase of the session.

Reviewing a good example of performance-based practice

Use the table below to review the model in the video. This is an example of good practice, however, if you see a 'next time try' please do write it down to share with the group.

This table considers the coaching stage in general, the table on the following page considers the specific action step. **You only need to fill in the table for the deliberate practice criteria.**

Success Criteria	Write yes if the model showed this and no if it did not	Comments
Model		
Focuses the teacher's attention – The model is concise and focused on the key elements. It avoids unnecessary additional information.		
Builds the teacher's mental model – The model involves making the mentor's thinking visible. It provides explicit links between theory and the practice being demonstrated.		
Puts the action step into the teacher's contexts – The model is tailored to the teacher's particular class or subject content as well as their year group/phase.		
Deliberate practice		
The mentor gives the teacher time to script their practice		
The mentor asks the teacher to practise and to do this as though the teacher was teaching a class (for example, stood up/sat on the carpet with pupils)		
The mentor provides specific feedback based on the action step success criteria (below)		
The mentor asks the teacher to re-practise following the feedback		
The mentor asks the teacher to re-practise at least once more after they have achieved the action step (to build automaticity)		
Success criteria for action step (for reference to evaluate mentor's feedback)		
After delivering an instruction to the class from a visible spot in the classroom, scan the class, exaggerating your body language to check all pupils are following your instructions.		
<ol style="list-style-type: none"> Visible: teacher is standing in a spot where they can see and be seen by all pupils. Rooted: teacher stands with their feet still as they address the class. 		

3. **Clear and confident:** teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.
4. **Open:** teacher has authoritative and approachable body language, such as an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression.
5. **Exaggerated and comprehensive:** teacher exaggerates their body language when scanning all pupils across the whole room, for example by standing on their tip toes, craning their neck and using their arm to track their line of vision.

How might the practice support the early career teacher to improve?

Fill this in after watching the video.

To what extent is this session similar to your own coaching sessions?

Fill this in after watching the video.

Reviewing a good example of task-based practice

Use the table below to review the model in the video. This is an example of good practice, however, if you see a 'next time try' please do write it down to share with the group.

You only need to fill in the table for the deliberate practice criteria.

Success Criteria	Write yes if the model showed this and no if it did not	Comments
Model		
Focuses the teacher's attention – The model is concise and focused on the key elements. It avoids unnecessary additional information.		
Builds the teacher's mental model – The model involves making the mentor's thinking visible. It provides explicit links between theory and the practice being demonstrated.		
Puts the action step into the teacher's contexts – The model is tailored to the teacher's particular class or subject content as well as their year group/phase.		
Deliberate practice		
The mentor gives the teacher time to identify the content for their practice		
The mentor asks the teacher to practise and makes this as realistic as possible (so that the teacher could start to do this independently in future)		
The mentor provides specific feedback based on the action step success criteria (below)		
The mentor asks the teacher to re-practise following the feedback		
The mentor asks the teacher to re-practise at least once more after they have achieved the action step (to build automaticity)		
Success criteria for action step (for reference to evaluate mentor's feedback)		
Use an exit task that checks pupils' understanding of knowledge, skills and concepts from the lesson.		
<ol style="list-style-type: none"> Relevant: the exit task checks knowledge, skills and concepts relevant to the lesson. Brief: questions on the exit task call for brief responses so it can be completed quickly. Efficient: the format of answers to the exit task allows for them to be checked quickly by the teacher. 		

How might the practice support the early career teacher to improve?

Fill this in after watching the video.

To what extent was the deliberate practice different to the performance-based (presence through posture) example?

Fill this in after watching the video.

To what extent is this session similar to your own coaching sessions?

Fill this in after watching the video.

Improving a deliberate practice session²

We are now going to look at an example of the deliberate practice part of an instructional coaching session that needs improving and spend some time individually making changes to improve it. It is a written case study. The action step is taken from Behaviour module 7 – “Positive Learning Environment” and the action step that has been selected for the teacher is “Use positive acknowledgement to encourage other pupils to adopt behaviours that meet your expectations by specifically stating the positive behaviours you can see”.

Sometimes mentors work across key stages or different subjects. Despite the content being different, the key ideas behind the action step remain the same. In this example, an experienced secondary PE teacher is mentoring a secondary early career drama teacher.

We will focus on the deliberate practice aspect so you should assume that the **model** and **analyse** sections of the session have been completed and done to a high standard.

The practice session to improve

[The mentor and teacher are sat at a table]

Mentor [sitting]: Now, are you ready to have a go?

Teacher [sitting]: Yes, definitely, even though I teach drama, your model has helped me spot the things I need to do.

Mentor [sitting]: What situation are you going to use?

Teacher [sitting]: I find my Year 8 class can take a long time to stop practising a scene, so I’ll practise transitioning from group practice to sitting on the floor at the front of the studio.

Mentor [sitting]: Excellent, are you ready to have a go?

Teacher [sitting]: Yes. I’d start by clapping three times – that’s my usual signal to stop. Then I’ll say “thank you Freddie for facing me and listening”. Then “everyone needs to sit down silently at the front of the studio”. “Great job Shaquille and Sarah”.

Mentor [sitting]: That’s good. What could you do to make it better?

Teacher [sitting]: Maybe I should say “Great job Shaquille and Sarah for sitting down silently. Well done”.

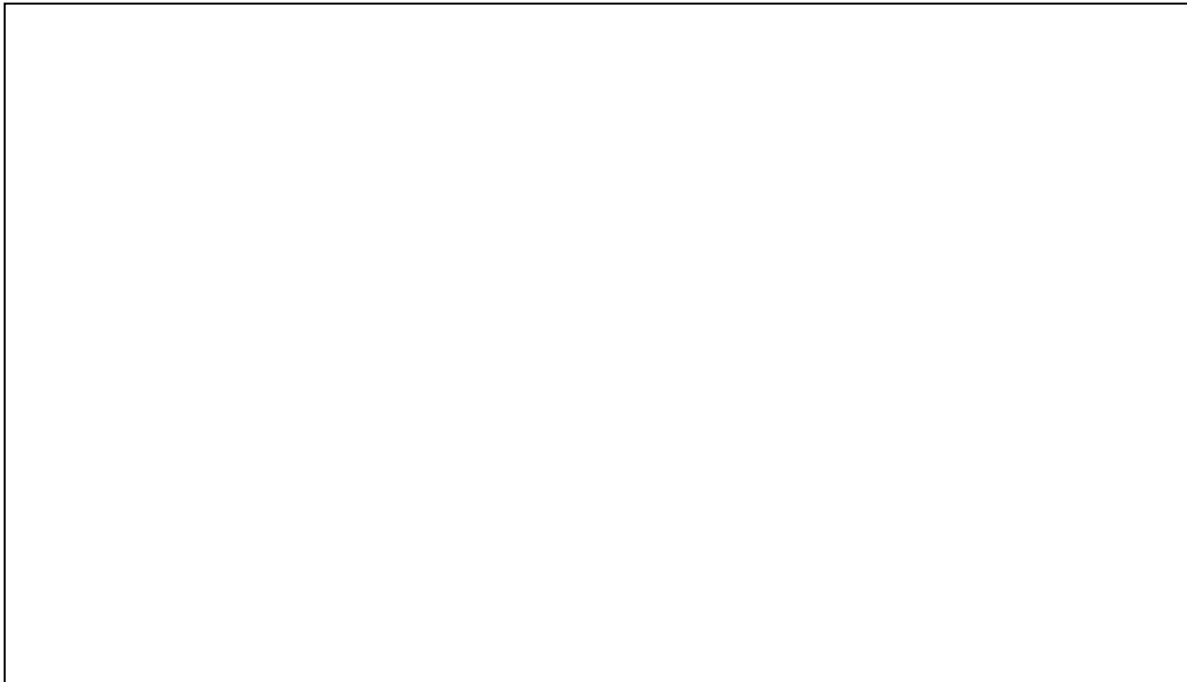
Mentor [sitting]: That’s more specific, I look forward to seeing this when I drop in to your lesson on Wednesday.

² This task involves a performance-based action step from the behaviour strand. This is because the Clinic sessions are likely to involve mentors from a range of subject and phase backgrounds. Using a task-based action step would mean teachers working outside of their expertise, increasing their cognitive load. This would make the task less effective.

Success criteria for the practice

Success Criteria	Write yes if the practice showed this and no if it did not	Comments
Practice		
The mentor gives the teacher time to script their practice		
The mentor asks the teacher to practise and to do this as though the teacher was teaching a class (for example, stood up/sat on the carpet with pupils)		
The mentor provides feedback		
The mentor provides specific feedback based on the action step success criteria		
The mentor asks the teacher to re-practise following the feedback		
The mentor asks the teacher to re-practise at least once more after they have achieved the action step (to build automaticity)		
Action step (criteria for reference to evaluate mentor's feedback)		
Exaggerated and comprehensive: teacher exaggerates their body language when scanning all pupils across the whole room, for example by standing on their tip toes, craning their neck and using their arm to track their line of vision.		
Encouraging: teacher acknowledges the positive behaviours some pupils are doing, and others need to start doing.		
Positive and specific: "Thank you for packing away neatly" NOT "Thank you for not making a mess."		
Proportionate: "Thank you front row for getting your equipment out quickly" NOT "It is fantastic to see the front row with all their equipment out – well done."		
Clear and confident: teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.		

Space to improve/rework the model



Discussion

- > What was missing from the practice?
- > How did you change what the mentor did to improve the practice?
- > What would the impact of this have been on the early career teacher?

Reflection

What have you learned about the features of deliberate practice in today's session?

How might today's session help you use deliberate practice in your coaching sessions?

What will you do differently over the coming weeks to put the new learning into practice with your teacher?

- > In terms of running practice sessions?
- > In terms of building a culture of practice?

References

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Appendix

Features of a high-quality model

- > **Focuses the teacher's attention** – The model is concise and focused on the key elements. It avoids unnecessary additional information.
- > **Builds the teacher's mental model** – The model involves making the mentor's thinking visible. It provides explicit links between theory and the practice being demonstrated.
- > **Puts the action step into the teacher's contexts** – The model is tailored to the teacher's particular class or subject content as well as their year group/phase.

Full instructional coaching session, with example of a good practice session. This is for a performance-based action step.

We are now going to look at an example of the deliberate practice part of an instructional coaching session that needs improving and spend some time individually making changes to improve it. It is a written case study. The action step is taken from Behaviour module 7 – “Positive Learning Environment” and the action step that has been selected for the teacher is “use positive acknowledgement to encourage other pupils to adopt behaviours that meet your expectations by specifically stating the positive behaviours you can see.”

Imagine that the mentor is a secondary PE teacher and the teacher is a secondary drama teacher.

Model [Mentor seated, talking to teacher at the table]

Let's imagine I'm teaching my PE class of Year 10 girls who are practising shooting in basketball. I need them to stop and sit down on the halfway line so that I can demonstrate the next skill. First, I need to think about my instructions. I always stop the activity with one blast on my whistle. Then I will say “I need everyone sat on the halfway line, facing me.”

There are two actions that need completing here. Stopping, and sitting down.

The third thing I need to do is script what positive acknowledgement I will give. I know that one or two of the pupils might continue a last shot after the whistle, so I will say “thank you [pupil X] for stopping instantly”. I’ll pick a pupil near someone who continued. Then once everyone has stopped, I’ll say “thank you Year 10”. When they are moving to sit down, I’ll acknowledge the proportion sat down quickly “90% of people are sat down already, thank you”.

Here are the success criteria for the model – read through them and then I’ll model it:

[Mentor stands up as though in sports hall]

Mentor blows whistle and scans the room in an exaggerated manner, craning their neck. After a couple of seconds mentor says “Thank you Shakeisha for stopping instantly” another momentary pause “Thank you Year 10. I need everyone sat on the halfway line, facing me.” Pauses for 5 seconds to allow take up, again scanning area. “90% of people are sat down already, thank you”. Pauses again to wait for full take up.

[Sits back down]

Analyse [mentor and teacher sat at the table]

Can you use the success criteria to share what was successful about my model?

I could really feel that you were checking everyone was following the instruction, the way you exaggerated your body language helped with this. By highlighting the pupils who were doing the right thing, you encouraged everyone else. Your acknowledgement was also really specific and positive, you didn’t say “[Pupil Y] hasn’t stopped yet”. Your voice was also really confident and clear.

Did I praise pupils for doing the right thing?

No, you just acknowledged it, which was more proportionate, and helped show that you expected it to happen.

Excellent, now can you tell me what the difference is between my model and how you did it in the lesson?

Success criteria

Exaggerated and comprehensive: teacher exaggerates their body language when scanning all pupils across the whole room, for example by standing on their tip toes, craning their neck and using their arm to track their line of vision.

Encouraging: teacher acknowledges the positive behaviours some pupils are doing, and others need to start doing.

Positive and specific: “Thank you for packing away neatly” NOT “Thank you for not making a mess.”

Proportionate: “Thank you front row for getting your equipment out quickly” NOT “It is fantastic to see the front row with all their equipment out – well done.”

Clear and confident: teacher’s voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.

I think I tend to nag pupils a bit, and then everyone turns around to see the pupil who isn't following the instruction.

Yes, it's really easy to find yourself doing that and focus on the negatives instead of narrating the positive! Finally, how do you think the action step relates to the wider principles in the module [to the right]?

I think that the acknowledgement helps remind pupils to regulate the emotions and behaviours. By not over-praising, I'm also showing that I have high expectations, not that I am surprised when they behave.

Practice [mentor and teacher sat at the table]

Teacher [sitting]: That was really helpful; even though I teach drama, I can spot the things I need to do.

Mentor [sitting]: Now, let's script what you are going to say. First, what situation are you going to use?

Teacher [sitting]: I find my Year 8 class can take a long time to stop practising a scene, so I'll practise transitioning from group practice to sitting on the floor at the front of the studio.

Mentor [sitting]: What instructions do you normally give, let's write these down.

Teacher [writing]: I start by clapping three times – that's my usual signal to stop. Then I say "everyone needs to sit down silently at the front of the studio".

Mentor [sitting]: Good, what are the actions you need pupils to do?

Teacher [sitting]: They have to stop and face me, but a few will take too long. Then they have to go and sit down, they are better at this bit, but still need to improve.

Mentor [sitting]: What acknowledgements might you give?

Teacher [sitting]: After the clap, I could say "thank you Freddie for facing me and listening". Then after they sit down, I could say "Great job Shaquille and Sarah".

Mentor [sitting]: The first acknowledgement is spot on – positive, specific and proportionate. It'll encourage others too. Make sure you don't praise for meeting expectations in the second one, you said that most of the students are good at this too?

Teacher [sitting]: Oh yeah, I remember when you did it you said something like "90% of people are sat down silently already. Thank you, Year 8". Let me write that down [writes].

Mentor [sitting]: Now, read through the script and then we'll practise for real.

Module principles

Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.

The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.

Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

Teacher expectations can affect pupil outcomes. Having and upholding high expectations is important.

Teacher [sitting]: [Reads through script out loud]. Right, I think I'm ready.

Mentor [sitting]: Make sure you are stood in the same place you would normally stand.

Teacher [stands up, moves to correct position, holding script to help]:

Claps 3 times [pauses briefly] "Thank you Freddie for facing me and listening". [another brief pause].

"Everyone needs to sit down silently at the front of the studio". [pauses briefly] "90% of people are sat down silently already. Thank you, Year 8".

Mentor [sitting]: That was really good, you used the script well, and your voice was really clear and confident – you've made great progress with that this year. Now have another go, but don't forget to scan and check for compliance. Exaggerate your body language by craning your neck – I've seen you do this really well with this class.

Teacher [still stood up]: Oh good point! I don't think I need the script now I either, so I'll put it down.

Claps 3 times [pauses briefly, cranes neck and scans room] "Thank you Sarah for facing me and listening". [another brief pause, still scanning room]

"Everyone needs to sit down silently at the front of the studio". [pauses briefly, scanning room while walking slowly to the front] "90% of people are sat down silently already. Thank you, Year 8".

Mentor [sitting]: That was great! Excellent practising. The exaggerated body language will really show pupils you are checking and expecting them to do the right thing. Let's have one more go, to cement it so that it is easy in class.

[Teacher stands up and runs through practice again]

[Following the final practice, the mentor and teacher arrange for the mentor to see the strategy in action the following Thursday with Year 8]

Script – with annotations after feedback in colours.

Clap 3 times [scan room, crane neck]

"Thank you.... For facing me and listening".

"Everyone needs to sit down silently at the front of the studio".

[scan room, walk to front]

"90% of people are sat down silently already. Thank you, Year 8".