



**Ambition  
Institute**

# Early Career Teachers Programme: Mentor Clinic 1 Workbook

**KEEP  
GETTING  
BETTER**

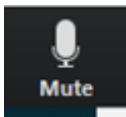
Welcome to the call. While we are waiting for other to join, please test the functions of zoom below.

### **Zoom functions**



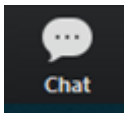
#### **Switching on your video**

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'

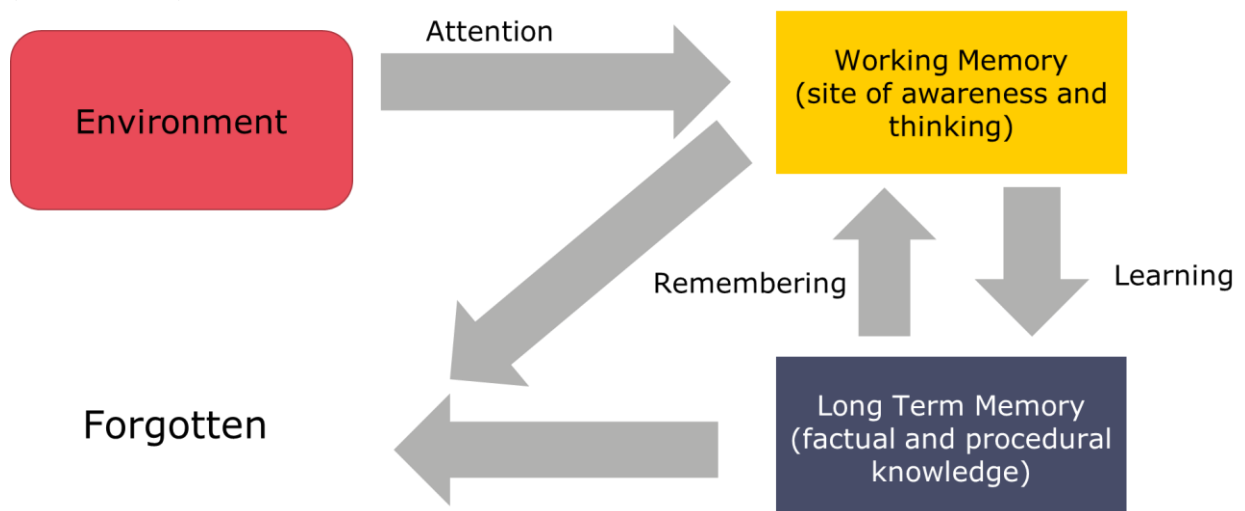
### Do now quiz

1. Which of the following statements are true for the basic memory model?
  - a) Long-term memory appears to be essentially infinite.
  - b) Working memory capacity can be improved.
  - c) Working memory can easily become overloaded.
  - d) When working memory is overloaded, we transfer the information to long-term memory to make space.
2. Which of these statements are true about novices and experts?
  - a) Novices have less extensive knowledge than experts.
  - b) Novices learn most effectively from reflection with minimal guidance.
  - c) Novices' and experts' mental models are organised in similar ways.

For further reading on the above, please see the accompanying materials for Mentor Clinic 1 on Steplab.

### Simple model of memory

(for reference)



(Willingham, 2009)

### Active ingredients of instructional coaching

- > **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

### Features of an effective 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.

### Reviewing an example of a model

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

Success Criteria	Write yes if the model showed this and no if it did not	Comments
<b>Model</b>		
<b>Demonstration:</b> The model provides a demonstration of the technique/strategy.		
<b>Authentic:</b> The model is delivered as though in front of a class, without 'breaking out' of role.		
<b>Exposes thinking:</b> The model uses a 'whole-part-whole' structure: first the whole model is shared, then it is broken down to show the success criteria, then the whole action step is modelled again.		
<b>All criteria:</b> The model exemplifies all the success criteria for the action step (below).		
<b>Nothing extra:</b> The model does not contain unnecessary additional information.		
<b>Action step (within the model)</b>		
<b>Broken-down:</b> the process being modelled is broken down into distinct steps.		
<b>Logical:</b> the steps group parts of the process logically and are delivered sequentially.		
<b>Pace:</b> teacher does not speak too quickly or too slowly so pupils remain attentive.		
<b>Emphasis:</b> teacher uses their voice to emphasise the start of each step.		
<b>Clear and confident:</b> teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.		
<b>Open and aware:</b> as the teacher writes on the board, they are positioned so they can frequently scan the class.		
What was particularly effective?		
Next time try		

## Types of model

There are two types of model that can be used in instructional coaching. So far, we have focussed on **performance-based models**. In a performance-based model, you as the mentor are performing what the action step looks like in practice. Performance models are suitable for an action step that focusses on how things are delivered in the classroom. For example, a set of instructions, an explanation of a concept, or responding to behaviour in the classroom. We have focussed on this so far as part of the training as the vast majority of behaviour action steps are performance based.

However, as the focus switches to the instruction and subject strands, **task-based models** will become more important. A task model is where you use a teaching product to show the teacher what something should look like. It is suitable for action steps that focus on developing a 'product' for teaching. For example, writing lesson objectives, a do now or starter activity or scripting a series of questions to check understanding.

## Reviewing an example of a task-based model

Success Criteria	Write yes if the model showed this and no if it did not	Comments
<b>Model</b>		
<b>Demonstration:</b> The model provides a demonstration of the technique/strategy.		
<b>Authentic:</b> The process being modelled is as close to teacher practice as possible.		
<b>Exposes thinking:</b> The model uses a 'whole-part-whole' structure: first the whole model is shared, then it is broken down to show the success criteria, then the whole action step is modelled again.		
<b>All criteria:</b> The model exemplifies all the success criteria for the action step (below).		
<b>Nothing extra:</b> The model does not contain unnecessary additional information.		
<b>Action step (within the model)</b>		
<b>Achievable:</b> pupils at this particular ability and age level can achieve this learning in the time available.		
<b>Granular:</b> the knowledge, skills and concepts are broken down to make it clear what needs to be covered in the lesson.		
What was particularly effective?		
Next time try		

**Questions**

How did the task-based model differ to the performance-based models you have seen?

What were the similarities?

What ensured that the model was effective?

### Improving a poor example of a model

We are now going to look at an example of a model 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 week 5 – “Low Level Disruption” and the action step that has been selected for the teacher is "Know the behaviours you expect to see from pupils at different points in the lesson, that are in line with your school’s policy and communicate them clearly at the appropriate moment in your lesson".

#### The model to improve

(Mentor seated, talking to teacher at the table)

Imagine I am about to start my class working on an independent task. I want them to work on their own, however, before I do this, I want to remind them of the behavioural expectations if they are stuck. In order to do that I might say something like “if you need help you need to put your hand up and I will come to you when I have finished helping other students”. I would add “don’t sit there and do nothing whilst you wait, try another question, but remember, don’t call out.”

Ok, now we’ve talked about what I would do, let’s talk about the impact that that those phrases might have on the pupils; after that you can practise.

#### Success criteria for the model

Success Criteria	Write yes if the model showed this and no if it did not	Comments
<b>Model</b>		
<b>Demonstration:</b> The model provides a demonstration of the technique/strategy.		
<b>Authentic:</b> The model is delivered as though in front of a class, without ‘breaking out’ of role.		
<b>Exposes thinking:</b> The model uses a ‘whole-part-whole’ structure: first the whole model is shared, then it is broken down to show the success criteria, then the whole action step is modelled again.		
<b>All criteria:</b> The model exemplifies all the success criteria for the action step (below).		



<b>Nothing extra:</b> The model does not contain unnecessary additional information.		
<b>Action step (within the model)</b>		
<b>Visible:</b> behaviours are stated and expressed as visible actions, e.g. 'I should see you passing the resources along to each other' not just 'You need to work well together.'		
<b>Concise and familiar:</b> teacher uses the fewest words possible and ensures they are words pupils will understand.		
<b>Clear and confident:</b> teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.		
What was particularly effective?		
Next time try		

Space to improve/rework the model

**Barriers and solutions**

What are the barriers to effective modelling on a weekly basis?

What have you found to be supportive?

What other solutions do you have?

**Reflection and next steps**

How has your thinking about instructional coaching developed through the session today?

What have you learned about modelling as part of instructional coaching?

Give an example where you would need to use a task-based model? When might you need to use a performance-based model? When might you need to use both strategies together?

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

## References

Furst, E. (2018). From neuroscience to the classroom. *ResearchEd* 1, no. 2 (September): 30-33

Mccrea, P. (2018). Expert Teaching What is it, and how might we develop it? Peps

Mccrea. Available

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Willingham, D. T. (2009). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. Jossey-Bass.

## Appendix

### Improved model

(Mentor seated, talking to teacher at the table)

Imagine I am about to start my class working on an independent task. I want them to work on their own, however, before I do this, I want to remind them of the behavioural expectations if they are stuck. My expectations for this are always the same and pupils are familiar with them. I'm going to model how I remind pupils of these explanations.

[Mentor moves to front of the class, stood up as though speaking to a class of pupils, speaks in the same voice they would use in the classroom]

In a moment you are going to start your independent work. You are going to work silently. If you need help put your hand up but try another question while you wait for me.

Pens ready... off you go.

[Mentor still stood up]

Let's break down what I just did. Notice that the behaviours I wanted were visible – “put your hand up” instead of “don't call out”, and “pens ready” instead of just “ready”, this will allow me to check pupils are following my instructions.

I was also concise, “try another question while you wait for me”, instead of “don't sit there and do nothing whilst you wait, try another question”.

Finally, my voice was clear and confident.

Let me run through the whole thing one more time.

[Mentor runs through model as though class is there]