



**Ambition  
Institute**

# Early Career Teachers Programme: Coaching on Coaching 1 – 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 practise 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 at choose your action step.

Criteria
<b>Model</b>
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
<b>Analyse</b>
The mentor asks the teacher the following questions and responds appropriately
> Can you use the success criteria to share what was successful about my model?
> What is the difference between my model and your current practice?
> Where and when might you use this step?
<b>Practise</b>
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