



**Ambition  
Institute**

# Early Career Teachers Programme: Coaching on Coaching 1 – 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	
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	
<p>The mentor asks the teacher the following questions and responds appropriately</p> <ul style="list-style-type: none"> <li>&gt; Can you use the success criteria to share what was successful about my model?</li> <li>&gt; What is the difference between my model and your current practice?</li> <li>&gt; Where and when might you use this step?</li> </ul>	
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 from which you will prepare for 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 has been shared with you, a copy of which is below the timing table, 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	5 minutes
Scripting and developing the model	10 minutes
Running the instructional coaching session	15 minutes
Receive feedback	5 minutes
Re-practise	10 minutes

You are working with an ECT called Robin. They are new to the school and have settled in well. Robin is however at times struggling with low level disruption. Robin is currently studying the behaviour strand and is on module 6 – consistency. After observing their lesson, you select the development area “Issuing rewards and sanctions” then narrow the focus to “Teacher consistently uses the least invasive ways of addressing behaviour before escalating in line with the school's behaviour policy and re-engaging the pupil” and finally the action step “Initially respond to a behaviour that does not meet your expectations by anonymously reminding the whole class of your expectations”. While Robin is occasionally doing this, you feel that by providing a reminder of their expectations to the group more consistently, more of the group will meet those expectations, reducing low level disruption and the need for further follow up.

The success criteria for the action step are:

1. **Timely:** teacher delivers the reminder as soon as they notice pupils are not following their instructions or slow to carry them out.
2. **Positive and specific:** the reminder states exactly what pupils should do, e.g. ‘Everyone should be facing their partner.’ NOT ‘You shouldn’t be looking out of the window.’
3. **Calm and confident:** teacher’s tone is calm and conveys their confidence that the pupil will follow the instruction.
4. **Open:** teacher has authoritative and approachable body language, e.g. an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression.

You are now going to spend 10 minutes preparing for your meeting with Robin. 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 steps you should take are:

1. Share the action step and success criteria
2. Plan and share a model
3. Plan and lead the analyse section of the meeting
4. Plan and lead the how your teacher will practise

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 Robin. 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 Robin including their phase and or subject and any other relevant information for your coach to help them respond appropriately.

**Action step:** Initially respond to a behaviour that does not meet your expectations by anonymously reminding the whole class of your expectations

**Success criteria:**

1. **Timely:** teacher delivers the reminder as soon as they notice pupils are not following their instructions or slow to carry them out.
2. **Positive and specific:** the reminder states exactly what pupils should do, e.g. 'Everyone should be facing their partner.' NOT 'You shouldn't be looking out of the window.'
3. **Calm and confident:** teacher's tone is calm and conveys their confidence that the pupil will follow the instruction.
4. **Open:** teacher has authoritative and approachable body language, e.g. an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression.

**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.

A large, empty rectangular box with a thin black border, intended for the user to plan the model of the action step and success criteria.

### Analyse section of the meeting

The questions below are the ones that come up during the meet stage of the meeting on Steplab. After you have modelled the action step, ask each of these questions in turn. Take some time as part of the preparation for the meeting to consider how you might respond.

- > Can you use the success criteria to share what was successful about my model?
- > What is the difference between my model your current practice?
- > Where and when might you use this action step?

Module principles are

- Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- Setting clear expectations can help communicate shared values that improve classroom and school culture.
- Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
- Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.

## Practice

Ask your teacher to practise.

### The suggested practice tasks in Steplab are:

- > Identify a set of instructions you will need to give the class.
- > Script an anonymous whole-class reminder for one of the behaviours in the instructions that you anticipate pupils needing reminding of.
- > Read the script aloud, check it against the success criteria and refine it.
- > Stand up in role and practise delivering the reminder 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
<b>Timely:</b> teacher delivers the reminder as soon as they notice pupils are not following their instructions or slow to carry them out.	
<b>Positive and specific:</b> the reminder states exactly what pupils should do, e.g. 'Everyone should be facing their partner.' NOT 'You shouldn't be looking out of the window.'	
<b>Calm and confident:</b> teacher's tone is calm and conveys their confidence that the pupil will follow the instruction.	
<b>Open:</b> teacher has authoritative and approachable body language, e.g. an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression.	
<b>What went well</b>	
<b>Next time try</b>	

### Practice round 2

Success criteria	Achieved tick/cross or notes
<b>Timely:</b> teacher delivers the reminder as soon as they notice pupils are not following their instructions or slow to carry them out.	
<b>Positive and specific:</b> the reminder states exactly what pupils should do, e.g. 'Everyone should be facing their partner.' NOT 'You shouldn't be looking out of the window.'	

<b>Calm and confident:</b> teacher's tone is calm and conveys their confidence that the pupil will follow the instruction.	
<b>Open:</b> teacher has authoritative and approachable body language, e.g. an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression.	
<b>What went well</b>	
<b>Next time try</b>	

### Practice round 3

Success criteria	Achieved tick/cross or notes
<b>Timely:</b> teacher delivers the reminder as soon as they notice pupils are not following their instructions or slow to carry them out.	
<b>Positive and specific:</b> the reminder states exactly what pupils should do, e.g. 'Everyone should be facing their partner.' NOT 'You shouldn't be looking out of the window.'	
<b>Calm and confident:</b> teacher's tone is calm and conveys their confidence that the pupil will follow the instruction.	
<b>Open:</b> teacher has authoritative and approachable body language, e.g. an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression.	
<b>What went well</b>	
<b>Next time try</b>	

**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?