Early Career Teachers Programme: ECT 22-24 Mentor Clinic 2 Workbook
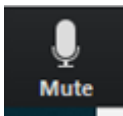
KEEP
GETTING
BETTER

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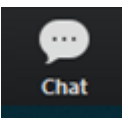
Zoom functions

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** (Kraft, M., Blazar, D., & Hogan, D., 2018). 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 with feedback

    c) Discussing observations 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 considered 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)

THE FIVE PRINCIPLES OF DELIBERATE PRACTICE

| PUSH BEYOND one's comfort zone | Work toward well-defined, SPECIFIC GOALS | FOCUS intently on practice activities | Receive and respond to HIGH-QUALITY FEEDBACK | Develop a MENTAL MODEL of expertise |

Deans for Impact (2016). *Practice with Purpose: The Emerging Science of Teacher Expertise*. Austin, TX: Deans for Impact.

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

> **Close to classroom practice** – <u>the teacher practises</u> 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 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 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 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 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		
	Yes	The model is concise and focused on the key elements. It avoids unnecessary additional information.
	Yes	The model involves making the mentor's thinking visible. It provides explicit links between theory and the practice being demonstrated.
	Yes	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 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 step (to build automaticity)		

Success criteria for 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.

1. **Visible**: teacher is standing in a spot where they can see and be seen by all pupils.
2. **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. This is to inform your reflections and next steps.
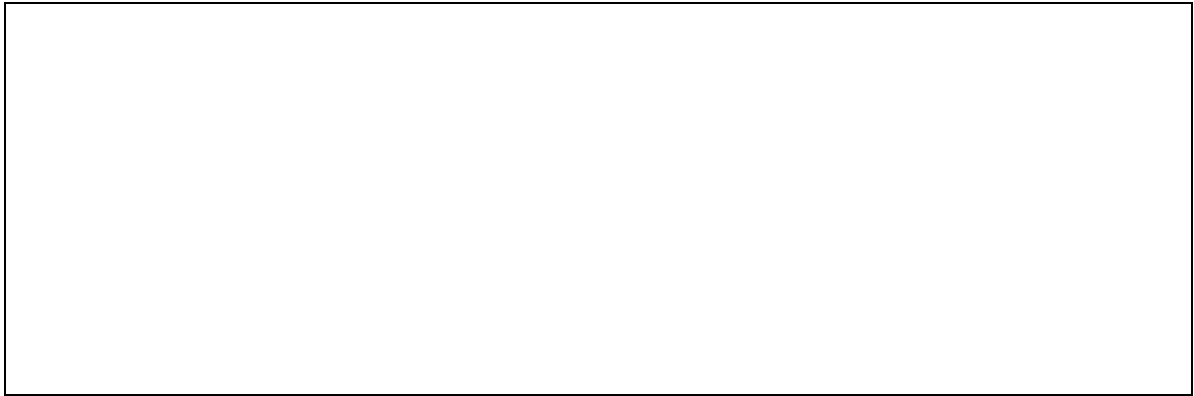
Reviewing a good example of task-based practice

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		
	Yes	The model is concise and focused on the key elements. It avoids unnecessary additional information.
	Yes	The model involves making the mentor's thinking visible. It provides explicit links between theory and the practice being demonstrated.
	Yes	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 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 step (to build automaticity)		

<table>
<tr><td colspan="3" style="background-color:red;color:white;">Success criteria for step (for reference to evaluate mentor's feedback)</td></tr>
</table>

Use an exit task that checks pupils' understanding of knowledge, skills and concepts from the lesson.

1. **Relevant**: the exit task checks knowledge, skills and concepts relevant to the lesson.
2. **Brief**: questions on the exit task call for brief responses so it can be completed quickly.
3. **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 session[2]

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 step is taken from Behaviour module 7 – "Positive Learning Environment" and the 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 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 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 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 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 step (to build automaticity)		
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?
(*Linking back to earlier in the session, c*onsider how the coaching models compared to your own practice).

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

A) In terms of running practice sessions?
B) In terms of building a culture of practice?
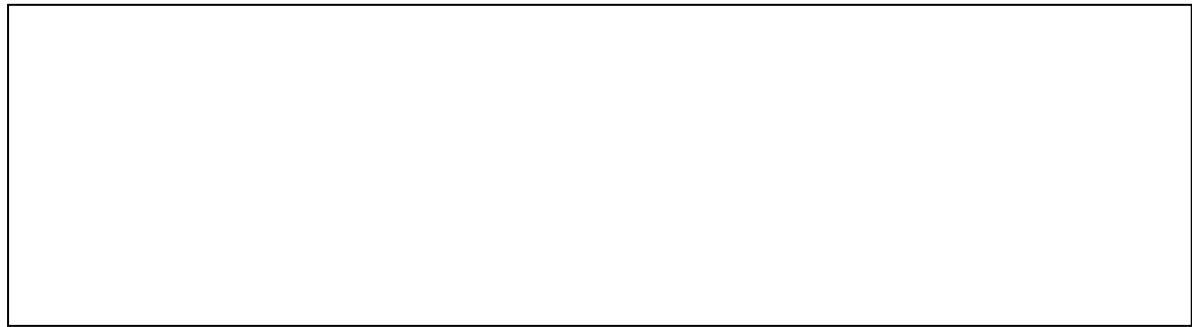
References

Berliner, D. (2001). Learning about and learning from expert teachers. International Journal of Educational Research 35, pp.463–482.

Deans for Impact (2016). *Practice with Purpose: The Emerging Science of Teacher Expertise.* Austin, TX: Deans for Impact.

Dunlovsky, J. (2013) Strengthening the Student Toolbox: Study Strategies to Boost Learning. *American Educator*, v37, no. 3 (Fall), 12-21. Available at: https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf [Accessed 06 May 2021]

Fletcher-Wood, H. (2018) Problems with deliberate practice: can we use it in teacher education?. Available at: https://improvingteaching.co.uk/2018/10/28/critiquing-deliberate-practice-is-it-useful-in-teacher-education/ [Accessed 06 May 2021]

Kirschner, P. Sweller, J. & Clark, R. (2006) Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching, Educational Psychologist, 41:2, 75-86. Available at: https://www.tandfonline.com/doi/abs/10.1207/s15326985ep4102_1 [Accessed 06 May 2021]

samsims1, V., 2019. *Four Reasons Instructional Coaching Is Currently The Best-Evidenced Form Of CPD*. [online] Sam Sims Quantitative Education Research. Available at: https://samsims.education/2019/02/19/247/ [Accessed 20 August 2020].

Kraft, M.A. Blazar, D. & Hogan, D (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research. Available at: kraft_blazar_hogan_2018_teacher_coaching.pdf (harvard.edu) [Accessed 24 November 2022]

Appendix 1: 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 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.

Appendix 2: Full instructional coaching session, with example of a good practice session. This is for a performance-based 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 step is taken from Behaviour module 7 – "Positive Learning Environment" and the 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:

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.

[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?

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 step relates to the wider principles in the module [below]?

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.

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.

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".

Appendix 3: Self study material (to be completed prior to attending clinic 2)

Introduction

Welcome to the accompanying materials for Mentor Clinic 2. This course is an opportunity to review and develop some of the knowledge from the science of learning session in mentor induction. The facilitated session will link this knowledge to deliberate practice, which is one of the active ingredients of instructional coaching. Working through this course before Clinic 2 will allow you to get the most out of the facilitated session, but the materials can be accessed at any time.

This module should take around 30 minutes to complete.

Retrieval

As with Clinic 1, the module begins with a quick quiz in the form of elaborative retrieval questions This is because research <https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf> shows that elaboration and retrieval are likely to be more effective than simply re-studying. Don't worry if you can't remember the content from the induction – if you need to, you can use the links to help.

Feel free to use pen and paper instead of typing into the boxes if you prefer.

1. What are the key features of effective instructional coaching?
2. Summarise the key features of deliberate practice.
3. Why is deliberate practice a vital component of instructional coaching?
4. Why do novices generally learn best through carefully guided instruction < https://www.tandfonline.com/doi/abs/10.1207/s15326985ep4102_1>?
5. Deliberate practice is effective for teachers with any level of expertise, but how does deliberate practice support novices in particular?

Responses

Here are some possible answers to the retrieval questions. Take a few minutes to compare them to your answers. These are not intended as perfect, or complete solutions – you might have included additional relevant information. The purpose of comparing them is to check your understanding as it is easy to pick up misconceptions.

1. What are the key features of effective instructional coaching?
   The active ingredients (the things that make it work) of instructional coaching are:
   > A clear model of better – the coachee needs to see a demonstration of what the improved version of their practice looks like *and* have the thinking behind the improvement made explicit.

> Bite-sized steps for improvement – steps for improvement need to be small and precise so that they can be practised successfully in one coaching session, to prepare the coachee to embed them in their practice.
> A standardised routine – this reduces the cognitive load, allowing the coachee to pay attention to the key features of the practice. Regular coaching also helps maintain and embed improvements
> Deliberate practice – this allows the coachee to practice and receive feedback on an element of their teaching in controlled conditions, helping them to form new habits.

2. Summarise the key features of deliberate practice.
   The Deans for Impact define deliberate practice as "practice that is purposeful and designed to maximize improvement".
   The concept of deliberate practice is largely the result of work by Dr. Anders Ericsson who was a cognitive psychologist and internationally recognised researcher into expertise. The Deans for Impact have taken his research and adapted it for education, summarising this as their five principles of deliberate practice:
   > Push beyond one's comfort zone. An example of this could be a new teacher learning to write on the board whilst also scanning the classroom.
   > Work towards well-defined, specific goals. Continuing the above example, this might be that the teacher stands on the same side of the board as their dominant hand, and pauses during writing to scan the room.
   > Focus intently on practice activities. The activity must involve focus on the activity itself by doing it, not just discussing it. The performer should be focused not just on what they are doing, but on linking their actions to their understanding of the ideas behind it (their mental model).
   > Receive and respond to high-quality feedback. The expertise of you as a mentor is vital here, both in providing the feedback and also in ensuring your mentee acts upon it by re-practising several times.
   > Develop a mental model of expertise. The practice has to be more than just rote practice. In the above example this would mean the teacher would see a model of writing on the board whilst scanning and then discuss what makes it successful and how this links to the purpose of the performance.

3. Why is deliberate practice a vital component of instructional coaching?
   Possible answer: We know from research into teacher development that much professional development has little impact as teachers are unable to put their learning into practice in the classroom. Without deliberate practice, the teacher will find it much harder to integrate their learning into their classroom practice. By doing deliberate practice, they are making the first steps towards forming new habits; successfully forming these habits makes it much more likely that learning will stick.

4. Why do novices generally learn best through carefully guided instruction?
    Possible answer: Novices have less well-developed mental models. This makes it harder for them to acquire new information; the limits of working memory also mean that they are likely to experience cognitive overload. Providing explicit models and breaking learning down into small chunks will help avoid cognitive overload and support learners in building on their existing mental models.

5. Deliberate practice is effective for teachers with any level of expertise, but how does deliberate practice support novices in particular?
    Possible answer: As with the previous question, novices have less well-developed mental models. This makes it harder for them to acquire new information; the limits of working memory also mean that they are likely to experience cognitive overload. Focusing on a specific, well-defined goal helps avoid overloading working memory. Deliberately building mental models, including through demonstration, supports novices in paying attention to the deep structures of a technique or idea, instead of being distracted by the surface level features. Novices' limited mental models also mean that they are less likely to be able to direct their own evaluation and improvement of their practice. Deliberate practice mitigates for this by including feedback and re-practising.

Example and non-example

The focus of Clinic 2 and Coaching on Coaching 2 will be running the deliberate practice element of your coaching sessions. This section will consider an example and a non-example of deliberate practice to remind you of what this looks like in action and to draw out the key points.

This example and non-example are based around an early career teacher creating an exit task. In this scenario, the early career teacher described has not created an exit task before but has read about them in the self-study materials. An exit task is a short formative assessment, perhaps one or two questions, given at the end of the lesson in order to support planning for the following lesson. In early years, or performance arts this might take the form of a verbal question or students demonstrating a skill.

Read through the example of deliberate practice, thinking about how the principles of deliberate practice are being used. Refer back to the previous page if you need to.

Example:

An ECT is designing an exit task for an upcoming lesson (**this is their goal/ step**).

> Their mentor explains the purpose of exit tasks, and **shares success criteria**.
> The mentor **models their steps and thinking** while creating an example exit task.
> The ECT **prepares to practise** by explaining what they want to assess and refines this based on **feedback** that it needs a tighter focus.
> The ECT writes a first draft of the exit task.
> The mentor **provides further feedback** to help the ECT precisely target their questions and the ECT uses this to refine the final version.

Record your thoughts in this box or using pen and paper:

Now read the non-example and think about **how it is different**.

Non-example:

An ECT is designing an exit task for an upcoming lesson (**this is their goal/ step**).

> Their mentor shows them an example exit task that they have made and talks through the purpose of exit tasks.
> The mentor and ECT agree that the target for the week is to design and implement an exit task with one of their classes.
> After the meeting, the ECT independently makes the exit task.

Record your thoughts in this box or using pen and paper:

The next page provides some suggestions about the differences between the two scenarios.

Differences between the example and non-example

Here are some similarities and differences between the example and non-example.

- Both scenarios have **specific goals** that push the teacher **beyond their comfort zone**.
- Notice that in the example, the mentor **builds the ECT's mental model** by demonstrating the process and talking through their thinking, <u>not just explaining the purpose and showing a finished product</u>. This is similar to the idea of providing students with a live model in class.
- The process of creating the task is also broken down, which enables **high quality feedback** to be given during the creation of the exit task, not just after the fact.
- In the example, the ECT **re-practises** twice, first improving the focus, then improving the targeting of their questions.

This will all support the ECT in improving more rapidly than in the non-example.

Note that the mentor's role is much more important in the example than the non-example, their precise feedback and expertise are what make the difference.

Practising like this might feel challenging if you are aren't used to it, both in terms of the potential awkwardness of performing routines in front of each other, or in examples such as this one in terms of explaining and breaking down things which may seem obvious. Persisting with it will make it worth it, we'll look further at the challenges around deliberate practice during the facilitated session.

Example:

An ECT is designing an exit task for an upcoming lesson (**this is their goal/ step**).

> Their mentor explains the purpose of exit tasks, and **shares success criteria**.
> The mentor **models their steps and thinking** while creating an example exit task.
> The ECT **prepares to practise** by explaining what they want to assess and refines this based on **feedback** that it needs a tighter focus.
> The ECT writes a first draft of the exit task.
> The mentor **provides further feedback** to help the ECT precisely target their questions and the ECT uses this to refine the final version.

Non-example:

An ECT is designing an exit task for an upcoming lesson (**this is their goal/ step**).

> Their mentor shows them an example exit task that they have made and talks through the purpose of exit tasks.
> The mentor and ECT agree that the target for the week is to design and implement an exit task with one of their classes.
> After the meeting, the ECT independently makes the exit task.

Building a culture of deliberate practice

Integrating deliberate practice into your mentoring sessions and sustaining this is easier if your school (or at least you and your ECT) develops a culture of deliberate practice. That is, if deliberate practice is 'what we do here'.

Here are some strategies which might help build a culture of deliberate practice:

- **Repeat the benefits of practice**. Frequently remind your ECT(s) why we practise and the benefits of practising.
    - We practise because we learn though building on what we know, and practising helps us build our mental models.
    - The benefits of practising include that practice helps bridge the 'knowing-doing' gap, improves fluency and confidence, and makes the learning more likely to 'stick' in the hectic reality of the classroom.
- **Make practice routine.** Practise in every coaching session and keep your routine as similar as possible. This reduces cognitive load, which makes practising easier, as well as helping build habits.
- **Make practice time sacred.** Set time for practice aside and stick to it – don't squeeze the practice into a short slot just before teaching.
- **Develop a culture of error.** Model being at ease with mistakes, for example don't worry about re-modelling if you aren't happy with your first model. Use deliberate practice yourself and talk to your ECT about this – you could ask your line manager to run deliberate practice with you to help you improve your teaching.
- **Celebrate Success.** Refer back to the practice done previously when praising the teacher for meeting the step. Praise the quality of practice, not just the implementation.

Reflect on which of these strategies are features of your mentoring sessions or your school as a whole.

Is there anything you can change in your practice?
Anything to share with colleagues?

Barriers

Similar to Clinic 1, the final part of the facilitated session will consider potential barriers and potential solutions to running effective deliberate practice as part of instructional coaching. To prepare for this, spend a couple of minutes thinking about the following:

1. What areas of your coaching practice are you pleased with so far? Has this changed since Clinic 1?
2. What barriers have you encountered to running effective deliberate practice on a weekly basis?
3. What potential solutions have you found to any barriers/what have you found helpful in mitigating challenges?

Optional additional reading

If you want to explore some of the ideas from this module further, read this blog from Harry Fletcher-Wood on the limitations of deliberate practice, and how this might affect our own practice: https://improvingteaching.co.uk/2018/10/28/critiquing-deliberate-practice-is-it-useful-in-teacher-education/.