

ECT :
**CLINIC 4: WORKING
WITH OTHERS**

Participant Workbook

**KEEP
GETTING
BETTER**

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Session date:

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Optional pre-reading

Pupil wellbeing

Teaching challenge

Mrs Skoro knows that pupil wellbeing and academic success are linked. Pupil wellbeing is complex, and it can be difficult to understand her role in supporting pupils with a range of needs. What might Mrs Skoro do in her classroom and beyond to best support the wellbeing of her pupils?

Key idea

Pupil wellbeing has a big impact on pupil achievement and quality of life. High expectations and quality first teaching, including the use of flexible groupings, can help influence pupils' views on school. Experts like SENCOs, pastoral leaders, Designate Safeguarding Leads and other school colleagues can work with teachers to best support pupil wellbeing. Parents and carers also play an important role in supporting pupil wellbeing.

Evidence summary

What is pupil wellbeing?

Schools should be positive, productive and safe for all pupils. A clear link exists between wellbeing and pupils' academic attainment (Brooks, 2014). Where a pupil's mental health is negatively impacted, it can impact those close to them, including their family. Schools are legally required by the government to support pupils' wellbeing.

As with teacher wellbeing, there are many different definitions for what pupil 'wellbeing' means. One such model you might recall was proposed from psychologists in Dodge et al. (2012). They posit that wellbeing is a balance point between three areas:

- **Psychological** (e.g. being stressed by an upcoming exam)
- **Physical** (e.g. lack of sleep impacting on day-to-day performance, lack of exercise)
- **Social** (e.g. particularly challenging interaction with someone in your day-to-day life e.g. family member, friend, loved one)



All pupils will benefit from creating an inclusive environment that seeks to develop and promote positive relationships. A supportive and inclusive culture brings happiness, a feeling of safety and being part of the community. It is important to provide a predictable and secure environment for learning to take place with clear behaviour expectations and routines, something particularly important to pupils with SEND (EEF, 2019). Mrs Skoro can support pupils first through her teaching. High-quality teaching can have a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. This can include

creating a predictable and secure environment and considering how pupils are grouped. Mrs Skoro should be aware that wellbeing and attainment can be considered a virtual cycle; that is, pupils' attainment and achievement can improve wellbeing and vice versa (Brooks, 2019). The impact of academic success can have a continued effect on wellbeing. How one feels about oneself is linked to higher levels of wellbeing in adulthood (Chanfreeau et al., 2013).

Pupil wellbeing is also a concern at the school level. School culture, ethos and environment can influence the health and wellbeing of pupils and their readiness to learn. (Brooks, 2014). Schools will have a variety of policies that will support pupils' wellbeing:

- Health and safety
- Special educational needs and disability
- Child protection policy and procedures
- Accessibility plan
- Behaviour policy, including anti-bullying policy

Bullying in particular can have a significant impact on wellbeing and learning. Vignoles and Meschi (2010) found that pupils who are bullied at age 14 have significantly lower GCSE scores at age 16; on the other hand, a link existed between pupils' participation in "positive extra-curricular activities, such as clubs, were also found to have better academic achievement later in their schooling" (Vignoles and Meschi, 2010, pg. 3). Mrs Skoro should be aware of her school policies and discuss with her mentor and/or relevant colleagues where she might need further support. She also might find that her school has additional policies beyond those listed above.

How can pupil wellbeing be considered in the classroom?

Pupil wellbeing is important for Mrs Skoro to consider in her classroom. Non-cognitive skills, also known as social and emotional skills and include competencies, such as self-efficacy and resilience, are linked with both academic outcomes and pupil wellbeing. Sociologists Bowles and Gintis (1976) introduced the term 'non-cognitive skills' to focus on factors other than those measured by cognitive test scores (e.g. exams). These skills have been shown to have more of an effect on pupil achievement than even IQ (Gutman & Schoon, 2013), so Mrs Skoro would be well served in being aware of them.

It is important for Mrs Skoro to be aware of what non-cognitive skills are and the degree to which they can be developed. Non-cognitive skills are more flexible and modifiable characteristics. Relatively stable characteristics, like personality, are important but seem to be less malleable than the non-cognitive skills. The findings from Gutman & Schoon (2013) seem to indicate that teachers like Mrs Skoro should focus on how she might make her teaching effective so that she can shape her pupils' perception of their ability and their expectations of future success.

How Mrs Skoro communicates her expectations of pupil success can influence what they do and achieve. For example, if she inadvertently communicates low expectations of success (e.g. providing praise to low achievers for success in relatively simple tasks), pupils can start to think that they can't do it (Tsiplakides & Keramida, 2010) and reduce the amount of effort they put in (Gutman & Schoon, 2013). Conversely, pupils' prior experiences of success at a specific, appropriately challenging, task makes it more likely they will be motivated to persist at similar tasks in the future; this also makes it more likely they will be successful at such tasks (Gutman & Schoon, 2013).

Pupils' attributions of success can be influenced by Mrs Skoro, supported through structured reflection & feedback and supported through purposeful instruction. Mrs Skoro might consider how she might employ instructional techniques that might make it easier for pupils to be successful. These techniques include, but aren't limited to: worked examples, scaffolds, peer & adult support and greater clarity during expositions.

Helping her pupils might create a virtuous cycle whereby pupils have greater belief in their ability and have more resilience to have a go at similar tasks in the future.

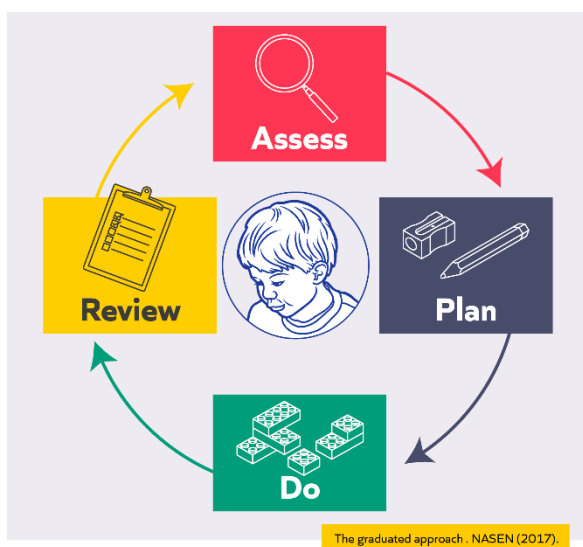
Mrs Skoro should also consider how she might use flexible groupings. Teachers can unknowingly convey low expectations to pupils by labelling pupils as 'less able' and use differential practices and behaviour (Tsiplakides & Keramida, 2010). Mrs Skoro instead can rely on her adaptive teaching assessment practices to ensure she flexibly groups pupils to ensure more tailored support. Changing groups regularly can avoid the perception that groups are fixed. For example, Mrs Skoro might use an end of lesson quiz or activity to consider which pupils might need additional support to start the following lesson. This approach can send the message to pupils that they are not poor at a particular subject or topic, but just need extra support with a particular concept.

Flexibly grouping pupils can be particularly important for children with SEND. It is important to apply high expectations to all groups and ensure all pupils have access to a rich curriculum. Where teachers like Mrs Skoro have positive attitudes towards inclusion of children with SEND, they are likely to have better quality interactions. (EEF, 2020). Mrs Skoro should remember that she is responsible for the learning of all pupils. This in term can support pupils with SEND to fully participate in class (EEF, 2020).

Who else can support pupil wellbeing?

Teachers are not expected to solve often complex needs or challenges on their own. Mrs Skoro should remember that SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. It is important that she understands that some challenges facing pupil wellbeing might well fall out of her role as a classroom teacher; however, Mrs Skoro needs to understand her school policies and procedures around particularly challenging issues that she might face including safeguarding, bullying and mental health support.

While there is often no 'silver bullet' to solving some complex problems taking a graduated approach can help to identify what might work for a particular pupil. The spiral of support can be seen here:



Assess: understand the pupil and challenge

Plan: plan support with guidance from colleagues

Do: adapt high-quality teaching, provide targeted support, draw on specialist provision

Review: evaluate outcomes and adapt accordingly

Where Mrs Skoro does draw on the expertise of SENCOs, pastoral leaders, careers advisors and other specialist colleagues, it is important that she makes links between interventions delivered outside of lessons with classroom teaching.

Schools and parents/carers are the two main influences on education that children have in their lives. Both have crucial roles to play in a child's engagement and achievement in school, both of which are affected by the mental health and wellbeing of the child and the impact is greater when they work in partnership. It is therefore essential that Mrs Skoro considers where she can seek opportunities to engage parents and carers in the education of their children. She should draw on expert colleagues to understand how this engagement might need to change depending on the needs of the pupil.

Nuances and caveats

Some education initiatives, for example many 'Growth Mindset' initiatives from the work of Dweck (2006), have failed to reproduce their findings. Where psychological interventions in education---those targeting students' thoughts feelings and beliefs in and about school---are most effective, they are often short and subtle (Yeager & Walton, 2011).

Key takeaways

Mrs Skoro can support her pupils wellbeing by:

- Understanding that pupils' wellbeing is essential for academic success.
- Ensuring that setting high expectations for all pupils can promote engagement and motivation.
- Drawing on the expertise of SENCO, pastoral leaders, Designated Safeguarding Leads and others to ensure appropriate support is available for pupils.
- Engaging and working with parents/carers to improve and track pupil motivation, behaviour and academic success
- Learn the safeguarding protocols used in school to support pupil wellbeing.

Further reading

EEF (2020). Special educational needs in mainstream schools: evidence review. bit.ly/ecf-eeef-send

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Teaching problem

In today's session, we will consider the following typical teaching problem:

How can teachers hold effective conversations with a range of people to support pupil well-being, motivation and progress?

Paired discussion

Task: In your pair, discuss the following:

Reflect on your experience of holding conversations with others so far in your career. This might include conversations with parents, colleagues, TAs, SENCOs, DSL or external agencies.

Questions:

- > What did you feel contributed to the success of the conversations?

Notes:

- > Which aspects of the conversations did you find challenging?

Notes:

Effective conversations

'Relational trust is grounded in the social respect that comes from the kinds of social discourse that take place across the school community. Respectful exchanges are marked by genuinely listening to what each person has

to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.'

(Schneider, 2003)

What are underlying features?

Underlying features are the components of an approach that can be applied across all subjects, phases or settings. They serve as a guide for what good practice is likely to look like.

Underlying features in this clinic

| Underlying Feature | Description |
|---|---|
| Establish purpose | Identify conversation aims, ensuring that these focus on pupil well-being and progress. Consider the intended outcomes of the conversation, though be aware that these may change. Depending on the context, the purpose may be to gather further information or insight, to raise and resolve a specific issue or to celebrate success. |
| Plan | Gather the relevant information, data and/or examples needed to build a comprehensive picture of the pupil's well-being, motivation and progress. This process may include speaking to colleagues (e.g. teachers, TAs, SENCOs, pastoral leaders, careers advisors and other specialist colleagues), speaking with the pupil, consulting school policies and engaging in wider reading and research. |
| Communicate clearly | Establish conversation aims then state ideas, views and attitudes clearly, concisely and frankly, using the supporting evidence collated during the planning stage, where relevant. Views should be delivered in a way that allows them to be open to discussion and, to varying degrees, revision. |
| Engage other people and actively listen | Create an environment where contributions and diverse beliefs are valued through a process of respectful inquiry. Invite other parties to share their views and treat this as an opportunity to learn. Employ strategies such as summarising, paraphrasing and asking follow-up questions and use these to actively check your own assumptions. |
| Set action steps | Identify specific and realistic actions, built into a clear review timeline where relevant. |

I Do

Task: Read the scenario.

Scenario 1

Miss Andrews is a secondary history teacher. One of her year 10 pupils, Natalie, has missed three consecutive homework deadlines this term. Last term, Natalie only received one late mark for homework, but Miss Andrews knows pupils do sometimes struggle to keep up to date in the second term of the GCSE course, when workload increases. She also knows that the department have worked hard to mitigate for this, by collating a booklet full of 15-minute weekly homework activities, designed to consolidate in-class learning.

According to department policy, Miss Andrews must now ring home to let Natalie's parents know that she will need to attend an after-school detention later in the week. She would like to use the conversation as an opportunity to discuss any barriers Natalie is currently facing when completing work at home, as well as hopefully gaining their support in encouraging the completion of future tasks.

Before the call, Miss Andrews emails Natalie's form tutor to check whether homework deadlines have been an issue for her in other subjects and, if so, whether any support strategies have already been put in place. The form tutor quickly responds to say she is not aware of a wider problem. Miss Andrews then spends 5 minutes reviewing the missed homework tasks and noting down how each piece feeds into pupil learning across the unit.

Miss Andrews calls home and has the following conversation with Natalie's father.

Miss Andrews: *Hello, my name is Miss Andrews. I'm calling from Hartland's Academy to talk to you about Natalie's history homework. Is this a convenient time for you to speak?*

Natalie's father: *Hi. Yes, that's fine.*

Miss Andrews: *Great, thank you for your time. I'm calling to let you know that Natalie has missed three consecutive homework deadlines this half term. Department policy in this case is to set a detention and follow this up with a call home, to check in and see whether there is anything we can do to support the completion of homework in the future. I have already spoken to Natalie about this, who said that she simply forgot about the homework tasks and is trying to be more organised with work moving forward. Are you aware that this is something Natalie is struggling with, or of any other barriers she might currently be facing?*

Natalie's father: *I know that Natalie has found the volume of homework this term a challenge and has therefore fallen behind in history and English. To be honest, I think she sometimes feels that the homework for these subjects is less valuable than the work she is receiving from science or maths. I appreciate that it's important to complete all homework but I'm also trying to manage Natalie's stress levels, so I'm encouraging her to prioritise the most important tasks.*

Miss Andrews: *Thanks for this information – it's useful to gain some insight into how Natalie's feeling about the work. I can understand completely that helping her manage her stress levels is your priority. Do you know why she feels that the recent history tasks haven't been that useful?*

Natalie's father: *I think there was a task a few weeks ago that involved revising some content from a previous unit. Natalie knows that revision is important but didn't feel that this was the best use of her time as the mock*

exam isn't until after Easter. Then, most recently, there was a source analysis task, which she said wouldn't come up in the exam anyway, so it felt a bit pointless.

Miss Andrews: Thank you. So, do you think it would be fair to say that Natalie is sometimes struggling to see how the homework tasks she's receiving for history support her learning, or at least perhaps not in the same way as the tasks she receives from other subjects?

Natalie's father: Yes.

Miss Andrews: Great. I can see why Natalie feels this way, so it might be useful to have a bit of context on why we're setting these tasks and how they're supporting pupil learning. The first activity you mentioned was taken from a booklet of retrieval activities designed to support pupil revision of prior units. We know that returning to this learning regularly will boost retention, so whilst it seems that this is not a priority when Natalie has a lot on, it will in fact be much more effective than cramming her revision in during the Easter holidays. Likewise, whilst Natalie is right to say that the source included in the analysis task is unlikely to feature on the exam, it's important that pupils practise this style of question so that they become confident with analysing a range of sources. This question would take about 5 minutes in the exam, so Natalie should be spending no more than 15 minutes thinking about and responding to this type of homework task.

Miss Andrews gives Natalie's father the opportunity to ask any follow up questions. The two then agree that the most recent homework will be completed during detention and that both she and Natalie's father will talk to Natalie about how future homework tasks will support progress in the subject. Miss Andrews also lets Natalie's father know that she will summarise the content of their conversation in an email to Natalie's form tutor and English teacher, so that they too can support with any misconceptions around homework purpose.

Questions:

- a. Where can you see the underlying features in the scenario?
 - Establish purpose
 - Plan
 - Communicate clearly
 - Engage others and actively listen
 - Set action steps
- b. What difference do you think the underlying features make to the conversation?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

| Underlying feature | Response/suggestion |
|--------------------------|---------------------|
| Establish purpose | |

| | |
|--|--|
| Plan | |
| Communicate clearly | |
| Engage others and actively listen | |
| Set action steps | |
| Other notes: | |

We Do

Read and analyse

Underlying features for scenario 2 and 3

The underlying features you need to have in mind as you read these scenarios are below. They are the same as for scenario 1:

| Underlying Feature | Description |
|---|---|
| Establish purpose | Identify conversation aims, ensuring that these focus on pupil well-being and progress. Consider the intended outcomes of the conversation, though be aware that these may change. Depending on the context, the purpose may be to gather further information or insight, to raise and resolve a specific issue or to celebrate success. |
| Plan | Gather the relevant information, data and/or examples needed to build a comprehensive picture of the pupil's well-being, motivation and progress. This process may include speaking to colleagues (e.g. teachers, TAs, SENCOs, pastoral leaders, careers advisors and other specialist colleagues), speaking with the pupil, consulting school policies and engaging in wider reading and research. |
| Communicate clearly | Establish conversation aims then state ideas, views and attitudes clearly, concisely and frankly, using the supporting evidence collated during the planning stage, where relevant. Views should be delivered in a way that allows them to be open to discussion and, to varying degrees, revision. |
| Engage other people and actively listen | Create an environment where contributions and diverse beliefs are valued through a process of respectful inquiry. Invite other parties to share their views and treat this as an opportunity to learn. Employ strategies such as summarising, paraphrasing and asking follow-up questions and use these to actively check your own assumptions. |
| Set action steps | Identify specific and realistic actions, built into a clear review timeline where relevant. |

Task: Read both of the following scenarios.

Scenario 2

Miss Thompson is a reception teacher. This week, she is conducting home visits, giving her the chance to meet her new class members before they start next term.

During one of Miss Thompson's visits, the parents raise concerns about their daughter, Leah. Leah's parents describe finding her behaviour challenging and say that they are worried that this might impact her engagement with activities and ability to make friends at nursery. They explain that Leah seems to become frustrated easily and that this frustration regularly escalates into tantrums, leaving them 'at their wits end'. Later in the visit, Miss Thompson has the chance to speak to Leah herself. She says hello and asks questions such as 'how are you feeling about starting nursery?' and 'what are you most looking forward to?'. She notices that Leah does not fully engage with these questions and observes that, when her parents try to elicit an answer, Leah becomes cross, pushes at her mother, and moves away to play with a toy elsewhere in the room.

Miss Thompson feels that it is important to discuss the information gathered at the visit with a colleague, so that the school can be proactive in creating the right conditions for support when Leah arrives. She thinks it likely that the school SENCO will need to assess Leah at some point but decides that, as the visit has raised potential safeguarding issues, contacting the Designated Safeguarding Lead (DSL), Mrs Yeboah, is her priority. In an email to Mrs Yeboah, Miss Thompson briefly outlines her observations from the visit, and arranges to meet with her later that day.

At the meeting, Miss Thompson explains that her primary concern is addressing any safeguarding issues. Mrs Yeboah agrees that it is important to investigate the issue further and asks some follow-up questions based on the details in Miss Thompson's email.

Mrs Yeboah: *You say here that the parents described being at 'their wits end'. How would you describe their interactions with Leah when you were there?*

Miss Thompson: *Both parents seemed relaxed and positive in their interactions. Leah was playing independently when we discussed her behaviour, but her mother then invited her over to meet me and Leah sat happily on her knee at first. When she didn't answer my questions, her father prompted her, saying 'Leah, Miss Thompson asked how you're feeling about starting reception. Can you answer her?'. But his tone was kind and he didn't seem to be placing any pressure on her.*

Mrs Yeboah: *Great, that's helpful. And how did the parents react when Leah still did not engage?*

Miss Thompson: *When Leah became frustrated, they let her leave the conversation and explained that this response is quite typical. They didn't seem cross. It was more that they were worried about how this might affect her ability to make friends, which they'd already commented on earlier in the visit.*

Mrs Yeboah: *Ok thank you. It sounds as though it's worth me following this up with a phone call, but I'm also confident that Leah is not at risk of harm.*

Miss Thompson: *I also wondered whether Leah might have undiagnosed speech and language issues. She was happy enough to engage when I said 'hello' and 'how are you?' but became frustrated when I asked how she was feeling about school. Could her behaviour be caused by difficulties with receptive language?*

Mrs Yeboah: *That sounds likely, though I'm not an expert. It would certainly be useful to speak to the Special Educational Needs Coordinator (SENCO), Mr Frim, about this.*

Miss Thompson: *Ok, thank you. Are you happy for me to contact Mr Frim right away, or would you like to speak with the parents first?*

Mrs Yeboah: *Yes, that's fine. Assessments can take time to organise, so do get in touch with Mr Frim and I will take the on the safeguarding concerns from here. Please let me know of any developments regarding the language needs.*

Scenario 3

Mr Spence has been contacted by the Special Educational Needs Coordinator (SENCO) to let him know that a teaching assistant (TA), who has until now been supporting a year 11 pupil, has been re-allocated to his year 8 group for the start of the summer term. He arranges a meeting with the TA, Mr Khan, so that he can provide an overview of the class's upcoming unit. He is also keen to discuss the needs of the pupils Mr Khan will be supporting, offering his reflections based on their work so far this year and giving Mr Khan the opportunity to offer his insights from his previous work supporting them.

This year, the school has been reviewing its use of TAs in lessons. At the beginning of the spring term, the SENCO and Deputy Head of Teaching and Learning led a training session in which they introduced a useful framework for TA-pupil interactions, aimed at supporting pupil independence and use of meta-cognitive strategies. Mr Spence has not worked with a TA since this training, so takes some time to review the framework and corresponding training, then consider how this might apply to the upcoming year 8 unit. He also prints the unit overview and ensures that the lesson resources are clearly labelled and easy to access in the shared area.

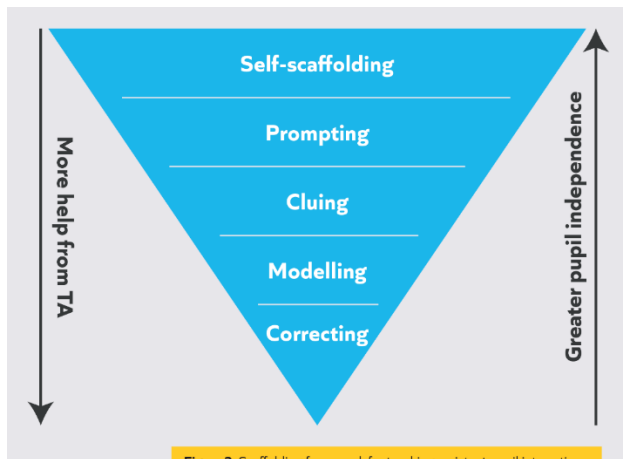


Figure 2. Scaffolding framework for teaching assistant-pupil interactions.

At the meeting, Mr Spence starts by talking Mr Khan through the unit. He explains that he will start by introducing pupils to the decimal multiplier method for solving percentage of amount problems, then move on to applying the method to word based problems. At this point, Mr Spence checks whether Mr Khan has any questions about the content he has just covered.

Mr Spence explains that the two pupils Mr Khan will be supporting are capable mathematicians, but that they can find it difficult to focus and become easily distracted when stuck. He tells Mr Khan that helping these two pupils develop strategies to work through problems more independently should be his priority for the unit and suggests that the new TA-pupil interactions framework seems like a great starting point for this. Mr Spence asks Mr Khan how he has found the framework so far and how easily he feels it would apply to this content. Mr Khan has already been working with one of the pupils in English and explains that, with some practise, the pupil has responded well to prompting and cluing and that correcting has become increasingly unnecessary. He adds that consistently employing a 10 second thinking time strategy has also been effective. This provides enough time for the pupil to think independently before Mr Khan intervenes, whilst also offering a clear enough structure to keep him on task. Mr Spence thanks Mr Khan for sharing the strategy and agrees to use this with the pupil himself, to maintain consistency.

Mr Spence and Mr Khan agree to meet for a 10-minute check in during breaktime in two weeks, to discuss the efficacy of the strategies they are putting into place and allow Mr Khan to ask any questions he has after some time in the class.

Task: Respond to the following questions independently.

Questions:

a. Where can you see the underlying features in the two scenarios?

- Establish purpose
- Plan
- Communicate clearly
- Engage others and actively listen
- Set action steps

h. What difference do you think the underlying features make to the conversation?

| Underlying feature | Response/suggestion |
|--|---------------------|
| Establish purpose | |
| Plan | |
| Communicate clearly | |
| Engage others and actively listen | |
| Set action steps | |

Task: share in pairs.

Notes:

Task: share with the group.

Notes:

Reflect and record: Take a few minutes to reflect on the group discussion and record your final thoughts on scenarios 2 and 3.

Notes:

Option A: Non-example

Read and analyse

Underlying features for scenario 4

The underlying features you need to have in mind as you read these scenarios are below. They are the same as the previous scenarios:

| Underlying Feature | Description |
|---|---|
| Establish purpose | Identify conversation aims, ensuring that these focus on pupil well-being and progress. Consider the intended outcomes of the conversation, though be aware that these may change. Depending on the context, the purpose may be to gather further information or insight, to raise and resolve a specific issue or to celebrate success. |
| Plan | Gather the relevant information, data and/or examples needed to build a comprehensive picture of the pupil's well-being, motivation and progress. This process may include speaking to colleagues (e.g. teachers, TAs, SENCOs, pastoral leaders, careers advisors and other specialist colleagues), speaking with the pupil, consulting school policies and engaging in wider reading and research. |
| Communicate clearly | Establish conversation aims then state ideas, views and attitudes clearly, concisely and frankly, using the supporting evidence collated during the planning stage, where relevant. Views should be delivered in a way that allows them to be open to discussion and, to varying degrees, revision. |
| Engage other people and actively listen | Create an environment where contributions and diverse beliefs are valued through a process of respectful inquiry. Invite other parties to share their views and treat this as an opportunity to learn. Employ strategies such as summarising, paraphrasing and asking follow-up questions and use these to actively check your own assumptions. |
| Set action steps | Identify specific and realistic actions, built into a clear review timeline where relevant. |

Task: Read the following scenario.

Scenario 4

Miss Andrews is a secondary history teacher. One of her year 10 pupils, Natalie, has missed three consecutive homework deadlines this term. Last term, Natalie only received one late mark, but Miss Andrews knows pupils do sometimes struggle to keep up to date with homework in the second term of the GCSE course, when workload increases. She also knows that the department have worked hard to mitigate for this by collating a booklet full of 15-minute weekly homework activities, designed to consolidate in-class learning.

According to department policy, Miss Andrews must now ring home to let Natalie's parents know that she will need to attend an after-school detention later in the week.

Before the call, Miss Andrews emails Natalie's form tutor to check whether homework deadlines have been an issue for her in other subjects. The form tutor quickly responds to say she is not aware of a wider problem. Miss

Andrews then makes a note of the missed homework tasks so that she will be able to refer to these during the call.

Miss Andrews calls home and has the following conversation with Natalie's father.

Miss Andrews: *Hello, my name is Miss Andrews. I'm calling from Hartland's Academy to talk to you about Natalie's history homework. Is this a convenient time for you to speak?*

Natalie's father: *Hi. Yes, that's fine.*

Miss Andrews: *Great, thank you for your time. I'm calling to let you know that Natalie has missed three consecutive homework deadlines this half term. Department policy in this case is to set a detention and follow this up with a call home. I have already spoken to Natalie about this, who said that she simply forgot about the homework tasks and is trying to be more organised with work moving forward. The tasks I've recently set are designed to support Natalie with her revision and consolidate some of the key skills we've been developing in lessons, so it's important that she completes them.*

Natalie's father: *Thanks for calling. I am aware that Natalie has been struggling to keep up with her English and history homework recently. I appreciate that it's important to complete these tasks but I'm also trying to manage Natalie's stress levels, so I'm encouraging her to prioritise the ones she feels are most important.*

Miss Andrews: *I can understand completely that helping Natalie manage her stress levels is your priority. We're very aware that pupils sometimes struggle with the increase of homework in year 10 and did think about this when designing our tasks. The three tasks that Natalie has missed, for example, shouldn't have taken more than 15-20 minutes each.*

Natalie's father: *Ok, Natalie hadn't mentioned that they were such short tasks. I'll have a chat with her this evening and see if we can draw up a homework schedule that helps her fit in all subjects.*

Miss Andrews: *Thank you, that would be great. To reassure you, Natalie is not the only one struggling to manage homework across all subjects. I'd like to support her as well so do let me know if there's anything I can do to help.*

Natalie's father: *I will do.*

Miss Andrews and Natalie's father agree that the most recent homework will be completed during detention. Miss Andrews also lets Natalie's father know that she will speak to Natalie about the length of time pupils are expected to spend on each task, to reassure her that her history homework should not be taking up huge amounts of her evening.

Task: Respond to the following questions independently.

Questions:

- A. Which of the underlying features are not present in the scenario? (There may be one or multiple)
- Establish purpose
 - Plan
 - Communicate clearly
 - Engage others and actively listen
 - Set action steps
- B. What impact does the lack of these features have on the conversation?

| Missing underlying feature | Impact of feature not being present |
|----------------------------|-------------------------------------|
| | |

Task: share in pairs.

Notes:

Task: share with the group.

Notes:

Reflect and record

Take a few minutes to reflect on the group discussion and record your final thoughts on scenario 4.

Notes:

Option B: Practice task

Practice task

Task:

- > Identify an upcoming conversation that you will be having in order to support the wellbeing, motivation or progress of a pupil or some pupils.

| | |
|--|--|
| Your conversation may be with: <ul style="list-style-type: none"> > A parent > A colleague > The SENCO > A teaching assistant > An external body | The purpose of the conversation may be to: <ul style="list-style-type: none"> > Gather information > Inform > Seek advice > Share expertise > Address an issue |
|--|--|

Underlying features

| Underlying features | Prompt questions: |
|--|---|
| Establish purpose | What is the primary purpose of the conversation? How will this conversation help you to support a pupil? What information would you like to gather or impart? |
| Plan | What information do you need for the conversation to be effective? Who do you need to speak to? What do you need to read? |
| Communicate clearly | What ideas, information or opinions do you need to communicate? How will you order this information? Do you need to communicate anything complex? If so, how can you break this information down clearly and concisely? If you are presenting information that might be difficult or controversial, how will you do so in a way that allows for commentary or revision from others in the conversation? |
| Engage others and actively listen | What questions will you ask the other person or people in the conversation? What, if any, barriers or challenges do you anticipate during the conversation? How can you prepare for these? How might the other person or people react? |
| Set action steps | Do you have any expected or desired outcome for the conversation? If so, what action steps do you anticipate setting? (N.B. it is important to note that your intended outcomes may change in response to the contributions of others.) |

Task:

Plan your conversation in the table below. Use the question prompts to help you address each of the underlying features in your planning.

| Underlying features | Prompt questions: |
|-----------------------------------|-------------------|
| Establish purpose | |
| Plan | |
| Communicate clearly | |
| Engage others and actively listen | |
| Set action steps | |

Reflection

- > Which of the underlying features did you find the most helpful when planning your conversation?
- > Which part of your conversation do you think will be the most challenging and how might the underlying features support you to address this challenge effectively?

Notes:

Option C: I Do (2)

Task: Read the scenario.

Scenario 5

Mr Walker is a year 3 teacher in a two-form entry primary school. He and Mrs Santos, the other year 3 teacher, split the lesson planning for different subjects between them. Mr Walker has recently planned a six-lesson geography unit for this half term. Last term, Mr Walker worked with his mentor to apply his knowledge of working memory and retrieval practice to the planning of this unit.

Mr Walker's mentor has suggested that he ask to observe Mrs Santos, to see his planning in action. Mr Walker does this and arranges to follow the observation with a brief meeting, in which he aims to gather Mrs Santos' reflections on the planning so far. He lets Mrs Santos know that he will be asking what she feels has been effective about the lessons and whether she can think of any areas for improvement.

Mr Walker observes Mrs Santos teaching the fourth lesson in the sequence. During the observation, he notices that in place of the retrieval activity he had planned, Mrs Santos instead recaps the key learning from the previous lesson herself. Mr Walker is a little taken aback: he thought hard about the design of this activity and how it would enable pupils to make connections between prior learning and the content of this lesson. He makes a note to ask Mrs Santos about this, in addition to the two questions he has already planned.

Mr Walker opens the conversation by thanking Mrs Santos for letting him observe her lesson and emphasising how useful it has been to see his planning delivered by a different teacher, to a different set of pupils. He then asks Mrs Santos how she and the pupils has found the first four lessons.

Mrs Santos: *I think that the class has found the content of the lessons engaging. I think the sequencing of the lessons has worked well – it's really helping pupils to build a deep and varied knowledge of the UK and this has been embedded with regular retrieval practice.*

Mr Walker: *Great, thank you. The sequencing seems to be working well with my class too. They particularly enjoyed the second lesson on cities and counties. I'm pleased that you think the retrieval activities have been effective; I worked on retrieval with my mentor last term, so it's been useful thinking about how to embed opportunities for this in each lesson. On that, I noticed in my observation that you didn't use the retrieval activity I'd planned for lesson four. Was there a reason for this?*

Mrs Santos: *Yes, my only area for improvement with the unit so far is that we're trying to cover a lot! The writing task in lesson three felt a bit rushed and when I looked at my class's books, I could see that they hadn't really understood the success criteria. For this lesson, I decided to skip the retrieval task to create time for me to model the writing more thoroughly, before the pupils worked independently.*

Mr Walker: *That's really useful feedback. Do you think that developing high quality writing is the priority? My class were also tight on time for this, but I still included the retrieval task, as I wanted pupils to recap on prior knowledge.*

Mrs Santos: *I think the most important factor to consider is your class's needs. I felt that I could connect the content of the lesson you observed with previous lessons as I was going, without compromising pupil understanding. The evidence from the class's books revealed that supporting writing was more of a priority this*

lesson. I certainly wouldn't say that writing skills are more important than retrieval, just that across the unit I needed to strike more of a balance.

Mr Walker: Okay, thank you. It sounds as though it's useful to keep the retrieval tasks in the resource pack, though I will add a note to it summarising our discussion, for reference when using the resources next year. It would be great to add the 'we do' model you wrote in your lesson today to the resources, so that this is available to use again next year. Would that be okay?

Mrs Santos: Of course.

Mr Walker and Mrs Santos then agree to meet again in a couple of weeks to review the final two lessons of the unit and decide whether any content needs to be removed to allow for independent writing time.

Questions:

- a. Where can you see the underlying features in the scenario?
 - Establish purpose
 - Plan
 - Communicate clearly
 - Engage others and actively listen
 - Set action steps
- b. What difference do you think the underlying features make to the conversation?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

| Underlying feature | Response/suggestion |
|--------------------------|---------------------|
| Establish purpose | |
| Plan | |

| | |
|--|--|
| Communicate clearly | |
| Engage others and actively listen | |
| Set action steps | |
| Other notes: | |

Close

Reflections

- > Of the underlying features, which do you already use to help you hold effective conversation?
- > Which of the underlying features do you think would be useful to discuss with your mentor or another experienced colleague?
- > Any questions?

Record your next steps:

Appendix

Alternative I Do (1)

Scenario 6

Mrs Tai is a year 5 class teacher. Two pupils in her class have been experiencing friendship issues over the course of the half-term. Despite attempts to resolve issues with one-to-one and paired restorative conversations, dinner staff are still reporting breaktime conflicts between the two. In the case of one pupil, Henna, Mrs Tai has also noticed a shift in in-class behaviour. She has therefore decided to schedule a meeting with each set of parents and their children.

During each conversation, Mrs Tai will give the pupils an opportunity to share their thoughts on the situation and invite them to give their suggestions for next steps. She will then invite the parents to do the same, establishing a shared resolution. Before the conversations, Miss Tai prepares a clear set of notes on the process so far, including a timeline of interventions and a collation of her observations, observations from support staff and notes made during conversations with each pupil. She wants to ensure that she has a clear outline, as she has learnt from previous conversations that pupils have often shared different perspectives with their parents, than those shared with her.

Miss Tai first meets with Henna and her parents. After greeting Henna and her parents, Mrs Tai explains that she will start with an overview of the situation so far, then give Henna the opportunity to share her thoughts.

Miss Tai: *Last week you explained that you had argued because Tomas had been speaking about you behind your back. We talked through this together, resolving the situation, but another argument has taken place this week. Yesterday you told me that this most recent argument resulted from you telling Tomas that he could not sit with you at the lunch table. Have I summarised that accurately? Is there anything you'd like to add?*

Before Henna is able to respond, her mother intervenes saying that this is not the version of events she has heard. Miss Tai reminds Henna's mother that she wants to give Henna the space to share her views first, before the adults add anything further. Henna then explains that while she did tell Tomas that he could not sit with her, this is because for the last couple of weeks he has not allowed her to join his game of football in the playground.

Miss Tai: *Thank you for this additional information. Is there any reason why you didn't tell me this when we spoke yesterday?*

Henna: *Because we're already in trouble and I didn't want to make things worse. Also, I don't think Tomas wants to be friends with me anymore, which is why I didn't want him to sit next to me.*

Miss Tai: *Okay, so beyond the arguments the three of us have already discussed, Tomas has also been excluding you from group football matches. Is there anything else we need to know?*

Henna: *No, that's it.*

Miss Tai: *I can see that this has been a difficult few weeks for you Henna. I've noticed that this is also impacting your class work, so it's important that we tried to find a resolution. What would you like us to do about the issue going forward?*

Henna: *It's ok that Tomas doesn't want to be my friend anymore, but it's not fair that I'm not allowed to join the football matches at lunchtime.*

Miss Tai: *I agree that anyone who wants to play football should be allowed to join in. I would like to speak to Tomas and his parents separately, to hear his side of the story, then meet with you both to talk about how to ensure that everyone is included during playground games.*

Miss Tai then asks the parents if they have anything further to add. Her mother says that she is glad Henna has explained about her exclusion from the football matches, as this is something she had shared with her parents at home. Miss Tai agrees that this is an important piece of information and arranges to speak with Henna's parents again in a couple of days, when she has had the chance to meet with both pupils together.

Questions:

- a. Where can you see the underlying features in the scenario?
 - Establish purpose
 - Plan
 - Communicate clearly
 - Engage others and actively listen
 - Set action steps
- b. What difference do you think the underlying features make to the conversation?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

| Underlying feature | Response/suggestion |
|--------------------------|---------------------|
| Establish purpose | |
| Plan | |

| | |
|--|--|
| Communicate clearly | |
| Engage others and actively listen | |
| Set action steps | |
| Other notes: | |

Alternative I Do (2)

Scenario 7

Mr Stevenson is a primary teacher at a specialist school for pupils. He is currently preparing for an Education, Health and Care (EHC) plan review meeting for one of his pupils, Harleigh.

He first reviews his school's written policy on these meetings. This reinforces his understanding that these meetings are an (at least) annual process to review a pupil's EHC plan. Mr Stevenson recognises that this meeting should go beyond this point though – it is an opportunity for the pupil and everyone around the pupil to come together to consider the pupil's progress, their ongoing or changing needs, and whether the current provision remains appropriate. It is also an opportunity to gather everyone's views, including those of the pupil, their parents or carers, teachers and support staff, in order to build a complete picture of the pupil and the support that is, and can be, offered.

Mr Stevenson then meets with the SENCO to understand his role and responsibilities before and as part of this meeting. The SENCO explains that Mr Stevenson will play an important role in this process, as Harleigh's classroom teacher. Mr Stevenson will need to provide comments against every area of need outlined in the EHC plan, Harleigh's progress against each of the outcomes, and an overview of Harleigh's attainment data. Mr Stevenson's input will be a significant proportion of the school's views on Harleigh's need and progress towards the outlined outcomes. The SENCO gives Mr Stevenson a proforma to fill in to capture this information. The SENCO also asks Mr Stevenson to meet with Harleigh to gather her views, and to send home a copy of the 'views and wishes' section of the review paperwork for Harleigh's parents to fill in their comments too. The SENCO explains she will gather information and views from support staff running interventions, as well as other supporting data. The SENCO outlines a timescale for all of this preparatory work, so that she can then collate all information together and circulate this to everyone prior to the meeting. From this meeting, Mr Stevenson ringfences time in the following weeks to work through this process, including meeting with Harleigh, working closely with Harleigh's parents to gather their views and writing his own comments.

In the meeting itself, the SENCO acts as the chair. However, Mr Stevenson still has a significant role in directing the conversation, engaging others and actively listening. For example, the SENCO hands over to Mr Stevenson to talk through the comments he has made around Harleigh's needs and progress in school. Mr Stevenson asks Harleigh's parents if they have read his comments, and whether they would like him to read through them or summarise them instead. They explain that they have read these comments, so would prefer a summary. Mr Stevenson adapts his approach in response to this. For every section he summarises, he then pauses for questions or queries.

In one area, Harleigh's parents disagree with a comment. Mr Stevenson has outlined that, in his view, Harleigh is able to follow short instructions most of the time. Harleigh's parents think that this rarely happens at home. In response, Mr Stevenson asks Harleigh's parents some follow-up questions to build a more secure understanding of their observations, and to check his assumptions of their viewpoint. Through this inquiry, Mr Stevenson is able to identify that there are some differences in approach. Mr Stevenson focuses on asking Harleigh to repeat his instructions back to ensure she has understood them, whereas Harleigh's parents focus on giving one instruction at a time. They agree that it may be worth trialling the same approach of asking Harleigh to repeat back instructions at home. Mr Stevenson outlines the approach he takes and language he uses, and agrees to send a follow-up email detailing this to Harleigh's parents after the meeting. Mr Stevenson and Harleigh's parents also agree to meet and review Harleigh's progress in two weeks. For the purposes of the meeting record, they also agree to reflect Harleigh's parents' differing views on her progress in this area at this point in time.

At the end of the meeting, the SENCO ensures there is some time to outline follow-up actions that each party will take, including timeframes. For example, Mr Stevenson identifies that he will immediately send Harleigh's parents a follow-up email to outline his approach when asking Harleigh to repeat back instructions as a short-term action, as well as long-term actions for ongoing classroom support.

Questions:

- c. Where can you see the underlying features in the scenario?
- Establish purpose
 - Plan
 - Communicate clearly
 - Engage others and actively listen
 - Set action steps
- d. What difference do you think the underlying features make to the conversation?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

| Underlying feature | Response/suggestion |
|--|---------------------|
| Establish purpose | |
| Plan | |
| Communicate clearly | |
| Engage others and actively listen | |

| | |
|-------------------------|--|
| Set action steps | |
| Other notes: | |

Alternative We Do (1)

Scenario 8

Mr Spence is a teacher in a complex needs school. This year, the school has been reviewing its use of visuals in lessons. At the beginning of the term, the SENCO and deputy head responsible for teaching and learning led a training session in which they focussed on the range of visual resources to support learning, such as visual schedules and visual checklists. This was particularly aimed at supporting pupil independence and use of meta-cognitive strategies. After this session, Mr Spence decided to focus on embedding visual schedules into lessons, given it was the start of the year and he wanted to create a degree of structure and routine for pupils. He therefore took some time to adapt his upcoming lesson resources and has begun to implement this approach in his classroom.

In the following few weeks, Mr Spence now wants to take an opportunity now to review how these visual schedules are supporting pupils. He wants a more complete picture about successes and areas of development. He also wants to review where else visual supports could be incorporated into lessons. He arranges a meeting with the teaching assistant (TA), Mr Khan, in their directed time to focus on this. He is keen to discuss the needs of the pupils in the class, offer his reflections of pupils' behaviour and engagement, and give Mr Khan the space to offer his insights.

Before the meeting, Mr Spence reviews the training notes from the start of the year, as well as pupils' behaviour logs and his lesson plan reflections. He also asks Mr Khan to do the same. He then reviews the resources for the following few weeks, and considers how these could be further adapted with the training in mind – specifically thinking about how other visual supports, such as visual checklists, could also be used.

At the meeting, Mr Spence starts by talking Mr Khan through the needs of the class and pupils' progress so far. In particular, Mr Spence highlights where pupils in the class have positively managed transitions in activities, and remained on task. Mr Khan agrees with this; this matches his experience of working with pupils in the class. They agree that the visual schedules seem to have had a positive impact on pupils, and agree to continue using them with pupils. Mr Spence then moves the meeting on to where else visual supports could be used. He highlights that pupils with low levels of confidence seem to struggle to get started and have a go independently.

Mr Spence then explains where and how he would like to further build pupils' independence within tasks. He tells Mr Khan that helping the pupils develop strategies to work more independently is a key aim and suggests that the visual checklist strategy seems like a great starting point for this. Mr Spence talks through the strategy of using a visual checklist and demonstrates how he would use this in an upcoming maths lesson. Mr Spence then takes the time to ask Mr Khan if he has used this strategy before and how easily he feels this would apply with the current pupils in the class.

Mr Khan has trialled it before with one pupil and said that it took them a bit of time to get used to this strategy but once embedded the pupil was able to work for short periods of time without an adult. He found it was particularly useful when the pupil themselves was encouraged to tick off items on the checklist. Mr Spence thanks Mr Khan for sharing his reflections and agrees to prioritise this approach. After this, he invites Mr Khan to ask questions about the content he has just covered. Mr Khan asks to clarify how they might use this strategy in other subjects, particularly in more practical subjects like physical education (PE). To respond to this, Mr Spence and Mr Khan joint plan a resource for a PE lesson next half-term.

Mr Spence and Mr Khan agree to divide up the responsibility for creating visual checklists in upcoming lessons. They also to meet for a 10-minute check in during breaktime the following week, to discuss the efficacy of this strategy they are putting into place, to make any necessary adjustments to how they are designed, and give Mr Khan the time to ask any further questions he may have.

Task: Respond to the following questions independently.

Questions:

a. Where can you see the underlying features in the two scenarios?

- Establish purpose
- Plan
- Communicate clearly
- Engage others and actively listen
- Set action steps

b. What difference do you think the underlying features make to the conversation?

| Underlying feature | Response/suggestion |
|--|---------------------|
| Establish purpose | |
| Plan | |
| Communicate clearly | |
| Engage others and actively listen | |

| | |
|-------------------------|--|
| Set action steps | |
|-------------------------|--|

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