

ECT MENTOR CLINIC 1: **CONTEXTUALISING THE COACHING CYCLE**

Participant Workbook

**KEEP
GETTING
BETTER**

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CLINIC OPENING

Session aims:

- > To consider the importance of contextualisation in the instructional coaching process
- > To consider how models and feedback can be effectively contextualised to meet ECT needs, especially for task-based steps
- > To practise contextualising our coaching practice in preparation for coaching conversations with our ECTs

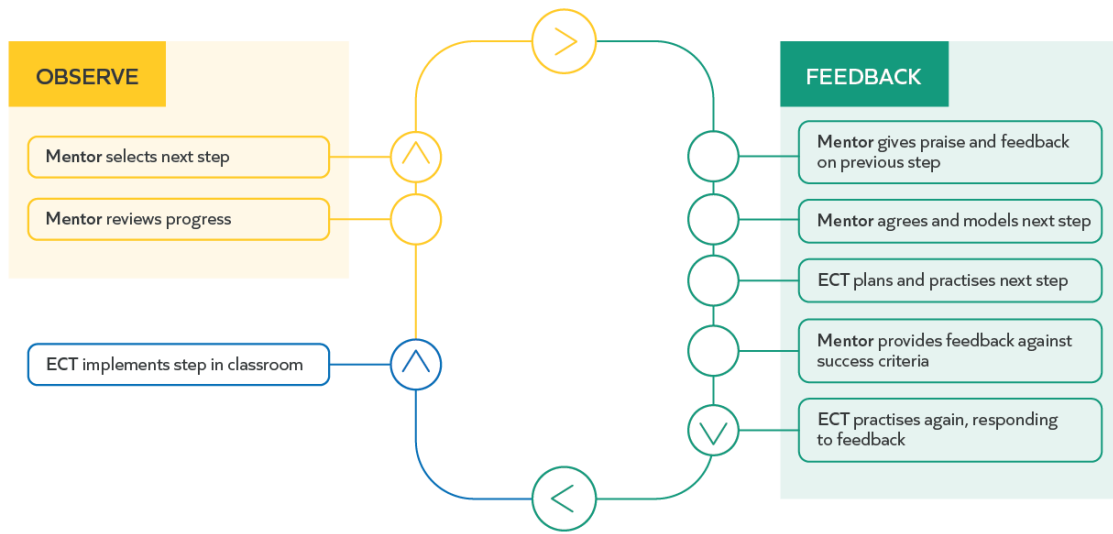
Mentor Conference 1 consolidation

Retrieval quiz

1. Which of these statements about developing expertise are true?
 - a) Memory is made up of two parts: (1) working memory and (2) long-term memory
 - b) Mental models are what people know, and how this is organised in long-term memory
 - c) A teacher's mental model is made up of everything that they know about teaching
 - d) A teacher's practice will develop as they develop their knowledge of a particular strategy or idea

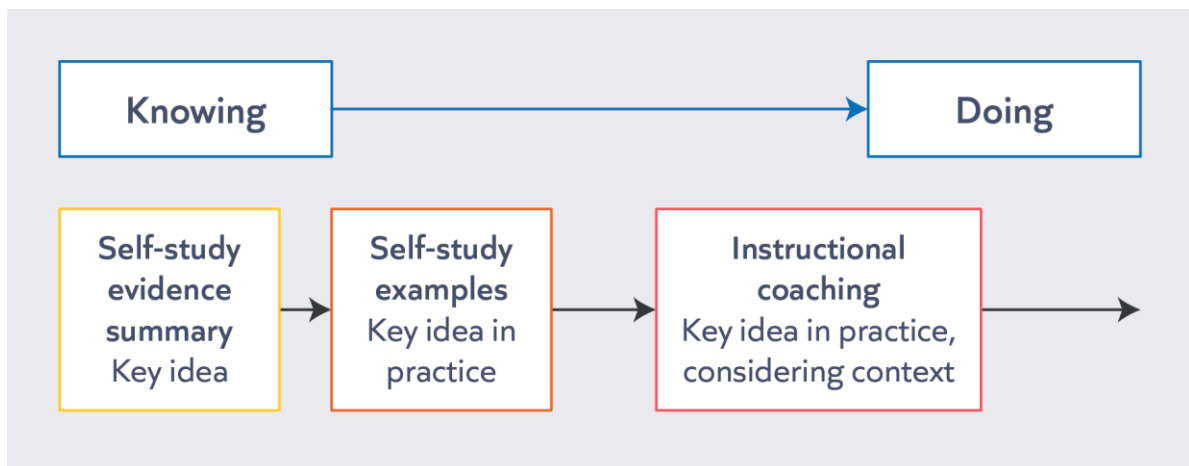
2. Each week, mentors should ensure their instructional coaching includes the following stages:
 - a) A review of an ECT's previous step
 - b) A new, bite-sized step for improvement
 - c) Mentor-led modelling of a selected step
 - d) Time for ECTs to practise and receive feedback

The instructional coaching cycle



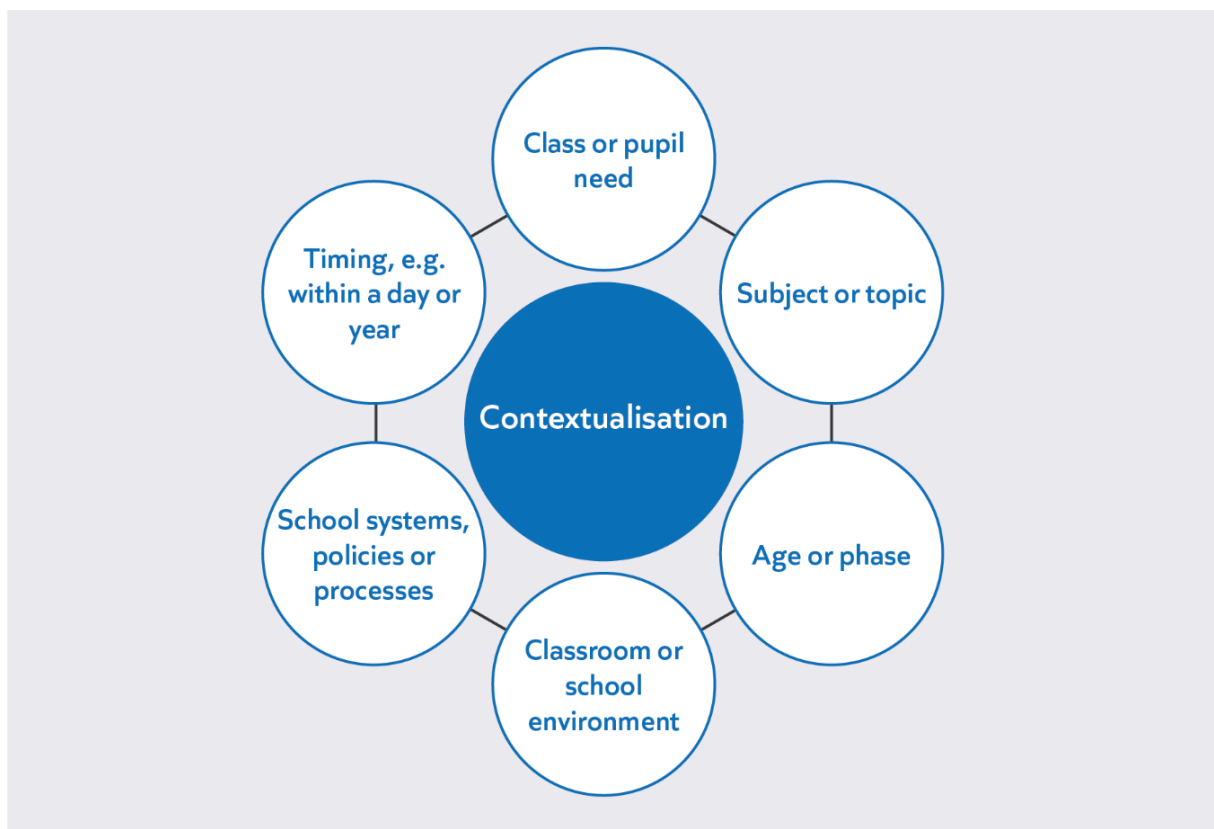
Notes:

The importance of contextualisation



Notes:

Contextualisation in practice



Notes:

Reflection

Step: Use manageable, specific, sequential instructions broken down into steps that tell pupils exactly which actions they need to take for a common routine you need them to master.

Consider this step in light of your ECT's context:

- > What contextual factors might you need to consider, and tailor to, as part of your coaching conversation?

Notes:

Option A: Planning a model

Introducing and modelling the step

Step and success criteria

Step: Plan a model

Success criteria	Description
Contextualised and authentic	Plan with a particular context in mind. Ensure that the ECT is familiar with situation or subject content.
Focuses attention	Ensure that the model is concise and that it exemplifies the success criteria, with no unnecessary information.
Builds the ECT's mental model	Ensure that the planning and decision-making process will be easily deconstructed during the coaching session.

Model

Sonal is a Geography teacher in her first year on the ECT programme. Her mentor, Rebecca, is preparing for her upcoming coaching conversation. In a recent observation, Rebecca noticed that some of Sonal's questions lacked focus and that Sonal did not always ask follow-up questions to ensure that pupils had fully understood the content. Some of these questions were at points in the lesson when it was important for Sonal to have a clear sense of pupil understanding before moving on. For instance, the lesson started with a short video clip which introduced the content that pupils would need for the following independent task. During the independent task, it became evident that several pupils had gaps and misconceptions. These could have been picked up and addressed if Sonal questioned pupils on key content after the watching the video.

Rebecca has therefore selected the following step to work on in their next coaching session:

Plan questions to target the knowledge you need to check pupils have secured and know the answers you would expect pupils to give if this knowledge was secure.

- > *Focused: the questions focus on the key content in the lesson.*
- > *Comprehensive: the questions target all the aspects of the content the teacher needs to know that pupils understand*
- > *Low stakes: the questions are used as a way of checking pupils' understanding so teaching can be adjusted accordingly*
- > *Timely: the questions are delivered before pupils are due to move on to applying or building upon their knowledge*
- > *High-quality: the answer the teacher expects demonstrates a secure understanding of the content*

- > *Supportive: the follow-up question supports the pupil to improve their answer but does not give the pupil the answer, e.g. 'What else could it mean?' NOT 'It could also mean he is angry, couldn't it?'*

Rebecca now needs to plan a model of the step.

She knows that an important part of her role is to contextualise the step for Sonal to support her to apply it to her own practice. She therefore starts by thinking about the contextual factors she thinks it is important to focus on. The class Rebecca observed Sonal teach last week is a year 7 group with a range of needs. Many pupils seem to have relatively weak prior knowledge on the current topic – weather and climate – but there are also a few pupils who may benefit from further challenge. She would like to draw attention to these details when planning and sharing her model, as she knows that effective questioning will play an important role in both assessing and addressing gaps and misconceptions and developing thinking further. Rebecca decides to base her model on her year 8 class, as this class has a similar make-up. This will allow her to focus on the range of questions needed for pupils with similar learning needs. She purposefully chooses a different year group, so that the modelling and practice are not with identical tasks. This will help ensure that Sonal is considering the features of effective questioning and how to replicate these in her own context, rather than simply copying the surface features of her model. She knows that Sonal has a secure understanding of the year 8 curriculum content already, which will support her to transfer knowledge between contexts.

Rebecca also knows that it is important to draw attention to the success criteria in her model, as these features will support Sonal to understand the foundations of planning effective questions across all contexts. Her year 8 class is currently at the beginning of a unit on energy resources. Next lesson, pupils will be watching a short video on hydroelectric power generation as a source of renewable energy, before applying their knowledge to a case study on the Three Gorges Dam in China. Rebecca has already planned the following questions to use after the video, to check pupil understanding before they move on to the independent task.

Questions:

- > What resource do we use to generate hydroelectric power?
- > How does water generate electricity in a hydroelectric power plant?
- > Why do we need a reservoir if we want to generate hydroelectric power?
- > Why will the river downstream have less water than before the dam was built?

She spends 5 minutes reviewing her questions against the success criteria for the step, to ensure that these will form the basis of an effective model. She is happy that the questions are clearly focused on the key content of the lesson and that, collectively, they will assess that pupils have the knowledge needed to access the case study she has selected. Rebecca is also confident that the questions will allow her to check the understanding of the full range of pupils in the class. For instance, the first question assesses pupils' understanding of a

piece of foundational knowledge, namely what resource – water – is being used to generate power, whereas the final two questions require a more complex understanding of the process. Rebecca also considers the follow up questions she will ask should pupils require further prompting for these final two questions. She makes a note of these so that they are ready to reference in the coaching session, if she feels that Sonal is ready for this input.

Finally, Rebecca takes a few minutes to consider how she will deconstruct the thought process informing her model. Based on the areas for development identified during her observation, Rebecca would like to pay particular attention to how she has ensured that her questions are focused, comprehensive, timely and low stakes. She writes a short list of points she would like to cover when deconstructing the question writing process. For instance, before sharing her questions with Sonal, Rebecca will explain how she identified the key content for the lesson to ensure that her questions are focused.

Reflection

Read the model and reflect on the questions below.

- > Where can you see each of the success criteria exemplified in the model?
- > How does each success criteria impact the success of the mentor's model?

Success criteria	How does meeting these criteria impact the success of the mentor's model?
Contextualised and authentic	
Focuses attention	

<p>Builds the ECT's mental model</p>	
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Analysis

Make notes in the table as the facilitator analyses each of the success criteria.

<p>Success criteria</p>	<p>How does meeting these criteria impact the success of the mentor's model?</p>
<p>Contextualised and authentic</p>	
<p>Focuses attention</p>	
<p>Builds the ECT's mental model</p>	

Reflection

Notes:

Practice and feedback

Planning a model

Task:

- > Consider your ECT's current developmental needs, based on your last observation.
- > Use the step selector to choose an ECT action step for your ECT.
- > As you make your selection, consider which of the contextual foci below (one or more) might be most beneficial to your ECT, based on their developmental needs.
 - > Age or phase
 - > Class or pupil need
 - > Subject or topic
 - > Lesson content and sequencing
 - > School and class environment or culture
 - > School systems, policies or processes
 - > Timing of the lesson within the day or year

ECT step and success criteria:

Notes on contextual factors to consider alongside this step:

Task:

- > Plan a model for your selected ECT step.
- > *If your step is performance-based, your model will most likely take the form of a script. If your step is task-based, your model will most likely be a written example of the strategy or technique.*
- > Use the success criteria and prompts below as a guide.

Success criteria	Thinking and planning prompts:
Contextualised and authentic: Plan with a particular context in mind. Ensure that the ECT is familiar with situation or subject content.	<ul style="list-style-type: none"> > Which context specific factors do you need to consider in your model? Which class or content are most appropriate for this?
Focuses attention: Ensure that the model is concise and that it exemplifies the success criteria, with no unnecessary information.	<ul style="list-style-type: none"> > What do you need to think about or include in your model to ensure that all success criteria are covered? > Which, if any, of the criteria need to be prioritised?
Builds the ECT's mental model: Ensure that the planning and decision-making process will be easily deconstructed during the coaching session.	<ul style="list-style-type: none"> > What knowledge and experience are you drawing on to create your model that is not directly referenced in the success criteria for the step? When and how will you communicate this to your ECT?

Model:

Sharing your model

Each partner will have a chance to share their model and receive feedback against the success criteria.

Use the table below to make notes as your partner talks you through their model.

Success criteria	Met or not yet met? <i>Make notes on your partner's progress against each criterion.</i>
Contextualised and authentic: Plan with a particular context in mind. Ensure that the ECT is familiar with situation or subject content.	
Focuses attention: Ensure that the model is concise and that it exemplifies the success criteria, with no unnecessary information.	
Builds the ECT's mental model: Ensure that the planning and decision-making process will be easily deconstructed during the coaching session.	
What went well:	
Next time try:	

Facilitator feedback

Notes:

OPTION B: SHARING A MODEL

Introducing and modelling the step

Step and success criteria

Step: Share a model of what the action step looks like in classroom practice.

Success criteria	Description
Exemplify success criteria	Ensure that you are exemplifying the success criteria for the step, without including additional information.
Ensure authenticity	Ensure that the model is explained or delivered in a way that closely approximates classroom practice (for instance by delivering in role for performance-based steps or referring to context driven design decisions for task-based steps).
Expose thinking	Use a 'whole-part-whole' structure to deliver the model: share the whole model, then break it down to show the success criteria, then re-model the whole. Contextualise the step by explaining how it looks in the ECT's phase, subject or context and identifying any supporting knowledge needed to meet the criteria.

Model

Introduction

My name is Rebecca, and I am mentoring Sonal, who is in her first year on the ECT programme. I am about to share a model of the step that I selected for Sonal to work on this week. By this point in the coaching conversation, I have already shared the step and success criteria with Sonal, and have explained the reasons for this choice. The step we are working on is:

Plan questions to target the knowledge you need to check pupils have secured and know the answers you would expect pupils to give if this knowledge was secure.

- > *Focused: the questions focus on the key content in the lesson.*
- > *Comprehensive: the questions target all the aspects of the content the teacher needs to know that pupils understand*
- > *Low stakes: the questions are used as a way of checking pupils' understanding so teaching can be adjusted accordingly*
- > *Timely: the questions are delivered before pupils are due to move on to applying or building upon their knowledge*
- > *High-quality: the answer the teacher expects demonstrates a secure understanding of the content*

- > *Supportive: the follow-up question supports the pupil to improve their answer but does not give the pupil the answer, e.g. 'What else could it mean?' NOT 'It could also mean he is angry, couldn't it?'*

Coaching conversation

Rebecca: In my model, I'm going to show you a set of questions I have planned for my year 8 unit on energy resources. I know that you are also familiar with this content, so hopefully this will help you to understand the process I've worked through to ensure that my questions meet the criteria set out in the step. As you know, this class also has a similar make up to your year 7 class.

As I said a moment ago, I chose this step as I think that working on questioning will help you to assess whether pupils have the knowledge they need, before moving on to an independent task. In the lesson I observed, the video clip you used was an excellent resource for introducing tropical storms, but it included quite a bit of information for pupils to process. The questions you asked following the clip didn't fully assess pupils' understanding, which meant that some didn't have the right knowledge to apply to the next task. There were also some pupils who had grasped the content quickly and who would have benefited from some questions that developed their thinking further. Ensuring that all pupils are supported and challenged in classes with a range of needs is tricky, but carefully pre-planned questions are an effective tool in these contexts.

So, let's have a look at the questions I've planned. I'll then talk you through the process I followed when writing them and explain how I think I am meeting each of the success criteria for the step. The questions are designed to assess pupil understanding following a short video clip on hydroelectricity.

[Rebecca shares the questions below with Sonal.]

Questions:

- > What resource do we use to generate hydroelectric power?
- > How does water generate electricity in a hydroelectric power plant?
- > Why do we need a reservoir if we want to generate hydroelectric power?
- > Why will the river downstream have less water than before the dam was built?

There are several success criteria for this step. For now, I am going to focus on the three criteria that I think are most important for you at this stage: ensuring that questions are focused, comprehensive and timely. It might be that we address some or all of the remaining three criteria in one of the later rounds of practice.

The first things I needed to think about when planning my questions were the lesson aims and the sequence of tasks I had planned to achieve these. This helped me to ensure that my questions are focused, comprehensive and timely.

The aim for the lesson is to know how hydroelectric power is generated and how it impacts national energy supply. By the end of the lesson, I would like pupils to apply their knowledge of hydroelectric power to a case study on the Three Gorges Dam in China, which they will be working on independently. I know that to complete this task, pupils will first need a good understanding of how hydroelectric dams work. I am therefore going to start by showing pupils a short video clip introducing hydroelectric power as a source of power generation. I will then assess what pupils have understood from this clip using the questions I have planned, so that I can address any gaps or misconceptions, before they apply this knowledge independently. In this way, my questions are clearly focused on the key content and are timely in that they are planned for a pivotal moment in the lesson.

Knowing that the pupils in my class have widely differing levels of prior knowledge and prior attainment, I've also made sure that the questions are comprehensive enough to check that *all* pupils have the necessary knowledge. For instance, the first question ensures that pupils understand what resource is being used to generate power. This is a foundational piece of knowledge, so it's important that I start with this. I will also ask all pupils to respond to this using the mini whiteboards in their planners, as this will give me a better insight into all pupils' understanding. The second question then focuses on the process by which electricity is generated, which is more complicated. I know from experience that pupils often respond with a superficial explanation of this process. It's therefore important that I have both an idea in mind of what I'm expecting to hear and some follow-up questions prepared to develop responses further. As this question is more challenging, I'll give pupils some think time, then use cold call.

Let's have another look at the full sequence of questions before you write your own.

Reflection

Task:

Read the model and reflect on the questions below.

- > Where can you see each of the success criteria exemplified in the model?
- > How does each success criteria impact the success with which the mentor shares the model?

Success criteria	How does this criterion impact the success with which the mentor shares their model?
Exemplify success criteria	

Ensure authenticity	
Expose thinking	

Analysis

Task:

Make notes in the table as the facilitator analyses each of the success criteria.

Success criteria	How does this criterion impact the success with which the mentor shares their model?
Exemplify success criteria	
Ensure authenticity	

Expose thinking	
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Reflection

Notes:

Practice and feedback

Planning for practice

Task:

- > Return to a model that you have used in a recent coaching session, or one that you have already planned for an upcoming session.
- > In the grid below, you will see the success criteria for the mentor action step 'Plan a model'.
- > Review the model you have selected against the success criteria. There is space below the grid to edit or re-write your model, if needed.

Mentor action step: Plan a model	
Success criteria	Prompts to consider when reviewing your model
Contextualised and authentic: Plan with a particular context in mind. Ensure that the ECT is familiar with situation or subject content.	<ul style="list-style-type: none"> > What context specific factors have you considered in the planning of your model? Why have you selected this class, time of day, subject matter etc. > Could further edits or additions be made to address these contextual factors even more clearly?
Focuses attention: Ensure that the model is concise and that it exemplifies the success criteria, with no unnecessary information.	<ul style="list-style-type: none"> > Have you exemplified all success criteria in the model or, if relevant, the success criteria that you have chosen to prioritise?

	<ul style="list-style-type: none"> > Have you considered how each of the success criteria feeds into the contextual factors you are aiming to address?
<p>Builds the ECT's mental model: Ensure that the planning and decision-making process will be easily deconstructed during the coaching session.</p>	<ul style="list-style-type: none"> > What knowledge and experience are you drawing on in your model that is not directly referenced in the success criteria for the step? When and how will you communicate this to your ECT?

Edited model:

Task:

- > Write the script you would use when sharing your model with your ECT.
- > As you write, refer to the success criteria for this mentor action step.

Share a model of what the action step looks like in practice.

- > **Exemplify success criteria:** Ensure that you are exemplifying the success criteria for the step, without including additional information.
- > **Ensure authenticity:** Ensure that the model is explained or delivered in a way that closely approximates classroom practice (for instance by delivering in role for performance-based steps or referring to context driven design decisions for task-based steps).
- > **Expose thinking:** Use a 'whole-part-whole' structure to deliver the model: share the whole model, then break it down to show the success criteria, then re-model the whole. Contextualise the step by explaining how it looks in the ECT's phase, subject or context and identifying any supporting knowledge needed to meet the criteria.

Script:

Practice and feedback

Task:

- > In pairs, take it in turns to share your models as you would with your ECT.
- > As your partner shares their model, make notes on strengths and areas for development in each round of practice.

	Met or not yet met? <i>Make notes on your partner's progress against each criterion.</i>		
	Round 1	Round 2	Round 3
Exemplify success criteria: ensure that you are exemplifying the success criteria for the step, without including additional information.			
Ensure authenticity: ensure that the model is explained or delivered in a way that			

<p>closely approximates classroom practice (for instance by delivering in role for performance-based steps or referring to context driven design decisions for task-based steps).</p>			
<p>Expose thinking: Use a 'whole-part-whole' structure to deliver the model: share the whole model, then break it down to show the success criteria, then re-model the whole. Contextualise the step by explaining how it looks in the ECT's phase, subject or context and identifying any supporting knowledge needed to meet the criteria.</p>			

Facilitator feedback

Notes:

OPTION 3: PROVIDING FEEDBACK TO SUPPORT RE-PRACTICE

Introducing and modelling the step Step and success criteria

Step: Provide appropriate feedback and support the ECT to prepare for re-practice

Success criteria	Description
Identify and explain strengths	Share which of the success criteria have been met, identifying where this was evident in the ECT's practice.
Identify specific and actionable development area	Share a specific action for the ECT to do to close the gap between their practice and the model.
Builds the ECT's mental models	Provide feedback which helps the ECT to develop a deep understanding of what they are doing and why they are doing it.
Re-model	Repeat and, if necessary, refine initial model to draw attention to development area.
Provide support	Support the ECT to edit or adapt their script or model.

Model

Introduction

My name is Rebecca, and I am mentoring Sonal, who is in her first year on the ECT programme. In my most recent observation, Sonal was teaching a lesson on weather and climate to her year 7 geography class. The class has a range of needs: many pupils seem to have relatively weak prior knowledge on the current topic, but there are also a few pupils who may benefit from further challenge. During the lesson, Sonal showed the class a video clip on tropical storms and then set them a short independent activity based on this. The video itself contained a lot of information for pupils to process, and while Sonal asked some broad questions after the video, I identified this as an area of improvement – particularly given the range of need within the class. Sonal's questions could benefit from being thoughtfully planned and tightly focused to build an accurate picture about pupil understanding.

By this point in the mentoring meeting, I have set the following step for Sonal:

Plan questions to target the knowledge you need to check pupils have secured and know the answers you would expect pupils to give if this knowledge was secure.

- > *Focused: the questions focus on the key content in the lesson.*
- > *Comprehensive: the questions target all the aspects of the content the teacher needs to know that pupils understand*

- > *Low stakes: the questions are used as a way of checking pupils' understanding so teaching can be adjusted accordingly*
- > *Timely: the questions are delivered before pupils are due to move on to applying or building upon their knowledge*
- > *High-quality: the answer the teacher expects demonstrates a secure understanding of the content*
- > *Supportive: the follow-up question supports the pupil to improve their answer but does not give the pupil the answer, e.g. 'What else could it mean?' NOT 'It could also mean he is angry, couldn't it?'*

I've also modelled this step. I chose to show Sonal a series of questions I planned for a similarly structured year 8 lesson on energy resources. As part of my modelling, I made sure to explain the thought process I went through when constructing these questions. In the first instance, I focused on the success criteria 'focused', 'comprehensive' and 'timely', as these felt most foundational to support Sonal to develop her practice.

Sonal has just completed a round of practice. She has considered an upcoming lesson for the same class. This lesson will introduce the case study of Hurricane Katrina in New Orleans. She plans to show pupils a short video outlining the impact of the storm. Pupils will then complete a short analysis task considering the long-term effects on the city in more detail. Drawing from my model and explanation, Sonal has crafted a series of questions to ask pupils after they have watched the video.

Lesson objective:

- *To understand the causes, impacts and responses to Hurricane Katrina (2005)*

Pupils need to understand that:

- *New Orleans is below sea level and reliant on flood defences (cause)*
- *New Orleans suffered 1,800 fatalities and the damage cost \$1bn as a result of flooding (impact)*
- *The government response was slow: for several days, people had little access to food, water or rescue (response)*
- *There were reports of looting and assaults as people were desperate for basic resources to survive (impact)*

Questions:

- *Why is New Orleans at an increased risk of flooding?*
- *What is the levee system in New Orleans, and how did Hurricane Katrina impact this?*
- *What were conditions like in the city after the hurricane?*
- *How effective was the government response in dealing with the aftermath of the hurricane?*

Coaching conversation

Rebecca: Good job Sonal. As well as being well-timed, these questions are focused and comprehensive. You've thought hard about the key content you need all pupils to understand before they move onto the independent task. I can see that you've focused the lesson objective and what pupils need to understand when crafting these questions. Given the wide range of needs in the class, these questions will really support those pupils with weaker prior knowledge on this topic. Great first round of practice.

In the rest of this meeting, I think it's worth us practising how these questions might land with your class. How useful these questions are in the classroom will also depend on how you use them and how pupils respond. Again, given the wide range of need within your class, it's likely some pupils will need additional scaffolding to ensure their responses are high-quality, while others will need stretching further.

So, I want us to pause and think a bit more about how pupils normally respond to questions. One of the other things I noticed in your observation was that pupil answers to questions sometimes lacked detail, and they weren't fully developing or justifying their responses. Is this something that you've noticed too?

Sonal: Yes, I think that's probably fair. I'm sometimes a bit frustrated by pupil answers because they're not as detailed or focused as I would want. If I'm honest, I sometimes ask particular pupils to answer a question because I know they'll immediately give me a high-quality response, and I want to keep the lesson moving.

Rebecca: Thank you for sharing – that's a really useful reflection. Let's try and unpick this a bit further. What would you say that you tend to do when pupils don't give a high-quality answer?

Sonal: Well I guess I then re-explain what I need them to know, because I'm not sure they've understood.

Rebecca: Yes, I would agree with that – I noticed that when this happened in the lesson, you paraphrased pupil responses back, but in a way which fully demonstrated the answer you wanted for the question. So, I think there's two things to consider here. Where pupil responses aren't as detailed as you want, you might want to ask follow-up questions to get pupils to do that thinking themselves – these questions will require them to improve their answer. As well as this, it sounds like some pupils are also regularly showing they have a secure understanding, and might also benefit from follow-up questions that stretch their thinking further. Let me give you an example, using my questions again.

I've planned to ask my class this question: 'how does water generate electricity in a hydroelectric plant?'. I think I could get answers like 'the water turns the wheel in the plant'. For a high-quality answer, I want pupils to reference that the water flows from a height, that it flows into a turbine, and the turbine spinning drives a generator. So, I might plan to break this down into follow up questions such as:

- > The water is flowing fast when it enters the hydroelectric power plant. Why is this?

- > The water turns a wheel in the plant. What is the wheel called?
- > What is generated when the water turns the turbine?
- > Why is it important the water flows quickly as it enters the plant? (stretch)

You'll notice that this last question is a stretch. It is designed to prompt pupils to think about the amount of resource being used (water) compared to the product being generated (electricity). It's a 'why' question designed to encourage pupils to justify their response. I plan to use this question with pupils who I think are ready to make connections between resource consumption and sustainability.

So I'm going to give you some time now to consider your questions, the responses you might expect from pupils, and the follow-up questions you might ask to support pupils to improve their answer or stretch their thinking.

Sonal: Okay.

[Sonal obviously thinks and writes]

Sonal: Shall I talk you through what I've written?

Rebecca: Yes please!

Sonal: So I thought about my third and fourth questions because they are harder.

For the third question, I thought that pupils might not go into detail about the conditions in New Orleans, or use the data they have available to justify this, so I could ask them questions such as:

- > You've told me there was severe flooding in New Orleans. What did that look like?
- > Whole streets and houses were flooded. What did people have to do in response?

The fourth question is designed to be most challenging. I thought pupils might say things like 'it wasn't effective' or might just repeat what was said for question 3. I thought it might be good to ask a 'why' question like you did to prompt pupils to justify their answers and stretch their thinking. I thought maybe 'Why was the US government's response not very effective?'

Rebecca: I like your explanation throughout. I agree that questions 3 and 4 are more challenging, and so may need follow-up questions to scaffold and stretch pupils. I like your follow-up to question three. These questions do clearly scaffold pupil thinking.

The follow-up to question 4 is still a bit leading for pupils, I think. It tells them that the US government's response was partially ineffective. To really meet the success criteria 'supportive', we want to make sure it supports pupils to improve their answer but doesn't give them the answer. Consider how much I broke down the follow-up questions in my model – could you break down your follow-up questions further, before you get to that 'why' question?

[Sonal obviously thinks and writes]

Sonal: Okay, this is what I've got now:

- > How did the US government respond in the aftermath of the hurricane?
- > In what ways could the US government have responded differently? What impact could this have had?
- > The number of deaths was about 1,800. Do you think this could have been prevented or minimised?
- > Was the US government’s response effective? Why, or why not?

Rebecca: Lovely – this is more clearly scaffolded. You’ve directed them to think about the US government’s response, but not given them the answer. You’ve then still got that ‘why’ question which can stretch pupils’ thinking, and help you to build a picture of the depth of pupils’ understanding.

Reflection

Task:

Read the model and reflect on the questions below.

- > Where can you see each of the success criteria exemplified in the model?
- > How does each success criteria impact the success with which the mentor shares the model?

Success criteria	How does this help the mentor to provide meaningful feedback to support their ECT to re-practise?
Identify and explain strengths	
Identify specific and actionable development area	
Builds the ECT’s mental models	
Re-model	

Provide support	

Analysis

Make notes in the table as the facilitator analyses each of the success criteria.

Success criteria	How does this help the mentor to provide meaningful feedback to support their ECT to re-practise?
Identify and explain strengths	
Identify specific and actionable development area	
Builds the ECT's mental models	
Re-model	

Provide support	

Reflection

Notes:

Practice and feedback

Reflection and review

- > **Reflect** on a recent coaching conversation where either:
 - > You think the feedback to support re-practice helped your ECT to intentionally consider relevant contextual factors
 - > You think the feedback to support re-practice could have gone further to help your ECT to intentionally consider relevant contextual factors
- > Use the table below to **review** this conversation. Note down:
 - > The step that your ECT was working on and its success criteria (you may need to refer to Steplab for this information)
 - > The contextual factors you think were most relevant to your ECT's implementation of the step
 - > The rounds of practice your ECT went through, focusing on where their practice was successful or needed to be developed, considering the success criteria of the step
 - > Note: mentors are advised to complete all of these steps before moving onto the scripting stage of this activity.

Practice (scripting)

Use the table below to **script** the feedback you could give your ECT at each stage of their practice, in order to support them to re-practice.

- > For each section, focus on the specific success criteria and relevant contextual factors you would want your ECT to keep in mind for re-practice.
- > Refer to the success criteria we have discussed in the clinic to ensure your feedback:
 - > **Identifies and explains strengths** of your ECT's previous practice
 - > **Identifies specific and actionable development areas** for their next round of practice, considering the success criteria of their step
 - > **Builds your ECT's mental models**, considering the contextual factors that are relevant to them and their implementation of the step
 - > **Refers back** to the model, **or re-models**, to draw attention to the area for development
 - > Intentionally **supports** your ECT to edit or adapt their script or model

Note: If you think your previous feedback was successful, make a note of what this was. You may still choose to adapt this feedback in light of the clinic content.

Step:		
Success criteria:		
Relevant contextual considerations:		
Round of ECT practice:	Details about ECT practice: <i>How they practised, which success criteria they met or didn't meet, how successfully they considered their context</i>	Feedback to support them to re-practice: <i>Focus on success criteria and relevant contextual factors which might impact implementation</i>
1		

2		
3		

Discussion and feedback

- > In pairs, you will each have the opportunity to share the context of your ECT's step, and the feedback you have scripted for each round of their practice
- > Your partner will consider your scripting in light of the success criteria, and offer you feedback on this scripting

When sharing scripted feedback

- > Use the space below to make any notes on feedback your partner offers about your scripting

Notes

When listening to partner's scripted feedback

- > Use the table below to make notes as you listen to your partner's scripting
- > Use these notes to offer your partner feedback about their scripting

Success criteria	Met or not yet met? <i>Tick if the mentor has met the success criteria in their scripting.</i>
Identify and explain strengths: share which of the success criteria have been met, identifying where this was evident in the ECT's practice.	
Identify specific and actionable development area: share a specific action for the ECT to do to close the gap between their practice and the model.	
Builds the ECT's mental models: provide feedback which helps the ECT to develop a deep understanding of what they are doing and why they are doing it.	
Re-model: repeat and, if necessary, refine initial model to draw attention to development area.	
Provide support: support the ECT to edit or adapt their script or model.	
What went well:	
Next time try:	

Facilitator feedback

Notes:

REFLECTION AND CLOSE

Action planning

In your workbook, reflect on:

- > What is your key takeaway from today's session?
- > What might/will you do differently when contextualising the coaching model for your ECT?

Notes:

Bibliography

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