

ECT MENTOR CLINIC 2: **PROVIDING CHALLENGE**

Participant Workbook

**KEEP
GETTING
BETTER**

Contents

CLINIC OPENING	3
OPTION A: ANALYSING THE GAP	6
Introducing and modelling the step	6
Practice and feedback	12
OPTION B: SELECTING CHALLENGING STEPS.....	18
Introducing and modelling the step	18
Practice and feedback	24
OPTION 3: LAYERING STEPS	28
Introducing and modelling the step	28
Practice and feedback	35
REFLECTION AND CLOSE.....	40

CLINIC OPENING

Session aims:

- > To revisit, and deepen, our understanding of how to adapt our coaching practice in order to provide additional challenge for ECTs
- > To practise adapting our coaching practice in order to prepare for coaching conversations with our ECTs

Mentor Conference 2 consolidation

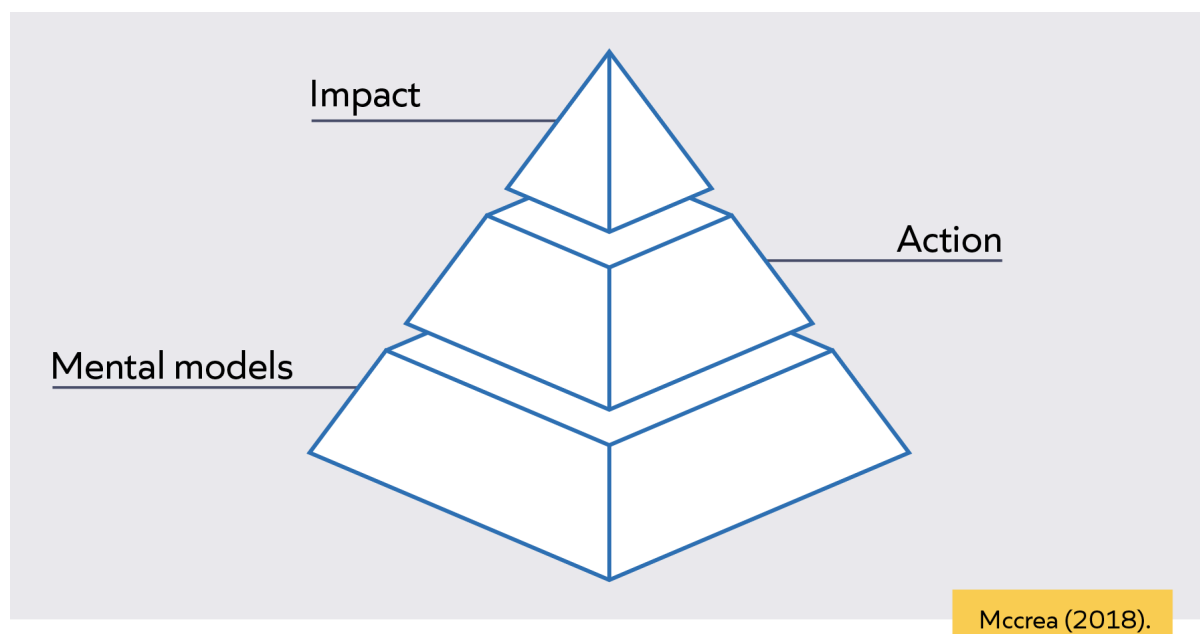
Which of the following statements are true?

- a) Expertise can be seen in the actions teachers take, and the impact this has on pupils
- b) Expertise can be seen in the knowledge teachers hold in their mental model of a topic
- c) More expert mental models are organised differently to more novice mental models
- d) Knowledge is most useful when organised around the purpose of a strategy/approach

Notes:

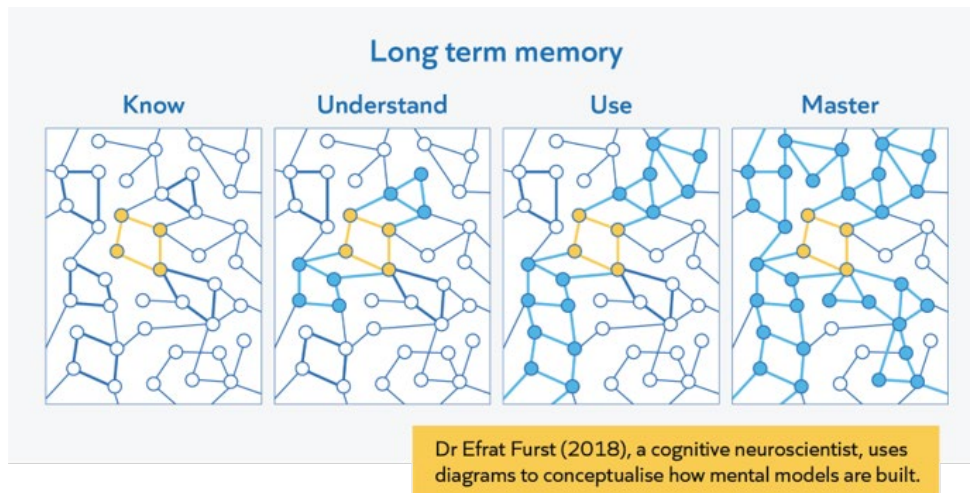
What is teacher expertise?

Knowledge guides action which guides impact:



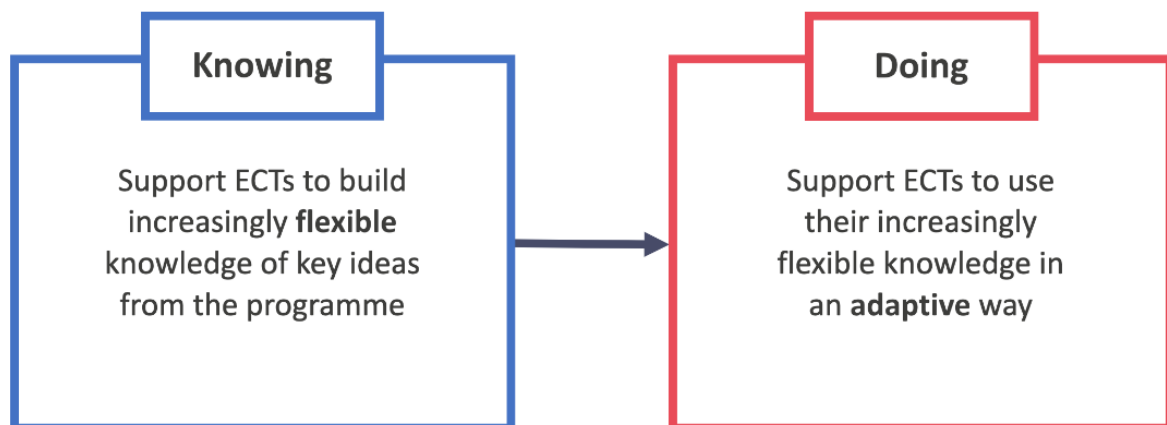
Notes:

Building mental models



Notes:

Aims of coaching in year 2



Notes:

Adapting the coaching model

Increasing variation <i>Varying the way a step is enacted to help ECTs increasingly apply steps across a range of contexts</i>	Adding complexity <i>Making practice more complex to help ECTs use steps in increasingly realistic representations of the classroom</i>	Use of questioning <i>Using different types of questions to help ECTs better reflect on practice and make more connections in knowledge</i>
> Varying the context of a step: Across multiple coaching meetings, ask ECTs to repeat or revisit a step in a different context, such as in a different class, subject or time of day, after they have successfully applied a step in a previous context. > Varying the conditions of practice: During one coaching meeting, ask ECTs to apply their understanding from one context to another, such as a different class, subject or time of day, after they have successfully practised it in one context.	> Use challenge within steps: intentionally set steps from the step selector tool that are well-matched to an ECT's prior knowledge and current practice > Plan for unpredictability: after an ECT has successfully and repeatedly practised a step, begin including unpredictable elements in later rounds of practice, such as pupils not responding well or in the expected way > Layer steps: after an ECT has successfully and repeatedly practised a step, ask them to practice a previous, related step together with their current step to form a longer 'teaching moment'	> Encourage ECTs to reflect on their current and target practice: use questioning to unpick with ECTs they are aiming to do with a step, and how to develop their approach to meet this aim > Encourage ECTs to make connections in their knowledge: use questioning to unpick with ECTs how they can use a step it in a range of contexts

OPTION A: ANALYSING THE GAP

Introducing and modelling the step

"Insights arise from self-generated "aha!" moments... changing the way teachers interpret classroom situations in the moment."

Kennedy (2016)

Notes:

Adapting the coaching model

Increasing variation	Adding complexity	Use of questioning
> Varying the context of a step > Varying the conditions of practice	> Use challenge within steps > Plan for unpredictability > Layer steps	> Encourage ECTs to reflect on their current and target practice > Encourage ECTs to make connections in their knowledge

Reflection

Consider your own mentoring practice

- > What questions do you choose to ask your ECT throughout the coaching conversation?
- > What is your intention with these questions? What is the impact on your ECT?

Notes:

Is this approach likely to be beneficial?

Visible symptom: An ECT is demonstrating a particular strategy, behaviour or approach. However, there is a gap between an ECT's current practice and target practice.

It may be unclear whether the ECT securely understands the purpose or features of the strategy, behaviour or approach. In particular, they may be using the strategy, behaviour or approach in the wrong way, at the wrong time, or for the wrong reason. They may also not be demonstrating the key elements of a strategy, behaviour or approach that are likely to make it successful.

Questioning:

Questioning is an important part of instructional coaching. The types of questions that mentors ask can support ECTs to reflect on the purpose of a step, and how it might be used or adapted for an identified outcome.

- > I noticed that... what can you tell me about it? What impact did this have on pupil learning?
- > What is the difference between my model and your current practice?
- > Why do you think pupils responded in this way?
- > Can you use the criteria to explain what was effective about my model?
- > How did your practice help you to meet the success criteria of the step?
- > Where and when else might you use this step?
- > When might this step not be appropriate to use?

Notes:

Step and success criteria

Step: support ECTs to analyse the gap in their practice

Success criteria	Description
Consider purpose	Craft questions to support ECTs to identify the differences between their current practice and the target practice
Give time	Allow the ECT time to consider the questions and answer before responding or offering support
Provide prompts	Where an ECT is struggling to answer a question support them with providing a prompt before offering an answer or explanation
Reflect back	Employ strategies such as summarising, paraphrasing and asking follow-up questions to extend and consolidate ECTs thinking and responses.

Model

My name is Ade, and I am coaching Judy, who is in her second year on the programme. In my most recent observation, I noticed that she had identified a critical concept she wanted to introduce to pupils – in particular, the concept of ‘democracy’. This is quite an abstract concept, and so it can be hard to explain to pupils. Judy introduced the concept using a concrete example. However, the example she gave was focused on the parliamentary system in the UK. This concrete example wasn’t well matched to pupil prior knowledge, because at this stage in their education, most pupils don’t yet have much exposure to, or understanding of, the parliamentary system. This impacted on pupil understanding of the concept of democracy. In particular, in a later task, many pupils struggled to answer a question about this concept. For this reason, I have decided to set Judy the following step and success criteria.

Ensure you explain critical content you need pupils to remember using powerful supporting content. With the support of a colleague, plan and script effective ways of teaching critical content using methods such as powerful analogies, illustrations, examples, explanations and demonstrations, drawing from pupils’ prior knowledge.

Success criteria:

- Focused: teaching focuses on the critical knowledge, skills and concepts pupils need to remember.
- Accurate: teacher’s explanation is accurate.
- Effective: the way the content is conveyed suits the nature of the content and the pupils, e.g. if the concept being explained is abstract, the teacher might use a concrete example or analogy pupils are familiar with.
- Accessible: new content is made accessible by linking it explicitly to pupils’ prior knowledge
- Confident: teacher’s tone is authoritative and assured.

For our coaching conversation, I want to show Judy an example of me using a concrete, supporting example to explain a critical concept to pupils which is focused, accessible and effective. I want her to be able to see the difference between her example and my example, so she can start to improve her practice. To do so, I want her to use the success criteria of the step, because these are the features that underpin effective practice in this step. As part of the coaching conversation, I know it is essential that Judy understands the purpose that sits behind the step. If she is able to understand the purpose, she will be more likely to use it in the right way and for the right reason.

Developing Judy’s understanding is going to be particularly important, given that Judy is already trying to use supporting, concrete examples to introduce more abstract concepts. I know I need to be intentional throughout about supporting her to draw comparisons between her current practice and the target practice.

To prepare for this meeting, I plan out a model I will share with Judy. I recently taught a lesson where I introduced the term ‘revolution’ using the analogy of our classroom order and rules. Using this, I then plan out some questions that I want to pose to Judy. I want her to think hard about the difference between my model and her practice, as well as the underpinning purpose of this step. I use the Steplab prompts to support me in the first instance, and plan the following questions.

- I noticed that, when you introduce an abstract concept to pupils, you use a concrete example to do so. What is the purpose of doing this?

- I noticed that, later in the lesson, quite a few pupils seemed to have misunderstood the meaning of this concept. What can you tell me about this? Why do you think they struggled with this?
- Let me show you a model. What is the difference between my model and your current practice? (If needed) How is my concrete example different?
- What impact do you think my concrete example would have on pupil learning, and why?
- How could you adapt your approach when introducing new, abstract concepts, and what would be the impact on your pupils' learning?

Section of coaching conversation

Ade: So I've just modelled how I might explain an abstract concept to pupils. What differences did you notice between my model and your current practice?

[Judy pauses]

Judy: I'm not sure, I think they were quite similar.

[Judy pauses again]

Ade: Let's start with similarities then – what was similar about your model and my model?

Judy: You gave a concrete example to explain the abstract concept you were introducing, mainly focused on explaining what the definition was. In my explanation, I think I tried to do this too.

Ade: Yes, I agree – I could see you had thought hard about what the concept was that you wanted to introduce to pupils. You recognised that this was quite a hard, abstract concept and you used a concrete example to try and explain it to pupils. Let's look a bit more then at these concrete examples then – what was the difference between our concrete examples?

Judy: Ah, well, yours was an example from the classroom, whereas mine was an example from society.

Ade: Yes, I think that's important. What impact do you think my concrete example would have on pupil learning, and why?

Judy: Well [pauses] the example was really concrete and relevant and accessible for pupils, so they could connect it what they already knew. They are really familiar with the classroom environment, so I think they would understand this example. I think you were trying to make sure that pupils had a secure understanding of this concept.

Ade: Yes exactly. Let me play that back – this term, 'revolution' is quite hard and abstract. I gave pupils a concrete example to explain this concept to pupils. The concrete example I gave was designed to build from the prior knowledge that pupils have, so they will be more likely to understand it. So if that is the case, let's consider your example again. What do you think the impact was on pupils?

Judy: Oh I see. I'm not sure all pupils totally got my example – reflecting on it now, they probably didn't have the prior knowledge to fully understand it.

Ade: Yes, I agree. To summarise, we want to use concrete examples that are accessible – that is, we need to build off prior knowledge when designing examples to give these the best chance of being understood by pupils. So, how could you adapt your approach when introducing new, abstract concepts?

Judy: Well I think I need to consider a bit more what I know that pupils know, and come up with an example that is based on that.

Ade: Yes, absolutely. So let's consider the purpose of this step then – why do we ultimately want to explain critical concepts using accessible concrete examples?

Judy: Well, I think these examples will help pupils understand concepts and ideas more meaningfully, and be able to use them correctly in and across lessons - rather than them being used incorrectly or misunderstood.

Ade: Yes, absolutely. We want our pupils to understand these terms and consequently be able to use them in the right way, at the right time and for the right reason. This is especially important for critical content like 'revolution' or 'democracy' – these are the concepts that underpin the subject, and that pupils will need to return to and deepen their understanding of over time.

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

Success criteria	How does this help the mentor support the ECT to analyse the gaps in their practice?
Consider purpose	
Give time	
Provide prompts	
Reflect back	

Reflection

Notes:

Practice and feedback

Analysing the gap: planning for practice

Logistics of practice

- > 3 roles:
 - Mentor
 - ECT
 - Coach
- > 3 sequences of practice (10 minutes each)
- > Multiple rounds of practice and feedback within each sequence

When planning questions

- > Consider the purpose of strategy
- > Consider the impact this strategy may have on pupils
- > Consider the success criteria of the step

Practice Task A

Background

You are mentoring Taylor, an ECT. In your most recent observation, you notice that, when pupils begin whispering or getting distracted during independent work, Taylor tends to pause the whole class to do a reset of behaviour expectations. This involves asking all pupils to put down their pens, sit up and listen to instructions. While this is embedding and upholding consistent expectations, you recognise that this interruption seems to be significantly disrupting pupil focus for those that are following expectations.

For this reason, you decide to set Taylor the following step and success criteria:

When circulating during independent practice, use the least intrusive way to get pupils back on task: if a small number of pupils are off task, deliver an anonymous reminder to the class and if many pupils are off task, use a whole-class reset.

Success criteria:

- > Alert: teacher is alert to the behaviours they asked for from pupils as they circulate.
- > Global view: teacher circulates (as far as possible) in a way that allows them to have the greatest view of the whole class.
- > Least intrusive and proportionate: teacher uses the anonymous reminder to the whole class before the whole-class reset if then more pupils become unfocused.
- > Clear signal: teacher uses a clear way of getting all pupils' attention before the whole-class reset.
- > Positive and specific: teacher restates behaviour expectations (for both the reminder and the reset) as positive, specific actions, e.g. 'We need our pens moving.' NOT 'We shouldn't be sitting back in our chairs.'
- > Encouraging and manageable: teacher is encouraging during the whole-class reset, e.g. 'I know you can finish all the numbers on the page. Let's focus to get them all done for 4 more minutes.'

For your coaching conversation, you plan to model delivering a brief whole-class anonymous reminder which is positive and specific and least intrusive and proportionate.

Role: Mentor

Space to plan questions you might choose to ask in the meeting to support Taylor to analyse the gap:

Space to note any feedback from your group:

Role: ECT

Guiding principles:

- > Use the case study to guide your answers to the questions
- > Aim to demonstrate that you are struggling to answer some questions in detail or at all

Role: Coach

Success criteria	Met or not met? <i>Put a tick in the box if the mentor has met the success criteria in each round of practice.</i>		
	Practice Round 1	Practice Round 2	Practice Round 3
Consider purpose: Craft questions to support ECTs to identify the differences between their current practice and the target practice			
Give time: Allow the ECT time to consider the questions and answer before responding or offering support			
Provide prompts: Where an ECT is struggling to answer a question support them with providing a prompt before offering an answer or explanation			
Reflect back: Employ strategies such as summarising, paraphrasing and asking follow-up questions to extend and consolidate ECTs thinking and responses.			
What went well:			
Next time try:			

Facilitator feedback

Notes:

Practice Task B

Role: Mentor

Outline the context for the step you set (or will set) for your ECT: Consider:

- The observed practice of your ECT
- The impact this was having on pupils

Outline the step and success criteria you set (or will set) for your ECT:

Outline the model you delivered (or will deliver) during your coaching conversation:

Space to plan questions you might choose to ask in the meeting to support your ECT to analyse the gap:

Space to note any feedback from your group:

Role: ECT

Guiding principles:

- Use the notes from your colleague about the background of the step to guide your answers to the questions
- Aim to demonstrate that you are struggling to answer some questions in detail or at all

Role: Coach

Success criteria	Met or not met? <i>Put a tick in the box if the mentor has met the success criteria in each round of practice.</i>		
	Practice Round 1	Practice Round 2	Practice Round 3
Consider purpose: Craft questions to support ECTs to identify the differences between their current practice and the target practice			
Give time: Allow the ECT time to consider the questions and answer before responding or offering support			
Provide prompts: Where an ECT is struggling to answer a question support them with providing a prompt before offering an answer or explanation			
Reflect back: Employ strategies such as summarising, paraphrasing and asking follow-up questions to extend and consolidate ECTs thinking and responses.			
What went well:			
Next time try:			

OPTION B: SELECTING CHALLENGING STEPS

Introducing and modelling the step

Adapting the coaching model

Increasing variation	Adding complexity	Use of questioning
> Varying the context of a step > Varying the conditions of practice	> Use challenge within steps > Plan for unpredictability > Layer steps	> Encourage ECTs to reflect on their current and target practice > Encourage ECTs to make connections in their knowledge

“Knowledge is the collection of concepts represented in the brain, and understanding is the connections that they form between them... New knowledge is built on the basis of... previous knowledge and... must be related by meaningful connections.”

Furst (2019)

Notes:

Reflection

Consider your own mentoring practice

- > To what extent have you used the levels of challenge within steps in your coaching so far? What impact has this had on your ECT?
- > What influences your choice when considering which level of challenge to select for each step?
- > What, if anything, do you find challenging when selecting the appropriate step level?

Notes:

Is this approach likely to be beneficial?

Visible symptom: An ECT is confidently implementing the strategy outlined in the first level of challenge but is not able to use the strategy flexibly in more complex planning and teaching situations. They would therefore benefit from being set a step which challenges them to use the strategy in a more adaptive way.

Challenge within steps:

Steps have been designed in a way that supports ECTs to build mental models around each aspect of practice and respond to increasingly complex planning and classroom situations.

I9: Scaffolding

Teacher checks and identifies where pupils may struggle most and provides extra support and guidance.

1. Review a set of steps pupils will need to take to complete a task. Plan a question that targets a challenging step/aspect of a step.
2. Review a set of steps pupils will need to take to complete a task. Plan a question that targets a challenging step and how you will explain it to pupils if they cannot answer.
3. Focus pupils' attention on a challenging step by showing them two different ways of doing it and asking questions to support them to evaluate which is correct, better or more appropriate.

Notes:

Step and success criteria

Step: selecting challenging steps

Success criteria	Description
Aligned	The mentor considers the broad area of practice that the ECT has currently been working on and uses the step selector in Steplab.
Builds on prior knowledge	The mentor considers the ECT's prior knowledge or current area of self-study when selecting a step.
Appropriate	The mentor selects a step which is targets a small area for development. This may involve more practice on the current target area or moving onto a new step. The level of challenge needs to be manageable, whilst moving on the ECT's practice.

Model

Anna's ECT, Joel, is a year 5 teacher in his second year of the ECT programme. Joel has just completed the final quiz of the year two diagnostic and has been directed towards Stretch 4: Metacognition.

Anna reads the stretch material and agrees that metacognition is a sensible area of development for Joel. Last year, Joel worked hard on ensuring that he was effectively scaffolding learning processes for pupils across the curriculum and Anna knows that he is confident planning models and delivering them in lessons. In recent observations, Anna has seen that Joel's pupils are often proactive in using these models to help them work through processes during independent work. However, she and Joel have also identified that pupils still struggle when it comes to more challenging or nuanced parts of a process. The description of pupils 'reflecting on their thinking and articulating their reasoning' in the stretch material resonates with Anna. She feels that working on this will draw nicely on Joel's prior knowledge of modelling, as well as stretching his thinking further in this area of practice.

Anna uses the step selector to help her find the step which will help Joel support his pupils to approach the models he uses more critically. She feels that the following step, taken from the scaffolding section in Instruction 9, best fits Joel's area of need:

Teacher checks and identifies where pupils may struggle most and provides extra support and guidance.

Anna is confident that Joel's practice already reflects the success criteria for step 1: 'review a set of steps pupils will need to take to complete a task. Plan a question that targets a challenging step/aspect of a step'. She therefore considers which of the two more challenging steps is most appropriate, given his prior knowledge and the specific area of practice they are aiming to develop.

Looking at step 2 - 'review a set of steps pupils will need to take to complete a task, then plan a question that targets a challenging step and how you will explain it to pupils if they cannot answer' - Anna feels that this is something that Joel is already doing at least some of the time. For instance, Joel has recently been scaffolding the writing process for a series of lessons on persuasive speeches. Anna observed Joel carefully unpicking each part of the process and prompting pupils to consider different elements of the model more deeply with questions such as 'why is it important that we use varied sentence lengths?'. However, when marking, Joel noted that pupils had often varied sentences at random, rather than with careful thought about the effect this variation might have on the audience. Anna therefore feels that the final step - 'focus pupils' attention on a challenging step by showing them two different ways of doing it and asking questions to support them to evaluate which is correct, better or more appropriate' – is the most appropriate selection.

Anna is confident that her chosen step is well aligned with Joel's current areas of development and is happy that his current unit on persuasive writing provides the right context in which to develop this area of practice, before transferring this strategy to other curriculum areas. Whilst she feels confident in her selection, Anna knows that Joel may feel uncertain about the level of challenge outlined in the step. She therefore scripts a brief explanation to use when she introduces the step to Joel in their next meeting.

In line with the conversations we've already had about your reading on metacognition, I've selected a step which I think will really stretch your thinking in this area.

Take a moment to read the three levels of challenge within the step:

Teacher checks and identifies where pupils may struggle most and provides extra support and guidance.

1. Review a set of steps pupils will need to take to complete a task, then plan a question that targets a challenging step/aspect of a step.
2. Review a set of steps pupils will need to take to complete a task, then plan a question that targets a challenging step and how you will explain it to pupils if they cannot answer.
3. Focus pupils' attention on a challenging step by showing them two different ways of doing it and asking questions to support them to evaluate which is correct, better or more appropriate.

I think that you're already implementing step 1 confidently in your practice. The questioning referenced in step 2 is something you're already sometimes doing. For instance, you asked some really effective questions the other day, when prompting pupils to think about why they needed to vary their sentences in their persuasive writing. I'm aware that you might not feel that you're doing this completely consistently across the curriculum. I still think that you'll benefit most from the highest level of challenge, because your understanding and application of effective modelling is strong, and I'd like the step to align closely with our aim of supporting your pupils to engage more critically with the models they're using. I think the focus on evaluation in the third step is the most appropriate given the part of your practice we'd like to target, but I'm also confident that you've got the prior knowledge to support you to succeed with it. I also think it aligns nicely with the reading you've been doing in your self study over the last couple of weeks.

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

Success criteria	How does this support the mentor to select an aptly challenging step?
Aligned	
Builds on prior knowledge	
Appropriate	

Reflection

Notes:

Practice and feedback

Preparing for practice

Stages:

- > Reflection, review and step selection: 15 minutes
- > Scripting: 5 minutes
- > Practice and feedback: 10 minutes (5 minutes each)

Reflection, review and step selection

- > **Reflect** on your ECT's current practice and identify 3 potential areas for development.
 - What are your ECT's current priorities for development?
 - What is your ECT working on in their self study and which areas of practice might therefore be appropriate?
- > Use the step selector to **review** the steps that might support your ECT to develop in these areas.
 - Which steps will support your ECT to draw on prior knowledge whilst moving on their practice?
- > **Select** the step you would like to use for today's scripting and choose which level of challenge you feel is most apt for your ECT.
 - Refer to the success criteria we have just discussed to ensure that your selected step:
 - Is **aligned** with your ECT's current areas of development
 - Builds on your ECT's **prior knowledge**
 - Is **appropriately specific** in targeting a small area of practice

Make notes in the planning proforma below.

Steps	Notes
Reflect on your ECT's current practice. Identify three potential areas for development.	
Use the step selector to review the steps that might support your ECT to develop in these areas.	
Select the step you would like to use for today's scripting and choose which level of challenge you feel is most apt for your ECT.	

Scripting

Spend 5 minutes writing a script explaining the your step selection to your ECT. Your script should explain how the step:

- > Is **aligned** with your ECT's current areas of development
- > Builds on your ECT's **prior knowledge**
- > Is **appropriately specific** in targeting a small area of practice

Planning for practice**Logistics of practice**

- > 2 roles:
 - Mentor
 - ECT
- > 2-3 sequences of practice (5 minutes each)

Use the table below to make notes as you listen to your partner's script, before offering them feedback on each round of practice.

Success criteria	Met or not met? <i>Put a tick in the box if the mentor has met the success criteria in each round of practice.</i>	
	Practice Round 1	Practice Round 2
Aligned: The mentor considers the broad area of practice that the ECT has currently been working on and uses the step selector in Steplab.		
Builds on prior knowledge: The mentor considers the ECT's prior knowledge or current area of self-study when selecting a step.		
Appropriate: The mentor selects a step which targets a small area for development. This may involve more practice on the current target area or moving onto a new step. The level of challenge needs to be manageable, whilst moving on the ECT's practice.		
What went well:		
Next time try:		

Facilitator feedback

Notes:

OPTION 3: LAYERING STEPS**Introducing and modelling the step**

“Approximations of practice refer to opportunities for novices to engage in practices that are more or less proximal to the practices of a profession...we suggest that approximations may fall along a continuum, from less complete and authentic to more complete and authentic.”

Grossman et. al (2019)

Notes:

Adapting the coaching model

Increasing variation	Adding complexity	Use of questioning
> Varying the context of a step > Varying the conditions of practice	> Use challenge within steps > Plan for unpredictability > Layer steps	> Encourage ECTs to reflect on their current and target practice > Encourage ECTs to make connections in their knowledge

Is this approach likely to be beneficial?

Visible symptom: An ECT is regularly successful with a step, both in practice, and in the classroom.

However, an ECT seems to struggle to successfully implement this step when events in the classroom do not mirror practice (for example, where an ECT needs to use this step, in combination with several other different actions or steps) or when they are focused on practicing and implementing a different step.

Reflection

Consider your own context:

- > Are there any steps that your ECT has worked on that you think they might benefit from layering?
- > What would be your intention with layering these steps together?
- > What do you think the impact would be on your ECT?

Notes:

Step and success criteria

Step: layer steps together to add complexity to practice

Success criteria	Description
Consider prior knowledge	Ensure ECTs have been successful at implementing any additional steps which are layered into their practice
Secure success	Ensure that ECTs successfully and repeatedly practiced the current step as part of their current instructional coaching cycle
Be intentional	Have a clear reason for layering steps, ensure that the steps complement each other
Ensure multiple rounds of practice and feedback	When layering steps it will be essential to complete multiple rounds of practice and feedback where you draw attention to the range of success criteria in a manageable way

Model

My name is Annalise, and I am coaching Oscar, who is in his second year on the programme. In my most recent observation, Oscar set up a group work task with his class. This is something he has been a bit hesitant about doing. While he had thought hard about the intention of this task, he didn't outline his expectations for pupils' behaviours. This meant that not all pupils had the opportunity to contribute and some appeared to opt out of the task. As well as this, some groups went off task quite quickly and didn't finish the work they needed to do. For this reason, I decided to set him the following step and success criteria:

B11 (Pairs and Groups)

Before pupils engage in pair/group work, explain the behaviours you expect to see from them and ask questions to check pupils have understood how they need to behave.

Success criteria:

- Positive: 'Turn and face your partner.' NOT 'Don't look off into the distance.'
- Specific: 'Turn and face the person speaking.' NOT 'Pay attention to the speaker.'
- Explained: teacher tells pupils why these behaviours are useful, e.g. 'By facing your partner, you are showing them you are engaged and you will find it easier to listen.'
- Productive: teacher carefully selects pairs who will support each other to achieve the goal of the pair/group work
- Efficient: teacher uses a quick method for communicating which pupils will be talking to each other, e.g. 'Number 1s will be working with their window partners.'
- Check: teacher asks concise questions to check pupils understand how they are expected to behave

I know that Oscar has, on the whole, developed a significant amount of expertise in managing and embedding positive behaviours into the classroom. I've set him the most challenging step in this area, but think he might still meet this step relatively quickly. This is because it builds on effective instructions, which can be a strength for him – especially during lesson transitions. He just needs some support to transfer his understanding to this new context. As a result, I know that I might want to, as part of the coaching cycle, stretch him a bit further beyond this step.

One of the things that I know Oscar finds a bit harder is sustaining his progress with the range of steps we've worked on together. He's great at putting into practice his weekly step, but he sometimes is less successful with a previous step – even when he implemented this well at the time. When we've talked about this, he has mentioned that it feels like he is holding lots in his head, and sometimes it's a bit overwhelming to try and remember everything, or see how each individual step can benefit other areas of his practice. As a result, I've been trying to get him to layer a few steps together during practice tasks. This is for a few reasons. First, I think it'll help him to group together a few interconnected steps into one 'chunk'. While we have looked at them separately in practice, this doesn't mean that we necessarily need to think or do them separately in the classroom – that's not realistic practice. But as well as this, I think layering steps will help him to see where steps are interconnected and can benefit other areas of his practice. Making more connections between steps will, I think, help him to make more informed decisions about when and when not to use steps, as well as how to adapt them in different scenarios.

I therefore plan how I might adapt the coaching model, if – and only if – he effectively practices this step relatively quickly during our coaching conversation. I look back at some of the steps he has worked on, and been successful with, over the past few months, and that may be useful to layer into his practice.

B12 (Upholding high expectations)

Praise pupils for the effort they are putting into their tasks by publicly acknowledging this effort, e.g. 'Well done for putting effort into completing this task'.

I7 (Practice, challenge and success)

Circulate during independent practice and identify individuals who need support. Provide prompts to support a pupil to be successful ensuring they have to do the maximum amount of thinking, e.g. 'Look again at step two of my model on the board.'

I've chosen the first step because it is focused on responding to pupils' behaviour. When Oscar has set out clear expectations, he then needs to uphold and reinforce them. This step sequentially follows on from the main step and will likely be used together in the classroom.

I've chosen the second step because I want Oscar to think hard about the different causes of off-task behaviour during group work. I think it is likely in his observation that pupils were off task because the behaviour expectations hadn't been clearly outlined. However, there is a close link between instruction and behaviour. Pupils may have also been off-task because the task felt challenging. While I think that Oscar did pitch the task in the lesson at the right level, some pupils may still have needed some additional scaffolded support during the task. I think Oscar could benefit from considering how he could provide additional scaffolded support to groups as needed to support positive pupil behaviour.

Seeing the interconnections between these steps will, I think, help Oscar to make decisions about how to meaningfully set up and reinforce positive behaviours for group work, and adapt his approach depending on pupil need. This is what I want to pull out with Oscar, if he is ready for this level of challenge.

Extract of coaching conversation

Annalise: Okay, so I've modelled for you how you might explain the behaviours you need to see from pupils in group work, and how you might then check pupils have understood these expectations. Let's move on to some practice now. Do you want to take a moment to plan some scripting and some questions?

Oscar: Sure, yes.

[Oscar writes some notes.]

Okay, I think I'm ready.

Annalise: Brilliant – over to you.

[Oscar stands up and practises]

In a moment, we are going to be working in groups of four to discuss this topic on the board. To do so, there are four different numbered prompts. This means that everyone will get a chance to share their views, and it also keeps your discussion really focused.

When you are listening to others in your group, you need to turn and face the person speaking, and be silent until they finish their point. This is to show that you are listening carefully. You can ask follow-up questions when they are finished, and there are some prompt questions on the worksheet too. Follow-up questions help to stretch each other's thinking in a respectful and thoughtful way.

James, can you tell me why we will take it in turns in the group? Excellent, thank you James.
Keena, can you tell me how you can show the person speaking that you are listening carefully?
Great, thank you Keena.
Nathanial, can you tell me when you should ask prompt questions? Super, thanks Nathanial.

Annalise: that was excellent, thanks Oscar. Your instructions were positive, specific and explained really clearly for pupils. I think they will know what to do and why to do it with this task. Your follow up questions were also tightly focused around these behaviours.

This time, I want you to consider how you will ensure (and then explain) how the groups are structured efficiently, so pupils can get on with their group work quickly.

[Oscar writes an additional note, then gets up to practice]

In a moment, we are going to be working in groups of four to discuss this topic on the board. To do so, there are four different numbered prompts. Your worksheet tells you what number you are. You then need to go in this order to discuss the topic, using your specific prompts. This means that everyone will get a chance to share their views, and it also keeps your discussion really focused.

When you are listening to others in your group, you need to turn and face the person speaking, and be silent until they finish their point. This is to show that you are listening carefully. You can ask follow-up questions when they are finished, and there are some prompt questions on the worksheet too. Follow-up questions help to stretch each other's thinking in a respectful and thoughtful way.

James, can you tell me how you will know what number you are in the group? Excellent, thank you James.

Keena, can you tell me how you can show the person speaking that you are listening carefully?
Great, thank you Keena.

Nathanial, can you tell me when you should ask prompt questions? Super, thanks Nathanial.

Annalise: Fantastic. I think you've really got this step. Let's practise it one more time before we move on.

[Oscar practises a third time].

Annalise: Okay, you're doing really well with this practice, so now I want to layer some previous steps in. Previously, you've thought hard about how you uphold high expectations – specifically, how you publicly acknowledge where pupils are putting effort into a task. This can create a positive, self-reinforcing learning environment where pupils are getting behaviours right and want to keep getting them right. These two steps are so interconnected in reality, so I think it would be great to chunk them together as one, and practise them together now. It'll make our practice feel a bit more authentic to the classroom environment, and help you remember to do both in the classroom.

Oscar: Yes, I agree with that - I think I sometimes forget to do this, and it comes back on me because I have to take reactive steps then instead of something proactive like this. It'll be good to think about these steps together now, so it's easier to remember in the classroom.

Annalise: Brilliant. Let's remind ourselves of this the success criteria for this step:

Enthusiastic: teacher uses words and tone to convey that they are impressed by the pupils' class's behaviour, e.g. 'Well done for...'

Genuine: teacher's tone is natural and not forced.

Warranted: teacher gives praise when the pupil has exceeded their high expectations.

I'll give you a moment to tweak your script and planning, and then we can practise this step.

[Oscar makes some notes, and then strands up to practise].

In a moment, we are going to be working in groups of four to discuss this topic on the board. To do so, there are four different numbered prompts. Your worksheet tells you what number you are. You then need to go in this order to discuss the topic, using your specific prompts. This means that everyone will get a chance to share their views, and it also keeps your discussion really focused.

When you are listening to others in your group, you need to turn and face the person speaking, and be silent until they finish their point. This is to show that you are listening carefully. You can ask follow-up questions when they are finished, and there are some prompt questions on the worksheet too. Follow-up questions help to stretch each other's thinking in a respectful and thoughtful way.

James, can you tell me how you will know what number you are in the group? Excellent, thank you James.

Keena, can you tell me how you can show the person speaking that you are listening carefully? Great, thank you Keena.

Nathanial, can you tell me when you should ask prompt questions? Super, thanks Nathanial. When we are ready, off we go.

[Visibly observing the classroom]

Well done Hannah, Nikita, Ollie. You made a real effort to listen to Abdi. You looked at him throughout and stayed silent until he finished his point.

Well done Alexa, Joe, Shaheed and Mollie. You are working hard to ask each other some really thoughtful follow-up questions using the scaffolding sheet to help you and what you've heard from your careful listening.

Annalise: Really nice. You still met the success criteria for the main step. You then went beyond this – you were so careful to praise effort, especially when pupil have gone above and beyond your expectations. Well remembered from last time we practised this step. Your tone was also very warm and genuine – pupils would really know they were being praised. Well done. Let's practice this one more time to reinforce it.

I think after that I might layer in another step to really get you thinking about why else pupils might go off task during group work, and how we can intentionally plan to support them throughout the task. I think this will then really help you to think about how you can support pupils with behaviours that you expect to see from them when they are finding a task challenging – and how you can explain these behaviours to pupils too as part of your task instructions.

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

Success criteria	How does this support the mentor to effectively layer steps?
Consider prior knowledge	
Secure success	
Be intentional	
Ensure multiple rounds of practice and feedback	

Reflection

Notes:

Practice and feedback

Layering steps: planning for practice

Logistics of practice

- > 3 roles:
 - Mentor
 - ECT
 - Coach
- > 3 sequences of practice (10 minutes each)
- > Multiple rounds of practice and feedback within each sequence

When planning steps to layer

- > Consider the reason, or purpose, for layering steps
- > Consider how to structure feedback

Background

You are mentoring Frankie, an ECT. In your most recent observation, you notice that Frankie is trying to introduce a new routine with pupils, where pupils pass equipment down to the end of tables at the end of lessons, and pupils on the end of the rows are given instructions for what to do with these. In particular, in this lesson, Frankie wants pupils to pass their exercise books down to the end of tables, open at the work they have completed. Pupils at the end of tables need to then stack these on Frankie's desk. Frankie briefly explains and models the routine for pupils, and then asks them to have a go. The routine is quite messy – Frankie has to keep reminding pupils about how to carry it out, and a lot of pupils get distracted and start chatting with each other. This means that it takes a long time to finish, and pupils are late from the lesson.

You think that Frankie would benefit from giving pupils a structured opportunity to practise each step of the routine with support. You therefore set Frankie the following step and success criteria:

B2: Routines

Once you have modelled the routine to show pupils exactly how it should be carried out, explain to pupils the importance of practising the routine and give them an opportunity to practise with your oversight.

Success criteria:

- Clear and confident: teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.
- Motivating: teacher's explanation highlights the benefits of practising routines, particularly those related to learning.
- Brief: teacher gives a brief recap of the steps pupils need to take to practise the routine.
- Clear start: teacher uses a clear start signal for when pupils should begin practising, e.g. "3, 2, 1 – go!"
- Exaggerated and comprehensive: teacher exaggerates their body language when scanning all pupils across the whole room, e.g. by standing on their tip toes, craning their neck and using their arm to track their line of vision.

On the whole, you know that Frankie's embedded routines are really strong, especially when the routines are familiar whole-school routines. Frankie is good at reminding pupils of expectations, including framing these positively and explaining them concisely. You think Frankie just needs some

support with establishing a new routine in his classroom, particularly in how to move from initial modelling to pupils implementing the routine quickly and correctly.

You also know Frankie can find it challenging to sustain progress with a range of steps over time. Frankie is great at practising and implementing the weekly step, but sometimes struggles to demonstrate a step from a previous week, even when it was initially implemented successfully. Frankie has mentioned that it sometimes feels difficult to see the connections between steps, and so is having to work hard to try and remember and implement a large amount of previous steps. You agree with this – you think Frankie doesn't always see the connection between related steps, and this impacts how successfully steps are enacted in the classroom environment.

Prior to your coaching conversation you plan how you might adapt the coaching model if Frankie practises this step relatively quickly. To do so, you look back at some of the steps Frankie has worked on and been successful with over the past few months, and that may be useful to layer into practice.

If needed, this is Frankie's first attempt at practise during the coaching conversation.

Now that I have modelled how we are going to start packing away our equipment at the end of lessons, let's practise this together. Practising will help us to do this routine really well, and this means that we can spend more time learning, and less time packing up. Remember, we need to:

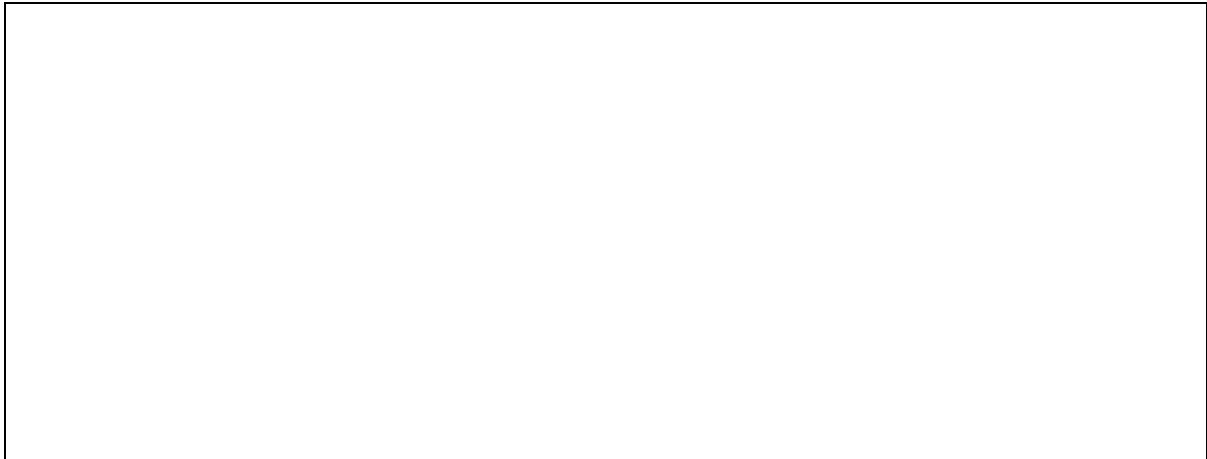
- 1 – keep put books open
- 2 – Start on the left. The pupil on the left of the row starts, and puts their book on top of their partner's book on the right. The next pupil then puts the stack of two books on top of their partner's book – again, on the right. We follow this same process all the way down the row.
- 3 – Create one pile at the end of rows. The pupil on the end of the row then brings them up and puts this pile on my desk.

Okay, so 3-2-1, off we go!

Role: Mentor

Space to outline 2-3 steps which you might want to layer with Frankie's primary step, as well as a brief explanation of why. You may want to explain this as part of your mentoring.

Space to note any feedback from your group:



Role: ECT

Guiding principles:

- Use the case study and script to guide how you will practise the primary step
- Aim to demonstrate that you are meeting the success criteria of the primary step relatively quickly
- Adapt your practice according to the step your mentor chooses to layer onto this primary step

Role: Coach

Success criteria	Met or not met? <i>Put a tick in the box if the mentor has met the success criteria in each round of practice.</i>		
	Practice Round 1	Practice Round 2	Practice Round 3
Consider prior knowledge* : Ensure ECTs have been successful at implementing any additional steps which are layered into their practice			
Secure success : Ensure that ECTs successfully and repeatedly practiced the current step as part of their current instructional coaching cycle			
Be intentional : Have a clear reason for layering steps, ensure that the steps compliment each other			
Ensure multiple rounds of practice and feedback : When layering steps it will be essential to complete multiple rounds of practice and feedback where you draw attention to the range of success criteria in a manageable way			
What went well:			
Next time try:			

***Consider prior knowledge is greyed out – for the purposes of practice, it is assumed that any steps a mentor chooses will have been previously and successfully practised by the ECT.**

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 adapting the coaching model for your ECT?

Notes:

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