



**Ambition
Institute**

Early Career Training Programme

Clinic 2: Working Together **Participant Workbook** **(Universal Pack)**

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Pre-clinic tasks

The following tasks are to be completed before you attend Clinic 2. This should take no longer than 30 minutes

In Clinic 2, you will read and analyse 3-4 scenarios that consider the following teaching problem across a range of contexts:

How can teachers hold meaningful conversations with a range of people to support pupil wellbeing, motivation and progress?

The scenarios will exemplify the five module principles below, demonstrating how teachers can hold meaningful conversations with a range of people to provide appropriate support for pupils.

Module principle	Description
Establish purpose	Identify conversation aims, ensuring that these focus on pupil wellbeing 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 wellbeing, 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 others 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.

These module principles are relevant to all teachers and can be applied across all contexts, regardless of phase, subject or setting. For instance, a teacher may attend a pupil's annual review, working alongside the SENCO and the pupil's parents to discuss progress and ensure ongoing support is in place. In contrast, a teacher may have a safeguarding concern about a pupil and hold an urgent meeting with the designated safeguarding lead (DSL). The people involved and the content of the discussion may differ, but the teachers in both scenarios would benefit from applying the module principles.

The following two tasks will help you to familiarise yourself with the module principles before you attend the clinic. During the clinic, you will build on this prior knowledge by exploring the module principles in greater depth with the support of your facilitator, before applying these to your own practice.

Task 1

- Read the scenario below.
- Answer the questions, using the module principle as a guide.

Miss Thompson is a reception teacher. It is the second week of the Autumn term and she has observed some repeated instances of challenging behaviour from Leah, a child who has recently started at the school. She has noticed that Leah will often grab toys from other children and get very distressed if she cannot play with an activity of her choice immediately. This has escalated to pushing and shoving other children in some instances, which suggests Leah is finding it difficult to manage her emotions and self-regulate. Miss Thompson has tried to intervene to support Leah, explaining the importance of 'kind hands' and sharing with others, as well as offering Leah options for alternative activities. However, Leah does not seem to be receptive to this and often tries to hide rather than engage in the conversation.

Miss Thompson feels that Leah needs further support beyond what she can currently provide, so seeks advice from the SENCO, Mrs Jones, who is also the Early Years Lead at the school. During their discussion, Miss Thompson explains that Leah is struggling to share with others, often leading to physical or distressed reactions. Based on her observations, Miss Thompson has assessed Leah as currently working below the expected level of development for her age.

Miss Thompson feels that Leah needs further support beyond what she can currently provide, so seeks advice from the SENCO, Mrs Jones, who is also the Early Years Lead at the school. In the discussion, Miss Thompson mentions that Leah is struggling to take turns and interact appropriately with others in the class. She explains that these observations have led her to assess Leah as currently working below the expected level of development for her age. This is because at this stage, pupils working at the expected level of development will typically show an interest in forming friendships, playing alongside others or engaging in group play. They also agree that her behaviour seems to be having an adverse effect on her ability to build relationships with others and manage in the classroom environment.

Mrs Jones suggests that they invite Leah's parents into school the next day for a supportive conversation. This aim of this is to build a more detailed understanding of Leah's needs and experiences. For example, they can explore whether the behaviours observed in school are also happening at home, or if they may be linked to a recent change in routine or environment, such as starting school. They can then work together to identify how to best support Leah both at home and in school.

During the meeting, Leah's parents describe her behaviour at home as challenging and say that they are worried that this might impact her ability to make friends at school. They explain that Leah becomes frustrated easily, will often push or scream at them and that this regularly escalates into tantrums, leaving them 'at their wits end'.

Miss Thompson, Mrs Jones and Leah's parents agree to implement additional support for Leah, including in-class strategies and further assessment of her needs.

In class, Miss Thompson will continue to use predictable routines and provide positive reinforcement to help Leah feel secure and understand what is expected of her. Alongside this, Mrs Jones suggests restorative strategies to use when Leah is feeling overwhelmed, such as sensory toys to help Leah calm down and her regulate her emotions.

With the parents' permission, Mrs Jones plans to carry out further assessment and observation of Leah's needs. For example, it is likely that Miss Thompson will work closely with professionals, such as an Educational Psychologist, over the coming months to embed recommended approaches and tailored interventions for Leah.

Leah's frequent distress and physical outbursts at home, alongside her challenges in school, underline the importance of early intervention and a coordinated approach to support. As a result, they also agree that it is important to share the information gathered with the Designated Safeguarding Lead (DSL), Mr Yeboah, the following day.

At the meeting, Miss Thompson shares the conversation that was had with Leah's parents and states that her primary concerns are ensuring that Leah's emotional wellbeing is supported and that her family are able to access further guidance, if needed.

Mr Yeboah: Thanks for arranging to meet with me. It's understandable that both you and Leah's parents have concerns. Let's start with the parent meeting - you say that the parents described being at 'their wits end'. How would you describe their interactions with Leah when you met?

Miss Thompson: Both parents seemed positive in their interactions. Leah was playing independently in the classroom afterschool when we discussed her behaviour, her Mum then called her over near the end of the meeting and Leah began to get distressed as she did not want to stop playing with the toys.

Mr Yeboah: Okay. How did the parents react when Leah still did not engage?

Miss Thompson: When Leah became frustrated and screamed, they explained that this response is quite typical. They didn't seem cross. Her Dad went over to help her put the toys away. Although she was still visibly upset, she did take his hand to get ready to go home. It was more that they are worried that she becomes physical at times when she is frustrated. I have seen her push a few children when she's been upset in class. As she gets to this high level of distress so often, I am concerned for her mental health.

Mr Yeboah: Thanks, that's an important point. We do want to make sure the classroom is a secure environment for everyone and that both Leah's and her parents have the support that they feel they need. It sounds as though it's worth following this up with a phone call. In the meantime, can we create a 'safe space' in the classroom for Leah to go to when she feels distressed?

Miss Thompson: Yes, thank you. That's a helpful idea. So, to double-check, what are the next steps?

Mr Yeboah: I will call Leah's parents after this meeting and discuss if there's anything further that I can provide for assistance with Leah's wellbeing. I will also support you with setting up a safe space in the classroom for Leah.

Given Leah's current level of need, Mrs Jones, Miss Thompson, and Mr Yeboah agree to hold regular fortnightly review meetings for the current term. These meetings will allow them to share any further insights, discuss Leah's progress, evaluate the impact of current strategies, and make any necessary adjustments.

After reading the scenario, reflect on the following questions and respond, using the table below:

Module Principle	Question(s)	Response
Establish Purpose	What is the purpose of the conversation and how does this focus on pupil wellbeing and/or progress?	
Plan	How does the teacher plan for the conversation? What actions do they take?	
Communicate clearly	Where is there evidence of the teacher communicating clearly in the conversation?	
Engage others and actively listen	How does the teacher engage others in the conversation, using it as an opportunity to actively listen and learn more about the situation?	
Set action steps	What next steps does the teacher identify, why might this be helpful?	

Task 2

- Take a moment to reflect on the module principles for this clinic.
- Consider a recent conversation that you have led with others. This might include conversations with parents, colleagues, TAs, SENCOs, DSL or external agencies.
- Complete the table, reflecting on your experience.

Example: This is completed example for the first two module principles to support your thinking.

Module principle	Do you feel that you applied this module principle?	If yes, how did this module principle support your practice?	If no, what might you do next time to use this module principle?
Establish purpose	Yes	Knowing that I wanted to hold a meeting with parents about a pupil's behaviour allowed me to be	

		clear with the parents the intention for the meeting and gather support from my mentor before the meeting.	
Plan	No		I could plan ahead for the meeting to ensure that I had a range of examples to provide to the parents in the discussion, this might have helped me to be more specific in the issue that the pupil was having in the classroom, rather than talking more generally about their behaviour.

Module principle	Do you feel that you applied this module principle? (Y/N)	If yes, how did this module principle support your practice?	If no, what might you do next time to use this module principle?
Establish purpose			
Plan			
Communicate clearly			
Engage others and actively listen			

Set action steps			
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Teaching problem

How can teachers hold meaningful conversations with a range of people to support pupil wellbeing, motivation and progress?

Paired discussion

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:

1. What did you feel contributed to the success of the conversations?
2. Which aspects of the conversations did you find challenging?

Notes:

Meaningful 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)

Notes:

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What are module principles?

Module principles 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.

Module principles

Module principle	Description
Establish purpose	Identify conversation aims, ensuring that these focus on pupil wellbeing 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 wellbeing, 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 others 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

Scenario

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 is from a booklet especially designed to support pupils to revise content from previous units. We call these retrieval activities because they are designed for pupils to use them to retrieve information from memory. We know that returning to learning regularly helps pupils to remember it for the long term, 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.

Task: Take notes while the facilitator models how the module principles appear in the first scenario. As this scenario was used for the pre-clinic task, you may also want to compare your own notes and reflections.

Module Principle	Response
Establish purpose	
Plan	

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

We do

There are two 'We do' scenarios. Read and analyse each scenario with the following questions in mind. Use the table below the scenarios to write your response.

1. Where can you see evidence of the module principles in the scenario?
2. What impact do the module principles have on the teacher's actions and practice?

We do – Scenario 1

Miss Thompson is a reception teacher. It is the second week of the Autumn term and she has observed some repeated instances of challenging behaviour from Leah, a child who has recently started at the school. She has noticed that Leah will often grab toys from other children and get very distressed if she cannot play with an activity of her choice immediately. This has escalated to pushing and shoving other children in some instances, which suggests Leah is finding it difficult to manage her emotions and self-regulate. Miss Thompson has tried to intervene to support Leah, explaining the importance of 'kind hands' and sharing with others, as well as offering Leah options for alternative activities. However, Leah does not seem to be receptive to this and often tries to hide rather than engage in the conversation.

Miss Thompson feels that Leah needs further support beyond what she can currently provide, so seeks advice from the SENCO, Mrs Jones, who is also the Early Years Lead at the school. During their discussion, Miss Thompson explains that Leah is struggling to share with others, often leading to physical or distressed reactions. Based on her observations, Miss Thompson has assessed Leah as currently working below the expected level of development for her age.

Miss Thompson feels that Leah needs further support beyond what she can currently provide, so seeks advice from the SENCO, Mrs Jones, who is also the Early Years Lead at the school. In the discussion, Miss Thompson mentions that Leah is struggling to take turns and interact appropriately with others in the class. She explains that these observations have led her to assess Leah as currently working below the expected level of development for her age. This is because at this stage, pupils working at the expected level of development will typically show an interest in forming friendships, playing alongside others or engaging in group play. They also agree that her behaviour seems to be having an adverse effect on her ability to build relationships with others and manage in the classroom environment.

Mrs Jones suggests that they invite Leah's parents into school the next day for a supportive conversation. This aim of this is to build a more detailed understanding of Leah's needs and experiences. For example, they can explore whether the behaviours observed in school are also happening at home, or if they may be linked to a recent change in routine or environment, such as starting school. They can then work together to identify how to best support Leah both at home and in school.

During the meeting, Leah's parents describe her behaviour at home as challenging and say that they are worried that this might impact her ability to make friends at school. They explain that Leah becomes frustrated easily, will often push or scream at them and that this regularly escalates into tantrums, leaving them 'at their wits end'.

Miss Thompson, Mrs Jones and Leah's parents agree to implement additional support for Leah, including in-class strategies and further assessment of her needs.

In class, Miss Thompson will continue to use predictable routines and provide positive reinforcement to help Leah feel secure and understand what is expected of her. Alongside this, Mrs Jones suggests restorative strategies to use when Leah is feeling overwhelmed, such as sensory toys to help Leah calm down and her regulate her emotions.

With the parents' permission, Mrs Jones plans to carry out further assessment and observation of Leah's needs. For example, it is likely that Miss Thompson will work closely with professionals, such as an Educational Psychologist, over the coming months to embed recommended approaches and tailored interventions for Leah.

Leah's frequent distress and physical outbursts at home, alongside her challenges in school, underline the importance of early intervention and a coordinated approach to support. As a result, they also agree that it is important to share the information gathered with the Designated Safeguarding Lead (DSL), Mr Yeboah, the following day.

At the meeting, Miss Thompson shares the conversation that was had with Leah's parents and states that her primary concerns are ensuring that Leah's emotional wellbeing is supported and that her family are able to access further guidance, if needed.

Mr Yeboah: Thanks for arranging to meet with me. It's understandable that both you and Leah's parents have concerns. Let's start with the parent meeting - you say that the parents described being at 'their wits end'. How would you describe their interactions with Leah when you met?

Miss Thompson: Both parents seemed positive in their interactions. Leah was playing independently in the classroom afterschool when we discussed her behaviour, her Mum then called her over near the end of the meeting and Leah began to get distressed as she did not want to stop playing with the toys.

Mr Yeboah: Okay. How did the parents react when Leah still did not engage?

Miss Thompson: When Leah became frustrated and screamed, they explained that this response is quite typical. They didn't seem cross. Her Dad went over to help her put the toys away. Although she was still visibly upset, she did take his hand to get ready to go home. It was more that they are worried that she becomes physical at times when she is frustrated. I have seen her push a few children when she's been upset in class. As she gets to this high level of distress so often, I am concerned for her mental health.

Mr Yeboah: Thanks, that's an important point. We do want to make sure the classroom is a secure environment for everyone and that both Leah's and her parents have the support that they feel they need. It sounds as though it's worth following this up with a phone call. In the meantime, can we create a 'safe space' in the classroom for Leah to go to when she feels distressed?

Miss Thompson: Yes, thank you. That's a helpful idea. So, to double-check, what are the next steps?

Mr Yeboah: I will call Leah's parents after this meeting and discuss if there's anything further that I can provide for assistance with Leah's wellbeing. I will also support you with setting up a safe space in the classroom for Leah.

Given Leah's current level of need, Mrs Jones, Miss Thompson, and Mr Yeboah agree to hold regular fortnightly review meetings for the current term. These meetings will allow them to share any further insights, discuss Leah's progress, evaluate the impact of current strategies, and make any necessary adjustments.

We do – Scenario 2

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 Head of Teaching and Learning led a training session in which they introduced a useful framework from the Education Endowment Foundation (EEF, 2021). This framework helps to identify strategies that TAs can utilise, depending on the level of support that a pupil requires. This ranges from more tailored TA support to encouraging greater pupil independence.

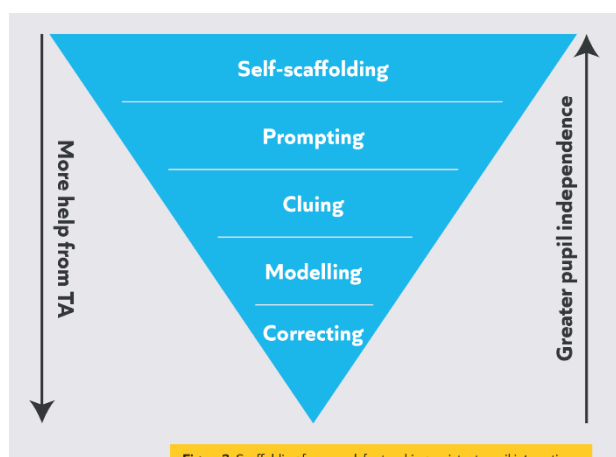


Figure 2. Scaffolding framework for teaching assistant-pupil interactions.

Education Endowment Foundation. (2021). 'Making Best Use of Teaching Assistants'.

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.

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 clueing 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. They will 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.

Analysis		
Module Principle	We do scenario 1	We do scenario 2
Establish purpose		
Plan		
Communicate clearly		
Engage others and actively listen		
Set action steps		

Other notes:

Task: share in pairs.

Notes:

Task: share with the group.

Reflect and record: Reflect on the group discussion and record your final thoughts on the 'we do' scenarios.

Notes:

Option A: Non-example

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: Okay, 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.

Answer the following questions:

1. Which of the module principles are **not** present in this scenario? (there may be more than one)

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

Provide your reasoning for the missing module principle(s):

2. What impact does the missing module principle have on the scenario?

Option B: Planning/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 > The DSL > A teaching assistant > An external specialist (e.g. speech and language therapist) 	The purpose of the conversation may be to: <ul style="list-style-type: none"> > Gather information > Inform > Seek advice > Share expertise > Address an issue
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Task:

Plan your conversation, using the question prompts to help you address each of the module principles in your planning.

Module Principle	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 meaningful? 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.)

Module Principle	Plan
Establish purpose	

Plan	
Communicate clearly	
Engage others and actively listen	
Set action steps	

Reflection

- > Which of the module principles 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 module principles support you to address this challenge effectively?

Notes:

Option C: I Do 2

Mr Walker is a year 2 teacher in a two-form entry primary school. He and Mrs Santos, the other year 2 teacher, split the lesson planning for different subjects between them. This half term, Mr. Walker has planned a 6-week science unit on materials and their properties. As part of his ongoing curriculum planning, Mr Walker has used his understanding from his self-study materials to think hard about gaps and misconceptions. He has also worked with his mentor to identify any common misconceptions that may arise when teaching this unit. Together, they sourced diagrams and created further examples to support pupils' understanding.

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 third lesson in the unit. During the observation, he notices that a group of pupils are stumbling upon a common misconception during their independent task. Instead of using the diagram or additional example that had been planned to alleviate this misconception, Mrs Santos approaches the group of pupils to provide an alternative 'live' model. She provides a range of materials, allowing the pupils to feel and describe them, to demonstrate the concept. Mr Walker is a little taken aback: he thought hard about the design of this activity and how it would support pupils to overcome any misconceptions related to 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 three 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. Misconceptions often arise when teaching this content, so the diagrams and additional examples have been useful.

Mr Walker: Great, thank you. The sequencing seems to be working well with my class too. They particularly enjoyed the investigation lesson. I'm pleased that you think the diagrams and additional examples have been effective; I worked with my mentor to anticipate and plan for any common misconceptions that might come up in this unit, so it's been useful thinking about how to embed opportunities for this in each lesson. On that, I noticed in my observation that when a few pupils held a misconception, you didn't use the activity I'd planned for lesson three. Was there a reason for this?

Mrs Santos: Yes, the few pupils you mentioned had held this misconception in a previous lesson. I had used the diagram and alternative example in lesson two, which helped most of the class. When I noticed in this lesson that a few pupils were still struggling to understand the concept, I thought a different approach was needed. I decided to use a 'live' model to help them see the concept more clearly. and address the misconception effectively.

Mr Walker: That's really useful feedback, I hadn't considered that. Is there anything you think might need to be improved in the planning?

Mrs Santos: I think the most important factor to consider is your pupils' needs. For me, it seemed that the group of pupils found the concept quite abstract, so kept bringing up the misconception. In this instance,

I felt it might be more accessible to provide a demonstration. That is the only area of improvement I would suggest for the science planning this term. The diagrams and written examples are great, but they can be quite abstract for some pupils so it might be helpful to include some 'live' models or demonstrations that offer a more concrete approach when necessary.

Mr Walker: That makes sense, thank you. It sounds as though it's useful to keep the diagrams and additional examples in the planning as this did help the majority of pupils. It would be great to add the demonstration you provided 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 last three lessons of the unit and consider if the diagrams, examples or any further demonstrations have been useful to alleviate misconceptions.

Task: Take notes while the facilitator models how the module principles appear in this scenario.

Module Principle	Response
Establish purpose	
Plan	
Communicate clearly	
Engage others and actively listen	
Set action steps	

Close

Reflection

1. Which of the module principles do you already use to help you to hold meaningful conversations?
2. Which of the module principles do you think would be useful to discuss with your mentor or another experienced colleague?

Appendices

Appendix A: Alternative I do (1)

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 pupils. 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.

Appendix B: Alternative I do (2)

Scenario

Mr Stevenson is a secondary teacher at a specialist school. He is currently preparing for an annual review of an Education, Health and Care plan (EHCP) for one of his pupils, Harley.

From his in-school training, Mr Stevenson understands that he will play an important role in this process, as Harley's main classroom teacher. He will need to:

- provide comments against each area of need outlined in the EHCP,
- evaluate Harley's progress against each of the outcomes,
- share an overview of Harley's attainment data,
- provide suggestions on next steps for Harley.

Mr Stevenson recognises that the review should go beyond his in-class observations of Harley. He values the review as an opportunity for everyone involved in supporting the pupil to come together and build a holistic picture of Harley's development. This includes celebrating Harley's achievements towards his outcomes and identifying appropriate next steps. By working together, they share observations and assessments of Harley's progress and ensure the current provision continues to support him at home and in school.

Mr Stevenson meets with the SENCO prior to the meeting to review his role and responsibilities in the process. The SENCO asks Mr Stevenson to meet with Harley to gather his views on his learning experience and any support he feels he needs. She provides him with some prompt questions such as asking what he enjoys at school, which activities makes him happy and if there is anything he finds challenging. In addition, the SENCO asks Mr Stevenson to send home a copy of the 'views and wishes' section of the review paperwork for Harley's parents to fill in their comments. This allows Harley's parents to share their perspective on his progress, any concerns they may have, and suggestions for his future support.

The SENCO explains she will gather information, such as progress data and views from support staff who run interventions with Harley. The SENCO outlines a timescale this preparatory work, so that she can gather the information and circulate this to everyone prior to the meeting. From this meeting, Mr Stevenson schedules time in the following weeks to work through this process, including meeting with Harley, working closely with Harley's parents to gather their views and preparing his own comments and insights.

In the meeting, 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 Harley's needs and progress in school. Mr Stevenson asks Harley'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, Harley's parents disagree with a comment. Mr Stevenson has outlined that, in his view, Harley is able to follow short, two-step instructions. Harley's parents mention that this rarely happens at home. In response, Mr Stevenson asks Harley's parents some follow-up questions to build a more secure understanding of their observations, and to check his assumptions of their viewpoint such as:

- Can I check I have understood? Harley rarely follows two-step instructions at home, is that right?

- Can you tell me a bit more about the situations at home where Harley has difficulty following two-step instructions?
- What helps Harley to follow instructions successfully at home, if anything?

Through this inquiry, Mr Stevenson is able to identify that there are some differences in approach. Mr Stevenson focuses on asking Harley to repeat his instructions back to ensure he has understood them, whereas Harley's parents focus on giving one instruction at a time. They agree that it may be worth trialling the same approach of asking Harley to repeat back instructions at home. Mr Stevenson shares the approach he takes and language he uses. He offers to send a follow-up email detailing this to Harley's parents after the meeting. Mr Stevenson and Harley's parents also agree to meet and review this approach in two weeks. For the purposes of the meeting record, they also agree to reflect Harley's parents' differing views on Harley's progress in this area at this point in time.

After this discussion, the SENCO ensures that there is time to outline follow-up actions that each person will take. This includes agreeing timelines for these, including a date for Harley's next six-month review, and how they will monitor the impact of agreed actions.

For example, Mr. Stevenson shares that he will immediately send Harley's parents an email to outline his approach when asking Harley to repeat instructions. He will also set a date and time for their agreed follow-up meeting. The intended impact of these actions is for Harley to consistently follow two-step instructions both at school and at home. Mr Stevenson will continue to monitor and track Harley's progress towards this and regularly schedule check-ins with Harley's parents in advance of the next review meeting.

Appendix C: Alternative We do

Scenario

Mrs Ward is a teacher in a school for pupils with complex needs. A pupil in her class, Zack, finds it difficult to verbally communicate his thoughts and feelings. As part of her role in monitoring Zack's progress, she reviews his current Individual Education Plan (IEP) targets. These are:

- To recognise simple emotions (happy, sad, angry, scared) from pictorial prompts.
- To use visual scaffolds to express how he is feeling at different points in the school day.

Currently, Zack has access to emotions cards to express how he is feeling, in line with his targets. However, Mrs Ward has not observed Zack using these purposefully in the classroom. For example, when asked 'how are you?' Zack nods or shakes his head. When prompted to use the cards, he often pushes them away. Before making any adaptations, Mrs Ward wants to gather more information to understand whether the approach is working in different contexts.

Firstly, she arranges a phone call with Zack's parents. She briefly shares her observations of Zack in class and then invites them to openly discuss how the approach is being used at home. Zack's parents explain that although they have been trying to use the emotions cards regularly, Zack often refuses to engage with them. They express that this has been a source of worry for them, as they are unsure how to encourage him without causing further distress. Mrs Ward listens carefully and reassures them that she will consider the next steps for Zack's approach and continue to keep them updated.

Later in the week, Mrs Ward meets with Mr Harris, Zack's 1:1 support assistant. This meeting is part of their scheduled collaboration time, where they discuss Zack's recent achievements and challenges. Mrs Ward explains that she would like to use the meeting as an opportunity for them to work together to review the current strategies in place for Zack, in line with his IEP, and consider any necessary adaptations.

Mrs Ward begins by summarising Zack's parents' experience of using the approach at home and shares that she has also seen evidence of this in class. She then asks Mr Harris to share his reflections on the current approach, recognising that he can offer valuable insight such as how Zack may be using this approach in his 1:1 interventions.

Mr Harris shares that, in 1:1 interventions, Zack has made some progress in recognising emotions. For example, when given the choice of two picture cards and asked, 'Which face is sad?' Zack is now able to point to the correct card. However, Mr Harris agrees that Zack is not using the cards to communicate his own feelings. He references a particularly strong reaction Zack had in a recent lesson, where Zack put his head on the desk and covered his ears. In attempt to support Zack further, Mr Harris slowly guided him to choose an emotions card to understand how he was feeling, however, he pushed the cards off the table and shouted 'no'. Mrs Ward acknowledges this, sharing that she remembers the incident and thanks Mr Harris for providing additional context.

Through this discussion, they recognise that Zack's reluctance to use the emotions cards highlights the need for a more flexible and responsive approach. They agree to lean into Zack's interest in technology as this is likely to be more motivating for him. Mr Harris suggests using an application (app), which he recently received training on. The app prompts the pupil to select an emotion and then provides calming visuals or music to support emotional regulation. The app also gathers data over time, offering useful insights into Zack's engagement and emotional development. Mrs Ward is familiar with the application, having used this for former pupils, and agrees that this could be a promising alternative.

Mrs Ward outlines the next steps, which involve trialling the use of the app over the next two weeks. She shares that she would like Mr Harris to set up the app and introduce this to Zack during their 1:1 intervention time this week. Additionally, she will inform the SENCO about the adjustments made, so these can be logged against Zack's profile. Mrs Ward will also follow up on the conversation with Zack's parents to keep them updated on the new approach.

Over the next few days, Mr Harris ensures the app is set up and ready for Zack to use. As planned, he introduces Zack to the app and models how to use it. For example, he points to the happy face and says, 'I'm feeling happy', then prompts Zack to do the same. Mrs Ward mirrors this approach with Zack in the classroom. Both Mrs Ward and Mr Harris provide consistent, positive reinforcement when Zack engages with the app.

Over the next two weeks, Mrs Ward and Mr Harris observe and monitor Zack's use of the app, regularly sharing insights with each other. Both agree that Zack has been more willing to share his emotions in class and in interventions. Given the positive progress they decide, alongside the SENCO, to sustain the approach. They provide Zack's parents with some training resources so they can use the app at home. Mrs Ward also offers a weekly, brief check-in with them via email as they start to use the app at home. It is agreed that the ongoing use of the new approach will be a key discussion point in the next IEP review at the end of the term. This review will assess the impact of the current approach and consider any further scaffolds may need to be put in place to support Zack to meet his targets.

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