



**Ambition
Institute**

Early Career Training Programme

Clinic 2: Working Together Participant Workbook (Secondary Pack)

**KEEP
GETTING
BETTER**

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Session date:

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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 to complete.

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 Jenkins is an English teacher at a large secondary school. She has noticed some repeated instances of challenging behaviour from Thomas, a pupil who has recently started at the school.

Thomas frequently tries to distract other pupils when being asked to complete certain tasks. He also appears visibly frustrated, stating that he cannot do the work and sometimes paces around the classroom when asked to do extended writing. In some cases, where Thomas has been encouraged to sit back down and attempt the task again (with support), he has thrown all of his things on the floor or pushed the table. When Miss Jenkins has given warnings and tried to have restorative conversations, she has noticed Thomas balling his hands up, getting very angry and then walking off.

Miss Jenkins recognises that Thomas' behaviour and actions may be symptomatic of an underlying special educational need. Having already raised some concerns with the head of year, she knows these behaviours are happening across other lessons. Miss Jenkins feels that he needs further support beyond what she can currently provide, so seeks advice from the SENCO, Mrs Harris.

Miss Jenkins shares her concerns with Mrs Harris. She provides examples of Thomas' current behaviour and how this seems to be having an adverse effect on his ability to manage in the classroom environment. Mrs Harris suggests that they make a call home to Thomas' parents, with the aim to have a supportive conversation. By doing so, they can see if this behaviour is something that they have previously encountered or is due to a change in routine or environment (starting a new school).

During the discussion, Thomas' mother describes his behaviour as challenging at home, saying that he often gets frustrated easily when he is asked to do something that he finds difficult, such as homework. He becomes argumentative and raises his voice. In some instances, he has also pushed his mother and younger sibling. This has been going on for quite some time and she feels 'at her wits end' and is unsure how to help him.

Miss Jenkins, Mrs Harris and Thomas' mother agree that it would be worth identifying what further support can be given to Thomas to help manage and regulate his emotions. Thomas' mother agrees for Mrs Harris to involve the behaviour support team and undertake assessments to see if there is an underlying, undiagnosed need. Mrs Harris mentions that she will begin this process and, in the meantime, provides Miss Jenkins with some additional restorative strategies to try with Thomas.

Mrs Harris mentions that it is important for Miss Jenkins to discuss the information gathered with the Designated Safeguarding Lead (DSL), Mr Yeboah the next day, so that the school can be proactive in creating the right conditions for support for Thomas.

At the meeting, Miss Jenkins shares the conversation that was had with Thomas' mother and states that her primary concerns are addressing any safeguarding issues and helping Thomas and his family access appropriate support. Mr Yeboah agrees that it is important to investigate the issue further and asks some follow-up questions.

Mr Yeboah: Thanks for arranging to meet with me. It's understandable that both you and Thomas' mother have concerns. Let's start with the parent call - you say that his Mum described being 'at her wits end'.

Miss Thompson: That's right. Thomas' mother seemed worried, she said she is unsure how to help him.

Mr Yeboah: Okay. What detail did she give about his behaviour at home?

Miss Thompson: She mentioned that he becomes frustrated, argumentative and raises his voice when he is asked to do tasks that he finds challenging. The example she provided was when he's asked to complete his homework. It concerned me that she said he's also pushed his mother and younger sibling in some situations. I've also seen him get very angry when I've tried to have a restorative conversation with him - to the point he is balling up his hands in front of me.

Mr Yeboah: Thanks. We want Thomas' family to access the support that they feel they need. It sounds as though it's worth following this up with a phone call. We also want to make sure the classroom is a secure environment for Thomas, the other pupils and yourself. I will work with Thomas' head of year and the behaviour support team to put some additional support in place for Thomas. I will send an email to you and Thomas' teachers by the end this week to inform you of what this will look like and the process you'll need to go through if Thomas needs some time out of the lesson.

Miss Thompson: Thank you. I also wanted to let you know Mrs Harris was on the phone call too. Thomas' mother has agreed to seek further support to see if there's an underlying need here that we need to address.

Mr Yeboah: Yes, thank you for sharing. It's good that we're all working together on this to do what's best for Thomas.

Miss Thompson: That's okay. So, just to double-check, I'll hear from you by the end of the week about the additional classroom support for Thomas.

Mr Yeboah: Yes, that's right. I will also call Thomas' mother after this meeting and take on any safeguarding concerns from here. Please let me know if there's any further developments on the assessment of Thomas' needs.

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			

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:

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 for holding meaningful conversations

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 Jenkins is an English teacher at a large secondary school. She has noticed some repeated instances of challenging behaviour from Thomas, a pupil who has recently started at the school.

Thomas frequently tries to distract other pupils when being asked to complete certain tasks. He also appears visibly frustrated, stating that he cannot do the work and sometimes paces around the classroom when asked to do extended writing. In some cases, where Thomas has been encouraged to sit back down and attempt the task again (with support), he has thrown all of his things on the floor or pushed the table. When Miss Jenkins has given warnings and tried to have restorative conversations, she has noticed Thomas balling his hands up, getting very angry and then walking off.

Miss Jenkins recognises that Thomas' behaviour and actions may be symptomatic of an underlying special educational need. Having already raised some concerns with the head of year, she knows these behaviours are happening across other lessons. Miss Jenkins feels that he needs further support beyond what she can currently provide, so seeks advice from the SENCO, Mrs Harris.

Miss Jenkins shares her concerns with Mrs Harris. She provides examples of Thomas' current behaviour and how this seems to be having an adverse effect on his ability to manage in the classroom environment. Mrs Harris suggests that they make a call home to Thomas' parents, with the aim to have a supportive conversation. By doing so, they can see if this behaviour is something that they have previously encountered or is due to a change in routine or environment (starting a new school).

During the discussion, Thomas' mother describes his behaviour as challenging at home, saying that he often gets frustrated easily when he is asked to do something that he finds difficult, such as homework. He becomes argumentative and raises his voice. In some instances, he has also pushed his mother and younger sibling. This has been going on for quite some time and she feels 'at her wits end' and is unsure how to help him.

Miss Jenkins, Mrs Harris and Thomas' mother agree that it would be worth identifying what further support can be given to Thomas to help manage and regulate his emotions. Thomas' mother agrees for Mrs Harris to involve the behaviour support team and undertake assessments to see if there is an underlying, undiagnosed need. Mrs Harris mentions that she will begin this process and, in the meantime, provides Miss Jenkins with some additional restorative strategies to try with Thomas.

Mrs Harris mentions that it is important for Miss Jenkins to discuss the information gathered with the Designated Safeguarding Lead (DSL), Mr Yeboah the next day, so that the school can be proactive in creating the right conditions for support for Thomas.

At the meeting, Miss Jenkins shares the conversation that was had with Thomas' mother and states that her primary concerns are addressing any safeguarding issues and helping Thomas and his family access appropriate support. Mr Yeboah agrees that it is important to investigate the issue further and asks some follow-up questions.

Mr Yeboah: Thanks for arranging to meet with me. It's understandable that both you and Thomas' mother have concerns. Let's start with the parent call - you say that his Mum described being 'at her wits end'.

Miss Thompson: That's right. Thomas' mother seemed worried, she said she is unsure how to help him.

Mr Yeboah: Okay. What detail did she give about his behaviour at home?

Miss Thompson: She mentioned that he becomes frustrated, argumentative and raises his voice when he is asked to do tasks that he finds challenging. The example she provided was when he's asked to complete his homework. It concerned me that she said he's also pushed his mother and younger sibling in some situations. I've also seen him get very angry when I've tried to have a restorative conversation with him - to the point he is balling up his hands in front of me.

Mr Yeboah: Thanks. We want Thomas' family to access the support that they feel they need. It sounds as though it's worth following this up with a phone call. We also want to make sure the classroom is a secure environment for Thomas, the other pupils and yourself. I will work with Thomas' head of year and the behaviour support team to put some additional support in place for Thomas. I will send an email to you and Thomas' teachers by the end this week to inform you of what this will look like and the process you'll need to go through if Thomas needs some time out of the lesson.

Miss Thompson: Thank you. I also wanted to let you know Mrs Harris was on the phone call too. Thomas' mother has agreed to seek further support to see if there's an underlying need here that we need to address.

Mr Yeboah: Yes, thank you for sharing. It's good that we're all working together on this to do what's best for Thomas.

Miss Thompson: That's okay. So, just to double-check, I'll hear from you by the end of the week about the additional classroom support for Thomas.

Mr Yeboah: Yes, that's right. I will also call Thomas' mother after this meeting and take on any safeguarding concerns from here. Please let me know if there's any further developments on the assessment of Thomas' needs.

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.

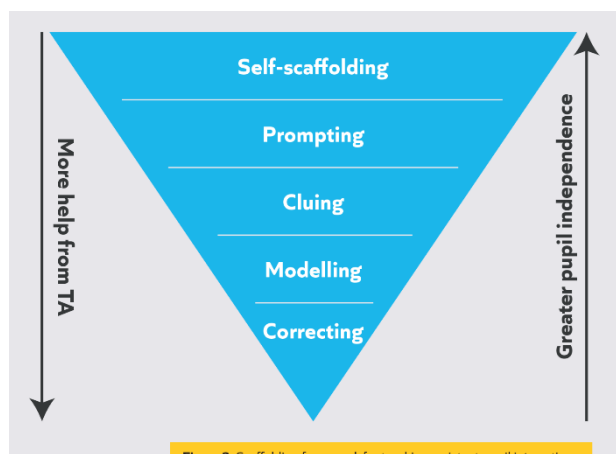


Figure 2. Scaffolding framework for teaching assistant-pupil interactions.

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

Read and analyse

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: Practice/Planning 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: > 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: > 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 meaningfully?

Notes:

Option C: I Do 2

Mr. Walker is a physics teacher at a secondary school. He and Mrs Santos, the other physics teacher in the department, split the lesson planning for different units between them. This half term, Mr. Walker has planned a six-lesson unit on electricity and circuits for year 7. 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 uses materials, such as a lamp and battery, 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. 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 model 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	
Other notes:	

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?

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