

**Early Career Training  
Programme  
Mentor Clinic**



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## CLINIC OPENING

### Session aims:

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

### Mentor Conference 2 consolidation

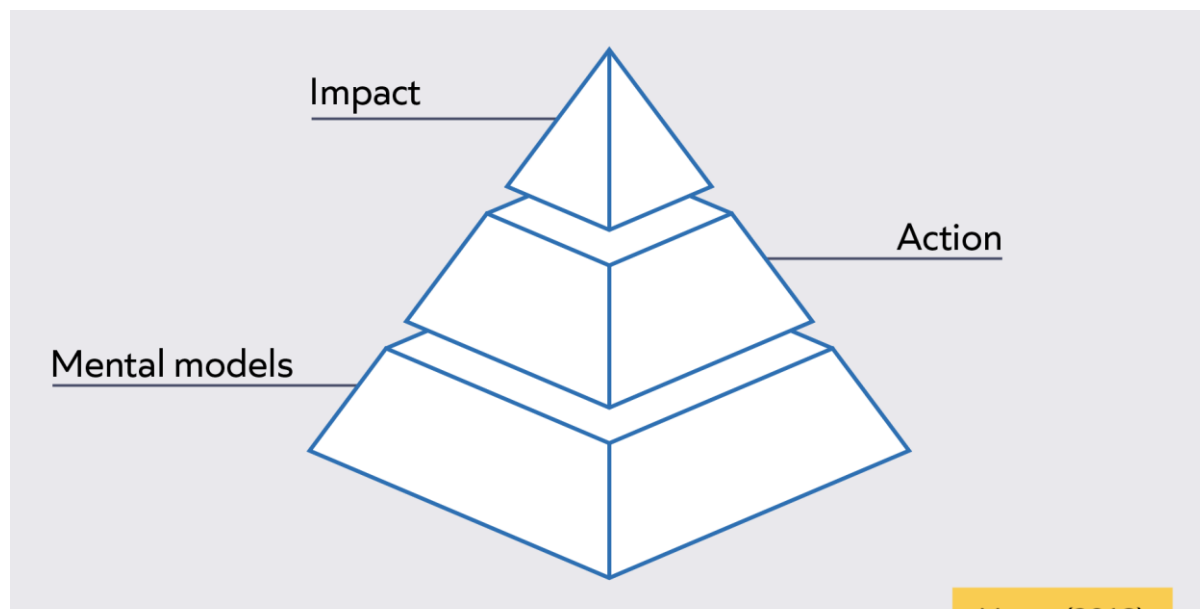
Which of the following statements are true?

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

Notes:

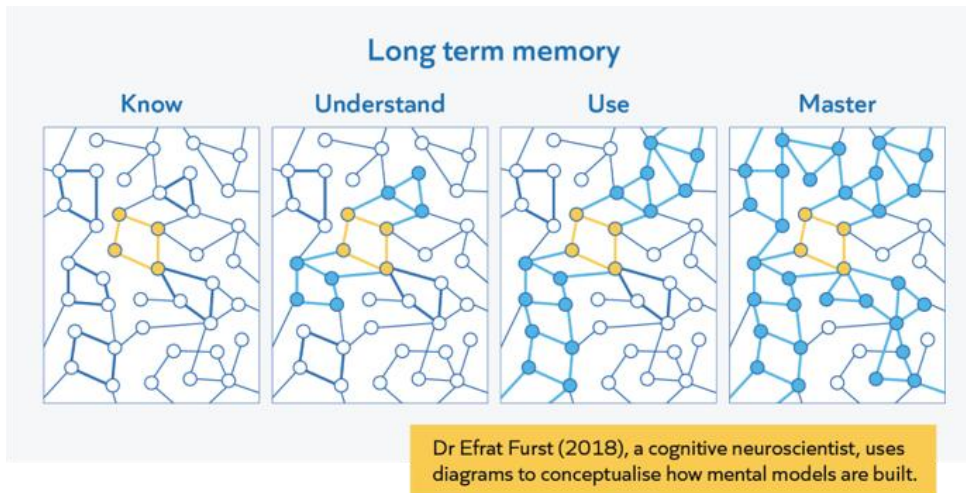
### What is teacher expertise?

Knowledge guides action which guides impact:



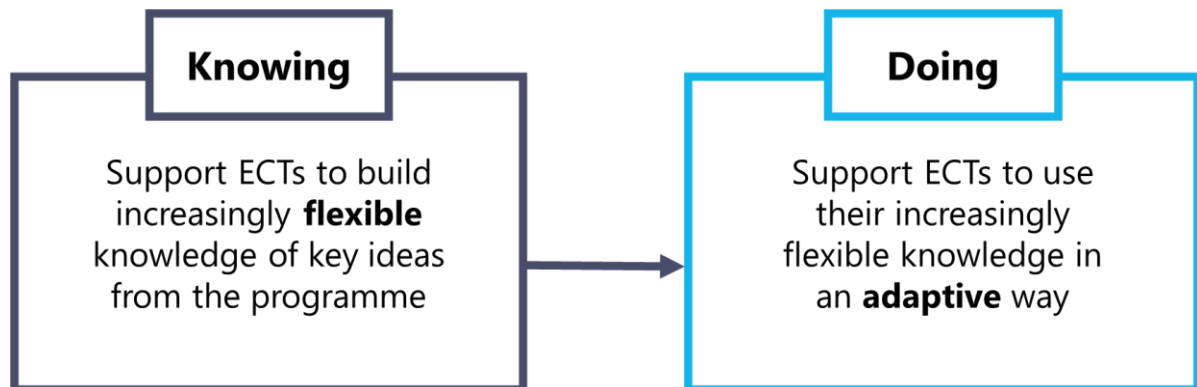
Notes:

## Building mental models



Notes:

## Aims of coaching in year 2



Notes:

Adapting the coaching model

<p><b>Increasing variation</b></p> <p>Varying the way a step is enacted to help ECTs increasingly apply steps across a range of contexts</p>	<p><b>Adding complexity</b></p> <p>Making practice more complex to help ECTs use steps in increasingly realistic representations of the classroom</p>	<p><b>Use of questioning</b></p> <p>Using different types of questions to help ECTs better reflect on practice and make more connections in knowledge</p>
<ul style="list-style-type: none"> <li>&gt; <b>Varying the context of a step:</b> Across multiple coaching meetings, ask ECTs to repeat or revisit a step in a different context, such as in a different class, subject or time of day, after they have successfully applied a step in a previous context.</li> <li>&gt; <b>Varying the conditions of practice:</b> During one coaching meeting, ask ECTs to apply their understanding from one context to another, such as a different class, subject or time of day, after they have successfully practised it in one context.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; <b>Using success criteria to build challenge in steps:</b> intentionally set steps and success criteria from the step selector tool that are well-matched to an ECT’s prior knowledge and current practice</li> <li>&gt; <b>Plan for unpredictability:</b> after an ECT has successfully and repeatedly practised a step, begin including unpredictable elements in later rounds of practice, such as pupils not responding well or in the expected way</li> <li>&gt; <b>Layer steps:</b> after an ECT has successfully and repeatedly practised a step, ask them to practice a previous, related step together with their current step to form a longer ‘teaching moment’</li> </ul>	<ul style="list-style-type: none"> <li>&gt; <b>Encourage ECTs to reflect on their current and target practice:</b> use questioning to unpick with ECTs they are aiming to do with a step, and how to develop their approach to meet this aim</li> <li>&gt; <b>Encourage ECTs to make connections in their knowledge:</b> use questioning to unpick with ECTs how they can use a step it in a range of contexts</li> </ul>

## OPTION A: ANALYSING THE GAP

### Introducing and modelling the step

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

Kennedy (2016)

Notes:

### Adapting the coaching model

Increasing variation	Adding complexity	Use of questioning
<ul style="list-style-type: none"><li>&gt; Varying the context of a step</li><li>&gt; Varying the conditions of practice</li></ul>	<ul style="list-style-type: none"><li>&gt; Using success criteria to build challenge in steps</li><li>&gt; Plan for unpredictability</li><li>&gt; Layer steps</li></ul>	<ul style="list-style-type: none"><li>&gt; <b>Encourage ECTs to reflect on their current and target practice</b></li><li>&gt; Encourage ECTs to make connections in their knowledge</li></ul>

### Reflection

Consider your own mentoring practice

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

Notes:

### Is this approach likely to be beneficial?

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

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

#### Questioning:

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

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

Notes:

#### Step and success criteria

**Step:** support ECTs to analyse the gap in their practice

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

## Model

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

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

### Success criteria:

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

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

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

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

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

### Section of coaching conversation

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

[Judy pauses]

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

[Judy pauses again]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Reflection**

Notes:

A large, empty rectangular box with a thin black border, intended for the user to write their reflection notes. The box occupies most of the page below the 'Notes:' label.

## Practice and feedback

### Analysing the gap: planning for practice

#### Logistics of practice

- > 3 roles (mentor, ECT, coach)
- > 3 sequences of practice (10 minutes each)
- > Multiple rounds of practice and feedback within each sequence

#### When planning questions

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

### **Practice Task A**

#### **Background**

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

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

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

#### **Success criteria:**

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

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

**Role: Mentor**

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

Space to note any feedback from your group:

**Role: ECT**

Guiding principles:

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

**Role: Coach**

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

**Facilitator feedback**

Notes:

**Practice Task B**

**Role: Mentor**

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

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

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

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

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

Space to note any feedback from your group:

**Role: ECT**

Guiding principles:

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

**Role: Coach**

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

## OPTION B: PLANNING FOR UNPREDICTABILITY

### Introducing and modelling the step

#### Adapting the coaching model

Increasing variation	Adding complexity	Use of questioning
<ul style="list-style-type: none"> <li>&gt; Varying the context of a step</li> <li>&gt; Varying the conditions of practice</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Using success criteria to build challenge in steps</li> <li>&gt; <b>Plan for unpredictability</b></li> <li>&gt; Layer steps</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Encourage ECTs to reflect on their current and target practice</li> <li>&gt; Encourage ECTs to make connections in their knowledge</li> </ul>

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

Grossman et. al (2019)

Notes:

#### Is this approach likely to be beneficial?

#### Visible symptoms:

- > An ECT can successfully demonstrate a step during instructional coaching, but struggles to apply it in the classroom
- > An ECT appears confident with a step during instructional coaching, but is much more hesitant in the classroom
- > An ECT can successfully and confidently apply a step in the classroom, but finds it difficult to adapt when things don't go as planned
- > An ECT asks questions or expresses uncertainty about how to handle scenarios that deviate from the practice scenario

**Reflection**

- > Can you recall a time when your ECT found it difficult to apply a step in the classroom, even when they were successful during instructional coaching?
- > What differences were there between the coaching practice and the classroom setting?

Notes:

### Step and success criteria

**Step:** Plan for unpredictability: set up practice in a way that approximates an increasingly complex classroom environment, e.g. the ECT's actions are initially unsuccessful, or pupils respond in an unexpected way.

Success criteria	Description
<b>Consider prior knowledge</b>	Ensure that the ECT is successfully implementing the step in the original content, before simulating more complex and unpredictable classroom situations.
<b>Be intentional about purpose</b>	Consider why it might be valuable to consider a range of situations in relation to this step and communicate this thinking with the ECT.
<b>Draw attention to deep structures</b>	Emphasise the importance of the success criteria as the features or structures underpinning success across contexts.
<b>Ensure multiple rounds of practice</b>	Complete multiple rounds of practice and feedback to ensure that the same success criteria are applied to multiple situations.

### Model

Joel is a year 4 teacher, mentored by Anna. He is coming to the end of his first year on the Early Career Training Programme and his classroom practice is developing well.

Recently, Joel has studied modules on scaffolding and independent practice. In their last coaching meeting, he focused on planning scaffolds matched to pupils' prior knowledge. During Anna's observation, she saw Joel use some carefully designed scaffolds, including a word bank and an annotated example paragraph to support pupils with an independent writing task.

Despite these, several pupils became stuck quickly and waited for Joel's help, rather than using the scaffolds provided. Joel became flustered and spent much of the lesson circulating to individually re-explain the task and offer extra support. As a result, several pupils did not complete much of the lesson task.

Anna decides to set Joel a step focused on setting clear expectations for independent practice, selecting the success criteria she feels Joel most needs to develop:

**Scaffold for success:** *provide support that enables all pupils to be successful in independent practice tasks.*

- **Provide visible supports:** *provide visual supports for pupils to refer to, when needed, as they work, for instance annotated examples or word banks.*
- **Monitor pupil progress:** *identify when individual pupils require extra support during the practice task and respond to their needs.*
- **Seek and reinforce the positive:** *look for the positive behaviours you have modelled and reinforce them, e.g. 'Safi is trying to complete a question without looking at the steps on the board, this is really good as she is thinking hard about the steps.'*

Anna knows Joel needs to demonstrate the step and success criteria consistently and confidently. However, considering his developing practice and her observations about where he needs further support, Anna recognises she may need to adapt the coaching model to meet Joel's needs. She therefore decides to pre-plan ways to add unpredictability to Joel's practice, such as pupils immediately putting their hands up for help, and will decide whether and how much to introduce during the session itself.

**Extract from the coaching conversation: practice stage**

**Anna:** Now you've seen my model, let's move on to you planning and using this step in your practice. Let's think about your next English lesson – what will your class be working on?

**Joel:** We're going to be writing the next part of our story, so they'll be doing some independent writing again.

**Anna:** Great. Let's focus on your explanation of expectations for how pupils will use scaffolds during their independent task, and how you can monitor and reinforce these expectations. Do you have in mind the concrete actions you want them to take before they ask for help?

**Joel:** Yes. I've planned similar scaffolds – a word bank we've created together, and I'll also display some sentence stems on the board for pupils to refer to as they write. Before they ask for help, I want them to review the sentence stems and vocabulary support, as these will help them get started.

**Anna:** Great – those are really visible supports for pupils to use, and clear actions for them to take. The next step is to script some instructions. Would you like a minute or two to do that?

*[Joel scripts instructions]*

**Anna:** These instructions are really clear. I think we're ready to practise delivering them.

*[Joel stands up to practise]*

**Joel:** ...In a minute, you'll start your independent writing. If you get stuck, there are a few things I want you to do before you ask me for help. First, look at the sentence stems on the board to help you start. Second, use your word bank to help with tricky or imaginative words.

**Anna:** Nice and clear. Now, let's think about monitoring progress and reinforcing the positive. Imagine most pupils are getting on well, though a few are slow to start.

**Joel:** Great work from the table over here – I can see you've started your writing. Remember, the sentence stems on the board are there if anyone needs ideas for how to start.

**Anna:** Good. You've intentionally looked for and reinforced positive behaviours, and you've provided targeted reminders of the scaffolding. Let's try another round to build your fluency.

*[Joel practises again]*

**Anna:** You've delivered that twice now very effectively. Are you happy to add a bit more complexity?

**Joel:** Yes, absolutely.

**Anna:** By adding complexity, we get closer to the reality of the classroom, with all its unpredictability. Even if you deliver this perfectly, some pupils may still struggle, as happened in the lesson I observed. After each time you deliver these instructions, I'll share a scenario where something unexpected happens. Stay in role and respond in the moment, focusing on monitoring progress and reinforcing the positive.

*[Joel practises delivering the instructions again]*

**Anna:** This time, several pupils immediately put their hands up for help.

**Joel:** ...Thank you to Reya, Vinnie and Hayyan for making a start – I can see you're referring back to the example on the board.

**Anna:** That positive, specific praise is a useful prompt, and some pupils put their hands down. Some still keep their hands up, though.

**Joel:** ...Remember, before you ask for help, have you used the support you've got? Let's take a moment to look back at the example on the board to see what words or ideas might help.

**Anna:** Excellent monitoring. Most pupils have now put their hands down. But imagine Jacob still has his hand up and says, "I've looked at the word bank, but I still don't know what to write."

**Joel:** Jacob, that's OK. Let's look at the example together. Which part are you stuck on? Is there a word in the word bank that might help you start your sentence?

**Anna:** Well done. You've provided extra support and helped Jacob use the scaffolding more effectively. Now, let's do another round. This time, several hands are still up – you think these pupils haven't yet used the support, despite your prompts.

**Joel:** ...Before I come round to help, I want everyone to check the example on the board and the word bank. If you've done that and are still stuck, let me know what you've tried so far.

**Anna:** Great. One more time – this time, as you circulate, you notice quite a few pupils do genuinely seem to be stuck. What could you do?

**Joel:** Well in this case, there could be a lack of understanding about the task. So, I might need to pause, take a step back and re-explain the task.

**Anna:** Yes, that could be a good solution. It's worth being confident that's needed though – you don't want to use a sledgehammer to crack a nut. It's also worth us thinking about how to respond – whether individually, with groups or with the whole class.

**Joel:** Yes, that's a good point.

**Anna:** Let's keep practising then, so you can apply this step automatically, even when things get unpredictable.

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

Success criteria	How does this support the mentor to select an aptly challenging step?
<b>Consider prior knowledge</b>	
<b>Be intentional about purpose</b>	
<b>Draw attention to deep structures</b>	
<b>Ensure multiple rounds of practice</b>	

**Reflection**

Notes:

## Practice and feedback

### Task 1: Planning for a step

Imagine you are preparing for an instructional coaching session. Read the following step:

<b>Anticipate and minimise disruption:</b> identify and prepare for moments when disruption is more likely.	
SC1	<b>Identify likely moments:</b> Anticipate when disruption is most likely to occur, for instance during transitions, after break, or at the start of lessons.
SC2	<b>Remind and rehearse expectations:</b> Give a brief reminder of routines or expectations before known tricky moments, for instance, “Remember, after lunch we come in quietly and get started straight away.”
SC3	<b>Use proactive positioning:</b> Position yourself at key points in the classroom (such as the doorway during entry or at the back during transitions) to monitor behaviour and provide a visible presence.

How could you model this step for your ECT? Plan and script your model.

What observable actions or behaviours would indicate that your ECT is successfully meeting this step during practice? Make some brief notes.

**Task 2: Planning for unpredictability**

Complete the table below. Identify 2–4 areas of unpredictability which might affect how successfully this step is enacted. You can use examples from your own experience, your ECT’s classroom, or other settings.

For each scenario, make notes on the observable actions or behaviours you might expect to see from your ECT in their response.

Area of unpredictability	What observable actions or behaviours could your ECT take to respond effectively?

**Task 3: Scripting**

Write a short script for how you would:

- Introduce this adaptation (adding unpredictability to practice) to your ECT
- Explain the purpose and value of this adaptation to your ECT

**Task 4: Feedback**

Listen to your partner explaining the choices they have made in tasks 1-3. Use the table below to make notes about where they have considered each of the module principles for this mentor step, and where they could go further.

Success criteria	Evidence from mentor's planning	Suggestions for further development
<p><b>Consider prior knowledge:</b> Ensure that the ECT is successfully implementing the step in the original content, before simulating more complex and unpredictable classroom situations.</p>		
<p><b>Be intentional about purpose:</b> Consider why it might be valuable to consider a range of situations in relation to this step and communicate this thinking with the ECT.</p>		
<p><b>Draw attention to deep structures:</b> Emphasise the importance of the success criteria as the features or structures underpinning success across contexts.</p>		
<p><b>Ensure multiple rounds of practice:</b> Complete multiple rounds of practice and feedback to ensure that the same success criteria are applied to multiple situations.</p>		

**Facilitator feedback**

<p>Notes:</p>
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## OPTION 3: LAYERING STEPS

### Introducing and modelling the step

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

Grossman et. al (2019)

Notes:

### Adapting the coaching model

Increasing variation	Adding complexity	Use of questioning
<ul style="list-style-type: none"> <li>&gt; Varying the context of a step</li> <li>&gt; Varying the conditions of practice</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Using success criteria to build challenge in steps</li> <li>&gt; Plan for unpredictability</li> <li>&gt; <b>Layer steps</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; Encourage ECTs to reflect on their current and target practice</li> <li>&gt; Encourage ECTs to make connections in their knowledge</li> </ul>

### Is this approach likely to be beneficial?

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

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

### Reflection

Consider your own context:

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

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### Step and success criteria

**Step:** layer steps together to add complexity to practice

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

## Model

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

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

### **Success criteria:**

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

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

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

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

- > Praise pupils for the effort they are putting into their tasks by publicly acknowledging this effort, e.g. 'Well done for putting effort into completing this task'.
- > Circulate during independent practice and identify individuals who need support. Provide prompts to support a pupil to be successful ensuring they have to do the maximum amount of thinking, e.g. 'Look again at step two of my model on the board.'

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

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

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

### **Extract of coaching conversation**

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

Oscar: Sure, yes.

[Oscar writes some notes.]

Okay, I think I'm ready.

Annalise: Brilliant – over to you.

[Oscar stands up and practises]

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

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

James, can you tell me why we will take it in turns in the group? Excellent, thank you James.

Keena, can you tell me how you can show the person speaking that you are listening carefully? Great, thank you Keena.  
Nathanial, can you tell me when you should ask prompt questions? Super, thanks Nathanial.

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

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

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

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

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

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

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

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

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

[Oscar practises a third time].

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

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

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

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

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

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

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

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

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

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

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

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

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

[Visibly observing the classroom]

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

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

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

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

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

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

**Reflection**

Notes:
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## Practice and feedback

### Layering steps: planning for practice

#### Logistics of practice

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

#### When planning steps to layer

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

### Background

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

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

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

#### **Success criteria:**

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

On the whole, you know that Frankie's embedded routines are really strong, especially when the routines are familiar whole-school routines. Frankie is good at reminding pupils of

expectations, including framing these positively and explaining them concisely. You think Frankie just needs some support with establishing a new routine in his classroom, particularly in how to move from initial modelling to pupils implementing the routine quickly and correctly.

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

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

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

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

1 – keep put books open

2 – Start on the left. The pupil on the left of the row starts, and puts their book on top of their partner's book on the right. The next pupil then puts the stack of two books on top of their partner's book – again, on the right. We follow this same process all the way down the row.

3 – Create one pile at the end of rows. The pupil on the end of the row then brings them up and puts this pile on my desk.

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

**Role: Mentor**

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

Space to note any feedback from your group:

**Role: ECT**

Guiding principles:

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

**Role: Coach**

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

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

**Facilitator feedback**

Notes:

## REFLECTION AND CLOSE

### Action planning

In your workbook, reflect on:

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

Notes:

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