Early Career Teachers Programme Mentor Conference 1 Workbook

KEEP
GETTING
BETTER

Structure of the Mentor Induction

Welcome to the Early Career Teacher Programme Mentor Conference 1 workbook. This workbook will accompany the face-to-face session and help you build on your learning from the pre-conference work.

The Mentor Induction is the start of the training and support for mentors working on the Early Career Teachers Programme. The induction is split into the following sessions.

Title	Platform	Time
Pre-work for Mentor Conference 1	Steplab	1.5 hours
Conference 1	Face-to-face	1 day
Post-work for Mentor Conference 1	Steplab	2 hours

The induction is the start of a longer journey of mentor development on the programme, building on your expertise as a teacher and mentor.

Mentor Conference 1 – session aims

To understand:

> The importance of Early Career Teacher Development

> How the Early Career Framework and Early Career Programme will help support you and your Early Career Teacher

> The principles underpinning Ambition Institute's Early Career Teachers programme

> Your role as mentor within the programme

> The basics of instructional coaching

Today's session

Section 1: The Early Career Framework

Supporting early career teachers

To what extent do the quotes and statistics around teacher CPD resonate with your own experience as an Early Career Teacher or in supporting Early Career Teachers?

What, in your experience, has stood out to you are particularly effective CPD for Early Career Teachers?

Thinking back, did this development have any or all the features of effective CPD? If so, what did these features look like in the training?

Extract from the Early Career Framework

Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.

However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development. The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development
Our vision is for the ECF to build on high-quality Initial Teacher Training (ITT) and become the cornerstone of a successful career in teaching.

Development of the Early Career Framework

In collaboration with an Expert Advisory Group, the Department for Education consulted extensively with the sector to design the ECF. This has included invaluable input from teachers, school leaders, academics and experts.

The Education Endowment Foundation has independently reviewed the framework to ensure it draws on the best available evidence and that this evidence has been interpreted with fidelity…
The ECF has been designed around how to support all pupils to succeed and seeks to widen access for all. This includes those pupils identified within the four areas of need set out in the Special Educational Needs and Disability (SEND) code of practice, and children in need of help and protection as identified in the Children in Need Review…

The ECF has been endorsed by a wide range of sector bodies including unions, teacher training providers, university researchers, headteacher groups and special educational needs and disability experts. The Chartered College of Teaching, the recently established professional body for teachers, strongly supports the Early Career Framework, and, as with the professional bodies of other esteemed professions, will continue to support the entitlement for structured support for all early career teachers.

The Early Career Framework builds on Initial Teacher Training and provides a platform for future development

The content of the ECF builds on and complements ITT. The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. As is the case for other professions, areas covered in initial training will be covered in greater depth as part of induction as teachers continue on their journey to becoming experts.

Early Career Framework - Overview

Fully-funded:
- two-year package of structured training and support for early career teachers
- access to high quality, ECF curricula and training materials
- time for mentors to support early career teachers
- mentor training (for mentors on a funded programme such as Ambition Institute's)

Curriculum is based upon:
- 5 areas of teaching and learning pedagogy
- the latest and most robust evidence base

The Early Career Framework and implications for you and your school

- How does the framework differ to what has been provided to early career teachers in your school previously?

- What are you excited about in introducing the framework in your school/to your teacher(s)

- What are the challenges going to be?

- How do you plan to keep the work towards the framework separate from assessment towards passing the QTS year and internal performance management?

- How can the framework be an opportunity for you to develop as an induction coordinator or mentor in your school?

Section 2: How people learn

Simple Memory Model
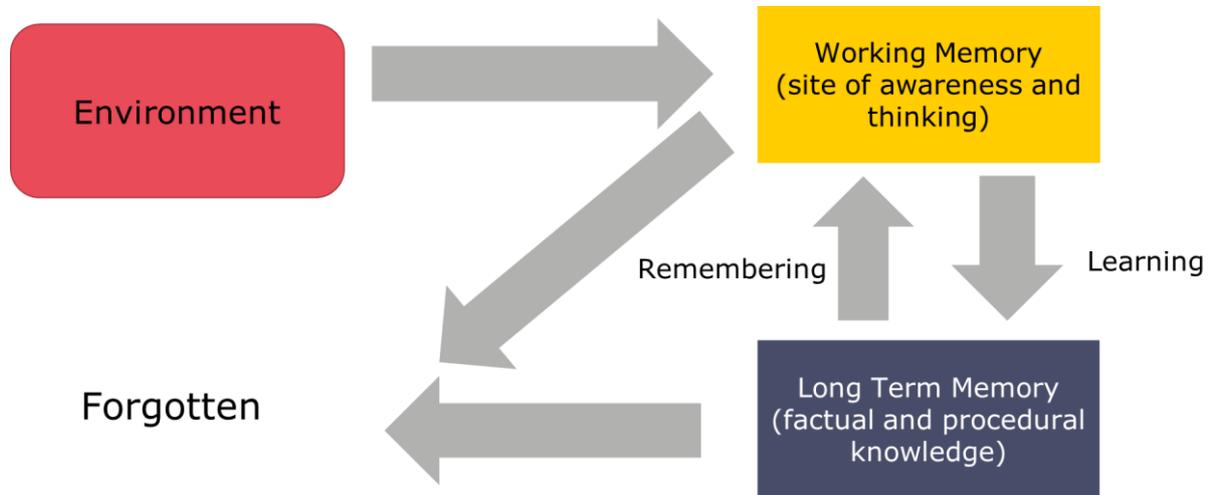
(Willingham, 2009)

Novices and experts

> Novices' and experts' mental models differ.
> Novices and experts learn differently.
> Expertise is domain specific.
> We learn new ideas by linking those ideas to existing knowledge and organising his knowledge into increasingly complex mental models.

Space for notes:

Teacher expertise

As people become more expert in a field or topic, they have greater levels of knowledge which are better organised into useful mental models in their long-term memory. These mental models mean that experts display what appears to be intuition but reflects extensive experience which allows them to see and think about problems differently (Berliner, 1988).

Expertise as action

Perception – Expert teachers perceive events at a deeper, more abstract level.

Simulation – Experts more accurately pre-empt consequences of actions as their mental models allow them to predict what the likely outcomes will be, and make an effective professional judgement accordingly

Execution – Experts are more flexible in their decision making and the action they take is the most efficient way of dealing with the problem

Conservation – Expert teachers have automated many elements of their practice which allows them to focus their attention on the most important parts of teaching.

However, thinking about expertise as action is not sufficient to help us to build teachers' expertise.

Expertise as mental models

As teachers move from novice to expert, they develop increasingly powerful mental models in the following broad domains:

Path – Knowledge of the pathway towards mastery of a curriculum, including: the concepts and process that pupils need to know at different stages of their journeys; how these are best represented and sequenced (Hattie, 2003; Westerman, 1991); as well as common obstacles to progress (Sadler, 2016).

Pupil – Knowledge of what their pupils know and don't know, what motivates and concerns them, and how these things change over time (Berliner, 2004, Schempp, 2002). The development of pupil knowledge is produced (and limited) by teacher assessment knowledge (Christodoulou, 2017; Wiliam, 2016).

Pedagogy – Knowledge of how learning works and how to catalyse it. This area draws on fields such as cognitive and behavioural science (Deans for Impact, 2015) as well as personal experience, to help teachers build a mental model of the learner (Willingham, 2017b). It encompasses cognitive, emotional, social and cultural dimensions of learning.

Self-Regulation – Knowledge of how to analyse, evaluate and iterate their own knowledge and action towards increasing impact (Ericsson, 2015; Hattie, 2012). This includes an awareness of their own cognitive biases and how to mitigate them.

Reduce the power of any of these domains and teacher impact declines accordingly.

(Mccrea, 2018)

Implications for training novice teachers

"Knowledge guides action which influences impact."
Mccrea (2018)

Mental models, what people know and how this knowledge is organised in long-term memory, form the foundation on which teacher practice and therefore teacher impact is based.

Therefore, the first consideration of CPD should be what do the teachers need to know in order to make a change to their practice? The Early Career Framework provides the 'what' teachers need to know for the programme.
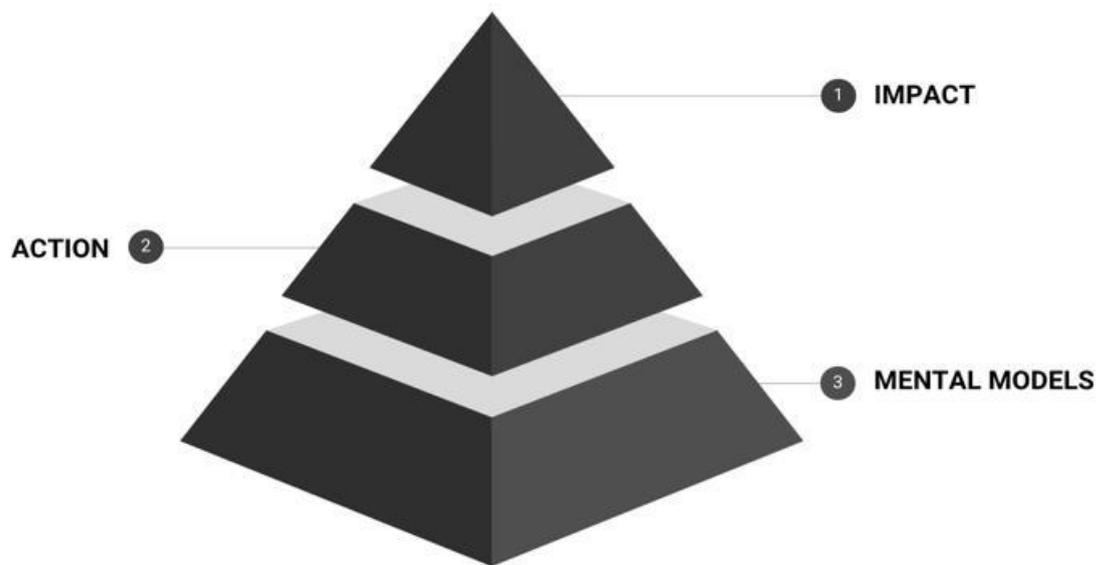
However, as novice teachers have smaller as less well-developed mental models, it means that their working memories are easily overwhelmed with new information. It also means that they are less likely to be able to process and remember new information. It is therefore critical that any for any training aimed at novice teachers to have the desired impact, it must be designed in a way that is not going to overload their working memory. The principles below guide the actions in the Early Career Teachers programme.

> Information being broken down in smaller, manageable chunks.
> Teaching is complex and many factors are interlinked. However, in breaking down knowledge and skills into small, manageable chunks it means that novice teachers can understand each chunk, processing and storing it in their long-term memory, building their mental model by linking it to existing knowledge. Where too much information is presented at once, it will overload more novice teachers' working memory, meaning it is less likely to be understood, remembered and embedded into practice (Sweller, 1988).

> Clear modelling.
Expert teachers have well developed mental models of what things should look like in the classroom. This ranges from how the pupils should enter the classroom to what an explanation of a complex idea should look like. Novice teachers need to be shown what things should look like, and then have it broken down and explained (Deans for Impact, 2018).

> Multiple opportunities to return to key learning.
It is very unlikely that anyone will remember knowledge and embed this into their practice after one exposure to new information. Therefore, it is critical and key concepts and ideas are revisited over time, viewing them through a new lens as the teachers practice develops (Pashler et al, 2007).

> Deliberate practice with regular, focused feedback as part of Instructional Coaching.
Opportunities to isolate skills, practice them in a safe environment and receive feedback before transferring them into the classroom has shown to have a significant and positive impact on teachers' practice, particularly teachers who are new to the profession (Allen and Sims, 2018).

> Familiar routines.
The life of a early career teacher is intense. To ensure this programme doesn't add un-necessary complexity, we have designed the programme around a set of simple, repeating professional development patterns. This means everyone can spend less time thinking about the process and more time thinking about great teaching.
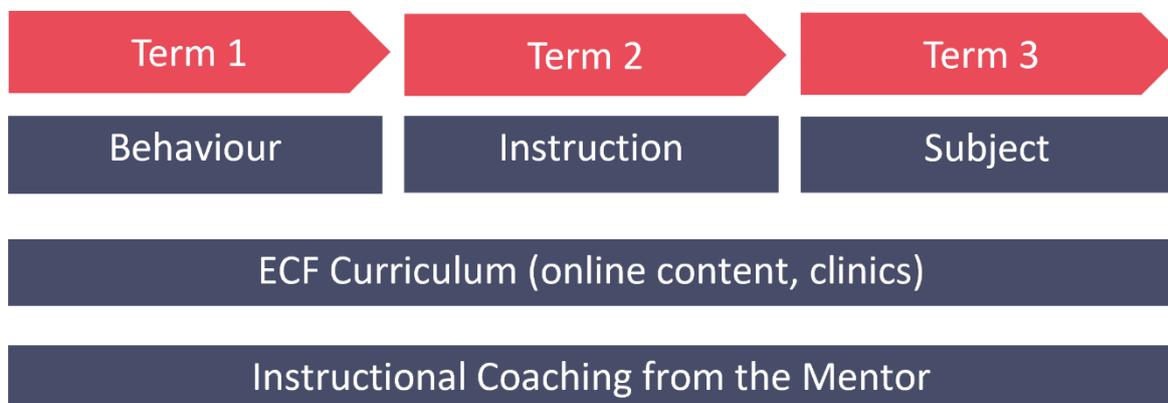
Reflection

> How do the way novices learn have implications for how we support novice teachers?

> Does this differ from the way in which you were supported in your early career or in the way you have supported others? If so, how?

Quiz

1. Which of the following statements about the ECF are true?

   a) The ECF is a 2-year programme

   b) Passing induction depends on completing the ECF

   c) The ECF is additional support and is optional

   d) The ECF includes funded support

2. Which of these statements about novices and experts are true?

   a) Experts' mental models contain more knowledge

   b) Early career teachers are novices

   c) Expertise is generalisable

   d) Novice and expert teachers both learn best by solving problems

3. Describe the relationship between working memory and long-term memory.

Section 3: The Early Career Teachers programme

Structure of the Early Career Teachers Programme

Term 1	Term 2	Term 3
Behaviour	Instruction	Subject

ECF Curriculum (online content, clinics)

Instructional Coaching from the Mentor

The Early Career Teachers Programme is split into three strands Behaviour, Instruction and Subject. These three strands cover all eight areas of the Early Career Framework. It is highly recommended that in year one teachers study the modules in this order, covering Behaviour in term 1, Instruction in term 2 and Subject in term 3. The second year of the programme will follow a similar format, although mentors will have greater flexibility to adapt to the needs of their teacher. While the Strands have a different focus, key topics are returned to and viewed through a different lens. This is a critical design feature of the programme and will support you and your early career teacher return to core concepts and ideas as their understanding and practice emerges.

Each of the strands has 12 modules. These modules break down a large concept such as behaviour management into smaller, bitesize ideas and concepts. The modules build in complexity and often build on ideas and concepts covered as part of an earlier module. Each week, a new module will become available. However, it is up to the mentor to decide if it is the best that the teacher, for the purpose of instructional coaching, moves on or stays on the current module for a further week to embed ideas and practice.

Strands

In each strand, while the title reflects the broad focus, there are related topics covered. For example, in the Behaviour strand begins by focusing on behaviour management but towards the end of the strand the modules include areas of teaching that may not be solely behaviour-focussed, but certainly have implications for the classroom climate, such as Pairs and Groups. The modules build on each other and build in complexity as the teacher's mental models and practice develop.

In addition to the weekly content Early Career Teachers will:
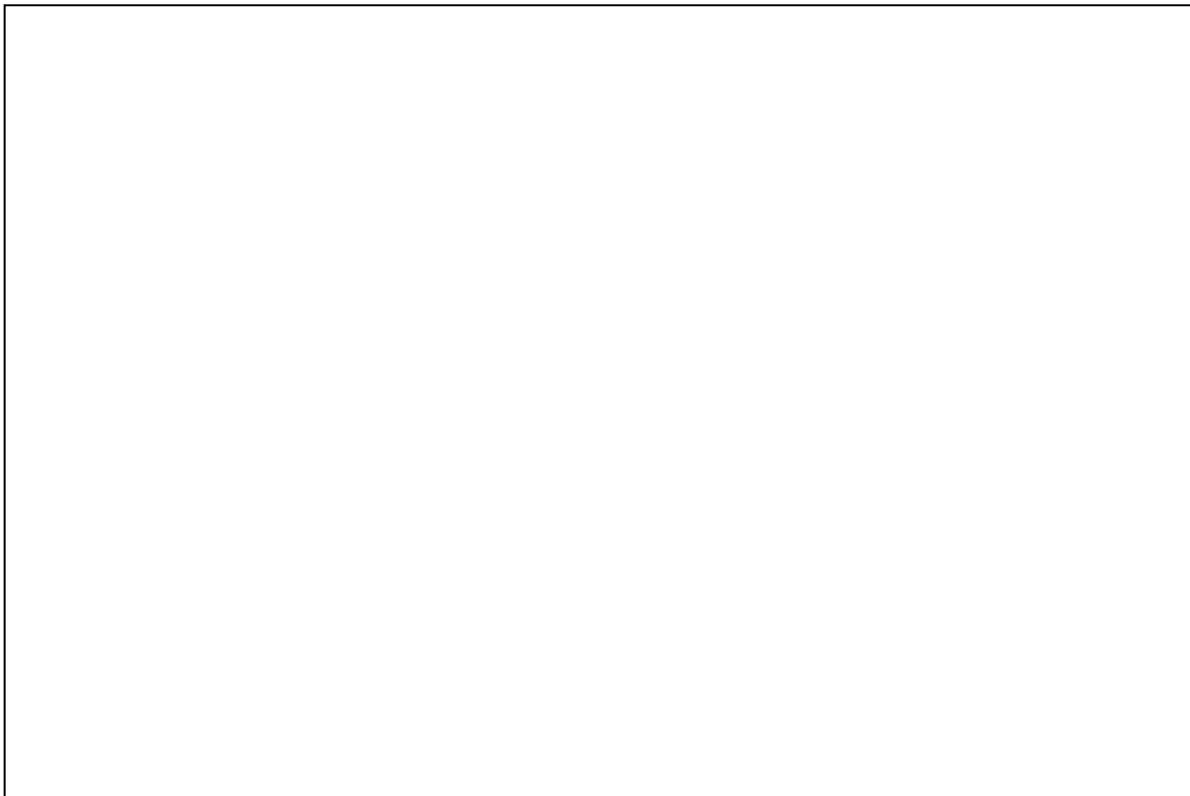> Attend a kick-off conference at the start of both years of the programme, and an additional conference after the first half term of year 1. Conferences are designed to give the teachers a deep insight into key aspects of the ECF and implications for their classroom.
> Join three clinics each year on teaching topics related to the strand with other Early Career Teachers on the Programme.

Behaviour

Week	Study and coaching (weekly)	Training for ECTs
1	**B1** Strand fundamentals and contracting Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working.	**Conference 1** Provides teachers an overview of the science of learning and habits of planning **Programme Orientation** Explains the programme and the ECF and introduces teachers to aspects of self-regulation.
2	**B2** Routines Explores effective routines, the role of classroom environment and its connection learning.	
3	**B3** Instructions Shares role of high-quality instructions and how to plan and reinforce them.	
4	**B4** Directing Attention Examines monitoring and reinforcing expectations with praise, voice and movement(s).	
5	**B5** Low-Level Disruption Focuses on managing low level disruption to learning and how to maintain a positive environment.	
6	**B6** Consistency Explores how teacher consistency build a positive learning environment.	**Sense-making clinic 1** Responding to challenging behaviour Explores challenging behaviour, bullying and the impact on emotional safety
7	**B7** Positive Learning Environment Focuses on classroom culture required for pupils to learn effectively.	
8	**B8** Structured Support of Learning Shares the link between success, behaviour and grain size.	
9	**B9** Challenge Explores the role challenge plays in pupil behaviour.	
10	**B10** Independent Practice Considers the link between successful independent practice and expectations, routines and feedback.	
11	**B11** Pairs and Groups Focuses on how to make paired and group work successful through expectations, routines and culture.	
12	**B12** Upholding High Expectations Examines how to continually reinforce established foundations.	

Questions to consider

> How do the modules build on each other and in complexity?
> In your experience, what modules will the early career teachers struggle with the most? Why?
> How do the clinics relate to the strand? Which modules do they build upon?
> How can you contextualise the content for your context?
> Which of the modules do you feel more and less confident in leading the development of your teacher in?

Instruction

Week	Study and coaching (weekly)	Training
1	**I1** Strand fundamentals and re-contracting Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working.	**Conference 2** Introduces ECTs to the concept of responsive teaching
2	**I2** Identifying learning content Focuses on identifying essential concepts and considering their role in planning and assessment.	
3	**I3** Instruction for memory Considers how teaching can support lasting change in pupils.	
4	**I4** Prior knowledge Examines the implications prior knowledge and misconceptions have on instruction.	
5	**I5** Teacher exposition Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.	
6	**I6** Adapting teaching Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.	**Sense-making clinic 2** Teacher wellbeing and workload Looks at teacher well-being, support available and ways to manage and reduce workload.
7	**I7** Practice, challenge and success Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.	
8	**I8** Explicit teaching Explores explicit teaching across a lesson/unit of learning.	
9	**I9** Scaffolding Focuses on how scaffolds and worked examples can help pupils and how to gradually remove them.	
10	**I10** Questioning Looks at how effective questions can deepen and extend pupil thinking.	
11	**I11** Classroom talk Explores how classroom talk can help to develop pupils' mental models.	
12	**I12** Feedback Examines the link between teacher questions, feedback for pupils and responsive instruction.	

Subject

Week	Study and coaching (weekly)	Training
1	**S1** Strand fundamentals and re-contracting Introduces foundational elements of subject and supports teachers and mentors to set up effective ways of working.	
2	**S2** Planning backwards from learning goals Focuses on the importance of subject excellence and starting with what teachers want pupils to learn.	
3	**S3** Types of knowledge and breaking them down Looks at the differing nature of subjects, the importance of mental models, knowledge and identifying core knowledge within subjects.	
4	**S4** Gaps and misconceptions Explores the need to identify and respond to gaps in pupil knowledge and pupil misconceptions.	
5	**S5** Acquisition before application Explores the role secure relevant knowledge can play prior to application and how to build and check for high success rates.	
6	**S6** Promoting deep learning Focuses on ensuring deep, hard thinking about key ideas that develops pupil mental models and flexible knowledge.	
7	**S7** Developing pupils' literacy Explores the varying nature of literacy across and within subjects/phases and the important role of vocabulary, comprehension and oral literacy.	
8	**S8** Sharing academic expectations Examines the links between challenging academic expectations, purposeful planning and breaking down and modelling content.	**Sense-making clinic 3** Responsive teaching to support pupil wellbeing Focuses on how resources, grouping and working with other adults. .
9	**S9** Assessing for formative purposes Examines the link between learning goals, formative and summative assessments.	
10	**S10** Examining pupils' responses Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments.	
11	**S11** Adapting lessons to meet pupil needs Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of their pupils.	
12	**S12** Feedback Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding.	

Modules

Within each module there are three components, each playing a different role. All of the components will be based on Steplab.
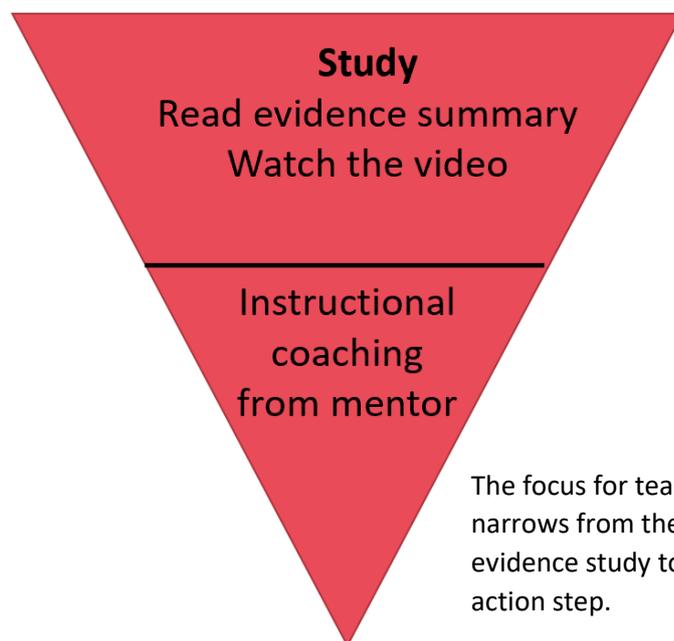
1. **Evidence summary**
   > Introduction to the topic
   > Summarises key research
   > Include a quiz and a reflection
2. **Video**
   > Provides further context
   > Narrows the focus to what this looks like in teacher practice.
   > Breaks down and analyses video models of teaching techniques
   > Builds the teacher's mental model of what good looks like.
   > Video models can be used by the mentor or as the basis for mentors designing their own model
3. **Instructional coaching**
   > Mentor chooses a specific area of the teacher's practice in relation to the module
   > 15-minute observation
   > Mentor leads a 45-minute instructional coaching session
   > Includes deliberate practice to support the teacher embed their learning into practice
   > Mentor is responsible for ensuring that the programme is made context specific, working within the phase and subject specialism of the teacher, but also the social and geographic context of the school

Study
Read evidence summary
Watch the video
_____
Instructional coaching from mentor

The focus for teachers narrows from the evidence study to the action step.

Study
Observe and select
Feedback

Each week the programme will follow the same structure. This will support both mentors and teachers form good habits about building the programme into your working week.

Weekly tasks for the mentor

> Familiarise yourself with the module content. This will include reading the evidence summary and watching the video, both hosted on Steplab
> Observe the teacher teaching part of a lesson
> Plan and run an instructional coaching session. This will be supported and scaffolded through Steplab.

Example module: B3 – Instructions

Teaching challenge

For Ms Silva, the most challenging pupil behaviour occurs during 'transition' parts of her lessons - for example, when she moves from giving an exposition to asking her pupils to do some independent work. At these times they often take a while to settle, and sometimes even do the wrong things. She also finds herself having to repeat her instructions multiple times which can take up valuable learning time. How can Ms Silva best manage these transitions to help her pupils get on with their learning quickly and independently?

Key idea

Setting high expectations and providing clear instructions are powerful ways to foster good behaviour and create an effective learning environment.

Teacher expectations matter

Setting and communicating clear expectations has a strong influence on pupil behaviour (Murdock-Perreira & Sedlacek, 2018). For example, conveying low expectations can generate a 'self-fulfilling prophecy' where pupils end up behaving according to the expectations we have set, rather than what they are capable of (Tsiplakides & Keramida, 2010). Sometimes teachers can communicate low expectations without realising. This can happen when we ask certain pupils more questions than others, or when we permit pupils to call out when they shouldn't.

To mitigate this, Ms Silva should be intentional about holding and communicating high expectations for her pupils. This means:

- Continually assuming that all her pupils are capable of behaving well and making progress in their learning.
- Relentlessly communicating to pupils that she knows they are capable and that she expects nothing less than exemplary behaviour and learning from them.
- Regularly providing clarity to her class about the kind of classroom culture that she values.

Clear instructions can make a huge difference

Giving instructions is a great opportunity to embed high expectations into your lesson. Delivering instructions effectively can help make lesson transitions go smoothly and foster a purposeful and effective learning environment (IES, 2008). Effective instructions can reduce challenging behaviour, reinforce desirable behaviour, and make the classroom more structured and predictable for pupils (Kern & Clemens, 2007). For example, directing pupils

to sit in a seating plan and giving them clear instructions for how to begin the starter activity increases the chances of an orderly entrance and successful start to the lesson.

Instructions are powerful because they act as a reference point that pupils use as a guide for what to do and how to do it. However, giving effective instructions is not always easy to do well. In particular, there are two features of how pupils think that can thwart our efforts:

1. Limited working memory: People can only think about so many things at once. If we give our pupils too many instructions to hold in their heads, it is likely that they will be unable to retain any of them.
2. Forgetting: People forget things. This is especially true when instructions are overly lengthy or for unfamiliar classroom activities (Gathercole et al., 2006).

Both of these situations are exacerbated by the mental demands of the classroom. During our lessons, we often ask pupils to both hold instructions in their heads and think hard about lesson content - for example, when we expect pupils to remember our instructions for conducting a paired discussion while also considering complex questions about Caesar's invasion of Britain. To make it feasible for our pupils to meet high expectations, we must make sure our instructions are easy to understand and put into practice.

Issuing effective instructions

Bearing in mind the above features of how pupils think, classroom instructions are likely to be more effective when they are:

- **Stepped:** The best instructions are broken down into a clear sequence of manageable steps (Gathercole et al., 2006).
- **Brief:** They include as few steps as possible and get straight to the point, especially when giving instructions for new or unfamiliar activities. If you are struggling to achieve a low number of steps, it may be worth looking at making the task itself less complex.
- **Visible:** Displaying instructions in addition to communicating them verbally means that pupils won't have to remember them while also thinking about the lesson content.
- **Checked:** Pupils can easily misunderstand initial instructions. Checking that pupils have understood the steps before letting them get on with the task can increase the chances that they do the right thing (Rosenshine, 2012). This also increases the chances of them remembering the instructions.
- **Supported:** Consistent language and non-verbal actions for common classroom directions also make them more likely to be memorable.

Nuances and caveats

It is important to think about how we communicate instructions. Timing, tone of voice and how we model instructions can all make a difference to how well they are taken on board. Providing clear instructions is beneficial to all pupils but it can be especially important for younger pupils, those with Special Educational Needs and those with lower working memory capacity (Gathercole et al., 2006).

Key takeaways

Ms Silva can improve pupil behaviour and learning by understanding that:

- Holding and communicating high teacher expectations can improve pupil behaviour.
- Effective instructions can both prevent problems occurring and reinforce desired behaviours.
- Delivering effective instructions involves a concise 'what' and a clear 'how'.
- Checking that pupils understand instructions before letting them start increases the chances of success.

Further reading

Gathercole, S., (2008) Working memory in the classroom, *The Psychologist*. bit.ly/ecf-gat

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An example of a video and evidence summary

>   In your experience, how do new teachers struggle with giving clear instructions?

>   How does the evidence summary and video address the struggles the teacher might face?

>   How do the resources support mentors to build the teachers mental models?

Principles of the programme in action

Consider how the structure of the programme reflects the best evidence around how novices learn best.

> How is the learning broken down into small, manageable chunks?

> How does the programme provide clear models of what good looks like?

> How does the programme have multiple opportunities to revisit key learning and make links between concepts? How does the programme ensure that the content is context specific?

> How might you frame the repetition to your teacher to ensure that they see that this is a critical aspect of the course and professional development?

Check for understanding

> What are the three strands as part of the programme?
> What is the difference between a strand and a module?
> How does the curriculum help support novice teachers?
> How does the curriculum structure link to the way memory works?

Support for mentors

Below is a table that shows the support for mentors across the programme.

	Input	Time	Mode of delivery	Content
Term 1	Mentor Conference 1	1 day	Face-to-face	> Introduction to the ECF > Introduction to the Early Career Teachers Programme > Introduction to instructional coaching > Science of learning: how learners learn
	Online induction	3 hrs	Online content on Steplab	> Guide to using Steplab including click through videos > Contracting with your ECT > The science of learning module from the teacher induction
	Optional self-study	3 hrs	Online content on Steplab	Coaching fundamentals: > The difference between role play and deliberate practice Support with the programme > Diagnostic tool and strand selection > FAQ about the programme and instructional coaching > Access to guidance ECT's have received as part of the programme
	Clinic 1: Modelling	1.5 hrs	Seminar on Zoom (1 hour) + online self-study (30 mins)	Deliberate practice – modelling > Recap on why we use deliberate practice as a tool throughout the teacher's journey > Focus on the importance of modelling in deliberate practice > Features of a high-quality model > Practice with feedback on designing and delivering a high-quality model
	Coaching on coaching 1: Modelling	1.5 hrs	Tailored support from an experienced instructional coach over Zoom (1 hour) + online self-study (30 mins)	> A one to one conversation and instructional coaching session
Term 2	Optional self-study	4 hrs	Online content on Steplab	Coaching fundamentals: > Setting up 'task-based' practice including the importance of maintaining a culture of practice > A deeper look at the stages of the coaching model (detail and video exemplification, example/non-example, quizzes)

Term 3	Clinic 2: Deliberate Practice & Providing Feedback	1.5 hrs	Seminar on Zoom (1 hour) + online self-study (30 mins)	Deliberate practice – providing feedback > Recap on why we use deliberate practice as a tool throughout the teacher's journey > Focus on the importance of the quality of feedback during deliberate practice > Features of high-quality feedback > Practice with feedback on writing and providing high quality feedback
	Coaching on coaching 2: Deliberate practice	1.5 hrs	Tailored support from an experienced instructional coach over Zoom (1 hour) + online self-study (30 mins)	> A one-to-one conversation and instructional coaching session
	Mentor Conference 2	1 day	Face-to-face	> Year 2 on the programme > Further science of learning: how learners learn > Teacher change: how to help teachers keep getting better > Increasing the challenge for your ECT > Adapting the coaching model as expertise builds > Building self-regulation
	Optional self-study	4 hrs	Online content on Steplab	> Teacher expertise – what does it look like and how do we build it > Providing challenge within the programme
Year 2	Clinic 3: Action steps and adaptations	1.5 hrs	Seminar on Zoom (1 hour) + online self-study (30 mins)	Action steps and adaptations > Reviewing the characteristics of an effective action step > Adapting action steps to suit your context and the expertise of your ECT > Supporting your ECT to perceive accurately
	Coaching on coaching 3: Developing perception	1.5 hrs	Tailored support from an experienced instructional coach over Zoom (1 hour) + online self-study (30 mins)	> A one-to-one conversation and instructional coaching session
	Optional self-study	4 hrs	Online content on Steplab	> Building teacher expertise > Developing self-regulation

Section 4: Instructional coaching

What is instructional coaching?

An observation and feedback cycle in which instructional experts work with teachers to discuss their practice in a way that is:

    (a) Individualised

    (b) Recurring

    (c) Sustained

    (d) Classroom/practice-based

    (e) Focused on specific skills

> **In this guide, instructional coach and Ambition Fellow Steve Farndon gives an introduction as to what instructional coaching is, why it's different to the coaching you've seen before, and how it can have an enormous impact.**
>
> In terms of impact on student outcomes, instructional coaching has a [better evidence base than any other form of CPD](#).
>
> The principles of instructional coaching are linked to the principles of developing expertise in any domain through the [use of deliberate practice](#). The first step is to identify a destination or outcome, often called the *target performance*.
>
> Teachers can move from their current performance towards this target performance by practising a sequence of sub-goals with the aid of a coach. This allows them to overcome existing ingrained habits and adopt new behaviours. The input of the coach is in observing the practitioner's current performance, setting precise sub-goals and designing practice.
>
> This is in sharp contrast with current practice in many schools, where observations are largely about judging the effectiveness of a teacher.
>
> Where feedback is given it is often highly generic, specifying what needs to change but not how the change can happen. Feedback like 'You need to improve your questioning' is equivalent to a footballer being told 'You need to score more goals' or a surgeon being told 'You need to heal more patients'!
>
> Instructional coaching is also in contrast to a more traditional coaching model where the coach asks a series of open questions in order to draw out the answer that the practitioner is already aware of. Instructional coaching assumes that there are some areas where the teacher being coached is more novice and that the coach, being more expert, will be able to guide their improvement in those areas.
>
> This doesn't only apply to new teachers – all teachers have areas in which they can improve, and the most efficient way of doing this is to undergo direct, explicit instruction.

We can draw a parallel here with other performance professions: these are jobs which involve significant preparatory work and planning but in which the final outcome is determined to a greater extent by a high stakes final performance – such as acting, surgery, sport or law.

In these cases, coaching looks quite different from the current dominant model in teaching, in these cases coaches:

> identify, and clearly define, the target performance
> identify the biggest gap between target and current performance
> break this down into components which can be practised
> design practice
> facilitate practice in controlled conditions
> give feedback and increase complexity of practice

It might be that a footballer knows that they want to score more goals, but, in the heat of a game, they struggle to work out what is holding them back.

A skilled coach will identify an area which can be worked on – a better first touch when receiving the ball in the final third of the pitch for example. They would then break this down into an element that can be practised: improving weight distribution to give better balance when receiving the ball.

This is then translated into drills that build up in complexity – practising whilst static, then whilst moving, then in a practice game, then in a real game – all whilst receiving corrective feedback. In doing so the footballer tackles a previous weakness in manageable steps and embeds it.

Instructional coaching of teachers seeks to fulfil a similar function: coaches observe lessons and select the area which they think will most improve the teacher's practice. They then identify how the teacher can improve in this area, creating manageable, bite-sized steps for improvement.

Vitally, they design practice for teachers and give them feedback in controlled conditions before the teacher attempts the new technique in their classroom, helping them to overcome their existing classroom habits.

One example of this process might be a teacher whose students struggle to link prior and new learning and see the relevance of lesson activities. A coach may diagnose this as being an issue with the teacher's lesson introductions which are over-long and unfocused. The coach would set a next step of scripting out a lesson introduction that links past, current and future learning, offering a model example and getting the teacher to practise this particular aspect of their delivery with feedback.

These bite-sized steps might seem relatively minor, and unlikely to improve student outcomes, however instructional coaching sessions usually form part of a longer trajectory of improvement. For example, a coach may work on the design and implementation of retrieval practice with a teacher whose students are struggling to recall key information over time.

By taking a long-term, incremental approach to improvement, teachers are supported to make sustainable changes to their classroom practice, whilst simultaneously developing the mental models needed to use these new techniques appropriately. This is what makes instructional coaching such a powerful form of professional development.

Successful instructional coaching requires a number of features:

> teachers must be invested in the process
> coaches must possess strong inter-personal skills to develop relationships of trust
> coaches need to be disciplined in terms of setting bite-sized steps for improvement and getting their teachers to practise these

More important than all of these, however, is the expertise of the coach.

In a similar way as coaches in other performance professions, this doesn't necessarily mean that they need to be expert practitioners of the craft, however they do need to have a broad knowledge of teaching that is declarative rather than tacit i.e. they know what is done, why it is done and how it is done.

Instructional coaching has the impact that it does because of its specificity and incremental nature. It also acknowledges that teachers need high levels of support to adopt new habits in the complex environments of their classrooms.

Active ingredients of instructional coaching

The active ingredients of instructional coaching are the factors which make instructional coaching effective. Every instructional coaching session should include the following principles, otherwise the impact of the session will be less.

Clear model of better

The teacher's mental model of the skill of behaviour that is being focussed on may be incomplete or contain misconceptions. It is therefore critical that the teacher is given a clear model of what good looks like. It is also important to explain why the desired state is effective, why it will improve the teacher's practice and what the impact will be on student learning. This will support the teacher buy into the process.

Bite sized steps for improvement

It is not enough to have a desired state, the actions and practice which make this desired state need to be broken down into small, clear steps so that teachers can practise and receive feedback on them. This ensures that the teacher is not overwhelmed, and the behaviour or skill is more likely to be embedded into practice.

Deliberate practice

Deliberate practice allows teachers to practise and crucially receive feedback on a small element of their teaching in controlled environment, helping them to form new habits.

A standardised routine

If the coaching doesn't happen on a regular basis, it is more difficult to embed new teaching habits. The power of the coaching model lies in the small incremental steps made in order to improve teaching practice. This is only possible if coaching happens regularly.

The principles of deliberate practice

THE FIVE PRINCIPLES OF DELIBERATE PRACTICE

PUSH BEYOND one's comfort zone	Work toward well-defined, **SPECIFIC GOALS**	**FOCUS** intently on practice activities	Receive and respond to **HIGH-QUALITY FEEDBACK**	Develop a **MENTAL MODEL** of expertise

For more information read Deans For Impact, Practice with Purpose - https://deansforimpact.org/resources/practice-with-purpose/

Instructional coaching example

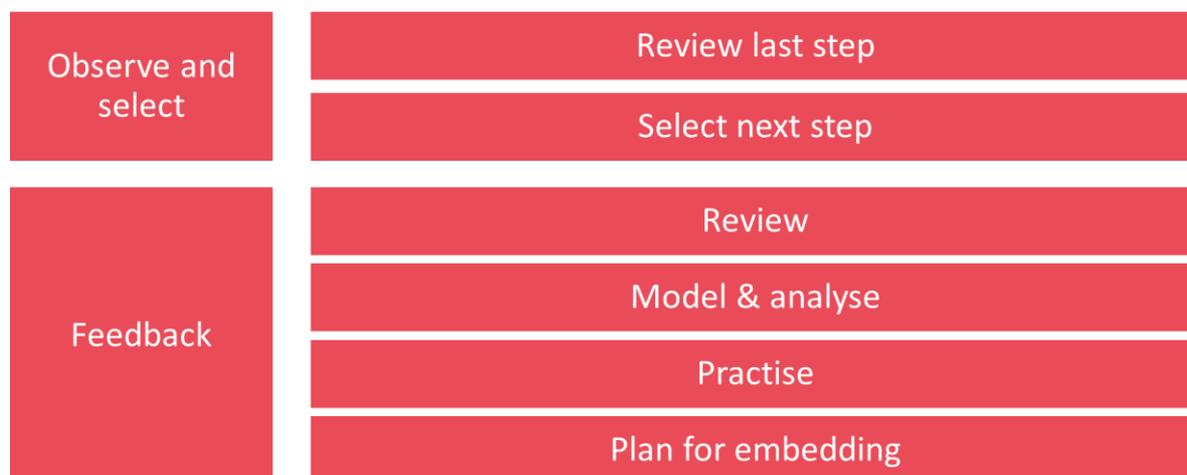How does the video show Kyle, the coach, is using the following 'active ingredients' in the session?

> Clear model of better
> Bite sized steps for improvement
> Deliberate practice

How is instructional coaching similar or different to mentoring and coaching models you have used or experienced in the past?

How does the instructional coaching model link to what you have learnt about how novices learn?

1. Which of the following are 'active ingredients' of instructional coaching?
   > Clear model of better.
   > Bite-sized steps for improvement.
   > Open questioning.
   > Deliberate practice.
   > A standardised routine.
2. What is deliberate practice?
   > Where a teacher practices a small bite-sized element of teaching and receives feedback in a safe and controlled environment.
   > When a teacher practices an element of teaching alone to perfect it before using it in the classroom.
   > When a teacher uses a teaching technique in the classroom multiple times in the same week to perfect it.
   > When a teacher scripts out exactly what they are going to say in front of the class.
3. Script a short explanation of instructional coaching to explain to a colleague who is new to the idea.

The coaching model

Observe and select	Review last step
	Select next step

Feedback	Review
	Model & analyse
	Practise
	Plan for embedding

Case study

Leah is in the second month of her 1st year of induction. She has made a positive start but is struggling with some low-level disruption in her classroom. During September, Sarah (her mentor) met with Leah to set out the ways that they will work together, including how and why they will use instructional coaching to improve her practice. Sarah also dropped into her lessons informally to see how she was progressing.

Last week, Sarah observed Leah and focussed on B2 – Routines. Leah had some good classroom routines in place, including welcoming pupils into the classroom, routines to support pupils move around the classroom and handing out resources. However, Sarah noticed that while she had a routine in place for what pupils should be doing during the starter activity, she did not ensure that pupils were aware that she was looking to see if they were meeting her expectations, and therefore this became the focus of her action step and instructional coaching meeting.

The previous week's action step was - actively show that you are scanning and monitoring the pupils during the starter activity.

Success criteria for the previous action step
> Body language is in a formal register
> You are positioned so that every pupil can see you
> You scan the room to check all pupils
> You include non-verbal gestures to reinforce monitoring

Having read through the B3 evidence summary and watched the video, Sarah knows that the focus of the new module is instructions. She therefore chats to Leah and decides that the best time to visit Leah is at the beginning of her science lesson. Sarah will have the best opportunity to see last week's action step being implemented but also to see her giving a range of instructions.

Gathering evidence

Which of the following are characteristics of effective evidence gathering (note taking) for the instructional coaching model?

> Lengthy – notes are at least 3 paragraphs
> Specific – times and phrases noted down
> Comprehensive – cover everything that occurs in the lesson
> Linked to the chosen module

What is the best course of action if you notice a significant area for development that is not linked to the module?

> Change focus and choose an action step based on this area
> Feedback on this area as well as the action step in the coaching meeting
> Make a note of the area and come back to it in future
> Edit the action step so it covers the original focus and the new area

Planning the model

Action Step
Break down and deliver instructions in manageable steps that are ordered sequentially for pupils.

Space to plan your model:

Success criteria for your model:

> **Manageable**: pupils remember what to do because there are not too many instructions
> **Broken-down**: instructions are broken into steps, so they are easy to remember
> **Concise and familiar**: the teacher uses the fewest words possible and ensures they are words pupils will understand
> **Sequential**: teacher states the instructions in the order in which pupils need to carry them out.
> **Clear and confident**: teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.
> **Open**: teacher has authoritative and approachable body language, such as an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression

The practise tasks on Steplab are:
> Script a set of instructions to deliver to pupils
> Read aloud the script, check it against the success criteria and refine the instructions
> Stand up in role to deliver the script as if the pupils were present

Optional challenge: Use the following action step and success criteria to design your own model from scratch.

Action step: After you have delivered the instructions, ask a small sample of pupils to repeat your instructions.

Success criteria:

> Positive and specific: 'Legs crossed and sitting up straight'. NOT 'Sitting nicely'.
> Visual: instructions contain actions that can be seen by the teacher, e.g. 'Hands empty, turn to face your partner, partner A share your thoughts for 2 minutes.'
> Clear and confident: teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.
> Check: teacher asks a concise question to check pupils can recall the actions in the instructions.
> Deliberate sample: teacher asks a small sample (2 or 3) of pupils from across the room to repeat the instructions.
> Respond and re-check: if pupils can't recite the actions correctly, teacher tells pupils what they missed/got wrong and asks them to try again.

Sarah's observation including model

Sarah's notes from the observation:

> 10:20 – Independent task. 5-6 pupils appear off-task, some not starting (near door), some not following instructions about voice-level (back row) – started chatting.
>
> L said: "We're going to work independently; you'll need a textbook each. I need you to work without talking and write your answers in full sentences. I'm going to give you 5 minutes to complete the questions. When you finish, the extension is on page 20, but you need to start on page 15."

Chosen development area: Deliver clear instructions

Focused development area: The teacher delivers instructions that are manageable and sequential.

Action step: Break down and deliver instructions in manageable steps that are ordered sequentially for pupils.

Sarah's model

Explaining to pupils what to do in preparation for a class reading task:

1. Get out your green pen, ruler and workbook placing them on the desk
2. Remove anything else from the desk and put it into your bag
3. Turn your workbook to page four
4. Fold your arms and look to me so I know that you are ready

Ready, off you go.

Feedback

Reflection: Review

Why did Sarah ask "In the lesson I noticed that when you asked pupils to complete the independent task, some of them seemed confused. What can you tell me about it?"?

Share and model the action step

Example

Success criteria for the model

Step	Success criteria	Put a tick in this box if the success criteria has been met and a cross if it has not
Sharing the action step	You share the new action step with the teacher and link it to the module	
Delivering the model	**Demonstration:** You provide a demonstration of the technique/strategy	
	Authentic: You model as though delivering to the class, without 'breaking out' of role	
	Exposes thinking: You use a 'whole-part-whole' structure: first you share the whole model, then break it down to show the success criteria, then model the whole action step.	
The model itself	**All criteria:** The model exemplifies all the success criteria for the action step (below)	
	Nothing extra: The model does not contain unnecessary additional information	
	Manageable: pupils remember what to do because there are not too many instructions.	
	Broken-down: instructions are broken into steps, so they are easy to remember.	
	Concise and familiar: the teacher uses the fewest words possible and ensures they are words pupils will understand.	
	Sequential: teacher states the instructions in the order in which pupils need to carry them out.	
	Clear and confident: teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.	
	Open: teacher has authoritative and approachable body language, such as an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression.	
What went well –		
Next time try –		

Practise: Sharing the model

Action Step

Break down and deliver instructions in manageable steps that are ordered sequentially for pupils.

The model

> **Use the model you planned on page 33.**
> If you would rather use a pre-planned model, there is one on page 38.
> If you wrote your own model from scratch for the challenge action step, you can use this.

How will you practise?
2 minutes to re-familiarise yourself with the relevant section of the case study and write/update the model if you wish

Timing: 6 minutes per round

> **3 minutes**: Person one as the mentor shares the action step and the model

> **1 minute**: person two provides feedback to person one based on the success criteria

> **2 minutes:** Person one re-practises the relevant section based on the feedback to

> improve it

> **Swap roles**

Step Sharing the action step	Success criteria You share the new action step with the teacher and link it to the module	Put a tick in this box if the success criteria has been met and a cross if it has not			
		Round 1	Round 2	Round 3	Round 4
Delivering the model	**Demonstration:** You provide a demonstration of the technique/strategy				
Delivering the model	**Authentic:** You model as though delivering to the class, without 'breaking out' of role				
	Exposes thinking: You use a 'whole-part-whole' structure: first you share the whole model, then break it down to show the success criteria, then model the whole action step.				
The model itself	**All criteria:** The model exemplifies all the success criteria for the action step (below)				
	Nothing extra: The model does not contain unnecessary additional information				

	Manageable: pupils remember what to do because there are not too many instructions.				
	Broken-down: instructions are broken into steps, so they are easy to remember.				
	Concise and familiar: the teacher uses the fewest words possible and ensures they are words pupils will understand.				
	Sequential: teacher states the instructions in the order in which pupils need to carry them out.				
	Clear and confident: teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting.				
	Open: teacher has authoritative and approachable body language, such as an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression.				
What went well –					
Next time try –					

Pre-planned example model

Look and listen class, thank you.

Right, I'm going to give you some instructions.

1. Get out your green pen, ruler and workbook placing them on the desk
2. Remove anything else from the desk and put it into your bag
3. Turn your workbook to page four
4. Fold your arms and look to me so I know that you are ready

Off you go

Support the teacher to analyse the difference between their current practice and the desired state

Section	Success Criteria	Put a tick in this box if the success criteria has been met and a cross if it has not
Analyse	The mentor asks the teacher to use the success criteria to explain what was effective about the model. If needed, tell them what they have missed.	
	The mentor asks the teacher to reflect on the difference between their current practice and the model. If needed, tell them what they have missed.	
	The mentor asks the teacher when else that could use this action step in their practice and why it would be appropriate	
What went well –		
Next time try –		

Practise

Example

Success criteria

Section	Success Criteria	Put a tick in this box if the success criteria has been met and a cross if it has not
Setting up the practise	The mentor explains how the practise will run.	
	The mentor provides the success criteria that they will provide feedback on the basis of.	
During the practise	The mentor scaffolds the practise, firstly by asking the teacher to script and read out the script and then asking the teacher to stand up and practise.	
	The mentor provides feedback related to the success criteria and asks the teacher to re-practise.	
What went well –		
Next time try –		

Relevant section of the case study

Firstly, you are going to script your instructions. After that I will ask you to read through them and check them against the success criteria. Then I will ask you to deliver them in role as a teacher.

I will then give you feedback based on the success criteria and you will re-practise based on the feedback.

The success criteria are:

> **Manageable**: pupils remember what to do because there are not too many instructions
> **Broken-down**: instructions are broken into steps, so they are easy to remember
> **Concise and familiar**: the teacher uses the fewest words possible and ensures they are words pupils will understand
> **Sequential**: teacher states the instructions in the order in which pupils need to carry them out.
> **Clear and confident**: teacher's voice is authoritative, upbeat and can be heard from anywhere in the classroom but does not sound like shouting
> **Open**: teacher has authoritative and approachable body language, such as an upright posture, unfolded arms, relaxed shoulders and relaxed facial expression

Leah's instructions (to be played by the person being the teacher)

When I say go, I want you to

1. Leave your books on your tables open at today's work
2. Everything else into your bag
3. Stand behind your desk ready to be dismissed

Space for any edits you wish to the practice

How will you practise?

4 minutes to familiarise yourself with the relevant section of the case study and to make any edits to the mentor section of the case study.

Timing: 10 minutes per round

> **6 minutes:** Person one will run the practise. For the purpose of the practise when asked by the mentor to write down your instructions, as the teacher, please just say completed, in order to save time.

> **1 minute:** Person two will provide feedback based on the success criteria

> **3 minutes:** person one will re-practise a relevant section based on the feedback

> **Swap roles**

Success criteria

Section	Success Criteria	Put a tick in this box if the success criteria has been met and a cross if it has not			
		Round 1	Round 2	Round 3	Round 4
Setting up the practise	The mentor explains how the practise will run				
	The mentor provides the success criteria that they will provide feedback on the basis of				
During the practise	The mentor scaffolds the practise, firstly by asking the teacher to script and read out the script and then asking the teacher to stand up and practise				
	The mentor provides feedback related to the success criteria and asks the teacher to re-practise				
What went well –					
Next time try –					

Optional reflection

THE FIVE PRINCIPLES OF DELIBERATE PRACTICE

PUSH BEYOND one's comfort zone	Work toward well-defined, SPECIFIC GOALS	FOCUS intently on practice activities	Receive and respond to HIGH-QUALITY FEEDBACK	Develop a MENTAL MODEL of expertise

> How did we set up the practise to support you to meet the principles of deliberate practice?

> How did you feel leading the practise?

> How did you feel being the teacher in the practise?

> What might you include in your first meeting to set up a positive culture of practice with your teacher?

>

Enabling conditions

	Definitely in place?	If not, action needed?
Has time been protected for you and your ECT to meet each week? Is this on both your timetables?		
What are your first steps towards embedding coaching as a habit? For you? For your ECT?		
Have you completed the online contracting module?		
What previous experience as a teacher or mentor will be particularly useful for the year ahead?		
Are you aware of any additional support your ECT is likely to need, such as additional subject knowledge support?		

Reflection

> What are you most excited about?

> Which areas of the mentor training and support are you particularly interested in? Why?

> What do you need to do before September?

> What questions do you have?

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