# _Coach/Mentor – Summary Guide_

The 'Coach' page is the heart of your work as a mentor/coach. It is here that you can view the progress and history of the people that you coach, as well as completing your regular coaching Observations and Feedback meetings. **To watch training videos linked to this information, please visit the 'support' section on your steplab and click 'help for coaches'.**

- At the top of the screen is the 'Teachers' tile, where you can select the teacher you want to focus on if you are coaching more than one person.
- On the right, you can see your record for the number of feedbacks you have given in total, along with any badges you have won.
- In the activity feed, you can see a history of your coaching work with a particular teacher, alongside being able to access a teacher's profile to see their data in details in more depth.
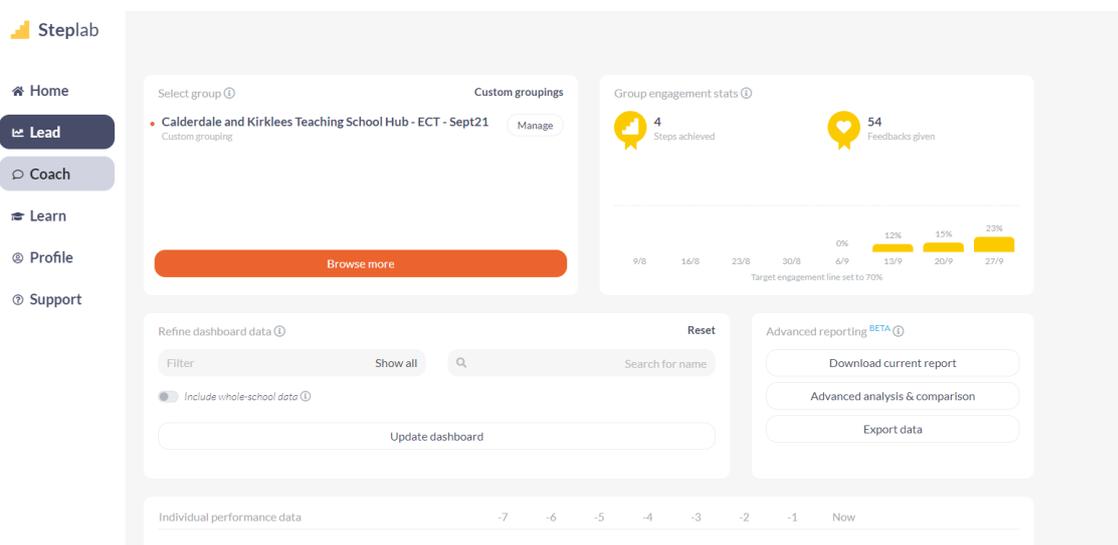
How can I make sure I really make a difference when I coach?

- Observe your teacher informally once a week.
- Give them feedback during the same week as you observe.
- Carefully script your feedback during the lesson, so that you capture everything you want to share.
- Model the next action step and allow time for practise.
- Monitor the ECT's progress with the 'learn' activities.

What does the coach do during an informal observation?

- Decide whether the teacher (ECT) has achieved their previous step
- Decide on an appropriate next step
- Gather evidence to help the teacher see the rationale for this change
- Plan 'Probing Questions' to help the teacher build powerful mental models
- Plan how you will model the change for the teacher

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How can I make sure I really make a difference when I give feedback?

- Make sure you **praise** your teacher when they get better. Try to make your praise very specific about the effect on pupils learning.
- Share your **feedback evidence** and ask the **probing questions**.
- Make sure that you use the steps and criteria to clearly model what great teaching looks like. Without a model, the teacher has nothing to base their improvements on.
- Once you've **shared the next action step** with the teacher, click 'Start modelling engine' to begin the process.
- First, **model** what effective practice looks like for the full step, then break down the step into its individual criteria.
- Finally, model the step as a whole again.
- Make sure you **discuss your model** with the teacher and ask them to think about how this compares to their current performance. If they can clearly see the gap, they are ready to get better.
- Make sure to carefully plan for the change with your teacher and ask the teacher to practise.
- As you watch a **teacher practise**, tap the toggles to indicate their success at achieving the criteria.
- Click 'Next' to open your feedback script and give them clear feedback.
- Make sure to complete lots of repetitions of practice with your teacher. We don't ever master something the first time we try it.

How to monitor your ECT's progress on steplab?

- Get a sense of the action steps the ECT has achieved so far by looking at the progress bar.
- You may also want to visit their Step Log to check in with any work that they've done on their own, upload a document for them to view or send them some comments about their learning.
- The 'drop in' tab is for you to provide any other informal feedback to the ECT not related to their action steps at that time.

How does Study for Coaches work? (This is an optional activity for a coach)

- In Study for Coaching, we give you access to the current module that you are coaching on and the next module in our sequence
- As a coach, you should really only move a teacher on if they have proved to you that they've mastered their module skills
- That's why, we suggest that the best fit for you is either to set a step within the current module you are working on, or move to the next one