

MENTOR HANDBOOK

COACHING GUIDANCE

This document provides an overview of a core part of the mentoring process: instructional coaching.

Your role as a mentor encompasses everything you do to support your NQT. Instructional coaching is a central and critical aspect of this role – one that can make a big difference to your teacher’s practice. This document will explain what instructional coaching is and how you can use it effectively on this programme.

If you have further questions about the programme, contact your ECF Lead.

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INSTRUCTIONAL COACHING

This programme draws on instructional coaching to help you develop your teacher's practice. In its simplest form, instructional coaching is about providing teachers with frequent, one-to-one feedback, along with the opportunity to 'practise' regularly in a low-stakes environment (i.e. not 'live' in front of pupils). Part of this involves you identifying a bite-sized action, called a 'precise target', for your teacher to practise and providing feedback during a one-to-one meeting to help them improve. Getting better at teaching is hard – focusing on one small change at a time is the best way to achieve impactful and lasting change.

Instructional coaching has a robust evidence base underpinning it and has been shown to reliably improve teaching and pupil outcomes (Kraft et al, 2018; Sims, 2019). Effective instructional coaching involves:

- > Setting a precise target that focuses the teacher on a single bite-sized improvement action that they can manageably embed into their teaching. For example, "Explain the meaning of new vocabulary using words pupils are already familiar with".
- > Showing a model example of how to do the precise target to your teacher. This helps the teacher see clearly what their teaching should look like in practice or how they should be thinking when they are planning. For example, a mentor might talk aloud through the thought process they go through in deciding how to explain new vocabulary to pupils, and then clearly show the teacher how to deliver this explanation by standing up and demonstrating it during the coaching meeting.
- > Supporting the teacher to analyse and reflect upon the model, how this differs from their current practice, the impact this will have on their practice and pupils, and how it links to the wider principles in the module.
- > Supporting their teacher by deliberately practising the precise target with the teacher so they can get it right before taking it 'live' to their classroom. For example, after modelling, a mentor might ask their teacher to think aloud how they would explain some vocabulary to pupils using familiar words, and then have a go at standing up and delivering the explanation doing the key things the mentor modelled. The mentor would then give feedback on how the teacher could do this even better, before asking them to practise again so they can become fluent.

DELIBERATE PRACTICE

Teaching is, in part, a performance profession. It is important that teachers have the time needed to 'rehearse' before they 'go live' in front of pupils. In the live environment of a lesson, new teachers have a lot of things to attend to and think about at any one time. This makes it a really challenging place to introduce, practise and refine new skills.

For the best chances of sustained change, teachers need a low-stakes environment free from the busyness of a typical classroom in which to practise. For example: a room with just the teacher and their mentor. Here, the teacher can focus their attention solely on practising aspects of their teaching. Feedback from their mentor is hugely valuable in helping teachers refine their teaching and make it fluent before they 'go live' in front of pupils. This type of rehearsal is called deliberate practice and has been proven to be a powerful approach to teacher improvement.

Deliberate practice is not mindless repetition. It is a purposeful, targeted form of practice in the presence of a more expert colleague, with the aim of improving current performance (Ericsson et al, 1993). Deliberate practice is particularly helpful for early career teachers (Deans for Impact, 2016). In this coaching process, practice is deliberate when it is:

- > Part of the coaching session (rather than in the 'live' classroom environment) with the mentor present.
- > Focused on improving one precise target at a time.
- > Includes feedback that pushes the teacher to improve and practise again.

AN OVERVIEW OF THE COACHING PROCESS

SOME KEY TERMS

- > **Module:** Each strand of the programme's curriculum – Behaviour, Instruction and Subject – is broken down into areas called modules. For example, one of the weekly modules within Behaviour is called 'routines'.
- > **Development area:** Each module has three development areas. These are relevant aspects of your teacher's practice that you can focus on when you observe and coach them. For example, within the 'routines' module, there are three development areas: 'entry routine', 'starter activity' and 'practising routines'.
- > **Focused development area:** Each development area is broken down further into focused development areas to choose from when observing your teacher's practice. These enable you to better tailor your coaching to their needs. For example, having chosen 'entry routine' as the development area to focus your observation on, you might then choose 'teacher greets pupil' as the focused development area if your teacher needs to improve this aspect of their entry routine.
- > **Precise target:** A precise target is a bite-sized improvement action you will explain, model and practise with your teacher. Examples of precise targets for one of the three focused development areas is provided for each module. You can either select one of these or write your own depending on your teacher's needs. They will embed it into their teaching that week and you will check it in your next observation.

To enable you to apply instructional coaching to help your teacher get better, we have broken the process down into three stages: 'study', 'observe' and 'feedback'. This is the Ambition instructional coaching process:

1. Study: Understand the module

- > Watch the video and read the evidence summary for the module.
- > Select a development area to focus your observation on.
- > Remind yourself of your teacher's previous precise target.

2. Observe: Get ready for coaching

- > Observe your teacher: track their progress with their previous precise target, record praise and draw on the weekly guidance to select/write the new precise target.
- > Plan a model example of what good practice looks like for the precise target.

3. Feedback: Conduct the coaching conversation

- > Review the previous precise target and praise your teacher.
- > Share the precise target and model an example of good practice.
- > Support your teacher to analyse and reflect upon the model example and the impact the precise target will have.
- > Support your teacher to practise the precise target.
- > Record your teacher's target and follow up actions.

WEEKLY MENTOR HANDBOOKS

Each week you'll have guidance in the form of weekly mentor handbooks. They help you to work through the coaching process. There is a handbook for each module within each strand.

Each term you'll focus on one strand of teaching. A strand is the sequenced content that a teacher will work through over a term. Each strand has a core focus: mainly Behaviour, Instruction', or Subject.

Each strand is composed of 12 modules, designed to be worked through on a weekly rhythm. Module one of each strand is an overview module that provides guidance for setting up coaching and time to discuss context-specific needs. You should spend your hour together this module setting up your relationship with your teacher and discussing ways of working. The following 11 modules focus on different areas of the ECF.

The weekly handbooks for each module will come in handy during the coaching session as a tool to prompt your thinking, and to record your thoughts or any information you may want to look back on as your teacher progresses through the programme. For an example of a mentor handbook that has been filled in, see [Appendix A Example Mentor Handbook](#).

THE COACHING PROCESS IN DETAIL

As a general guideline, we recommend you spend:

- > Up to 15 minutes on the 'study' stage. This may be less if you already have an understanding of the ideas covered within the module.
- > Approximately 15 minutes observing your teacher and making preparations to coach them in the 'observe' stage.
- > 30-45 minutes coaching your teacher as part of the 'feedback' meeting.

These timings are for general guidance and can and should be flexed to meet your and your teacher's needs. The stages may not take place on the same day – the important thing is that they are done in order and fully completed for each module. There are 36 mentor sessions and 39 hours of mentoring in year one. The expectation is where your teachers needs additional support, you should use the time allocated.

The following section goes into greater detail on the coaching process. You can read it now, but it might be even more useful to re-read after you have begun to conduct the coaching process, as it will help you further refine your approach and make it even more effective.

STAGE 1: STUDY – UNDERSTAND THE MODULE

- > Watch the video.
- > Read the evidence summary.
- > Select a development area to focus your observation on.
- > Remind yourself of your teacher's previous precise target.

Your teacher needs to understand what best practice looks like in each area of their teaching. Your coaching will help them take this theory and put it into practice in the classroom. Each week during year 1, the programme focuses on a different area of teaching in the form of a module. You and your teacher will start the coaching process by familiarising yourself with the week's module (you do not need to do this together). This includes reading the evidence summary, watching the video and selecting a development area to focus on when observing your teacher. Before you observe, you should also remind yourself of your teacher's previous precise target as you will be trying to understand their progress in that area.

STAGE 2: OBSERVE – GET READY FOR COACHING

- > When observing, review the previous precise target.
- > Select a focused development area and use the guidance to select/write a precise target.
- > Plan a model example of what good practice looks like for the precise target.

Making lasting changes to your teacher's practice doesn't just happen overnight. They are the result of small, incremental changes which, over time, add up to substantial improvements. Keep track of your teacher's progress – communicating that progress is a great motivator to keep engaging with coaching.

In the 'observe' stage, you will first review your teacher's previous precise target to see if this bite-sized change is happening. Most of the time the benefits of the precise target will be observable in their teaching but there will be some weeks where, for any number of reasons, you see they might benefit from continued support to embed the previous precise target. In this situation you can choose to repeat the previous target rather than set a new one. Either way, you should record which aspects of their teaching are effective to help your teacher build their understanding of good practice and continue to feel motivated.

Often though, you will be setting a new precise target. You've completed the 'study' stage and are now familiar with the module and know what development area you're going to watch when you observe. The 'observe' stage supports you to narrow your focus towards a bite-sized precise target. When you observe your teacher, you will choose a focused development area depending on their needs. A focused development area is a smaller aspect of the development area you observed - these are listed in the weekly handbooks. You will then set a precise target for your teacher: a bite-sized action they will try to embed into their teaching. This can be chosen from the example list in the weekly handbook or, as needed, written yourself to suit the specific needs of your teacher.

The 'observe' stage is also where you prepare for coaching. Effective coaching involves showing your teacher a model example of what good looks like for their precise target. This may involve physically performing a model. For example, you might show your teacher how to deliver specific, observable instructions. Other weeks it might involve modelling the process of creating a product. For example, you might model a product by thinking aloud the

thought process for planning a set of questions to check pupils' understanding. You will plan your model so you can show your teacher exactly what good looks like for the precise target.

STAGE 3: FEEDBACK – CONDUCT THE COACHING CONVERSATION

- > Review your teacher's previous precise target.
- > Set your teacher their current precise target.
- > Deliver the model example and help your teacher to analyse and reflect upon the difference and impact.
- > Support your teacher to practise the target.

For a teacher to change their practice, they need to understand exactly what the change is and how to do it. Feedback might appear to be just about having a conversation. The quality of the conversation you have with your teacher is important but coaching goes beyond this. In the 'feedback' stage you will make crystal clear what your teacher needs to do by modelling it and checking your teacher understands the model: why it is different to their current teaching, the impact it will have on their practice and pupils, and how it links to principles in the wider module.

Now they understand what to do, they need to understand how to do it. You will support your teacher to practise the precise target in a low-stakes environment and give them feedback which they will act upon straight away by practising again until the action is refined and fluent. Then they are ready to 'go live' with the precise target in their planning and lessons.

The 'feedback' stage is where you deliver each step of the careful planning you did during the 'observe' stage. All the steps you have planned are important for ensuring your teacher knows the progress they are making, exactly what their precise target is, what it looks like and how to do it before they go live. In the 'feedback' stage you should: review their previous precise target praising their progress, set their current precise target explaining what they are already doing well, deliver the model example, support them to analyse and reflect upon the model, and support your teacher to practise their precise target. For more detailed guidance on conducting coaching see [Appendix B](#) Feedback Guidance. You will record their precise target and follow-up actions in [Appendix C](#) Mentor Log.

COMMON CHALLENGES AND SOLUTIONS

Over the two years, you might face certain challenges. Drawing on the experience of mentors across the many schools and contexts in which we work, here are the ones we found to be most prevalent, along with solutions recommended by mentors like you.

TIME

Schools can be busy places. Despite this, the Early Career Framework is an entitlement teachers and mentors have for both development and time.

Where you're finding scheduling difficult – whether it's finding study time, attending clinics, or meeting with your teacher – there are a variety of things you can do.

- > First, speak with your ECF Lead. They might be able to share some advice or ensure you're getting the time that you're entitled to.
- > Likewise, it might be worth checking back with this guidance. You might want to double check the recommended amount of time you and your teacher should be spending on each component.
- > Lastly, use each other! You'll have colleagues and fellow mentors that are in a similar situation. Asking them the strategies they use is always helpful.

CONTEXT

The problems all teachers face are similar. Yet your particular context varies from teachers in other schools, other phases and/or other departments. The materials on this programme are suitable for any teacher in any context; we tested them with NQTs, mentors and schools just like yours.

DISRUPTION TO STUDY

Where possible, you should aim to keep the coaching with your teacher on track. But we know disruptions happen. You might find yourself in a situation where you have missed a week or two. This is normal and expected. The programme is designed to flex to meet the needs of individuals and schools. This includes taking into account things like school trips, exams, illness, or progress reviews.

Where you're able to resume coaching, simply pick up where you left off. If you cannot coach one week, you always have access to the handbook materials, so if you or your teacher is off, you can ensure you're continuing to refine your coaching understanding and practice.

APPENDIX A: EXAMPLE MENTOR HANDBOOK

MENTOR HANDBOOK

15 | INSTRUCTION: TEACHER EXPOSITION

STUDY

KEY TAKEAWAYS FOR THIS MODULE

Your teacher's expositions will better match pupil needs if they understand:

- > The importance of preventing pupil overload by first building on prior knowledge.
- > The 'I-We-You' approach helps them to ensure they manage pupil thinking and working memory effectively.
- > Using concrete and abstract examples, modelling, and worked examples in expositions support pupils when introducing new concepts and processes.
- > Checking pupil understanding prior to letting them practise independently can be a powerful approach.

Get yourself into a strong position to mentor your teacher by working through the following:



**CLICK TO WATCH
VIDEO 15**

Or visit steplab.co/ecf and click on 15.



**READ THE EVIDENCE
SUMMARY BELOW:**

TEACHING CHALLENGE

Ms Thomas is confident about what her pupils should learn. However, when she tries to convey new content to pupils, she struggles to keep their attention: if she gives a quick explanation, she gets lots of questions and confusion, but if she goes into a lot of detail, she fears pupils will stop listening. How can Ms Thomas most efficiently support her pupils' thinking when conveying new ideas in her lessons, and get a sense of whether pupils have understood?

KEY IDEA

Adapting teaching requires assessment of pupil needs and appropriate teacher responses, before the lesson and within it, to enable a high pupil success rate.

EFFECTIVE EXPOSITION

Effective teaching takes account of the limits of pupils' working memories. Pupils may struggle if they experience cognitive overload: this is particularly likely if pupils are exposed to too much new material at once. Ms Thomas can manage pupil thinking effectively by introducing material in stages by:

- Drawing on prior knowledge, explicitly linking to what pupils have already been taught.
- Breaking material up into smaller chunks when introducing it to reduce overload.
- Structuring her teaching around an 'I-We-You' model. This should begin with what pupils already know; provide them with a clear explanation of the key ideas and demonstration of the task (I do); provide an opportunity to practise the task collectively and for the teacher to check pupil understanding (We do); and finally move to pupils working independently (You do) (Lemov, 2015).

The I-We-You structure provides multiple opportunities for teachers to convey new ideas by using concrete examples, modelling, and worked examples. These place manageable demands on pupils' working memory, supporting them to actively process and understand new material (Deans for Impact, 2015).

EXPLANATIONS

When should Ms Thomas give explanations? Explanations are more effective when teachers want to convey concepts rather than processes (Wittwer & Renkl, 2010). However, the examples teachers give are more important in pupils' understanding than the explanations accompanying them (Wittwer & Renkl, 2010). Ms Thomas wants her pupils to understand both concrete ideas (things they can visualise, like 'numbers as counters') and abstract ideas (things with fewer sensory properties such as 'multiplication of numbers').

She can best convey this to her pupils by using concrete examples in her exposition (ideally linked to current pupil understanding) and connecting them with more abstract ones, or by moving from concrete to abstract representations over time (Pashler et al., 2007). For example, she may introduce multiplication using counters and then remove these as pupils gain understanding of multiplication as an operation. Pupils find it easier to process an explanation where images are paired with spoken words, rather than where images are accompanied with extensive written text (Pashler et al., 2007).

MODELLING

Concrete examples can help Ms Thomas to introduce new concepts. What about new processes? When learning how to solve problems, pupils need support with their thinking through modelling. When teachers model and think aloud while demonstrating how to solve a problem,

this provides cognitive support (Rosenshine, 2012). Modelling can be done in a variety of ways; the goal is to give pupils a scaffold while they are a novice before gradually removing it as their mental model develops.

For Ms Thomas, modelling might involve talking her pupils through each step of a new problem in maths. For writing an essay it might involve talking through the decisions she would make in writing. A particularly powerful form of modelling for new processes is providing a worked example that the teacher walks the class through. Novices who are provided with worked examples when learning a new problem outperform those without them (Sweller, 2016).

Worked examples reduce cognitive load by providing scaffolding to help pupils break a problem into chunks, allowing teachers to introduce the problem step-by-step (Deans for Impact, 2015). Furthermore, providing worked examples can help pupils to focus on the relevant parts of the problem rather than wasting time looking at irrelevant solutions, or mismatching problems and solutions (Wittwer & Renkl, 2010). Worked examples provide scaffolding to help pupils master a particular part of the problem, both securing it within their mental model, and making it available to draw on it when required for the next part of the problem.

In sum, including concrete and abstract examples, and modelling by thinking aloud through worked examples, can effectively support pupils to understand new ideas without overloading their working memory.

CHECKING PUPIL UNDERSTANDING

In the opening problem, Ms Thomas also wanted to ensure that her pupils understood content. While examples and modelling can convey material, she will only know whether pupils have understood by checking their understanding. Pupils tend to believe that they understand something if it feels familiar, even if their understanding is superficial (Christodoulou, 2016). Formative assessments can help Ms Thomas gather information about what each of her pupils do and do not understand. After modelling how to complete a problem and before getting pupils to practise independently, Ms Thomas could ask questions to check pupil understanding.

NUANCES AND CAVEATS

While guided instruction through modelling is more effective for novices than other forms of instruction, removing cognitive supports as pupils gain expertise is vital. Where pupils already have a strong understanding of how to solve a problem, worked examples may distract them from a process which they are capable of completing independently (Pashler et al., 2007).

SELECT

Before you observe, first select a **DEVELOPMENT AREA** to focus on. Next, familiarise yourself with the **FOCUSED DEVELOPMENT AREAS**, as you will zoom in on one of these during your observation. Finally, craft a **PRECISE TARGET** when you observe your teacher (examples are provided below).

DEVELOPMENT AREA	FOCUSED DEVELOPMENT AREA	EXAMPLE PRECISE TARGETS
Modelling and exemplifying a process	<ul style="list-style-type: none"> > Teacher identifies the key learning points to draw from the process they are modelling and primes pupils to focus on these. > Teacher works through the process they are modelling including the thought process behind how to do it and examples to support pupils to understand challenging parts of the process. > Teacher focuses pupil attention by condensing the process into manageable, sequential, specific steps. 	
Activating pupils' prior Knowledge	<ul style="list-style-type: none"> > The teacher explains new concepts by linking them to pupils' prior knowledge. > Teacher provides a clear definition of a concept that pupils will understand and links it to the examples they use. > Teacher uses examples and non-examples to exemplify the concept and explains the underpinning features of these to aid pupil understanding. 	<p>If your teacher is...</p> <ul style="list-style-type: none"> > Not doing it at all: Identify a useful example to exemplify a concept and plan an explanation using the example. > Doing it but needs some improvement: Identify a non-example of a concept and plan how to deliver this alongside an example to exemplify the concept more clearly. > Doing it well, but needs some stretch: Plan an explanation that highlights the underpinning features of examples and non-examples to deepen pupils' understanding of the key concept, e.g. highlight to pupils the shapes that are examples of quadrilaterals because they have four sides and the shapes that are not examples of quadrilaterals because they have more or fewer sides.
Addressing gaps in pupils' prior knowledge	<ul style="list-style-type: none"> > After the teacher has modelled a process to pupils, the teacher models the process again with increasing input from pupils to check they understand the thought process and outcome. > Teacher checks that pupils have understood the steps in the process or concept being explained, tackling gaps or misconceptions before getting pupils to increase their input or practise independently. 	

RECORD YOUR THINKING HERE

DEVELOPMENT AREA	FOCUSED DEVELOPMENT AREA	PRECISE TARGET
(select before observing)	(select whilst observing)	(select/write whilst observing)



OBSERVE

Consider the following questions based on a short (approximately 15 minute) observation of your teacher.

What was your teacher's **previous** target? Are they meeting it? How do you know?

Grace's previous precise target was: Plan and deliver a set of question(s) that enable you to check for gaps in pupils' prior knowledge.

It appears she is meeting this target as she began the lesson by checking pupils understanding of Romeo's feelings towards Juliet and she targeted some typical things pupils tend to forget, i.e. that he was in "love" with Rosaline. I am confident she is ready for a new precise target.

For the **DEVELOPMENT AREA** you are focussing on for this observation, what is your teacher already doing well?

Next, go to the previous page and select a **FOCUSED DEVELOPMENT AREA** to further zoom in on. Then select (from the examples) or write one **PRECISE TARGET** (bite-sized action) to coach your teacher on. You can choose to stick with the previous target if your teacher have not made enough progress yet.

How will you model the target to your teacher to show them what good looks like? What questions will you ask to check your teacher understands the model? For example, 'How it is different from your current practice?', 'What impact might it have on your practice and pupils?', 'What links can you see between the model and the module principles (below)?'

Reminder: Your model should help your teacher develop their ability in some of the following:

- > Link what pupils already know to what is being taught.
- > Reducing distractions that take attention away from what is being taught.
- > Encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.
- > Use modelling, explanations and scaffolds, acknowledging that pupils need more structure early in their learning.
- > Start expositions at the point of current pupil understanding.
- > Use concrete representation of abstract ideas (e.g. make use of analogies, metaphors, examples and non-examples).

I will model Grace's precise target using the example I saw from her in her lesson to help her see the difference when you add the thought process. I'll get in role as teacher and ask her to put herself in the mindset of a pupil and model the step where the pupil needs to find evidence to match their point. As teacher, I'll think aloud something like: "I need the best evidence from the text. The best evidence will back up the whole of my point if possible, so I need to re-read my point and find evidence that shows Romeo is infatuated with Juliet... I won't choose this quote because it is more about love than infatuation. This one is much better because it alludes to her beauty."

Because this is a subtle but important change to Grace's modelling, I'm going to check she understands the difference between what she did in the lesson and the addition of 'thinking aloud'. I want to also check she understands the impact this will have on her pupils: I hope she will say that by thinking aloud, pupils will be able to understand how she makes decisions and begin to copy her thought process.

I can help Grace to build her understanding of why this is good practice by helping her to make links to the relevant wider principles of best practice in this module. I've highlighted the 'Module principles' below that best link. For example, I'll ensure Grace understands that by modelling, she's providing her pupils with more structure which is necessary at this early stage of learning how to write these paragraphs. I don't want her to misunderstand and think she has to model with this level of guidance every time her pupils need to write this type of paragraph. I need to make sure Grace understands that when her pupils' knowledge is more secure, she can gradually remove this guidance.

Next, meet with your teacher to work through the 'Feedback' stage of instructional coaching. See the guidance on the feedback stage in the appendices of the Mentor Handbook for support.

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APPENDIX B: FEEDBACK GUIDANCE

Great coaching helps build your teacher's understanding of effective practice. Here we provide guidance on the 'Feedback' stage where you conduct the coaching conversation with your teacher. Coaching will ideally take place in the classroom they normally teach in but without pupils present. This is ideal because it's a low-stakes environment free from distraction and it allows them to practise the action where they will be delivering it e.g. they can practise delivering instructions from the visible spot in their classroom they will use when they do go 'live'. Turn the actions below into a weekly routine to support your teacher to keep getting better.

1. REVIEW YOUR TEACHER'S PREVIOUS PRECISE TARGET

Use the notes you made in your weekly mentor handbook during the 'Observe' stage to feedback to your teacher on their progress with the previous precise target:

- > **Praise progress:** use specific examples e.g. 'It was great to see that when you delivered instructions for pupils to pack away, you broke them down into sequential steps to give pupils a chance to take up the information.'
- > **Own success:** ask your teacher what impact this has had on their practice and pupils.
- > **Embed the precise target:** encourage your teacher to keep using the precise target and highlight how they should do so e.g. 'I'm excited to see the impact this target has on your practice and pupils going forward. You can use it for all your instructions. As pupils get used to sets of recurring instructions, such as the packing away routine, you can make those instructions even more concise.'

2. SET YOUR TEACHER THEIR CURRENT PRECISE TARGET

Most of the time you are likely to feel your teacher has made enough progress embedding their previous precise target and you'll set them a new one. If you don't, you can repeat the previous one, modelling it again and giving them lots of opportunity to practise in the low-stakes environment. Use the notes you made in your weekly mentor handbook to explain the precise target you have selected/written for them.

- > **Highlight strengths:** use specific examples of where your teacher is doing well in the development area you have chosen, e.g. 'When you check pupils are on task, you already stand in a great spot where you are visible to all of them and can see the whole class.'
- > **Explain and state the precise target:** use specific examples to explain why you have chosen the precise target, e.g. 'The next step is for you to keep pupils focused without disrupting the class or highlighting to

the class that someone is off task. Today we'll work on how to give non-verbal prompts to pupils to help them refocus. Your precise target is: As soon as you spot pupils beginning to lose focus, use an appropriate non-verbal prompt to remind them of your expectations e.g. a finger on your lips for silence.'

- > **Check:** ask your teacher to tell you what their precise target is and why it is the next step to improve their teaching.

3. DELIVER THE MODEL EXAMPLE AND HELP YOUR TEACHER TO ANALYSE AND REFLECT

Your teacher needs to see exactly what you mean by the precise target. For this, you will deliver the model you planned in the weekly handbook. This model will emphasise the features that make the precise target really effective. After you deliver your model example, you will check your teacher understands the model and why it is effective given what they have learned in the wider module. This is important for preventing the precise target becoming just another 'teaching tip'. If your teacher understands how their target links to the principles in the module, they will have a better grasp of when to use it and why it is effective.

- > **Focus attention:** it's hard to understand something new. Prime your teacher to see the important features of your model by telling them what to watch out for e.g. 'Watch for how I exaggerate my facial expressions and gestures because the prompt I am giving is entirely non-verbal.' If the precise target is product based e.g. you are showing them how to plan something, prime them on what to listen out for in your thought process.
- > **Model:** deliver the model example of your teacher's precise target, emphasising the key features. If it is a performance target such as delivering instructions, model as if you are in a 'live' environment i.e. with pupils, so your teacher can see exactly what it should look like. If you are modelling a product such as planning an exit task, think aloud, so they have access to your thought process as well as your actions.
- > **Check:** make sure your teacher understands the ways in which the precise target you have modelled is different from their current practice, the impact it will have on their practice and pupils, and that they can link it to the principles in the wider module. Don't be afraid to support your teacher by telling them the answers, if they are unsure. It is vital that they are really clear.

4. SUPPORT YOUR TEACHER TO PRACTISE THE PRECISE TARGET

Practising in a low-stakes environment will enable your teacher to refine and become fluent in their precise target before they go 'live' in front of their pupils. Support them to

practise their precise target with your guidance, so they can get it exactly right.

- > **Set up practice:** explain to your teacher how the practise will run by telling them what they need to do. You may need to support them to write a script for what they will say e.g. to script manageable, sequential instructions before they practise delivering them. It is fine if your teacher needs to read from a script at the beginning of the practice. If your teacher is practising a product such as planning an exit task, they may need the steps they need to take visible to them as a support at first.
- > **Run practice:** once your teacher is prepared, guide them to get into the correct mindset and position to begin practising. Explain what your role will be. Sometimes you will need to be a pupil e.g. when they are practising supporting a pupil to refocus, and all the time you will be watching them practising, so you can give micro pieces of feedback to ensure they are getting all of the key features right.
- > **Feedback and practise again:** support your teacher to get the precise target exactly right by giving them feedback and having them practise again to refine and become fluent e.g. if your teacher is practising giving a pupil a non-verbal prompt to refocus them, you might need to give them feedback to exaggerate their gesture so the pupil sees and understands it and have

them practise doing this. If your teacher is practising a product e.g. adapting a set of questions for their class, they should be thinking aloud the thought process you modelled. Provide feedback to help them apply the correct principles and time to practise an aspect again.

5. RECORD THE PRECISE TARGET AND DECIDE FOLLOW-UP ACTIONS

Precise targets are bite-size, incremental changes that will best support your teacher to improve. It is motivating for your teacher to be able to reflect back on their progress. It is also useful for you to be reminded of the areas your teacher has been working on with you.

- > **Record the precise target:** keep a record of your teacher's precise targets on the 'Precise target log' and ensure your teacher has recorded their precise target too.
- > **Follow-up actions:** ensure your teacher makes concrete plans for when they will implement their precise target over the course of the week. For some precise targets e.g. manageable and sequential instructions, your teacher will be able to identify numerous times to use this in their teaching. For other precise targets e.g. identifying the critical knowledge, skills and concepts they need to teach, your teacher will need support with when and how often to do this over the week.

Feedback: Conduct the coaching conversation

- > Review the previous precise target and praise your teacher.
 - > So last time we were looking at...
 - > We set a target last week of _____ and I noticed how you [met goal] by [state concrete positive actions the teacher took]."
- > Share the precise target and model an example of good practice.
 - > When I observed you, I focused on [development area] as part of this week's module on [name of module]. Today, I want to dive into [focused development area] and, more specifically [event which happened while observing the teacher]
 - > To push your practice forward in this area, I think that the following precise target will be helpful [give precise target] and I will model exactly what this looks like
- > Support your teacher to analyse and reflect upon the model example and the impact the precise target will have.
 - > What did you notice about the model I showed you? What is the likely impact on pupil learning of what you saw? Why?
 - > How is the model different from what happened in your lesson?
 - > How does what I showed you relate to the wider module principles?
- > Support your teacher to practise the precise target.
 - > So now we are going to look at embedding this precise target and the best way for us to do this is to practise this target in this space so that, over time, you can use this technique fluently in your teaching.
 - > It was effective when [state positive about the practice]
 - > Now try to [action that will improve the practice further]
- > Record your teacher's target and follow up actions.

APPENDIX C: MENTOR LOG

This log enables you to track the progress that your teacher is making. By filling in this log, you will easily be able to identify trends in the areas where your teacher is doing well and areas where they may need further support.

BEHAVIOUR				
Module	Date	Previous target met?	New precise target	Follow up actions
Example	05/10	N/A	When pupils are entering the classroom, deliver a greeting either individually or to the class and in line with the school's policy.	Friday lesson 1, as pupils enter the classroom. Repeat every time pupils are entering classroom at start of their lessons.
B2 Routines				
B3 Instructions				
B4 Directing attention				
B5 Low-level disruption				
B6 Consistency				
B7 Positive learning environment				
B8 Structured Support of Learning				
B9 Challenge				
B10 Independent practice				
B11 Pairs and groups				
B12 Upholding high expectations				

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INSTRUCTION				
Module	Date	Previous target met?	New precise target	Follow up actions
Example	05/10	Yes	With the support of a colleague, review lesson resources to identify the knowledge and skills to be taught in a lesson as well as which are new to pupils and which they have covered before.	Apply to Tuesday lesson 4 lesson plan with Curriculum Lead to support.
I2 Identifying the learning content				
I3 Instruction for memory				
I4 Prior Knowledge				
I5 Teacher exposition				
I6 Adapting teaching				
I7 Practice and success				
I8 Explicit teaching				
I9 Scaffolding				
I10 Questioning				
I11 Classroom talk				
I12 Feedback				

This log enables you to track the progress that your teacher is making. By filling in this log, you will easily be able to identify trends in the areas where your teacher is doing well and areas where they may need further support.

SUBJECT				
Module	Date	Previous target met?	New precise target	Follow up actions
Example	05/10	No	Same target as i12 above: Give whole-class feedback that is manageable, specific and coupled with an actionable task for pupils to put feedback into practice.	Period 3, Friday 23rd. When feeding back on application task, make sure feedback is focused on the element pupils struggled with rather than redoing the whole task
S2 Planning backwards from learning goals				
S3 Types of knowledge				
S4 Gaps, errors and misconceptions				
S5 Acquisition before application				
S6: Promoting deep thinking				
S7 Developing pupils' literacy				
S8 Sharing academic expectations				
S9 Assessing for formative purposes				
S10 Examining pupils' responses				
S11 Adapting lessons to meet pupils' needs				
S12 Feedback				