

MENTOR HANDBOOK

S8 | SUBJECT: SHARING ACADEMIC EXPECTATIONS

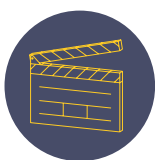
STUDY

KEY TAKEAWAYS FOR THIS MODULE

Your teacher can show pupils how to succeed by:

- > Constructing models which show pupils what a good response or performance looks like.
- > Directing pupils' attention to the critical aspects of those models.
- > Using those models to promote metacognition and for feedback.

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SUMMARY BELOW:**

TEACHING CHALLENGE

Mr Jones is gaining confidence in his planning and wants to assess his pupils' progress. However, he is unsure how to give them the best opportunity to perform well and demonstrate their understanding. He finds that describing the components of a strong piece of work is useful but often insufficient to convey the key ideas. How can he share his academic expectations for pupils concretely and clearly?

KEY IDEA

Effectively directing pupil attention to high quality models helps pupils succeed by clarifying subject goals. Practise and metacognition help them apply these to their own work.

EVERY LESSON IS A CHANCE TO IMPROVE PUPILS' LITERACY

Conveying academic expectations to pupils is challenging. Effective teachers set goals that challenge and stretch pupils, while providing enough support to make it likely pupils will succeed (Coe et al., 2014). Previously, Mr Jones has focused on describing to pupils what they need to do to succeed. However, he has found this problematic: he invites pupils to structure sentences "carefully", to select the "most telling quotations" and to approach their work "methodically". Some pupils seem able to do this but for others his advice appears not to help. Mr Jones realises that these concepts may be too abstract to be easily applied by many pupils so he needs a better way to convey them (Christodoulou, 2017).

Models can show what pupils need to do to succeed. Mr Jones has already encountered the power of a concrete example in making abstract curricular concepts and ideas accessible. He realises that they can also be used to show pupils how to succeed in a specific task. He can use models to demonstrate the components of a good response and the process behind constructing one. One approach is to show pupils completed models, such as a finished calculation, sentence, or essay paragraph. He can also show pupils the process of creating an answer, either by showing finished worked examples (Sweller et al., 1998) – for example, the stages of a sum or an edited document – or by live modelling: completing a task or editing an answer in front of pupils and talking about his thinking process (EEF, 2017). This is a chance for Mr Jones to share his subject expertise with pupils, by describing the choices he is making and the reasons for them as he is making them.

HOW TEACHERS USE THEIR MODELS MATTERS

Mr Jones recognises that the design of the model is important but insufficient in helping pupils identify crucial features as pupils may be tempted to skip over examining them (Sweller et al., 1998). Effective modelling involves directing pupils' attention to the most important aspects. Some specific tasks appear to help pupils engage with models and identify their critical features. These include:

- > **Completion problems:** Partially completed examples which pupils finish (Sweller et al., 1998).
- > **Example-problem pairs:** An example with an equivalent problem, for the pupil to complete.
- > **Examples contrasted with non-examples:** Helping pupils contrast strong and weak responses allows them to identify the crucial features of good answers and those which are less important (Lin-Siegler et al., 2015; EEF, 2018).

The crucial point which Mr Jones appreciates is that just producing a model is insufficient to ensure pupils benefit: he must also design a task which ensures pupils engage

with it, effectively modelling the features he wishes to convey.

Mr Jones can also use models to provide feedback and help pupils to improve. For example, once pupils have completed a task, Mr Jones can invite them to return to the model and identify the similarities and differences between their approach and the one illustrated by the model. Alternatively, he can construct a new model which incorporates the strongest (or weakest) features of pupils' answers, and then invite them to review it and identify its strengths and weaknesses. Pupils can then be invited to revise their own work with the model in mind.

PROMOTING METACOGNITION

Models can also promote pupils' metacognition by helping them to get a clear sense of what their work should look like. This makes it easier for them to plan and monitor their work – comparing what they are doing to the model – and to evaluate their approach by making adaptations if they notice that their work does not exhibit key features shown in the model (EEF, 2017). This may be particularly important where a teacher anticipates common misconceptions may arise about a topic. Pupils may have acquired ideas, either in school or from everyday experience, that are 'in conflict with' the to-be-learned concepts (Chi, 2009).

Mr Jones can use his models to draw pupil attention to misconceptions as well as ways to overcome them. For example, as he models how to complete a problem, he might ask pupils "What trap are we going to avoid falling into here?" and emphasise that "I'm going to avoid falling into this trap", showing them what he wants them to do instead. Knowing what is expected of pupils and what they should avoid is therefore a powerful way to help pupils to monitor and evaluate their own work.

NUANCES AND CAVEATS

When sharing academic expectations, it is important both to select a high-quality model and use effective instructional approaches when modelling, drawing pupil attention to specific aspects of the model to develop their subject knowledge.

Mr Jones can discuss with experienced colleagues what important misconceptions are to help identify them.

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
Sharing models	<ul style="list-style-type: none"> > Teacher, with the support of a colleague, accumulates and refines a range of high-quality models that can be used to exemplify what success looks like to pupils. > Teacher focuses pupils' attention on the key components, e.g. using evidence in a paragraph, of a range of high-quality model examples and explains the quality of these key components to pupils, e.g. that the evidence must support the argument the writer is making. > Teacher ensures pupils engage with the key components of the models, so they are more likely to be remembered. > Teacher, with the support of a colleague, identifies misconceptions that may arise from the models and plans to prevent these. > Teacher explicitly teaches pupils how to use models to plan, monitor and evaluate their work to support independence and academic success. 	
Modelling a process	<ul style="list-style-type: none"> > Teacher ensures pupils know the goal of the process they are modelling and keep it in mind as they model. > Teacher narrates their thought process when modelling each step and supports pupils' understanding by linking to prior knowledge. > Teacher makes the steps of the process they are modelling concrete and memorable ensuring pupils can recall them. > Teacher ensures pupils participate in the modelling by showing their focus and answering questions about the process and the purpose of the steps. > Teacher exposes pitfalls, such as misconceptions, as they model and explains to pupils how to avoid them. > Teacher checks whether pupils have understood the process and how to apply it before getting pupils to do the process themselves. 	<p>If your teacher is...</p> <ul style="list-style-type: none"> > Not doing it at all: Model the steps in a process by thinking aloud what you are doing in each step. > Doing it but needs some improvement: Model the steps in a process by thinking aloud what you are doing in each step and making links to supporting prior knowledge, e.g. "Drawing a right angle reminds me of drawing right-angled triangles when we were learning about Pythagoras' theorem. I remember they were 90 degrees." > Doing it well, but needs some stretch: For processes that are new or complex for pupils, model the steps and your thought process, linking to their prior knowledge, and when pupils' knowledge becomes more secure ask them for the steps and thought process that needs to be applied.
Using worked examples	<ul style="list-style-type: none"> > Teacher, with the support of a colleague, accumulates and refines worked examples to scaffold pupils towards completing processes independently. > Teacher checks pupils' success rate to determine when and how they should gradually remove the scaffolding afforded by worked examples, e.g. by using partially worked examples or just providing the steps or prompts to recall the process. > Teacher explicitly teaches pupils how to use worked examples to plan, monitor and evaluate their work to support independence and academic success. 	

RECORD YOUR THINKING HERE

DEVELOPMENT AREA	FOCUSED DEVELOPMENT AREA	EXAMPLE PRECISE TARGETS
(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?

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:

- > Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. Be aware of common misconceptions and discuss with experienced colleagues how to help pupils master important concepts.
- > Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.
- > Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.
- > Break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).
- > Narrate thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).
- > Make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).

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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