

Mentor interaction

In your next mentor interaction you will have the opportunity to discuss and review previous learning from Module 2 or to discuss strategies around building pupils' knowledge. With your mentor, consider what your focus will be (option 1 or option 2) and follow the actions below so you are fully prepared.

Over to you!

Mentor interaction option 1:

Review of learning

In Module 2 you explored how to prevent working memory overload when introducing new knowledge or concepts by:

- breaking down complex ideas or tasks into smaller steps using 'name the steps'
- combining a verbal explanation with a relevant graphical representation
- using worked or partially completed examples.

Consider the questions below and be prepared to discuss with your mentor:

- Are they implementing strategies that support the working memory?
- Have they broken the explanation down into small enough steps?
- If they have paired their explanation with a graphical representation, did it have the desired impact?
- Was the worked example effective?

Mentor interaction option 2:

Building knowledge

When a new concept is first introduced, pupils need a large amount of support and guidance to understand the 'what' and 'how' of the materials being taught to them. As they become more proficient, the support can be slowly reduced whilst their independence during practice is increased, until they eventually are able to work independently. Some people refer to the process of gradually building pupil independence and ownership over their learning as:

- I do (teacher input)
- we do (guided practice)
- you do (independent practice)

At the 'I do' and 'we do' stages, pupils should benefit from a large amount of modelling and concrete examples to add clarity to the explanation and support the working memory.

Consider the questions below and be prepared to discuss with your mentor:

- Do you effectively model the concepts taught and provide enough concrete examples?

- Do you have a plan for how/when you will reduce the amount of support and guidance required by pupils?
- Do you confidently fade out levels of support as pupil knowledge becomes more secure?
- How are you adapting this model so that all learners have access to the support and guidance they need as long as it is required?

You do not need to submit anything to your mentor in preparation for this.