

Mentoring to
develop strong
relationships



**Teach
First**

Teacher
Development

Making the right start

Honesty is the best policy

1. What do you need from me for this process to work well? What I need from you is.....
2. I really appreciate it when colleagues...
3. What is the best way for us to regularly communicate? (e.g. email, in person, text).
4. When are we happy to be communicated with/when are we not?
5. What is the best time for us to schedule our interactions?
6. What have you previously found effective in a mentor/mentee relationship?
7. How can we ensure that drop-in observations are a positive and effective experience?

Reflect: Is there anything else you would discuss or agree with your ECT in order to establish an open and honest relationship?



**Teach
First**

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Development

Building Trust

Respect

- Recognise the value of others
- Listen to their concerns
- Involve others in decision-making

Personal regard


- Demonstrate you care in both professional and personal capacity, with all colleagues

Integrity

- Show your ECT/mentor that you mean what you say, not, 'do as I say, not as I do'
- Your action and words speak to your values and morals


Competence

- Be consistent in meeting your ECT's/mentor's expectations
- Be someone who can be counted upon




Instructional Coaching and Deliberate Practice

“Instructional Coaching is currently the best-evidence form of professional development we have and has been proven to have direct impact on the progress of pupils in the classroom.”



Discuss: How have your previous mentors developed your practice through feedback? What did and didn't work for you?

(Sims, 2019)



Reflect: What is your understanding of instructional coaching?

What is Instructional Coaching?

Instructional coaches partner with teachers to analyse current reality, set goals, identify and explain teaching strategies to meet goals and provide support until the goals are met.



(Knight, 2007)

It is centred around the idea that a more 'expert' coach needs to identify the change a teacher needs to make to improve the learning of the students in the class and direct the teacher to make this change. The coach uses modelling and deliberate practice to support the teacher to achieve this.

(Goodrich, 2021)



Observations during your ECF programme

Observations are not weekly. The bulletins will outline when they take place.

They are 10-15mins in length.

They focus around the highest leverage area for ECT

The focus is ideally aligned to your module focus but this is NOT mandatory

Your mentor will model good practice as part of your feedback

Some weeks there will be an extended discussion rather than an observation

Observing others is implicit in Year 1 and explicit in Year 2

Trust and respect in each other is central to its success



Feedback Model



"The most successful leaders I've worked with give feedback in this way: they observe teachers frequently and assign them just one or two action steps per week. It feels slow at first...but little by little, the steps build momentum..."

(Bambrick-Santoyo, 2016)



Culture of practice

Video



<https://www.youtube.com/watch?v=shNRbtqralg>

Establishing a culture:

- The right environment
- Practise whilst the memory of the lesson/activity is fresh.
- Share the purpose behind the practice
- Stand up and be in role quickly
- Establish a safe/trusting relationship that is developmental rather than judgemental

Avoid the pitfalls:

- Talking rather than doing
- Having too many areas to practise thus diluting the impact

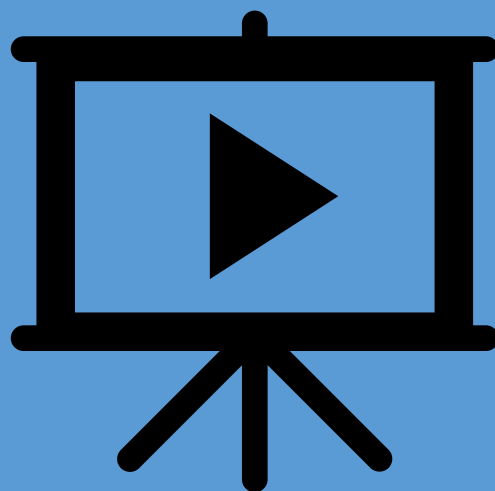


Practice in action

Video



Discuss: Can you identify the five different steps within the 'Practice' stage?





Feedback Model (mentor expectations)



Praise strengths:

Highlight key areas of strength

- Explain what went well
- Back up with evidence
- Reference progress towards previous week's actions



Not an opportunity to explore what your ECT thought went well

One real strength I saw from the lesson was how well you have established your routines for handing out resources. **Everything was handed out and all pupils had begun their work within two minutes of the instructions being said.** This was supported by your clear and concise instructions that we worked on last month. This will mean that learning time is being used effectively.

Feedback Model (ECT expectations)



Praise Strengths



What to expect from your mentor:

- Praise to be specific and precise, not lavish
- To be truthful
- To consider the impact of actions on pupils
- To reference previous actions set and progress towards them

How you can be an active mentee:

- To acknowledge this feedback is coaching
- To ask and clarify if the praise is not precise
- To ask how the strength you demonstrated was evidenced.



Feedback Model



Probe development areas:

Guide your ECT to reflect on their pedagogical decisions and identify an area for development through a series of probing questions

- Plan questions in advance
- Use data and evidence to support the conversation

X What would you do differently next time?

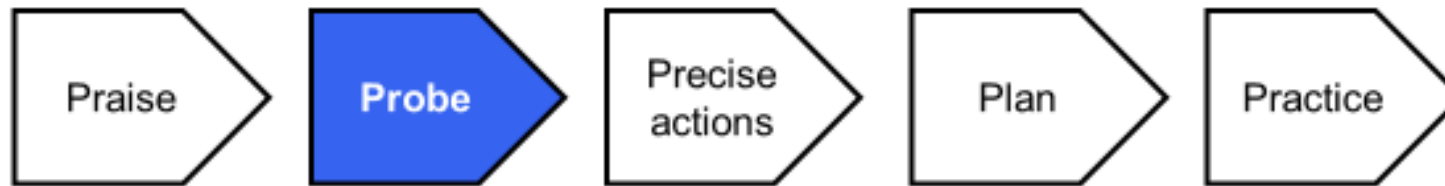
I'd like to understand more about what information you were able to gather from the questions you asked just before you sent the pupils to complete their work independently.

- **Did you know which pupils would be able to begin the task straight away?**
- **What impact did not knowing have on the start of that task?**
- **Why did the questions you *did* ask not give you the right information?**

Feedback Model (ECT expectations)



Probe



What to expect from your mentor:

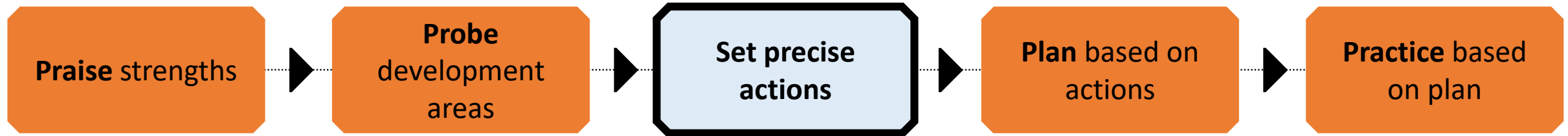
- To have questions planned prior to the interaction
- To pose questions to guide you to identify an area of development
- To reference data and evidence
- To not labour this part of the model and give you more direction if needed

How you can be an active mentee:

- To acknowledge this feedback is coaching
- To listen to the questions and give honest answers
- To consider the impact of your actions on the pupils and how practice has/hasn't led to progress
- To consider the ideal against the reality



Feedback Model



Set precise actions:

Identify the highest-leverage action area(s) of development and set precise actions linked to this.

- Identify the highest-leverage action(s)
- Identify between 1 – 3 actions only
- Make sure they are precise and actionable
- That the action shares the 'how' and not just 'what'

We're now going to focus on setting actions around your use of questioning to check for understanding.

- Complete a 'show me' activity before beginning task to assess whole class understanding.
- Prepare a follow-up question in advance ready to extend thinking of targeted pupils.

Feedback Model (ECT expectations)



Precise actions



What to expect from your mentor:

- To set 1-3 highest leverage actions with you
- To set actionable actions
- To set precise actions
- To discuss the 'how' as well as the 'what'

How you can be an active mentee:

- To clarify the actions
- To check that they are precise and actionable
- To check that there are no more than 3
- To seek to understand why these actions will have the most impact on your practice



Feedback Model



Plan based on actions:

Focus on the precise actions and plan how your ECT might address them in a future lesson.

- Plan where and how they can implement the action
- Success criteria
- Script – “Let’s write down what would you ask there.”

We are now going to plan where you can do these actions. Let’s look at an upcoming lesson for points where it would be useful to check for whole class understanding.

Let’s script what you would say depending on the responses you get from pupils.

Feedback Model (ECT expectations)



Plan



What to expect from your mentor:

- To focus on a future lesson and to identify with you where, when and how the actions will be carried out

How you can be an active mentee:

- To consider a lesson/ topic / pupil you will focus on to carry out your actions. This could be with a tricky group
- To manage your levels of stretch here
- To be open and honest with your mentor



Feedback Model



Practice based on plan:

- Practise as if your ECT was in a live lesson
- Share a success criteria for what they are practising
- Prime the practice by providing a clear model
- Give clear feedback on how it could be improved

Questions?

Feedback Model (ECT expectations)



Practice



What to expect from your mentor:

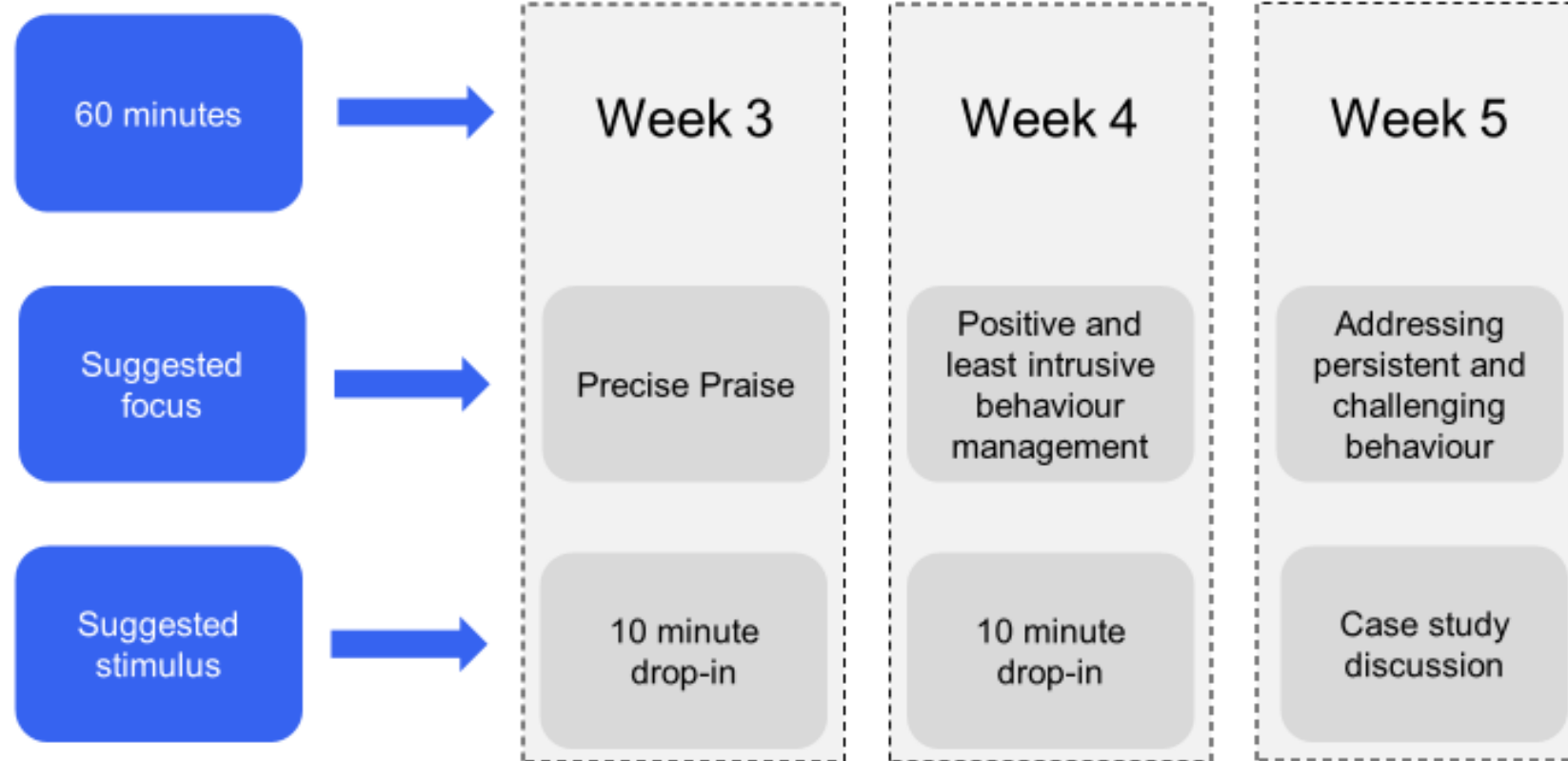
- To be given a clear success criteria to use
- To have a model of the technique demonstrated
- To request you to be up and in role
- To repeat the practice
- To be paused and given live feedback during the practice

How you can be an active mentee:

- To call the shots – make it contextually relevant for you
- To consider a class/pupil when carrying out the practice
- To be ready to take part and own the practice
- To acknowledge that the feedback is 'coaching' not 'evaluating'

Week by week.....

Weekly Interactions





Practice in action

Video



Watch the video again and highlight the 5 stages of feedback.

Discuss: What are the benefits you can see to this in addition to your previous mentoring and feedback skills?



A reminder: the 5 steps when at the 'practice' stage

Scenario:

Your ECT is finding it challenging to get the attention of all pupils when they need to address the whole class. You notice that not all pupils do as they ask or pay attention to what they are saying.

Success criteria:

- Choose a signal
- Give the signal
- Pause to wait for 100% compliance
- Give anonymous correction if needed
- Thank the pupils

Step 1	Mentor model
Step 2	Name the success criteria
Step 3	ECT to practise
Step 4	Feedback
Step 5	ECT to practise again