

ECF programme - Year two mentor induction

Supporting Development Cycles

Facilitator Name



@TeachFirst



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Welcome!

Objectives

By the end of this session, you will:

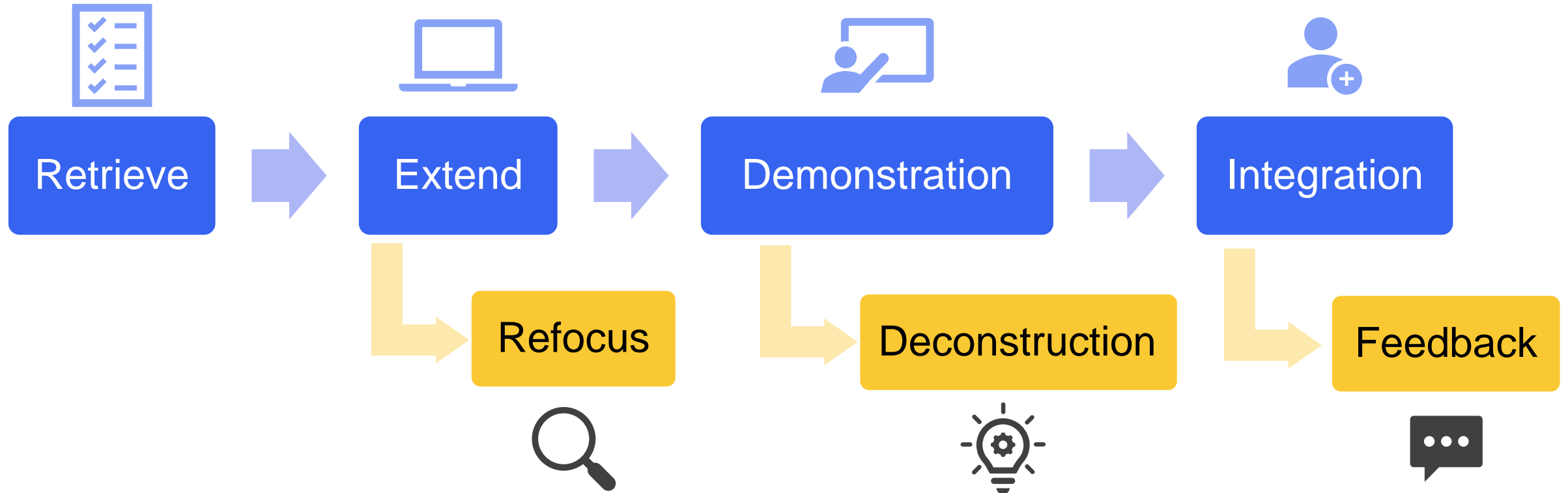
- understand the structure of the Development Cycle
- have furthered your understanding of your role in supporting your ECT's development over the next year

True or false?

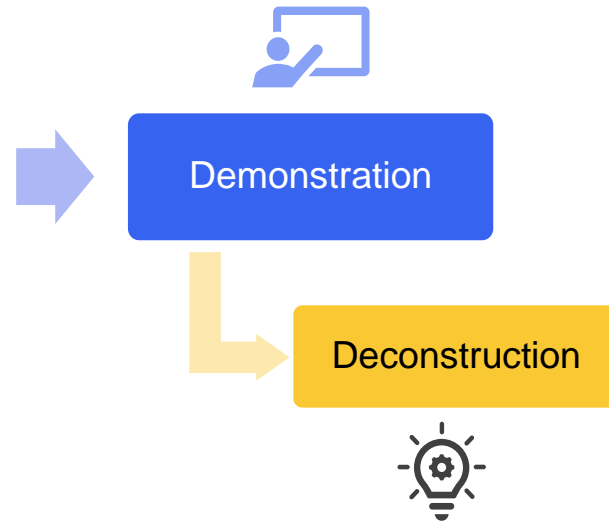
1. After initial rapid increase in teacher expertise, as teachers gain years of experience, complacency leads to more modest gains.
2. Repetition is beneficial to teacher development.



The Development Cycle



The Development Cycle



8.2 Reflective practice, supported by feedback from and **observation of experienced colleagues**, professional debate, and learning from educational research, is also likely to support improvement.

Year two foci

Term 1

1. Developing pupils' intrinsic motivation
2. Supporting pupils to develop subject-specific skills

Term 2

3. Using meaningful and memorable explanations
4. Anticipating and addressing common misconceptions

Term 3

5. Using structured talk to develop pupils' literacy
6. Developing a coherent curriculum



Reflect: How do these align with your ECT's and school's priorities?

Retrieve - example

Ava, a science ECT, has completed the retrieval quiz and has reflected on her practice from her first year as an ECT and areas for development from last year. She has made the decision to revisit Module 1 – Session: Developing pupils' intrinsic motivation, with a focus on motivating disengaged pupils. From this session, Ava identified that she needs to provide an appropriate level of challenge and support for pupils who do not believe they have the capability to succeed at a higher level. To support her with this, she also plans to revisit Module 5 - Session: Providing additional scaffolds ahead of the extend seminar in week 2.

Extend - example

The focus of the seminar is developing pupils' motivation in Science. The seminar encourages Ava to reflect on how she can motivate pupils to engage with content that she knows some pupils will perceive to be challenging. Ava is particularly interested in how she can apply what she has learnt about self-determination theory and how to help identified pupils to develop competence and autonomy. Ava's facilitator highlights that the importance of motivating pupils to engage with challenging content, but that the content itself shouldn't be simplified. Ava has had a chance in the seminar to discuss the strategies of teaching challenging concepts in small steps and planning effective explanations and tasks. During the seminar, Ava has reflected on how well she has used the two strategies when teaching a recent concept and what she would do to improve her practice based on her learning in from the seminar.

Refocus - example

Ava shares with her mentor that while she found the extend seminar useful, she feels that breaking learning down into small steps is something she is familiar with from her previous year on the ECF programme and that she is already doing this in many of her lessons. Her mentor acknowledges this and explains to Ava the difference between familiarity with a concept versus deep understanding of a concept that can be applied expertly to different contexts. Through open discussion Ava recognises that last year she learnt about teaching in small steps in the context of avoiding cognitive overload and that moving forward she can apply what she already knows to the new context of pupil motivation.

Her mentor uses the discussion prompts from the mentor programme guide to help Ava to reflect and to focus the discussion. Ava considers her practice and identifies that she hasn't always considered the link between developing pupils' intrinsic motivation with breaking concepts down into key teaching points and then further breaking each teaching point into small steps.

They agree that the highest leverage development area for Ava is to identify upcoming content that contains challenging concepts that she can break down into distinct teaching points and then break each teaching point down into carefully design explanations and tasks that build on one another to gradually increase her pupils' competence and autonomy.

Ava and her mentor then identify an expert colleague she will observe in this area. She arranges to observe Raheim in week 3. Ahead of the meeting, Ava and her mentor provide Raheim with information on what Ava is looking to observe.

Demonstration - example

During the demonstration, Ava takes notes on how Raheim breaks down a complex process into a series of key teaching points and then carefully designs his explanations and tasks for each teaching point.

Ava gains a better understanding of how to increase motivation by gradually building success. She notices that after each small teaching step Raheim gives his pupils time to review the learning in pairs before summarising it with the class. Ava also notices that each summary always integrates learning from the previous teaching point, culminating in the pupils being able to provide comprehensive descriptions of the entire process.

Following the demonstration, Raheim explains the importance of breaking the key teaching points of a concept into small steps, clearly scripting and practising explanations and questions for each small step and allowing the pupils to regularly demonstrate their understanding as they work towards increased competence and autonomy needed for genuine intrinsic motivation

Deconstruction - example

During the deconstruction, Ava's mentor uses the discussion prompts in the mentor programme guide to probe Ava's understanding of the observation. Ava shares her reflections, and they discuss how Raheim was able to support motivation and pre-emptively discourage disengagement by breaking down each teaching point into small and manageable steps, carefully designing tasks and explanations within each small step and engineering opportunities for pupils to demonstrate their success as they increase their competence. Through discussion supported by the prompts in the programme guide, her mentor guides Ava to understand the techniques observed and how they impact intrinsic motivation before guiding to her to identify her highest leverage actions. Ava and her mentor decide that Ava will focus on the implementing and integrating the following actions:

- identify key knowledge that is necessary for pupil mastery of a core concept and sequence this into key teaching points and small teaching steps.
- script her explanations and questions for each teaching step.
- design appropriate tasks within the small teaching steps that allow pupils to demonstrate their success.

Integration - example

Ava identifies an upcoming series of lessons on ionic bonding that she has not taught before. She identifies being able to draw and describe the formation of ionic compounds as the key skill she wants her pupils to work towards.

Ava is aware that this is a challenging concept that pupils may struggle to grasp and therefore may experience demotivation if not carefully planned and designed. She identifies key knowledge that pupils need, such as the difference between atoms and ions and understanding the formation of ions from atoms, and sequences them into key teaching points. She breaks each teaching point into small steps, scripts her explanations and questions and designs opportunities for the pupils to demonstrate their success.

Ava spends time implementing this into her practice, reflecting and refining.

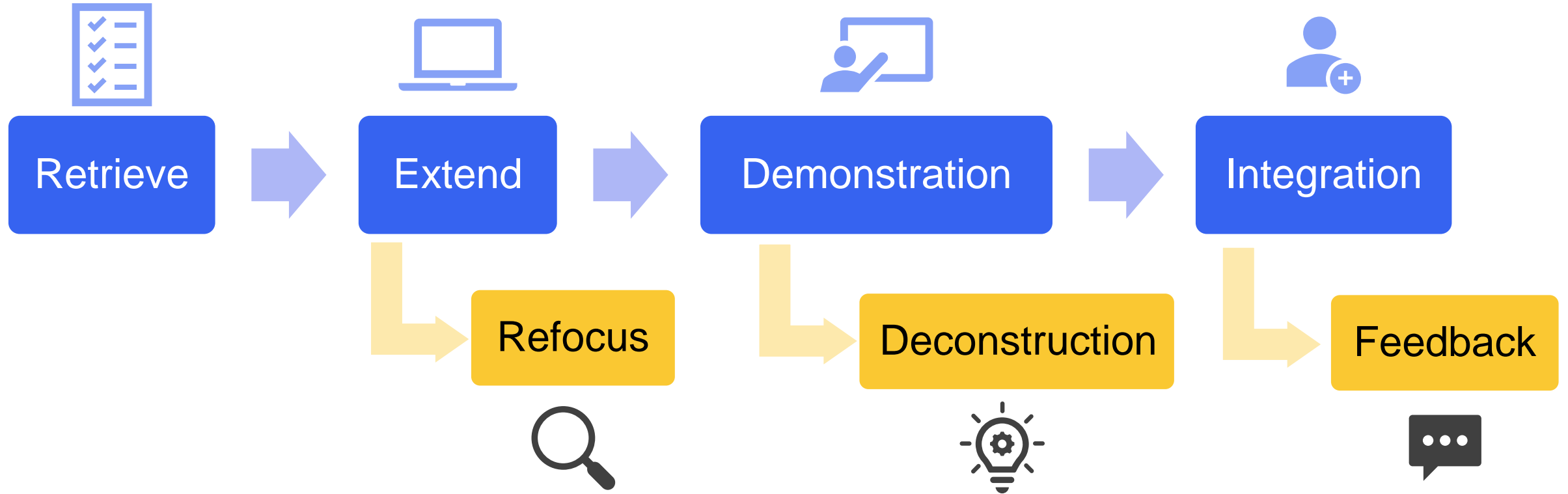
Feedback - example

Ava's mentor arranges a drop-in observation and a follow-up discussion. Ahead of the drop-in observation, Ava identifies two pupils for her mentor to focus on. These pupils often find new content challenging to grasp and have low confidence in their own capability, which leads to limited motivation. The mentor observes Ava's teaching, focusing on her implementation of the action steps.

After the observation in their feedback meeting, Ava's mentor uses the instructional coaching feedback model from Year 1. Ava's mentor praises her use of scripted explanations and questions at each small learning step, alongside carefully designed opportunities for pupils to demonstrate competence.

Ava's mentor uses precise questioning to probe areas for development and they decide that Ava's classroom practice could be stretched even further to increase pupil motivation by providing pupils with the opportunity to monitor their own progress and successes in line with any success criteria for the concept. Together, Ava and her mentor plan what this could look like in line with the next topic Ava is teaching and how she could make this self-monitoring visible to the pupils. They also script what Ava might do and say in the case where any of her pupils have not been able to demonstrate complete success so as to not demotivate them. With her mentor in role as a pupil, they run through a deliberate practice cycle focusing how Ava can support pupils to monitor their own successes and what to say when a pupil hasn't yet achieved success. After the practice, her mentor gives feedback on how Ava could further refine her script when a pupil hasn't yet achieved success, which Ava is able to implement when they practice again.

Narrowing our focus



Refocus

Your ECT believes their focus should be scaffolding responses, in the hope this will motivate their pupils. Based on last year, and past conversations, you believe they should instead focus on high expectations, and increase the think and participation 'ratio' in their lesson.

Reflect: Rate the following three options on the scale:

Appropriate, Somewhat appropriate, Somewhat inappropriate, or Inappropriate

- A** Act as a sounding board, listen but refrain from sharing too much about your own practice. Aim to shift your ECT's focus towards high expectations through questioning but be directive if needed.
- B** Listen to your ECT, but explain how your use of 'ratio' in lessons is effective at motivating pupils and maintaining high expectations. Recommend to your ECT that they observe a colleague to see this in practice.
- C** Question your ECT on the evidence they are drawing upon to select their focus. Support your ECT's focus of scaffolding and facilitate the Demonstration.

Expert rating

A	Somewhat appropriate – It is important the ECT feels listened to and it is right to avoid focus on your own practice, as this is rarely relevant enough. It is good to ask questions but they may still need direction if unable to reach an appropriate conclusion.
B	Somewhat appropriate – Looking at multiple examples or models is a good way for the ECT to integrate a new strategy into their practice. They need to know what they are looking for from their colleague, so a joint observation would be likely beneficial.
C	Somewhat inappropriate – This is not the ECT’s highest leverage area. If not convinced by your ECT, you should use your professional judgement to shift the focus in subsequent mentoring interactions.

Your choice




Reflect: If you encountered this scenario with your ECT next week, what would your *ideal* response be?



Deconstruction

During the Deconstruction mentoring interaction, it becomes apparent your ECT is struggling to understand how to implement what they have learnt from the Extend seminar and Demonstration.

 **Reflect:** Rate the following three options on the scale:

Appropriate, Somewhat appropriate, Somewhat inappropriate, or Inappropriate

- A** Ask your ECT to come up with one strategy that they will implement in their next lesson.
- B** Discuss barriers and concerns regarding implementation. Together identify a key strategy and share an anecdote from your own practice of this strategy.
- C** Probe the rationale for the expert's choice of observed strategies. Discuss relevance of learning to their own classroom. Ask your ECT what the impact would be on learning in their classroom.

Expert rating

A	Somewhat inappropriate – The ECT may struggle to relate the seminar content to their own classroom. Requires your input as the expert to fully unpick the rationale for their choice of strategy and possible impact on pupil learning.
B	Appropriate – This approach would likely support the ECT to understand how this might be implemented into their own practice as well as building a sense of ownership in the ECT. May wish to also highlight the benefits of implementation after reviewing concerns.
C	Somewhat appropriate – This may assist the ECT in understanding <i>what</i> to change. It will not help them in the <i>how</i> . There is a risk of cognitively overloading the ECT if extending their thinking too quickly.

Your choice



Reflect: If, in a few weeks, you encountered this scenario with your ECT, what would your *ideal* response be?



Feedback

After observing your ECT, you are confident they have integrated the strategies developed from the Deconstruction action step into their practice. Within the interaction, you have built on this by practicing 'cold call', which your ECT appears to be able to use effectively.

Reflect: Rate the following three options on the scale:

Appropriate, Somewhat appropriate, Somewhat inappropriate, or Inappropriate

- A** Repeat the practice, adding complexity by expecting the ECT to extend pupil responses with process questions.
- B** Ask your ECT whether they need to practise any further. If they feel confident, ask them what they would like to practise next.
- C** Repeat the practice again on the same focus to ensure the ECT has mastered the use of 'cold call'.

Expert rating

A	Appropriate – This would likely benefit the ECT’s classroom practice and layer in more complexity, increasing the reliability of your judgement in your ECT’s confidence and competence of this strategy.
B	Somewhat inappropriate – While it is often worthwhile to involve the ECT in decision-making, will they have the confidence to say when they haven’t got it? Demonstrating the confidence is better than saying it.
C	Somewhat appropriate – There is a benefit to overlearning in building automaticity, but this would not deepen their learning or take them outside of their comfort zone.

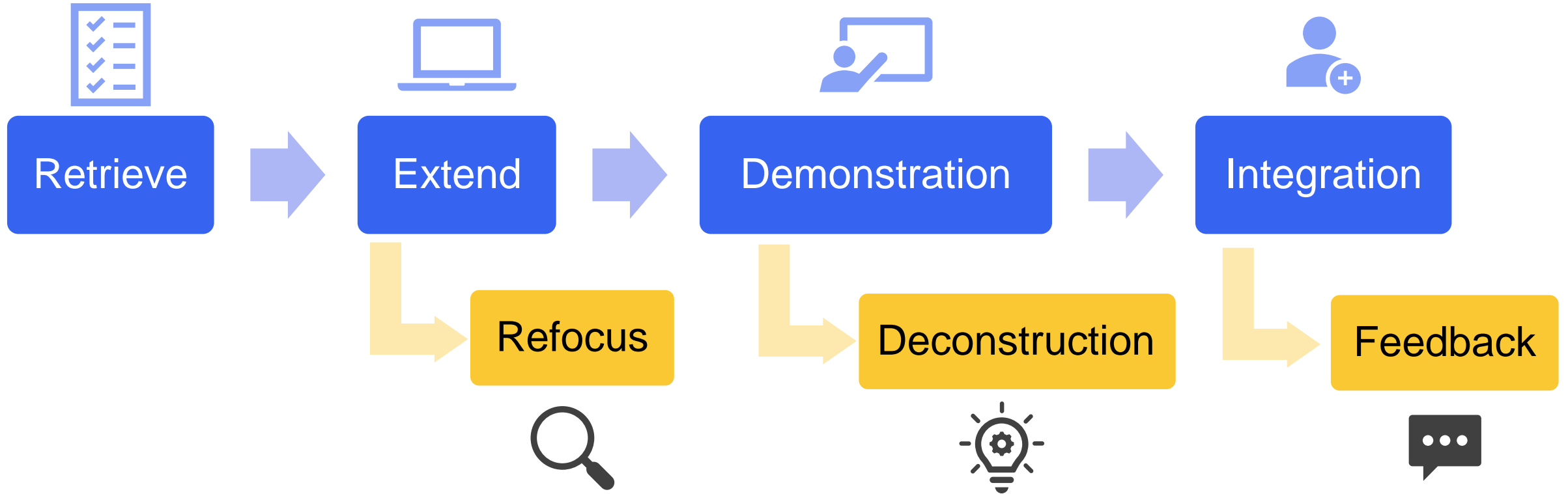
Your choice



Reflect: If, in a few weeks, you encountered this scenario with your ECT, what would your *ideal* response be?



In summary



Thank you.



What next?

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Development