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**Teach First**



# Early Career Training Programme

**MENTOR HANDBOOK**

Your guide to mentoring a year 1 Early Career Teacher

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# Welcome

Mentors play a crucial role in supporting early career teachers (ECTs).

When the Department for Education published a review of teacher training in 2023, they highlighted three things. First, that quality of teaching is the single most important factor in improving outcomes for pupils –especially for those from disadvantaged backgrounds. Second, that high quality professional development is the best way to help teachers improve. And third, that trainees and ECTs value mentoring as a core element of their training and development.

We know it takes time and effort to be a great mentor. And we know you're a busy teacher yourself, with your own classes and pupils to think about.

So, before we go any further, we just want to start by saying **thank you**. For being not only a great teacher, but for being a brilliant mentor too. You are making a huge difference to your ECT and every pupil they teach – now and in the future.

## The purpose of this handbook

This handbook is designed to help you support your ECT throughout their first year on the Teach First Early Career Training Programme.

In this handbook, you'll find:

- a suggested focus for each of your weekly mentor interactions
- space to make notes and record your ECT's action steps
- links to overview videos that summarise what your ECT is learning about in their self-directed study

# The focus of mentor interactions

Each week, you'll meet with your ECT to discuss and support them to practise a key element of their teaching practice. The focus of these mentor interactions will relate to what your ECT has been learning about in their self-directed study. Throughout the year, they'll work their way through 6 modules:

- **Module 1:** How can you create an effective learning environment?
- **Module 2:** How do pupils learn?
- **Module 3:** What makes classroom practice effective?
- **Module 4:** How can you use assessment and feedback to greatest effect?
- **Module 5:** How can you support all pupils to succeed?
- **Module 6:** How can you design a coherent curriculum?

Each module is made up of 5 self-directed study sessions. Recognising that ECTs will all have different starting points based on previous knowledge and experience, there are two versions of each session: core, and summary and stretch. The core versions support ECTs to develop their knowledge and understanding, while the summary and stretch versions challenge ECTs to apply their knowledge to a range of scenarios. They'll also attend two live 90-minute seminars per module.

In addition to the mentor interactions focussed on module content, we've allotted two interactions to focus on wellbeing in weeks 20 and 33, and you'll also touch on wellbeing in your initial interaction. We recognise that you'll need to support your ECT to manage their workload and look after their wellbeing across the year. It's unlikely these will be the only times you discuss wellbeing with them. But we hope having these interactions set aside to specifically focus on wellbeing will help you to make space to explore this topic in more depth.

# Preparing for mentor interactions

To support you to prepare for your weekly interactions, we have created short weekly overview videos (5–10 minutes each) that share with you all you need to know to prepare for your mentor interaction. Each video outlines what the ECT has learnt in their self-directed study session, the underpinning research, and a suggested focus for your mentor interaction.

Before coming to mentor interactions, your ECT will complete their self-directed study session, and will apply their learning to tasks, such as designing a partially completed example, scripting an explanation, or creating a retrieval quiz. They'll be prompted to share the outcome of this task with you. You might get chance to review this before the interaction, or you might agree to look at it together at the start of your meeting. Before most interactions, we'll recommend you drop into your ECT's classroom for 10 minutes so to observe them enacting a particular aspect of their teaching practice. Like how they respond to low level behaviour or how they use 'Think Aloud' to narrate their thought processes.

## Diagnostic conversations

At the beginning of each module, you'll answer a set of diagnostic questions on Brightspace that will help you to reflect on your ECT's current application of the concepts covered in that module. Your ECT will also complete a set of knowledge-based questions to check their understanding of these same concepts. You'll then have a diagnostic conversation to decide whether your ECT will complete the core or summary and stretch content for each session in the upcoming module.

To begin with, you'll review the results of the diagnostics together. Then you'll support your ECT to reflect on their areas of strength and development. You might prompt their reflections by asking questions like "Are you consistently applying this knowledge to your classroom practice?" and "Is this knowledge embedded well enough for you to be automatic in your use of it?". You'll then confirm and highlight whether your ECT will complete the core or summary and stretch content for each session. Here's an example for Module 1: how do you create an effective learning environment?

<i>Session 1: Establishing effective routines</i>	Core	Summary and stretch
<i>Session 2: Developing motivation</i>	Core	Summary and stretch
<i>Session 3: Addressing low level disruption</i>	Core	Summary and stretch
<i>Session 4: Managing complex behaviour</i>	Core	Summary and stretch
<i>Session 5: Holding high expectations</i>	Core	Summary and stretch

Following this conversation, your ECT will input this information into Brightspace to release the relevant content. The core and summary and stretch versions of each session are both designed to take about 45 minutes to complete.

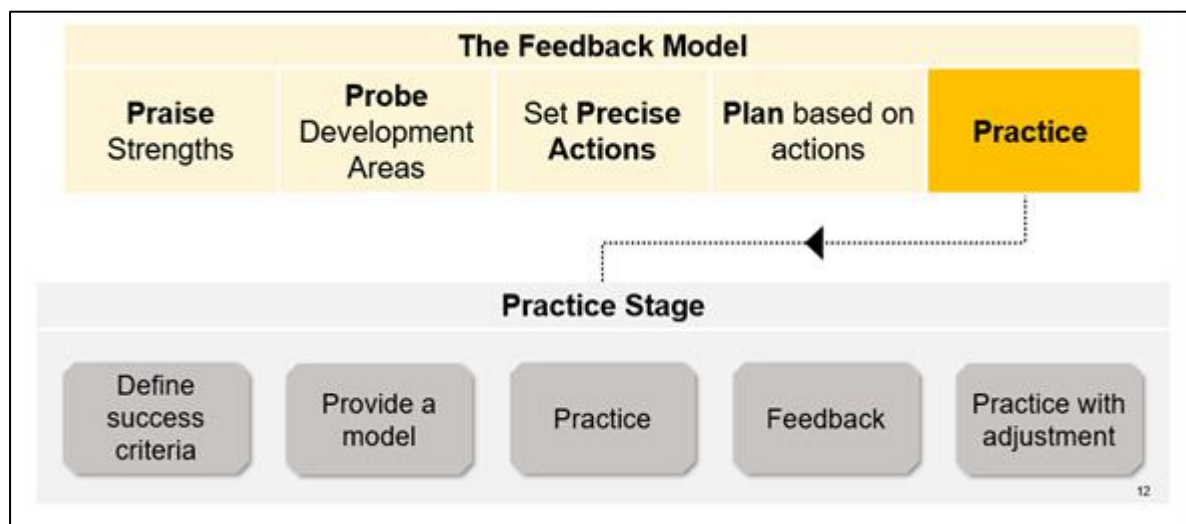
# Instructional coaching

*“Even the most motivated and intelligent student will advance more quickly under the tutelage of someone who knows the best order in which to learn things, who understands and can demonstrate the proper way to perform various skills, who can provide useful feedback, and who can devise practice activities designed to overcome particular weaknesses” (Ericsson and Pool, 2016).*

High-impact feedback not only identifies strengths and areas of development but also provides a space for teachers to plan and rehearse actions linked to these areas so that they can immediately alter their practice.

Evidence suggests that instructional coaching has a higher impact on pupil outcomes compared to other forms of professional development. It moves away from using traditional lesson observations, which can be generic, often with targets that are too broad or can give the ‘what’ but not the ‘how’. It also focuses on feedback that is led and directed by the ‘coach’ (the mentor) through the identification of precise actions and the use of directed and specific probing questions. Instructional coaching should be used to feedback following a lesson observation or to practise a discrete skill or technique.

So, during your weekly mentor interactions you will use the following feedback model to support your ECT to incrementally improve their teaching practice:



Let's look at each stage in more detail...

Practice stage	What to do	Examples
<b>Praise strengths</b>	<p><i>Highlight key areas of strength.</i></p> <ul style="list-style-type: none"> <li>• Explain what went well.</li> <li>• Be precise.</li> <li>• Back up with evidence.</li> <li>• Reference progress towards the previous week's actions.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Thank you for allowing me to observe your lesson today'</li> <li>• 'One thing I thought was effective about your practice was...'</li> <li>• 'One real strength in the lesson I saw was...'</li> <li>• 'This was evidenced when you...'</li> <li>• 'A great example of this from the lesson was when you/pupils...'</li> <li>• 'Your previous area for development was... I saw progress towards this when...'</li> </ul>
<b>Probe development areas</b>	<p><i>Guide the teacher to reflect on their areas of development through a series of precise and direct questions.</i></p> <ul style="list-style-type: none"> <li>• Plan questions in advance.</li> <li>• Use precise questions.</li> <li>• Use data and evidence.</li> <li>• Don't labour it – explain and tell if necessary.</li> <li>• Summarise specific areas for their development based on your probing of them.</li> </ul>	<ul style="list-style-type: none"> <li>• 'I'd like to explore with you some areas of development in your practice.'</li> <li>• 'When the pupils were on the carpet, what was the key learning point you wanted to the pupils to grasp?'</li> <li>• 'How do you know what the pupils had learned from the reading activity?'</li> <li>• 'What did you expect the behaviour to be like when the pupils left the classroom/what did you want the behaviour to be?'</li> <li>• 'Why did you choose that specific task/what did you want the pupils to achieve/how would you know if they had been successful?'</li> <li>• 'What evidence do you have to show the lesson outcomes were met?'</li> <li>• 'We're now going to choose the area for development which will have the most impact on your practice. There were examples in the lesson when students did not fully understand teacher instruction in independent tasks.'</li> </ul>
<b>Set precise action steps</b>	<p><i>Identify the highest-leverage area of development to address and set a precise action step linked to this.</i></p> <ul style="list-style-type: none"> <li>• Find highest-leverage areas.</li> <li>• Choose one to three key things.</li> <li>• Make sure they are actionable.</li> <li>• Be precise not generic.</li> <li>• Give a 'how' not just a what.</li> </ul>	<ul style="list-style-type: none"> <li>• 'We're now going to focus on setting an action step for this area of development which we will then plan and practise.'</li> <li>• 'To address this development area, your action is to...'</li> <li>• Give clear precise instructions by stating 'what to do and why' in as few words as possible.</li> </ul>

*Focus on the action step from this area and plan how the teacher might address this in a future lesson.*

**Plan based on actions**

- Look to a future lesson.
- Plan where and how.
- Script.

- 'We're now going to plan how you will put into practice this development area using the action we decided'.
- 'What lesson, topic, class can we put this development area into place with?'
- 'What part(s) of the lesson might this development area most need to be addressed?'
- 'Let's script/sequence/decide etc. how you might go about doing this'.
- 'What might this look like in your planning?' 'What would you ask, do, say...?'
- 'This is your success criteria'.

*Practise the plan for the action created*

**Practice**

- Share success criteria
- Prime the practice by providing a model (e.g. mentor models/video)
- Call the shots – say how you will act in the role (compliant/authentic/near live).
- Say how you'll feedback to the teacher - the end/during?
- Agree how many 'turns' you will give the teacher.
- Get it on its feet/put the plan into practice with the teacher.
- Feedback either after teacher has practised or during.
- Repeat as appropriate

- 'Now we're going put into practice our planned action step. This is your success criteria; I'll model this for you myself.'
- 'Look at how I achieve the success criteria.'
- 'I'm going to act as a compliant pupil. I will feedback after you have practised the action step and then I'm going to give you two more turns to practise the step based on my feedback.'
- 'Your voice was clear and well-paced. Now do this again but I want you to remove the additional words – you don't need such a long introduction – make it one sentence lasting no more than ten seconds.'

# Examples

A key area for development could be that pupils are not all complying after being asked to do something, especially at transitions. This would be identified in the 'probe' section of the model. It is now your role to choose an action step to address this. An example of an ineffective action step may be 'improve behaviour at transitions' - this is neither helpful nor impactful as it does not clearly specify exactly 'what' to do and 'how' to do it. A better example would be 'create the illusion of speed by using work the clock to support pupil engagement during and between activities'. This gives the teacher a clear directive of 'what' to do specifically and more importantly, the actual technique to use.

Another example of an area for development may be that at the end of the lesson pupils do not tidy away properly, meaning that the next class comes into a chaotic environment. Rather than setting an action for the teacher to simply make sure the classroom is left tidy at the end of the lesson, a better action would be for the teacher to plan and practise a roll out of an exit routine giving clear, precise directions. As the mentor, you would then follow the 'plan' section of the feedback model as detailed in the table above - looking to a future lesson, scripting and modelling and setting a success criteria ahead of the practice section. In the practice section, the ECT would then practise the plan and receive feedback from you before redoing the practice with the suggested changes.

A final thing to note is that the duration of time spent on each stage will depend on the purpose of the feedback. But we would recommend the majority of time is spent on the last two stages of the model – planning and practising.

# MODULE 1

How can you create an effective learning environment?

week  
**01**

**Ways of working  
and wellbeing**



week  
**02**

**Diagnostic-focussed  
conversations for  
module 1**



week  
**03**

**Session 1**  
Establishing effective  
routines



week  
**04**

**Session 2**  
Developing  
motivation



week  
**05**

**Session 3**  
Addressing low level  
disruption



week  
**06**

**Session 4**  
Managing complex  
behaviour



week  
**07**

**Session 5**  
Holding high expectations  
and maintaining engagement



*As part of this module, your ECT will also attend two live 90-minute seminars on:*

- Using praise and consequences effectively
- Holding high expectations of all pupils

## Ways of working and wellbeing

Most of the weekly mentor interactions in the first term will build on what your ECT is learning about in the first module, which is all about how to create an effective environment for learning. But before you dive into that, you'll spend this first interaction getting to know them a little and establishing a set of shared expectations. This will help to put you in good stead for successfully working together this academic year.

### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Professional behaviours
<b>Learn how to...</b>
<b>Manage workload and wellbeing by:</b> <ul style="list-style-type: none"><li>• reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement</li><li>• understanding the right to support (e.g. to deal with misbehaviour)</li></ul>

At the beginning of a professional mentoring relationship, it's important for both parties to discuss their preferred ways of working. You might think of this as a type of contracting. To agree how you'll work together, to pin down logistics like where and when you'll meet, and to talk about what you need and can offer one-another. Having a conversation about these things can help to set you up for a successful working relationship. It can also help to pre-empt any potential issues.

#### Discussion prompts:

- What do you need from me as your mentor, what do I need from you, and what can we offer one-another?
- When you were a trainee teacher, what was effective about your mentor/mentee relationship?
- What could have been better?
- As your mentor I'll be regularly dropping into your lessons to do short, 10-minute observations. How can we make these drop-ins a positive and effective experience?
- What is the best time for us to schedule our mentor interactions? Keeping in mind timetables, staff meetings, caring responsibilities, and so on.
- How and when would you prefer for us to communicate? (e.g. email, in person, text, weekdays)
- In a working relationship, what helps you to feel well-connected and supported?
- In your initial teacher training year, were you able to find a work-life balance?
- Do you have any strategies that help you to manage your wellbeing during term time?
- What can I do to support you with this?
- What do you do that helps you feel 'you'?
- Is there anything else I should be aware of as your mentor?

# Example

In response to the discussion prompts, your ECT might share that their previous mentor was a brilliant teacher and really helped them to improve their practice, but that their mentor didn't always notice when they were feeling stressed. And that they tended to give lots of feedback on what could be better without saying much about what was good, which knocked their confidence. So, they might ask you to continue helping them to improve their teaching, but also to regularly check-in on their wellbeing. And to help develop their confidence by sharing what they're doing well as well as what they could do better.

They might also share that their previous mentor used to drop into their lessons without warning, and that this caused them to feel anxious. So, they might ask that you always give them advance notice of when you'll do your drop-ins. You might agree to do this – but you may add that it may just be a quick heads-up first thing in the morning. In return, you might ask them to be open to your feedback, and to trying new things. And you might ask that they let you know when things are getting too much, so you can support them.

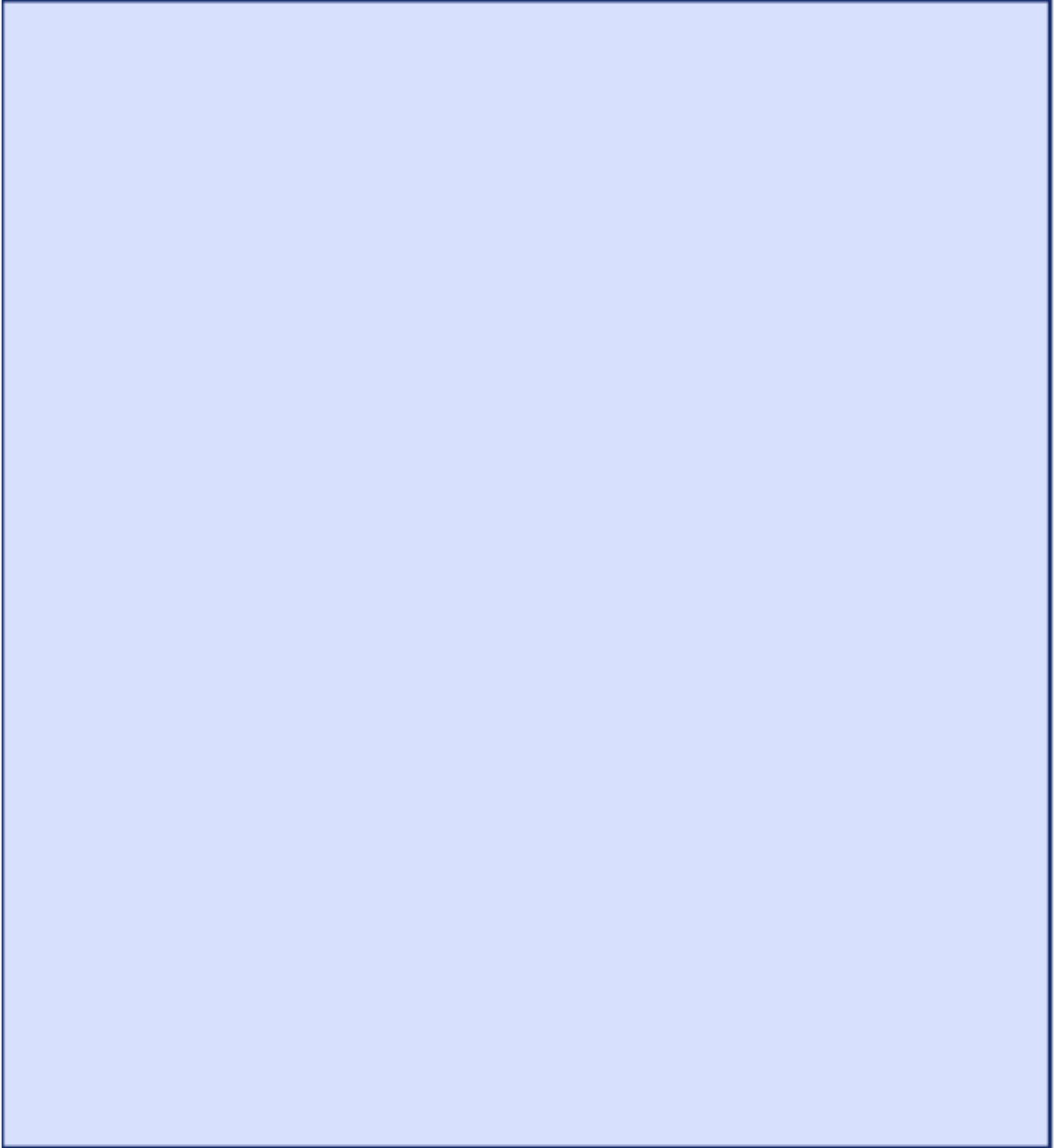
When it comes to communication, your ECT might say they prefer to communicate by email on weekdays between 7.30am and 6pm. But you might say that you like to do some work in the evening, after your children have gone to bed. So, you might agree that if you email them after 6pm, you don't expect them to read or respond to it until the following day. You might both agree that you prefer not to be in touch with one-another over the weekend.

And when it comes to your weekly interactions, you might both agree to make the most of that time, by arriving prepared - with them having completed their self-directed learning, and you having watched the overview video and completed your observation, if there was one that week. You might say that if they can share the output of their self-study task 24 hours before you meet, you'll try to look at beforehand. But that some weeks you may have to review it together at the start of your mentor interaction.

In terms of wellbeing during term time, they might share that last year, they aimed to leave school early one day a week, to spend time with their partner and do something nice like go to the cinema. But they might admit they often had trouble sticking to this commitment, which sometimes caused arguments. So, you might suggest that having a set day to do this - say, Wednesdays - and that you could pop your head into their classroom on that day to check they've left by 4pm – or to offer them a gentle nudge to take their all-important recovery time. And they might share that on Saturdays, they do a park run and go for coffee with some old friends, which helps them feel energized and well-connected.

Finally, in response to asking if there's anything else you should know, your ECT might share that in the past, they've had a tendency towards perfectionism, and that this has led to them burning out and having to take time off work. So, they might ask you to look out for signs of overwork. They might also share that on a personal note, they've just recently separated from a long-term partner, and that they're in the process of arranging somewhere new to live, so may at times be a little distracted or emotional as they come to terms with this change.

**Make a note of what you've agreed about how you'll work with one-another.** That way you can return to this later and it can be a helpful way to respond in an objective way to any issues that crop up. E.g. *"We agreed that... But what I've noticed is..."*



**Next meeting date and focus:**



# Diagnostic-focused conversation for module 1

Please remember to complete your diagnostic activity at the beginning of this module.

## ITTECF

This week's mentor interaction relates to the following ITTECF framework statements:

Professional behaviours	
Learn that...	Learn how to...
<b>8.2.</b> Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.	<b>Develop as a professional by:</b> <ul style="list-style-type: none"><li>• <b>8e</b> Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</li></ul>

At the beginning of each module, you'll answer a set of diagnostic questions that will help you to reflect on your ECT's current application of the concepts covered in that module. Your ECT will also complete a set of knowledge-based questions to check their understanding of these same concepts. You'll then have a conversation to decide whether your ECT will complete the core or summary and stretch content for each session in this module.

As this first diagnostic conversation is so early in the academic year, you might not have observed your ECT enough to feel you can answer the questions confidently. If this is the case, you might want to take their steer on their ability to apply these concepts in their teaching practice. Or - if you have it - you could look at their ITT action plan to see what this reveals about their ability to create an effective learning environment.

Follow these 3 steps to frame your diagnostic-focussed conversation.

### 1. Review the recommendations

Review your ECT's diagnostic outcome (focused on knowledge) alongside your mentor diagnostic outcome (focused on application) for each session in this module.

Module 1 – how can you create an effective learning environment?

- Session 1: Establishing effective routines
- Session 2: Developing motivation
- Session 3: Addressing low level disruption
- Session 4: Managing complex behaviour
- Session 5: Holding high expectations

## 2. Reflect on strengths and areas for development

Consider the focus of each session and support your ECT to reflect on their areas of strength and development. Use these prompts to support your discussion:

- Are you consistently applying this knowledge to your classroom practice?
- Are you applying this knowledge consistently well?
- Can you apply this knowledge consistently well in different contexts?
- Is this knowledge embedded well enough for you to be automatic in your use of it?
- Can you take this knowledge and integrate it with additional pedagogical concepts?

## 3. Confirm your ECT's pathway

Together use the recommendations from the diagnostic as well as the conversation about their strengths and areas for development to confirm whether your ECT will complete the core or summary and stretch materials for each session. Circle or highlight this below.

Your ECT can then use this information to complete their checklist and release the relevant content on Brightspace.

Session 1: Establishing effective routines	Core	Summary and stretch
Session 2: Developing motivation	Core	Summary and stretch
Session 3: Addressing low level disruption	Core	Summary and stretch
Session 4: Managing complex behaviour	Core	Summary and stretch
Session 5: Holding high expectations	Core	Summary and stretch

**Next meeting date and focus:**

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## Module 1: Creating an effective learning environment

### Session 1: Establishing effective routines

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Managing behaviours	
Learn that...	Learn how to...
<ul style="list-style-type: none"><li>• <b>7.1</b> Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</li><li>• <b>7.2</b> A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs.</li></ul>	<p><b>Develop a positive, predictable and safe environment for pupils, by:</b></p> <ul style="list-style-type: none"><li>• <b>7c</b> Giving manageable, specific and sequential instructions.</li></ul> <p><b>Establish effective routines and expectations, by:</b></p> <ul style="list-style-type: none"><li>• <b>7h</b> Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).</li><li>• <b>7i</b> Practising school and classroom routines at the beginning of the school year.</li></ul>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to see them establishing a routine. In preparation for this, they have been asked to plan how they will use one of the following routines:

- greeting pupils at the door
- getting pupils' attention
- transitions
- exit routine

They have been given the following success criteria to help with their planning:

<b>Greeting pupils at the door</b>	Stand at the entrance to the classroom. Positively interact with pupils as they enter. If necessary, provide corrective statements to reinforce expectations.
<b>Getting pupils' attention</b>	<b>Instructions should be:</b> <ul style="list-style-type: none"><li>• specific and observable</li><li>• sequential</li><li>• manageable</li></ul>
<b>Transitions</b>	
<b>Exit routines</b>	

If your ECT completed the **summary and stretch** content, notice how they reinforce their expectations with pupils, e.g. 'Thank you Alex, you are lining up silently.'

## Instructional coaching cycle

As this is your first instructional coaching cycle with this ECT, we have included examples for each stage.

### Praise

**Example:** Thank you for letting me observe your classroom today. One strength was the positive relationship you have built already with pupils. You have clearly invested some time to learn their names which made your life a lot easier when you were directing questions and dealing with that one spell of disruption.

### Probe

**Example:** It would be good to explore your instructions as part of the exit routine right at the end of the lesson. Do you think all pupils knew what they were supposed to be doing? What evidence do you think suggested some were not sure? How could you know for certain?

### Precise action steps

#### Examples:

- Make instructions sequential by saying them in the order you want pupils to complete them and using language such as “first, then, next”.
- Make instructions observable by stating the behaviour you want to see and then waiting for all pupils to follow the instruction before moving on (e.g. “stand behind your chair”).
- Make instructions manageable by keeping the number of steps to a maximum of three, using prompts like “first”, “then”, “lastly”.

## Plan and Practice

### 1. Plan the practice

**Example:** Let's plan what this might look like. So, our action step is to ensure your expectations are met by providing positive reinforcement when pupils follow the instructions given. Let's identify some success criteria:

- Give your first 3 instructions
- Provide positive reinforcement to pupils who follow these correctly
- Wait for all pupils to be ready
- Give your next set of instructions and follow with positive reinforcement

### 2. Mentor models the approach:

I'm going demonstrate how to do this.

### 3. Plan a script

**Example:** We will take some time now to plan your practice with some scripting. You are asking the pupils to pack away at the end of the lesson I observed, what needs to happen before pupils can leave your classroom? Script the instructions you will give and some phrases you can use to provide positive reinforcement. Use the space below to script the practice:

### 4. Prime the practice

**Example:** Now you have a go, and I'll give you some feedback and then we will have another round of practice where we can refine the script as we go.

### 5. Feedback on practice

**Example:** Your instructions were specific and sequential, and you did reinforce pupils' behaviour, but your framing was focused on the undesirable rather than desirable behaviour. For example, you said 'thank you Sarah, you're not talking' rather than 'thank you Sarah for waiting silently'. Let's practise again with this in mind.

### 6. ECT re-practises

**Next meeting date and focus:**

## Module 1: Creating an effective learning environment

### Session 2: Developing motivation

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

High Expectations	
Learn that...	Learn how to...
1.1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	<p><b>Communicate a belief in the academic potential of all pupils, by:</b></p> <ul style="list-style-type: none"> <li>1.c. Creating a positive environment, where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</li> </ul> <p><b>Demonstrate consistently high behavioural expectations, by:</b></p> <ul style="list-style-type: none"> <li>1.h. Acknowledging and praising pupil effort and emphasising progress being made.</li> </ul>

Managing Behaviour	
Learn that...	Learn how to...
7.4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.	<p><b>Motivate pupils, by:</b></p> <ul style="list-style-type: none"> <li>7.o. Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.</li> </ul>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to see them building pupil motivation. In preparation for this interaction, your ECT has been asked to select one of the following for you to observe:

using precise praise and/or acknowledgement	<ul style="list-style-type: none"> <li>acknowledge when pupils have met expectations</li> <li>praise when pupils exceed expectations</li> <li>ensure praise is precise so pupils know what they did well</li> <li>avoid overuse of praise or disingenuous praise</li> </ul>
providing opportunities for pupils to experience meaningful success	<ul style="list-style-type: none"> <li>set challenging but achievable tasks</li> <li>making thinking – rather than content – easier</li> </ul>
creating a positive learning environment where it's safe to make mistakes	<ul style="list-style-type: none"> <li>tell pupils mistakes are a key part of learning</li> <li>praise effort and progress</li> <li>model using mistakes as an opportunity for learning</li> </ul>
generating buy-in by linking success in school to pupils' long-term goals	<ul style="list-style-type: none"> <li>find out about pupils' aspirations</li> <li>explain why they are engaging in certain tasks and connect this to their long-term goals</li> <li>show pupils how different topics and subjects build upon each other</li> </ul>

## Instructional coaching cycle

### Praise

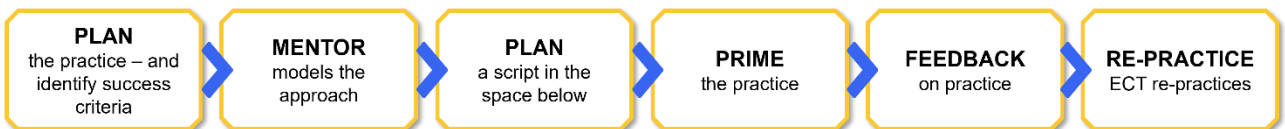
### Probe

### Precise action steps

- Reinforce expectations by using acknowledgement rather than praise (e.g. Thanks Habiba for lining up silently”)
- Make praise precise by linking it to the specific task or learning (e.g. ‘That’s a great expanded noun phrase, well done, Dylan’)
- Build a culture where it’s safe to make mistakes by thanking pupils for mistakes and using them as shared learning opportunities.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



### Next meeting date and focus:

## Module 1: Creating an effective learning environment

### Session 3: Addressing low level disruption

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

High Expectations	
Learn that...	Learn how to...
1.1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	Demonstrate consistently high behavioural expectations, by: <ul style="list-style-type: none"> <li>1.f. Teaching and rigorously maintaining clear behavioural expectations (for example, for contributions, volume level and concentration).</li> </ul>

Managing Behaviour	
Learn that...	Learn how to...
7.2. A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs.	Develop a positive, predictable and safe environment for pupils, by: <ul style="list-style-type: none"> <li>7.f. Using early and least-intrusive interventions as an initial response to low level disruption.</li> </ul>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to see them responding to low level disruption using positive and least invasive behaviour management.

In preparation for this, they have been asked to plan how they'll use two of the following strategies:

- **Non-verbal interventions** e.g. a commonly used hand gesture
- **Positive group correction** e.g. "Everyone should have their pens down. I can see the back table is ready, thank you"
- **Anonymous individual correction** e.g. "I'm still waiting for one person's eyes this way"
- **Private individual correction** e.g. saying quietly to one pupil, "I need to see you listening, so you will know what to do next"
- **Lightning-quick public correction** e.g. "Michael, eyes to the front... much better, thank you"

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they will know when to use different techniques to address low level disruption.

## Instructional coaching cycle

### Praise

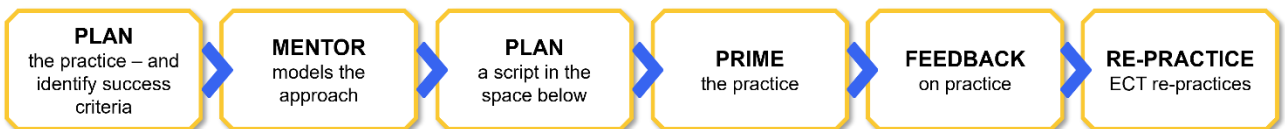
### Probe

### Precise action steps

- Address low-level disruption by using proximity to non-verbally prompt pupils back on task.
- Promote compliance by using anonymous correction: state the expected behaviour and note if some pupils are still not following it.
- Respond to persistent low-level disruption by using lightning quick public correction: naming the pupil, stating the expected behaviour, highlighting positive peer behaviour, and reinforcing compliance if followed.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:



## Module 1: Creating an effective learning environment

### Session 4: Managing complex behaviour

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Managing Behaviour	
Learn that...	Learn how to...
<p><b>7.10.</b> Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour.</p>	<p><b>Establish effective routines and expectations, by:</b></p> <ul style="list-style-type: none"> <li>• <b>7.k.</b> Working with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs.</li> </ul> <p><b>Build trusting relationships, by:</b></p> <ul style="list-style-type: none"> <li>• <b>7.l.</b> Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.</li> <li>• <b>7.m.</b> Consistently applying the school's behaviour policy, including where individual pupils have an agreed tailored approach.</li> </ul>

In preparation for this interaction, your ECT has been asked to read one of the case studies shared on the subsequent pages of this document.

In response to the case study, your ECT has been asked to consider:

- how they would address the behaviour in line with your school's policy
- whether tailored support may be required for the pupil and what this might look like
- who they may need to work with to support the pupil (for example, SENCO, DSL, parents/carers)

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they might repair any damage to the relationship with the pupil following a consequence or sanction.

# Case studies

Your ECT will read one of the following case studies – whichever is most relevant to your context.

## Early Years case study

**Pupil background:** Pupil A is in Reception and did not attend nursery before starting school. He lives with his father and three siblings, with no contact with his mother. His two older brothers attend the same school, and his sister goes to a nearby secondary school. Their father, who works shifts, engages with school when possible, though his availability is limited. When he can't attend, the sister collects the younger siblings. The father is concerned about Pupil A's behaviour and regularly seeks advice on how to support him at home and school.

**The incident:** Pupil A occasionally shows aggressive behaviour. In the past, he has thrown classroom items like pencils or building blocks, but had not hurt another child until this incident. While playing with numicon in the outdoor sandpit, another pupil approached to join him. Pupil A immediately shouted "No," threw a numicon piece at the child's face, and bit his arm, leaving a bruise.

## Primary case study

**Pupil background:** This pupil is in year 6. He joined the school halfway through year 4. His parents are separated and have been for the duration of his time at the school. They have conflicting views on behaviour, leading to inconsistent expectations that can confuse him and impact on school routines. His mother, who is his primary carer, is approachable and willing to try and support him in school but often makes excuses for his lack of engagement or disruptive behaviour. She often blames the lesson for not being engaging or challenging enough for him. In contrast, his father is very strict with extremely high expectations, and the pupil's behaviour often changes after weekends spent with him. Overall, the pupil has low self-esteem and resilience.

**The incident:** The pupil regularly demonstrates disengaged and challenging behaviours across a range of settings throughout the day. On this occasion, during a lesson on division, the teacher was explaining the steps and asking pupils to attempt further questions on their whiteboards. Whilst explaining the steps, the pupil was off track, not engaging with the teacher or following the explanation. When asked to complete examples on his whiteboard, he rested his head on his arms and repeatedly ignored the request to complete his work and any further requests from the teacher.

## Secondary case study

**Pupil background:** Pupil A is in Year 11. He and his twin brother, Pupil B, have been attending the school since Year 8 following their parents' divorce. Both pupils have a history of low attendance, with Pupil A on the verge of persistent non-attendance in Year 10. The boys live with their mother, although Pupil B has spent time living with their father. While their mother is personally supportive, she struggles to manage the boys' behaviour, often tolerating their non-attendance or misbehaviour in an effort to maintain a positive relationship with them and avoid conflict, particularly the risk of them returning to live with their father. Their father, meanwhile, has been unwilling to engage with the school. Both boys are socially active, with reports of smoking, drinking, and anti-social behaviour outside of school. Despite their academic potential, both pupils face challenges with motivation and concentration. Their prolonged absences have resulted in significant gaps in their learning, which further affects their engagement in schoolwork. When challenged, they tend to react with levels of aggression or withdraw from the situation.

**The incident:** In their shared English class, Pupil A and Pupil B frequently distract one another when both are present. While Pupil B's attendance has improved, Pupil A continues to have irregular attendance, contributing to gaps in his learning. As the pupils were preparing for mock exams, both students, under some pressure from their parents, had been attending more regularly. During a poetry revision session, Pupil A

struggled with some of the material due to his absence and began trying to get his brother's attention. Despite being warned for distracting Pupil B, Pupil A continued to attempt to get his brother's attention. He refused to engage with the task assigned to him and rejected the support offered by the teacher. Eventually, Pupil A threw his pen across the table, expressed frustration using bad language, and walked out of the lesson.

## Post-16 case study

**Pupil background:** Pupil A is in Year 12. He has low attendance and lives with his mother and new blended family after a recent divorce. He has recently spent some time living with his father but has moved back in with his mother and new family. Both parents are generally supportive but can struggle to influence the child's behaviour, often ignoring his misbehaviour to maintain their own relationships with him. His father also works shifts so it can be challenging for him to attend parent meetings. Pupil A has very good GCSE grades and aspires to go to university, but his grades have recently dropped significantly due to content gaps from his low attendance. Lately, he appears to have limited motivation and concentration, and a tendency to react aggressively or 'walk out' when challenged. He has a good friend, Pupil B, however they often distract each other from their work in class.

**The incident:** Pupil A and Pupil B are both in the same Mathematics class and regularly distract each other when present. During a recent parent-teacher meeting, both sets of parents were informed about the persistent low-level disruptions such as chatting. They were informed that both students would be separated within the class and not allowed to sit together for the remainder of the term. In the first lesson following the parent-teacher meeting, Pupil A entered the classroom and sat next to Pupil B at the back of the room. Pupil A was quietly asked to move to the front of the classroom and was directed to a new table away from Pupil B. However, he refused to relocate and insisted on working next to Pupil B as they 'help each other'. After being asked a second time to change seats, Pupil A threw his mathematics book to the next table at the back of the room and declared he would not sit at the front. The teacher explained that they would help if they needed it but reiterated the importance of following the initial instruction to move to the front of the room. Pupil A then grabbed his bag, exclaimed, "F\*\*\* this", and walked out of the lesson.

## Special School case study

**Pupil background:** Pupil A is a 10-year-old attending a special school. Pupil A is autistic and has an Individual Education Plan (IEP) in place. The pupil demonstrates exceptional academic ability in certain areas of the curriculum, especially mathematics for example, but faces challenges with social interactions during lessons. These challenges are impacting their ability to participate fully in the classroom environment.

Recently, Pupil A has been exhibiting behaviours in lessons, including: frequent outbursts of frustration or anger, particularly when they find tasks difficult or when there are changes in routine; refusal to engage in group activities, preferring to work independently; and difficulty following instructions, which often leads to frustration and subsequently disruptive behaviour. The pupil's parents have been supportive overall but find it difficult to consistently implement strategies agreed upon between home and school. They occasionally make excuses for their child's behaviour, which affects progress in managing these challenges.

**The incident:** During a mathematics lesson, a group of pupils were introduced to a new topic involving word problems. Pupil A initially attempted to solve the problems but quickly became frustrated when they had difficulty understanding the instructions. The frustration escalated, and the pupil began shouting and throwing their books on the floor, causing a disruption. Despite the teacher's efforts to de-escalate the situation, the pupil ran from the classroom and sought refuge in a quiet corner of the library area.

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Hold restorative conversations by explaining the misstep, outlining how to improve, and affirming the pupil's value in the classroom.
- Act quickly when you see or hear bullying and follow our school's policy by [doing X] and escalating concerns to [colleague's name].
- Develop your understanding of a pupils' individual circumstances by speaking with their parents or carers about how best to support their child to meet high behavioural expectations in your lessons.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:

**Module 1: Creating an effective learning environment**

## Session 5: Holding high expectations and maintaining engagement

[Find out what your ECT been learning about this week](#)

### Initial Teacher Training and Early Career Framework (ITTECF)

This week’s mentor interaction relates to the following ITTECF framework statements:

High Expectations	
Learn that...	Learn how to...
<p><b>1.3.</b> Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.</p> <p><b>1.4</b> Setting clear expectations can help communicate shared values that improve classroom and school culture.</p> <p><b>1.7</b> High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.</p>	<p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> <li><b>1.f.</b> Teaching and rigorously maintaining clear behavioural expectations (for example, for contributions, volume level and concentration).</li> </ul>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them demonstrating high expectations of the pupils they teach.

In preparation for this, they have been asked to select one of the following techniques and use the success criteria to script what they might say:

<b>Using questioning to support high expectations for contributions</b>	<ul style="list-style-type: none"> <li>providing a hint or prompt to support them to contribute</li> <li>asking another pupil to give a hint to help them to respond</li> <li>asking another pupil to answer, and then go back to the original pupil to repeat or add to their response</li> </ul>
<b>Using countdown or timers</b>	<ul style="list-style-type: none"> <li>state how long pupils have</li> <li>state what pupils are expected to do in this time</li> <li>visibly share the timer and refer to it - for younger pupils this might be in the form of a sand timer and for older pupils this might be in the form of a countdown clock.</li> <li>provide check points along the way, for example, “You should be at question 5 by now”</li> </ul>
<b>Making the beginning and end of activities clear</b>	<ul style="list-style-type: none"> <li>clear start</li> <li>clear finish</li> <li>provide positive reinforcement</li> </ul>

If your ECT completed the **summary and stretch** content, they’ve also been asked to consider any additional support that may be needed to meet the needs of individual pupils, such as those with SEND.

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Maintain high expectations for engagement by offering a hint when pupils respond with 'I don't know'.
- Communicate high expectations for engagement by using a timer and giving progress checkpoints during tasks. e.g. "You should be half-way through by now".
- Encourage on-task behaviour by using positive reinforcement e.g. "I can see the yellow table have all started to write".

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

# MODULE 2

## How do pupils learn?

week  
**08**

**Diagnostic-focussed  
conversations for  
module 2**



week  
**09**

**Session 1**

Working and long-term  
memory



week  
**10**

**Session 2**

Introducing new knowledge  
to pupils



week  
**11**

**Session 3**

Using worked and partially-  
completed examples



week  
**12**

**Session 4**

Helping pupils to  
remember



week  
**13**

**Session 5**

Utilising research and  
metacognition



*As part of this module, your ECT will also attend two live 90-minute seminars on:*

- Avoiding working memory overload
- Build well-organised mental models

## Diagnostic-focused conversation for module 2

Please remember to complete your diagnostic activity at the beginning of this module.

### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Professional Behaviours	
Learn that...	Learn how to...
<b>8.2.</b> Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.	<b>Develop as a professional by:</b> <ul style="list-style-type: none"><li>• <b>8e</b> Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</li></ul>

In this mentor interaction, you'll have a conversation to determine the pathway your ECT will take for Module 2: How do pupils learn?

Just like you did for module 1, before having this conversation you'll answer a set of diagnostic questions that will help you to reflect on your ECT's current application of the concepts in this module. And your ECT will complete a set of knowledge-based questions to check their understanding of these concepts.

Then follow these 3 steps to frame your diagnostic-focussed conversation.

#### 1. Review the recommendations

Review your ECT's diagnostic outcome (focused on knowledge) alongside your mentor diagnostic outcome (focused on application) for each session in this module.

#### Module 2 – how do pupils learn?

- Session 1: Working and long-term memory
- Session 2: Introducing new knowledge to pupils
- Session 3: Using worked and partially-completed examples
- session 4: Helping pupils to remember
- Session 5: Utilising research and metacognition

Notice where the outcome of your ECT's diagnostic aligns or differs from your mentor diagnostic outcome. You may find that they sometimes over-estimate their ability to apply certain concepts to their classroom practice. Because when we've fully grasped a concept, it can feel like we know how to do it. But there can be a gap between what we know, and what we're able to do (the 'knowing-doing gap').

If this happens, be ready to have an honest and open conversation. You may want to think in advance of some examples of where you have seen them successfully and automatically embed

concepts from this module into their teaching practice, as well as example of where they could apply their knowledge more effectively or consistently.

## 2. Reflect on strengths and areas for development

Consider the focus of each session and support your ECT to reflect on their areas of strength and development. Use these prompts to support your discussion:

- Are you consistently applying this knowledge to your classroom practice?
- Are you applying this knowledge consistently well?
- Can you apply this knowledge consistently well in different contexts?
- Is this knowledge embedded well enough for you to be automatic in your use of it?
- Can you take this knowledge and integrate it with additional pedagogical concepts?

## 3. Confirm your ECT's pathway

Together use the recommendations from the diagnostic as well as the conversation about their strengths and areas for development to confirm whether your ECT will complete the core or summary and stretch materials for each session. Circle or highlight this below.

Your ECT can then use this information to complete their checklist and release the relevant content on Brightspace.

Session 1: Working and long-term memory	Core	Summary and stretch
Session 2: Introducing new knowledge to pupils	Core	Summary and stretch
Session 3: Using worked and partially-completed examples	Core	Summary and stretch
Session 4: Helping pupils to remember	Core	Summary and stretch
Session 5: Utilising research and metacognition	Core	Summary and stretch

**Next meeting date and focus:**



## Session 1: Working and long-term memory

[Find out what your ECT been learning about this week](#)

### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>2.1.</b> Learning involves a lasting change in pupils' capabilities or understanding.</p> <p><b>2.2.</b> Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</p> <p><b>2.3.</b> An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</p> <p><b>2.4.</b> Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</p> <p><b>2.5.</b> Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</p>	<p><b>Avoid overloading working memory, by:</b></p> <ul style="list-style-type: none"> <li>• <b>2.a.</b> Taking into account pupils' prior knowledge when planning how much new information to introduce.</li> <li>• <b>2.c.</b> Reducing distractions that take attention away from what is being taught (for example, keeping the complexity of a task to a minimum, so that attention is focused on the content).</li> </ul> <p><b>Build on pupils' prior knowledge, by:</b></p> <ul style="list-style-type: none"> <li>• <b>2.e.</b> Linking what pupils already know to what is being taught (for example, explaining how new content builds on what is already known).</li> </ul>

In preparation for this interaction, your ECT has considered the limitations of the working memory and how building on pupils prior knowledge can reduce the risk of overloading the working memory. They have been asked to identify a new idea or concept they've recently taught which pupils struggled to understand, and to reflect on these questions:

- What were the key ideas and concepts you wanted your pupils to learn?
- What existing knowledge and vocabulary did pupils need to have in order to be able to access and understand the new idea or concepts? How did you check pupils' prior knowledge of this?
- How did you link key ideas and concept to their prior knowledge?
- How did you consider the individual needs of your pupils, for example, any limitations of the working memory for your pupils with SEND?

If your ECT completed the **summary and stretch** content, they've also been asked to consider:

- had you made any assumptions about pupils' prior knowledge?
- what was the impact on learning?
- were there any adaptations required to support any pupils with SEND?

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- When planning a unit of work, identify the key facts, concepts and skills that you want pupils to commit to their long-term memory.
- Build on what your pupils already know by assessing their prior knowledge at the start of a unit.
- Reduce the risk of cognitive overload by removing unnecessary distractions from your classroom.

### Plan and Practice

You might find that this week's action step lends itself to taking a slightly different approach to the plan and practice stage. For example, it might be helpful to review and feedback on one of your ECT's units of work, or to assess potential distractions in their classroom. And you might model the approach by sharing an example of a unit of work you've designed, or a task that you've adapted to reduce cognitive load.



### Next meeting date and focus:

## Module 2: How do pupils learn?

# Session 2: Introducing new knowledge to pupils

[Find out what your ECT been learning about this week](#)

## Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

### How pupils learn

#### Learn that...

**Avoid overloading working memory, by:**

- **2.b.** Breaking complex material into smaller steps (for example, using partially completed examples to focus pupils on the specific steps)
- **2.c.** Reducing distractions that take attention away from what is being taught (for example, keeping the complexity of a task to a minimum, so that attention is focused on the content).

### Classroom practice

#### Learn that...

**Make good use of expositions, by:**

- **4.g.** Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them introducing new knowledge without overloading pupils' working memory. In preparation for this, they have been asked to plan and practise teaching something complex by either breaking it down into small steps or using a visual representation which supports their verbal explanation.

**If breaking information into small steps, they've been asked to consider:**

- What knowledge they are assuming pupils have
- Why they have chosen the steps that they have
- Whether it could be beneficial to break them down further
- Whether they might still be introducing too much in one go

**If using a visual representation, they've been asked to consider:**

- That the visual representation should be informational rather than decorative
- How the visual will support their explanation
- Whether it will successfully reduce the load on pupils' working memory

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they might need to further adapt their approach for some pupils, such as those with SEND.

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Support pupils working memory by breaking information into small, clear, and specific steps, e.g., "Step 1: select a quote that supports your point. Step 2: highlight the keyword in the quote and consider what it infers...'
- Use visual representations which support your explanation by presenting the part(s) or the visual alongside the related parts of your explanation.
- Support pupils' cognitive load during independent work by writing key information in clear steps on your whiteboard for pupils to refer to.

### Plan and Practice



Next meeting date and focus:

## Module 2: How do pupils learn?

# Session 3: Using worked and partially completed examples

[Find out what your ECT been learning about this week](#)

## Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>2.10.</b> Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</p>	<p><b>Avoid overloading working memory, by:</b></p> <ul style="list-style-type: none"> <li>• <b>2.b.</b> Breaking complex material into smaller steps (for example, using partially completed examples to focus pupils on the specific steps).</li> <li>• <b>2.c.</b> Reducing distractions that take attention away from what is being taught (for example, keeping the complexity of a task to a minimum, so that attention is focused on the content).</li> </ul>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them using a worked example to take pupils through each step of a new process.

In preparation for this, they have been asked to design a worked example that:

- breaks down a process or task into small, manageable steps
- takes the pupil through each step of the process to its conclusion
- supports them to model and share their expert thinking
- avoids extraneous information and distractions that might stop pupils being able to think deeply about each step of the process
- 

They've been reminded that the explanation they provide alongside their worked example is just as important as worked example in supporting pupil understanding.

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they could use worked or partially completed examples beyond their initial explanation, e.g. by keeping them visible during independent work.

## Instructional coaching cycle

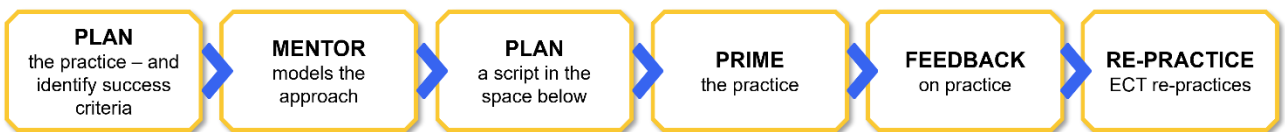
### Praise

### Probe

### Precise action steps

- Support pupils working memory by breaking information into small, clear, and specific steps, e.g., "Step 1: select a quote that supports your point. Step 2: highlight the keyword in the quote and consider what it infers..."
- Use visual representations which support your explanation by presenting the part(s) or the visual alongside the related parts of your explanation.
- Support pupils' cognitive load during independent work by writing key information in clear steps on your whiteboard for pupils to refer to.

### Plan and Practice



### Next meeting date and focus:



## Module 2: How do pupils learn?

# Session 4: Helping pupils to remember

[Find out what your ECT been learning about this week](#)

## Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>2.9.</b> Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</p>	<p><b>Increase likelihood of material being retained, by:</b></p> <ul style="list-style-type: none"> <li>• <b>2.h.</b> Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</li> <li>• <b>2.j.</b> Designing practice, generation, and retrieval tasks that provide just enough support, so pupils experience a high success rate when attempting challenging work.</li> </ul>

Subject and curriculum	
Learn that...	Learn how to...
<p><b>3.7.</b> In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.</p>	<p>Develop fluency, by:</p> <ul style="list-style-type: none"> <li>• <b>3.j.</b> Providing tasks that support pupils to learn key ideas securely (for example, quizzing pupils so they develop fluency with times tables).</li> <li>• <b>3.k.</b> Using retrieval and spaced practice to build automatic recall and application of key knowledge.</li> </ul>

In preparation for this interaction, your ECT has been asked to create a retrieval quiz for a topic they are currently teaching, and to:

- identify the key knowledge they want pupils to retain
- write clearly worded questions that draw upon this knowledge
- design questions that require short answers so the quiz can be completed and marked quickly
- ensure the questions require effortful retrieval.

If working in an early years or special school setting, they were asked to consider any adaptations they may need to make to how they present the questions or collect responses (e.g. in text, verbal or visual form).

If your ECT completed the **summary and stretch** content, they've also been asked to consider how the quiz supports learning for any pupils with SEND, and whether there are any adaptations they may need to make.

## Instructional coaching cycle

### Praise

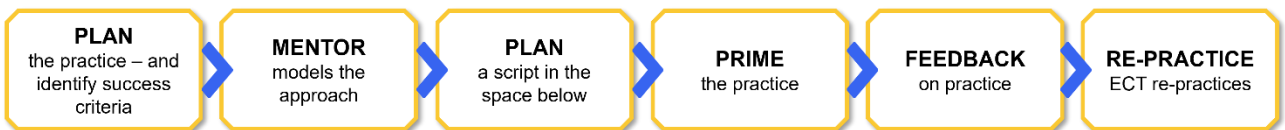
### Probe

### Precise action steps

- Improve retrieval practice by sharing the answers immediately and providing instant feedback.
- Provide regular opportunities for retrieval practice by setting a 'Do Now' at the beginning of each lesson.
- Towards the end of an activity, scaffold retrieval tasks by providing pupils with prompts to support them to recall any learning they have yet to recall.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

Module 2: How do pupils learn?

## Session 5: Utilising research and metacognition

[Find out what your ECT been learning about this week](#)

### Initial Teacher Training and Early Career Framework (ITTECF)

This week’s mentor interaction relates to the following ITTECF framework statements:

Classroom practice
<p><b>Learn that...</b></p> <p>4.5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</p>

Adaptive teaching
<p><b>Learn that...</b></p> <p>5.6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.</p>

In preparation for this, they have been asked to read [recommendation 2 from the EEF’s Metacognition and self-regulation guidance report](#) (pages 12 – 15) and to reflect on:

- what aspects of recommendation 2 they could implement or improve on in their practice
- the difference between cognition, metacognition and self-regulation, and how are they interrelated
- what metacognitive thinking looks like for the subject(s) they teach and the age of their pupils
- what they are currently doing to explicitly teach and develop pupils metacognitive thinking
- how successful this has been

If your ECT completed the **summary and stretch** content, they’ve also been asked to consider how they might provide additional support to pupils who need it with developing their metacognitive processes.

## Instructional coaching cycle

### Praise

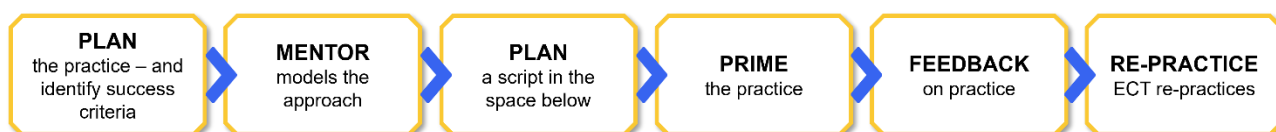
### Probe

### Precise action steps

- Support task planning by using targeted prompts that guide pupils to recall and apply prior knowledge before starting.
- Model metacognitive thinking by verbalising your own thought process while demonstrating the task.
- Support pupils to evaluate their work by using structured reflection prompts that ask how effective their strategy was and what they would do differently.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:

# MODULE 3

## What makes classroom practice effective?

week  
**14**

**Diagnostic-focussed  
conversations for  
module 3**



week  
**15**

**Session 1**  
Review and  
explanations



week  
**16**

**Session 2**  
Modelling



week  
**17**

**Session 3**  
Guided practice



week  
**18**

**Session 4**  
Independent practice



week  
**19**

**Session 5**  
Questioning



week  
**20**

**Wellbeing**  
Our emotional regulation  
systems



*As part of this module, your ECT will also attend two live 90-minute seminars on:*

- Using examples and non-examples
- Using questioning to extend and challenge thinking

## Diagnostic-focused conversation for module 3

Please remember to complete your diagnostic activity at the beginning of this module.

### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Professional Behaviours	
Learn that...	Learn how to...
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.	<b>Develop as a professional by:</b> <ul style="list-style-type: none"><li>• <b>8e</b> Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</li></ul>

In this mentor interaction, you'll have a conversation to determine the pathway your ECT will take for Module 3: What makes classroom practice effective?

Just like you did for modules 1 and 2, before having this conversation you'll answer a set of diagnostic questions that will help you to reflect on your ECT's current application of the concepts in this module. And they will complete a set of knowledge-based questions to check their understanding of these concepts.

Then follow these 3 steps to frame your diagnostic-focussed conversation.

#### 1. Review the recommendations

Review your ECT's diagnostic outcome (focused on knowledge) alongside your mentor diagnostic outcome (focused on application) for each session in this module.

Notice where these outcomes are aligned as well as where they differ. Sometimes, you may find that your ECT under- or over-estimates their level of competence in applying certain concepts to their classroom practice. Be ready to have an honest and open conversation about this. You may want to think in advance of some examples of where you have seen your ECT successfully and automatically embed concepts from this module into their teaching practice, as well as example of where they could apply their knowledge more effectively or consistently.

#### Module 3 – What makes classroom practice effective? Session 1: Working and long-term memory

- Session 1: Review and explanations
- Session 2: Modelling
- Session 3: Guided practice
- Session 4: Independent practice
- Session 5: Questioning

## 2. Reflect on strengths and areas for development

Consider the focus of each session and support your ECT to reflect on their areas of strength and development. Use these prompts to support your discussion:

- Are you consistently applying this knowledge to your classroom practice?
- Are you applying this knowledge consistently well?
- Can you apply this knowledge consistently well in different contexts?
- Is this knowledge embedded well enough for you to be automatic in your use of it?
- Can you take this knowledge and integrate it with additional pedagogical concepts?

## 3. Confirm your ECT's pathway

Together use the recommendations from the diagnostic as well as the conversation about their strengths and areas for development to confirm whether your ECT will complete the core or summary and stretch materials for each session. Circle or highlight this below.

Your ECT can then use this information to complete their checklist and release the relevant content on Brightspace.

Session 1: Review and explanations	Core	Summary and stretch
Session 2: Modelling	Core	Summary and stretch
Session 3: Guided practice	Core	Summary and stretch
Session 4: Independent practice	Core	Summary and stretch
Session 5: Questioning	Core	Summary and stretch

**Next meeting date and focus:**

--

## Module 3: What makes classroom practice effective?

### Session 1: Review and explanations

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	Make good use of expositions, by: <ul style="list-style-type: none"> <li>• <b>4f.</b> Starting expositions at the point of current pupil understanding.</li> <li>• <b>4h.</b> Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, manipulatives for counting, examples and non-examples).</li> </ul>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them making abstract ideas concrete. In preparation for this, they've been asked to select and prepare to implement one of the following strategies.

#### Analogy and/or metaphor

- Pupils can explicitly map the features of the familiar idea to the new concept.
- Point out the ways in which the concept and the familiar idea differ.
- Keep the metaphorical source available.

#### Manipulatives

- Be clear on the rationale for using a particular manipulative to teach a specific mathematical concept.
- Make clear for pupils the links between the manipulatives and the mathematical ideas they represent.
- Avoid pupils becoming reliant on manipulatives to do a type of task or question.
- Manipulatives should act as a 'scaffold', which can be removed once independence is achieved.
- Use manipulatives to support pupils of all ages. Using or removing a manipulative should be made in response to pupils' knowledge and understanding, not their age.

#### Examples and/or non-examples

- Use multiple examples to ensure pupils can identify the concept in a range of contexts
- Non-examples may include some features that overlap with your examples, enabling you to demonstrate the nuances of a concept.
- Non-examples may or may not include the use of narration to make explicit the mistake in understanding or process that has fed into them.
- Correction of the non-example can support pupils to consolidate the correct approach

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they might need to adapt their use if pupils continue to struggle with understanding of the concept, e.g. by providing additional examples or combining approaches.

## Instructional coaching cycle

### Praise

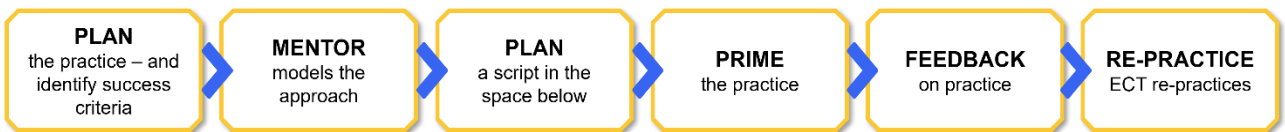
### Probe

### Precise action steps

- Make abstract ideas concrete by using an analogy that compares the new idea to a familiar idea for pupils.
- Make abstract ideas concrete by using a range of real life examples, explaining how each illustrates the concept.
- Address pupil misconceptions by presenting a non-example and explaining how it differs in principle despite similar surface features.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

## Module 3: What makes classroom practice effective?

### Session 2: Modelling

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>4.3</b> Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</p> <p><b>4.5</b> Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</p>	<p>Model effectively, by:</p> <p><b>4i)</b> Narrating 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).</p>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them using 'Think Aloud' to narrate thought processes.

In preparation for this, they have been asked to spend 10 minutes scripting what they will say to make their implicit thought processes explicit. They've been reminded that 'Think Aloud' is successful when it:

- is linked to key teaching points
- considers pupils' prior knowledge
- models using key terminology

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they position their use of 'Think Aloud' in the wider context of the lesson: For example, how they could support pupils to call to mind any existing knowledge before you begin 'Think Aloud'. Or how they might transition from 'Think Aloud' to guided or independent practice.

## Instructional coaching cycle

### Praise

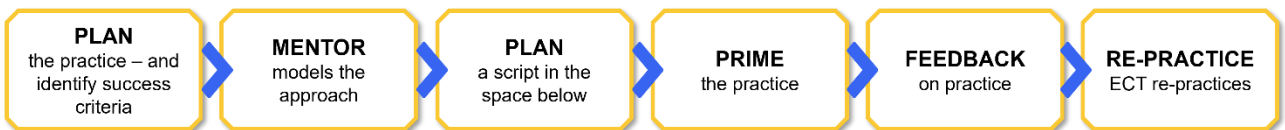
### Probe

### Precise action steps

- Model expert thinking by asking aloud the questions pupils should consider when working independently.
- Support pupils in applying model examples to their own work by focusing narration on the key features to remember and replicate.
- Help pupils avoid common pitfalls by using models to highlight these pitfalls and demonstrating how to avoid them.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

## Module 3: What makes classroom practice effective?

### Session 3: Guided practice

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week’s mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>4.4</b> Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</p> <p><b>4.8</b> Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</p>	<p>Plan effective lessons, by:</p> <p><b>4a)</b> Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</p> <p><b>4c)</b> Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</p> <p><b>4d)</b> Using evidence of prior learning to provide sufficient opportunity for pupils to consolidate and practice applying new knowledge and skills.</p>

In this mentor interaction, your ECT is expecting to discuss effective guided practice.

In preparation for this, they’ve been asked to plan how they’ll use guided practice in an upcoming lesson, and to consider:

- What pupils will need to know prior to the guided practice and the implications of this for their explanations and modelling.
- What key teaching points their guided practice will focus on.
- What methods or strategies they will use, e.g. shared writing, partially completed examples, or step-by-step instructions.
- How they could make the guided practice more challenging if needed, e.g. what they could add or take away.
- How they could adapt the guided practice for pupils who require a greater level of support.

If your ECT completed the **summary and stretch** content, they’ve also been asked to consider how they’ll monitor success during guided practice, and how they’ll check pupils are ready to move to independent practice.

## Instructional coaching cycle

### Praise

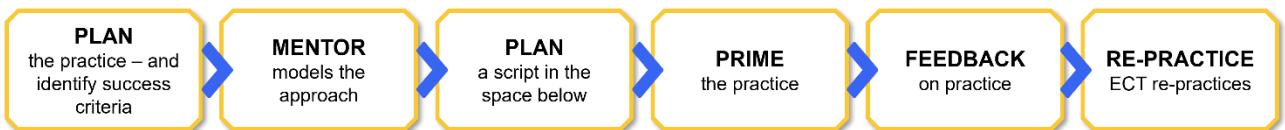
### Probe

### Precise action steps

- Check whole-class understanding during guided practice by asking a key question and requiring all pupils to respond simultaneously, e.g. using mini-whiteboards.
- Scaffold guided practice by working through a partially completed model and asking for pupil input at each step.
- Evaluate pupil understanding during early stages of practice by circulating the classroom whilst pupils are working; if you notice a very low success rate, go back and re-teach.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

## Module 3: What makes classroom practice effective?

### Session 4: Independent practice

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
<b>Learn that...</b>	
<b>Increase likelihood of material being retained, by:</b> <b>2i)</b> Planning regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities).	
Subject and curriculum	
<b>Learn that...</b>	
<b>Help pupils apply knowledge and skills to other contexts, by:</b> <b>3i)</b> Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.	
Subject and curriculum	
Learn that...	Learn how to...
<b>4.9</b> Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.  <b>4.10</b> How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.	Plan effective lessons, by: <ul style="list-style-type: none"> <li><b>4o)</b> Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</li> <li><b>4p)</b> Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.</li> </ul>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them using a paired or group discussion task. Your ECT has learnt that effective collaboration requires:

- practice of key skills: for example, listening and responding
- prior knowledge: pupils must have all the knowledge they require to complete the task successfully
- careful groupings: for example, considering which pupils will work together well.
- structured talk activities: tasks that are well-structured and promote talk and interaction.

In preparation for their interaction, they've been asked to consider:

- their pupils' competence at engaging in discussion
- how effectively their pupils take turns, use their voice, and listen and respond to one-another
- how complex a task they can set at this stage
- how much explicit teaching of effective discussion their pupils will need beforehand
- whether to group or pair pupils
- how to structure the task effectively
- what subject-specific prior knowledge pupils will need

If your ECT completed the **summary and stretch** content, they've also been asked to consider what scaffolding the task will require and how they might plan to reduce this in a subsequent collaborative task.

## Instructional coaching cycle

### Praise

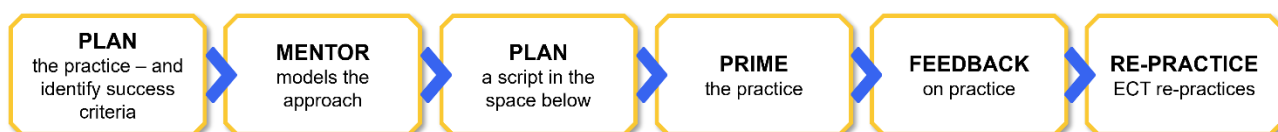
### Probe

### Precise action steps

- Check pupils understand an independent task before they begin by asking them to repeat the instructions back to you.
- Support effective collaboration by modelling sentence starters that pupils can use to structure their discussions.
- Increase challenge as knowledge becomes secure by requiring pupils to integrate a new concept or complete a more complex version of the task.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

## Module 3: What makes classroom practice effective?

### Session 5: Questioning

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Classroom practice	
Learn that...	Learn how to...
<p><b>4.6</b> Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</p> <p><b>4.7</b> High quality classroom talk (sometimes referred to as oracy), can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</p>	<p>Stimulate pupil thinking and check for understanding, by:</p> <ul style="list-style-type: none"> <li>• <b>4m)</b> Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Elaborate on and query pupil contributions to support pupils' oral language skills, and knowledge development.</li> <li>• <b>4n)</b> Providing appropriate wait time between question and response where more developed responses are required.</li> </ul>

Subject and curriculum
Learn that...
<p><b>Develop pupils' literacy, by:</b></p> <p><b>3s)</b> Teaching, modelling, and requiring high quality oral language, sometimes known as oracy, recognising that spoken language underpins the development of reading and writing (e.g. where appropriate, develop pupils' responses to questions into full sentences).</p>

Assessment
Learn that...
<p><b>Check prior knowledge and understanding during lessons, by:</b></p> <p><b>6f)</b> Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</p>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them using questioning. In preparation for this, they have been asked to select at least one of the following questioning strategies:

- Avoiding self-report questions
- Checking whole class understanding
- Wait time
- Not completing pupils' answers
- Asking follow-up questions to extend and challenge pupils.

If your ECT completed the **summary and stretch** content, they've also been asked to consider whether pupils will benefit from scaffolds such as sentence frames when answering questions.

## Instructional coaching cycle

### Praise

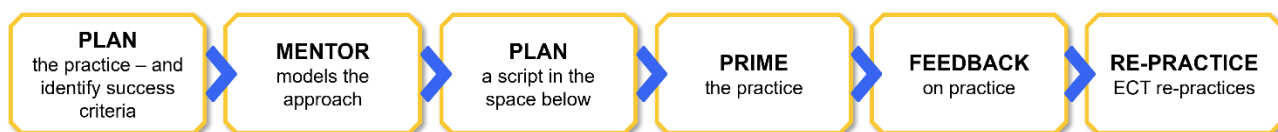
### Probe

### Precise action steps

- Encourage all pupils to be ready with an answer by posing a question and giving wait time before naming a pupil to respond.
- Check whole class understanding by getting pupils to write answers on mini-whiteboards and to show their responses at the same time
- Reveal misconceptions by asking follow up questions which require pupils to explain their reasoning.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**



## Module 3: What makes classroom practice effective?

# Wellbeing: our emotional regulation systems

Please note that as this mentor interaction isn't related to module content, there isn't an overview video.

## Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

### Professional behaviours

#### Learn that...

#### Manage workload and wellbeing by:

- reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement
- understanding the right to support (e.g. to deal with misbehaviour)

This week's mentor interaction will focus on your ECT's wellbeing, and specifically on their emotional regulation systems. You and your ECT may be familiar with this concept – or it may be totally new.

Either way, to help you have an informed conversation with your ECT, we've included here some information about this concept from an organisation called the People Project. Take some time to read aloud this information - or it read quietly together – then discuss the questions on the next page.

We hope it will help to give structure to your conversation, but please don't feel that you need to get through it all. It may be that your ECT needs to spend longer discussing one aspect of the emotional regulation system, in which case feel free to take a flexible approach.

### Emotional regulation systems: threat, drive and recovery

#### The threat system

The threat system alerts us to danger and can make us feel anxious and angry.

The biological purpose of the threat system is to alert to keep us safe and alive. But it can become overactive and leave us feeling anxious or overwhelmed.

#### The drive system

The drive system motivates us to succeed and can make us feel focused and stimulated. The biological purpose of the drive system is to motivate us to seek out shelter and food. It also motivates us to pursue success, and this can be a great thing. But it can also cause us to slip into a state of overdrive.

Overdrive is when our drive system becomes unhelpful. Overdrive stimulates our energy hungry sympathetic nervous system (the body's accelerator pedal). It might encourage us to sacrifice sleep to crunch through our workload, or it might manifest as a desire to achieve perfection.

#### The recovery system

The recovery system encourages us to care for ourselves and others. It recharges the body and mind. It makes us feel psychologically safe and connected. And it restores our sense of self.

## **Which would you like to discuss first, threat, drive or recovery?**

### **Discussion questions related to the threat system**

- Have you ever had a moment where you completely lost track of what you were saying?
- Have you ever lost sight of the bigger picture and become fixated on small details?
- Can you think of a time when your threat system has become overactive and left you feeling anxious, overwhelmed, or angry?
- Has this ever happened whilst teaching a class?
- What happened and how did you respond?
- If it were to happen again, might you do anything differently?

### **Discussion questions related to the drive system**

- What makes you feel focussed and stimulated to do things?
- What has your drive system motivated you to achieve in the past?
- How do you feel when you're in your drive system?
- How do you behave when you're in your drive system?
- Have you ever experienced overdrive, for example by sacrificing sleep to get through your workload, or cutting out family and friends to achieve perfection at work?

### **Discussion questions related to the recovery system**

- What makes you feel safe, nurtured or connected to other people?
- What activities do you choose to do because they make you feel safe or cared for?
- What helps you to feel calm and soothed?
- What activities help you feel like you again?
- What restores your sense of self?

### **Making space for recovery**

In the back of your mind, you might be thinking this recovery stuff is all very well, but I simply don't have time for it! Or you might be thinking that the next holiday isn't too far away, and you'll find time for recovery then. These are perfectly natural responses. What research shows us though, is that small doses of recovery in our day-to-day lives actually has a greater positive impact on our wellbeing than holidays and weekends. So how can you begin to introduce more recovery into your day-to-day life?

We often have a well-developed personal recovery system as children, or we may have it encouraged by those around us, but through adulthood we tend to become less conscious of our need for personal recovery. Often, it goes to the bottom of our priorities, or even gets forgotten altogether.

- Do you regularly make space for recovery?
- Are you getting small doses of recovery each day?
- Or do you find yourself hanging on until holidays in the hope of recovering then?
- Do you prioritise recovery even when life is busy?
- Are there any recovery activities that you used to do that you haven't done for a while?

# MODULE 4

How can you use assessment and feedback to greatest effect?

week  
**21**

**Diagnostic-focussed conversations for module 4**



week  
**22**

**Session 1**

What makes assessment effective?



week  
**23**

**Session 2**

Planning for effective assessment?



week  
**24**

**Session 3**

Monitoring misconceptions



week  
**25**

**Session 4**

Effective feedback



week  
**26**

**Session 5**

Summative assessment



*As part of this module, your ECT will also attend two live 90-minute seminars on:*

- Structuring questions to anticipate and identify misconceptions
- Peer and self-assessment

## Diagnostic-focused conversation for module 4

Please remember to complete your diagnostic activity at the beginning of this module.

### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Professional Behaviours	
Learn that...	Learn how to...
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.	<b>Develop as a professional by:</b> <ul style="list-style-type: none"><li>• <b>8e</b> Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</li></ul>

In this mentor interaction, you'll have a conversation to determine the pathway your ECT will take for Module 4: How can you use assessment and feedback to greatest effect?

Just as you did for previous modules, before having this conversation you'll answer some diagnostic questions to help you to reflect on your ECT's current application of the concepts in this module. And they'll complete a set of knowledge-based questions to check their understanding of these concepts.

Then follow these 3 steps to frame your diagnostic-focussed conversation.

#### 1. Review the recommendations

Review your ECT's diagnostic outcome (focused on knowledge) alongside your mentor diagnostic outcome (focused on application) for each session in this module.

Notice where these outcomes are aligned as well as where they differ. Sometimes, you may find that your ECT under- or over-estimates their level of competence in applying certain concepts to their classroom practice. Be ready to have an honest and open conversation about this. You may want to think in advance of some examples of where you have seen your ECT successfully and automatically embed concepts from this module into their teaching practice, as well as example of where they could apply their knowledge more effectively or consistently.

#### Module 4 – How can you use assessment and feedback to greatest effect?

- Session 1: What makes assessment effective
- Session 2: Planning for effective assessment
- Session 3: Monitoring misconceptions
- Session 4: Effective feedback
- Session 5: Summative assessment

## 2. Reflect on strengths and areas for development

Consider the focus of each session and support your ECT to reflect on their areas of strength and development. Use these prompts to support your discussion:

- Are you consistently applying this knowledge to your classroom practice?
- Are you applying this knowledge consistently well?
- Can you apply this knowledge consistently well in different contexts?
- Is this knowledge embedded well enough for you to be automatic in your use of it?
- Can you take this knowledge and integrate it with additional pedagogical concepts?

## 3. Confirm your ECT's pathway

Together use the recommendations from the diagnostic as well as the conversation about their strengths and areas for development to confirm whether your ECT will complete the core or summary and stretch materials for each session. Circle or highlight this below.

They can then use this information to complete their checklist and release the relevant content on Brightspace.

Session 1: What makes assessment effective	Core	Summary and stretch
Session 2: Planning for effective assessment	Core	Summary and stretch
Session 3: Monitoring misconceptions	Core	Summary and stretch
Session 4: Effective feedback	Core	Summary and stretch
Session 5: Summative assessment	Core	Summary and stretch

**Next meeting date and focus:**



## Module 4: How can you use assessment and feedback to greatest effect?

### Session 1: What makes effective assessment

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>6.1</b> Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</p> <p><b>6.2</b> Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</p> <p><b>6.3</b> Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</p> <p><b>6.4</b> To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</p>	<p>Avoid common assessment pitfalls, by:</p> <p><b>6a)</b> Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</p>

In this mentor interaction, your ECT is expecting to discuss how effectively they use assessment. In preparation for this, they've been asked to select an upcoming assessment opportunity and to consider:

- **What they are trying to assess**, e.g. *I want to assess whether my pupils have grasped the concept of a coordinating conjunction.*
- **Why they are trying to assess this**, e.g. *I am assessing their knowledge of this for two reasons: to determine which, if any, of my pupils are ready for independent practice; and to help me decide where to direct my attention in the next part of the lesson.*
- **What they are going to do with the information**, e.g. *The assessment information will tell me whether I can move onto the next part of the lesson, which will focus on pupils' independent practice of the knowledge.*
- **How they are going to feed back the information to pupils**, e.g. *The feedback to pupils is going to be almost immediate, as I will give them the answers to the multiple-choice questions. Based on their score, I will direct them towards the next task in the lesson. This may be independent practice, or a re-teach by me.*

If your ECT completed the **summary and stretch** content, they've also been asked to consider how specific and measurable their lesson objective is.

This activity should act as the stimulus for your interaction this week. Has your ECT selected a purposeful assessment opportunity? Are they clear on what they are trying to assess? Will it support them to decide what their next steps are for pupils and for themselves as the teacher?

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Help pupils to know what is expected of them by writing specific and measurable lesson objectives.
- Check pupil understanding by designing and using targeted questions at key points in the lesson that directly assess progress against the lesson objective.
- Help pupils to achieve lesson objectives by modelling the correct technique and explaining how it meets the success criteria.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:

## Module 4: How can you use assessment and feedback to greatest effect?

### Session 2: Planning for effective assessment

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
<b>Learn that...</b>	
<b>Build on pupils' prior knowledge, by:</b>	
<ul style="list-style-type: none"> <li>• <b>2g</b> encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</li> </ul>	
Assessment	
Learn that...	Learn how to...
<b>6.1</b> Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	Avoid common assessment pitfalls, by:  <b>6a)</b> Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).  Check prior knowledge and understanding during lessons, by: <b>6f</b> structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions)

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them using hinge questions to identify misconceptions in pupils' learning.

In preparation for this, they have been asked to identify a 'hinge point' within an upcoming lesson, and to design a hinge question that they could ask at this point to check pupil understanding and inform the next steps in teaching and learning. The hinge question should:

- allow the ECT to quickly check understanding of **all** pupils
- allow pupils to answer the question quickly
- include distractors to draw out any common misconceptions
- responses can be interpreted

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they will know whether to move on or reteach based on the outcome of the hinge question.

This activity should act as the stimulus for your interaction this week. Has your ECT selected a purposeful assessment opportunity? Are they clear on what they are trying to assess? Will it support them to decide what their next steps are for pupils and for themselves as the teacher?

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Check whole class understanding by using a multiple-choice hinge question and requiring all pupils to respond simultaneously.
- Reveal hidden gaps in understanding by asking follow-up questions rather than accepting initial responses at face value.
- Check pupils' understanding is secure by asking follow-up questions like "How do you know?" or "What else can you tell me about...?"

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:

## Module 4: How can you use assessment and feedback to greatest effect?

### Session 3: Monitoring misconceptions

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Assessment	
Learn that...	Learn how to...
<p><b>6.1</b> Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</p> <p><b>6.4</b> To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</p>	<p>Check prior knowledge and understanding during lessons, by:</p> <p><b>6h</b> Monitoring pupil work during lessons, including checking for misconceptions.</p>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them monitoring independent work and acting on the information they gather.

They have learnt that effective monitoring of pupil work includes:

- circulating the room to look for examples of success and specific errors or misconceptions
- having a manageable system for tracking pupil understanding
- responding to errors or misconceptions by providing feedback through either: immediate individual correction, immediate whole class correction, detailed marking, planning for the next lesson

In preparation for their observation, they have been asked to:

- select an upcoming lesson for you to observe
- identify a moment in this lesson where pupils will engage in independent practice
- consider what two or three potential errors pupils might make during this practice time
- make sure the errors will help them to monitor pupils' understanding and check for misconceptions.

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they will track pupil errors and misconceptions

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Identify misconceptions and errors during independent work by actively circulating and observing pupil responses.
- Address individual pupil errors by circulating during independent work and responding privately when a unique error is identified.
- Address common pupil errors by circulating during independent work and stopping the class to respond when a shared misconception is identified.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:

## Module 4: How can you use assessment and feedback to greatest effect?

### Session 4: Effective feedback

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>6.5.</b> High quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</p> <p><b>6.6.</b> Over time, feedback should support pupils to monitor and regulate their own learning</p>	<p><b>Provide high quality feedback, by:</b></p> <p><b>6j.</b> appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).</p> <p><b>Make feedback manageable and effective, by:</b></p> <p><b>6n.</b> Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).</p> <p><b>6o.</b> using verbal feedback during lessons in place of written feedback after lessons where possible.</p>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them providing verbal feedback to their pupils.

In preparation for this, they have been asked to consider the feedback they will provide pupils. It could be pre-planned structured feedback based on a common error noticed during marking from a previous lesson. Or spontaneous feedback to address an error or misconception that may arise during the lesson.

Either way, their feedback should address three things:

- **Task:** How can the task be completed or improved
- **Process:** How the pupil could do better at tasks like this
- **Self-Regulation:** How pupils could better manage themselves as a learner

If your ECT completed the **summary and stretch** content, they've also been asked to consider whether any pupils would benefit from them breaking feedback down into smaller steps.

## Instructional coaching cycle

### Praise

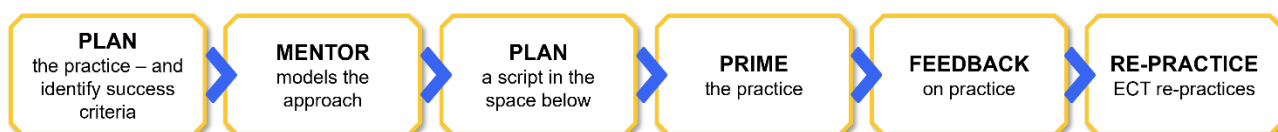
### Probe

### Precise action steps

- Support pupils with more limited working memory by focusing on one improvement at a time, using simple language, and linking each step to success criteria.
- Make feedback manageable by marking work live under a visualiser and providing real-time feedback.
- Promote pupil self-checking and revision by thinking aloud while applying success criteria to a sample answer, highlighting strengths and areas for improvement.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:



## Module 4: How can you use assessment and feedback to greatest effect?

### Session 5: Summative assessment

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>6.7.</b> Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload</p>	<p><b>Avoid common assessment pitfalls, by:</b></p> <p><b>6b.</b> Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).</p> <p><b>6c.</b> Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</p> <p><b>6d.</b> using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for subgroup and individual pupils</p> <p><b>Make feedback manageable and effective, by:</b></p> <p><b>6m.</b> Recording data only when it is useful for improving pupil outcomes</p>

In this mentor interaction, your ECT is expecting to discuss how to analyse summative data sets, noting patterns in performance in class, across topics and with individual pupils.

In preparation for this, they have been asked to select a recent dataset and to consider:

- what patterns or trends are emerging from the data set, e.g. specific content areas across the class where pupils may score lower or groups of pupils with similar gaps or strengths
- what other data they could use to get a better understanding of these trends or patterns
- a pupil or small group of pupils with similar gaps, and what strategies they could use to support their progress

If your ECT completed the **summary and stretch** content, they've also been asked to consider the summative assessment itself, and if there is anything they could have done to increase the validity and reliability of the data from this assessment.

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Identify trends in performance by selecting one recent assessment, identifying three common errors or misconceptions, and planning a short reteach activity to address them.
- Improve the accuracy of summative assessment judgements by participating in a moderation meeting, comparing pupil work against agreed success criteria, and discussing borderline cases with colleagues.
- Ensure controlled assessment conditions by clearly stating expectations and actively monitoring pupils throughout.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

# MODULE 5

How can you support all pupils to succeed

week  
**27**

**Diagnostic-focussed conversations for module 5**



week  
**28**

**Session 1**  
An inclusive classroom



week  
**29**

**Session 2**  
Adaptive teaching strategies



week  
**30**

**Session 3**  
Providing additional support



week  
**31**

**Session 4**  
Using the SEND code of practice



week  
**32**

**Session 5**  
Teaching pupils who require a greater level of support



week  
**33**

**Wellbeing**  
Prioritising recovery



*As part of this module, your ECT will also attend two live 90-minute seminars on:*

- Developing an inclusive classroom
- Supporting pupils with a greater level of need

## Diagnostic-focused conversation for module 5

Please remember to complete your diagnostic activity at the beginning of this module.

### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Professional Behaviours	
Learn that...	Learn how to...
<b>8.2.</b> Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.	<b>Develop as a professional by:</b> <ul style="list-style-type: none"><li>• <b>8e</b> Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</li></ul>

In this mentor interaction, you'll have a conversation to determine the pathway your ECT will take for Module 5: How can you support all pupils to succeed?

Just as you did for previous modules, before having this conversation you'll answer some diagnostic questions to help you to reflect on your ECT's current application of the concepts in this module. And they'll complete a set of knowledge-based questions to check their understanding of these concepts.

Then follow these 3 steps to frame your diagnostic conversation.

#### 1. Review the recommendations

Review your ECT's diagnostic outcome (focused on knowledge) alongside your mentor diagnostic outcome (focused on application) for each session in this module.

Notice where these outcomes are aligned as well as where they differ. Sometimes, you may find that your ECT under- or over-estimates their level of competence in applying certain concepts to their classroom practice. Be ready to have an honest and open conversation about this. You may want to think in advance of some examples of where you have seen your ECT successfully and automatically embed concepts from this module into their teaching practice, as well as example of where they could apply their knowledge more effectively or consistently.

#### Module 5 – How can you support all pupils to succeed?

- Session 1: An inclusive classroom
- Session 2: Adaptive teaching strategies
- Session 3: Providing additional support
- Session 4: Using the SEND Code of Practice
- Session 5: Teaching pupils who require a greater level of support

## 2. Reflect on strengths and areas for development

Consider the focus of each session and support your ECT to reflect on their areas of strength and development. Use these prompts to support your discussion:

- Are you consistently applying this knowledge to your classroom practice?
- Are you applying this knowledge consistently well?
- Can you apply this knowledge consistently well in different contexts?
- Is this knowledge embedded well enough for you to be automatic in your use of it?
- Can you take this knowledge and integrate it with additional pedagogical concepts?

## 3. Confirm your ECT's pathway

Together use the recommendations from the diagnostic as well as the conversation about their strengths and areas for development to confirm whether your ECT will complete the core or summary and stretch materials for each session. Circle or highlight this below.

They can then use this information to complete their checklist and release the relevant content on Brightspace.

Session 1:	An inclusive classroom	Core	Summary and stretch
Session 2:	Adaptive teaching strategies	Core	Summary and stretch
Session 3:	Providing additional support	Core	Summary and stretch
Session 4:	Using the SEND Code of Practice	Core	Summary and stretch
Session 5:	Teaching pupils who require a greater level of support	Core	Summary and stretch

**Next meeting date and focus:**



## Module 5: How can you support all pupils to succeed?

### Session 1: An inclusive classroom

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>5.3</b> Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p> <p><b>5.8</b> High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers, and which can be developed through training and support.</p>	<p><b>Develop an understanding of different pupil needs, by:</b></p> <p><b>5a)</b> Identifying pupils who need new content further broken down</p> <p><b>5c)</b> Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues.</p> <p><b>5f)</b> Utilising existing opportunities to engage with parents and carers to better understand pupils' individual</p> <p><b>Provide opportunity for all pupils to experience success, by:</b></p> <p><b>5g)</b> Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</p>

In this mentor interaction, your ECT is expecting to discuss how to gain an understanding of their pupils' needs.

In preparation for this, they've been asked to identify barriers to learning that individual pupils or a whole class may face in an upcoming unit of work (e.g. common misconceptions, different levels of prior knowledge, vocabulary, language barriers, a lack of metacognitive knowledge or strategies, limited working memory, scribing ability, reading ability, comprehension or a specific special educational need or disability). They've then been asked to consider strategies they could use to support their pupils to overcome these barriers, keeping in mind existing knowledge they have about their pupils plus any additional information they might gather from a SENCO, previous class teachers, and/or parents and carers.

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they will know whether their strategies support pupils to overcome the barriers you they are trying to address.

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Better understand individual needs by speaking with the parents of [pupil name] and asking them about their child's unique strengths, weaknesses and strategies that work at home.
- Support pupils to succeed by using technology like a visualiser to model worked examples.
- Scaffold learning by providing a writing frame then gradually removing it as pupils demonstrate independence.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT. Note that the first example might lend itself to having a practice conversation with the parents or carers of a particular pupil your ECT teaches. In this case, you might take the role of the parent/carer and your ECT might practise how they would approach this conversation. And you could model how you would do this.

### Plan and Practice



**Next meeting date and focus:**

## Module 5: How can you support all pupils to succeed?

### Session 2: Adaptive teaching strategies

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Adaptive teaching	
Learn that...	Learn how to...
<p><b>5.1</b> Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p><b>5.2</b> Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p><b>5.5</b> Flexibly grouping pupils within a class to provide more tailored support can support learning, but care should be taken to monitor its impact on attainment, behaviour, engagement and motivation, particularly for low attaining pupils.</p>	<p><b>Learn how to provide opportunity for all pupils to experience success, by:</b></p> <p><b>5i)</b> Making effective use of teaching assistants and other adults in the classroom.</p> <p><b>Learn how to meet individual needs without creating unnecessary workload, by:</b></p> <p><b>5n)</b> Reframing questions to provide greater scaffolding or greater stretch.</p>
Professional behaviours	
Learn that...	Learn how to...
<p><b>8.5</b> Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.</p>	<p><b>Learn how to build effective working relationships, by:</b></p> <p><b>8j)</b> Drawing on guidance from expert colleagues, sharing the intended lesson outcomes with teaching assistants ahead of lessons.</p>

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them doing one of three things: scaffolding through questioning, providing teacher or teaching assistant support, or using flexible grouping.

In preparation for this, they have been asked to select one of these three things based on their developmental needs. Then they will consider how they could incorporate it into their lesson, including:

- How they will identify pupils who require additional support
- What scaffolding they could use to support all pupils to be successful
- What they might do if pupils demonstrate misunderstandings

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they can ensure their scaffolds support pupils to continue to develop their independence.

## Instructional coaching cycle

### Praise

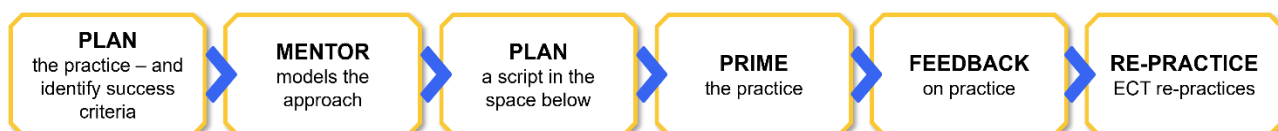
### Probe

### Precise action steps

- Build pupils' confidence by starting with a closed question to which they can provide a quick, unambiguous answer.
- Prepare teaching assistants for the classroom by explaining what you are going to cover in a lesson and what they can do to address areas that pupils might find difficult.
- Stretch pupils' understanding by asking an open question (e.g. "Why...?") then giving wait time, so pupils have time to gather their thoughts and explain their thinking.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:

## Module 5: How can you support all pupils to succeed?

### Session 3: Providing additional support

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Assessment	
Learn that...	Learn how to...
<p><b>5.9</b> Technology, including educational software and assistive technology, can support teaching and learning for pupils with SEND.</p>	<p><b>Learn how to provide opportunity for all pupils to experience success, by:</b></p> <p><b>5h)</b> Balancing input of new content with the revisiting of prior learning so that pupils master important concepts.</p> <p><b>5j)</b> Making effective and judicious use of specialist technology to support pupils with SEND.</p> <p><b>Learn how to meet individuals' needs without creating unnecessary workload, by:</b></p> <p><b>5k)</b> Making use of well-designed resources (e.g. textbooks, manipulatives).</p> <p><b>5l)</b> Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.</p>

#### Professional behaviours

##### Learn that...

##### Build effective working relationships, by:

**8i)** Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.

Before your next mentor interaction, your ECT is expecting you to drop into one of their lessons to observe them delivering a pre-teaching session.

In preparation for this, they have been asked to plan the pre-teaching session that will be observed by:

- identifying the next lesson or topic where they think pupils will benefit from pre-teaching
- identifying pupil(s) who will benefit from pre-teaching
- identifying key vocabulary or knowledge to include in it
- planning how they will deliver it
- making explicit links between the pre-teaching and the main lesson
- making use of existing well-designed resources where possible

If your ECT completed the **summary and stretch** content, they've also been asked to consider how they will know whether pre-teaching has had an impact. For example, how they might use formative assessment either of the whole-class or the pre-teaching group to assess its impact on learning.

## Instructional coaching cycle

### Praise

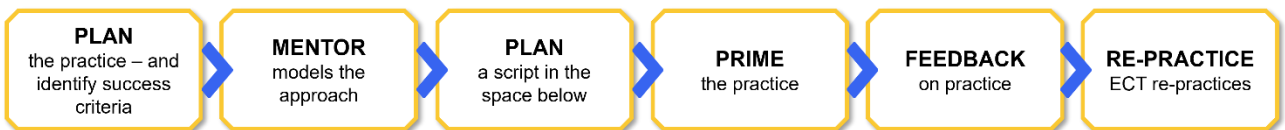
### Probe

### Precise action steps

- Revisit previous learning before introducing new content that builds upon it by using a settling task activity such as think, pair, share.
- Make explicit connections between prior knowledge and new knowledge by explaining how a concept is similar to or different to the previously taught material.
- Use text-to-speech software to support a pupils individual needs by teaching them how to operate the tool and providing regular opportunities to practise using it during independent reading tasks.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:



## Module 5: How can you support all pupils to succeed?

### Session 4: Using the SEND Code of Practice

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>5.2</b> Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p><b>5.3</b> Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p>	<p><b>Develop an understanding of different pupil needs, by:</b></p> <p><b>5c)</b> Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues.</p> <p><b>5e)</b> Supporting pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND.</p>

#### Professional behaviours

##### Learn that...

##### Manage workload and well-being by:

**8n)** Understanding the right to support (e.g. to deal with misbehaviour, or support pupils with SEND).

In this mentor interaction, your ECT is expecting to discuss how they use the graduated approach.

In preparation for this, they have been asked to think of a pupil in their class who they have provided additional support for and record answers to the following questions under the relevant stages of the graduated approach (assess, plan, do, review):

- What were their specific needs and how did you know?
- What stakeholders did you involve in the process and how did this impact the support provided?
- What strategies did you implement to support the pupil and what was the outcome?
- How did you review progress of the pupil and who was involved?
- Were there any areas that you feel you could have improved further?

If your ECT completed the **summary and stretch** content, they've also been asked to identify how and when they gathered feedback on the impact of support throughout the graduated approach.

## Instructional coaching cycle

### Praise

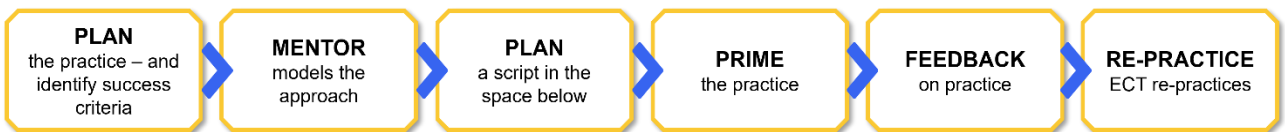
### Probe

### Precise action steps

- When assessing [pupil's name's] needs, build a holistic picture by gathering information from several sources and identifying their strengths as well as the challenges they face.
- Plan and implement support collaboratively by meeting with parents, SEND specialists, and colleagues to agree on strategies tailored to the pupil's needs.
- Evaluate the effectiveness of support you've put in place by identifying what does and doesn't work and adjust support accordingly.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

## Module 5: How can you support all pupils to succeed?

# Session 5: Teaching pupils who require a greater level of support

[Find out what your ECT been learning about this week](#)

### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Adaptive teaching	
Learn that...	Learn how to...
5.7 Pupils with SEND are likely to require additional or adapted support; working closely with colleagues, parents/carers, and pupils to understand barriers to learning and identify effective strategies is essential.	<p><b>Develop an understanding of different pupil needs, by:</b></p> <p>5f) utilising existing opportunities to engage with parents and carers to better understand pupils' individual needs (e.g. meetings with parents).</p>
Professional behaviours	
Learn that...	Learn how to...
	<p><b>Build effective working relationships, by:</b></p> <p>8h) communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.</p>

For this week's mentor meeting, if circumstances and timings permit, try to arrange to for your ECT to observe you holding a meeting with parents/carers of a pupil with SEND. Or arrange for you to observe your ECT holding a meeting with parents/carers of a pupil with SEND.

We understand that this might not be possible. If this the case, instead you could discuss how you work with stakeholders, including parents and carers, to support a pupil who requires more personalised provision.

Either way, in preparation for this your ECT has been asked to think back to the pupil with SEND that you discussed in your last mentor interaction, and to consider:

- How they worked with the SENCO to support this pupil, and how effective this was
- How they involved the pupil when planning their support, and the impact of this
- How they engaged and collaborated with the pupils' parents or carers and how effective this was
- If applicable, how they worked with the designated safeguard lead and how this supported them
- What they could improve in the future and how you and/or the SENCO could support them with this.

If your ECT completed the **summary and stretch** content, they've also been asked to consider what they could have done if the parents or carers refused to acknowledge their child's need?

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Collaborate with [pupil name]'s parents/carers by meeting with them to agree on strategies that can be used to support their child both in school and at home.
- Be proactive in supporting [pupil name] by asking their previous teacher/school/nursery to share in detail the strategies they found effective so you can implement them accurately in your classroom.
- Empower the parents of [pupil name] to participate fully in the next meeting by sharing in advance an outline of what you will discuss and any resources that would support their understanding.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:

## Wellbeing discussion: prioritising recovery

Please note that as this mentor interaction isn't related to module content, there isn't an overview video.

### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn how to...	
<b>Manage workload and wellbeing by:</b>	
<ul style="list-style-type: none"> <li>reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement</li> <li>understanding the right to support (e.g. to deal with misbehaviour)</li> </ul>	

This week's mentor interaction will focus on your ECT's wellbeing, and specifically on prioritising recovery. Just as we did for the last wellbeing-focussed interaction, to help you have an informed conversation with your ECT, we've included here some information and ideas about recovery from the People Project.

#### Emotional regulation systems

You'll recall that we have three emotional regulation systems: threat, drive and recovery. The threat system alerts us to danger and can make us feel anxious and angry. The drive system motivates us to succeed and can make us feel focused and stimulated. The recovery system encourages us to care for ourselves and others and makes us feel psychologically safe and connected. Recovery is not something we only experience in our personal life - we can experience recovery at work too. In the first part of this discussion we'll think about the ways that you currently experience recovery at school.

<b>Curiosity</b>	When did you last experience curiosity or creativity at work? How did it feel to do this?
<b>Positive emotions</b>	Can you think of a recent time when a colleague showed gratitude for your contributions? Or when you shared a joke with a pupil? Or caught up with a colleague about your weekend?
<b>Compassion</b>	When faced with challenges and obstacles, do you go easy on yourself? When things don't go as planned, do you show yourself and others compassion, understanding, and kindness?
<b>Psychological safety</b>	Do you experience a sense of belonging at work? Do you feel part of team? Or do you have a couple of colleagues who you really connect with?
<b>Quality connections</b>	Do you experience regular micro-moments of connection at work?
<b>Strengths, values, and feedback</b>	Do you receive constructive feedback from someone you have a good relationship with?
<b>Being present</b>	Are you able to be in the moment at work? Or do you find yourself worrying about the next lesson or the next meeting that's coming up?

Which of these recovery opportunities might you be able to experience more of at work?

**In this part of the discussion, we'll focus on what brings your ECT recovery in their personal life.**

Ask them to think about what makes them feel safe, nurtured or connected to other people. Things they choose to do. Not activities where the 'threat' voice is telling them to do them because they're rubbish or stupid. And not things their 'drive' voice tells them that they should do to be better. Look out for this sort of 'should' language as you listen. To help your ECT think about their favourite personal recovery activities, ask your ECT the following questions and make a note of their responses:

**What activities make you feel creative (e.g. painting, cooking, photography)?**

**What people or pets make you feel calm, loved and safe?**

**What television, films, books or music make you feel 'snuggly' and relaxed?**

**How do you experience moments of stillness (e.g. being in nature, practising mindfulness or meditation)?**

**What places make you feel at ease (e.g. a particular room in your home)?**

**What things make you feel nurtured (e.g. hot baths, pyjamas, getting under a duvet)?**

**Setting goals to increase recovery**

We won't experience all of our personal and work-related recovery opportunities all of the time. But the more we have, the deeper our recovery will be. To increase the amount of recovery you experience, ask your ECT to have a go at setting two recovery goals to complete over the coming week. One personal recovery activity (perhaps something from the list above), and one related to recovery at work.

**Write down the recovery goals here:**

**You might want to make a note to ask them how they got on with these goals in a couple of weeks' time**

# MODULE 6

## How can you design a coherent curriculum?

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**Diagnostic-focussed conversations for module 6**



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**Session 1**

What's the purpose of a curriculum?



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**Session 2**

Identifying and sequencing concepts, knowledge & skills



37

**Session 3**

Building secure, complex mental models



38

**Session 4**

Developing high-quality oral language, reading & writing



39

**Session 5**

Developing critical thinking



*As part of this module, your ECT will also attend two live 90-minute seminars on:*

- Sequencing concepts, knowledge and skills
- Developing reading and writing

## Diagnostic-focused conversation for module 6

Please remember to complete your diagnostic activity at the beginning of this module.

### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Professional Behaviours	
Learn that...	Learn how to...
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.	<b>Develop as a professional by:</b> <ul style="list-style-type: none"><li>8e Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</li></ul>

In this mentor interaction, you'll have a conversation to determine the pathway your ECT will take for Module 6: How can you design a coherent curriculum?

Just as you did for previous modules, before having this conversation you'll answer some diagnostic questions to help you to reflect on your ECT's current application of the concepts in this module. And they'll complete a set of knowledge-based questions to check their understanding of these concepts.

Then follow these 3 steps to frame your diagnostic conversation.

#### 1. Review the recommendations

Review your ECT's diagnostic outcome (focused on knowledge) alongside your mentor diagnostic outcome (focused on application) for each session in this module.

Notice where these outcomes are aligned as well as where they differ. Sometimes, you may find that your ECT under- or over-estimates their level of competence in applying certain concepts to their classroom practice. Be ready to have an honest and open conversation about this. You may want to think in advance of some examples of where you have seen your ECT successfully and automatically embed concepts from this module into their teaching practice, as well as example of where they could apply their knowledge more effectively or consistently.

#### Module 5 – How can you design a coherent curriculum?

- Session 1: What's the purpose of a curriculum?
- Session 2: Identifying and sequencing concepts, knowledge and skills
- Session 3: Building secure, complex mental models
- Session 4: Developing high quality oral language, reading and writing
- Session 5: Developing critical thinking

### Reflect on strengths and areas for development

Consider the focus of each session and support your ECT to reflect on their areas of strength and development. Use these prompts to support your discussion:

- Are you consistently applying this knowledge to your classroom practice?
- Are you applying this knowledge consistently well?
- Can you apply this knowledge consistently well in different contexts?
- Is this knowledge embedded well enough for you to be automatic in your use of it?
- Can you take this knowledge and integrate it with additional pedagogical concepts?

### 3. Confirm your ECT's pathway

Together use the recommendations from the diagnostic as well as the conversation about their strengths and areas for development to confirm whether your ECT will complete the core or summary and stretch materials for each session. Circle or highlight this below.

They can then use this information to complete their checklist and release the relevant content on Brightspace.

Session 1: What's the purpose of a curriculum?	Core	Summary and stretch
Session 2: Identifying and sequencing concepts, knowledge and skills	Core	Summary and stretch
Session 3: Building secure, complex mental models	Core	Summary and stretch
Session 4: Developing high quality oral language, reading and writing	Core	Summary and stretch
Session 5: Developing critical thinking	Core	Summary and stretch

**Next meeting date and focus:**



## Module 6: How can you design a coherent curriculum?

### Session 1: What's the purpose of a curriculum?

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
Learn that...	Learn how to...
<p><b>3.1.</b> A school's curriculum enables it to set out its vision for the knowledge, skills, and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.</p> <p><b>3.2.</b> Secure subject knowledge helps teachers to motivate pupils and teach effectively.</p>	<p><b>Support pupils to build increasingly complex mental models, by:</b></p> <p><b>3.f.</b> Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.</p>

Throughout module 6 your ECT will review, edit, or create a scheme of work that is between 5-10 lessons long. They will apply what they have learnt from each session within this module to their scheme of work so that by the end of the module, they will have designed or redesigned of a unit of work. Or if you work in a school where schemes of work are provided and not amended, they will critically review a scheme to identify where the key factors explored in this module occur within it.

In this mentor interaction, your ECT is expecting to discuss what the focus of their scheme of work will be.

In preparation for this, they have been asked to select either a topic they will teach next term so it's fresh in their minds ahead of teaching it, or a topic that they have just taught so they can make informed improvements to it.

Once they've decided on a topic, they've been asked to consider:

- What their rationale is for including this unit within the curriculum and what the process was for arriving at this decision.
- Whether they need to develop their subject knowledge in this area and how they could go about this.
- Whether there are any colleagues in their school or wider professional network who might have resources they can share on this topic.
- What resources your school or multi-academy trust has access to that could be useful.
- What opportunities there are to ensure their curriculum is both diverse and inclusive.

If your ECT completed the **summary and stretch** content, they've also been asked to consider whether their values align with the values in their school's curriculum and how this might impact their teaching.

In this mentor meeting, they are expecting to discuss the above with you, focusing in on the areas that would benefit them the most.

## Instructional coaching cycle

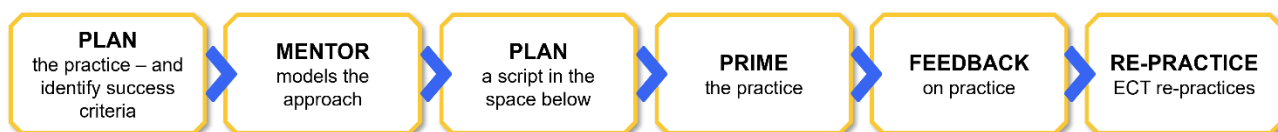
### Praise

### Probe

### Precise action steps

- Develop your subject knowledge by speaking to an experienced colleague who can share examples, non-examples, analogies and metaphors that can be used to teach it effectively.
- Be selective about what is covered in a scheme of work by checking that the knowledge and skills being taught support pupils to meet the learning intentions of the unit.
- Reduce the vocabulary gap between disadvantaged pupils and their more affluent peers by identifying key vocabulary for this topic and finding synonyms and examples that will help pupils to understand and use it.

### Plan and Practice



### Next meeting date and focus:

Module 6: How can you design a coherent curriculum?

## Session 2: Identifying and sequencing concepts, knowledge, skills, and principles

[Find out what your ECT been learning about this week](#)

### Initial Teacher Training and Early Career Framework (ITTECF)

This week’s mentor interaction relates to the following ITTECF framework statements:

How pupils learn	
<b>Learn that...</b>	
<b>Build on pupils’ prior knowledge, by:</b>	
<ul style="list-style-type: none"> <li>2.f. Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content.</li> </ul>	
Subject and curriculum	
Learn that...	Learn how to...
<p><b>3.7.</b> In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.</p>	<p><b>Support pupils to build increasingly complex mental models, by:</b></p> <p><b>3.h.</b> Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.</p> <p><b>3.i.</b> Drawing explicit links between new content and the core concepts and principles in the subject.</p>
Adaptive teaching	
<b>Learn that...</b>	
<b>Provide opportunity for all pupils to experience success, by:</b>	
<ul style="list-style-type: none"> <li><b>5.h.</b> Balancing input of new content with the revisiting of prior learning so that pupils master important concepts</li> </ul>	

In this mentor interaction, your ECT is expecting to discuss how to effectively identify and sequence content. And they’re expecting to begin working with you to sequence the knowledge in their unit of work into lessons that have clear learning objectives.

In preparation for this, they have been asked to:

- break down the end of unit outcome into small manageable steps
- identify key vocabulary that pupils will need to understand in the context of the unit
- identify what pupils will have already learnt that links to this unit so they can revisit and consolidate this learning and plan to make the links explicit to pupils during teaching
- identify any foundational concepts that they will introduce or build upon

If your ECT completed the **summary and stretch** content, they’ve also been asked to begin to consider how they might sequence these.

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Support pupils in achieving learning intentions by breaking down content into small, sequential steps during lesson planning and checking understanding at each stage.
- Connect new knowledge to prior learning by planning opportunities to revisit key content in new contexts and highlighting similarities and differences between content previously learnt and new content being taught
- Support long-term retention by planning regular low-stakes quizzes and retrieval activities throughout the unit to revisit key knowledge and identify gaps.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

## Module 6: How can you design a coherent curriculum?

### Session 3: Building secure, complex mental models

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

How pupils learn
<b>Learn that...</b>
<b>Build on pupils' prior knowledge, by:</b> <ul style="list-style-type: none"><li>2.d. Identifying possible misconceptions and planning how to prevent these forming.</li></ul>

Subject and curriculum	
Learn that...	Learn how to...
<b>3.4.</b> Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.	<b>Deliver a carefully sequenced and coherent curriculum, by:</b> <b>3.e.</b> Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.
<b>3.7.</b> In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.	<b>Support pupils to build increasingly complex mental models, by:</b> <b>3.g.</b> Balancing exposition, repetition, practice of critical skills and knowledge.  <b>Develop fluency, by:</b> <b>3.k.</b> Using retrieval and spaced practice to build automatic recall and application of key knowledge.

In this mentor interaction, your ECT is expecting to discuss how you build secure, complex mental models.

And they expect to spend time reviewing their scheme of work, focusing on either spaced exposition and retrieval practice or how you identify and address common misconceptions. In preparation for this, they have been asked to select one of these two focus areas based on their developmental needs. If they choose to focus on spaced exposition and retrieval practice, they will review their scheme of work and consider how and where they will build in: spaced exposition and practice; retrieval practice of content within the unit they're currently planning; and retrieval practice of knowledge taught in previous units of work.

If they choose to focus on identifying and addressing common misconceptions, they will think back to some common misconceptions they identified earlier in the self-study session and consider what causes these misconceptions and what analogies, illustrations, examples, non-examples, models, explanations, or demonstrations might help to address them.

If your ECT completed the summary and stretch content, they've also been asked to consider how they might use spaced exposition and retrieval practice to consolidate pupils' understanding where common misconceptions normally arise. In this mentor interaction they are expecting to discuss and explore the above with you in more detail.

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Address misconceptions by using examples and non-examples to create cognitive conflict to help pupils recognise the inaccuracy of their current thinking.
- Support long-term retention by using regular low-stakes quizzes and gradually increasing the interval between them as pupils demonstrate improved recall and understanding.
- Support pupils' long-term retention of knowledge by providing retrieval activities for pupils to recall information from memory with minimal prompting.
- providing regular opportunities to practise using it during independent reading tasks.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**



## Module 6: How can you design a coherent curriculum?

# Session 4: Developing high-quality oral language, reading and writing

[Find out what your ECT been learning about this week](#)

## Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Subject and curriculum	
Learn that...	Learn how to...
<p><b>3.12.</b> Pupils' oral language skills can be supported by teaching new words and how to use and understand words within sentences or longer texts. This can help to address speech and language difficulties, especially for children in their early school years.</p>	<p><b>Develop pupils' literacy, by:</b></p> <p><b>3.p.</b> Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</p>

In this mentor interaction, your ECT is expecting to discuss how to explicitly teach vocabulary.

In preparation for this, they have been asked to think back to the vocabulary they identified earlier in this module as being key for pupils to successfully engage with the unit they're (re)designing.

They've been asked to consider how they will teach this vocabulary using strategies such as:

- displaying the word(s) clearly on the board with images to show what it means
- visually emphasising parts of the word that help illustrate what it means, for example, making 'un' in **unseen** bold
- stating the word with a Tier 1 synonym
- stating whether the word is a subject specific term
- repeating the word and asking pupils to repeat after you
- using your body to demonstrate the meaning of the word
- modelling using the word within sentences
- making lots of use of repetition, with both the teacher and pupils repeating the term, the sentence, and the definition numerous times
- asking pupils to use the word in sentences
- asking pupils to write the word in a sentence

If your ECT completed the **summary and stretch** content, they've also been asked to consider whether the vocabulary they've selected are Tier 2 or Tier 3 words.

In this mentor interaction, your ECT is expecting to practice using some of these strategies.

## Instructional coaching cycle

### Praise

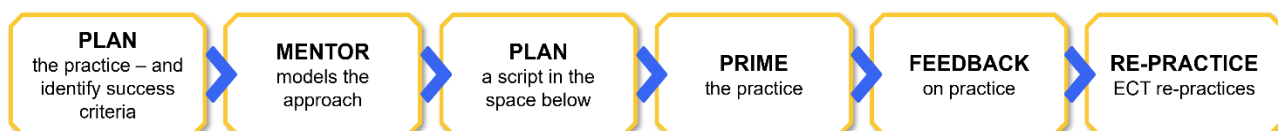
### Probe

### Precise action steps

- Explicitly teach vocabulary by introducing each word with a clear definition, a familiar synonym, and an example sentence that shows how it's used in context.
- Strengthen understanding and recall of new vocabulary by asking pupils to repeat each word aloud several times and use it in both spoken and written sentences.
- Build the vocabulary of EAL pupils by selecting three key words essential to the lesson, and teaching them at the start using images and actions to support understanding.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



**Next meeting date and focus:**

## Module 6: How can you design a coherent curriculum?

### Session 5: Developing critical thinking

[Find out what your ECT been learning about this week](#)

#### Initial Teacher Training and Early Career Framework (ITTECF)

This week's mentor interaction relates to the following ITTECF framework statements:

Adaptive teaching	
Learn that...	Learn how to...
<p><b>3.6.</b> In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.</p> <p><b>3.8.</b> Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.</p>	<p><b>Help pupils apply knowledge and skills to other contexts, by:</b></p> <p><b>3.i.</b> Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject</p> <p><b>3.m.</b> Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.</p>

Professional behaviours
Learn how to...
<p><b>Plan effective lessons, by:</b></p> <ul style="list-style-type: none"> <li>• <b>4.b.</b> Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</li> </ul>

In this mentor interaction, your ECT is expecting to discuss how to develop their pupils' critical thinking skills.

In preparation for this, for the unit of work they are (re)designing they've been asked to consider:

- What critical thinking skills pupils will encounter and therefore need to be taught
- What domain specific knowledge pupils will need to apply these critical thinking skills
- What the best sequence might be for teaching the domain specific knowledge and the critical thinking skills

If your ECT completed the **summary and stretch** content, they've also been asked to consider whether pupils will have any prior knowledge of the critical thinking skills that they will teach and how this might impact their instruction.

In this mentor interaction, they are expecting to review their responses and then discuss how they can ensure pupils' domain specific knowledge is flexible.

When doing this, you may wish to explore the following strategies with them:

- comparing problems with different surface structures
- interleaving concrete and abstract examples
- labelling the steps to reveal their purpose

## Instructional coaching cycle

### Praise

### Probe

### Precise action steps

- Develop pupils' flexible knowledge by carefully selecting examples that differ in surface features but share the same underlying principles and using targeted questioning to guide pupils in comparing similarities and differences.
- Support the early development of critical thinking by explicitly teaching and modelling the cognitive strategy of asking for examples when something is unclear.
- Support pupils to recognise underlying problem structures by interleaving concrete and abstract examples within lessons, and guiding them to make connections between the two.

These are just a few examples. Feel free to come up with your own to suit the needs of your ECT.

### Plan and Practice



Next meeting date and focus:



**Teach First**



**Thank you for supporting an  
Early Career Teacher**