

# Mentoring provision at Warwick University. Towards an Instructional Coaching approach

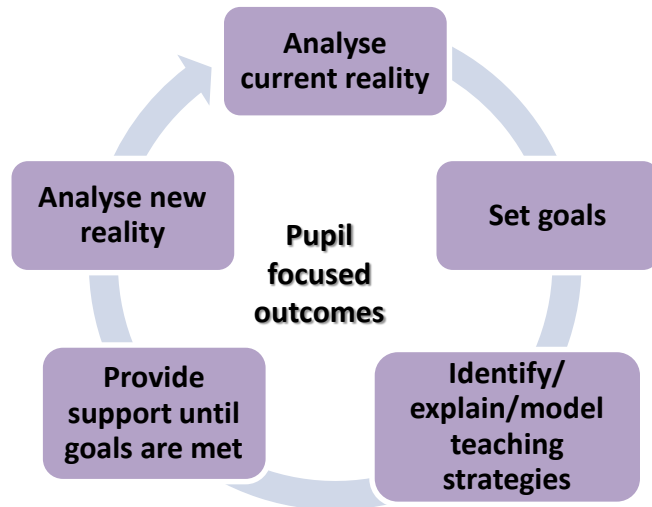
UCET forum

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# Background – Instructional coaching model (ICM)

- Concept of coaching grew from executive coaching → moved into education
- However core notion of coach not having any technical knowledge of the activity being coached began to be questioned (Sams, 2019)
- ICM is a dialogic approach for teacher growth.
- The ICM is goal-oriented and solutions focused coaching
- ICM research informed by teachers for teachers
- Grounded in experiential learning cycle – PGCE trainees live this
- Pupil – centred approach to coaching – to make an impact on the pupil behaviour, cognition and well-being
- More specifically – Impact Cycle developed by Jim Knight – grounded in how adults learn with specific principles that need to be honoured.
- A move away from the current model of mentoring - how to ‘fix’ trainees /make them classroom ready



### STRENGTHS

- Evidence – based
- Grounded in experiential learning cycle
- Transformational for trainee and mentor
- Pupil – focused
- Aligns with CCF language

### WEAKNESSES

- It is not a specific model for trainee teachers
- Quality of mentors with expertise
- Inability to recognise the adult learner
- Ability of the trainee to take control

### OPPORTUNITIES

- First step in leadership for Mentors
- Teacher – led model
- Whole school approach to developing professional practice
- Model allows for appropriate resources to match trainee needs
- Guides a trainee to unpick their professional practice in preparation for NQT year.
- Simple framework to assess trainee-mentor effectiveness

### THREATS

- Inertia
- Size/make up of the partnership
- Ability to train transient group of mentors
- Mentor as gatekeeper
- Ability of moderation tutors

## R.E.A.L. Framework

Where it is done well it is easy to observe the impact on the trainee's ability to understand their current reality of classroom practice and impact on student learning.

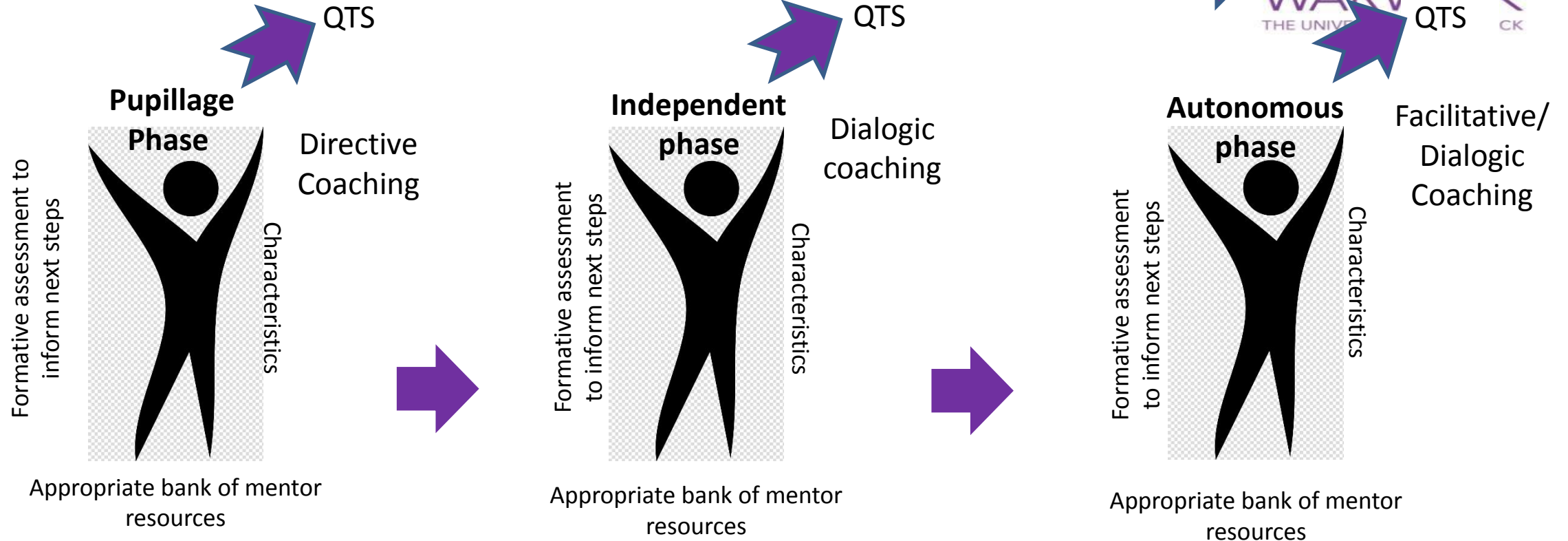
There is an understanding of how to gather data for current reality and set targets for new reality – it is simple to assess quality of targets.

There is clarity in the mentor's role – provide guidance, ideas, strategies within the core content framework about teaching.

- **Reality** - There is a need to gain an understanding of a shared clear picture of reality. This identifies the top priority for change and a clear picture for growth.
- **Eyes** - Feedback should be about what is going on in a trainee's classroom, not what *you think* should be going on in a trainee's classroom...
- **Ask** – questioning stance as opposed to advice giving
- **Listen** - Authentic listening builds trust and allows you to understand how a trainee views what impact they are having and how they are developing

# Next steps

# Appropriate Early Career pathway targets and support



Intervention

Berliner, D.C., 2004. Expert teachers: Their characteristics, development and accomplishments. *Bulletin of Science, Technology and Society*, 24(3), pp.200-212.



# Trainee characteristics

with consideration for the 5 Core areas of the Core Content Framework.

Behaviour management, pedagogy, curriculum, assessment and professional behaviours.



## Pupillage phase

- I have had very little if any experience in a classroom as a teacher
- I am confident with my subject, however I have little understand of a school curriculum.
- I am unsure of how to plan a lesson for a class
- I am apprehensive about how to manage behaviour
- I am unsure how to recognise how pupils are responding to my instruction
- I am unsure what learning might look like in a classroom and how to measure this
- I am learning what is required to be a professional in teaching
- I am learning how to use the CCF to guide target setting
- I am unsure of how to make the most of my mentor
- I am struggling to find the connection between theory, research and practice.

## Independence phase

- I have had some experience of teaching my subject in the correct age phase
- I have some ideas for managing behaviour in a classroom and am keen to try a range of strategies
- I have an idea of the process of planning a one-off lesson and am keen to put this into action
- I have ideas about how I can build potential professional relationships with pupils and am ready to try these in a classroom setting
- I understand how the CCF will guide my target setting and deliberate practice
- I understand how the IC model will guide the process of understanding my current reality and new reality in my practice
- I am keen and ready to work with my mentor using the instructional coaching model to develop my practice and I am confident with this.

## Autonomous phase

- I have experience in the classroom in the appropriate age phase
- I am confident in a range of behaviour management strategies
- I understand the role of the school mission statement and school policies in guiding my practice in context
- I am able to plan a series of lessons to ensure pupils build on prior knowledge and learning is progressive
- I am confident with both my subject and curriculum knowledge at both key stage 3 and 4.
- I am learning how to gather data to understand my current reality on learners of my practice
- I can work with my mentor to set precise, specific steps to improve outcomes for learners
- I understand and apply learning theory and research in my classroom to develop my practice to ensure I am research-informed.

### Pupillage

Developing **placement resilience**

Being a teacher:

- Compassionate, Respectful and Responsive;
- Organised, Responsible and Professional.

### Emerging Independence

Developing **Early Career resilience**

Being a subject teacher:

- Knowledgeable, coachable and adaptive;
- Inclusive, Empathic and Understanding.

### Resilient Practice

Developing **career resilience**

Being a reflexive teacher:

- Critical, Creative and Autonomous;
- Engaged with local, regional and national communities of practice.

# Menu of Resources

## **Pupillage**

- Focused observation toolkit
- Develop knowledge of different kinds of class data
- Online teaching
- Live feedback
- Part lessons

## **Emerging Independence**

- Data observations
- planning individual to a series of connecting lessons
- WalkThrus

Reshaping paperwork  
Assessment pathway

## **Autonomous/Resilient practice**

- Observations for contextual information
- Unseen observations
- Targeted modelling

Increasing confidence with Core content framework language

Increasing confidence with Instructional Coaching model