

Class teacher mentor Core Training 2

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Overview

- ▶ Effective mentoring
- ▶ SCITT mentoring models
- ▶ School family expectations
- ▶ Effective target setting
- ▶ Trainee timetables
- ▶ SCITT documents
- ▶ Feedback and learning conversations

Effective target setting

- ▶ SMART
- ▶ A target not an action – the underlying purpose
- ▶ Challenging – application of learning
- ▶ Mental models
- ▶ Action points for mentors and trainees
- ▶ Application of SCITT training



- ▶ What has worked well?
- ▶ What can you learn from others?
- ▶ What are your next steps?

How

How does a coach/mentor ensure a target/action step is **Clear** and **Precise** and avoid 'The Redundancy Effect'?

01

Ensuring granularity

02

Choosing the focus with the highest leverage

03

Scripting feedback

04

Creating mental models

05

Insisting on deliberate practise

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01

Ensuring granularity

Avoiding the redundancy effect



The 'redundancy effect'

Students do not learn effectively when their limited working memory is directed to unnecessary or redundant information. The 'redundancy effect' occurs when learners are presented with additional information that is not directly relevant to learning, or with the same information in multiple forms. An example is a textbook which includes both text and a diagram that needlessly repeat information, or a PowerPoint presentation in which the presenter reads the text presented on the screen. Requiring learners to process redundant information inhibits learning because it overloads working memory. Cognitive load research shows that best practice is to remove redundant information from learning material (Bobbis, Sweller & Cooper 1994; Chandler & Sweller 1991; Mayer et al 1996; Torcaso & Sweller 2010). Sweller argues:

Most people assume that providing learners with additional information is at worst, harmless and might be beneficial. Redundancy is anything but harmless. Providing unnecessary information can be a major reason for instructional failure. (Sweller 2016, p. 8)

02

Choosing the focus with the highest leverage

Highest leverage

Development areas

- | | |
|---|---|
| A | The teacher's exposition was overly complex and confusing. |
| B | Some groups were given the wrong resources at the start of the lesson which led to delays while this was being sorted out. |
| C | The teacher used questioning that was often 1-1, leaving most of the class doing nothing for long periods of the lesson. |
| D | Students behaved poorly as they came into the room but were given no corrections of any kind. The teacher often said their name: 'Amin!' but didn't explain why. The poor behaviour then continued throughout the lesson. |
| E | The teacher got flustered when the Smart Board froze and spent too long behind the desk trying to sort it out. |

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03

Scripting feedback

AUTUMN MENTORING SPRING MENTORING & COACHING SUMMER COACHING

Scripting feedback

1. Acknowledging progress against targets It was effective when you ... This positively impacted learning by ...	2. Questioning to probe further I noticed that ... Why do you think this happened? How could you ensure ...
3. Identifying target area(s) A suitable target which will support your development in this area is ...	4. Planning opportunities to practise (action points) I want us to rehearse this using low stakes practice ... What would a script look like? Which expert colleagues could support you and how?

04

Creating mental models

Why Model?

Five stages of skill development:

1. Novice
2. Advanced beginner
3. Competent
4. Proficient
5. Expert

- "The commonplace must be made explicit and discussed ..."
- "Teachers need to be made to replicate and understand – what and why ..."
- "Elements of the task to be performed need to be labelled and learned bit by bit ..."
- "A set of context-free rules to guide behaviour are required, long before context based alterations can be made ..."

Bertiner, David C. The Development of Expertise in Pedagogy.

05

Insisting on deliberate practise (including low stakes)



Low stakes practise

Examples of Low Stakes Practise

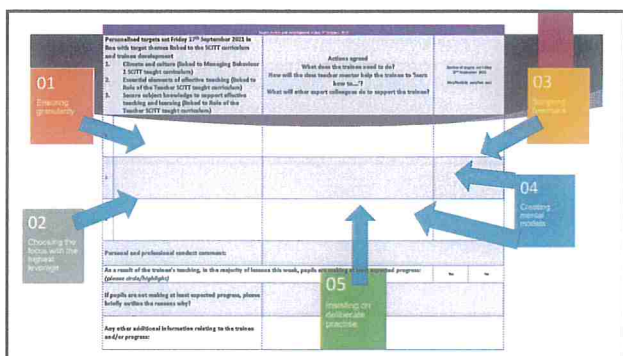
- Practising a script to support behaviour management during target setting meeting with no pupils
- Practising modelling with a small group of pupils
- Practising an explanation to other year group teachers in PPA
- Practising using formative assessment when team-teaching so CTM can intervene if necessary

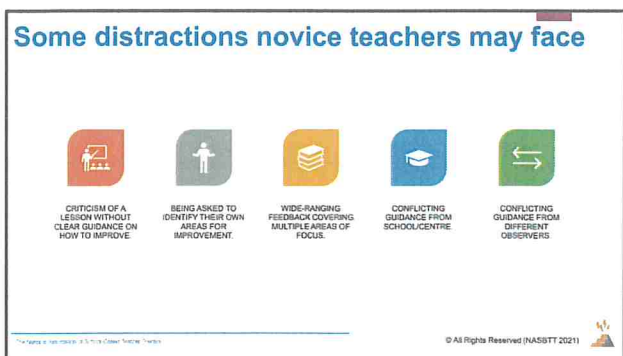
Feedback is essential during these opportunities to practise.

Thoughts.....

- ▶ Any initial thoughts?
- ▶ Have you applied this practise previously?
- ▶ Can you identify where you could apply this approach with your current trainee at the moment?







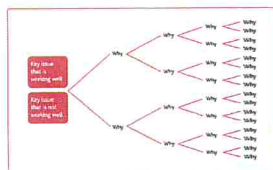
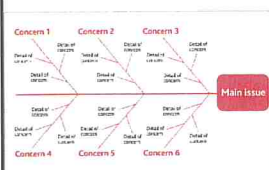
Break

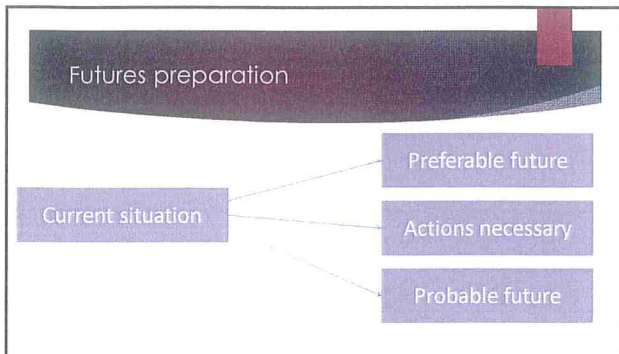
Difficult professional conversations

- What do we mean by a difficult conversation?
- What makes a conversation difficult?

Addressing the issue can help to remove some of these emotions and barriers

Clarifying the situation





Encourage elaboration / seek to understand	Is there an example of that?	
Help to make connections and distinctions	What was said to you that really made you think?	Say more...
Ask for reasons and evidence	Is this connected to what you were saying earlier?	
Encourage participation and collaboration	What do you mean by...?	Is that consistent with the evidence?
Encourage reflection	Why is it important to you that...?	Are there reasons for that?
	Can you build on what you have just said?	
	How are these things the same / different?	
	How has your understanding changed in relation to this?	

<https://knite-shaw.org.uk>

Avoiding difficult professional conversations

Have you ever.....

- sent an email or text to someone because **you did not want to say something face to face?**
- delivered a message to the whole team or group that was **really intended for one person?**
- complained or gossiped about someone's behaviour but **not spoken to them directly about it?**
- asked a leading question in the hope that someone else **will raise the issue** that you want to talk about?

Reflection time...

Your thoughts on difficult professional conversations

- ▶ Planning and preparing tools and ideas
- ▶ Key phrases or scripted plans
- ▶ Learning you have taken from previous experiences to share with others
- ▶ Support/ideas you would like from others

Target review and development Friday 1 st October 2021		
Personalised targets set Friday 17 th September 2021 in line with target themes linked to the SCITT curriculum and trainee development:	9/22/21/2021	Review of targets set Friday 17 th September 2021
1. Climate and culture (linked to Managing Behaviour 1 SCITT taught curriculum)	Have will the climate and culture meet the needs of the trainee?	Met/Partially met/Not met
2. Essential elements of effective teaching (linked to the Teacher SCITT taught curriculum)	Have will the climate and culture meet the needs of the trainee?	Met/Partially met/Not met
3. Secure subject knowledge to support effective teaching and learning (linked to the Teacher SCITT taught curriculum)	Have will the climate and culture meet the needs of the trainee?	Met/Partially met/Not met
1. A teacher is expected to demonstrate consistent behaviour and attitudes which set the re-	Joe has been punctual during his first month at school and has attended staff meetings to learn more about the school and to take part in the annual safeguarding training which included prevent Duty training.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.
2. Reaching uphold public trust in the profession by treating pupils with dignity, building relationships with the school community, and having regard for the need to safeguard the reputation of the profession.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.
3. Promoting and protecting fundamental British values, including democracy, the rule of law, individual liberty and beliefs.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.
4. As a result of the trainee's teaching, the majority of pupils are making progress in their learning and achieving their personal targets.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.
5. Pupils are expected to be respectful and courteous to others, and to follow the school's rules and regulations.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.
6. Teachers must have an understanding of, and always act within, the statutory framework for the school.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.	Joe has been working well on the application of the school behaviour policy over the past two weeks. He is using the appropriate language and is talking to pupils and modelling the expectations and behaviours that support the ethos and culture of the school.

Support for Class Teacher Mentors Wellbeing & Workload

- ▶ Opportunities to share efficient and effective practice
- ▶ 'One time only' paperwork using streamlined documents
- ▶ Using the timeline to plan ahead
- ▶ Open and regular communication
- ▶ Professional development
- ▶ Feedback
- ▶ Resources

- ☐ Wednesday 23rd September 4.30-5.30pm
- ☐ Tuesday 30th November 4.30-5.30pm
- ☐ Wednesday 12th January 4.30-5.30pm
- ☐ Monday 28th February 4.30-5.30pm
- ☐ Wednesday 4th May 4.30-5.30pm
- ☐ Wednesday 15th June 4.30-5.30pm

make yourself a PRIORITY

Being well, staying well

The most effective actions to reduce workload are those that encourage better teaching – by focusing on what makes the most difference, supported by evidence, and making best use of teacher time.

Wellbeing Resilience

Self-Determination Theory (SDT)
Ryan & Deci (2000)

Energy, persistence and balance

- Cognitive well: able to remember
- Emotional well: more resilient
- Creative well: more resourceful
- Physical well: more ready
- Spiritual well: more reflective

Recovery time can be anything from a long summer holiday to tiny micro-breaks during the school day. However, good strategies for daily recovery protect people against burnout in a way that waiting for weekends and holidays just doesn't. It's vital for our wellbeing that we think about the little rituals we go through on a daily basis, and how we can use them to build in recovery – whether they are moments in the working day or activities that we engage in outside of school.

Chartered College of Teaching (2018)

Being well, staying well

TEACHERS GUIDE

Building resilience

Do

- Remember that working should be meaningful, manageable and motivating and should serve a purpose for the school and its community.
- Remember quality of teaching should not be confused with the quantity.
- Give teachers the professional status they merit, and not more, to ensure teacher wellbeing.
- Look to clarify blocks of time to allow for professional planning.
- Remember planning together needs to be supported by regular and professional discussion about progress on the school's work plan.
- Keep high quality resources and systems of work clearly in place and easily accessible.

Don't

- Spend time on making that doesn't have a demonstrable impact on pupil progress. Simple messages work best.
- Give teaching a reputation for being a job that is too hard to do. There is a balance of responsibility for teachers to manage.
- Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for learning their work.
- Create dead-end plans that focus on a task without addressing necessary resources for teachers and leaving time away from the task for planning.
- Make extremely detailed day or weekly plans a routine expectation. All the expertise in collaboratively produced and shared plans.
- Plan to please external organisations.

Urgent **Not urgent**

Important **Do it now** **Plan it**

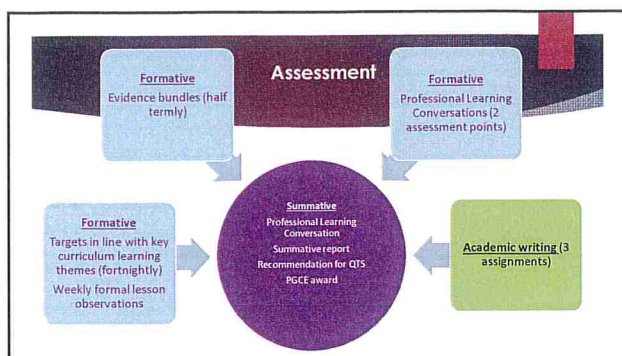
Not important **Delegate** **Drop it**

Teacher Workload
DfE (2017)

SCITT Pastoral Signposting

<https://www.education-support.org.uk/>

<https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing>



NASBIT Level and 2

Effective Coaching and Mentoring
Certification
Level 1 Monday 15th November
Level 2 Tuesday 16th November

The block features a graphic with the word "feedback" in a stylized blue font, with a cluster of blue speech bubbles above it. Below this, the SurveyMonkey logo is displayed, consisting of a green monkey icon and the text "SurveyMonkey".
