

## Monitoring of Mentor/ECT Instructional Coaching Interactions

### The purpose of this document

To support your knowledge and confidence as ECTE Lead that the Mentor/ECT interactions are purposeful, aligned with the ECT Programme's expectations, and supports the ECT's growing strengths in practice.

Section of Meeting	Expected ECTs behaviours	Expected Mentor behaviours	Notes
Praise	<ul style="list-style-type: none"> <li>ECT acknowledges this feedback is coaching</li> <li>ECT asks for clarity if the praise is not precise</li> <li>ECT asks how the strength they demonstrated was evidenced, if apt</li> </ul>	<ul style="list-style-type: none"> <li>Praise to be specific and precise, at a granular level. Not lavish</li> <li>Mentor is truthful</li> <li>Mentor considers the impact of actions on pupils</li> <li>Mentor references previous actions set and progress towards them</li> <li>Mentor gives the ECT the chance to respond to the praise, and reflect- if apt</li> </ul>	
Probe	<ul style="list-style-type: none"> <li>ECT listens to the questions and gives honest answers</li> <li>ECT considers the impact of their actions on the pupils and how</li> </ul>	<ul style="list-style-type: none"> <li>Mentor has questions planned prior to the interaction</li> <li>Mentor poses questions to guide the ECT to</li> </ul>	

	<p>practice has/hasn't led to progress</p> <ul style="list-style-type: none"> <li>• ECT considers, and understands the ideal against the reality</li> </ul>	<p>identify an area of development</p> <ul style="list-style-type: none"> <li>• Mentor references data and evidence from the observation (time stamps, exact moment)</li> <li>• Mentor doesn't spend too much time on this section, and gives the ECT more direction if needed</li> <li>• Mentor avoids 'telling' the ECT, and instead, probes to guide them to see the gap</li> <li>• The probe questions link to impact on learning</li> </ul>	
<p>Precise Action</p>	<ul style="list-style-type: none"> <li>• ECT confirms they have understood the action</li> <li>• ECT checks that it is precise and actionable – does it include the 'how'?</li> <li>• ECT seeks to understand why this action will have the most impact on their practice</li> <li>• ECT asks clarifying questions if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Is the action step the highest leverage action step at this moment in time?</li> <li>• Is the action step granular, manageable, and measurable?</li> <li>• Is it phrased clearly?</li> <li>• Does the action step include the 'how' as well as the 'what'- and preferably the 'when'?</li> </ul>	

		<ul style="list-style-type: none"> <li>• Does the action step have success criteria?</li> <li>• Is the ECT encouraged to write this action step down?</li> </ul>	
Plan	<ul style="list-style-type: none"> <li>• ECT is an active part of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor talks through with the ECT when and how the ECT can implement the precise actions</li> <li>• A commitment is made to a day and time for next observation.</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• ECT makes it contextually relevant for themselves</li> <li>• ECT acknowledges that the feedback is developmental</li> <li>• ECT is ready to take part and fully engage with the practice and re-practice</li> <li>• Is confident in the 'why' of deliberate practice</li> </ul>	<ul style="list-style-type: none"> <li>• Does the Mentor make the ECT feel at ease with practice, and takes it seriously?</li> <li>• Does the mentor provide a model of the technique?*</li> <li>• Does the mentor share clear success criteria?</li> <li>• Does the mentor ask the ECT to practice?</li> <li>• Does the mentor provide feedback that is specific to the success criteria?</li> </ul>	

\*N.B Practice can be either rehearsal- based, or product (e.g scripted) depending on the action step.

		<ul style="list-style-type: none"> <li>• Does the mentor ask the ECT to repeat the practice, more than once if needed?</li> <li>• Are layers of complexity added, if needed, in the practice?</li> <li>• Is scripting supported effectively, if product based?</li> <li>• Does the practice isolate the action step sufficiently without getting distracted?</li> </ul>	
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### Purpose of each section of the coaching model

**Praise:** Isolating, naming, and explaining, allows the ECT to celebrate an area of practice that are being successful in, which builds their efficacy in their teaching and well as their belief in the success of coaching. It also promotes their continuation of this effective area of pedagogy in their classroom. Intentionally linking this praise around a particular areas of practice to their wider mental model will help when the mentor tries to build on this mental model in the precise action step section of coaching.

**Probe:** Asking carefully crafted questions that don't tell but support the ECT to see the gap in their practice allows them to reflect on what they are currently doing in the classroom, and the impact on learning. Making specific reference to what happened in the classroom and using supporting evidence will open the door to a more receptive approach to the next section, the precise action step.

**Precise Action:** Now the ECT understands what they didn't do as effectively as they could in the classroom, their mentor will give them an action step that is granular, actionable, and the highest leverage area- the *strategy*, that if enacted effectively, will have the biggest impact on learning. It needs to be clear to the ECT when they should do it, how they should do it, and why they should do it (the impact). If granular and actionable, the ECT will be able to enact it, and make this strategy a habit.

**Plan:** This section of the coaching session enables the logistics of when the mentor will see the ECT enact this strategy (date, time) as well as holding the ECT to account. We know that we are more likely to do something if we verbally commit to it, and it is important that a commitment is made to putting the action step into practice. This section is also an opportunity for the ECT to contextualise the action step and discuss how it might work in their classroom/any barriers they might face, how best to approach the action step, before the practice takes place. It is important that the ECT is an active part of this conversation.

**Practice:** The ECT gets the opportunity here to see their mentor model what the strategy looks like in practice. It is important that the ECT sees an expert model this strategy so they can start to build a mental model of what good looks like. The mentor, referring to the success criteria after they have modelled the action step again enables the ECT to break down the strategy into granular steps, again contributing to their mental model of effective practice. The ECT then practicing themselves and receiving specific feedback on their practice is vital so they don't go back to the classroom to 'practice'. They need to practice until they get it right, before they go back to the classroom.