

# Warwick Mentor Conference

## Primary

# Learning Aim

**To consider the potential of Subject Specific Coaching Prompts**

## Objectives

- Familiarise yourself with the renewed Subject Specific Coaching Prompts
- Reflect on what they might offer you as mentor
- Reflect on what they might offer your trainee(s)
- Consider your knowledge of the Warwick Curriculum in order to make best use of them
- Engage in a 'marketplace' where you find out more about the Warwick Curriculum

Engaging in high-quality professional development can help teachers improve. CCF8.7

# Warwick Teacher Values at the Heart of Mentoring

# Warwick Teacher Values

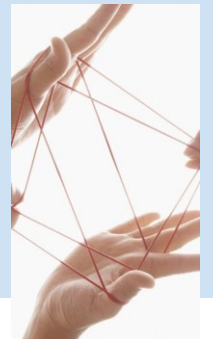
**Social Justice:** Adopts an **ethical approach** to young people's learning, **inclusive** of all young people in their **work** and **active** in **developing** and **promoting socially-just** teaching and learning practices.



**Intellectual curiosity:** A keen desire to **learn about learning**, eager to **interrogate 'knowledge'** and develop **critical thinking** skills and committed to offering high-quality learning experiences.



**Creativity:** **Receptive** and **resilient** to **challenge** and **change**, **open** to imaginative and innovative **ways of working** and **resourceful** in acquiring new skills.



# Expectations and Partnership Feedforward

# Maximising Mentoring

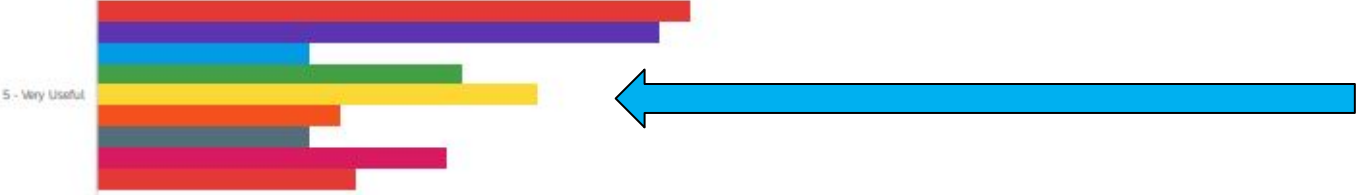
‘Mentoring and support from expert colleagues forms a key element of this **multi-year entitlement**’ (CCF)

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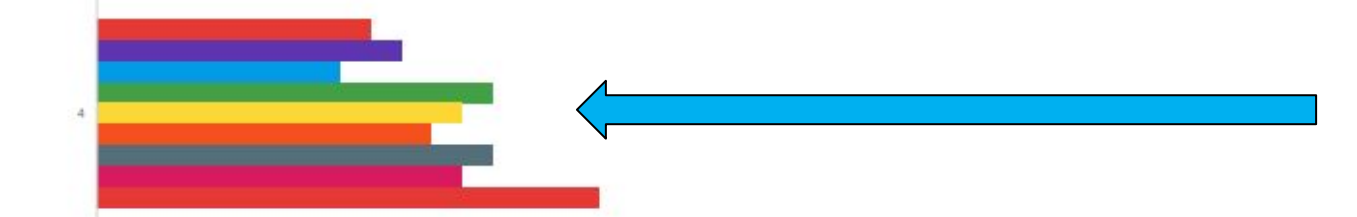
‘Benefitting from the mentoring of **expert colleagues**’ (CCF)



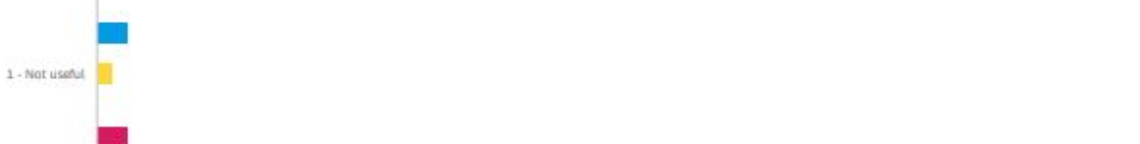
The number of times the phrase, ‘**Receiving clear consistent and effective mentoring**’ is used in the Core Content Framework (CCF)



'Very useful' - 49%



'Useful' - 37%



- The School Placement Handbook
- Termly Placement Guides
- Primary ITE Updates Bulletin
- Instructional Coaching Observation Notes (ICON)
- Subject Specific Coaching Prompts
- Experiential Learning Form (ELF)
- Focused Learning Opportunities (FLOs)
- Collaborative Review Document (CRD)
- Trainee-Mentor meeting logs

We also know from our visits and External Examiner visits that **knowledge of the Warwick Curriculum** *could* be even better.



# Warwick Trainee Curriculum at Univeristy



Subject Studies  
Module: English  
Specialism  
*(Jo)*

Subject Studies  
Module: Science  
Specialism  
*(Sally)*

Subject Studies  
Module: Maths  
Specialism  
*(Mark)*

Whole Curriculum  
Studies  
(Computing, History  
and Geography)  
*(Emily)*



Whole Curriculum  
Studies  
(Art, PSHE)  
*(Julie)*

Whole Curriculum  
Studies  
(Languages)  
*(Des)*

Professional  
Enquiry Module  
*(Deborah)*

Whole Curriculum  
Studies  
(R.E, D.T, P.E, Music)  
*(Louisa)*

# Warwick Initial Teacher Education Curriculum

Important Theorists	Course Content Summary
Important 'Big Ideas'	

- Visit each 'stall' in the 'Marketplace' and discuss **what** trainees learn **across the year**, important **theorists**, **resources**, **big ideas**, learning **experiences / course content**.
- Consider the '**when**' of the curriculum delivery.

(30 mins)

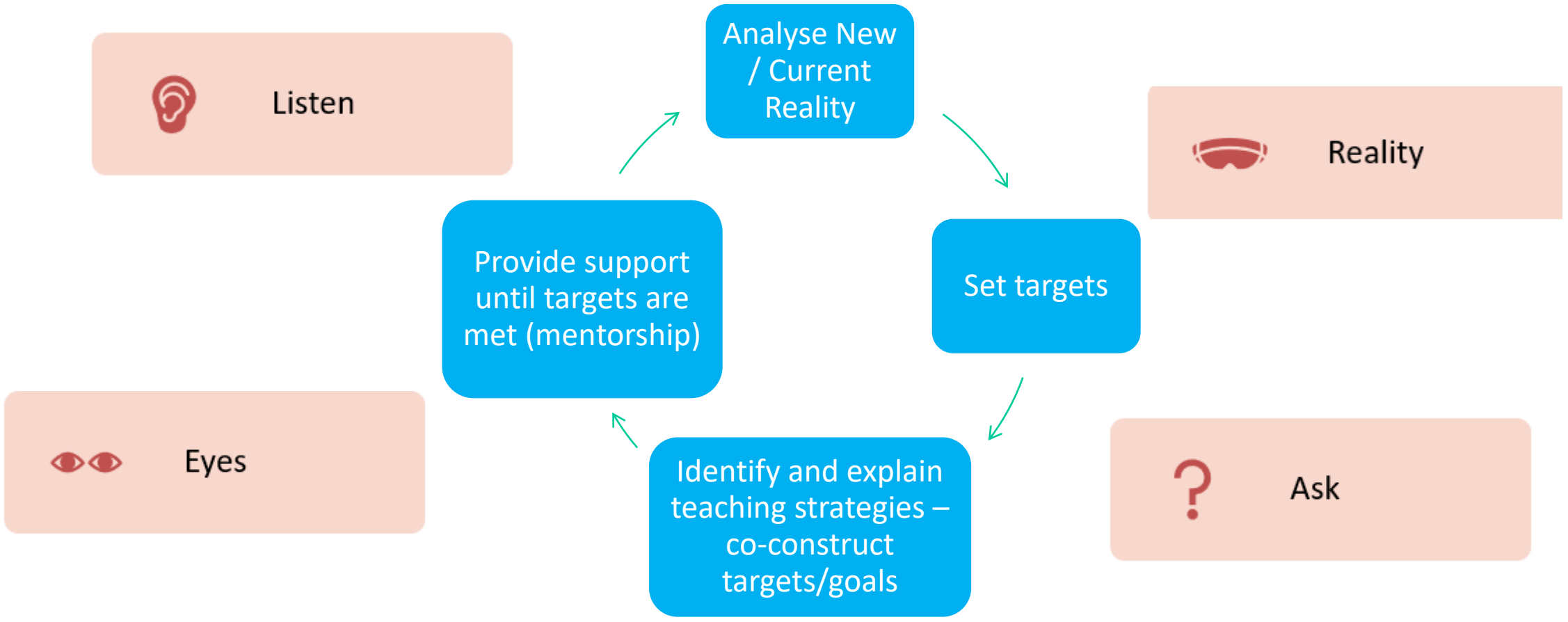


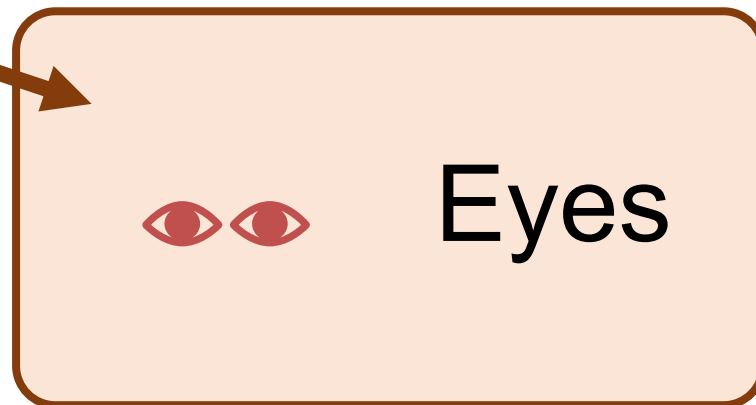
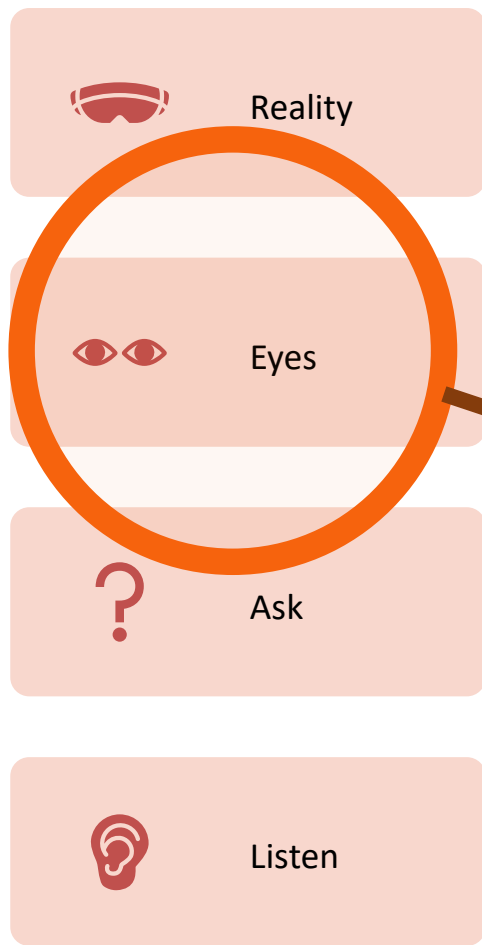


# Subject Specific Coaching Prompts

Cycle to be repeated as new target set or target is adjusted to meet the needs of the trainee.

# Warwick's Mentoring Model, based on Instructional Coaching (Knight, 2013)





It is a fallacy that feedback contains useful information, and that this information is the magic ingredient that will accelerate someone's learning.

Learning rests on our grasp of what we're doing well, not on what we're doing poorly, and certainly not on someone else's sense of what we're doing poorly.

The 'Landry' Effect – focus on where and what they have done that has had a positive impact. It's where they are most open to possibility, most creative, insightful and productive.



Telling people what we think of their performance doesn't help them thrive and excel, and telling people how we think they should improve, *actually hinders* learning



# Subject Specific Coaching Prompts

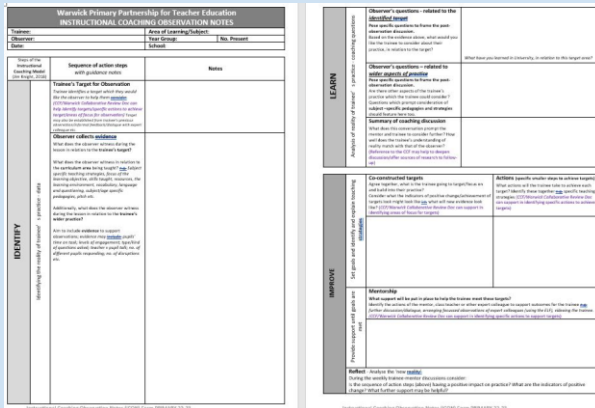
Look at refreshed Subject Specific Coaching Prompts.



Subject-Specific Coaching Prompts

Discuss with your table:

- what **data** might you gather?
- how might this look **different** in different **subjects**?
- how might this affect **what you write** on your ICON form?
- what *might* they offer to **you** as Mentor?
- what **impact might** they have on **trainee** practice?
- what **challenges might** there be in **using** them?





# Primary Mentor Meeting

## Developing Instructional Coaching

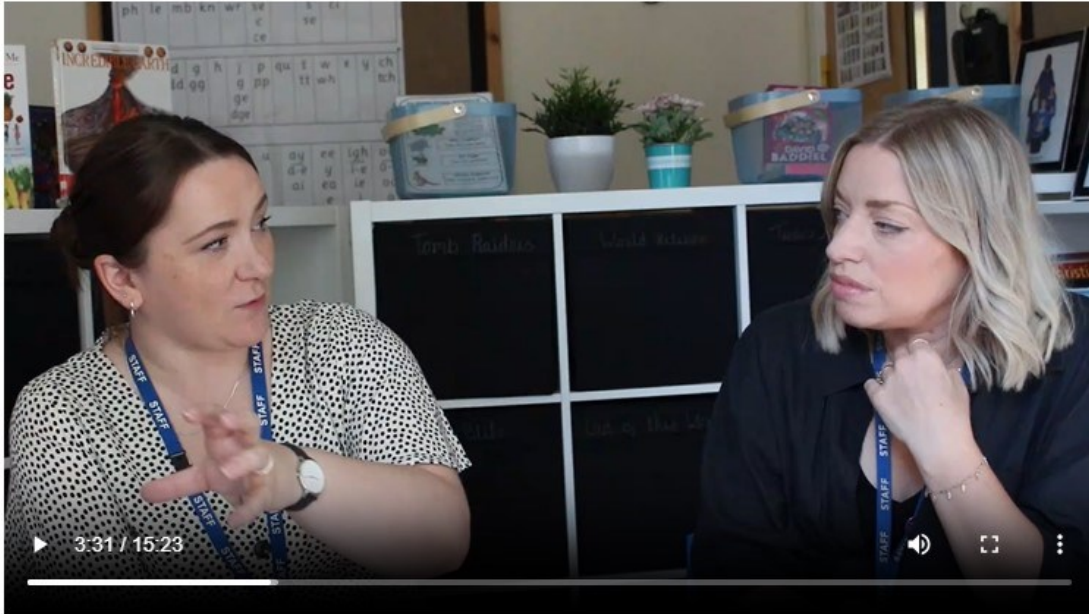
First mentor meeting on second placement

Student reflections on the mentoring process

Full Primary mentor meeting

SM and trainee coaching meeting in full

Trainees reflection of instructional coaching after a term



**While you are watching, consider:**

- Body language
- Tone
- Scope and structure of conversation
- Balance of talk
- Relationship characteristics
  
- Suggestions for refinement of practice to Professional Mentor and / or Trainee

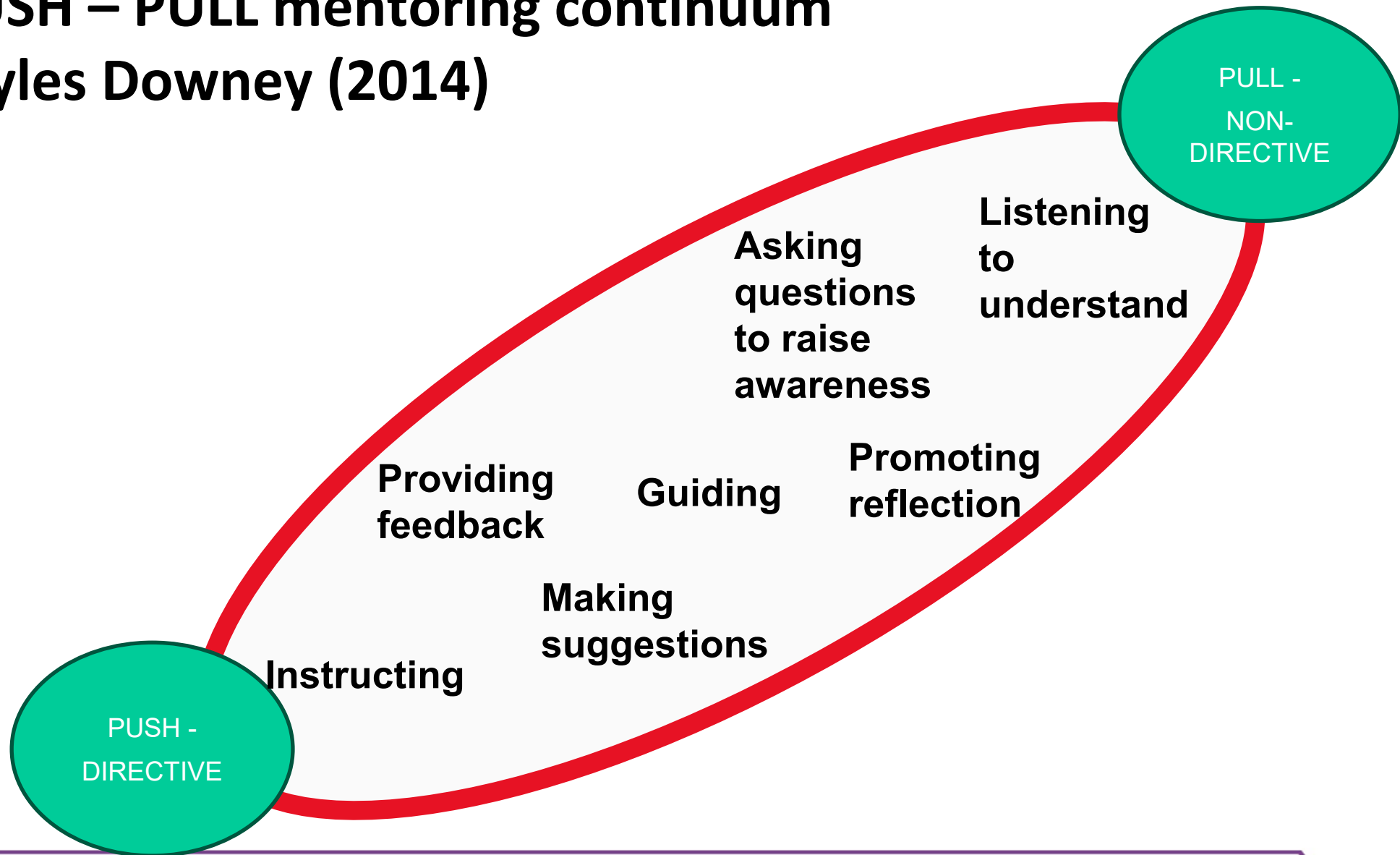
15 mins - discussion

15 mins - film length

<https://warwick.ac.uk/fac/soc/cte/pintra/mentorresources/instructionalcoaching/developing2/>

# PUSH – PULL mentoring continuum

Myles Downey (2014)





# 10 minute comfort break



3:45 – 4:00

# Adaptive Teaching: how can we best support trainees?

## Learning Aim

**Share and explore ways in which we can support trainees to develop their adaptive teaching understanding and skills**

## Objectives

- Become familiar with research and key messages that trainees receive at university linked to adaptive teaching
- Consider challenges that this poses you, the mentor, in your setting
- Consider how you might tackle some scenarios as mentor, linked to adaptive teaching principles to facilitate trainee learning

Engaging in high-quality professional development can help teachers improve. CCF8.7

# Evolution of Terminology

- Teachers' Standard 5: 'Adapt teaching to respond to the strengths and needs of all pupils'
  - 'know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively'
- CCF Adaptive Teaching (Standard 5 – 'Adapt teaching')
  - The CCF, refers to 'adaptive teaching', moving away from the term 'differentiation' altogether.

**ONE SIZE**

100% COTTON



WASH SIMILAR COLOURS  
TOGETHER



# Terminology



# The demise of 'differentiation'

Learn why?

- Scheerens and Bosker's meta-analysis showed that in-class **differentiation** (through differentiated teaching, activities or resources) showed **no or a very weak relationship with pupils' outcomes**.
- Hattie, likewise, found **the effect of differentiation** to be **among the weakest** in his influential work on 'Visible Learning'. (Ofsted, 2019)

- Danger: differentiation by task ('the bottom group' receive an easier task to everyone else) can **lower expectations** (Eaton/EEF/Nasen (2022))

- Whilst providing focused support to children who are not making progress is recommended, **creating a multitude of differentiated resources is not.**' (Mould, 2021)

Adaptive teaching is less likely to be valuable if it causes the teacher to **artificially create distinct tasks for different groups of pupils** or to **set lower expectations for particular pupils** (CCF/Pedagogy)

# Moving from 'differentiation' to 'adaptive teaching' (Eaton/EEF, 2022)

Learn why?

'...differentiation' has become an increasingly unpopular, most likely, as an unintended consequence of a system that incentivised teachers to 'prove' they were differentiating by **generating multiple worksheets or by organising mini-lessons for different groups.**

If 'differentiation' comes with too much baggage, it may be timely to move forward with **new terminology and ideas.** The term '**adaptive teaching**', especially as set out in the ECF, **resets our expectations** about what it means to differentiate, and it **offers a more helpful and practical model.**

Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (CCF/Pedagogy)

Understand pupils' needs and prior knowledge

Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (CCF/Pedagogy)

HIGH EXPECTATIONS

Adapt teaching

**Adaptive Teaching**

Plan/teach

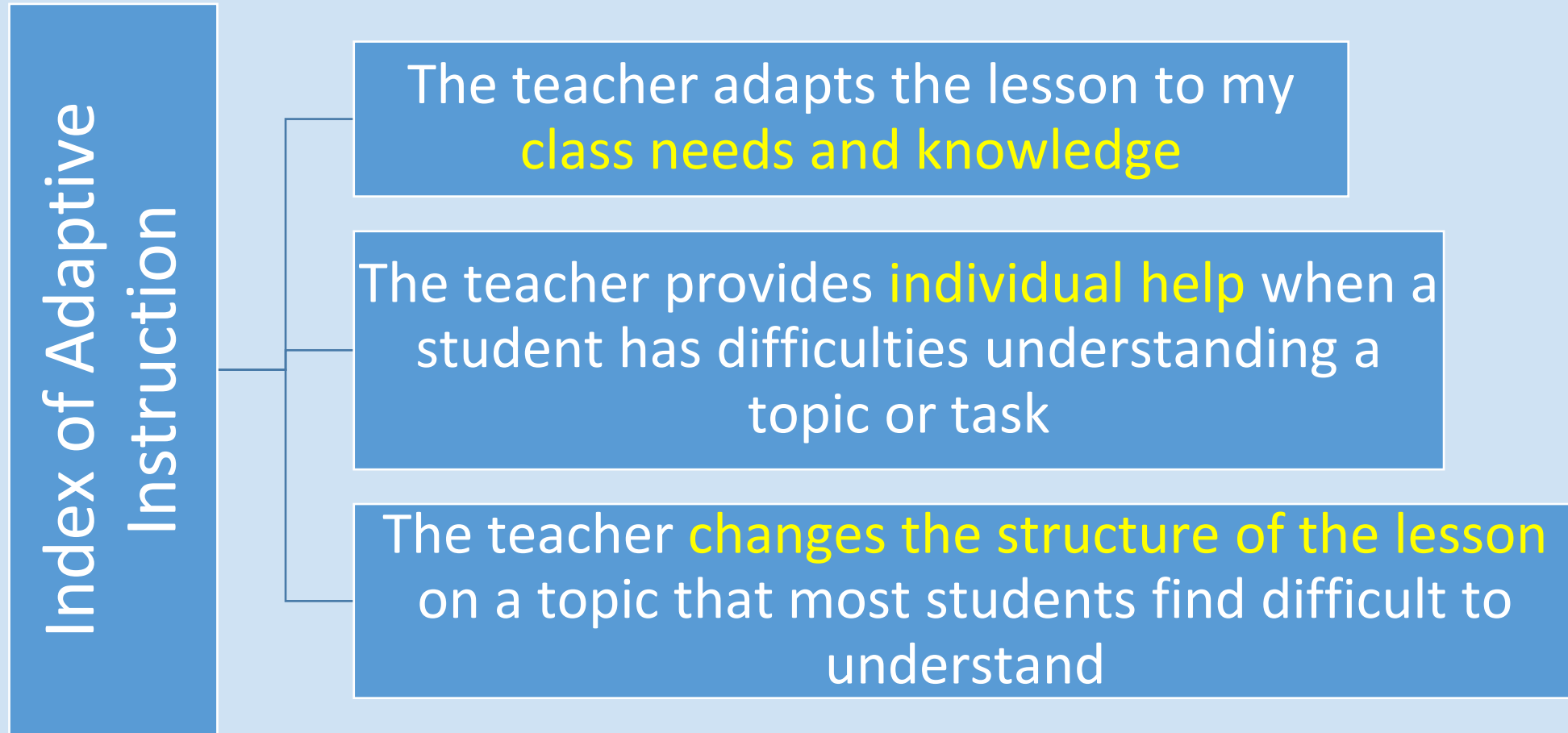
LOW THRESHOLD HIGH CEILING TASKS

Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success (CCF/Pedagogy)

Monitor/ assess

Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils (CCF/Pedagogy)

# Index of Adaptive Instruction (OECD, 2021)



What questions might you ask your trainee in a coaching session linked to adaptive teaching and **terminology**?



# **Adaptive Teaching in the classroom**

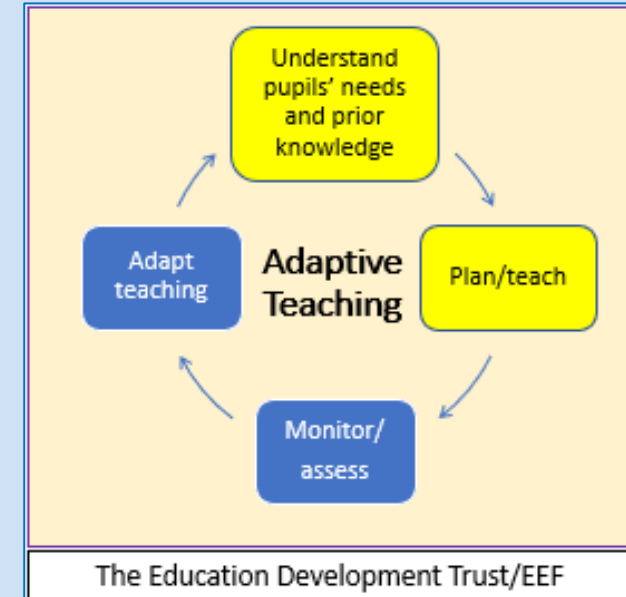


# Adaptive Teaching: When?

(Education South West, 2022)

## BEFORE the lesson

ANTICIPATE		PLAN
Find out about children's prior levels of skills/understanding of today's learning	➡	Re-activate prior learning/supply background knowledge (in introduction or pre-teaching); use pictures/video to contextualise upcoming information
Be aware of likely misconceptions	➡	Explicit teaching to address
Anticipate barriers or a particular SEND need	➡	improve accessibility (e.g. quality first teaching, font size, proximity to speaker, visibility of whiteboard,)
Anticipate vocabulary demands	➡	Model and ask children to rehearse/use key vocabulary; key word sheets
EAL needs or cultural experiences	➡	use pictures/video/visual prompts/culturally relevant context



Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (CCF/Pedagogy)

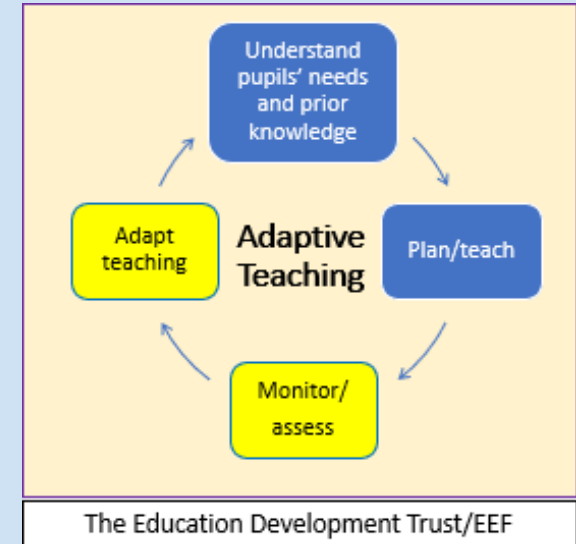


# Adaptive Teaching: When?

**DURING the lesson**

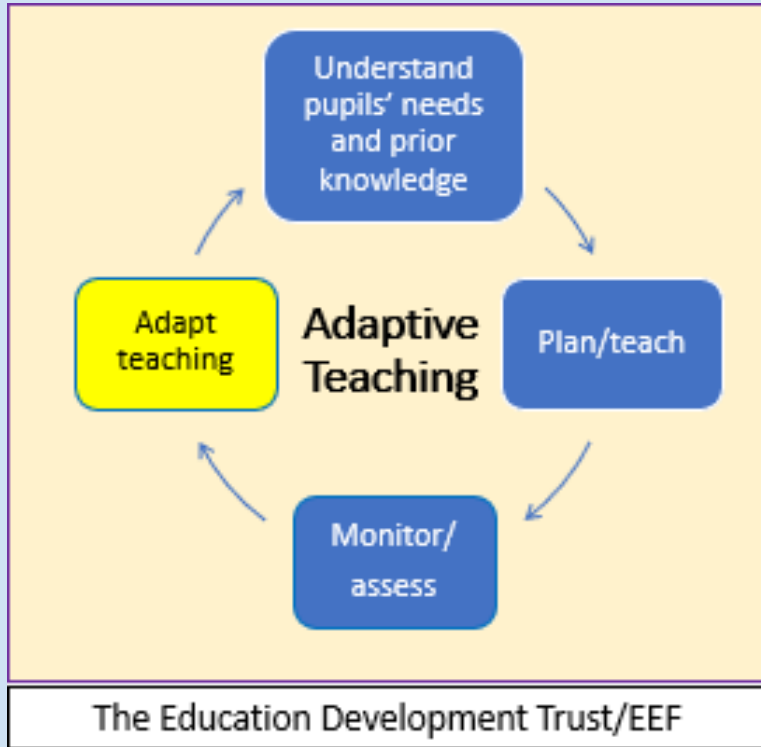
*Assessment information informs subsequent planning and in-the-moment adaptations.*

ASSESS (for detail see AfL sessions)		ADAPT (HOW)
Assess to elicit evidence of learning <i>e.g. questioning, live marking, mini whiteboards</i>		<p><b>SUPPORT RESOURCE PEDAGOGY FEEDBACK</b></p> <p>(Education South West, 2022)</p>
Monitor responses	→	
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>What is the best strategy for the point of the lesson/information required?</li> <li>Are you checking understanding of all children or 1?</li> <li>Sampling strategy (Lemov, 2015)</li> <li>Ensure the <i>assessment</i> is not a barrier <i>e.g. allow processing time for a question</i></li> </ul>		



Effective **assessment** is **critical to teaching** because it provides teachers with **information about pupils' understanding and needs** ...teachers use information from assessments to **inform the decisions** they make...(CCF/Assessment)

# How do I adapt teaching?



Support

Resource

Pedagogy

Feedback

Task

# 4. Adapting **FEEDBACK** for pupils

Learn why?



## (Your) Prior Learning

- Feedback should be ‘meaningful... ..manageable and motivating’
- ‘Match the message to the student’ (p.105)
- Learners respond to feedback in different ways
- Learn how each student responds to feedback
- Nurture or push?
- Promote specific learning behaviours

(Sherrington & Caviglioli, 2020)

**Contingent feedback:** **monitor** pupils’ progress in tasks, **assessing** which pupils may be struggling unproductively (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well. (EEF, 2021)

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 (CCF6.5)

...pupils must be able to **act on feedback** for it to have an effect CCF6.4

‘...consider how feedback interacts with a pupil’s working memory, being careful not to overload it... teachers may need to **adapt** and provide simpler, clearer feedback to some pupils. (EEF, 2021)

# 5. Adapting the **TASK** for pupils



However, there *may* be times when it IS appropriate to adapt the TASK, e.g.

- To address specific gaps in learning (*e.g. arising from 'summative' assessment through group or 1:1 interventions*)
- Where pupils are working on a different curriculum in the same class

What questions might you ask your trainee in a coaching session linked to adaptive teaching and **theory**?





# Perspective



“There is a positive link between student performance and growth mindset.” (Dweck et al.2020. *Formation of Self-Worth.*)



## Mentoring conference

### Welcome Mentors!

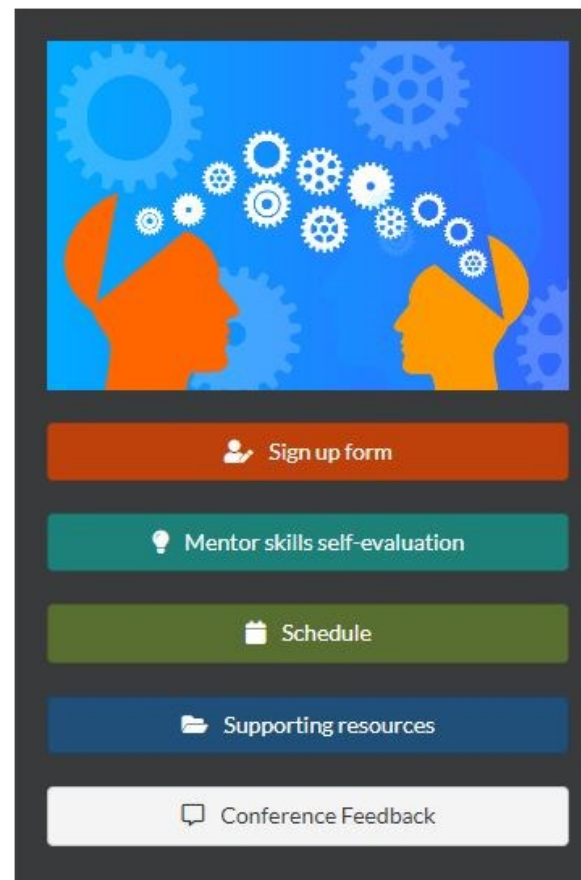
The aims of this conference are as follows:

- To have a shared understanding of what it means to be a Warwick Mentor.
- To be able to explain your mentoring role within the Warwick ITT curriculum.
- To have evaluated your own mentoring skills and attributes and identified professional development needs within the mentoring role.
- To have explored how the Professional Practice Units are used to support trainee development. This will be in subject/phase specific sessions where you can meet the subject/phase lead at University
- To be able to explain how the mentoring documentation supports the trainee in their teaching practice.

Mentoring can be a very rewarding role. It can also be a complex role demanding many skills and attributes, which take time and consideration to develop.

**Before attending the mentoring conference, please complete the Mentor skills self-evaluation form – see link to the right.**

The purpose of this self-evaluation is to enable you to reflect on your current mentoring role, to recognise your strengths as a mentor; and to explore your ongoing areas of development as a mentor.



- [Sign up form](#)
- [Mentor skills self-evaluation](#)
- [Schedule](#)
- [Supporting resources](#)
- [Conference Feedback](#)

<https://warwick.ac.uk/fac/soc/cte/conferences/mentoringconf>





# Warwick Arts Centre – Free Training Calendar for Trainees, ECTs and curious teachers!



Date	Time	Lead	Workshop Info	Lead
Monday 23rd Oct 2023	3.30pm - 4.30pm	<b>Creative Learning</b>	<b>Workshop 1</b> – How to Look at Art – Phantom Sculpture Exhibition – we will lead a discussion about what teaching priorities are and what teachers need from arts organisations in the current climate. With a case study presentation from Warwick Arts Centre staff, we will look at the ways we can easily interpret and communicate about artworks using object based learning techniques.	Tara & Becca
	4.30pm - 5.30pm	<b>Creative Learning</b>	<b>Workshop 2</b> – Hands on Practical Workshop – focus on sculpture – looking at shape, form, space & modelling.	
Monday 20th Nov 2023	3pm - 4pm	<b>Creative Learning</b>	<b>Workshop 3</b> – How to Look at Art – Sculpture Trail with Creative Learning Assistants – the CLA’s will lead the group around some of the sculptures on campus looking at what they are, why they have been placed there, what they’re made from and thinking about what the artists intended to say with the pieces. This will be an opportunity to learn easy ways to open up discussions about artworks outside of a gallery environment.	Tara
	4pm - 5pm	<b>Creative Learning</b>	<b>Workshop 4</b> – Hands on Object Based Learning Workshop – focus on expression, space, shape, motion, action, response, & force.	Becca
17th Jan 2024	1pm - 4pm	<b>Music Centre</b>	<b>Workshop 1</b> – Instrumental - What are the most common instruments found in schools and how can you use them to create successful music activities? We will look at some of the most common instruments (including iPads and basic Music Tech) and explore practical ways of incorporating them into lessons and beyond.	Chris
20th March 2024	3.30pm - 5.30pm	<b>Music Centre</b>	<b>Workshop 2</b> - Vocal confidence - Building your confidence to encourage singing in the classroom. We will give you some tools and resources to improve your confidence in singing at school. Singing together is a wonderful thing and needs very few resources to successfully encourage children to take part in musical activities in class and across a whole school.	Suzzie

Free CPD Opportunity

- Trainees
- Art Leads
- Music Leads
- ECTs
- Curious Teachers!

