

Using Questions and Prompts in your Mentoring Meetings



In your weekly mentoring meetings, you may wish to use some of the questions/prompts below to encourage your trainee to discuss their teaching progress, targets and PPU activity. Use the data and comments gathered in the trainee's weekly observation book to inform your discussion and adapt the questions / prompts accordingly.

1. Talk me through your planning process this week. What lessons have you been pleased with and why?
2. How does finding out the prior knowledge of the pupils before the lessons impact on both planning and delivery?
3. What misconceptions did you consider in your planning – how do you feel you managed them in the class?
4. How does your planning enable you to check the progress for each learning objective?
5. Tell me about where you provided 'clear explanations' in your lessons this week. What did you use to support these explanations (analogies, practical examples, resources and visual images and modelling etc.) How effective were these techniques for particular pupils?
6. Talk to me about how you planned to reduce/account for cognitive load in your lessons this week? Were these techniques effective?
7. How did you plan and deliver 'practice and retrieval tasks' for this week? Were the techniques effective for all pupils / classes?
8. Let's talk about your questioning.....refer to data / PPU activity where appropriate. Looking at your lesson plans, can you show me where you were using questioning to encourage understanding. Talk me through your thought processes and what answers you were expecting from the pupils. Do you think that your questioning strategy was effective?
9. What other questioning methods could you use to encourage thinking and waiting time for your questioning, and are you encouraging all pupils to feedback to you in lessons?
10. I see that you had a 'tricky' concept to teach this week? Talk to me about this went and the scaffolding that you used in this lesson. How did you adapt this teaching to meet the needs of pupils with SEND, EAL, High Prior Attainers and Pupil Premium students?

11. How did you link your lessons to the 'real world'? What examples did you use to link to what pupils know?
12. How are your seating plans working for you and your pupils? Are there any groups/individuals that might need to move to be able to focus better?
13. What are your thoughts on whether you built in enough opportunities for independent / paired pupil work in your lessons? How could you have adapted the lessons to allow for this? How much do you think you lead the pupils and how much do you leave them to work independently? (use data from the observation book to support this discussion)
14. What strategies have you used this week to establish good relationships with pupils? To what extent have these been successful? Give me some specific examples.
15. How did you use the behaviour management policy this week? Talk me through when you used the policy. Were your interventions effective and consistent? (use data from the observation book to support this discussion)
16. How do you feel when actioning a school sanction?
17. How do you incorporate the behaviour of your pupils into your planning process?
18. How are you encouraging the pupils to regulate their own behaviour? What language do you use for this?
19. Did you need to focus on any particular group or pupil for your personal attention this week – tell me about that. How well do you know your classes – how can you find out more?
20. Reflecting on your resources, were you happy with them, did they support the learning well?
21. How confident are you feeling about your subject knowledge to plan and teach each lesson? What else would be good to know? Were you asked any questions you did not know – what was your response to this?
22. Reflecting on your learning from your university teaching sessions and the PPU activities, sum up the key learning you have gained to take into your classroom practice.
23. Tell me about the formative assessment strategies you used in one of your lessons this week? How are you sure that you are assessing all pupils in the lesson? How effective was the live marking in this lesson, if used.



24. Did you use this assessment knowledge to adapt the rest of the lesson? Do you think there were pupils in this lesson who may not be able to tell you about their progress? What can you do about it. (You could ask the trainee about a particular pupil to start this conversation)



25. As a result of the assessment in this lesson, how will you plan your upcoming lessons? What needs to be the focus for the pupils?

26. Thinking about your current target, on a scale of 1 – 10, how would you rate your progress. What pleased you? What could have been more effective? Why? Tell me more... What are you now doing as a consequence of your target/s?