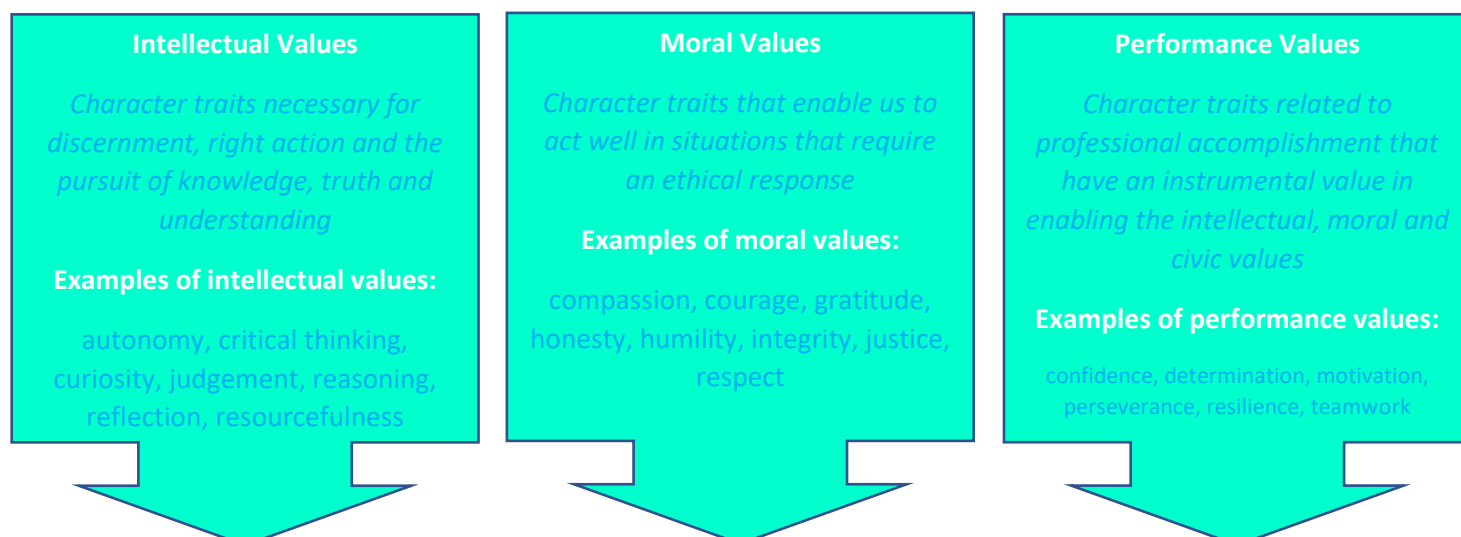


## Instructional Coaching Code of Practice when using 'Go React': Principles of Use



<b>What a great Instructional Coach might do</b>
Before observing, Trainee and Professional Mentor agree on a Target / Focus – this helps both the Trainee to take meaningful learning from the Instructional Coaching and the Professional Mentor focus on mostly on one specific aspect of practice that the Trainee wants to develop and you feel is an area to focus on.
All questions typed should be framed in the spirit of the relevant Warwick Teacher Values, so essential to effective Instructional Coaching.
Comments about 'reality' must be framed in a factual observation and then a question / statement to encourage reflection and contribute to a conversation.
Work to the approximate ratio of <b>no more than</b> 1 question or observation within a 5-minute section of video. This means you will be forced to pick up on the things that are really important and make the most impact on learning.
Be mindful that something typed can be taken in an unintended way, so ensure that you have clarity and sensitivity with what you type.
Expect a considered and relevant response from the Trainee to each comment.
Reference relevant reading to discuss where it is present in the school context. <i>For example, if discussing AfL: Black and Wiliam; Success Criteria: Shirley Clarke; B4L: Powell and Todd</i>
Use clarifying language for shared understanding
Return to facts (number of pupils responding, for example) and ask for other possibilities – to capture other things that mentee might be thinking
Silence – purposefully don't talk / type in places where you want the Trainee to think
Balance of talk – equal
Encouraging experimentation of innovation

<b>What a great Instructional Coach might say</b>	
"What did you do to help nurture xxxx in that part/ session?"	"Tell me more about that section of the session..."
"Name some things that you did that contributed to student learning..."	"I'm going to push you on... think about how that links to the theory we have been leaning about linked to...?"
"I know that you have been working on..."	"I just want to follow up and clarify..."
"Talk to me about..."                      "I wonder why .....did that?"	"Tell me how you assessed that?"
"xxx number of children were able to xxx. What do you think contributed to that?"	"How do you think that links to our CCF / Teachers' Standards...?"
"What might have caused that?"	"Is there anything else that you wanted to...?"

## Being Mindful of the Impact of your Words

**Clear**  
is  
**kind.**

UNCLEAR IS UNKIND.

Being clear in your comments is being kind, because then, everyone in the conversation is building a shared reality (so they can see what is happening in the lesson and shares some agreement about what that means for the learners).

However, it is also important that we are mindful of the power of the written work: you might write something that you mean in one way but is received and understood by the Trainee in a completely different way that might be damaging to your Instructional Coaching relationship and Trainee self-esteem.

Look at the GoReact Words below that the Professional Mentor has typed. See how it can be interpreted in many different ways. It is important that we are mindful of checking in with our Trainees to be sure of a shared understanding.

The screenshot shows a GoReact interface. On the left is a video player showing a teacher sitting on a chair in a classroom, addressing a group of children. On the right is a comment box with a text input field containing the following text:

This is the 'Revisit and Review' part of the Phonics session. I know that you have been working on active participation. 14 children were actively listening and participating in the 'My Turn, Your Turn'. Why do you think they did that?

Below the text input field, it shows "Characters: 235/500" and "Timeline: 00:01".

What the mentor meant to happen for the Trainee	What might have actually happened for the Trainee
<p>"I wanted the Trainee to reflect on the target we agreed to look at: Pupil Participation. I wanted them to share the way that I saw this and to understand how they saw this."</p>	<p>"I totally understood what my Professional Mentor was asking and they helped me reflect on how successful 'My Turn, Your Turn' was. I noticed that 4 children did not maintain this focus and this helped us talk about why this might be and what I might try tomorrow in my next Phonics lesson."</p> <p>OR</p> <p>"My mentor is counting the children who have done what I wanted in this part so they can tell me that they didn't do in in the next part."</p> <p>"My mentor is telling me they listened because I copied the way their normal teacher does it – the Professional Mentor thinks it they only did it because the other teacher has gotten them to do it. He thinks I'm rubbish."</p>