




the BCU^{ITE} Mentoring Model

What? the descriptive stage	So What? the interpretive stage	Now What? the activity stage	What Impact? the evaluation stage
<ul style="list-style-type: none"> - recognise success - identify next step - signpost expectation 	<ul style="list-style-type: none"> - name the 'what' - name the 'why' - name the 'how' 	<ul style="list-style-type: none"> - perfect the plan - practise the action - follow up & feedback 	<ul style="list-style-type: none"> - assess the impact - discuss development - reflect on progress
See it	Name it	Do it	Review it



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A QUICK AND EASY GUIDE FOR MENTORS

A QUICK



AND EASY



GUIDE FOR



MENTORS



BIRMINGHAM CITY
Initial Teacher Education
Mentor Support

Designed by the Birmingham City University
Initial Teacher Education Mentor Support Team
MMXXIV



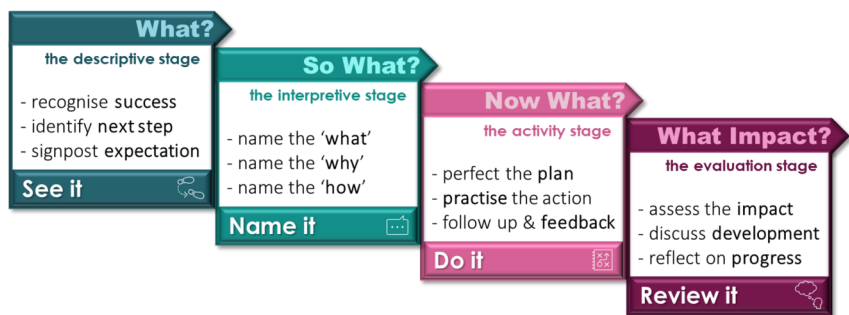
BIRMINGHAM CITY
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The BCU Mentoring Model – The BCU Way



The BCU Mentoring Model has been created by connecting what we hope to be fairly familiar existing models, with the purpose of appearing coherent across a range of settings, subject areas and phases.

Essentially, this is one model that fits every need of the mentoring relationship. To paraphrase JRR Tolkien, this is one model to rule them all. Firstly, you will recognise the reflective model created by **Borton** (1970), and developed further through the work of **Driscoll** (1994) and **Rolfe** (2001), that of **What, So What and Now What**.



This standard of reflective practice serves to situate our model within a familiar cycle of inquiry and practice, allowing both mentor and mentee to follow a well-structured but simple path of reflection.

The further elements of the model are designed in such a way that experienced mentors will recognise the individual stages, and be able to align our approach to their own mentoring knowledge and expertise. We also recognise that the model itself maps across **Knight's Instructional Coaching** model, familiar with those supporting Early Career Teachers.

Likewise, if a school is hosting Associate Teachers from other ITE providers, this model will not further complicate expectations, instead offering a universal approach to all settings and scenarios.

A selection of questions, prompts and statements



With every scenario or situation, regardless of subject, setting or scenario, you might adapt your own questioning to meet the needs of the moment.

Such questions and prompts should evolve inline with the developing confidence and competence of the Associate Teacher.

As your relationship shifts between directive, dialogical and facilitative positions, so your approach to questions and prompts also shifts to ensure the most meaningful, impactful and sustainable progression.

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Now What?</p> <p style="text-align: center; font-weight: bold; font-size: 0.9em;">the activity stage</p> <ul style="list-style-type: none"> - perfect the plan - practise the action - follow up & feedback <p style="text-align: center; font-weight: bold; font-size: 1.1em;">Do it</p>	<p>What are the actions you need to take to implement your target?</p> <p>When mapping these actions, what would you do first?</p> <p>What would your script/actions be if you were implementing this target?</p> <p>What prompts might your pupils need?</p> <p>How might your plan/script/practise enhance your teaching in the next lesson/learning sequence?</p> <p>Did our first attempt at practice need improvement? What areas are you still wanting to develop further?</p> <p>Is there anything that was difficult that requires more attention? What support do you need to develop your confidence in this area?</p>
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">What Impact?</p> <p style="text-align: center; font-weight: bold; font-size: 0.9em;">the evaluation stage</p> <ul style="list-style-type: none"> - assess the impact - discuss development - reflect on progress <p style="text-align: center; font-weight: bold; font-size: 1.1em;">Review it</p>	<p>What impact have these target(s)/actions had on your lesson implementation/pupil learning?</p> <p>Where would be a good place to continue to implement these target(s)/actions?</p> <p>Where is the opportunity to continue to complete these target(s)/actions again?</p> <p>What I would like to see you do/complete further is ____.</p> <p>When we next meet/observe/review your planning, I will look for ____.</p>

A selection of questions, prompts and statements



The following questions, prompts and statements are neither exhaustive nor prescriptive. They are offered as suggestions for further discussion, guiding the process.

What?

the descriptive stage

- recognise success
- identify next step
- signpost expectation

See it

Recognising success is important, today you were able to _____. This was evident when _____.

Your target and focus of the observation today was _____, how well do you think these were achieved?

What was successful in helping you to achieve _____?

What made _____ successful?

What impact did you see on the progress of pupils when _____?

Focusing on a specific area of the lesson (linked to observation focus), what did you want to achieve at _____ point in the lesson?

What impact do you think _____ had on pupil progress?

What did you notice about the progress of pupils when you _____?

What challenges were there for you and the pupils when implementing _____?

What do you think the next steps are when teaching _____?

So What?

the interpretive stage

- name the 'what'
- name the 'why'
- name the 'how'

Name it

Considering what we have discussed, what do you think your target/ next steps are?

How do you think that these targets can be achieved?

I am going to write your target(s) today as _____.

Can you recall back to me what your targets are and why we have chosen these today?

Why do you think these targets are important for your current stage of development?

What impact do you think this target will have on your practice?

The BCU Mentoring Model – The BCU Way



Added to the **What**, **So What** and **Now What** structure, we have incorporated Bambrick-Santoyo's Coaching model (2018) to support more detailed approaches to investigating the development of practice.

This offers step by step guidance to support both mentor and mentee in moving through the intricate stages of identifying areas for development, discussing potential strategies for improvement and supporting effective practice that results in positive outcomes for all.

We recognise however that many existing reflective, mentoring or coaching models do not offer or explain an essential element of the process required to support a developing teacher through the requirements of an ITE course. Mentor models rarely make a connection to the Initial Teacher Education requirements of recording, tracking and monitoring progress over time.

To ensure that our mentors and mentees are supported at this stage of the development process, we have extended each model to represent the need for recording progress, and offering opportunity to recognise the impact that our actions have made on the range of areas that such a course is based upon.

The **What**, **So What** and **Now What** model is supplemented with an additional layer exploring **What Impact** this work has made the Associate Teachers progress, while the **See it**, **Name it**, **Do it** model has been extended to include the **Review it** stage, to capture and enhance the impact and opportunities for reflection following any number of interactions across the course.

What?	So What?	Now What?	What Impact?
the descriptive stage	the interpretive stage	the actively stage	the evaluation stage
- recognise success - identify next step - signpost expectation	- name the 'what' - name the 'why' - name the 'how'	- perfect the plan - practise the action - follow up & feedback	- assess the impact - discuss development - reflect on progress
See it	Name it	Do it	Review it

A very brief overview of the stages



What? the descriptive stage - recognise success - identify next step - signpost expectation See it	<ul style="list-style-type: none"> * Offer specific praise * Ask simple follow-up questions * Identify the gap or development area * Encourage the AT to identify their next step * Show a model of the expected action * See what highly effective teaching looks like
So What? the interpretive stage - name the 'what' - name the 'why' - name the 'how' Name it	<ul style="list-style-type: none"> * Encourage the AT to name the target * What will they work on? * Elicit the reason behind this target * Discuss the impact it might have * Set out the approach to improve * How will the AT do this?
Now What? the activity stage - perfect the plan - practise the action - follow up & feedback Do it	<ul style="list-style-type: none"> * ATs create a plan, script the action * Compare this with their mentor's version * Create a simulation of the targeted area * Model and practice the action * Set dates for review * Plan for 'in-observation' feedback
What Impact? the evaluation stage - assess the impact - discuss development - reflect on progress Review it	<ul style="list-style-type: none"> * Consider the impact of the completed target * How effectively was the action step completed? * Discuss what has emerged in their teaching * How has this improved the classroom environment? * Consider what lesson has been learnt * How will they take this forward into future practice?

A more detailed overview of the stages—Review it



There may be scenarios/situations where this stage is in fact the beginning of your discussion, reviewing development with the aim of setting future actions for practice. Again, this model offers a guide or roadmap that might be adapted to the specific needs of the situation.

What? the descriptive stage - recognise success - identify next step - signpost expectation See it	<ul style="list-style-type: none"> * Offer specific praise * Ask simple follow-up questions * Identify the gap or development area * Encourage the AT to identify their next step * Show a model of the expected action * See what highly effective teaching looks like
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We are now able to **review the development** in action, to **assess the impact** and **reflect on the progress** made. We consider the impact of the completed target and reflect upon how effectively the action step was completed, comparing the impact with the intended focus of development. We discuss what has emerged in their teaching and how this has improved the classroom environment more holistically. From this we **consider what lessons have been learnt**, and how they might take this forward into their future practice, recording their ongoing progress.

A more detailed overview of the stages—Do it



It is important that the 'Now What' stage is not allowed to become a 'go away and do it' stage. While there may be some independent preparation, this needs to be protected as **Instructional Coaching**, with opportunities for **Deliberate Practice** strategies to be implemented.

What?
the descriptive stage

- recognise success
- identify next step
- signpost expectation

See it

So What?
the interpretive stage

- name the 'what'
- name the 'why'
- name the 'how'

Name it



Now What?
the activity stage

- perfect the plan
- practise the action
- follow up & feedback

Do it

What Impact?
the evaluation stage

- assess the impact
- discuss development
- reflect on progress

Review it

- * ATs create a plan, script the action
- * Compare this with their mentor's version
- * Create a simulation of the targeted area
- * Model and practice the action
- * Set dates for review
- * Plan for 'in-observation' feedback

Ensure that you **map out the action, behaviour or language** that is required, as explicitly as required. In many cases this would literally involve **creating a script**, or a series of stages to direct their action. This might include cues for each stage of the practice, or the specific questions and instructions they are going to use. We **simulate** the targeted area through **decomposition** or **approximation** and model the action. It is important to offer a **safe space** for this to be perfected. We then **identify a timeframe** for this development, setting a date for review in action, and feedback to be made available.



What?
the descriptive stage

- recognise success
- identify next step
- signpost expectation

See it

So What?
the interpretive stage

- name the 'what'
- name the 'why'
- name the 'how'

Name it

Now What?
the activity stage

- perfect the plan
- practise the action
- follow up & feedback

Do it

What Impact?
the evaluation stage

- assess the impact
- discuss development
- reflect on progress

Review it

The **See it** and **Name it** stages will tend to occur immediately after the lesson observation. This allows immediate feedback to be offered and the outline of further development to be discussed.

Lesson
Feedback

Mentor
Meetings

There may be situations where Associate Teachers require further time to consider, or plan, their next steps, prior to 'perfecting' and 'practising', therefore you will need to organise your meeting times accordingly, determined by the target, activity, space and/or context.

A more detailed overview of the stages—See it



The following sections provide further, more detailed, guidance relating to each of the four stages. In recognition of every scenario being unique to some degree, this is **offered as a series of suggestions, a roadmap or template** for your mentor/mentee relationship.

What?
}

the descriptive stage

- recognise success
- identify next step
- signpost expectation

See it

- * Offer specific praise
- * Ask simple follow-up questions
- * Identify the gap or development area
- * Encourage the AT to identify their next step
- * Show a model of the expected action
- * See what highly effective teaching looks like

So What?
}

the interpretive stage

- name the 'what'
- name the 'why'
- name the 'how'

Name it
}

Now What?
}

the activity stage

- perfect the plan
- practise the action
- follow up & feedback

Do it
}

What Impact?
}

the evaluation stage

- assess the impact
- discuss development
- reflect on progress

Review it
}



Firstly, we offer specific praise and ask simple follow-up questions. It is important for the mentee to be given opportunity to validate their own development and recognise the progress they have made so far. Then we identify the gap and identify their next step. As the mentee's confidence and competence develops, the mentor's role shifts to encouraging ideas from the mentee, in a more dialogical relationship. Once an area has been identified we move on to discussing the expected action, considering what highly effective practice might look like.

A more detailed overview of the stages—Name it



In the early stages of mentoring, you may take the lead in naming the target/action, but even at this stage we want ATs to feel confident in articulating the target for themselves. This will develop their agency and ensures active participation in their own development.

What?
}

the descriptive stage

- recognise success
- identify next step
- signpost expectation

See it
}

So What?
}

the interpretive stage

- name the 'what'
- name the 'why'
- name the 'how'

Name it
}

- * Encourage the AT to name the target
- * What will they work on?
- * Elicit the reason behind this target
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- * Set out the approach to improve
- * How will the AT do this?

Now What?
}

the activity stage

- perfect the plan
- practise the action
- follow up & feedback

Do it
}

What Impact?
}

the evaluation stage

- assess the impact
- discuss development
- reflect on progress

Review it
}



Then we encourage the mentee to name the target allowing them to consider the question "what will they work on?" Once the target is isolated, it is important to explore the deeper rationale for focusing on this area, identifying the impact that such a development might have on the mentee, the classroom, and importantly upon the development of their students. Then we set out the approach to improve and discuss how this will be achieved. So, we have set out the target, we have discussed the rationale behind this, and discussed how this will be put into action.