

# A quick guide to the BCU ITE Mentoring Model



## 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



- ✎ 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



- ✎ 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



- ✎ 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?



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What?	So What?	Now What?	What Impact?
the descriptive stage	the interpretive stage	the activity 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

## the 'See it' stage

### What?

the descriptive stage

- recognise success
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See it

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### So What?

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Name it

### Now What?

the activity stage

- perfect the plan
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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.

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## the 'Name it' stage

**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
- ☞ 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

**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**.

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## the 'Do it' stage

**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**

- ✎ 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
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**What Impact?**  
the evaluation stage

- assess the impact
- discuss development
- reflect on progress

**Review it**

Ensure that you **map out the action, behaviour or language** that is required, as explicitly as required. In many cases this would literally involving **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 **create a simulation** of the targeted area and model the action. It is important to offer a **safe space** for this be perfected. We **identify a timeframe** for this development, setting a date for review in action, and feedback to be made available.



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## the 'Review it' stage

**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
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**Review it**

- ✎ 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?

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.



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## Key Questions

### What?

#### the descriptive stage

- recognise success
- identify next step
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#### See it



- 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'
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#### 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?

### Now What?

#### the activity stage

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

#### Do it



- What are the actions you want to take to implement your target(s)?
- If planning these actions/targets, what would you do first?
- What would your script/ actions be if you were implementing (X)?
- What prompts might your pupils need?
- How might what you have just scripted/ practiced enhance your teaching in the next lesson/ learning sequence?
- Did our first attempt at practice need improvement? Is there anything that was difficult that requires more attention?

### What Impact?

#### the evaluation stage

- assess the impact
- discuss development
- reflect on progress

#### Review it



- What impact have these target(s)/actions had on your lesson implementation/ pupil learning?
- Where would be a good place to continue to implement these target(s)/actions?
- Where is the opportunity to continue to complete these target(s)/actions again?
- What I would like to see you do/complete further is \_\_\_\_.
- When we next meet/observe/ review your planning I will look for \_\_\_\_.

