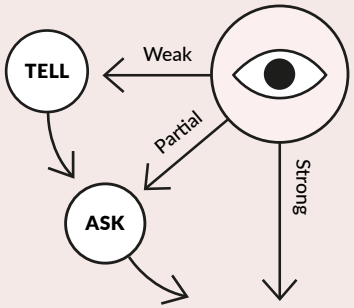
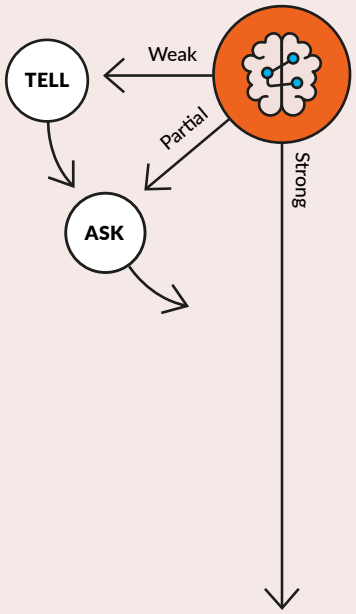
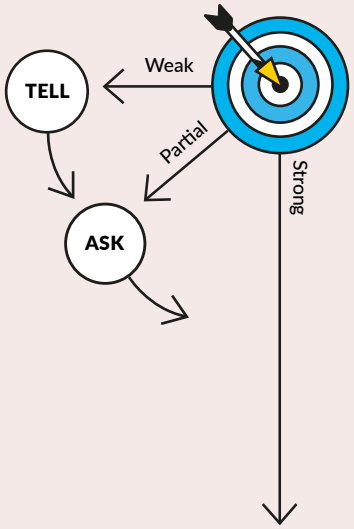






Strengthen **Awareness**

Diagnostic questions

I'm interested in the moment where…

Can you tell me about it?'

I noticed that…

What's your interpretation?

Tell

1. Narrate evidence. State the pivotal evidence underpinning your learning hypothesis: 'I noticed that at moment X, Y occurred.' [Ask clarifying questions: What, Where, When, Who etc.]

2. Review evidence. Review video footage and other relevant artefacts (student work, assessment results, lesson plans) [Ask clarifying questions: What, Where, When, Who etc.]

Ask

1. Label relevant elements. Focus on building accurate awareness in future teaching by labelling the environment: 'What elements did you miss? Next lesson, what cues do you need to focus on looking for?'

2. Label irrelevant elements. Focus on preserving attention for what matters most: 'What were you focused on instead of noticing X? What elements can you afford to ignore in future?'

Gain **Insights**

Diagnostic questions

Causal understanding
'How might [pivotal evidence] cause issues with learning?'

Rationale for change
'Why might it be important to change in this area?'

Potential solutions
'What could you change to address this issue?'

Tell

Share insight

1. Share insight. Share relevant insights about learning: 'The evidence about X states that Y … because …'

2. Clarify implication. Clarify the implications for the teacher: 'This suggests that as teachers we should ensure that …'

3. Provide examples and non-examples. Present clear, concrete examples and non-examples: 'An example of this is … On the other hand …'

4. Represent visually. Use a clear visual model to represent the insight: 'This is represented on the simple model of memory through …'

Address misconception

1. Affirm worldview and values. Begin by outlining common ground and affirming the teacher's general worldview: 'I know we both believe that_____, and it's clear just how much you care about the learning of your students.'

2. Expose misconception. Clearly outline, explain and analyse the misconception: 'You said [outline misconception]. This is a misconception because … It's a widely held misconception because … Where do you think this idea came from?'

3. Share insight. [See the four moves above]

Ask

1. Explore insight. Explore the insight in the light of pivotal evidence: 'What are your thoughts about [insight] in the light of [pivotal lesson evidence]?'

2. Reflect on past teaching. Apply the insight to past teaching: 'Can you think examples of your previous practice that you might now look on in a different light?'

3. Apply insight. Apply the insight to future teaching: 'What could you do differently based on this? How might this improve learning?'

4. Connect with relevant theory. Make explicit links with other ideas about teaching: 'What else do you know about _____ that might relate?'

Set **Goals**

Diagnostic questions

Diagnose learning problems
Focus on identifying which fundamental problem matters most: *'What is the most important problem for us to focus on?'*

Diagnose teaching goals
Select a concrete area of teaching to work on: *'What specific area of practice should we aim to change?'*

Tell

Learning problems

1. Share problem. Share your hypothesis about the key learning problem to address: 'Based on our discussion so far, my hypothesis is that the key learning problem for us to focus on is … I think this matters because … Evidence from your lesson is … What do you think?'

Teaching goals

1. Outline goal Share your hypothesis about a key classroom goal to focus on: 'I think we should aim to change … Success might look like … We are aiming for the students to … Over time, we'll want to see … What do you think?'

2. Outline milestones. Explore the goal and break it up into manageable, measurable stages: 'Ultimately, we are aiming to … Along the way, some stages we may want to pass through are …'

Ask

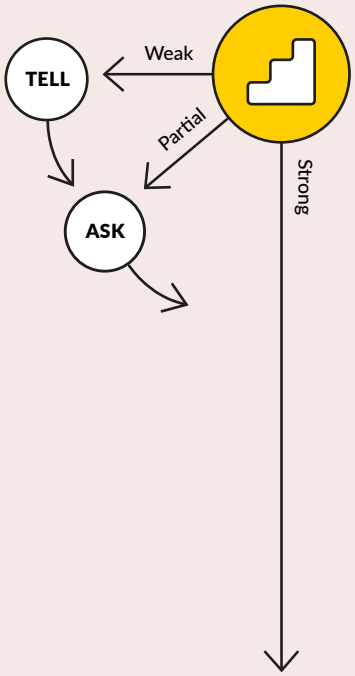
Learning problems

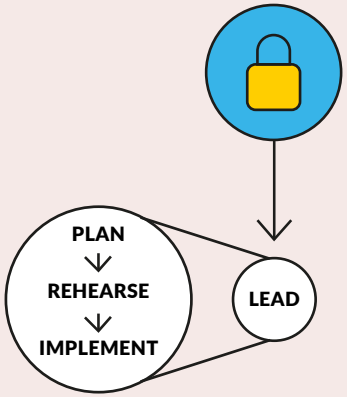
1. Analyse problem. Analyse the teacher's thoughts about the learning problem: 'How do you feel the evidence from your lesson points to a need to work on this problem? Are there other problems you feel might be more important?'

Teaching goals

1. Measure goal. Explore what achieving the goal means in the context of the teacher's classroom: 'What goal do you think we should aim to achieve? Are you in agreement with my ideas? What will our chosen change look, sound, feel like in the classroom? How will it help students to learn more?'

2. Map milestones. Clarify a medium-term plan to achieve the goal: 'What are some important milestones that you want to aim for?'





Establish **Steps**

Diagnostic questions

'What change could you make next lesson as a first step to achieving your goal? Exactly how will this look in practice? Can you show me?'

Tell

Share step

1. Outline step. Recap the agreed teaching goal, and link to a precise step: 'I think a useful first step to achieve our goal of ... might be to ...'

2. Excavate purpose. Outline the journey from learning problem, teaching goal, and precise step, excavating the links between each: 'To solve the problem of [learning problem] we are aiming to change [teaching goal]. This week, we would work towards this by ... [step].'

3. Check for agreement. Check that the teacher agrees and is comfortable with the focus: 'How does this sound to you? Are you happy with this step? Is there anything else you'd prefer to work on instead?'

Model step

1. Represent. Demonstrate how the step will look when performed in a realistic context.

2. Deconstruct. Break down, model and analyse the criteria for successful performance of the step.

3. Narrate. Model the step, stopping periodically to clarify criteria, expert thinking and decision-making.

4. Non-example. Model a non-example and contrast this with an example.

Ask

1. Analyse the gap. Build mental models by focusing on the difference between recent teaching and the modelled example of the step: 'What are the key differences between the model and the actions you took in your lesson?'

2. Analyse mechanism. Build mental models by focusing on key aspects of the step that lead to learning: 'Which aspects of this step are most important for "causing" student learning? Why is a focus on [particular criteria] important?'

3. Modify for students. Work towards appropriate modification of the step based on the teacher's knowledge of their class: 'Are there any particular students you need to consider when using this step? Do you need to make any changes based on your knowledge of your class?'

4. Modify for subject. Work towards appropriate modification of the step based on the teacher's knowledge of their subject: 'How will this step help students to learn within your subject? Will you have to make adjustments based on the content of your next lesson / your subject in general?'

5. Modify for style. Work towards appropriate modification of the step based on the teacher's knowledge of their personal style: 'Are there any adaptations or issues related to your preferred teaching style?'

Build **Habits**

Plan

1. Plan forward. Contextualise the step by picking a specific, upcoming lesson / class that the teacher will plan for.

2. Link to learning. Select the exact moment(s) in the lesson where the step could be used and, if appropriate, select the key knowledge that students should be learning at this point.

3. Script the change. Plan and / or script the materials required. This could involve: a) Planning lesson content, resources or learning activities, and / or b) Scripting what the teacher will say and do.

4. Refine the script. Before beginning rehearsal, refine the script by reading through and improving according to the criteria.

Rehearse

1. Specify and plan cue. Select the classroom cues that should be used to trigger teacher actions during rehearsal: 'What is / are the cue(s) for this change? Is it a specific moment in the lesson plan [a When→Then cue], or a classroom event [an If→ Then cue]?'

2. Rehearse. Run repeated rehearsals of this moment in the lesson: 'Let's rehearse this moment in the lesson. I'll cue you by saying / doing X.'

3. Feedback. Give feedback after each rehearsal round: 'It was effective when you [criteria X] ... This time, try to [criteria Y] ...'

4. Change cue. Cycle through each planned cue. Move on once teachers are comfortable responding to each: 'We've worked on responding to the first cue we planned. Let's practice with another.'

5. Randomise cues. Increase challenge by randomising cues: 'We've practiced responding to each cue. Now I'll cycle through the cues randomly.'

6. Raise challenge. If appropriate, start to discuss and introduce some additional challenge, for example non-compliant behaviour or student confusion: 'In your lesson tomorrow, how might this go wrong? Let's rehearse for this.'

Implement

1. Plan implementation. Create a specific, detailed plan for how the teacher will implement the change: 'When and where will you be aiming to make this change? How will you remind yourself? Can you leave yourself any additional cues or reminders? Can I help to remind you? How else can I support you?'

2. Self-monitor. Create a specific, detailed plan for how the teacher will monitor success: 'What will you know if you've been successful? How will you know if you've not been successful? How can you monitor your progress in developing effective habits in this area?'

Responsive Coaching Strategies

Responsive Coaching, Josh Goodrich