### Appendix D: Example Mentor Conversation Prompts

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| **Supporting Mentoring Conversations** | |
| Subject/Phase: | **Secondary English** |
| Curriculum Stage | **Stage 3: Guided Implementation** |
| Curriculum Strand | **Progress, Outcomes & Assessment** |
| **1. Learn that...**    *In university sessions, trainees will have encountered the following* ***‘Learn that...’*** *statements from the* ***CCF How Pupils Learn (Standard 2 – ‘Promote Good Progress).***  *Mentors can access trainee learning materials in the Mentor Hub.* | * **2.5**: Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. * **2.6**: Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. * **2.7**: Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. * **2.8**: Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. * **2.9**: Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. |
| **2. Learn how to…**    *In their school placements, mentors should enable trainees to develop this knowledge through engaging with the following ‘Learn how to...’ statements from the* ***CCF How Pupils Learn (Standard 2 – ‘Promote Good Progress),*** *which puts this knowledge into practice.* | *Build on pupils’ prior knowledge, by:*   * **2d**: Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. * **2e**: Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.   *And - following expert input - by taking opportunities to practise, receive feedback and improve at:*   * **2f**: Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.   *Increase likelihood of material being retained, by:*   * **2i**: Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. |
| **3. Learn how to conversation prompts...**      *To enable trainees to think about, rationalise, and put into practice the ‘Learn how to…’ statements from the* ***CCF How Pupils Learn (Standard 2 – ‘Promote Good Progress)*** *relevant for this stage of their learning, mentors can use a combination of the generic conversation prompts and the subject-specific, adapting for their context and current teaching.* | Generic   * ‘Talk me through each recent/upcoming lesson in terms of how you build upon pupils’ prior learning, assuring their foundational knowledge, before you move on to more complex content.  How have you spaced the learning sequence?’ (LHT 2d) * ‘How will the data you have gathered on the pupils in each of your classes affect your upcoming planning?’ (LHT 2d) * ‘What possible misconceptions about our curriculum content have you observed, identified following conversations with colleagues, or anticipated in planning?’ (LHT 2e) * ‘What activities could you use in this lesson for the pupils to demonstrate pupils have achieved the learning objectives?  How might you check that what they’ve learnt is in their long-term memory?’ (LHT 2f) * ‘Tell me about a range of formative assessment you use in a lesson.’ (LHT 2f) * ‘Tell me how you can use worked examples and give pupils opportunities to respond to their feedback.’ (LHT 2f)   Subject-specific (Secondary English):   * ‘What foundational knowledge of aspects of literature and language have you established that pupils know and how have you assessed pupils’ prior knowledge and understanding of a text?’ (LHT 2d) * ‘How can we sequence the next three lessons so that the pupils’ knowledge and understanding of *Macbeth* is secured and then developed for more complex content, so that they can successfully address the theme of power in the forthcoming assessment?’ (LHT 2d) * ‘Pupils often attribute pathetic fallacy to descriptions of the weather.  However, it is more accurately a kind of personification that assigns human emotions to inanimate (usually natural) objects.  Coined by John Ruskin, the emphasis is on the use of emotions (the *pathos*) within the description.  See [Literary Terms website](https://literaryterms.net/pathetic-fallacy/) For more details. Given that pathetic fallacy is prominent in the text that you’re teaching, how can you address this misconception with the class?’ (LHT 2e) * ‘At this point in *An Inspector Calls*, what do each of the characters know about the identity of Eva Smith?  Why is this significant, and how might you check that the whole class is aware that the Inspector has shown the picture of her to each character individually?’ (LHT 2f) * ‘Knowledge and skills function slightly differently in English compared to other subjects.  Retrieval practice does therefore need to be used in a way that fits with the discipline.  Let’s read this [blog](https://learningfrommymistakesenglish.blogspot.com/) on retrieval practice in English and think about how you use retrieval practice in English lessons.’ (LHT 2i) |
| **4. Trainee school-based tasks...**    *The mentor conversation prompts will support the trainees’ knowledge and understanding of how to develop planning for progress in a sequence, so that they can successfully demonstrate the ‘Learn how to…’ statements from the* ***CCF How Pupils Learn (Standard 2 – ‘Promote Good Progress)*** *identified for this stage of their development.* | Plan a sequence of lessons (minimum of four), using the subject-specific Medium-Term Plan template provided.  Identify the key learning objectives, using prior assessment data specific to the class you’re teaching, so that you plan for their progress.  Use Rosenshine’s principles of instruction to help you structure the sequence, adapting for your subject, topic, and context.  (LHT 2d)    Revisit the following university Subject Method sessions:   * SM20 ‘Essentials of Teaching & Learning in English’ (CCF LT 2.6, 2.7, 2.8, 2.9) * SM31 ‘Creating a Scheme of Work’ (CCF LT 2.4, 2.5, 2.6, 2.7, 2.8, 2.9)   *For example, in this session, trainees learnt how to break down a sequence of learning, focusing on* The Tempest*, identifying which aspects of the text would be covered, what the focus of learning would be and what strategies would be used in each lesson.  Trainees learnt that sequencing concepts and modelling are essential parts of teaching over time and that regular retrieval and spaced practice can ensure that learning is retained.*    These materials can be accessed through Blackboard and the Mentor Hub. |