

Course of the preliminary discussion

Phase	Content and procedure
Opening	<ul style="list-style-type: none"> • Welcome • F presents the outline of the process, asks if there are further points that need discussion.
Lesson design presentation	<ul style="list-style-type: none"> • P starts outlining the basic design in 3 minutes (objective>content>method). • M and F ask questions if further clarification is needed.
Working on quality	<ul style="list-style-type: none"> • P states what is particularly important to him in this lesson. • M, then F confirm that the assessment is correct and add further aspects to the planning.
Clarifying concerns	<ul style="list-style-type: none"> • P points out uncertain steps in the planning. • F asks leading questions from a professional/theoretical perspective, M with a view to the specific learning group and practical experience, enabling the student to solve the questions him/herself. • F asks M to direct any remaining questions to P for further clarification and elaboration. F also addresses points in need of clarification, if applicable.
Safeguarding core aspects	<ul style="list-style-type: none"> • P sums up the core aspects of the changes regarding the planned lesson.
Feedback on formalities of the lesson outline	<ul style="list-style-type: none"> • F names strong features and points out parts that may need to be revised after the lesson has been held, using the comments in the detailed lesson outline. • P reads the annotated lesson outline and records questions for the follow-up discussion.

Abbreviations: P=practicum student, M=mentor, F= subject didactician

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Observation	<ul style="list-style-type: none"> • F ensures that the function of the observation, the observation foci and observation sheets are known. • P and M agree on a focus of observation. • F adds another observation focus with justification.
Preparation for follow-up discussion, appointment confirmation	<ul style="list-style-type: none"> • Tasks to prepare for the follow-up discussion after the lesson: <ul style="list-style-type: none"> → After the lesson, P writes down what went well and where questions arose with regard to the foci (focus-related and urgent cross-focus). → M formulates 1-2 open questions for each of the main points, which encourage P. to find his own solution. • Mutual appointment confirmation and look ahead to the course of the follow-up discussion. • Parting words.

Tips for encouraging further thought/deliberation

• How did you perceive ...?	• My wish would be for us to talk about....
• Can you explain it to me again in more detail?	• Imagine...; What if...;
• Where are you unsure and would like support?	• If you encounter a similar situation, do you have ideas to try out?
• Repeat what has been said and wait	• What else?

Sources: Nestler, E. (2023). *Vor- und Nachbesprechung von Unterricht, Workbook* [Pre- and debriefing of lessons, workbook]. (S. 23-27). ILIAS (Lernplattform der Universität Rostock), Öffentlicher Bereich, Mentor*innenqualifizierung in der Lehrerbildung. URL: https://ilias.uni-rostock.de/ilias.php?ref_id=91897&cmd=frameset&cmdClass=ilrepositorygui&cmdNode=17t&baseClass=ilrepositorygui [last accessed 24/03/2023] // Middendorf, J. (2019). *Lösungsorientiertes Coaching. Kurzzeit-Coaching für die Praxis [Solution-oriented coaching. Short-term coaching for practice]* (2nd ed.). Springer Verlag.

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