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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 14** | | | | | | | | | | |
| **Course: PGDE Post-14 Education**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | |
| **Name of trainee** |  | | **Trainee ID no.** | | |  | | | | |
| **Name of mentor** |  | | **Professional Practice phase** | | | **INTRODUCTORY** | | | | |
| **Name of Link Tutor** |  | | **Name of setting** | | |  | | | | |
| **Programme** | **PGDE Post-14 Education** | | **Week beginning** | | | **27th NOVEMEBER 2023** | | | | |
| **Days trainee has attended this week** | **T** | **W** | **T** | **F** | **ETF solo teaching hours to date** | |  | **ETF teaching observations to date** |  | |
| **Key reading for the week** | **Summary:** **Hilda Taba (1962) reversed the commonly accepted procedure for curriculum**  **development by suggesting that instead of developing a general plan for the school program as the scholars in the tradition of deductive models do, (see, e.g. Tyler, Beauchamp, and Saylor et al., companion article), it would be more profitable to begin with the planning of teaching-learning units. In such a system, teaching-learning units would provide the basis for the curriculum design. Thus, the curriculum would emerge from the instructional strategies. Taba developed a social studies curriculum organized around teaching-learning units. In the process, a curriculum model evolved that is applicable to many types of curricula and that can be used in many kinds of settings.**  **Limitations:** **This is seen as seminal text and is the basis on how curriculum has developed. With that curriculum has evolved over time and Taba (with her collaborator Tyler) might be seen as outdated. However, the use of LO, structured learning and progression is evident even today and therefore transferable as a model of curriculum desigh**  **Reference: Taba, H. (1962). Curriculum Development. Theory and Practice. New York: Harcourt, Brace and World in** [**http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C.%20Curriculum%20Development-Inductive%20Models-Schooling%20V2%20N1%202011.pdf**](http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C.%20Curriculum%20Development-Inductive%20Models-Schooling%20V2%20N1%202011.pdf) | | | | | | | | | |
| **Support for mentoring in the FE phase** | [**https://educationinspection.blog.gov.uk/2023/02/16/what-does-high-quality-curriculum-and-teaching-look-like-in-further-education-and-skills/**](https://educationinspection.blog.gov.uk/2023/02/16/what-does-high-quality-curriculum-and-teaching-look-like-in-further-education-and-skills/) **-** [**Blog**](https://www.blog.gov.uk/)[**Ofsted: schools and further education & skills (FES)**](https://educationinspection.blog.gov.uk/) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1. Learners have a range of needs and strengths and to recognise some of the reasons for this and importance of high expectations to stretch and challenge all students.**  **2.That Heads of Dept, SENCo and other specialist colleague have valuable expertise and can ensure that appropriate support is in place for students.**  **3. What gun and knife violence entails.**  **4. Risk factors that may make students more vulnerable to gun and knife violence, such as exposure to violence at home, gang involvement, or a history of trauma.**  **5. The signs of potential involvement in gun and knife violence among their students.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1.Structured tasks and questions can allow teachers and learners to easily identify misconceptions and knowledge-gaps and address them using concrete examples.**  **2.Plan a sequence of learning to deliver building on the schema and add new learning/ knowledge using retrieval practice and spiral curriculum (Bruner, 1960).**  **3. Support ALL pupils including those with a range of additional needs. Utilising, for example, the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.**  **4. Understand and adhere to school policies and procedures for reporting and addressing concerns related to gun and knife violence.**  **5. Implement preventive measures within their learning environments to reduce the risk of gun and knife violence.**  **6. Identify signs and risk factors associated with gun and knife violence among their students.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1: How do you plan to check for prior knowledge and pre-existing misconceptions in your subject areas?**  **Mentor summary of trainee response:**  **Q2: How do research and theories inform planning for a sequence of learning in your subject?**  **Mentor summary of trainee response:**  **Q3: Why is it important to work closely with colleagues/families and other professionals to support learners with specific needs? Give an example of how you could do this in your subject area.**  **Mentor summary of trainee response** | | | | | | | | | |
| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, college/department events etc. | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | **Y/N** | | | |
| Actions or follow up (if needed) | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | **Y/N** | | | |
| Actions or follow up (if needed) | | | | | | | | | |
| **Opportunities identified for progress** | **To make progress through the curriculum the trainee needs to:** | | **Opportunity agrees for trainee to practise, observe, or receive feedback on this target** | | | | | | | |
| **1.** | |  | | | | | | | |
| **2.** | |  | | | | | | | |
| **3.** | |  | | | | | | | |
| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:**  **☐ Yes, trainee is making sufficient progress through the curriculum.**  **☐ Yes, trainee is making sufficient progress through the curriculum, but this has required additional support (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).**  **☐ No, despite additional support the trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered.** | | | | | | | | | | |

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| **Mentor** Signature |  |
| **Trainee** Signature |  |
| Trainees should ensure this WDS is submitted by the deadline for the purpose of formative assessment. Failure to do prevents the Link Tutor from assessing their progress and may result in the trainee being placed on a Progress Support Plan. | |