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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 13** | | | | | | | | | | |
| **Course: PGCE Secondary English with QTS**  **‘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** | | **PGCE Secondary English with QTS** | | **Week beginning** | | | | **20/11/2023** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | Wittwer and Renkl's (2010) research on instructional explanations involved 21 studies and 28 pairwise comparisons. The findings revealed minimal benefits overall and variability. Instructional explanations were more effective for imparting substantive knowledge than procedural knowledge and once again the findings were inconsistent across different domains. Surprisingly, the type of explanation and self-explanation prompts did not significantly affect effectiveness. The findings stressed that instructional explanations were complex and to be more impactful, and that a more balanced approach is needed to suit the needs of learners in their particular context.  Limitations include substantial variation in effect sizes across domains. The focus on Maths and Science excludes subject-specific nuances; examining all key stages and subjects is recommended for holistic analysis.  Reference:  <https://fusecontent.education.vic.gov.au/bd9b9586-fdc0-43af-aee7-eae87feb3fdc/wittwer_renkl_epr_2010.pdf> | | | | | | | | | |
| **Support for mentoring in this subject** | <https://www.olicav.com/about> | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y** |
| Review and respond week:   1. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 2. Modelling helps pupils understand new processes and ideas; good models make abstract ideas accessible, for example literature analysis. 3. Identify essential concepts, knowledge, and skills within a carefully sequenced and coherent English curriculum. Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills in English. 4. Scaffolding tasks can also help pupils in their learning and again links with the section on theories of learning linked to the ideas of Vygotsky and Social Constructivism and the notion of a zone of proximal development, for example textual analysis. | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y** |
| 1. Analyse modelling approaches used by your mentor and begin to develop your own approach and incorporate into your classroom. 2. Practice and receive feedback using modelling, explanations, and scaffolds, acknowledging that novices need more structure early in a domain. 3. Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1: Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.**  **Mentor summary of trainee response to Q1:**  **Q2: Explore and reflect on how modelling and scaffolding is implemented in your setting.**  **Mentor summary of trainee response to Q2:** | | | | | | | | | |
| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc. | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | | **Y** |
| Actions or follow up (if needed) | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | **Y** |
|  | 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. | |