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| **Welcome to the mentor Weekly Development Summary from the** **Department of Secondary and Further Education (AY 23/24) Week 12** |
| **Course: RE PGCE** **‘Working creatively with others to enhance life chances’** |
| **Name of trainee** |  | **Trainee ID no.** |  |
| **Name of mentor** |  | **Professional Practice phase** | **Introductory (A)** |
| **Name of Link Tutor** |  | **Name of setting** |  |
| **Programme** | **PGCE History** | **Week beginning** | **13/11/2023** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary**Barak Rosenshine's instructional principles stress the value of daily review, gradual introduction of new material, and active questioning. They promote strong connections and knowledge retention. Additionally, the principles emphasize the importance of providing models, guided practice, and continuous assessment to foster deep understanding and identify learning gaps. Ensuring a high success rate in instruction, offering support for challenging tasks, encouraging independent practice, and regular review further enhance effective teaching and promote the development of well-connected, long-term memory networks. **Limitations** Rosenshine's principles are drawn from “master teachers” but who and what defined their master status? They ignore teaching complexity and overlook subject-specific nuances, promoting a one-size-fits-all approach to teaching.Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. [**https://www.aft.org/sites/default/files/Rosenshine.pdf**](https://www.aft.org/sites/default/files/Rosenshine.pdf)  |
| **Support for mentoring in this subject** | In the article, ‘Epistemic explanations for divergent evolution in discourses regarding students’ extended historical writing in England’ James Caroll explores the reasons why secondary school students in England find historical writing difficult, and also considers the two main responses to this problem, namely ‘genre theorists’ and the English ‘history teachers’ extended writing movement’. [Epistemic explanations for divergent evolution in discourses regarding students’ extended historical writing in England (tandfonline.com)](https://www.tandfonline.com/doi/epdf/10.1080/00220272.2018.1499805?needAccess=true)  |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| 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 sense of period.**
3. **Identify essential concepts, knowledge and skills within a carefully sequenced and coherent history curriculum. Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills in history**
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 source analysis.**
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| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| 1. **Exemplify modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.**
2. **Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge.**
3. **Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.**
4. **Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.**
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| **Questions for mentor and trainee to discuss in mentor meeting**  | 1. **How do you know when it is appropriate to remove scaffolding and allow pupils to apply previously taught material independently?**
2. **Provide an example of how you have used modelling, explanations, and scaffolds to support students in understanding new concepts within history**
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| **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/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:**[x]  **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. |