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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:**  **‘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 Mathematics** | | **Week beginning** | | | | **13th November** | | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | |
| **Key reading for the week** | **Summary**  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 a more balanced approach is needed to suit the needs of learners in their particular context.  **Limitations**  The 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 a holistic analysis.  **Reference**  Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. <https://doi.org/10.1007/s10648-010-9136-5>. | | | | | | | | | | |
| **Support for mentoring in this subject** | [Blog: Ways into Maths: Making the most of worked examples](https://educationendowmentfoundation.org.uk/news/blog-ways-into-maths-making-the-most-of-worked-examples) (EEF)  [Worked examples – making the most of them (Craig Barton)](https://www.mrbartonmaths.com/research/worked.html#google_vignette) | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | **Y/N** |
| What gangs are and how they can influence youth violence.  The various factors that may lead young people to join gangs, such as social, economic, and environmental factors.  Signs of potential gang involvement or youth violence among their students. These signs may include changes in behaviour, association with known gang members, a sudden increase in unexplained wealth, or participation in violent activities. | | | | | | | | | | Y  Y  Y |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y/N** |
| Analyse modelling approaches used by your mentor and begin to develop your own approach and incorporate into your classroom.  Highlight the importance of early intervention and collaboration with other professionals, such as social workers, and law enforcement, when necessary, to address potential issues related to gangs and youth violence.  Discuss risk factors that may make students more vulnerable to gang involvement, such as a lack of positive role models, a history of trauma, substance abuse, or disengagement from school.  Understand and implement strategies to prevent gang involvement and youth violence within their classroom and school environments. | | | | | | | | | | Y  Y  Y  Y |
| **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:**  **Q2:**  Explore and reflect on how modelling and scaffolding is implemented in your setting.  **Mentor summary of trainee response:** | | | | | | | | | | |
| **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. | |