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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: PGCE Physical Education**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | | |  | | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | |  | | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | | |
| **Programme** | | **PGCE PE** | | **Week beginning** | | | | **13/11/23** | | | |
| **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.  [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.aft.org%2Fsites%2Fdefault%2Ffiles%2FRosenshine.pdf&data=05%7C01%7CFraserl%40edgehill.ac.uk%7C54f1baaa9b1a45a58eb208dbded84d6b%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638348792813757694%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=X6h2RZNLEjwQpU1xLv2giEe0eJ3s4ddomUWcSPcdzBM%3D&reserved=0) | | | | | | | | | | |
| **Support for mentoring in this subject** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.  The focus this week is on modelling. Thes one pagers can provide insight and evoke discussion during the meeting: <https://drive.google.com/file/d/1oo0rZc_g5zzrxwxnAlHQtk-AwvEtwaIE/view?usp=sharing>  Further support and guidance for the WDS [Mentor Space - Mentor Space (edgehill.ac.uk)](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.edgehill.ac.uk%2Fmentorspace%2F&data=05%7C01%7CFraserl%40edgehill.ac.uk%7Cc15a2eed2a2a4f3008d608dbca4cb681%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638326203043617220%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=fgtiml2yh3uKfkh3mWA%2Ffiq7DmuCG2%2BTge9gdy%2BH0bI%3D&reserved=0)  Utilising the [**Secondary PGCE PE curriculum**](https://docs.google.com/document/d/19DlXwB2OYq9IwvK5NdOHYQGNjB_Zg5Yf/edit?usp=sharing&ouid=111478685798602320150&rtpof=true&sd=true)to support the target setting | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | **Y** |
| **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, e.g. the need to remove this when pupils can apply such structures to prior learning  **3.** 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 | | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y** |
| **1.** Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.  **2.** Exemplify modelling, explanations, and scaffolds, acknowledging that novices need more structure early in a domain.  **3.** Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. | | | | | | | | | |  |
| **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 PE.   **Mentor summary of trainee response:** | | | | | | | | | | |
| **Additional notes from mentor meeting** |  | | | | | | | | | | |
| **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. | |