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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 SECONDARY**  **‘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** | | **BEN PORTER** | | **Name of setting** | | | |  | | | |
| **Programme** | | **PGCE SECONDARY SCIENCE 11-16 WITH QTS** | | **Week beginning** | | | | **13/11/23** | | | |
| **Days trainee has attended this week** | | **Monday**  **/** | **Tuesday**  **/** | | **Wednesday**  **/** | | **Thursday**  **/** | | **Friday**  **/** | | |
| **Key reading for the week** | Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20.  [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%7CPorterb%40edgehill.ac.uk%7C54f1baaa9b1a45a58eb208dbded84d6b%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638348792813154801%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ueuKH2gclBm103LUa64tQwxobQ2dym%2FxsG7W57IanZc%3D&reserved=0)  **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. | | | | | | | | | | |
| **Support for mentoring in this subject** | Page 12 of this short document summarises ‘**5 ways to Secure Progress Through Modelling’.**  [5 WAYS TO SECURE PROGRESS THROUGH MODELLING](https://drive.google.com/file/d/13fao9kQ18dQlxUVitlNS6w-1Oc0lsxw0/view?usp=sharing)  For *Science* teaching models are used to support pupil understanding of abstract concepts- see Section 3 of  [Improving Secondary Science Guidance Report-EEF](https://drive.google.com/file/d/1bokVlW9BdgZB-UfCuEnwje9R3vvMcuyi/view?usp=sharing) | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | **Y/**N |
| ● Guides, scaffolds and worked examples can help pupils apply new  ideas, but should be gradually removed as pupil expertise increases.  ● Modelling helps pupils understand new processes and ideas; good models make abstract ideas accessible.  ● Identify essential concepts, knowledge and skills within a carefully sequenced and coherent Science curriculum. Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills in Science.  ● 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. | | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y/**N |
| ● Exemplify modelling, explanations and scaffolds, acknowledging that novice teachers need more structure early in their placement.  ● Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge.  ● Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.  ● Provide sufficient opportunity for pupils to consolidate and practice applying new knowledge and skills. | | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:**How do you know when it is appropriate to remove scaffolding and allow pupils to apply previously taught material independently?  **Mentor summary of trainee response:**  **Q2:** Provide an example of how you have used modelling, explanations, and scaffolds to support students in understanding new concepts within science (acknowledging that the trainee has not had much teaching experience yet)  **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/**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. | |