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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 10 *(week 9 is half-term week on the EHU ITE curriculum)*** | | | | | | | | | | |
| **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** | |  | | **Week beginning** | | | | **30/10/2023 – *or when you return after half term*** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary**  “Working Inside the Black Box: Assessment for Learning in the Classroom" is a seminal educational paper by Paul Black and Dylan Wiliam.  It emphasizes the importance of formative assessment, a process where teachers continually gather feedback to adapt their teaching. The authors argue that formative assessment, when integrated effectively into daily instruction, can significantly enhance student learning outcomes. It encourages teachers to engage in ongoing dialogue with students, providing constructive feedback and addressing misconceptions. The paper advocates for a shift away from summative assessment and high-stakes testing, promoting a more student-centred, supportive approach to learning in the classroom.  Limitations  Much of the work is drawn from a paper drawn up in 1998. Teaching has changed a lot since. Also, by aggregating 'effect sizes' this poses challenges due to diverse study designs, contexts, and outcome measures, potentially leading to oversimplification and skewed interpretations.  Reference  Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962> | | | | | | | | | |
| **Support for mentoring in this subject** | Dylan Wiliam podcast:  [**https://www.dylanwiliam.org/Dylan\_Wiliams\_website/Podcasts/Podcasts.html**](https://www.dylanwiliam.org/Dylan_Wiliams_website/Podcasts/Podcasts.html) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| * High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. * Questioning can help with finding out pupils’ prior knowledge, assessing their understanding as the lesson proceeds and can help with problem solving. It also allows pupils to express their ideas and extend their vocabulary. Good questioning can lead to good quality classroom discussion and learning. | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| 1. Deconstruct a range of types of questions in class discussions to extend and challenge pupils (e.g., by modelling new vocabulary or asking pupils to justify answers). 2. Explain the significance of concrete examples, analogies, chunking, metaphors, non-examples and storytelling to support good exposition when introducing new content to avoid overloading the working memory. | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1: How might questioning be used to identify knowledge gaps and misconceptions?**  **Mentor summary of trainee response to Q1:**  **Q2: Evaluate a subject specific example of a question that you have used/or seen used in a class discussion that extended and challenged pupils.**  **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/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. | |