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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 11** | | | | | | | | | | |
| **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** | | **PGCE Secondary English with QTS** | | **Week beginning** | | | | **06/11/2023**  **– *or when you return after half term. Follow the order of the week numbers.*** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary**  **A Dialogic Teaching Companion - Summary**  "Dialogic Teaching Companion" by Robin Alexander emphasizes the significance of dialogue in the classroom, arguing that oracy must have a central role in education because oracy influences the quality of student dialogue and learning, stressing collaborative, interactive knowledge construction. Five principles of DT—collective, reciprocal, supportive, cumulative, and purposeful—underscore its pedagogical approach. Alexander contends that DT improves academic performance, particularly for disadvantaged students. He contends that teachers should prioritize open-ended questions that encourage critical thinking. Dialogic teaching fosters citizenship and helps combat misinformation. A study from 2013-2017 demonstrated its efficacy, with trained teachers producing students who were two months ahead in English, Maths, and Science.    Limitations - The study's limitations include its focus on year 5 students in specific subjects (Maths, English, Science) and a short 20-week timeframe. Applying dialogic teaching to key stage 3 in diverse subjects like History, Art, Geography, and PE remains untested. Teacher proficiency likely influenced the results, and the long-term impact beyond 20 weeks is uncertain; gains may even out or widen. While the study highlights dialogic teaching's potential, its applicability to different age groups, subjects, and the role of teacher skill require further investigation.  Reference  Alexander R.J. (2020) A Dialogic Teaching Companion, London: Routledge. | | | | | | | | | |
| **Support for mentoring in this subject** | [**https://robinalexander.org.uk/wp-content/uploads/2020/10/Alexander-dialogic-teaching-bibliography-Oct-2020.pdf**](https://robinalexander.org.uk/wp-content/uploads/2020/10/Alexander-dialogic-teaching-bibliography-Oct-2020.pdf) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| * Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems * Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support, and practice. | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| 1. Analyse questions to enable the identification of knowledge gaps and misconceptions. 2. Evaluate a range of target questioning techniques to enable the identification of knowledge gaps and misconceptions and reframe questions to provide greater scaffolding or greater stretch. | | | | | | | | |  |
| **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 to Q1:**  **Q2: Explore and reflect on how questioning is implemented in your setting.**  **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. | |