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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: PGCE Secondary Geography**  **‘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** | |  | | **Week beginning** | | | | **20/11/23** | | |
| **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 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.**  [**https://fusecontent.education.vic.gov.au/bd9b9586-fdc0-43af-aee7-eae87feb3fdc/wittwer\_renkl\_epr\_2010.pdf**](https://fusecontent.education.vic.gov.au/bd9b9586-fdc0-43af-aee7-eae87feb3fdc/wittwer_renkl_epr_2010.pdf) | | | | | | | | | |
| **Support for mentoring in this subject** | **The G.A. have a great guide to explanation and exposition**  [**https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/ite-trainees-classroom-practice/explicit-teaching/exposition-and-explaining/**](https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/ite-trainees-classroom-practice/explicit-teaching/exposition-and-explaining/)  **Other useful documents for you to complete this WDS are:**  **Geography curriculum handbook**:  [Link here](https://www.edgehill.ac.uk/document/secondary-pgce-geography-11-16-with-qts-itt-course-plan/)  **How to complete WDS**  [Link here](https://youtu.be/04czRL0TTa0)  **Exemplar WDS**    [Link here](https://sites.edgehill.ac.uk/mentorspace/files/2023/09/Secondary-WDS-PP-AY-23-24-exemplar.docx)  **Geography specific targets for the WDS**: [Link here](https://sites.edgehill.ac.uk/mentorspace/files/2023/08/Geography-Subject-Specific-Targets62.pdf) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y** |
| ●Modelling helps pupils  understand new  processes and ideas;  good models make  abstract ideas  accessible, for example  global atmospheric  circulation of glacial  processes. | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y** |
| Exemplify modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.  ● Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge. | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | 1.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**  2. Explore and reflect on how modelling and scaffolding is implemented in your setting.  **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. **Use the geography specific targets** [Link here](https://sites.edgehill.ac.uk/mentorspace/files/2023/08/Geography-Subject-Specific-Targets62.pdf)**if required and the geography curriculum for next week** [Link here](https://www.edgehill.ac.uk/document/secondary-pgce-geography-11-16-with-qts-itt-course-plan/) **to help set targets ( PLEASE DELETE THIS)** | | | | |  | | | | |
| **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. | |