|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 16 (Final week of professional practice phase)** | | | | | | | | | |
| **Course:**  **‘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 History** | | **Week beginning** | | | **11.12.23** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary**    This study analyses teachers' perspectives of Personal, Social, Health and Economic Education (PSHE) in UK schools. It emphasises the importance of addressing alcohol and drug education, sex and relationships, and mental health and wellbeing. Surveying 167 teachers, the findings reveal that discussions around peer pressure, sexting, and body image were common, but addressing mental health issues was less common. Teachers cited inadequate training, time constraints, and stress as reasons for this. The study calls for regular timetabled sessions and class discussions to normalise PSHE conversations, emphasising the importance of considering teacher confidence and training needs in PSHE development.    **Limitations –** Only 167 teachers were surveyed with the vast majority of them female aged 24-35 so a wider demographic would have been better. Many of the surveys returned were also incomplete.    **Reference**  Teachers and pupils under pressure: UK teachers’ views on the content and format of personal, social, health and economic education.  Emma L Davies&Fiona Matley    [Teachers and pupils under pressure: UK teachers’ views on the content and format of personal, social, health and economic education (tandfonline.com)](https://www.tandfonline.com/doi/epdf/10.1080/02643944.2020.1713868?needAccess=true) | | | | | | | | |
| **Support for mentoring in this subject** | Harris, R., (2017). British values, citizenship and the teaching of history. In: Davies, I. (ed.) Debates in history teaching. 2nd edition. Routledge, Abingdon, pp. 180-190  <https://edgehill.on.worldcat.org/oclc/973223028>  In this chapter Richard Harris discusses the purpose of history education in terms of developing values and promoting democratic citizenship. He looks at recent changes to the curriculum in England, which have seen the importance of history as a school subject reinforced, while the status of citizenship as a school subject has been questioned and changes have undermined some of the key principles that saw its introduction as a subject. He argues that the relationship between the two subjects is in a potential state of flux.  The chapter then focuses on the issue of values, fuelled by contemporary concerns over terrorism, including ‘home-grown’ terrorism, and the growth of extremism, which have seen the government introduce measures to promote ‘fundamental British values’ as an explicit part of the education system. He discusses how in many ways these have superseded debates about citizenship and have been enshrined in legislation and are now part of the school inspection regime.  The final section of the chapter focuses on how history teachers could teach about values. Although focusing on the context in England, the issues that emerge are universal for those involved in history education. | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | **Y/N** |
| 1. PSHE is a statutory school curriculum subject that helps pupils stay healthy, safe and prepared for life and work in modern Britain as outlined in the Education Act 2022. Taught topics include physical health, mental health, growing and changing, personal safety, relationships and sex education, bullying and discrimination, money and careers, media and digital literacy, community and responsibility. When taught well, PSHE also helps pupils to achieve their academic potential. 2. Effective teaching and learning strategies specific to PSHE. This includes approaches like active learning, group discussions, role-plays, case studies, and real-life examples. Also understand the importance of creating a safe and inclusive learning environment for sensitive and personal discussions. 3. Understanding of safeguarding principles and procedures. With an awareness of the signs of abuse, know how to respond to disclosures, and understand their duty of care towards their students' well-being | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | **Y/N** |
| 1. Possess a solid understanding of the key topics and themes covered in PSHE at KS3 and KS4. This includes areas such as mental health and well-being, relationships and sex education, drugs and alcohol education, financial literacy, and citizenship. 2. Apply effective teaching and learning strategies specific to PSHE. Utilise approaches like active learning, group discussions, role-plays, case studies, and real-life examples to engage students. Create a safe and inclusive learning environment for sensitive and personal discussions. 3. work collaboratively with other professionals, such as school counselors, external agencies, and parents/carers, to provide comprehensive support and guidance to students. | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | 1. Co-plan and deliver a PSHE lesson that incorporates the key topics and themes specified in the national curriculum and frameworks. They can apply appropriate pedagogical approaches, such as active learning strategies, group discussions, and role-plays. 2. Actively foster a safe and inclusive learning environment. 3. Evaluate the effectiveness of PSHE lessons, assessing the impact of teaching strategies, and identifying areas for improvement. | | | | | | | | |
| **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** | Has trainee workload and well-being been discussed? Please update any risk assessments (if applicable). | | | | | | | | |
| **Future practice development targets for progress on next phase of ITE** | **To develop their practice on the next phase of their ITE, the trainee will need opportunities to:** | | | | | | | | |
| **1.** | | | | | | | | |
| **2.** | | | | | | | | |
| **3.** | | | | | | | | |
| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed to the next phase of their ITE:**  **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 and should be referred to the Associate Head of Department (ITE) for consideration of next steps.** | | | | | | | | | |

|  |  |
| --- | --- |
| **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. | |