|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week #15** | | | | | | | | | | |
| **Course:**  **‘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 Mathematics** | | **Week beginning** | | | | **4th December** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary**  Teacher feedback plays a pivotal role, but impact varies due to delivery and type. Hattie et al. propose that effective feedback involves refining student interpretations and is most impactful when related to clear, challenging goals. Studies show that task-related feedback surpasses praise, rewards, and sanctions. Closing educational gaps involves increased effort, error identification, strategy improvement, and obtaining more information. Teachers should set specific, challenging goals and provide clear success criteria. Feedback should correct, make pupils think and self-regulate. Self-regulation positively impacts, while self-criticism can lead to disengagement. Assessment feedback should make pupils think and teachers should consider learners' perspectives.  **Limitations**  Hattie's meta-meta-analyses face scrutiny for uncritically accepting underlying results, which indicate a 0.79 effect size for feedback. Understanding the nuanced nature of feedback requires further exploration.  **Reference**  <https://journals.sagepub.com/doi/epub/10.3102/003465430298487> | | | | | | | | | |
| **Support for mentoring in this subject** | [Feedback in the Mathematics Classroom](https://justaskpublications.com/just-ask-resource-center/e-newsletters/msca/feedback-in-the-mathematics-classroom/)  [NCETM Checkpoints](https://www.ncetm.org.uk/classroom-resources/checkpoints/) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| Homophobia is a prejudice or irrational fear of homosexuality or people who identify as LGBTQ+ (lesbian, gay, bisexual, transgender, queer, and other non-heteronormative identities).  The negative impact of homophobia, including its role in fostering discrimination, bullying, and mental health issues among LGBTQ+ students.  The importance of being an ally to LGBTQ+ students and colleagues, including actively supporting and advocating for their rights and well-being. | | | | | | | | | Y  Y  Y |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps).  Recognise signs of homophobia in their classrooms and schools. These signs may include derogatory language, exclusion or marginalization of LGBTQ+ students, or instances of bullying based on sexual orientation or gender identity.  Create inclusive and affirming classroom environments where all students feel safe and respected, regardless of their sexual orientation or gender identity.  Discuss strategies for promoting LGBTQ+ inclusivity and allyship within their classrooms and schools. This includes incorporating LGBTQ+ perspectives into the curriculum, using inclusive language, and displaying supportive symbols or materials. | | | | | | | | | Y  Y  Y  Y |
| **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:**  **Q2:**  Explore and reflect on how assessment is implemented in your setting.  **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** |
| 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.** | | | | |  | | | | |
| **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.** | | | | | | | | | | |

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