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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week # (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** | |  | | **Week beginning** | | |  | | | |
| **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 most of them female aged 24-35 so a wider demographic would have been better. Many of the surveys returned were also incomplete.  **Reference**  Emma L Davies & Fiona Matley (2020) Teachers and pupils under pressure: UK teachers’ views on the content and format of personal, social, health and economic education, Pastoral Care in Education, 38:1, 4-22, DOI: 10.1080/02643944.2020.1713868 | | | | | | | | | |
| **Support for mentoring in this subject** | The article "[Religious Education Teachers’ Perspectives on Character Education](https://www.tandfonline.com/doi/full/10.1080/01416200.2020.1713049?casa_token=FRv-z32QknsAAAAA%3A8JlOfUtuIlcBNEI0Qp-i67QhHLgU0hSErUKZtDmS52fUy23PYGTYHEjoKS5ee3CxtXBdAlcWFiRenw)" by Jason Metcalfe and Daniel Moulin-Stożek presents findings from interviews with 30 Religious Education (RE) teachers in English secondary schools. It explores their views on the role of RE in character education, focusing on 'virtue literacy'. The study found differences in perspectives between teachers in faith and non-faith schools regarding RE's contribution to students' virtue literacy. While all participants agreed that RE plays a role in developing virtue literacy, the extent and nature of this contribution varied based on the school type and the teachers' personal worldviews. The findings highlight the importance of RE in moral and character education across different school types, suggesting that the approach to such education differs in faith and non-faith schools. | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| 1. PSHE, a statutory subject in the UK curriculum outlined in the Education Act 2022, focuses on teaching students about health, safety, and preparation for modern life and work, covering topics like physical and mental health, relationships, bullying, money, and digital literacy. 2. Effective PSHE teaching involves active learning, group discussions, role-plays, case studies, and real-life examples, emphasizing the creation of a safe, inclusive environment for sensitive topics. 3. PSHE educators must understand safeguarding principles and procedures, recognize signs of abuse, respond appropriately to disclosures, and uphold their duty of care towards 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. Utilize 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 counsellors, external agencies, and parents/carers, to provide comprehensive support and guidance to students. | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:** Discuss the key topics and themes covered in PSHE at KS3 and KS4.  **Mentor summary of trainee response:**  **Q2:** How can you create a safe and inclusive learning environment for sensitive and personal discussions in PSHE?  **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/N** | |
| Actions or follow up (if needed) | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | **Y/N** | |
| Actions or follow up (if needed) | | | | | | | | | |
| **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.** | | | | | | | | | | |

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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. | |