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| **Welcome to the mentor Weekly Development Summary from the** **Department of Secondary and Further Education (AY 23/24) Week 21** |
| **Course: RE PGCE** **‘Working creatively with others to enhance life chances’** |
| **Name of trainee** |  | **Trainee ID no.** |  |
| **Name of mentor** |  | **Professional Practice phase** | **Developmental (B)** |
| **Name of Link Tutor** | **Heather Marshall** | **Name of setting** |  |
| **Programme** | **RE PGCE** | **Week beginning** | **15/01/2024** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary** The article "Moving Barriers: Promoting Learning for Diversity in Initial Teacher Education" examines the effectiveness of teacher training in Northern Ireland in preparing educators for increasingly diverse classrooms. It focuses on the need for tolerance and cultural competence in education post the Good Friday Agreement. The study involves a survey and focus groups with final-year students at a teacher training college, revealing a largely homogenous student population with limited exposure to diversity. Despite recognizing the importance of diversity in education, many students felt unprepared for diverse classrooms. The paper suggests the need for more comprehensive training strategies to better equip future teachers for multicultural environments.**Limitations**The study "Moving Barriers: Promoting Learning for Diversity in Initial Teacher Education" has several limitations. Its scope is limited to a single teacher training college in Northern Ireland, which affects the generalizability of its findings. The reliance on self-reported data from surveys and focus groups may introduce biases. The absence of longitudinal data and comparative analysis with other institutions limits the depth of the conclusions. Additionally, the study does not thoroughly analyse the curriculum content or teaching methodologies, key factors in understanding the effectiveness of diversity education.**Reference**Hagan, Martin & McGlynn, Claire. (2004). Moving barriers: Promoting learning for diversity in initial teacher education. Intercultural Education. 15. 243-252. 10.1080/1467598042000262545. |
| **Support for mentoring in this subject** | The webpage "[5 Keys Into RE – Anne Krisman](https://www.reonline.org.uk/2013/02/01/keys-into-re-anne-krisman/)" on RE:ONLINE presents a novel approach for planning Religious Education (RE) for pupils with special needs in English and Welsh schools. Developed by Anne Krisman and awarded for innovation, it focuses on creating a deep connection between students' personal experiences and RE themes. The strategy involves five key categories: Connection, Knowledge, Senses, Symbols, and Values, each with guiding questions for teachers. This approach aims to make RE more accessible and meaningful for special needs students, utilizing sensory experiences, core faith knowledge, and personal values. It's potentially useful for RE teachers seeking inclusive and effective strategies for diverse classrooms.  |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| 1. Good teaching and learning benefit all students.
2. Identifying and overcoming barriers to learning can be transformational for all learners.
3. Developing strategies to support students who are struggling within the classroom is crucial.
4. Adapting teaching (rather than differentiation) to the needs of students can impact upon outcomes
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| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| 1. Recognise and remove barriers to learning for students in the classroom.
2. Develop strategies and practice to support
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| **Questions for mentor and trainee to discuss in mentor meeting**  | **Q1: What educational barriers exist for the students you are observing and teaching?****Mentor summary of trainee response:****Q2: Why is adaptive teaching crucial to removing those barriers****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) |
| **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. |