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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week #22** | | | | | | | | | | |
| **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** | | **UG Secondary English** | | **Week beginning** | | | | **22ndt January** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week**  A light bulb on a book  Description automatically generated | **Summary**  The focus of the reading is on Teacher coaching which is conceptualised as an essential feature of Professional Development training which facilitates teacher’s ability to translate knowledge and skills into actual classroom practice. At its core, coaching is characterized by an observation and feedback cycle in an ongoing instructional or clinical situation. Coaches are thought to be experts in their fields, who model research-based practices and work with teachers to incorporate these practices into their own classrooms.  **Limitations**  In the review of the literature, the study encountered multiple, sometimes conflicting, working definitions of teacher coaching. Some envision coaching as a form of implementation support to ensure that new teaching practices often taught in an initial group training session are executed with fidelity. Others see coaching as a direct development tool that enables teachers to see how and why certain strategies will make a difference for their students. Still others describe multiple types of coaching, each with their own objectives.  **Reference**  Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. https://doi.org/10.3102/0034654318759268 . | | | | | | | | | |
| **Support for mentoring in this subject**  A blue and orange sign with a thumbs up  Description automatically generated | The Education Endowment Foundation’s Teaching and Learning Toolkit is an excellent resource looking at the research evidence base for different pedagogical approaches and strategies. It has sections on important elements such as feedback and groupwork. Each section summarises the key findings, which can be useful in understanding the ‘why’ as well as the ‘what’ and ‘how’ of their teaching.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | | | | | | | | | |
| **Curriculum for the week**    A cartoon of a person wearing a graduation cap  Description automatically generated | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| * Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. * Trainees have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. * In English, as in other subjects, pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | | | | | | | | | Y  Y  Y |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| * Model courteous and aspirational behaviour. * Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. * Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. * Identify and familiarise themselves with placement setting safeguarding procedure, including the name of the Safeguarding Lead | | | | | | | | | Y  Y  Y  Y |
| **Questions for mentor and trainee to discuss in mentor meeting** A cartoon of a person holding a sign  Description automatically generated | **Q1:**  What have you learnt about the importance of having high expectations?  **Mentor summary of trainee response:**  **Q2:**  How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning?  **Mentor summary of trainee response:**  **Q3:**  Have you been able to identify any effective/ineffective practice during your observations this week? What was it? Why did it work/not work?  **Mentor summary of trainee response** | | | | | | | | | |
| **Additional notes from mentor meeting**  A black and white icon of a paper and a pencil  Description automatically generated | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc. | | | | | | | | | |
| **Trainee workload and well-being**A hand holding a small plant  Description automatically generated | **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**A red and white target with a blue arrow  Description automatically generated | **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.** | | | | | | | | | | |