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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education  (AY 23/24)**  **Week #23** | | | | | | | | | | |
| **Course: BA(Hons) Secondary English Education with QTS**  **‘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** | | | | **29th 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** expertise reversal effect which is described as the interactions between levels of learner prior knowledge and effectiveness of different instructional techniques and procedures.  It suggests that Students with high prior familiarity in a given area may be assigned to an instructional treatment, with minimal instructional support, or to a forward ranching sequence. On the other hand, students with low prior achievement may require maximal instructional support each step of the way. Such adaptation to individual differences would be a notable step towards individualizing the method of instruction rather than merely the instructional rate.    **Limitations**  Applying modern artificial intelligence approaches and developing sophisticated intelligent tutoring systems using fine-grained production rule-based learner models allowed a significant increase in the precision of adaptive methodologies. However, implementations of such approaches require complex computational modeling procedures and, therefore, have been limited to few well defined and relatively simple for modeling domains for example programming and mathematics.  **Reference**  Kalyuga, S. (2007) Expertise reversal effect and its implications for learner-tailored instruction. Educational Psychology Review, 19(4), 509-539. | | | | | | | | | |
| **Support for mentoring in this subject**  A blue and orange sign with a thumbs up  Description automatically generated | Dr Bill Rogers has written extensively on behaviour management strategies. He has created a series of short videos dealing with different aspects of behaviour management. They can be found here:  <https://www.youtube.com/results?search_query=bill+rogers+behaviour+management+techniques> | | | | | | | | | |
| **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** |
| * English Teachers’ expectations can affect pupil outcomes; setting goals that challenge and stretch pupils to know and remember more of the English curriculum is essential. * English Teachers can influence pupils’ resilience and beliefs about their ability to succeed in English, by ensuring all pupils have the opportunity to experience meaningful success. | | | | | | | | | Y  Y  Y |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| * Give clear, manageable, specific and sequential instructions for tasks and behaviour which use consistent language and/or non-verbal signals. * Check pupils’ understanding of a task before it begins and address any misconceptions * Reinforce established school and classroom routines which maximise time for learning. * Engage with parents/carers and colleagues in helping to support and manage pupil behaviours (for example, strategies to best support specific pupils). | | | | | | | | | 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 knowledge and understanding of the issues related to High Expectations and Managing Behaviour have you gained through your academic reading?  **Mentor summary of trainee response:**  **Q2:**  How does this relate to your current practice?  **Mentor summary of trainee response:**  **Q3:**  How have your expectations of pupils’ learning and progress developed and/or changed in light of your previous placement experience?  How can you ensure pupils are motivated?  **Mentor summary of trainee response**  **Q4:**  How can you ensure pupils are motivated?  **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.** | | | | | | | | | | |

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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. | |