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| **Welcome to the mentor Weekly Development Summary from the** **Department of Secondary and Further Education (AY 23/24) Week 27** |
| **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** |  | **Name of setting** |  |
| **Programme** | **PGCE History** | **Week beginning** | **26/2/24** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary** [https://dera.ioe.ac.uk/id/eprint/7904/1/DCSF-RR005.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdera.ioe.ac.uk%2Fid%2Feprint%2F7904%2F1%2FDCSF-RR005.pdf&data=05%7C02%7CMillingg%40edgehill.ac.uk%7Ca4e2ec81a291412034d908dc32fc7502%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638441307071250007%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=CmTnyhvd2OZqpeGy%2BsMyFTfe4n0sQqhYvN4MY%2FapdPE%3D&reserved=0) The DISS project (2004-2008) in England and Wales investigated support staff characteristics, job satisfaction, and impact on pupil outcomes. It noted a significant rise in support staff numbers, notably teaching assistants, attributed to budget changes and the 2003 National Agreement aimed at reducing teacher workload. Recruitment challenges and evolving roles were highlighted. Job satisfaction was generally high, yet concerns over pay and training persisted, especially for technicians and teaching assistants, underscoring the need for addressing these issues. Limitations Potential biases due to the observational nature of the study. Participants feelings, ideas, experiences variable. The study did not ascertain the causes of the said experiences. Reliance on self-reported data may lead to inaccuracies, limiting the study's validity and reliability. |
| **Support for mentoring in this subject** | J Olivey, ‘What did “class” mean to a Chartist? Teaching Year 8 pupils to take seriously the ideas of ordinary people from the past’, in ‘Teaching History’, Issue 176 <https://www.history.org.uk/publications/resource/9674/teaching-year-8-pupils-to-take-seriously-the-ideas>In this reflection on how his practice developed in his training year, Olivey illustrates the importance of using historical scholarship in choosing foundational knowledge to teach. He shows how he used that scholarship to shape and re-shape the flow of a lesson sequence and to discern what pupils had and had not understood. Interpreting pupils’ written and oral responses in the light of historians’ work on working-class identity construction, Olivey advances history teachers’ debate on teaching ‘similarity and difference’ enquiries. First, he suggests that if we ask pupils to judge the analytic value of a substantive concept to an historian simultaneously with exploring why past actors used that concept themselves, it may confuse the direction of the enquiry; second, following Hammond, he suggests that enabling pupils to understand and deploy a substantive concept such as ‘class’ requires familiarity with more concrete detail than we might think. |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| 1. The roles and responsibilities of being a TA including the ways to effectively utilise TAs within the history classroom.
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| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| 1. Plan how TAs can support learning and improve attainment in the classroom by ensuring that during lesson preparation time TAs have the essential ‘need to knows’ such as Concepts, facts, information being taught; Skills to be learned, applied, practised or extended; Intended learning outcomes; Expected/required feedback
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| **Questions for mentor and trainee to discuss in mentor meeting**  | 1. Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.
2. Explore and reflect on how teaching assistants are deployed and managed in your setting.
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| **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. |