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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** | **Heather Marshall** | **Name of setting** |  |
| **Programme** | **RE PGCE** | **Week beginning** | **26/02/2024** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary** 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.**Reference**Deployment and Impact of Support Staff in Schools: <https://dera.ioe.ac.uk/id/eprint/7904/1/DCSF-RR005.pdf>  |
| **Support for mentoring in this subject** | Neil Duncalf’s reflections on ‘[Experiences from Teaching RE SEND](https://www.reonline.org.uk/2023/10/17/experiences-from-teaching-send/)’ offers some interesting insights into the challenges but also the rewards. This coupled with Vincent Saunders’ ideas about ‘[How I… enable SEND pupils to understand creation](https://www.reonline.org.uk/2020/12/15/how-i-enable-send-pupils-to-understand-creation-vincent-saunders/)’, which offers some practical suggestions, provides a comprehensive starting point to developing SEND practice within RE lessons.  |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| 1. How to effectively plan for Teaching Assistants (TAs) to support learning and enhance attainment by providing them with critical information during lesson preparation. This includes clear explanations of the concepts, facts, and information that will be taught in the classroom.
2. The importance of communicating the specific skills that students are expected to learn, apply, practice, or extend during lessons, ensuring TAs understand how to facilitate these learning activities.
3. The intended learning outcomes for each lesson, alongside the expected or required feedback mechanisms TAs should use to assess and support student progress, thereby aligning their efforts with the overall educational goals.
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| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| 1. Plan effectively for Teaching Assistants (TAs) to support learning and enhance attainment by equipping them with essential information during lesson preparation, such as the key concepts, facts, and information that will be taught.
2. Communicate clearly the skills that students need to learn, apply, practice, or extend, and ensure TAs are prepared to facilitate these learning processes.
3. Define the intended learning outcomes for each lesson and guide TAs in providing the expected or required feedback to students, aligning TA support with the educational objectives.
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| **Questions for mentor and trainee to discuss in mentor meeting**  | **Q1: Explore and reflect on how teaching assistants are deployed and managed in your setting.****Mentor summary of trainee response:****Q2: How can you effectively integrate Teaching Assistants (TAs) into your lesson planning and execution to maximise student learning and attainment?****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. |