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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education**  **(AY 23/24)**  **Week 24** | | | | | | | | |
| **Course: Secondary Geography (11-16) PGCE** | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | |  | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | **Developmental** | |
| **Name of Link Tutor** | |  | | **Name of setting** | | |  | |
| **Programme** | | **PGCE Secondary Geography** | | **Week beginning** | | | **5th February 2024** | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** |
| **Key reading for the week** | **Reading:** Deans for Impact (2015) The Science of Learning [Online] Accessible from: <https://www.deansforimpact.org/files/assets/thescienceoflearning.pdf>  **Summary**: This paper underscores six pivotal principles from cognitive science for educators. First, students effectively grasp new concepts by connecting them to existing knowledge, underscoring the importance of a well-structured curriculum. Second, elaborate analogies support learning, considering the limited capacity of working memory during the transition to long-term memory. Third, cognitive development follows a non-linear age-related trajectory, prompting teachers to reduce cognitive load through strategies such as worked examples and explicit content presentation. Fourth, tasks emphasizing explanation and meaningful organization bolster comprehension and retention. Fifth, memory longevity benefits from spaced and interleaved practice. Sixth, implementing practical strategies aligned with cognitive principles optimizes learning and retention.    **Limitations**: Further research is needed on the impact of cognitive science and practical applications in education, as the current focus is primarily on early educators. The scientific consensus on cognitive science remains debatable and continually evolving. | | | | | | | |
| **Support for mentoring in this subject** | There is an article linked below on memory, created by the Geographical Association  <https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/students-learning-in-geography/geographical-learning-and-memory/#:~:text=A%20key%20challenge%20for%20geography,and%20include%20unnecessarily%20detailed%20information>. | | | | | | | |

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| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | **Y/N** |
| Review and respond week: Retrieval Practice   * Worked examples that take pupils through each step of a new process are likely to support pupils learning. * Using KS4 assessment materials facilitates retrieval and provides opportunities to develop “exam technique” | | | **Y** |
| **This week trainees should have demonstrated that they know how to:** | | | **Y/N** |
| * Plan to use worked examples which promote pupil learning such as modelling live coding. * Identify suitable KS4 assessment materials to incorporate into lesson plans. | | | **Y** |
| **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 retrieval practice is implemented in your setting. | | | |
| **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** | |
| Actions or follow up (if needed) | | | |
| **Has the trainee’s wellbeing been discussed?** | | **Y** | |
|  | 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. | |