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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:**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | | |  | | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | | **Developmental** | | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | | |
| **Programme** | | **PGCE Secondary Mathematics** | | **Week beginning** | | | | **5th February 2024** | | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | |
| **Key reading for the week** | **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.  **Reference**  <https://www.deansforimpact.org/tools-and-resources/the-science-of-learning> | | | | | | | | | | |
| **Support for mentoring in this subject** | [Co-ordinating Mathematical Success](https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report) [Using the Generation Effect as Retrieval Practice: Some simple ideas for the classroom](https://mrjoneswhiteboard.blog/2021/08/26/using-the-generation-effect-as-retrieval-practice-some-simple-ideas-for-the-classroom/)<https://thirdspacelearning.com/blog/how-teach-primary-maths-retrieval-practice/> | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | **Y/N** |
| Review and respond week: Retrieval Practice. | | | | | | | | | | Y |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y/N** |
| Draw explicit links between new content and the core concepts and principles in mathematics. | | | | | | | | | | Y |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:**  Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.  **Mentor summary of trainee response:**  **Q2:**  Explore and reflect on how retrieval practice is implemented in your setting.  **Mentor summary of trainee response:** | | | | | | | | | | |
| **Additional notes from mentor meeting** |  | | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | | **Y** | |
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| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | **Y** | |
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| **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. | |