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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: BA(Hons Secondary English Education with QTS Course** **‘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** | **Secondary English + QTS** | **Week beginning** | **5th February 2024** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | The focus the reading is on intelligence and motivation which are two of the most important individual factors of students predicting school achievement. The reading suggests that there is evidence that motivational variables predict school grades and states that intrinsic motivation and extrinsic motivation are two constructs embedded in Self-Determination Theory. The reading defines intrinsic motivation as engaging in something for its own sake and for enjoyment, whilst extrinsic motivation is defined as doing something for its consequences, such as obtaining a reward or avoiding punishment. Intrinsic motivation is usually operationalized by asking how much a person likes doing a certain activity. Extrinsic motivation is usually operationalized as the degree to which a person completes a task or goes to school for external reasons. In the school context, intrinsic and extrinsic motivation can be operationalized both domain-specifically (for example math-specific) and globally (for example intrinsic motivation for school in general).**Limitations**One shortcoming of the study is the cross-sectional design, as most primary studies assessed the predictors and the criterion at the same time. Therefore, it is unable to examine longitudinal relations between intelligence, motivation, and school achievement.**Reference**Kriegbaum, K., Becker, N., & Spinath, B. (2018) The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review. <https://doi.org/10.1016/j.edurev.2018.10.001> |
| **Support for mentoring in this subject** | Alex Quigley offers some insights into motivation and self-efficacy related to teacher expectations in his Confident Teacher blog. The post can be found here:<https://www.theconfidentteacher.com/2015/04/pygmalion-effect-classroom/>  |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| * Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
* The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives.
* Schools are legally required to promote FBV under the Prevent Duty and the Equality Act 2010. FBV encompass values like democracy, the rule of law, individual liberty, and mutual respect and tolerance of different beliefs.
 | Y/NY/NY/N |
| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| * Respond consistently and decisively to pupil behaviour (inc. the use of rewards, praise and sanctions)
* Motivate pupils via the use of challenging content which builds towards pupils’ long-term goals and aspirations
* Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically
 | Y/NY/NY/N |
| **Questions for mentor and trainee to discuss in mentor meeting**  | **Q1:**How does the behaviour policy in your school operate?  How well does it work? Are there exceptions? Does it reach all children? – If not, what adaptations might need to be made and why?**Mentor summary of trainee response:****Q2:**Based on your experiences and academic reading, what promotes high expectations and/or a high level of behaviour management?**Mentor summary of trainee response:****Q3:**What are your areas of development with regards setting high expectations and managing behaviour?**Mentor summary of trainee response:****Q4:**What impact will these developments have on the learning in your classroom?**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** |
| 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:** | **Opportunities agreed 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. |