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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week #26** | | | | | | | | | | |
| **Course: BA (Hons) Secondary RE with QTS**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | | |  | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | | **Consolidation** | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | |
| **Programme** | | **Secondary RE with QTS** | | **Week beginning** | | | | **12th February 2024** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary**  The focus of the reading is on the theory of ‘multiple intelligences’ and it suggests that people do not have one general intelligence but are characterized by a range of intelligences instead. So, rather than being globally intelligent, one may be particularly strong in certain areas, for example mathematics, while someone else may be particularly strong in another area such as physical sports. The reading distinguished seven main types of intelligence, These include:   * Visual/spatial intelligence which is the ability to perceive the visual. * Verbal/linguistic intelligence:- This is the ability to use words and language. * Logical/mathematical intelligence:- This is the ability to use reason, logic and numbers. * Bodily/kinaesthetic intelligence. This is the ability to control body movements and handle objects skilfully. * Musical/rhythmic intelligence. This is the ability to produce and appreciate music. These learners think in sounds, rhythms and patterns. * Interpersonal intelligence. This is the ability to relate to and understand others. These learners can empathize and see things from other people’s point of view in order to understand how they think and feel. * Intrapersonal intelligence. This is the ability to self-reflect and be aware of one’s inner states. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.   **Limitations**  A misconception that exists about this theory is that one intelligence is necessarily dominant. This is not really the case, as all of us will possess all intelligences to some extent. It is also important to remember that doing something will usually require use of more than one intelligence.  **Reference**  Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage. | | | | | | | | | |
| **Support for mentoring in this subject** | [Designing a secular religious studies curriculum (chartered.college)](https://my.chartered.college/impact_article/designing-a-secular-religious-studies-curriculum/?msclkid=457faa89c7b411ecbdf96f8659919d43) is an interesting blog piece about one way of designing an RE curriculum. Wayne Buisst has also written about designing the RE curriculum [Curriculum as a progression model – An RE perspective. – Buisst\_Teaching (wordpress.com)](https://venividiteachy.wordpress.com/2021/09/13/curriculum-as-a-progression-model-an-re-perspective/).  The REC are in the nearing the end of a project where three teams are trying to create a Religion and Worldviews Curriculum on the basis of the [Draft Curriculum resource](https://www.religiouseducationcouncil.org.uk/?smd_process_download=1&download_id=4166) Stephen Pett produced. The draft is well worth having a look at. I have had the privilege (as an REC Trustee and the Chair of the Committee overseeing the project) of seeing the near finished drafts of the handbook and exemplar frameworks that will be published in May. Exciting times for RE curricula! | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| * An RE curriculum enables it to set out the department’s, and school’s vision for the knowledge, skills and values that pupils will learn, encompassing statutory curriculum guidance (such as the Agreed Syllabus, or MAT curriculum) within a coherent wider vision for successful learning in RE. * Ensuring pupils master foundational concepts and knowledge in RE before moving on is likely to build pupils’ confidence and help them succeed. * In RE, as in all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing the RE curriculum to facilitate this process is important. | | | | | | | | | Y/N  Y/N  Y/N |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| * Plan and deliver a carefully sequenced RE curriculum which encompasses the school’s vision for its knowledge, skills and values. * Support pupils in building increasingly complex mental schemas over a period of time. * Draw explicit links between new content and the core knowledge in RE. * Revisit the big ideas of RE and teach key concepts through a range of examples. | | | | | | | | | Y/N  Y/N  Y/N |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:**  How does the curriculum in your subject area promote the wider vision, values and skills of the school?  **Mentor summary of trainee response:**  **Q2:**  What is the rationale behind the curriculum sequence and design in your subject area?  **Mentor summary of trainee response:**  **Q3:**  Critically review your subject knowledge for this setting and suggest ways you could develop this.  **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:** | | | | | **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. | |