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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: BA(Hons) Secondary English Education 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 English + QTS** | **Week beginning** | **26th 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 retrieval practice, and it argues that learning is usually thought to occur during episodes of studying, whereas retrieval of information on testing simply serves to assess what was learned. The research contradicts this traditional view by demonstrating that retrieval practice is actually a powerful mnemonic enhancer, often producing large gains in long-term retention relative to repeated studying. Retrieval practice is often effective even without feedback (i.e., giving the correct answer), but feedback enhances the benefits of testing. In addition, retrieval practice promotes the acquisition of knowledge that can be flexibly retrieved and transferred to different contexts.**Limitations**One criticism that could be levelled at research on the testing effect is that retrievalpractice merely teaches people to produce a fixed response when given a particular retrieval cue, so the procedure simply amounts to drill and practice of a particular response.**Reference** Roediger, H. L., & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. Trends in Cognitive Sciences, 15(1), 20–27. https://doi.org/10.1016/j.tics.2010.09.003. |
| **Support for mentoring in this subject** | This blog post from ‘The Education People’ demonstrates the cognitive science underpinning retrieval practice in an accessible way. It may help trainees understand the links between spaced retrieval and improved memory. The post can be found here:<https://www.theeducationpeople.org/blog/forget-me-not-the-importance-of-retrieval-practice-in-english/> Andrew Whitworth has recently produced this [draft](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpbs.twimg.com%2Fmedia%2FFn_tdEKWAAQcU4w%3Fformat%3Djpg%26name%3Dmedium&data=05%7C01%7CSmithm%40edgehill.ac.uk%7C70586517dbdc42b2468608db0b4c225e%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638116193838754636%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=FxiCG8dFW%2Bj1zfMZcNG64XqHVnASM%2BbijWPjcsqogIc%3D&reserved=0) of a ‘How to’ for retrieval.  He is looking for feedback on [Twitter](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftwitter.com%2FWhitworthtin4&data=05%7C01%7CSmithm%40edgehill.ac.uk%7C70586517dbdc42b2468608db0b4c225e%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638116193838754636%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=AW0g7Jjyt8C%2BxgHqMeCubagnDtzC54iknDUTsr%2FDbFI%3D&reserved=0).  Perhaps discuss this with your trainee, and see if there any improvements to be made? |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| * Explicitly teaching pupils the knowledge they need to succeed within English is beneficial.
* Pupils are likely to struggle to transfer what has been learnt in other subjects to English.
* Requiring pupils to retrieve knowledge previously learnt in English from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
 | Y/NY/N Y/N |
| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| * Use retrieval and spaced practice to build recall of key knowledge over time.
* Provide tasks that support pupils to learn key ideas securely (such as low-level retrieval tasks) and are focused on the intended learning outcomes.
* Interleave concrete and abstract examples via the use of examples, analogies, or metaphors.
* Balance exposition of new content, repetition, practice of new skills and knowledge.
 | Y/NY/NY/NY/N |
| **Questions for mentor and trainee to discuss in mentor meeting**  | **Q1:**What effective/ineffective practice have you observed with regards the retrieval and spaced practice of subject knowledge content? Critically reflect on your progression so far against the EHU ITE pillars.**Mentor summary of trainee response:****Q2:**What was it? Why did it work/not work?**Mentor summary of trainee response:****Q3:**How has university teaching and/or independent study contributed to your knowledge and understanding about a particular topic?**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. |