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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)****Week #30** |
|  **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** | **18th March 2024** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary**The focus of the reading is how teachers’ working conditions or school context variables (job demands and job resources) are related to their teaching self-concept, teacher burnout, job satisfaction, and motivation to leave the teaching profession.The reading states that even though most teachers perceive teaching as a highly rewarding occupation in many cultures, many teachers experience severe stress and symptoms of burnout.The reading suggests that attention should be given to both teacher stress and teacher job satisfaction because they may have serious negative or positive consequences, respectively, both for the teachers’ wellbeing and for the quality of education.Possible consequences of teacher stress are reduced teacher self-efficacy, lower job satisfaction, lower levels of commitment, higher levels of burnout, and increased teacher attrition, whereas job satisfaction is predictive of lower levels of absenteeism and attrition.**Limitations**This study is cross-sectional and readers are advised not to draw firm conclusions about casual relations.**Reference**Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. https://doi.org/10.1007/s11218-016-9363-9. |
| **Support for mentoring in this subject** | This article from the Louisiana State University explains how teachers should gather and use data and why. It may support trainees in seeing the ‘big picture’. The article can be found here:<https://online.lsu.edu/newsroom/articles/how-educators-can-use-student-data-drive-instruction/>  |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| * To be of value, teachers use information from assessments in English to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.
* Marking and assessment are not synonymous: high-quality feedback can be written or verbal.
* That CSE involves individuals, often adults, exploiting children or young people for sexual purposes, which can include grooming, coercion, manipulation, or physical abuse.
 | Y/N  Y/N Y/N |
| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| * Record data only when it is useful for the purpose of improving pupil outcomes.
* Utilise cost marking strategies (e.g., using abbreviations or codes) when providing written feedback, recognising that marking is only one form of feedback.
* Where possible, use high quality verbal feedback during lessons and written feedback after lessons.
* Identify effective approaches to marking and alternative approaches to providing feedback.
 | Y/NY/NY/NY/N |
| **Questions for mentor and trainee to discuss in mentor meeting**  | **Q1:**How well are you balancing the demands of assessment procedures? **Mentor summary of trainee response:****Q2:**Have you identified any practice which is highly effective and not onerous?**Mentor summary of trainee response:****Q3:**Have you (either in observations or your own lessons) identified any effective practice with regards verbal feedback? What was it? What impact did it have?**Mentor summary of trainee response:****Q4:**Critically reflect on how your setting collects and utilizes assessment data. Does this assist with improving pupil outcomes? **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. |