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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week #35** | | | | | | | | | | | |
| **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** | | | | **22/3/24** | | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | |
| **Key reading for the week** | **Summary**  Rosenshine's 10 Principles of Instruction encompass strategies to optimise student learning. 1. Beginning with a review of prior learning, 2. Introducing new material in small steps with practice, 3. Asking numerous questions to engage all students, 4. Providing models for understanding, 5. Guiding student practice to reinforce learning, 6. Regularly checking for understanding, 7. Ensuring 80% success rates in learning tasks, 8. Offering scaffolding for challenging tasks, 9. Encouraging and monitoring independent practice, and 10. Engaging in regular reviews of learning over weekly and monthly intervals. These principles aim to enhance comprehension, retention, and application of knowledge.  **Limitations**  Rosenshine took his findings from 'years of observations' across decades in US schools. This evidence is ambiguous. Also, these "Principles" are not always applicable for primary teaching or SEND.  **Reference**  Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507> | | | | | | | | | | |
| **Support for mentoring in this subject** | [Using Questioning to Stimulate Mathematical Thinking (NRich)](https://nrich.maths.org/2473)[Questioning and Reasoning (Bowland Maths)](https://www.bowlandmaths.org.uk/materials/pd/online/pd_05/pdf/pd_05_handbook_full.pdf) | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | **Y/N** |
| Questioning is the most important kind of formative assessment. A key role of a question is to give the teacher evidence on which to decide what to do next (Muijs & Reynolds, 2017).  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary (Rosenshine, 2012).    Pupils should only be asked questions that they have been taught the answer to, or that they can reasonably be expected to work out given what they have been taught (Rosenshine, 2012).  Questioning can help with finding out pupils’ prior knowledge, assessing their understanding as the lesson proceeds and can help with problem solving.  Questioning also allows pupils to express their ideas and extend their vocabulary.  Good questioning can lead to good quality classroom discussion and learning. | | | | | | | | | | Y  Y  Y  Y  Y  Y |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y/N** |
| Check prior knowledge and understanding during lessons by structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).  Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time.  Provide ‘just enough’ scaffolding to enable a pupil to correct a wrong answer. | | | | | | | | | | Y  Y  Y |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:** Identify what constitutes high-quality classroom talk and questioning and discuss what strategies are effective and explain why.  **Mentor summary of trainee response:**  **Q2:** Describe the pitfalls in questioning and what possible solutions could be implemented to overcome these.  **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. | |