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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 34 (Final week of professional practice phase)** | | | | | | | | | | |
| **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** | | |  | | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | |  | | | |
| **Programme** | |  | | **Week beginning** | | | **15th April, 2024** | | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** | | |
| **Key reading for the week** | **Summary**  Murdock-Perriera and Sedlacek’s 2018 paper is a review of literature investigating the idea of the ‘Pygmalion effect’ – Teachers’ expectations of pupils can effect outcomes – what the paper calls teacher expectancies. It surmises that teacher expectancies do exist and can be enacted through the following mechanisms:   * the positive or negative classroom climate generated by the teacher (e.g., through eye contact and other means) * the feedback or lack of feedback provided to students * the time and curriculum quality afforded to each student * the performance and response opportunities afforded to each student (e.g., opportunities to answer questions and the teacher’s patience while waiting for the student to answer)   **Limitations**  The study acknowledges that even the most severe teacher expectancies explain only a fraction of variation in students’ educational outcomes, and that significant expectancies may affect only a fraction of all teachers. Much of the literature reviewed is quite old, and it is possible that the situation in contemporary English schools is different.  **Reference**  Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21(3), 691–707. https://doi.org/10.1007/s11218-018-9439-9. | | | | | | | | | |
| **Support for mentoring in this subject** | In addition to our CPD offer at Edge Hill, [In Conversation with a Trans Catholic Teacher | Edge Hill University](https://www.edgehill.ac.uk/event/in-conversation-with-a-trans-catholic-teacher/?utm_source=ehuacuk&utm_medium=shorturl&utm_campaign=georgewhite), [Religious Education Summer School | Edge Hill University](https://www.edgehill.ac.uk/event/religious-education-summer-school/), NATRE always have a lot of CPD courses available [Upcoming Courses & Events (natre.org.uk)](https://www.natre.org.uk/courses-events/upcoming-courses-events/), and there is a calendar on the RE-Hubs website [Event Calendar (re-hubs.uk)](https://www.re-hubs.uk/hubs/north-west/event-calendar/) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| 1. Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. 2. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 3. Engaging in high-quality professional development can help RE teachers improve. | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| 1. Engage parents/carers in the education of their children (including effective use of parents’ evenings) 2. Critically engage with research and use evidence to critique practice. 3. Identify areas for development and engage in appropriate CPD with clear intentions for pupil outcomes. 4. Build effective working relationships by working with colleagues as part of a team. | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:**  How effective is your communication to parents/carers in relation to pupil’s achievements and well-being?  **Mentor summary of trainee response:**  **Q2:**  Have you been involved with any CPD to improve teaching outside of your programme of ITT? If not, what could this look like?  **Mentor summary of trainee response:**  **Q3:**  What CPD may you find it useful to engage with in the future (during your ECT phase for example)?  **Mentor summary of trainee response**  **Q4:**  How has your understanding of ‘professionalism’ developed since the start of your ITT programme? What insights have you made?  **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) | | | | | | | | | |
| **Future practice development targets for progress on next phase of ITE** | **To develop their practice on the next phase of their ITE, the trainee will need opportunities to:** | | | | | | | | | |
| **1.** | | | | | | | | | |
| **2.** | | | | | | | | | |
| **3.** | | | | | | | | | |
| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed to the next phase of their ITE:**  **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 and should be referred to the Associate Head of Department (ITE) for consideration of next steps.** | | | | | | | | | | |

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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. | |