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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education**  **(AY 23/24)**  **Week 37** | | | | | | | | |
| **Course: Secondary Geography (11-16) PGCE** | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | |  | |
| **Name of mentor** | |  | | **Professional Practice phase** | | |  | |
| **Name of Link Tutor** | |  | | **Name of setting** | | |  | |
| **Programme** | | **PGCE Secondary Geography** | | **Week beginning** | | | **13/5/24** | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** |
| **Key reading for the week** | **Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools.**  The DISS project revealed that a government initiative and funding resulted in a significant increase in Teaching Assistants (TAs) from 2003 to 2006, mostly female and aged 36 or older, with concerns about job dissatisfaction and lack of preparedness. TAs played a crucial role in direct learning support but faced challenges regarding role clarity and support. While they positively impacted teachers' workload, a negative correlation between support received and pupil progress was noted. The concept of the Wider Pedagogical Role (WPR) highlighted the complexity of support staff's impact on academic progress, emphasising the need for improved training and communication. Despite deployment challenges, research indicates that with proper guidance, support staff can enhance teaching and learning outcomes.  **Limitations**  The research is taken from 2009, a lot has changed in education, we now have Higher Level Teaching Assistants highlighting clear progression routes for TAs. Also, the researchers may have interpreted the data to fit a certain narrative, i.e. not cost effective. | | | | | | | |
| **Support for mentoring in this subject** | <https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/wider-professional-responsibilities/professional-responsibilities-and-professional-development/>  There is a section on the G.A. website about engaging with parents, that you may find useful. | | | | | | | |

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| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | **Y/N** |
| * The importance of engaging parents/carers in the education of their children (including effective use of parents’ evenings) and the value of understanding pupils’ individual circumstances that ensure high academic and behavioural expectations and proactively highlight success. * Strategies to build effective working relationships by working with colleagues as part of a team. | | | **Y** |
| **This week trainees should have demonstrated that they know how to:** | | | **Y/N** |
| ● Consider the development of professional relationships within your wider department and school teams, in addition to those with pupils/parents/carers.  ● Exemplify how to engage parents and carers in the education of their children (e.g., proactively highlighting successes).  ● Explain how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling, and deconstruct this approach. | | | **Y** |
| **Questions for mentor and trainee to discuss in mentor meeting** | 1. How have you developed professional relationships within your wider department and school teams? 2. How do you communicate with parents and carers proactively and make effective use of parents’ evenings to engage them in their children’s schooling? Appraise any unique challenges within Geography. | | | |
| **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** | |
| Actions or follow up (if needed) | | | |
| **Has the trainee’s wellbeing been discussed?** | | **Y** | |
|  | Actions or follow up (if needed) | | | |
| **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. | |