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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education****(AY 23/24)****Week 34** |
| **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** | **22/4/24** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research.  [The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence - Matthew A. Kraft, David Blazar, Dylan Hogan, 2018 (sagepub.com)](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fjournals.sagepub.com%2Fdoi%2Fabs%2F10.3102%2F0034654318759268&data=05%7C02%7CWatkinsa%40edgehill.ac.uk%7Cd7f9ef9f427d4afc548a08dc651dd806%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638496426055668915%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=iOYLmT1%2FSTo57xYeRd5rtBCgjMnEn8yS3xSzpLDayP0%3D&reserved=0) **Summary** Kraft, Blazar, and Hogan examined 60 studies to assess the impact of teacher coaching on instructional practice and student achievement. The analysis revealed an average improvement in instructional quality and student achievement. Coaching programs found no significant difference between in-person and virtual coaching, and higher coaching dosage did not lead to larger improvements. While coaching showed consistent gains in reading, effects on student achievement varied across subjects. The study emphasised the need for further research to refine coaching models, explore long term impact to inform policy and practice in teacher professional development. Overall, teacher coaching emerges as a flexible and effective approach to improving instructional quality.  **Limitations** The findings were taken from a meta analysis of 60 studies meaning that the evidence was largely taken from pre school / early years in US schools. Therefore, it may be difficult to draw any conclusions in relation to secondary schools within the UK. There is also the consideration that coachees may have got better at giving instructions and this may affect the confidence in the relationship between coaching and student progress. |
| **Support for mentoring in this subject** | The focus of the questions for this week is **assessment linked to feedback/ feedforward of geography subject knowledge** for that lesson. You should use geography examination material eg questions from past papers in order to do this. In addition, the reading is based on coaching. Using your IRIS Connect device record a lesson focusing on this. Mentor meetings can centre on the recording and review specifically parts of the lesson linked to assessment/ feedback/feedforward by using geography examination material. Use this recording of what IRIS Connect mentor/ trainee conversation could look like (the example is pace- but you will get the idea). [https://drive.google.com/file/d/1qjgMj9Djuq3YQ6kQOwfffQN1vu3jYbSx/view?usp=drive\_link#](https://drive.google.com/file/d/1qjgMj9Djuq3YQ6kQOwfffQN1vu3jYbSx/view?usp=drive_link) |

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| **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).
* Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.
 | **Y** |
| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| * Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g., using hinge questions) and monitor pupil work during lessons, including checking for misconceptions.
* Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions.
 | **Y** |
| **Questions for mentor and trainee to discuss in mentor meeting**  | 1. How do you monitor pupil work during lessons and use assessment data to make informed decisions about adjusting your teaching?
2. Explain your use of Geography examination material to structure assessment tasks and provide feedback/feedforward to pupils. ( Make reference to the IRIS Connect recording- see subject mentor support above for more information).
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| **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. |