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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** | | | **6/5/24** | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** |
| **Key reading for the week** | Teacher Professional Development and Student Literacy Growth: a Systematic Review and Meta-analysis Badriah Basma1 & Robert Savage  The study assesses the impact of professional development (PD) programs on student literacy in primary schools. Meta-analysis reveals a modest enhancement in literacy, particularly with shorter PD durations combined with high-quality content. Future research advocates for coaching-based programs, highlighting their potential for better outcomes. Cost-benefit analyses are recommended to evaluate PD effectiveness. The study advocates for focusing on phonological awareness, phonics, vocabulary, fluency, and comprehension. A Weight of Evidence (WOE) analysis underscores the importance of shorter, high-quality PD. In conclusion, rigorous and standardised PD approaches are urged to align with literacy goals and maximize effectiveness.  Limitations  The sample sizes selected were small, reporting issues were troublesome and variable, and there was also variability in PD quality and content | | | | | | | |
| **Support for mentoring in this subject** | Please find a link to CPD opportunities provided by the Geographical Association to assist with the development of subject knowledge in Geography.  <https://geography.org.uk/curriculum-support/projects/project-archive/global-learning-programme/subject-knowledge-and-cpd/> | | | | | | | |

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| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | **Y/N** |
| * The importance of CPD beyond the PGCE. For example, looking ahead to Early Career Teaching, MA and Doctoral study. * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.      * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. | | | **Y** |
| **This week trainees should have demonstrated that they know how to:** | | | **Y/N** |
| * Set targets and identify next steps for career/ECT progression. * Work with mentors to develop effective relationships and act on the coaching support. * Know that planning should always be underpinned by up-to-date geographical scholarship, or teaching becomes inaccurate and stale. * Reflect on your ongoing contribution to the effective working of a Geography department. | | | **Y** |
| **Questions for mentor and trainee to discuss in mentor meeting** | 1. Outline how you have effectively worked with your mentor to develop a strong working relationship and act on the coaching support provided. 2. How do you ensure that your planning and teaching is always informed by up-to-date scholarship, research and resources within your subject area?). | | | |
| **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. | |