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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:**  **‘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** | | | |  | | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | |
| **Key reading for the week** | **Summary**  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.  **Reference**  Basma, B. & Savage, R. (2018)  Teacher Professional Development and Student Literacy Growth: a Systematic Review and Meta-analysis.  [**https://link.springer.com/article/10.1007/s10648-017-9416-4**](https://link.springer.com/article/10.1007/s10648-017-9416-4) | | | | | | | | | | |
| **Support for mentoring in this subject** | [Cambridge Mathematics Expresso (Research)](https://www.cambridgemaths.org/for-teachers-and-practitioners/espresso/)[NCETM (CPD)](https://www.ncetm.org.uk/professional-development/) | | | | | | | | | | |
| **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.  Ongoing CPD is important for professional and personal development in teaching e.g., NCETM and Mathematics Association.  Progression on ITE should underpin their development as Mathematics ECTS. | | | | | | | | | | Y  Y  Y  Y  Y |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y/N** |
| Work with mentors to develop effective relationships and act on the coaching support.  Know that planning should always be underpinned by up-to-date mathematical scholarship or teaching becomes inaccurate and stale.  Set targets and identity next steps for career/ECT progression.  Reflect on your ongoing contribution to the effective working of a Mathematics department. Use NCETM and materials to support further development. | | | | | | | | | | Y  Y  Y  Y |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:** Outline how you have effectively worked with your mentor to develop a strong working relationship and act on the coaching support provided.  **Mentor summary of trainee response:**  **Q2:** How do you ensure that your planning and teaching is always informed by up-to-date scholarship, research and resources within your mathematics?  **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. | |