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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education**  **(AY 23/24)**  **Week 39** | | | | | | | | |
| **Course: Secondary Physical Education (11-16) PGCE** | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | |  | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | **Consolidation** | |
| **Name of Link Tutor** | |  | | **Name of setting** | | |  | |
| **Programme** | | **PGCE Physical Education** | | **Week beginning** | | | **20.05.24** | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** |
| **Key reading for the week** | **Summary**:  **McClusky, G., Riddell, S., & Weedon, E. (2015) Children’s rights, school exclusion and alternative educational provision. Retrieved from Children's rights, school exclusion and alternative educational provision (tandfonline.com)**  The paper examines school exclusion and alternative provision (AP) in Wales, highlighting disparities and focusing on children's rights. While some young people report positive experiences, broader findings reveal inconsistencies and concerns, necessitating urgent changes to align with children's rights. Recommendations include improving behaviour management, provision quality, and implementing a national strategy for staff training and better services. Addressing systemic issues, such as high exclusion rates for SEN and disadvantaged pupils, is crucial for upholding children's rights and fostering confidence in the education system.  **Limitations:**   The study is confined to Wales not the rest of the UK, only 156 interviews were carried out and we don't know what type of questions were asked. It was also carried out by the Welsh government who may have a particular agenda against AP  **Reference**  McClusky, G., Riddell, S., & Weedon, E. (2015) Children’s rights, school exclusion and alternative educational provision. Retrieved from Children's rights, school exclusion and alternative educational provision (tandfonline.com) | | | | | | | |
| **Support for mentoring in this subject** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.  The following article through the YST provides insight to empower voices through sport helping build understanding of activity in the community and school from an international perspective. O'Sullivan, M. and MacPhail, A. (2010) Young people's voices in physical education and youth sport. 1st edn. London: Routledge. Chapter 6. SEN in mainstream PE.  In addition please see the following links to support you in the consolidation placement:   * ITaP evaluation link for feedback [https://forms.office.com/e/Y7epvd6UiV](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.office.com%2Fe%2FY7epvd6UiV&data=05%7C02%7CFraserl%40edgehill.ac.uk%7Ce210b32a5ba34a82f25c08dc644b6141%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638495522138614608%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=1fPLHHhF92g7w0AD%2BmG6yx%2FeyyFoXKqUTLSYPP1cRgI%3D&reserved=0) * Further support and guidance for the WDS [Mentor Space - Mentor Space (edgehill.ac.uk)](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.edgehill.ac.uk%2Fmentorspace%2F&data=05%7C01%7CFraserl%40edgehill.ac.uk%7Cc15a2eed2a2a4f3008d608dbca4cb681%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638326203043617220%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=fgtiml2yh3uKfkh3mWA%2Ffiq7DmuCG2%2BTge9gdy%2BH0bI%3D&reserved=0) * Utilizing the [**Secondary PGCE PE curriculum**](https://docs.google.com/document/d/19DlXwB2OYq9IwvK5NdOHYQGNjB_Zg5Yf/edit?usp=sharing&ouid=111478685798602320150&rtpof=true&sd=true)to support the target setting * Mentor training link <https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/mentor-training-and-development/> * Mentor Space link [https://sites.edgehill.ac.uk/mentorspace/documentation-and-forms/?\_gl=1\*zp4691\*\_ga\*NTEzNTM2MDM4LjE2ODM3MTM5MDE.\*\_ga\_XL97ZEE906\*MTcwNTA1OTA4Ni4xMTcuMS4xNzA1MDU5MTQ3LjU5LjAuMA](https://sites.edgehill.ac.uk/mentorspace/documentation-and-forms/?_gl=1*zp4691*_ga*NTEzNTM2MDM4LjE2ODM3MTM5MDE.*_ga_XL97ZEE906*MTcwNTA1OTA4Ni4xMTcuMS4xNzA1MDU5MTQ3LjU5LjAuMA).. * PE Curriculum link <https://www.edgehill.ac.uk/document/secondary-pgce-physical-education-pe-11-16-with-qts-itt-course-plan/> * How to use the WDS including an example and short video [please see here](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flinkprotect.cudasvc.com%2Furl%3Fa%3Dhttps%253a%252f%252fsites.edgehill.ac.uk%252fmentorspace%252fdocumentation-and-forms%252fprofessional-practice-forms%252fsecondary-practice-forms%252f%26c%3DE%2C1%2Ca95n69Ir8dad_0MTTnrFoSm7qxssn94FCjyRqSsOH_KMTQ0KsHbdMCpbvkDfWBjwg6f8gBa_I0ppXYvutQUptH8zVkgBPbPyJPVlC0696YB6CiG0_wI8%26typo%3D1&data=05%7C01%7CFraserl%40edgehill.ac.uk%7C506bbceabf9845879c9708dbea75d5b3%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638361564531749434%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=o6GSXRZYZbWeRvEpmOieiZNdvtnisU7CSg85i5Mg0jQ%3D&reserved=0) * The PE target exemplars [PE-Subject-Specific-Targets.pdf (edgehill.ac.uk)](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flinkprotect.cudasvc.com%2Furl%3Fa%3Dhttps%253a%252f%252fsites.edgehill.ac.uk%252fmentorspace%252ffiles%252f2023%252f08%252fPE-Subject-Specific-Targets.pdf%26c%3DE%2C1%2CW3Wupa3i8hGVLkKXcpuQN5gN8hD0fPydlOK76IIMTPOkksSw5bnbmNCu7Px1gKuoNO9bKRrzBxA2dB_q3q-YDVVIT7x1sJv2UKGvJVrxPT8DgCwV5E8%2C%26typo%3D1&data=05%7C01%7CFraserl%40edgehill.ac.uk%7C506bbceabf9845879c9708dbea75d5b3%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638361564531749434%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=1E6qsu%2FfDXMftCDLN9TniiZCQCTLIX%2F1Fh2LT2Q6ncE%3D&reserved=0) which can be supported with the following weeks curriculum focus * VUWBO tutorial [**https://youtu.be/DwxnsW4ukQE?si=T4wSwtCSLY5aETY6**](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FDwxnsW4ukQE%3Fsi%3DT4wSwtCSLY5aETY6&data=05%7C01%7CFraserl%40edgehill.ac.uk%7C506bbceabf9845879c9708dbea75d5b3%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638361564531749434%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bbEd1781eTZBOeRB%2Fush8zXpelHirC5w2KP3d%2BX%2FkT8%3D&reserved=0) | | | | | | | |

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| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | **Y/N** |
| * Alternative provision exists to support students whose needs cannot be met by mainstream education. * There are a variety of alternative provision settings that provide bespoke support for varying needs | | | **Y** |
| **This week trainees should have demonstrated that they know how to:** | | | **Y/N** |
| * Identify the reasons resulting in alternative provision for student whose needs are often complex. * Recognise the varying types of alternative provision and the challenges faced by professionals working within these settings. | | | **Y** |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1**.  **Q2**. | | | |
| **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. | |