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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week #39** | | | | | | | | | | |
| **Year 1 Course: BA (Hons) Secondary RE with QTS**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | | |  | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | | **Introductory** | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | |
| **Programme** | | **Secondary UG RE +QTS** | | **Week beginning** | | | | **20th May 2024** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary**  The focus of the reading is on literacy and Common misconceptions for vocabulary and language teaching. The report recommends that secondary schools should:   * **Prioritise ‘disciplinary literacy’ across the curriculum**: Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. * **Provide targeted vocabulary instruction in every subject**: Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. * **Develop students’ ability to read complex academic texts**: Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. * **Break down complex writing tasks**: Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. * **Combine writing instruction with reading in every subject**: Combining reading activities and writing instruction is likely to improve students’ skills in both, compared to a less balanced approach as reading helps students gain knowledge which leads to better writing, whilst writing can deepen students’ understanding of ideas. * **Provide opportunities for structured talk**: Talk matters: both in its own right and because of its impact on other aspects of learning as high quality talk is typically well structured and guided by teachers. * **Provide high quality literacy interventions for struggling students**: Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.   **Limitations**  Many literacy programmes claim to be supported by evidence however, it can be challenging to assess these claims or make comparisons between different programmes.  **Reference**  Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf> | | | | | | | | | |
| **Support for mentoring in this subject** |  | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| * Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable, particularly in the teaching of literacy. * Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | | | | | | | | | Y/N    Y/N |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| * Collaborate with colleagues to effectively use resources and materials (such as shared planning or textbooks). * Ensure that learning is sequenced so that pupils’ master foundational concepts before moving on. * Anticipate, plan for and encourage pupils to share common misconceptions to they can be addressed, and pupils have relevant and accurate subject specific knowledge. * Promote/improve pupils’ literacy levels in RE (inc. the use of subject specific language). | | | | | | | | | Y/N  Y/N  Y/N  Y/N |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:**   * Which aspects of the EHU ITT pillars do you feel you have covered this week?   **Mentor summary of trainee response:**  **Q2:**   * How effective have you been in helping to address pupils’ misconceptions? How could you develop this?   **Mentor summary of trainee response:**  **Q3:**   * How do you feel you are developing in supporting and improving pupils’ literacy in your lessons?   *Check that the draft of the case study is accurate, and includes sufficient detail*  **Mentor summary of trainee response:** | | | | | | | | | |
| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.  It might be useful to explore current issues related to misconceptions related to worldviews and FAQ  <https://religiouseducationcouncil.org.uk/resource/worldviews-introduction-faqs/> | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | | **Y/N** |
| Actions or follow up (if needed) | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | **Y/N** |
|  | Actions or follow up (if needed) | | | | | | | | | |
| **Opportunities identified for progress** | **To make progress through the curriculum the trainee needs to:** | | | | | **Opportunities agreed 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. | |