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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week # 41 (Final week of professional practice phase)** | | | | | | | | | |
| **Course:**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | |  | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | **Consolidation** | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | |  | | |
| **Programme** | | **PGCE Secondary**  **Physical Education** | | **Week beginning** | | | **3rd June 2024** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary**  The research found significant gaps in the quality of professional development (PD) in the U.S. compared to international standards. While participation rates are high, PD lacks intensity, duration, and follow-up, impacting its effectiveness on instruction and student outcomes. Disparities persist in access to induction support and collaborative learning, particularly in urban schools. Effective PD designs prioritise curriculum-aligned learning opportunities, but mixed findings on coaching. Compared to high-achieving nations, the U.S. lacks comprehensive, collaborative PD integrated into teachers' schedules. Efforts in some states show positive outcomes, but challenges remain in ensuring equitable access to high-quality PD.  The Edge Hill approach to ITE mentoring is informed by the findings of this research noting the significance of duration, follow-up, curriculum-focussed design and opportunities for development.    **Limitations**  The research is only focussed on US PD, there is little evidence as to what the best PD entails in the high achieving nations and it would have been better to get the US data from a more diverse range of backgrounds.  **Reference**  **Darling-Hammond, L. (2009) Professional Learning in the Learning Profession.**  <https://edpolicy.stanford.edu/sites/default/files/publications/professional-learning-learning-profession-status-report-teacher-development-us-and-abroad_0.pdf> | | | | | | | | |
| **Support for mentoring in this subject** | * 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) | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | **Y/N** |
| How experienced colleagues seek ways to support individual colleagues and work as part of a team.  How to contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g., by supporting expert colleagues with their pastoral responsibilities, such as careers advice).  Know how asking questions and researching subject knowledge and content can aid their development as a teacher.  Critically engage with research and use evidence to critique practice. Leading to an identification of areas for development and engage in appropriate CPD with clear intentions for pupil outcomes.  Strategies to build effective working relationships by working with colleagues as part of a team. | | | | | | | | Y  Y  Y  Y  Y |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | **Y/N** |
| Use research informed methods/results to offer insights into how curriculum and practice can be enhanced.  Critically reflect on their own practice for the purpose of making developments in practice.  Ask a range of questions (in relation to working with your mentor) to ensure progression of knowledge/ pedagogies/ application in Physical Education.  Collaborate with colleagues to effectively use resources and materials (such as shared planning or textbooks).  Consider the development of professional relationships within your wider department and school teams, in addition to those with pupils/ parents/ carers.  How action research can be used as a tool to help develop pupil learning. | | | | | | | | Y  Y  Y  Y  Y  Y |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1** Provide examples of how research-informed methods have been implemented in your classroom to enhance curriculum and teaching practices.  **Mentor summary of trainee response:**  **Q2:** How have your discussions with your mentor helped you progress in your knowledge and application of pedagogies in Physical Education?  **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. | | | | | | | | |
| **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) | | | | | | | | |
| **Future practice development targets for progress on next phase of ITE** | **To develop their practice on the next phase of their ITE, the trainee will need opportunities to:** | | | | | | | | |
| **1.** | | | | | | | | |
| **2.** | | | | | | | | |
| **3.** | | | | | | | | |
| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed to the next phase of their ITE:**  **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 and should be referred to the Associate Head of Department (ITE) for consideration of next steps.** | | | | | | | | | |

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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. | |