Edge Hill University | Faculty of Education

PG Sec Computing Intro WDS Week 2 24/25

Super Admin   **05/09/2024**

Date:

Key reading for the week

Summary: The blog suggests that great teaching is built upon great expectations. It suggests that teachers should set high expectations from the outset and they should continually reinforce these. This includes lessons which have depth, rigorous subject knowledge and challenge, effective questioning, and a clear sense of purpose.

Limitations: This resource does not include any supporting data to support the strategies it suggests. Therefore, it could just be presumed to be Sherrington's opinion. The blog has also not been reviewed by other experts so again, it has not been subject to scrutiny and should not be accepted as 'fact'.

Reference: Tom Sherrington's Teacherhead Blog:
https://teacherhead.com/2018/09/02/great-teaching-the-power-of-expectations/
also ensure you are fully aware of The Department for Education (2024).,Keeping Children Safe in Education, Crown.

Support for mentors with the curriculum focus

NSPCC Research: Child Safeguarding and Immersive Technologies

---

Curriculum for the week

This week the trainee should have demonstrated that they know:

1: Setting clear expectations can help communicate shared values that improve classroom and school culture.

○ Yes   ○ No

2: Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in computing.

○ Yes   ○ No

3: It is fundamentally important to know and understand the school's policies and procedures such as the DSO and safeguarding team and their role and the process for reporting concerns.

○ Yes   ○ No

4: In addition to general policies, computing teachers need to be aware of IT related policies such as user agreements. Computing teachers are often a source of expertise regarding e-safety, but remember this is a whole school responsibility.

○ Yes   ○ No

This week the trainee should have demonstrated that they know how to:

1: Model courteous and aspirational behaviour.

○ Yes   ○ No

2: Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort.

○ Yes   ○ No

3: Set tasks which stretch pupils, but which are achievable.

○ Yes   ○ No

4: Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.

○ Yes   ○ No

Questions for mentor and trainee to discuss in mentor meeting

Q1: How has your understanding of safeguarding and managing behaviour developed this week?

Mentor summary of trainee response.

> [ ]

Q2: Can you link this to any learning from your university learning?

Mentor summary of trainee response.

> [ ]

Has the trainee demonstrated the appropriate professional behaviours required of those training to teach?

○ Yes   ○ No

If you answered no, please provide details.

> [ ]

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?

○ Yes   ○ No

Actions or follow up (if needed)

Has the trainee's wellbeing been discussed?

○ Yes   ○ No

Actions or follow up (if needed)

Trainee attendance this week - please enter the number of days.

-1.00

Opportunities identified for progress

Based on the curriculum for this week, which skill(s) need(s) development.

How, where and/or when could the trainee observe, practice and or receive feedback on these skills?

Progress

Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:

○ Trainee is making sufficient progress through the curriculum and has demonstrated appropriate professional behaviours. ○ Trainee is making sufficient progress through the curriculum, but this has required additional support. ○ Despite additional support the trainee is not making sufficient progress through the curriculum and/or has not displayed the appropriateprofessional behaviours. A Progress Support Plan should be considered.

Please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc.

Signature

Mentor

○ Yes
○ No