

PG Sec Science Intro WDS Week 3 24/25

Super Admin

05/09/2024

Date:

Key reading for the week

Summary: Murdock-Perriera and Sedlacek's 2018 paper is a review of literature investigating the idea of the 'Pygmalion effect' – Teachers' expectations of pupils can effect outcomes – what the paper calls teacher expectancies. It surmises that teacher expectancies do exist and can be enacted through the following mechanisms:

- the positive or negative classroom climate generated by the teacher (e.g., through eye contact and other means)
- the feedback or lack of feedback provided to students
- the time and curriculum quality afforded to each student
- the performance and response opportunities afforded to each student (e.g., opportunities to answer questions and the teacher's patience while waiting for the student to answer)

Limitations: The study acknowledges that even the most severe teacher expectancies explain only a fraction of variation in students' educational outcomes, and that significant expectancies may affect only a fraction of all teachers. Much of the literature reviewed is quite old, and it is possible that the situation in contemporary English schools is different.

Reference: Murdock-Perriera, L.A. and Sedlacek, Q.C., 2018. [Questioning Pygmalion in the twenty-first century: The formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21, pp.691-707.](#)

Support for mentors with the curriculum focus

[The Ofsted report "Deep and Meaningful? The Religious Education Subject Report" emphasises the importance of high expectations in the RE classroom, highlighting the need for a curriculum that is both ambitious and substantial.](#)

Curriculum for the week

This week the trainee should have demonstrated that they know:

1: Setting goals that challenge and stretch pupils is essential.

Yes No

2: Setting clear expectations can help communicate shared values that improve classroom and school culture for example, routines, school ethos and philosophy.

Yes No

3: Encouraging a culture of mutual trust and respect supports positive effect on pupils' life chances.

Yes No

4: In RE it is vital to create a learning environment where students are both challenged and supported as they explore and discuss diverse religious beliefs and practices, fostering critical thinking and personal growth.

Yes No

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

1: Set tasks that stretch pupils, but which are achievable, within a challenging RE curriculum.

Yes No

2: Create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).

Yes No

3: Create a learning environment in RE where students are both challenged and supported by using differentiated instruction, encouraging critical thinking through open-ended questions, and facilitating respectful discussions.

Yes No

Questions for mentor and trainee to discuss in mentor meeting

Q1: What high expectation strategies can be planned to be used to support in the classroom?

Mentor summary of trainee response.

Q2: Explore and reflect upon the school policy, school ethos as well as the pupil's individual needs, the classroom environment in collaboration with other professionals.

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.

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 appropriate professional 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