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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **‘Working creatively with others to enhance life chances’**  **This form should be completed by the mentor during the Weekly Mentor Meeting.** | | | | | | | | | | |
| **Name of trainee** | | **L. Simpson** | | **Trainee ID no.** | | | | **12345567** | | |
| **Name of mentor** | | **R. Skinner** | | **Professional Practice phase** | | | | **Introductory** | | |
| **Name of Link Tutor** | | **B. Gumble** | | **Name of setting** | | | | **Springfield High School** | | |
| **Course** | | **UG QTS Yr3** | | **Week number** | | | | **10** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **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/> | | | | | | | | | |
| **Support for mentors with the curriculum focus** | The Ofsted Research Review into RE is well worth a read if you haven’t read it.  Research review series: religious education - GOV.UK ([www.gov.uk](http://www.gov.uk))  It sets out Ofsted’s thoughts about what high quality RE might look like.  There is a short video on our mentor site which discusses the review and what this means for RE ITE. | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| 1. Setting clear expectations can help communicate shared values that improve classroom and school culture. 2. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in RE. 3. The school’s Safeguarding policy, DSO and safeguarding team and their role and the process for reporting concerns | | | | | | | | | Y  Y  Y |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| 1. Model courteous and aspirational behaviour. 2. Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. 3. Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. | | | | | | | | | **Y**  **Y**  **Y** |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:** What have you learnt about the importance of having high expectations?  **Mentor summary of trainee response:**  Lisa said this applies to everyone not just pupils. By having high expectations for pupils’ teachers know we are stretching them to achieve their full potential and to do their best. Low expectations put a barrier on pupils and what they can achieve. This applies to learning but also behaviour and their aspirations. She spoke about an example she saw in my classroom and how I had adapted a resource to ensure all pupils could meet their goals.  **Q2:** How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning?  **Mentor summary of trainee response:**  The importance of routines and structures is something observed by Lisa in all the classes. She said this sets the lesson off to a calm start and keeps the focus on learning. Where there wasn’t a structure in place for the books or taking your seat sometimes there are more behaviour points given out and Lisa saw this in Mr Homer’s lesson. The reading last week talked about the importance of classroom environment and routines would be part of this. We also spoke about the challenge of routines when you are moving between classes and strategies Lisa could use to settle the class whilst she got her lesson set up.  **Q3:** Are there any specific safeguarding challenges within RE? What are they?  **Mentor summary of trainee response:**  Lisa said that sometimes the content and discussions in RE can be quite personal and this can lead the pupil to disclose something. For example, if you are teaching about the importance of the family for Christians, a pupil may say something about their family which makes you think they may be in danger. There is also the link to Prevent if a pupil says something about terrorism for example. RE teachers may have a student disclose something to them because of the way in which RE teachers are viewed (personal, caring etc).  **Q4: Has the trainee has demonstrated the appropriate professional behaviours required of those training to teach? Y/N** *(if N, 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.*  It has been arranged with Lisa that she is to observe other experienced colleagues within her subject the behaviour management strategies carried out during revision-based lessons.  Department meeting tomorrow at 4pm.  There is Yr9 options evening next week. This would be good to attend so you are familiar with how we work with parents.  Review SOW for Judaism. | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | | **Y/N** |
| It was discussed that Lisa should utilise her PPA time to plan for her lessons rather than using her evenings. | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | **Y/N** |
|  | After the discussion, Lisa feels that this is a positive step to being more organised and utilising PPA time for planning is constructive move forward. | | | | | | | | | |
| **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?** | | | | |
| 1. Making use of the reward and sanction system so this is consistent | | | | | Re-read the policy and observe mentor 4 times this week with a range of classes | | | | |
| 1. Adapting resources to meet the needs of learners in front of her | | | | | Observe mentor with Yr8 and note the impact on behaviour | | | | |
| 1. How to learn the names of students quickly | | | | | Create a seating plan for your Yr7 group and have this in your hand when teaching. | | | | |
| **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 and has demonstrated appropriate professional behaviours.**  **Yes, trainee is making sufficient progress through the curriculum, but they have 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/or has not displayed the appropriate professional behaviours. A Progress Support Plan should be considered.** | | | | | | | | | | |

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| **Mentor (name)** | R. Skinner |
| 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. | |