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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week #** | | | | | | | | | | | | | | | |
| **Course: PGDE Post-14 Education**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | | | | | | |
| **Name of trainee** | | **A.N. Other** | | | | | **Trainee ID no.** | | | **2345679** | | | | | |
| **Name of mentor** | | **J. Bloggs** | | | | | **Professional Practice phase** | | | **Introductory** | | | | | |
| **Name of Link Tutor** | | **J Smith** | | | | | **Name of setting** | | | **FE College** | | | | | |
| **Programme** | | **PGDE Post-14 Education** | | | | | **Week beginning** | | | **w/c 13th November 2023** | | | | | |
| **Days trainee has attended this week** | | **T** | **W** | **T** | **F** | **ETF solo teaching hours to date** | | | **4** | | **ETF teaching observations to date** | **1** | | | |
| **Key reading for the week** | **Summary:**  **The reading focuses on the notion of school connectedness and the impact this can have on students. School connectedness is the belief that adults (such as teachers) and peers (other students) care as much about students as individuals as they do about them as learners.**  **The article suggests that a high level of this belief has a positive impact on school retention and students’ emotional health and well-being. It is also suggested that pupils who do not feel a high level of school connectedness are more likely to engage in risk-taking behaviour. In other to increase student outcomes, School Connectedness is dependent on a number of factors such as the ability of teachers to set high expectations and apply clear and consistent behaviour management policy.**  **Limitations:**  **One major limitation of this research is the inconsistent results within and between interventions relating to both school connectedness and risk behaviour change.**    **Reference:**  **Kern, L., & Clemens, N. H. (2007) Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44(1), 65–75.** [**https://doi.org/10.1002/pits.20206**](https://doi.org/10.1002/pits.20206) | | | | | | | | | | | | | | |
| **Support for mentoring in the FE phase** | **Linking to this week’s theme around Behaviour and High Expectations**  **Please also find the following link** [**https://www.et-foundation.co.uk/news/new-guide-to-promoting-positive-behaviour-from-etf/**](https://www.et-foundation.co.uk/news/new-guide-to-promoting-positive-behaviour-from-etf/) **to help promote positive behaviour within Further Education Settings** | | | | | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | | | | **Y/N** | |
| **1.** **How to set clear behavioural expectations and routines which establish a consistent and inclusive learning environment as appropriate for the FE phase**  **2. Apply rules, sanctions, rewards, and praise in line with the college or training provider policy.**  **3.Respond to any behaviour or bullying which threatens student’s emotional safety**  **4. It is a misconception to think that learners in the FE phase do not display challenging behaviour at times.** | | | | | | | | | | | | | Y  Y  Y  Y | |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | | | | **Y/N** | |
| **1.Work collaboratively as part of a team, transferring knowledge gained and embedding within the classroom and subject setting.**  **2. Communicate classroom expectations clearly from the onset and set reasonable and proportionate expectations for learner behaviour.**  **3. Recognise that knowing student names, planning a lesson, adapting resources, embedding current literature, and having a safe and inclusive classroom are all important factors when planning for teaching.** | | | | | | | | | | | | | **Y**  **Y**  **Y** | |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1: Identify any inspirational or challenging language you have observed this week, what impact did this have on the learning in that classroom?**  **Mentor summary of trainee response:**  **Ann stated that she had observed both inspirational and challenging language in the classroom this week. On the inspirational side, Ann noticed that effectively using motivational language encourages learners during a challenging activity. By praising their efforts and emphasising the growth mindset, the learners seemed more engaged and willing to tackle difficult problems.**  **In relation to challenging language, there was an instance where Ann unintentionally used instructions that were not clear during a group discussion. This led to some confusion among the learners, impacting the overall effectiveness of the activity. Ann discussed this with me as her mentor after the lesson, allowing for deep reflection on the importance of clear communication to foster better learning outcomes.**  **In both cases, the impact of language on learning was evident. Inspirational language boosts learner' confidence and participation, while challenging language momentarily disrupted the flow of the lesson. Ann realised that these observations highlight the significance of the language used in shaping the classroom atmosphere and influencing students' engagement and understanding.**  **Q2: What do you think a positive learning environment looks like in your subject? How would you plan for this?**  **Mentor summary of trainee response:**  **Ann discussed that a positive learning environment within our subject involves creating an atmosphere where learners feel safe to express their ideas, ask questions, and engage in active discussions. It's a space where learners are encouraged to take risks, collaborate with peers, and explore concepts beyond the surface level. In our subject, this positive environment also embraces the idea that mistakes are a natural part of the learning process and are valuable opportunities for growth.**  **To plan for such an environment, I suggested the following strategies to Ann :**  **• Establish Clear Expectations:**  **• Encourage Inquiry:**  **• Use Varied Teaching Techniques:**  **• Foster Collaboration:**  **• Provide Constructive Feedback within the lesson**  **• Build Relationships:**  **• Create a Positive Physical Space:**  **• Model Positivity:**  **• Reflect and Adapt:**  **Q3:**  **How do staff in your college or training provider ensure there is a culture of respect and trust? Discuss the effective /ineffective examples you have observed.**  **Mentor summary of trainee response:**  **Ann mentioned that within the college, the staff consistently work to establish a culture of respect and trust through a range of effective strategies. Within the department there is engagement in open dialogue and transparent sharing of information, fostering a sense of inclusion and respect among colleagues. Collaborative decision-making is another crucial aspect. Staff are encouraged to actively participate in discussions and decision-making processes, which not only values their input but also builds trust in the collective expertise of the team.**  **As a trainee teacher Ann feels that recognition and appreciation play a significant role as well. Regular acknowledgments, whether through awards, team meetings, or simple gestures of gratitude, contribute to a positive atmosphere and reinforce the value placed on each staff member's contributions.**  **Ann did feel that there are cases of inadequate communication from can lead to feelings of exclusion and mistrust among staff members. Encouraging a more open, inclusive, and equitable work environment is a focus area.** | | | | | | | | | | | | | | |
| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, college/department events etc.  **It has been arranged with Ann that she is to observe other experienced colleagues within her subject the behaviour management strategies carried out during revision-based lessons.** | | | | | | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | | | | | **Y/N** | | |
| Actions or follow up (if needed)  **It was discussed that Ann should utilise her PPA time to plan for her lessons.** | | | | | | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | | | | **Y/N** | |
| Actions or follow up (if needed)  **After the discussion, Ann 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** | **To make progress through the curriculum the trainee needs to:** | | | | | | | **Opportunity agrees for trainee to practise, observe, or receive feedback on this target** | | | | | | | |
| 1. **Be familiar with how behaviour is praised and sanctioned** | | | | | | | **Discuss with colleagues how rewards and sanctions are carried out in the class** | | | | | | | |
| 1. **Familiarise yourself with Mould, K (2020) EEF Blog: What are effective Learning Behaviours – and how can we develop them in our pupils?** [**https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them**](https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them) | | | | | | | **Discuss with the mentor why their classroom routine is important** | | | | | | | |
| 1. **Learn the names of the students in their pastoral group** | | | | | | | **Observe form tutor taking the register and introduce yourself to the form** | | | | | | | |
| **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 | J. Bloggs |
| **Trainee** Signature | 1. N. Other |
| 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. | |