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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)****Week 17 (Final week of professional practice)** |
| **Course: PGCE / UHD Further Education and Training**  **‘Working creatively with others to enhance life chances’** |
| **Name of trainee** |  | **Trainee ID no.** |  |
| **Name of mentor** |  | **Professional Practice phase** | **Introductory**  |
| **Name of Link Tutor** |  | **Name of setting** |  |
| **Programme** | **PGCE / UHD Further Education and Training (please highlight)** | **Week beginning** | **18th December 2023** |
| **Days trainee has attended this week** | **T** | **W** | **T** | **F** | **ETF solo teaching hours to date** |  | **ETF teaching observations to date** |  |
| **Key reading for the week** | **Summary: Further Education is the most diverse of all the education sectors. Managing diversity and promoting equality, a legislative requirement of the 2010 Equalities Act, brings significant challenges for practitioners who are tasked with making the rhetoric of politicians a reality, often with little guidance and few resources. This book provides practical guidance for existing lecturers and trainee teachers, explaining how they can overcome these challenges and establish a positive learning environment to meet the needs of all learners.** **Limitations: Equality can only be achieved when college managers have established a relevant** **policy framework and have created the conditions necessary for implementing their policies; when every college tutor has taken the time and personal responsibility to understand what equality policy means for them, their students and their college. Only when these conditions are achieved can equality become reality for all college users.** **Reference: Peart, S., & Wallace, S. (2014). Equality and diversity in further education. Critical Publishing.** [**https://edgehill.on.worldcat.org/oclc/881571404**](https://edgehill.on.worldcat.org/oclc/881571404) |
| **Support for mentoring in the FE phase** | [**www.csie.org.uk**](http://www.csie.org.uk) **Centre for Studies on Inclusive Education**[**www.ecu.ac.uk**](http://www.ecu.ac.uk) **Equalities Challenge Unit**[**www.equalityhumanrights.com**](http://www.equalityhumanrights.com) **Equality and Human Rights Commission** |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| **1. Revisiting the Spiral Curriculum (Bruner,1960) and CLT to avoid overloading working memory by taking prior learning into account when introducing new content and breaking such content into smaller steps/the constituent parts.****2. How to sequence learning so learners are secure in foundational knowledge before introducing more complex material****3. Use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove this when learners can apply such structures to prior learning** |  |
| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| **1. Provide learners with opportunity to consolidate and practice new knowledge and skills.** **2. To structure learning so that their planning allows for teacher explanation initially with specific instruction at the beginning of the lesson to which learners are then able to get on task and carry out independent learning.****3. Carry out frequent checking of learning and give formative feedback thereby allowing for learner progress.** |  |
| **Questions for mentor and trainee to discuss in mentor meeting**  | **Q1:** How is learning structured in your setting? Link this to the learning you have had at university.**Mentor summary of trainee response:****Q2:** What have learners learnt in your lessons this week? How do you know this?**Mentor summary of trainee response:****Q3:** In what ways have aspects of learning been broken down into manageable content for the learners? How have you done this?**Mentor summary of trainee response** |
| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, college/department events etc. |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?**  | Y/N |  |
| Actions or follow up (if needed) |
| **Has the trainee’s wellbeing been discussed?** | Y/N |  |
| Actions or follow up (if needed) |
| **Future practice development targets for progress on next phase of ITE** | **To make progress on the next phase, the trainee needs to:** | **Suggested opportunities needed for trainee to practise, observe, or receive feedback on this target** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **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 (or the trainee referred to the Associate Head of Department for consideration of next steps if trainee is at the end of their consolidation phase)** |

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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. |