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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 21** | | | | | | | | | | |
| **Course: PGDE Post-14 Education**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | |
| **Name of trainee** |  | | **Trainee ID no.** | | |  | | | | |
| **Name of mentor** |  | | **Professional Practice phase** | | | **DEVELOPMENTAL** | | | | |
| **Name of Link Tutor** |  | | **Name of setting** | | |  | | | | |
| **Programme** | **PGDE Post-14 Education** | | **Week beginning** | | | **15th JANUARY 2024** | | | | |
| **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:** **Recent debate has highlighted the Important significance of social partnership in further education for developing new approaches to English vocational education and training (VET). There is international evidence of the contribution that well-established social partnerships between employers, unions and government can make to deliver VET effectively. It is argued that in England VET can benefit from adopting and embedding social partnership models, especially ones in which further education (FE) colleges have a local and regional anchoring role. However, to date, England has persistently failed to implement any kind of significant social partnership for various reasons – a crucial one being government reliance on an employer-led approach to VET. A prerequisite for developing social partnership in further education is to identify and garner support for promising governance and cooperation structures. Such identification foregrounds a conception of a rich civil society and economy, with local and regional partnerships being essential enablers. An examination of FE colleges as part of a VET system reviews the benefits of establishing a coordinated skills system providing coherent local, regional and national pathways for vocational, technical and skilled work. Such a national VET system would integrate universities, employer training, the school curriculum and careers.**  **Limitations: Many difficulties with VET provision in FE colleges result from the fragmentation of the sector, the lack of employer buy-in and industrial strategy, which continue to lead to a failure to deliver its desired outcomes. It may seem odd to talk of a lack of employer buy-in in a VET landscape that valorises employers as constructors of qualifications. However, the reality is often that many employers have little or no interest in promoting training either in or beyond their own companies. Not only does upskilling not fit well with their business strategies (Keep, 2020; Sissons, 2021), but the general lack of qualified staff within a labour market segment leads to individual training initiatives being vulnerable to poaching by other firms. An examination of FE colleges as part of a VET system should review the benefits of establishing a coordinated skills system providing coherent local, regional and national pathways for vocational, technical and skilled work.**  **Reference: Crowther, N., Addis, M., & Winch, C. (2022). Developing English VET (Vocational Education Training) through social partnership in further education. London Review of Education, 20(1).** [**https://doi.org/10.14324/LRE.20.1.32**](https://doi.org/10.14324/LRE.20.1.32) | | | | | | | | | |
| **Support for mentoring in the FE phase** | [**https://www.oecd.org/education/innovation-education/vet.htm**](https://www.oecd.org/education/innovation-education/vet.htm) **- OECD**  **Vocational Education and Training (VET) ensures skills development in a wide range of occupational fields, through school-based and work-based learning. It plays a key role in ensuring lower school dropout rates and facilitates the school-to-work transition. In a changing world of work, well-designed VET systems can play a crucial role in developing the right skills for the labour market, not only for youth but also for adults in need of up-skilling or re-skilling. The OECD VET and Adult Learning Team helps countries understand the main strengths and weakness of their VET systems, and identifies opportunities and challenges for future-ready VET systems that are resilient, flexible and inclusive.** | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1.How teachers are generators of educational knowledge and how action research can be used as a tool to help develop learner learning.**  **2.Reflective practice, supported by feedback from and observation of experienced colleagues, along with professional debate can support improvement.**  **3.That engagement with educational research can support teaching and learning.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1.Strengthen and extend pedagogical and subject knowledge by participating in wider networks.**  **2.Trial and critically evaluate new approaches in their practice with a view to developing their own practice.**  **3. Look at curriculum models evaluating and critiquing those whilst applying to their subject specificity.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.** **What ideas from research and first-hand experience have you used, adapted, and developed to inspire and motivate learners in your classroom?**  **Mentor summary of trainee response:**  **2.Think about something you have taught that did not go well – how would you do things differently next time?**  **Mentor summary of trainee response:**  **3. Explain what research you carried out to help you with T&L in your subject**  **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) | | | | | | | | | |
| **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.** | |  | | | | | | | |
| **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.** | | | | | | | | | | |

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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. | |