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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 26** | | | | | | | | | | |
| **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** | | | **19th FEBRUARY 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: The Department for Education’s online Workload Challenge consultation ran between 22 October and 21 November 2014. It asked three key open-ended questions: 1. Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from? 2. Send us your solutions and strategies for tackling workload – what works well in your school? 3. What do you think should be done to tackle unnecessary workload – by government, by schools or by others? A report was produced which presented analyses of an initial 10% sample (1,680) of consultation respondents, who answered all three questions. This report presents the findings from the analyses of a sample of 240 members of staff working in sixth form colleges, of which the majority (71%) were classroom teachers. Respondents in the sample of sixth form colleges noted that the tasks that they**  **undertake are not ‘unnecessary’ or ‘unproductive’, but the amount of work that is required within the time that they have creates the burden on their workload. The most frequently mentioned source of unnecessary and unproductive workload, according to 75% of respondents in the sample of sixth form colleges, was within the category of school administration and management. Other common broad themes that responses corresponded to were accountability and lesson planning and policies, assessment, and reporting administration.**  **Limitations: The Workload Challenge survey asked three key open-ended consultation questions, however when reading and interpreting the results it is noteworthy that respondents were self-selecting so the results should not be read as being representative of the overall college workforce.**  **The sample of sixth form college responses was coded using the same framework used in the analysis of the 10% sample of all responses to allow comparison with the main findings. The analysis is presented in this report along with direct quotes which illustrate or exemplify the findings. Where respondents have noted what they thought to be useful or good practice, this is highlighted using shaded boxes.**  **Reference: Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education**  [**https://assets.publishing.service.gov.uk/media/5a7ff89fe5274a2e87db7165/DFE-RR456A\_-\_Workload\_Challenge\_Analysis\_of\_teacher\_consultation\_responses\_sixth\_form\_colleges.pdf**](https://assets.publishing.service.gov.uk/media/5a7ff89fe5274a2e87db7165/DFE-RR456A_-_Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf) | | | | | | | | | |
| **Support for mentoring in the FE phase** | [**https://www.anngravells.com/information/assessment#&gid=1&pid=1**](https://www.anngravells.com/information/assessment#&gid=1&pid=1) **– Assessment in FE**  [**https://www.fenews.co.uk/fe-voices/what-is-assessment/**](https://www.fenews.co.uk/fe-voices/what-is-assessment/) **- What is assessment in further education?** | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1.How to utilise externally validated material (such as past papers at GCSE, BTEC or A level) to structure assessment tasks.**  **2.Scaffold and structure self and peer assessment, making use of model answers which highlight key details.**  **3. Strategies such as managing workload, resilience (Allan, 2020) and planning will help them to protect time for rest and recovery and promote good mental well-being** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1. Construct a curriculum design and know how it impacts on subject delivery incorporating active and innovative teaching and learning methods.**  **2. To use strategies based on practical and creative approaches to teaching, learning and assessment.**  **3. To articulate high-quality feedback whether that be written or verbal, to encourage further effort, and provide specific guidance on how to improve** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.How do assessment practices in your college or training provider motivate learners to take ownership of their learning?**  **Mentor summary of trainee response:**  **2. How are you managing your workload. What strategies or support have you found to be of use?**  **Mentor summary of trainee response:**  **3. Have you been able to identify any effective practice which would make assessment less onerous? If so, what?**  **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. | |