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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 29** | | | | | | | | | | | | | | | |
| **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** | | | **CONSOLIDATION** | | | |
| **Name of Link Tutor** | |  | | | | | | | **Name of setting** | | |  | | | |
| **Programme** | | **PGCE / UHD Further Education and Training (please highlight)** | | | | | | | **Week beginning** | | | **11th MARCH 2024** | | | |
| **Days trainee has attended this week** | | **M** | **T** | **W** | **T** | **F** | **ETF solo teaching hours to date** |  | | **ETF teaching observations to date** | | |  | | |
| **Key reading for the week** | **Summary: This practical guide for teachers and tutors in the further education and skills sector will help them develop their digital literacy skills to enhance teaching and support student learning. Effective digital skills are essential for all teachers and tutors in the Further Education (FE) and Skills Sector. This text brings together important theory and research around digital literacy and outlines what this means for teaching in the sector. It introduces different types of web-based technologies and explores how they can be used in teaching; provides guidance on the digital skills teachers and tutors need and how they can be developed; examines issues of digital safety, security and responsibility and how online learning communities can be accessed; applies critical thinking, creativity, and responsibility to the processes of using digital technologies inside and outside of the classroom. Providing a comprehensive framework, underpinned by the standards through which to develop digital literacy skills, this is an essential resource for those teaching or training to teach in the FE and Skills sector.**  **Limitations: This book looks at how digital literacy is important as an FE teacher, and looks at how it is useful in the engagement of students in an FE setting, however since the publication of this book technology and AI have evolved and this needs to be considered in the context of T&L in an FE setting**  **Reference: White, J. (2015). Digital literacy skills for FE teachers. SAGE/Learning Matters.** [**https://edgehill.on.worldcat.org/oclc/1013730273**](https://edgehill.on.worldcat.org/oclc/1013730273) | | | | | | | | | | | | | | |
| **Support for mentoring in the FE phase** | **ETF – Equality and Inclusive Education – Blog - https://www.et-foundation.co.uk/resources/inclusivefe/and ETF #InclusiveFE @** [**https://www.et-foundation.co.uk/the-etf-thinks/podcast/#Pod-EDI**](https://www.et-foundation.co.uk/the-etf-thinks/podcast/#Pod-EDI)  **ETF - Education for sustainable development (ESD) in different subject areas -** [**https://www.et-foundation.co.uk/resources/esd/esd-resources/esd-in-different-subject-areas/**](https://www.et-foundation.co.uk/resources/esd/esd-resources/esd-in-different-subject-areas/) | | | | | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | | | | | **Y/N** |
| **1. How to deliver a carefully sequenced curriculum which encompasses the college/ setting’s vision for its knowledge, skills and values.**  **2. To support learners in building increasingly complex mental schemas over a given period.**  **3. Draw explicit links between new content and the key knowledge in their subject areas and revisit aspects of the subject proving difficult to understand.** | | | | | | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | | | | | **Y/N** |
| 1. Show that modelling helps learners understand new processes and ideas thereby making abstract ideas concrete and accessible.  2. Share subject specific guides, exemplars, scaffolds, and worked examples which can help learners apply new ideas to their own work.  3. Know when learning strategies can be gradually removed as student expertise increases. | | | | | | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.How does the curriculum in your subject area promote the use of EDI and digital skills?**  **Mentor summary of trainee response:**  **2.Looking at your subject knowledge, critically review ways you could develop this considering the Minimum Core.**  **Mentor summary of trainee response:**  **3. Considering your understanding and critical appreciation of diversity, inclusion, and sustainability, how does your subject curriculum recognise individual needs and a greater understanding of others.**  **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** | | | | |
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| **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. | |