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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **‘Working creatively with others to enhance life chances’**  **This form should be completed by the mentor during the Weekly Mentor Meeting.** | | | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | | |  | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | | **INTRODUCTORY** | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | |
| **Course** | | **PGDIT in Further Education and Skills** | | **Week number** | | | | **7** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: This book offers a practical guide for trainee teachers, helping them cultivate essential personal and professional skills for today's teaching environment. It takes a holistic approach to teacher development, addressing both pedagogical techniques and interpersonal skills. The guide highlights the importance of reflective practice, understanding diverse learner needs, and fostering resilience and adaptability in teaching. While it provides a comprehensive introduction to the teaching profession, a deeper focus on theoretical, digital, and context-specific aspects could enhance its usefulness for a wider audience of teaching trainees. Key areas covered include:**  **Professionalism: Understanding the role of a professional teacher, including standards, expectations, and ethical responsibilities.**  **Pedagogical skills: Designing effective lessons, managing classrooms, and conducting assessments efficiently.**  **Personal development: Managing stress, achieving a work-life balance, and building resilience in demanding teaching contexts.**  **Reflective practice: Encouraging teachers to reflect on their methods and continually improve through self-awareness.**  **Limitations:**  **Limited Depth in Pedagogical Theories:** While the book offers practical guidance, it may not delve deeply into the theoretical foundations of pedagogy. Trainees seeking a stronger theoretical basis may need to consult additional resources.  **Generalised Approach:** The advice provided is broad and may not fully address the specific needs of all teaching contexts or subjects, particularly those requiring more specialized expertise (e.g., STEM or vocational education).  **Insufficient Focus on Digital Learning:** Despite being published in 2021, the book offers limited insights into the integration of technology and digital tools in teaching, a critical area in today’s educational landscape.  **Reference: Thompson, C. & Wolstencroft, P. (2021) Being a Teacher: The trainee teacher’s guide to developing the personal and professional skills you need, Learning Matters.** | | | | | | | | | |
| **Support for mentors with the curriculum focus** | This guide from the EEF discusses evidence based practice in relation to mentoring <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>  Guidance from the ETF discussing the importance of Safeguarding in an FE setting <https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/> | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1.That teachers and lecturers are key role models, who can influence the attitudes, values, and behaviours of their students, with a focus on Canter’s Theory of Assertive Discipline.**  **2.That a culture of mutual trust and respect supports effective relationships with learners thereby facilitating learning.**  **3. The importance of a positive and safe learning environment rooted in routines and how the building of trusting relationships benefits all students, especially for those learners who have a particular learning difficulty or SEND** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1. Identify and familiarise themselves with placement setting safeguarding procedure, including the name of the Safeguarding Lead. They should know their role and responsibilities in this process to keep children and young people safe.**  **2. Create a culture of respect and trust in the classroom that supports all learners to succeed (e.g., by modelling the types of courteous behaviour expected of students) and respond quickly to any behaviour or bullying that threatens emotional safety.**  **3.Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises student effort.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1: Who is the DSL (Designated Safeguarding Lead) in your setting? What are the processes and structures in place to keep learners safe and what role/responsibility do you play in this?**  **Mentor summary of trainee response:**  **Q2:** **Explain what is meant by personal and professional conduct and give examples of the Occupational Standards which you are held to. Why are such standards important?**  **Mentor summary of trainee response:**  **Q3: What have you learned in relation to professionalism when observing other colleagues from other departments?**  **Mentor summary of trainee response**  **Q4: Has the trainee has demonstrated the appropriate professional behaviours required of those training to teach? Y/N** *(if N, please provide details)* | | | | | | | | | |
| **Additional notes from mentor meeting** | *For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/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** | **Based on the curriculum for this week, which skill(s) need(s) development?** | | | | | **How, where, and/or when could the trainee observe, practice and/or receive feedback on these skills?** | | | | |
| **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 and has demonstrated appropriate professional behaviours.**  **Yes, trainee is making sufficient progress through the curriculum, but they have 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 and/or has not displayed the appropriate professional behaviours. A Progress Support Plan should be considered.** | | | | | | | | | | |

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| **Mentor (name)** |  |
| 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. | |