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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 24/25)**  **‘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** | | | | **8** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: In the section of How Learning Happens, Kirschner and Hendrick focus on connecting educational psychology theory to practical teaching. They explore seminal research and key principles from cognitive psychology that impact how learning occurs, especially in classroom environments. Key ideas include Cognitive Load Theory (CLT). Kirschner and Hendrick discuss how the human brain has limited working memory capacity and how instructional design should avoid overloading it with too much new information at once. They also look at Worked Examples and Scaffolding and explain the use of worked examples and scaffolding as effective methods to manage cognitive load. By showing students step-by-step solutions (worked examples) and gradually removing supports (scaffolding), teachers can enhance student understanding and retention. They go on to state that students gain expertise, instructional techniques like worked examples become less useful, and more independent problem-solving becomes beneficial. This effect shows the importance of adapting teaching methods to students' skill levels. The authors also discuss Dual Coding Theory which discusses how dual coding, or the use of both verbal and visual information, can help deepen learning by engaging multiple cognitive pathways.**    **Limitations: limitations of this research include the overemphasis on Cognitive Load Theory although an important framework, the chapter overstates its pertinence across all teaching contexts. It could focus on other influential educational theories, such as constructivist approaches, that may offer complementary insights. The chapter has little emphasis on social and emotional factors with little attention to these factors which can influence student engagement and learning outcomes. There is also a generalisation of teaching strategies which does not fully address the variability in student learning preferences and needs. There is also limited attention to diverse learning contexts in that the research is largely applicable to traditional classroom settings and does not explore how these ideas translate into diverse or non-traditional learning environments (e.g., online learning, vocational education).**  **Reference: Kirschner, P.A & Hendrick, C. (2024) How Learning Happens: Seminal Works in Educational Psychology and What They Mean in Practice, Routledge - pp. 115-126**  [**https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=31136685**](https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=31136685) | | | | | | | | | |
| **Support for mentors with the curriculum focus** | This link offers practical advice for teachers in an FE setting  <https://www.et-foundation.co.uk/news/new-guide-to-promoting-positive-behaviour-from-etf/>  This article discusses the issues around behaviour in colleges and what we can do to address them  [What's behind the rise in bad student behaviour in colleges? (feweek.co.uk)](https://feweek.co.uk/whats-behind-the-rise-in-bad-student-behaviour-in-colleges/#:~:text=Beer%20notes%20that%20some%20colleges%20have) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1.That lecturers in FE can use a range of strategies within a session to motivate and assess learners, such as a range of questioning techniques and reward systems.**  **2.: Using a range of strategies, such as those underpinned by CLT, behaviourism, cognitivism and constructivism can be effective at increasing motivation in the FE classroom.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1.Identify a range of strategies used effectively by teachers.**  **2.Understand the range of needs within a classroom which may influence students’ behaviour and attitudes.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1: What strategies have you observed in creating a safe classroom environment?**  **Mentor summary of trainee response:**  **Q2:** **How are behaviours managed in your setting both inside and outside of the classroom?**  **Mentor summary of trainee response:**  **Q3: What policies are in place for ensuring suitable behaviour in your placement?**  **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. | |