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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 this extract, Kirschner and Hendrick bridge educational psychology with practical teaching strategies. They delve into foundational research and core principles from cognitive psychology that influence learning, particularly in classroom settings. Key concepts include Cognitive Load Theory (CLT), where the authors emphasise the brain's limited capacity for processing new information and the importance of instructional design that avoids overwhelming students. They highlight the value of using Worked Examples and Scaffolding, where step-by-step demonstrations help learners manage cognitive load, and support is gradually reduced to foster deeper understanding. As students become more proficient, the authors suggest shifting from worked examples to independent problem-solving, underscoring the need for adaptable teaching techniques based on student progress. Additionally, they explore Dual Coding Theory, which posits that combining verbal and visual information enhances learning by engaging multiple cognitive pathways.**  **Limitations:**  **The chapter's heavy focus on Cognitive Load Theory, while valuable, tends to overstate its relevance in all educational contexts. A broader discussion incorporating other influential theories, such as constructivist approaches, could offer more comprehensive insights. Furthermore, the authors give little attention to social and emotional factors, which significantly impact student engagement and learning. The generalization of teaching strategies also overlooks the diversity of student learning preferences and needs. Lastly, the chapter primarily addresses traditional classroom environments, with limited consideration of how these ideas apply to diverse or non-traditional learning settings, such as community learning or vocational training.**  **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** | [Looking for answers: Investigating… | Association of Colleges (aoc.co.uk)](https://www.aoc.co.uk/services/blogs/looking-answers-investigating-behaviour-and-motivation-in-fe)  This blog from the AoC looks at behaviour and motivation in FE  [Behaviour management requires a united staff front (feweek.co.uk)](https://feweek.co.uk/behaviour-management-requires-a-united-staff-front/)  The FE week article discusses how to manage behaviour | | | | | | | | | |
| **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. | |