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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** | **13** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary:** The authors emphasise reflective practice, encouraging educators to examine their responses to student behaviour critically. This reflective process helps educators become more aware of their biases, underlying assumptions, and the influence these may have on managing classroom behaviour. They discuss how educators are guided to reflect systematically on their reactions and strategies when handling challenging behaviours, which aids in identifying effective approaches. They also go on to discuss solution focussed techniques working with students to set achievable goals that focus on positive behaviours rather than simply addressing negative actions. This strengths-based approach helps build self-efficacy and motivation among students. Practical examples illustrate how educators can apply these strategies in diverse scenarios, reinforcing the link between theory and practice.**Limitations**: It is noted that all the strategies do not fully account for the variety of behavioural challenges in FE, especially in highly diverse or under-resourced environments. That there is a need for additional training whereby implementing reflective and solution-focused approaches may require substantial training and support, which may not be accessible to all educators. The process of self-reflection and the solution-focused approach can be time-consuming, making it challenging to apply consistently within time-constrained curricula. Overall, while the framework offers valuable insights, its effectiveness may depend on adequate training, time availability, and adaptability across various FE contexts.**Reference:** Duckworth, V., Flanagan, K., McCormack, K. & Tummons, J. (2012) Understanding Behaviour 14+, Open University Press. Chapter 6: A framework for reflection and solution-focused approaches to problems, pp. 104-134.  |
| **Support for mentors with the curriculum focus** |  **This link discussed promoting positive behaviour within the FE Setting** [**https://www.et-foundation.co.uk/news/new-guide-to-promoting-positive-behaviour-from-etf/**](https://www.et-foundation.co.uk/news/new-guide-to-promoting-positive-behaviour-from-etf/)**This link looks at Safety and Security influencing behaviour in FE settings** [**https://www.fenews.co.uk/fe-voices/safety-and-security-in-fe-positively-influencing-attitudes-and-behaviour/**](https://www.fenews.co.uk/fe-voices/safety-and-security-in-fe-positively-influencing-attitudes-and-behaviour/) |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| **1. That learners have a range of needs and strengths and to recognise some of the reasons for this and the importance of high expectations to stretch and challenge all students.** **2. That Heads of Dept, SENCO and other specialist colleagues have valuable expertise and can ensure that appropriate support is in place for students.** |  |
| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| **1.Demonstrate that structured tasks and questions can allow teachers and learners to easily identify misconceptions and knowledge-gaps and address them using concrete examples.****2.Plan a sequence of learning to deliver building on the schema and add new learning/ knowledge using retrieval practice and spiral curriculum (Bruner, 1960).** **3.Support ALL pupils including those with a range of additional needs. Utilising, for example, the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.** |  |
| **Questions for mentor and trainee to discuss in mentor meeting**  | **Q1. How do you plan to check for prior knowledge and pre-existing misconceptions in your subject areas?****Mentor summary of trainee response:****Q2. How do research and theories inform planning for a sequence of learning in your subject?** **Mentor summary of trainee response:****Q3. Why is it important to work closely with colleagues/families and other professionals to support learners with specific needs? Give an example of how you could do this in your subject area.****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. |