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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** | | | | **15** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: Singh Gill examines Dunlosky’s research on effective study strategies, particularly those with strong evidence from cognitive psychology, and adapts them for practical application in the classroom. The book highlights techniques such as spaced practice, retrieval practice, and elaborative interrogation, each shown to enhance long-term learning and understanding. Singh Gill emphasises how these methods can be integrated into lessons to optimise student learning and retention, particularly focusing on actionable advice for teachers in various educational contexts. This adaptation bridges the gap between theoretical research and classroom practice, aiming to empower teachers to apply cognitive science effectively and help students build lifelong learning skills.**  **Limitations: Include generalisation across educational contexts in that whilst it provides actionable strategies, it lacks detailed differences for specific age groups or disciplines, which could limit its applicability in diverse educational settings. Also, techniques like spaced and retrieval practice often require structural changes to curriculum design, which may be challenging to implement within traditional schooling schedules or rigid curricula. There is also a dependency on teacher initiative the effectiveness of this depends on teachers’ understanding and willingness to implement cognitive science practices, which may not be feasible without adequate professional development and support. Overall, Singh Gill’s book offers practical tools for enhancing student learning but may be constrained by factors like curriculum structure and resource availability.**  **Reference: Singh Gill, A. (2022) Dunlosky’s Strengthening the Student Toolbox in Action, John Catt Educational Ltd.** | | | | | | | | | |
| **Support for mentors with the curriculum focus** | **From the EEF – this link looks at how effective collaborative learning is in T&L**  [**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches)  **From Ross Morrison McGill, he looks at how collaboration in planning is an effective tool**  [**https://strategyeducation.co.uk/what-you-need-to-know-about-collaborative-curriculum-planning/**](https://strategyeducation.co.uk/what-you-need-to-know-about-collaborative-curriculum-planning/) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1. How to identify essential concepts, knowledge and skills within a sequenced curriculum and look to apply the curriculum specifications relevant to your subject.**  **2. Provide opportunity for all learners to learn and master essential concepts, knowledge, and skills in their subject thereby ensuring that learning is sequenced so that students master initial concepts before moving on and address misconceptions.**  **3. Including the key ideas and principles within their subject is important when sequencing learning over a sustained period of time.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1. Consider the research regarding process and product models of curriculum and the relevance of each to their own subject teaching.**  **2. Thinking about working with subject specialist colleagues when planning teaching delivery.**  **3. Explain the benefits of interleaving and spacing practice within the curriculum** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.Give an example of how you have addressed a misconception in your subject area.**  **Mentor summary of trainee response:**  **2.How did this impact on the learning of your students?**  **Mentor summary of trainee response:**  **3. Explain how you have used questioning as an effective tool when assessing level of understanding.**  **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. | |