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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** | | | | **16** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: Chapter 5 of Peter Westwood's "Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom" (3rd edition) focuses on adapting teaching methods to cater to diverse student needs. He states that a key ingredient of an inclusive classroom is a flexible approach to teaching that can, when appropriate, be adapted to accommodate educationally significant differences among students (Vaughn et al., 2022; Wilson et al., 2022). Within this chapter he states that teaching adaptively during lessons can be very challenging for teachers, particularly with large classes. Partly because teachers learn very little during their initial training about how to adjust instruction according to the characteristics of their students. Interestingly he states that teachers who work in special education, and with smaller groups, tend to incorporate more adaptations naturally in their lessons. This chapter provides a focus on the many ways in which teachers can adjust teaching methods to engage with all their students and bring about effective learning**  **Limitations: In relation to this chapter there could be the opportunity to include more specific examples and step-by-step guidance for adapting teaching methods for diverse needs. Address constraints like time, resources, and class size that may hinder implementation. Explore ways to integrate student-centered learning approaches alongside teacher-directed method and provide more culturally inclusive strategies for making metaphors and vocabulary relevant to all students especially within the FE sector**  **Reference:** Westwood, P. (2024) Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom, Routledge, 3rd edition. Chapter 5, pp. 47-61. | | | | | | | | | |
| **Support for mentors with the curriculum focus** | A useful insight into the Evidence Base and Adaptive Teaching  [EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and… | EEF](https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1?utm_source=/news/eef-blog-ecf-exploring-the-evidence-part-1&utm_medium=search&utm_campaign=site_search&search_term=Ada)  Nasen offers resources and guidelines on adaptive teaching, emphasising inclusivity and equity for all learners. It includes practical advice on using flexible teaching strategies and assistive technologies to support diverse classroom needs.  <https://asset.nasen.org.uk/adaptive_teaching_in_an_inclusive_classroom.pdf> | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1.What effective adaptive teaching methods look like in their subject area.**  **2.How to ensure effective adaptations are made in their subject within the FE sector, ensuring that all learners are able to make progress rather than learning goals being reduced or expectations being lowered.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1.Apply strategies which enables them to adapt their teaching to meet the needs of their learners**  **2. Know the difference between Adapted and Differentiated teaching.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.How have you adapted your teaching to meet the needs of SEND students? How effective has this been?**  **Mentor summary of trainee response:**  **2.How have you challenged your learners in your lessons this week? Have you considered the questioning within it? How could you develop this?**  **Mentor summary of trainee response:**  **3.Thinking about one of your lessons this week, reflect on how you adapted your teaching for specific SEND learners or those with SpLD or considered EDI and Sustainability?**  **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. | |