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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. It emphasizes a balance between teacher-directed methods, such as explicit instruction for foundational skills, and student-centred approaches, like inquiry-based learning, which foster creativity and independence. Practical recommendations include tailoring questioning, feedback, and task complexity, as well as leveraging digital tools and flipped classrooms to support differentiation. The importance of flexibility and responsiveness in lesson delivery is highlighted, ensuring engagement for all students, including those with disabilities or learning difficulties  **Limitations:** However, the limitations highlighted in the chapter resonate strongly with challenges in the FE sector. For example, large class sizes, time constraints, and limited resources can hinder the implementation of differentiated approaches or digital tools, such as the flipped classroom model. Additionally, the balance between direct teaching for core skills and student-centred activities for vocational application is complex and requires careful planning. Despite these challenges, the chapter’s focus on adaptability, inclusivity, and evidence-based strategies offers valuable insights for FE practitioners striving to meet the sector's diverse demands.  **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** | **This article looks at what adaptive teaching is and why is it important** [**https://nationalcollege.com/news/what-is-adaptive-teaching-and-why-is-it-so-important**](https://nationalcollege.com/news/what-is-adaptive-teaching-and-why-is-it-so-important)  **The following is an EEF article on moving from differentiation to adaptive teaching** [**https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching**](https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching) | | | | | | | | | |
| **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:**  **4. 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. | |