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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** | | | | **DEVELOPMENTAL** | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | |
| **Course** | | **PGDIT in Further Education and Skills** | | **Week number** | | | | **21** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary:** This book serves as a comprehensive guide for educators in Higher Education (HE) and Further Education (FE), offering practical strategies and theoretical insights into digital learning, teaching, and assessment. It explores the integration of technology into pedagogical practices, focusing on creating engaging, inclusive, and effective learning environments. Key themes include the design of online and blended learning, the role of digital tools in fostering student engagement, and innovative approaches to assessment in digital contexts. The book also emphasizes the importance of digital literacy for both educators and learners, providing actionable tips and case studies to support the implementation of digital education practices. It is particularly valuable for practitioners seeking to adapt to the evolving demands of modern education.  **Limitations:** Given the rapid pace of digital innovation, some of the tools or practices discussed may quickly become outdated, limiting the book’s long-term relevance. Also, while it provides valuable insights into digital tools, it might underemphasize the challenges of implementation in institutions with limited technological resources or infrastructure.  **Reference:** Scott, D. (2022) Digital Learning, Teaching and Assessment for HE and FE Practitioners, Critical Publishing. | | | | | | | | | |
| **Support for mentors with the curriculum focus** | [Embracing hybrid teaching: empowering the future of education - The Education and Training Foundation](https://www.et-foundation.co.uk/edtech/embracing-hybrid-teaching-empowering-the-future-of-education/)  **This ETF blog explores blended learning and its benefits**  [What is an effective digital experience for learners? - The Education and Training Foundation](https://www.et-foundation.co.uk/edtech/what-is-an-effective-digital-experience-for-learners/)  **This blogs looks at what learners expect from a digital learning experience** | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| 1. How to use a range of suitable digital tools for students, linked to formative assessment (Kahoot, Padlet etc.).  2.How to make effective use of digital resources to benefit both workload and kinaesthetic approaches to teaching. | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| 1. Identify effective digital tools both for students use and as a tool of assessment.  2. Embed digital tools into their planning in a way which enhances their sessions and formative assessment. | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | 1. **How have you developed your knowledge and ability to set formative assessment tasks linked to objectives? What are your areas of development?**   **Mentor summary of trainee response:**   1. **How do you ensure that learners have developed their understanding rather than just checking they understand the task or completed the work? Why is this important?**   **Mentor summary of trainee response:**   1. **Have you been able to identify any effective / ineffective assessment practice during your observations this week? What was it? Why did it work/not work?**   **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. | |