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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** | | | | **24** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: Peter Westwood's book, "Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom" (2024), serves as a comprehensive guide for educators striving to accommodate the diverse needs of students in today's classrooms. Westwood emphasises the importance of adopting inclusive teaching practices that cater to a wide range of learning needs. He provides evidence-based strategies for adapting curriculum content, learning activities, assessments, and resource materials to support all students effectively. Within it he considers understanding diversity and recognising the varied backgrounds, abilities, and learning needs students bring to the classroom. He includes ideas for implementing inclusive strategies whereby teaching methods are utilised to promote engagement and learning for every student. Consideration is given to adapting curriculum and assessment for all learners by modifying content and evaluation.**  **Limitations: The limitations to this book include Contextual Variability: While the book offers a range of strategies, their effectiveness may vary depending on specific classroom contexts, such as cultural differences, resource availability, and institutional support. Implementation Challenges: Educators may face practical difficulties in applying certain strategies due to constraints like large class sizes, limited time, or insufficient training or funding in inclusive practices. Even though this a 2024 edition of the book some evolving educational practices may be outdated given the dynamic nature of educational research, with some approaches discussed requiring adaptation to align with the latest developments in inclusive education.**  **Reference:** Westwood, P. (2024) Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom, Routledge | | | | | | | | | |
| **Support for mentors with the curriculum focus** | **A useful paper by the EEF – looks at** [**Understanding Adaptive Teaching v11**](https://d2tic4wvo1iusb.cloudfront.net/production/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1737444682)  **Another useful guide from Inclusiveteach.com** [**Implementing Adaptive Teaching in Your Classroom a guide for Teachers and TAs**](https://inclusiveteach.com/wp-content/uploads/2024/02/implementing-adaptive-teaching-in-your-classroom-a-guide-for-teachers-and-tas.pdf) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1. How to adapt teaching and resources for a range of needs, such as SPLD, EAL and prior attainment.**  **2. How to identify needs in their classroom and adapt their teaching as required.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1.Vocalise and explain particular strategies or adaptations they have made for a student.**  **2. Identify a student for a case study on adaptive teaching.**  **3. Use theory to explain why certain adaptations can be beneficial for this student.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.** **Why is it important to be aware of student motivation within your teaching sessions?**  **Mentor summary of trainee response:**  **2. How do teachers build resilience with their students?**  **Mentor summary of trainee response:**  **3. Why is it important to reflect on the language we use with our students, if we wish to grow their mindsets**  **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. | |