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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** | | | | **25** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: Hattie and Timperley's article focuses on the role of feedback in learning and performance improvement. They provide a comprehensive framework for understanding feedback's effectiveness and how it influences student outcomes. Feedback is information provided about aspects of performance or understanding, aimed at reducing the gap between current and desired outcomes. The authors categorise feedback into four levels:**   1. **Task-Level Feedback: Focuses on how well a task is performed (e.g., “Your essay structure is clear”).** 2. **Process-Level Feedback: Targets strategies and processes used to complete a task (e.g., “You might want to try breaking this problem into smaller parts”).** 3. **Self-Regulation Feedback: Aims to foster independent learning and self-assessment skills (e.g., “What strategies could you use to improve this on your own?”).** 4. **Self-Level Feedback: Often involves praise unrelated to the task (e.g., “You’re so smart!”). While this can boost morale, it is less effective for learning.**   **They go to write that feedback is most effective when it is timely, specific, and actionable and it should address three critical questions, where am I going? (goals), how am I doing? (progress), and where to next? (next steps). They go on to state that feedback must align with the learner's prior knowledge and abilities and that the learner’s motivation and engagement also determine how well feedback is utilised.**  **Limitations: While the article is a cornerstone in feedback research, educators should consider its limitations when applying the principles in diverse and complex teaching environments such as Further Education. The article focuses heavily on cognitive dimensions of feedback, with less attention to emotional and relational aspects, which are critical in diverse educational settings. The framework is largely theoretical and may not address practical challenges in real-world classrooms, such as large class sizes or varying resource availability. The study does not adequately explore how individual differences, such as age, cultural background, or learning disabilities, impact the effectiveness of feedback. And while formal feedback is well-explored, informal feedback mechanisms (e.g., peer discussions, body language) are less emphasised.**  **Reference:** Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. <https://doi.org/10.3102/003465430298487> | | | | | | | | | |
| **Support for mentors with the curriculum focus** | **An article discussing how intervention and feedback to improve a students literacy ability** [Full article: Can students’ feedback literacy be improved? A scoping review of interventions](https://www.tandfonline.com/doi/full/10.1080/02602938.2023.2177613#abstract). | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1. That recording data is useful for improving student outcomes when considering progression.**  **2. That written marking is only one form of feedback and making use of marking strategies (e.g., using abbreviations or codes) is beneficial to help manage the workload.**  **3. That high quality verbal feedback should be given during a lesson and written feedback is typically more effective after.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1.Identify effective approaches to marking and alternative approaches to providing feedback to manage workload and focus on learner understanding in that subject.**  **2. Give feedback both verbally and written through techniques learnt in professional practice.**  **3. Utilise other efficient approaches to assessment and include using whole class feedback or well supported peer- and self-assessment and deconstructing this approach.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1. Thinking about one student in your class (without identifying them), discuss their support needs.**  **Mentor summary of trainee response:**  **2. How would you adapt your teaching to meet the needs of this student?**  **Mentor summary of trainee response:**  **3. Why have you chosen this approach?**  **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. | |