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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** | | | | **CONSOLIDATION** | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | |
| **Course** | | **PGDIT in Further Education and Skills** | | **Week number** | | | | **32** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: This chapter in Mary McAteer’s Action Research in Education book** **introduces action research as a practical and reflective methodology used by educators to improve teaching and learning. She considers that action research is a systematic process where teachers identify issues, implement changes, and reflect on their impact to improve classroom practice. She draws from the work of theorists such as Kurt Lewin and emphasises a cyclical process of planning, acting, observing, and reflecting.**  **She also considers Teacher as Researcher thereby encouraging teachers to take ownership of their professional development through inquiry-based practice often involving working with colleagues, students, or the wider education community to enhance learning experiences. McAteer considers ethical considerations and ethical research practices, including informed consent and confidentiality.**  **Limitations: McAteer’s Action Research in Education provides a practical and reflective guide for educators looking to improve their teaching through inquiry. However, action research has inherent limitations, particularly in terms of subjectivity, generalisability, and time constraints. While valuable for professional development, it should be used alongside other research methods for a well-rounded approach to educational improvement.**  **Reference:** McAteer, M. (2013) Action Research in Education, SAGE Publications, chapter 1, pp. 7-20 | | | | | | | | | |
| **Support for mentors with the curriculum focus** | This article from the ETF looks at Action Research in maths FE sector [Action-Research-Guide-FE-Maths-2MB-Mar2023.pdf](https://www.et-foundation.co.uk/wp-content/uploads/2023/03/Action-Research-Guide-FE-Maths-2MB-Mar2023.pdf)  This article looks at action research in the form of lesson study – useful if considering collaborative teaching [Full article: Lesson study, learning study and action research: are there more differences than a discussion about terms and schools?](https://www.tandfonline.com/doi/full/10.1080/09650792.2019.1652450) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1. How teachers use action research in the classroom to shape planning and assessments.**  **2. The key concepts in evidence-based practice and some of the current critiques, such as the limits of ecological validity, sample sizes, and effect sizes.**  **3. The ethical processes and issues the evidence-based practitioner needs to be aware of.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1. Critique a piece of educational research**  **2. Discuss the ethical issues involved in educational research when working with children or young people** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1. Focusing on the case study you chose last week, give an overview of the research.**  **Mentor summary of trainee response:**  **2. What were the findings of the research?**  **Mentor summary of trainee response:**  **3. Would the findings of this research be appropriate in your classroom? Why?**  **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?** | | | | |
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| **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. | |