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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** | **35** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary: The chapter of this book is based on themes looking at research design and methods within action research. The chapter looks at Action Research Cycles which emphasises the cyclical and iterative nature of action research (planning, acting, observing, reflecting). And encourages flexibility—research evolves as insights develop. It discusses the inquiry design which guides teachers in formulating research questions that are relevant to their own practice. Encourages focusing on small-scale, real-world problems and considers ethical concerns, such as informed consent and safeguarding pupil welfare. The chapter also discusses Data Collection Methods including appropriate qualitative and quantitative methods, which include Observations, Questionnaires, Interviews, and Learner voice and artefacts (e.g., student work). It stresses the importance of triangulation to increase validity. The chapter considers the reflection and practitioner role thereby reinforces the importance of reflective practice and critical self-awareness. As well as encouraging teachers to acknowledge their positionality and how it influences the research process.****Limitations: As teacher-researchers are closely involved in the research, it’s challenging to remain objective. Bias can unintentionally affect data collection and analysis. Also, findings are often context-specific and may not apply to broader educational settings or populations. Action research requires significant time for reflection and documentation, which can be difficult to manage alongside full teaching responsibilities. Because action research often uses flexible and evolving designs, maintaining methodological rigour it can be more complex than in traditional research. And finally research involving students must navigate ethical tensions between the roles of teacher and researcher, especially regarding consent, power dynamics, and anonymity.****References: McAteer, M. (2013) Action Research in Education, SAGE Publications, chapter 4, pp. 62-88.** |
| **Support for mentors with the curriculum focus** | **A blog by TES discussing how to carry out action research** [Action research in the classroom: a quick guide | Tes Magazine](https://www.tes.com/magazine/archive/action-research-classroom-quick-guide)This feature in FE News looks at research in the FE sector [Focus feature: The realities of research in FE](https://feweek.co.uk/focus-feature-the-realities-of-research-in-fe/) |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| **1. The methodologies available to evidence-based practitioners use when carrying out action research.** **2.The limitations of these methodologies when used in the classroom.** **3. The effectiveness of the methodologies in shaping educational practice.** |  |
| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| **1. Apply an appropriate methodology to their research** **2. Critique the application of their chosen methodology and consider the impact of this on their research** |  |
| **Questions for mentor and trainee to discuss in mentor meeting**  | **1. Thinking about your Poster Presentation, justify the methodological approach you are using for your research.** **Mentor summary of trainee response:****2. What are the limitations of this approach and why were other approaches discounted?****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. |