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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** | | | | **37** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: This qualitative, longitudinal case study conducted in England explores the transition experiences of autistic students with intellectual disabilities (ID) as they move from special schools to further education (FE) colleges. The study involved sequential interviews with six young people, their parents/carers, and educators, aiming to address a significant knowledge gap regarding post-16 education progression for differently abled learners. The research is grounded in the social model of disability and incorporates three typologies of transition: "induction," "development," and "becoming." This combined approach emphasises flexible systems, adaptive environments, and acknowledges the variability among autistic students. The study highlights the need for institutions to adapt transition processes to better support autistic students in navigating change.**  **Limitations:**  **While evidence of transition planning was found, critical gaps were identified, including limited understanding of autistic students' capacity to manage change and normative expectations around independence. Parents reported a predominantly 'tick-box' approach to transition, reflecting a lack of preparation for social aspects of the transition. The study only had a small sample size (six students) which limited the findings across the broader population of autistic students transitioning to FE. The qualitative nature of the study, while rich in detail, may introduce subjectivity in interpreting participants' experiences and perspectives. The research was conducted within the English education system, the findings may not be directly applicable to different educational contexts or systems.**  **The close involvement of the researcher in the interviews and analysis could introduce bias, despite efforts to maintain objectivity.**  **References:** **Shepherd, J. (2022) “Beyond Tick-Box Transitions? Experiences of Autistic Students Moving from Special to Further Education,” International Journal of Inclusive Education, 26(9), pp. 878–892. Doi: 10.1080/13603116.2020.1743780**. | | | | | | | | | |
| **Support for mentors with the curriculum focus** | This feature looks at communication with parents within FE settings [FE News | How to give every parent a voice](https://www.fenews.co.uk/fe-voices/how-to-give-every-parent-a-voice/)  From the EEF, this article looks at families ensuring students attend school [3. Communicate effectively with families | EEF](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1.How to engage with parents/carers and colleagues in helping to support and manage student outcomes.**  **2. How to build effective working relationships by working with colleagues as part of a team, for example a subject or departmental team.**  **3. How to use specific EDI-related events and celebrations and naturally occurring moments within their teaching daily to ensure teaching is inclusive and representative.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1.Liaise with parents, carers and colleagues to better understand the students’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.**  **2. Contribute to the settings Open Evenings, Parent/ Carer Evenings (or other such events).**  **3. Be able to communicate with parents and colleagues via phone, email, or the settings communication portal as part of teacher professionalism.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.How effective is your communication to members of your department and outside agencies in relation to students’ assessments and achievements? How do you know this?**  **Mentor summary of trainee response:**  **2.How has your understanding of professionalism developed since the start of your ITE programme? What insights have you made?**  **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. | |