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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** | | | | **38** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: The broad purpose of the occupation is to ensure that students achieve the best possible knowledge, skills and behaviours. Learning and Skills Teachers do this by planning and delivering teaching that is current, comprehensive and challenging, and that inspires students to engage, progress and achieve their full potential. In their daily work, an employee in this occupation interacts with other Teachers and FES professionals and students of different ages, abilities, backgrounds and ambitions. They may also interact with employers and stakeholders. Teachers who are specialists in a particular technical or vocational subject, sector or occupation will typically maintain close working relationships with others working in their industry/sector and keep their own knowledge and skills up to date.**  **Limitations: The Teacher Occupational Standard by IfATE provides a foundational framework for teacher training and professional development in England. However, its broad scope and potential lack of specificity highlight the need for continual review and adaptation to ensure it meets the evolving demands of the educational landscape**  **References:** Institute for Apprenticeships, Occupational Standards: Teacher / Institute for Apprenticeships and Technical Education [What is an occupational standard? / Occupational maps / Institute for Apprenticeships and Technical Education](https://www.instituteforapprenticeships.org/occupational-maps/what-is-an-occupational-standard/) | | | | | | | | | |
| **Support for mentors with the curriculum focus** | This website looks in detail as to what the Occupational Standards are and the knowledge, skills and behaviour duties [What is an occupational standard? / Occupational maps / Institute for Apprenticeships and Technical Education](https://www.instituteforapprenticeships.org/occupational-maps/what-is-an-occupational-standard/) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1. The importance of reviewing and reflecting on the weekly targets they have been set during Professional Practice and how to set their own targets for ongoing professional development. 2. How to reflect on their progression across the Occupational Standards.**  **3. How to embed and practice EDI / Digital Literacies and Sustainability throughout their subject specialism.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1. Critique their own performance on Professional Practice and set new targets for professional development.**  **2. Recognise the importance and development of professional identity and educational philosophies for their ongoing development as a teacher in their subject area** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.Reflecting over the past 39 weeks of your ITE course, in what ways do you feel you have developed as a teacher within the Further Education Sector within your subject?**  **Mentor summary of trainee response:**  **2. What have you excelled in and what have you found challenging?**  **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. | |