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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** | | | | **39** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: The Society for Education and Training (SET), the professional body for teachers and trainers in the Further Education (FE) and Training sector, emphasises the importance of CPD in maintaining professional standards and enhancing teaching quality.​ Professional Standards and Ethics: SET members commit to upholding professional standards and a code of ethics, which includes a clear expectation for ongoing CPD to maintain competence in teaching and subject specialism.​ CPD Expectations: While formal annual CPD declarations are no longer mandatory following the removal of FE workforce regulations in 2012, SET strongly encourages members to engage in CPD activities that are relevant to their roles and responsibilities.​ Support and Resources: SET provides various resources and guidance to help members identify and undertake effective CPD activities, fostering a culture of continuous improvement and reflective practice.​**  **Limitations: The non-mandatory status of CPD engagement may lead to inconsistent participation among educators, potentially impacting the overall quality of teaching within the sector.​ The reliance on individuals to identify and pursue their own CPD opportunities may result in varied quality and relevance of professional development experiences and without formal requirements for CPD tracking, assessing the impact and effectiveness of CPD activities across the sector can be challenging.**  **References:** Making the most of Continuing Professional Development (CPD) Continuing Professional Development (CPD) Society for Education and Training et-foundation.co.uk | | | | | | | | | |
| **Support for mentors with the curriculum focus** | This link looks at CPD offered by SET [Continuing Professional Development (CPD) | Society for Education and Training](https://set.et-foundation.co.uk/your-career/continuing-professional-development-cpd)  From the Education and Training Foundation [CPD in Further Education - The Education and Training Foundation](https://www.et-foundation.co.uk/) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1. That ongoing CPD is important for professional and personal development in teaching and learning.**  **2. That professional development is a sustained process over time that will impact positively on student outcomes thereby ensuring effective up to date knowledge.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1. Critique the links you have established between theory and practice.**  **2.Use research informed methods / results to offer insights into how curriculum and practice can be enhanced.**  **3. To ensure progression of knowledge which is enquiry based and plans for and assesses student outcomes** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.** **Reflecting on the work in your portfolio, and the experience of the conference, what would be a useful focus for you developing your career moving forward?**  **Mentor summary of trainee response:**  **2. How might you access the support you need for this?**  **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. | |