



**Edge Hill
University**

Faculty of
Education

Phase Specific Mentor Training 2023-24

Introductory Phase Placement

Primary 3-7 (Early Years)

Post Graduate Programme with QTS





**Edge Hill
University**

Faculty of
Education

Team welcome



Jackie Sumner – EYPGCE Pathway Leader
Email - Sumnerj@edgehill.ac.uk



**Amanda Casey – Assistant Pathway Leader
& Placement Lead**
Email – Caseya@edgehill.ac.uk



Dates

- 9th October to 10th November
- 4 weeks Monday to Friday in SB
- Weekly development Summary
- Lesson observation

The Edge Hill ITE Curriculum

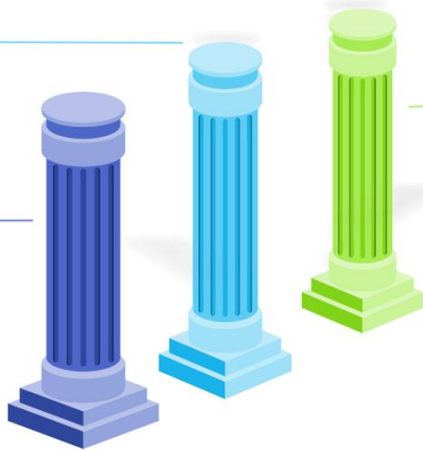
Our 3 Pillars of Initial Teacher Education

Subject & Curriculum Knowledge

- Educational philosophy
- How learning occurs
- Curriculum subject design and leadership
- Subject expertise
- Supporting learners with additional needs

Personal and Professional values, attributes and beliefs

- Integrity, trust & respect
- Social justice and political awareness
- Workload, well-being and mental health
- A commitment to diversity, inclusion, and representation
- Personal and professional conduct
- Keeping children and young people safe from harm



The Craft of Teaching & Pedagogy

- Research based and informed practice
- Planning and workload management
- Authentic assessment
- Behaviour and attitudes which promote learning
- Continuity and progression
- Educational leadership and management

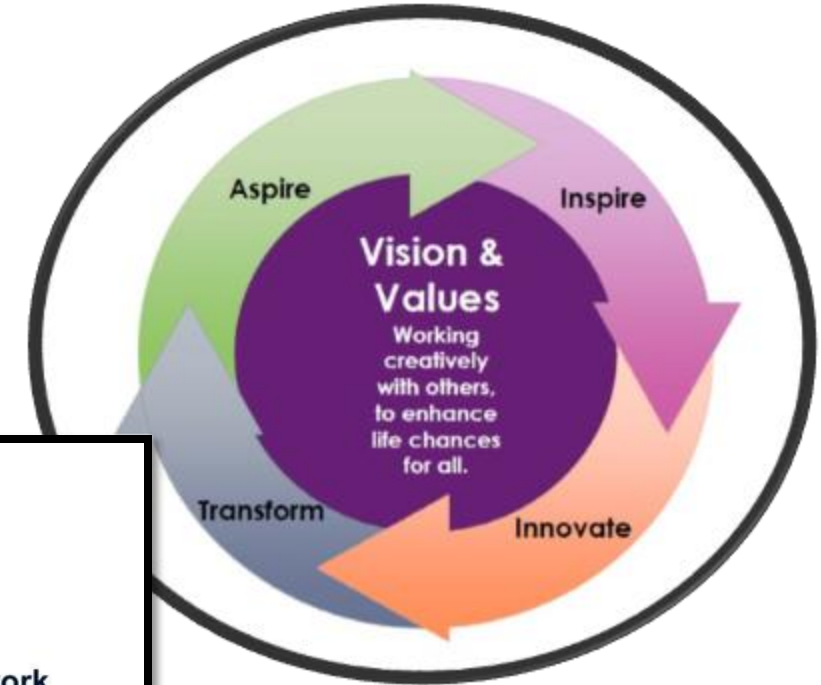


Edge Hill University

Faculty of Education

Our vision is based on the defining value of “**working creatively with others to enhance life chances**”. We believe in the **power to transform lives**, and is the central mechanism for social mobility. Our provision, research and partnerships are underpinned by threads of **inclusivity, social justice** and **positive change**. Some of those threads can be traced back to our University's origins as a secular teaching training institution for women. Our vision for high-quality Initial Teacher Education is encapsulated in our vision statement which underpin all our Initial Teacher Education provision.

[Vision & curriculum intent - Mentor Space \(edgehill.ac.uk\)](https://edgehill.ac.uk)



ITT Core Content Framework



Edge Hill University Approach to Assessment





Curriculum Intent

Primary 3-7 (Early Years) PGCE Introductory Placement

- *Working creatively with others to enhance life chances for all through a curriculum which enables trainees to develop strong subject knowledge in the Early Years Foundation Stage and the National Curriculum and have the professional skills to lead early years learning and teaching, inextricably linked to the individual needs and interests of young children.*
- *Curriculum is coherently sequenced and developmentally integrated with placement training requirements*
- *Providing an ambitious curriculum which offers trainees opportunities to explore and deepen their understanding of educational principles, e.g. Makaton (as a communication tool), learning outdoors the curriculum, understanding more about working memory and the impact upon cognitive overload, reflecting upon the social justice agenda and working collaboratively with visitors to school who help to strengthen children's experiential learning*



Prior curriculum training

- Safeguarding
- EYFS 7 Areas of Learning
- Continuous Provision
- Core & Foundation subjects in Key Stage 1
- Planning for EYFS & KS1 learning
- Systematic Synthetic Phonics
- Adaptive teaching
- Equality, Diversity & Inclusion
- Behaviour
- EAL



Mentor Space: Weekly comms 3-7 PG Intro

- Professional Practice Curriculum Handbook: bespoke to placement
- Week by week folder
- All documents with guidance/exemplars
- Weekly Development Summary : pre-populated with the weekly curriculum focus
- Lesson Observation and exemplar
- Weekly assessment tracker

• <https://sites.edgehill.ac.uk/mentorspace/>



Mentor Space

Access the Core Mentor Training

Edge Hill University has been at the forefront of teacher education for over 135 years, and today it enjoys the enviable position of being one of the country's most significant providers of education and research for the children's workforce with a reputation for the highest quality provision, partnership working and delivery.

We provide a solid foundation and environment for real impact on the quality of education across nursery, Reception, Key Stage One and Key Stage 2 provision.



Managing Cognitive Load
1



Review

Using the Weekly Development Summary (WDS) as a record, the trainee and the mentor review the EHU curriculum content for the week, this provides a focus and is sequenced incrementally to manage cognitive load.

Revisiting Prior Learning
2



Questioning

The weekly Development Summary includes questions that the mentor can use to review prior learning and assess that the student has the relevant knowledge in order to benefit from opportunities to practise in a given week.

Instruction
3



Observation of Experts

Trainees should be given focused and deliberately chosen opportunities to observe expert colleagues and analyse what they have seen throughout their teaching practice. Vitally, these observations should be planned and selected by the mentor as instructional opportunities.

Rehearsal
4
Monitoring and Feedback



Practice and Feedback

The mentor will observe the trainee's practice, focusing on a particular technique, strategy or component of teaching, as appropriate to that week's curriculum. Sherrington and Caviglioli (2021) argue that mentors need to 'call your shots' and make the focus of the observation clear beforehand.

Reflecting progress against the EHU Curriculum
5



Reflection

A weekly development summary (WDS) of progress against the EHU

Weekly Cycle for Mentoring

Review

Using the Weekly Development Summary as a record, the trainee and the mentor review the EHU curriculum content for the week, this provides a focus and is sequenced incrementally to manage cognitive load.

Questioning

The Weekly Development Summary includes questions that the mentor can use to review prior learning and assess that the student has the relevant knowledge in order to benefit from opportunities to practice in a given week.

Observation of Experts

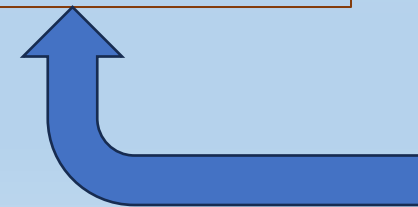
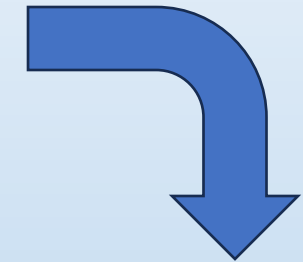
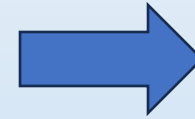
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Practice and Feedback

The mentor will observe the trainee's practice, focusing on a particular technique, strategy or component of teaching, as appropriate to that week's curriculum. Sherrington and Caviglioli (2021) argue that mentors need to 'call your shots' and make the focus of the observation clear beforehand.

Reflection

A Weekly Development Summary of progress against the EHU ITE curriculum is completed, and the trainee reflects on progress. The cycle begins again at step 1.





WDS Weekly Development Summary

Question the student about what they know and remember of the ITE curriculum and how this relates to teaching

Have conversations about reading that has taken place and theory that is relevant, and discuss how this has helped to develop practice

Provide subject specific feedback – highlighting how expert colleagues can support further teaching development

Initial Teacher Education Weekly Development Summary



Trainee placement information													
Name of trainee	<input type="text"/>	Trainee ID No	<input type="text"/>										
Name of mentor	<input type="text"/>	Professional practice phase	<input type="text"/>										
Name of link tutor	<input type="text"/>	School/setting name	<input type="text"/>										
Programme	<input type="text"/>	Week beginning	<input type="text" value="Enter date"/>										
Attendance this week	<table border="0"> <tr> <td>M AM</td><td>T AM</td><td>W AM</td><td>T AM</td><td>F AM</td> </tr> <tr> <td>M PM</td><td>T PM</td><td>W PM</td><td>T PM</td><td>F PM</td> </tr> </table>			M AM	T AM	W AM	T AM	F AM	M PM	T PM	W PM	T PM	F PM
M AM	T AM	W AM	T AM	F AM									
M PM	T PM	W PM	T PM	F PM									

Curriculum for the week:	
Please refer to EHU ITE Curriculum guidance as appropriate.	
This week's key focus is <input type="text"/>	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Discussion has taken place.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Summary of feedback discussion including progress towards development targets	
<input type="text"/>	<i>Evidence of progress against EHU ITE curriculum which may include:</i> <ul style="list-style-type: none"> High expectations and managing behaviour. How pupils learn, classroom practice and adaptive teaching. Subject knowledge and curriculum. Assessment. Professional behaviours.

Initial Teacher Education Weekly Development Summary



Future development targets	
Areas for development	Using the EHU ITE curriculum what opportunities have been agreed? E.g., opportunities to rehearse, observe/deconstruct experts
Increase pupil engagement and participation in lessons.	Use of talk partners. Observation of class teachers.
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Have strategies for workload been discussed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Actions or follow up (if needed)	<input type="text"/>

Has the trainee's wellbeing been discussed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Actions or follow up (if needed)	<input type="text"/>

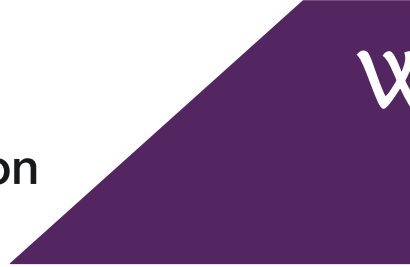
Current progress through the curriculum to proceed? Please tick	
<input type="checkbox"/> Trainee is making sufficient progress through the curriculum.	
<input type="checkbox"/> Trainee is making sufficient progress through the curriculum, but this has required additional support.	Please note the additional support. For example, a reduction in teaching load, additional meetings, use of team-teaching etc.
<input type="checkbox"/> Trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered.	

Mentor signature	<input type="text"/>
Trainee signature	<input type="text"/>



Edge Hill University

Faculty of Education



WDS

- Pre-populated curriculum and questions
- Review and reflect on the EHU curriculum and trainee knowledge
- Praise
- Questions to probe understanding
- Curriculum as the progress model

Name of mentor	<input type="text"/>	Professional practice phase	<input type="text"/>
Name of link tutor	<input type="text"/>	School/setting name	<input type="text"/>
Programme	<input type="text"/>	Week beginning	<input type="text"/>
Weekly Teaching Responsibility	Plan and teach a session for a group in any given subject with a focus on adaptive teaching	Completed <input type="checkbox"/>	Attendance this week <input type="text"/>

Weekly Focus: Behaviour	
•	How does the class teacher approach <u>challenging</u> behaviour?
•	What ways is positive behaviour prioritised over sanctions?
•	Is behaviour management the same for everyone?
•	What behaviour management is consistent through school and what is different for ind

Curriculum for the week: Please refer to EHU ITE curriculum guidance as appropriate.			
Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focus			
HE	Understand the legal and moral responsibilities of teachers to provide a <u>high quality</u> education and to make reasonable adjustments as required	HE	Know that there are strategies and approaches to address inequalities and to implement Professional Practice
HPL	Understand the key underlying theories of and some approaches to adapting teaching for children with common needs encountered in the classroom including for those with SEND Specific Learning Difficulties	PB	Know who to contact with any safeguarding concerns having a clear understanding of what constitutes <u>disclosures</u> and incidents to report

Mentor Weekly Review Meeting	
Discussion has taken place focusing on the weekly focus and the Edge Hill Curriculum	
Mentor Notes on Trainee	<input type="text"/>



Review, reflect and question curriculum as the progress model

Kevin Wiggins made changes

Strand Component Tracker – PGCE 1			
	Week 1	Week 2	Week 3
EDI	All children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially. Understand how a commitment to equality, diversity and inclusion is embedded within practice in their setting.	Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children. Understand how assessment is used to identify individual needs and plan effectively for these.	Understand how to positively engage and work in partnership with parents of children with diverse learning needs. Plan an activity which caters for a range of diverse needs and reflect upon effectiveness of this activity.
Adaptive Teaching and SEND	All children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially. Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children including those with SEND.	Understand how children are identified and a graduated approach is implemented in terms of planning and assessment and reflect upon effective strategies used.	Understand how to positively engage and work in partnership with parents of children with SEND or diverse learning needs. Plan an activity which caters for a range of diverse needs including children with SEND and reflect upon effectiveness of this activity.
Planning	Teachers manage workload and wellbeing by planning efficiently and sharing the load	Identify the elements of a good lesson plan through observing expert colleagues	To engage effectively with children during continuous provision to extend their knowledge, skills and understanding Schools plan in different ways (including planning in the moment, annotation and adaptation of existing plans) but that the principles remain the same To engage effectively with children during continuous provision to extend their knowledge, skills and understanding
Behaviour	To understand that effective relationships are easier when pupils believe their feelings are understood	To know and reinforce established school and classroom routines.	To respond consistently to pupil behaviour. To check pupil's understanding of instructions before a task begins.

Component Tracker – PGCE 1			
Week 1	Week 2	Week 3	Week 4
<p>ative process (design and make) and d reflect on the parts of the design cycle (e and evaluate) when observing children in d observing adults teaching and interacting t.</p>	<p>Using the setting's plans, key resources and mentor support, know and understand how to plan and engage in high-quality provision (adult-led or an area of continuous provision) to support the development of the design cycle (design, make and evaluate) and cooking and nutrition where applicable.</p>	<p>When teaching developing knowledge and skills in design, making and evaluating, know how to support and adapt teaching to meet different learners needs by:</p> <ul style="list-style-type: none"> - Using questioning to check prior knowledge - Modelling and scaffolding to support and challenge including widening vocabulary and addressing misconceptions - Ensuring health and safety such as risk assessment 	
<p>adult-led learning and child-led learning (outdoors), know how to support the t of key geographical learning focused on 'a le' for example:</p> <ul style="list-style-type: none"> - describing the physical and human environment using photographs, maps, small world and outdoors during fieldwork - spatial awareness including walks, using/making maps, using positional and directional language - developing personal identity connecting people and the environment. 	<p>Using the setting's plans, key resources and mentor support, know and understand how to plan and engage in adult-led learning and continuous provision (indoors and outdoors) that can develop curiosity, wonder and concern about the diverse world to support early geographical learning especially geographical vocabulary to build 'a sense of place' for example:</p> <ul style="list-style-type: none"> - using story and non-fiction books as a stimulus to find out about people, places and the environment to develop a sense of identity, community and belonging - building on children's interests, lived experiences and spontaneous moments - facilitating play and exploration to ask questions, discuss and communicate - developing skills such as observation, noticing and comparing and contrasting - supporting spatial awareness focusing on position and direction by using maps, key vocabulary and outdoor fieldwork 	<p>When teaching early geographical learning, be able to support and adapt teaching to meet different learners needs by:</p> <ul style="list-style-type: none"> - Using questioning to check prior knowledge - Modelling and scaffolding to support and challenge including widening geographical vocabulary and addressing misconceptions - Ensuring health and safety such as risk assessment when engaging in fieldwork 	
<p>The Natural World and Science</p>	<p>To understand how settings support children's development in understanding the world around them, and how children's individual learning needs are planned for through a combination of effective adult-led learning experiences and continuous provision, using a range of starting points for example, children's interests, stories, and themes.</p>	<p>To be able to use the setting's plans and key resources to plan and teach learning experiences for children, both adult-led and through enhancements in the indoor and outdoor provision and based on an understanding of how children's learning of early science concepts develops, effective pedagogical approaches and adaptive teaching.</p>	<p>To be able to work with colleagues to develop efficient approaches to assessment and draw conclusions about children's learning and development in Understanding the World: The Natural World.</p>
<p>Physical Development and PE</p>	<p>To be able to observe children during play and identify the developmental stages of children.</p>	<p>Develop positive relationships with children during play to support the development of physical literacy.</p>	<p>To understand that physical literacy can be improved by explicitly teaching fundamental movement skills.</p>
			<p>To understand the importance of ensuring strong subject knowledge in Understanding the World: The Natural World to recognise early science concepts, and to impact on children's learning and deliver high-quality teaching.</p>
			<p>Discuss with expert practitioners documentation, policies and practice for risk assessment and planning activities.</p>



Lesson Observation Form

You will be observe **once (minimum)** within your introductory practice

The top part is for ‘Subject Specific Feedback’

The bottom part is for general teaching feedback

Initial Teacher Education Lesson Observation Form

Name of trainee		Trainee ID No	
Name of observer		Subject	
Key stage/Year group		Number of learners in session	
Number of the lesson observation		Date	Enter date

Subject knowledge and curriculum	
Evidence of what the trainee knows, understands, and can do. Pedagogical knowledge. Use of assessment.	Key discussion points may include: <ul style="list-style-type: none"> The trainee's subject knowledge. The trainee's teaching of the subject content. The teaching of subject specific skills and knowledge. Use of and understanding of technical vocabulary. Appropriate subject specific learning objectives. Ability to pre-empt and respond to subject specific misconception. Adaptive teaching. How children learn.

Further key points emerging from the session	
E.g., impact on learning, depth of understanding	Key discussion points (relevant to this lesson) which may include: <ul style="list-style-type: none"> High expectations and managing behaviour How pupils learn, classroom practice & adaptive teaching Subject knowledge and curriculum Assessment Professional behaviours



Lesson Observation Form

Initial Teacher Education Lesson Observation Form

Strengths of your teaching will be identified.

Opportunities for further development will also be identified. These will be specific to the session if you were to follow it up or repeat it. These will not necessarily feed into your weekly development summary.

Trainee must upload this to inPLACE once received.

Key strengths of lesson/session (this would normally include an aspect of subject knowledge)	
<input type="checkbox"/> High expectations and managing behaviour	o
<input type="checkbox"/> How pupils learn, classroom practice & adaptive teaching	o
<input type="checkbox"/> Subject knowledge and curriculum	o
<input type="checkbox"/> Assessment	
<input type="checkbox"/> Professional behaviours	

Opportunities for further development	
	<p>These may become targets in WDS but further opportunities can also be identified here, for example:</p> <ul style="list-style-type: none"> • Observing expert teachers/discussions with expert colleagues -i.e., subject coordinators. • Discussing/engaging with diversity and inclusion matters. • Observing/teaching learners with EAL and SEND.



Lesson observation: Practice and subject specific feedback

Initial Teacher Education Lesson Observation Form

- Written Feedback Prompts for every subject available to support you in writing 'subject specific' feedback.
- Subject specific videos
- Subject specific expectations and opportunities to learn how to... in School based learning
- Opportunities to observe experts, rehearse or practice


Name of trainee		Trainee ID No	
Name of observer		Subject	
Key stage/Year group		Number of learners in session	
Number of the lesson observation		Date	Enter date

Subject knowledge and curriculum	
Evidence of what the trainee knows, understands, and can do. Pedagogical knowledge. Use of assessment.	Key discussion points may include: <ul style="list-style-type: none"> • The trainee's subject knowledge. • The trainee's teaching of the subject content. • The teaching of subject specific skills and knowledge. • Use of and understanding of technical vocabulary. • Appropriate subject specific learning objectives. • Ability to pre-empt and respond to subject specific misconception. • Adaptive teaching. • How children learn.




- To support mentors' workload, the Final Weekly Development Summary is replacing the Final Progress Report.
- The first page reflects the previous Weekly Development Summaries.
- The second page identifies future development targets which the trainee must take ownership of prior to their next placement or within their ECT role.
- A final judgement is made to identify the outcome of the placement.

Initial Teacher Education Final Weekly Development Summary for Professional Practice Phase



Trainee placement information			
Name of trainee		Trainee ID No	
Name of mentor		Professional practice phase	
Name of link tutor		School/setting name	
Programme		Week beginning	Enter date
Attendance this week	M AM <input type="checkbox"/> T AM <input type="checkbox"/> W AM <input type="checkbox"/> T AM <input type="checkbox"/> F AM <input type="checkbox"/> M PM <input type="checkbox"/> T PM <input type="checkbox"/> W PM <input type="checkbox"/> T PM <input type="checkbox"/> F PM <input type="checkbox"/>		
Intended Curriculum:			
Please refer to [EHU ITE curriculum (hyperlink)] guidance as appropriate.			
This week's key focus is:			
•		•	
•		•	
•		•	
Discussion has taken place.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Summary of feedback discussion including progress towards development targets			
		Evidence of progress against EHU ITE curriculum which may include:	
		<input type="checkbox"/> High expectations and managing behaviour.	
		<input type="checkbox"/> How pupils learn, classroom practice and adaptive teaching.	
		<input type="checkbox"/> Subject knowledge and curriculum.	
		<input type="checkbox"/> Assessment.	
		<input type="checkbox"/> Professional behaviours.	

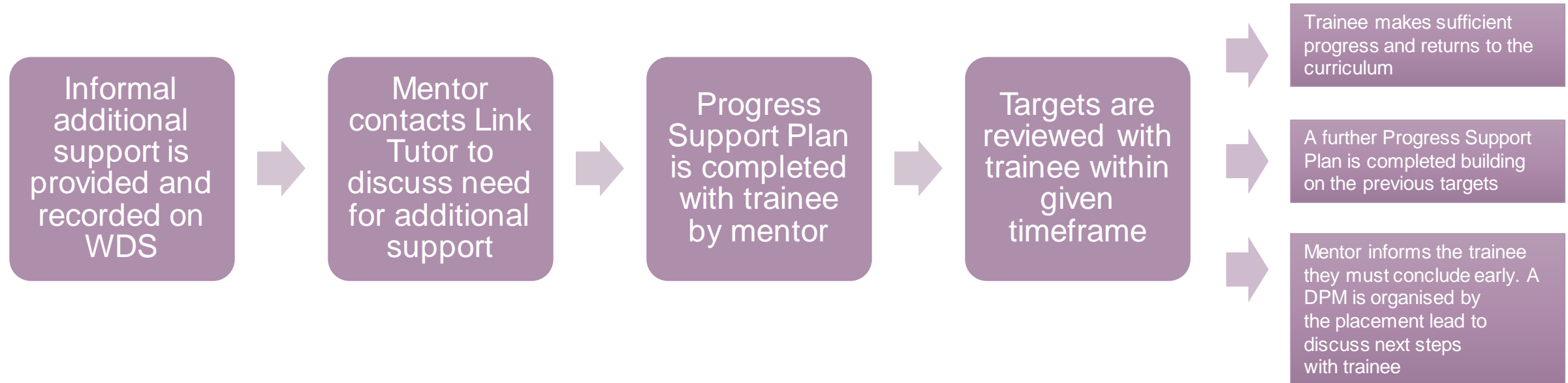
Initial Teacher Education Final Weekly Development Summary for Professional Practice Phase



Future practice development targets	
Areas for development	<input type="checkbox"/> High expectations and managing behaviour.
E.g. Incorporate additional adults into planning, whilst being mindful of workload.	<input type="checkbox"/> How pupils learn, classroom practice and adaptive teaching.
	<input type="checkbox"/> Subject knowledge and curriculum.
	<input type="checkbox"/> Assessment.
	<input type="checkbox"/> Professional behaviours.
Have strategies for workload been discussed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Actions or follow up (if needed)	
Has the trainee's wellbeing been discussed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Actions or follow up (if needed)	
Current performance would suggest that the trainee is making sufficient progress through the curriculum to proceed? Please tick	
<input type="checkbox"/> Trainee is making sufficient progress to proceed to the next stage of their training.	
<input type="checkbox"/> Trainee is making sufficient progress through the curriculum, but requires further support during the next stage of their training.	Please note the additional support. For example, a reduction in teaching load, additional meetings, use of team-teaching etc.
	<input type="checkbox"/> High expectations and managing behaviour.
	<input type="checkbox"/> How pupils learn, classroom practice and adaptive teaching.
<input type="checkbox"/> Trainee is not making sufficient progress through the curriculum. Refer to Associate Head of Department ITE for consideration of next steps.	<input type="checkbox"/> Subject knowledge and curriculum.
	<input type="checkbox"/> Assessment.
	<input type="checkbox"/> Professional behaviours.
Mentor signature	
Trainee signature	



Progress Support Plan Process including Early Conclusion



This is the process considering the trainee does not meet the standards at each stage. At any point, the trainee can exit the Progress Support Plan process if they are meet the required expectations.



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Workload & Well-being

Each week as part of the WDS there should be a discussion around workload and wellbeing.

We aim to support mentors and trainees in managing workload in line with [DFE Workload reduction for ITE.](#)

- Unnecessary tasks should be avoided.
- Aim to keep communication and meetings within 'normal' office hours.
- Discourage communication via text/WhatsApp other than for emergency messages.
- Set realistic deadlines for submitting planning and be clear about expectations.

The Edge Hill University [well-being website](#) provides useful resources and support.





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THANK YOU

We wish you an enjoyable mentoring experience, supporting the teachers of the future.

