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| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education**     |  |  |  | | --- | --- | --- | | **Course:**   PGCE Primary 5-11 | **Phase:**  Developmental | **Week: 3** | |
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| Welcome mentors to the PGCE 5-11 Primary Developmental phase, thank you for supporting our trainees in their professional practice, we hope that your students are enjoying the exciting run up to Christmas.  Your link tutor should have contacted you and signposted to any training applicable. If you need mentor training, please follow the link [here.](https://sites.edgehill.ac.uk/mentorspace/core-mentor-training/)  There is no requirement for trainees to undertake a specific number of teaching hours for each phase of the professional practice. Rather mentors should ensure that trainees have sufficient opportunities to practice, receive feedback, observe, and be observed.  In week 3, our students will begin to jointly plan and teach groups of learners and whole class inputs and as rough approximation this would equate to 30% whole class teaching with 50% group work, training tasks,  team teaching and observations and 20% PPA. If you feel that your student is not making progress, please contact your link tutor for guidance.  You can find the weekly development summaries on the mentor space [here](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-developmental/) in addition to a lesson  observation template. There is also a requirement to complete a Systematic Synthetic Phonics observation  this placement and you can also find a blank SSP observation form and the standard lesson observation form [here.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-developmental/)  **Weekly intended curriculum expectations linked to CCF:** [**EHU ITE Curriculum**](https://sites.edgehill.ac.uk/mentorspace/curriculum/primary-curriculum-information/) |
| **Mentor focus:** |
| During week 3, students will develop strategies to manage challenging behaviours and observe and  recognise specific adaptive teaching to meet the needs of all learners. We would like our students to take  some ownership of the subject and strand trackers to identify their own progression journey and these  trackers are available [here.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-developmental/)  Thank you for supporting our trainees to access their online sessions in school each Wednesday from 2pm to 5pm. Our next afternoon session will be Wednesday 10th January 2024 2pm to 5pm.  **Mentor Space**: [2](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-developmental/)  Here you will find all the information needed to support the professional practice, including the Handbook,  the EHU ITE Curriculum component trackers, lesson observation formats and the pre-populated weekly development summary (WDS) forms.  **Link tutors:**  Thank you for supporting our students through their Developmental phase of their professional practice, we know that you will have contacted the trainees to say hello and to let them know that you will be their ‘go to’ person during professional practice. Please make sure that you have completed the QA1 and 2 checks and have updated InPlace accordingly.  Please also ensure the mentor information is up to date on our system and that they have access to InPlace and that your students have uploaded their WDS correctly.  Please follow up any requests from mentors for support with any trainees who are not making progress and need some additional guidance and contact [spilsbuj@edgehill.ac.uk](mailto:spilsbuj@edgehill.ac.uk) .  **Observation of experts to support training suggestions:**  During this phase, students should have the opportunity to observe or discuss with the subject leader or recommend colleague to understand how children learn in the foundation subjects. Please see the  component tracker [here.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-developmental/) |
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| **Research and resources:** |

Core Content Framework defines in detail the minimum entitlement of all trainee teachers. Drawing on the best available evidence, it sets out the content that we draw upon and go beyond in our integrated curriculum for trainees.

Initial teacher training (ITT): core content framework - GOV.UK (www.gov.uk)

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>