

Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Early Years Education.

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| <u>Course:</u> UG Primary 3-7 with QTS | <u>Phase:</u> Consolidation | <u>Week 2:</u> 26/02/24 or 4/03/24 |
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Hello everyone, I hope your first week went smoothly and the students have started to adapt to their new surroundings. Students should be looking to take more responsibility for the class over the coming week and hopefully by now they have identified children and started to monitor their progress for their portfolio.

Observations:

Please ensure that trainees are observed regularly each week, both informally and formally. Formal observations are intended to provide the trainee with subject specific feedback on the areas of learning. Discussing the observed lesson can form part of your weekly discussion meeting.

Weekly intended curriculum expectations:

Please refer to the subject and strand component trackers on pages 21 – 23 in the Professional Practice Handbook to ensure trainees meet the relevant learning milestones over the course of their professional practice. The handbook can be accessed via the Mentor Space at the link here: <https://sites.edgehill.ac.uk/mentorspace/category/primary-3-7-consolidation/>

The content of these trackers will help to inform mentors' weekly discussions with trainees and completion of the Weekly Development Summary (WDS) forms, the second of which will be due this week. The WDS forms are pre-populated and will also be available on the Mentor Space.

Week 2 EHU ITE Curriculum – WDS Conversations

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| Curriculum for the week: Please refer to EHU ITE Curriculum guidance as appropriate. | | | |
| Trainee to address the statements below and discuss with the mentor in the Weekly Development Meeting | | | |
| SK | Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses | | |
| HE | Implement strategies manage behaviour for learning within the context of school's behaviour policy and wider policy context. | | |
| HPL | Understand the roles and responsibilities of different professionals working with children with Special Educational Needs and the importance of working collaboratively with other professionals and agencies and parents, especially at the early stages of identification of needs and early intervention. | | |
| PB | Be able to follow safeguarding procedures as outlined in the school safeguarding policy | Ass | Know the value of tracking and reporting in relation to their practice and key developments to reflect workload. |
| Discussion has taken place. | | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Mentor Training

For those of you who have been unable to attend any of our phase specific mentor training to date, we will be running two extra sessions on Wednesday and Friday next week between 3:30 and 5pm. Please keep an eye on the website for these sessions when they are released. Also, if you haven't already, please can you ensure you have completed the online mentor training also.

Mentor focus:

We would ask that Mentors focus their Weekly Development Meeting (WDM) upon the Intended Curriculum, as identified above and in the Professional Practice Handbook for Week 2. Additionally, engage trainees in professional dialogue related to what they have been learning in university-based sessions as well as what they have learned about the children in your setting and their attainment, and how they will be able to use this new knowledge and understanding to help them in planning and delivering effective learning opportunities for the children in the future. In relation to future targets within the WDS forms, please could you set targets that relate to the Intended Curriculum for that week or the next one and be very mindful of how trainees can action and complete these targets within the timeframe they have. If you require further support with target setting, please do contact your trainee's Link Tutor in the first instance. Also, during these weekly conversations, can you discuss with students their progress with the EYE 3010 module based on reflective practice. Students have been asked to create a portfolio of how they track, assess and plan for children in their care.

Observation of experts to support training suggestions:

By now, trainees should have identified and gaps they have in their professional practice experiences to their mentors. Please ensure that trainees are plotting the steps they will take to fill these gaps, whether this be through teaching or observing an expert or simply finding the time to have a conversation with them about how they teach a particular subject.

Research and resources:

- DEPARTMENT FOR EDUCATION. 2023. *Statutory framework for the early years foundation stage*.
- ALLEN, S., WHALLEY, ME., LEE, M. & SCOLLAN, A. 2020. *Developing Professional Practice in the Early Years*. OUP.

If you require any further support or guidance, then please email the Year 3 UG Primary 3-7 Placement Quality Lead – Jamie Allman allmanj@edgehill.ac.uk