

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

<b><u>Course:</u></b>	<b><u>Phase:</u></b>	<b><u>Week 2:</u></b>
UG Primary 3-7 with QTS	Consolidation	04/03/24 <b>Or</b> 11/03/24

Hello everyone, I hope the students have settled well and are building positive relationships with the children and peers. Trainees should be taking more responsibility for the learning taking place in the environment as the weeks progress. Please refer to the handbook for guidance on this, however, if you feel a trainee is ready to take more responsibility then please feel free to allow them to do so.

**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 3 EHU ITE Curriculum – WDS Conversations**

<b>Curriculum for the week:</b> Please refer to <a href="#">EHU ITE Curriculum</a> guidance as appropriate.			
Trainee to address the statements below and discuss with the mentor in the Weekly Development Meeting			
<b>SK</b>	<b>Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses</b>		
<b>HE</b>	Understand the importance of an inclusive physical learning environment and plan for this to ensure equality of access and learning experiences for a diverse range of learners across all the areas of learning.		

HPL	Understand the importance of an inclusive physical learning environment and plan for this to ensure progress across all the areas of learning.	HPL	Manage and be responsible for areas of learning during continuous provision
PB	Understand how to collaborate in multi-agency working with internal and external colleagues (e.g., the role of CAMHS and other agencies in supporting mental health needs.		
Discussion has taken place.		<input type="checkbox"/> Yes	<input type="checkbox"/> No

### **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 3. 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, please remind trainees to use both the strand and subject component trackers to ensure they have the opportunity to cover all aspects of the curriculum, including any gaps they may have from their previous placements. Trainees have been reminded that they need to teach all subjects where possible or at the least either observe a lesson or have a professional conversation with a subject specialist about their particular curriculum area.

### **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](mailto:allmanj@edgehill.ac.uk)**