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| Mentor Space - Mentor Space |

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

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| **Course:** | PGCE Primary 5-11 | | |
| **Phase:** | Consolidation | **Week:** | 25.3.24 |

Welcome mentors to the PGCE 5-11 Primary Developmental phase, thank you for supporting our trainees in their professional practice, this our last update before the Eater break.

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/)

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. We would ask that students follow the school expectations for time in school including staff meetings or parents evening where applicable. PPA time can be used flexibly to meet the needs of your class timetable and student requirements.

You can find the weekly development summaries on the mentor space [here.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-consolidation/) 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-consolidation/)

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| **Weekly intended curriculum expectations linked to CCF:** [**EHU ITE Curriculum**](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-consolidation/) | |
| HE: Know how schools develop, implement and review the impact of a Pupil Premium Strategy.  HPL: Understand the implications of the Salamanca statement for inclusion in schools.  HE: Knows the professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010).  HPL: To know the provisions of the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice with regard to making reasonable adjustments.  PB: That teachers may be required to support other agencies and professionals in child protection. | |
| **Mentor Focus:** | |
| During week 3, students need to have an understanding of pupil premium and the impact of strategies relating to this and you may like to highlight children in this category to support our students here. We would like our students to take ownership of the subject and strand trackers to identify their own progression and to identify areas where more experience is required. You can find all the trackers [here.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-consolidation/) Students have been asked to share their final WDS from their developmental placement with you so you can see potential areas for developmental.  Thank you for supporting our trainees to access their online sessions in school, the next session will be **Wednesday 10th April 2pm to 5pm.**  If you need any further information regarding this phase, please access [Mentor space consolidation phase.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-consolidation/) where 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.  If you require any support or guidance regarding your student, please contact your link tutor at your earliest opportunity. | |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| During this phase, students should have the opportunity to observe or discuss with the subject leader or recommend colleague to understand how an expert practitioner teaches primary languages.  Please see the component tracker [here.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-consolidation/) | 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> |
| **Link Tutor:** | **Trainee:** |
| Thank you for supporting our students through their Consolidation phase of their professional practice this is an 11-week placement with SEND/EYFS enhancement -so 12 weeks in total including online university-based learning sessions. 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. **All students are asked to remain in school for their online sessions.**  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, these need to be uploaded every week so you can track progress.  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) . | We hope that you have settled in well on placement, during this placement you will need to follow the school with regards to start and end times and also with their holiday term dates. Make the most of opportunities to attend staff meetings and parents’ evenings if available or opportunities to deliver after school clubs as this will all support you when applying for vacancies and your CV. Continue to collect evidence for your Viva, your next online session is Wednesday 10th April 2-5pm and you are asked to remain in school for this.  Please ensure that your final WDS from your developmental placement has been shared with your mentor so that you can both identify areas for your development. You will continue to be supported by your link tutor and your PAT throughout this placement, please include your link tutor in any email regarding absence.  If you have not been contacted by your link tutor, please contact me [spilsbuj@edgehill.ac.uk](mailto:spilsbuj@edgehill.ac.uk) or your PAT. |