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| Mentor Space - Mentor Space |

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

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| **Course:** | Primary 3-7 (Early Years) Undergraduate Certificate in Education with QTS |
| **Phase:** | Developmental | **Week:** | 7 |

**Welcome to the weekly Mentor, Trainee and Link Tutor newsletter from the Department of Early Years.**

This is a 39 day Professional Practice Placement (PPP) which sees the trainees undertaking teaching requirements from week 2 building to approximately 50% whole class teaching by week 4. During **Weekly Development Meetings** (WDM), Mentors will complete a **Weekly Development Summary** (WDS) each week, and a **Lesson Observation** (LO) from week 2 (a minimum of 7 LOs should be completed throughout this PPP) with the trainee. Link Tutors have **4 Quality Assurance** (QA) meeting points with Mentors and Trainees, these will be agreed individually with you to best suit school/teaching requirements.

Trainees and Mentors are required to complete each weekly WDS and LO form (from week 2) through the Abyasa system. This can be accessed by clicking the link [here](https://edgehill.abyasa.net/pro). Only Mentors are able to submit the completed documents. As PPQL, these forms are used to track the progress of each individual trainee, and to offer further support as and when it is required. Trainees are required to undertake teaching in Systematic Synthetic Phonics (SSP) and a separate LO form needs to be completed for this. This too can be accessed through Abyasa.

**Mentors,** please see the relevant information below which relates to the **EYUGY2** trainee that you are mentoring. If you have any further questions or queries, then please do contact **John Clarke** (Professional Practice Quality Lead (**PPQL**) for EYUGY2 Placements) using this email address clarjohn@edgehill.ac.uk

As we are now reaching the final phase of our placement, our trainees should now be moving towards increasing their whole class teaching responsibility to 50% of the class timetable, where appropriate. Please can all mentors be mindful of supporting trainees to deliver both breadth and depth across the curriculum and where possible provide opportunities to teach a range of foundation subjects alongside Maths and English and Science. If this is not possible, please can we ask that trainees have the chance to observe the teaching of these curriculum areas by expert colleagues and subject leaders.

**Link Tutors** please do check out the **TEAMS** chat that has been set up for you to ask questions and share successes.

**Trainees** you have been well prepared to begin this PPP, please use all available opportunities to ensure that you are engaging fully with the experience, forming positive and professional relationships with all staff and children, familiarising yourself with the school, curriculum and children in your class.

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| **Weekly intended curriculum expectations linked to CCF:** |
| The weekly [**Strand Component Tracker**](https://sites.edgehill.ac.uk/mentorspace/files/2024/03/Y2-EY-Strand-Component-Tracker.docx), and [**Subject Component Tracker**](https://sites.edgehill.ac.uk/mentorspace/files/2024/04/EY-Undergraduate-Year-2-Full-Time-%E2%80%93-Subject-Component-Tracker.docx), can be found using these links. Alternatively these are embedded in the Abyasa system. These documents are used to track the progression of teaching and pedagogical skills in the EYFS and KS1 curriculums **and** the ITE strands (e.g. High Expectations, How Pupils Learn, Adaptive Teaching, Professional Behaviours and Assessment). The ITE strands can also be seen woven throughout the WDS forms. The PPP Handbook holds all the information related to this PPP, and can also be found using this hyperlink [Mentor Space EYUGY2 Developmental PPP Documentation](https://sites.edgehill.ac.uk/mentorspace/files/2024/03/UG-Early-Years-23-24-PP-Handbook-Year-2.docx). |
| **Mentor Focus:** |
| Stage 1 - ***CORE Online Mentor Training*** at [EHU Mentor Space](https://sites.edgehill.ac.uk/mentorspace/). This online unit provides Mentors with the research evidence and underlying principles for mentoring at Edge Hill University. Stage 2 - ***Phase Specific Mentor Training*** at [EYPUGY2 Developmental PPP Phase Specific Training](https://edgehill.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=2c3d49e3-2215-4fd9-9e96-b13e017a18a6). This is tailored to the specific placement phases and trainees,’ where Mentors will receive guidance about the curriculum appropriate to the phase, the content of centre-based training to date, and expectations whilst on professional practice.Stage 3 – ***Mentor Self-Study*** - Using the Mentor Space, Mentors can familiarise themselves with the partnership agreement, curriculum documentation and professional practice forms. |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Each week there will be a different focus which will help the trainee to gain a deeper understanding of that subject/strand area across the whole placement.Plan effectively for other adults in the classroom to support children with diverse needs outside the remit of SEND and reflect upon multi agency working. Be able to, with expert colleagues, plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding. Be able to use effective communication strategies to engage with parents/carers  | All relevant information related to this Professional Practice Placement, for Mentors and Link Tutors, can be accessed using this link to Mentor Space[Mentor Space EYUGY2 Developmental PPP](https://sites.edgehill.ac.uk/mentorspace/category/primary-3-7-developmental/)Additionally, the subject/strand focus research and reading links are here:**Inclusion in the Early Years,** Cathy Nutbrown; Peter Clough; Frances Atherton, 2013  **Key Issues in Special Educational Needs, Disability & Inclusion** Alan Hodkinson, 2019  **Equality and Inclusion in Early Childhood: Linking Theory and Practice**  Jennie Lindon, 2012   **Then There Was Silence: The Impact of the Pandemic on Disabled Children, Young People and their Families** Lunt, 2021  **The Deployment of Teaching Assistants in Schools** by Department for Education, 27/06/2019  **The Voices of Teaching Assistants (Are We Value for Money?)** in Research in Education by Jodi Roffey-Barentsen; Mike Watt, 2014  |
| **Link Tutor: Notices** | **Trainee:** |
| **Link Tutors**, please access the **Link Tutor Space** tab, on Mentor Space, for further support and guidance of this Professional Practice Placement.As we are now in week 7 for some students, please ensure that you have arranged the QA3 in person visit with any placement schools and update the university records accordingly.  | **Trainees** please continue to support your mentor by completing relevant information within your WDS ahead of your weekly discussion to maximise time.If you require support with:# **ACADEMIC WORK** – contact your Module Leader or Supervisor or Learning Services on [EHU Library/Learning Services](https://www.edgehill.ac.uk/departments/support/ls/)# **EYPUG PROGRAMME** – contact Heidi Winrow as PL at winrowh@edgehill.ac.uk or John Clarke as YL/PPQL on clarjohn@edgehill.ac.uk # **MONEY ADVICE** (inc PPP Travel Expenses) – contact the team on [EHU Money Advice](https://www.edgehill.ac.uk/departments/support/studentservices/moneyadvice/money-issues/)# **PLACEMENT** – contact the Placement Team at educationpartnership@edgehill.ac.uk or John Clarke clarjohn@edgehill.ac.uk # **STUDENT SUPPORT** – contact the Catalyst team on [EHU Student Support](https://www.edgehill.ac.uk/departments/support/studentservices/student-support-team/)# **WELLBEING** – contact the wellbeing team on [EHU Wellbeing](https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/) |