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| Mentor Space - Mentor Space |

**Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary 3-7 (Early Years) Education.**

'Trainees are immensely well supported by knowledgeable and inspirational tutors and by highly skilled, committed mentors' (***EHU OFSTED 2024)***

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| **Course:** | Primary 3-7 (Early Years) PGCE with QTS |
| **Phase:** | Introductory | **Week:** | 1 (covers 7th, 8th and 14th, 15, 16th October) |

Monday 7th October starts the beginning of the PGCE (Primary 3-7) Introductory Professional Practice Placement for our trainees. This placement is a 6-week block, which begins with an induction week (spread over 2 weeks) where trainees can find out about key policies and procedures within the school and nursery setting.

Trainees, Mentors and Link Tutors will be using **ABYASA** for the completion of paperwork, i.e. Weekly Development Summary (WDS) and Lesson Observations (LO), together with confirming trainee attendance electronically, at the end of the Professional Practice (PP).

Please see below for key discussion points this week in relation to the trainee’s curriculum, and how this will impact upon the Weekly Development Summary meetings and completion of paperwork.

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| **Weekly intended curriculum expectations linked to ITTECF:** |
| **HIGH EXPECTATIONS** – To know that all children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially  Understand how a commitment to equality, diversity and inclusion is embedded within practice in their setting. **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG** – Understand how teachers manage workload and wellbeing by planning efficiently and sharing the load.**PROFESSIONAL BEHAVIOURS** – To know who to contact with any safeguarding concerns.Know that positive professional conduct underpins self-development and effective working relationships.  To know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health. **ASSESSMENT** – a focus for week 2 |
| **Mentor Focus:** |
| Trainees will be asking lots of questions this week related to the EYFS curriculum and how children learn effectively within the setting. They will be making links between their university-based learning and how this new knowledge will impact upon their teaching practice. Mentors will be familiarising themselves with the procedures and paperwork required for this placement. They will also be explicit and specific about how to observe, assess and plan for effective learning opportunities for a range of early years learners. **MENTOR SPACE** - This is an online platform, housing information, documentation, and resources for mentors (and trainees/link tutors) to help support an effective professional practice experience.Edge Hill offers a comprehensive and flexible package of [mentor training and development opportunities](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/mentor-training-and-development/). The University Core Mentor Training for 2024/25 is comprised of three elements. * Core mentor development (Online units 1 and 2)
* Phase/subject specific mentor development
* Self- study mentor development
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| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Week 1 will be a perfect opportunity for trainees to interact with ‘expert colleagues’ whilst observing, assessing, planning and teaching within the Nursery setting. | *Early Years Foundation Stage Statutory Framework for Group and School Based Providers* – 2024 (DfE) |
| **Link Tutor:** | **Trainee:** |
| Will be introducing themselves to the trainee and the mentors to ensure that there is an effective working partnership throughout this placement. They will also be the first point of contact for questions, queries, and advice, regarding trainee progress and outcomes. | Use this week to familiarise yourself with the children, the Nursery policies and protocols and to follow the school’s policies. Remember to ask lots of pertinent questions of your Mentor and find out as much as you can about the children, in preparation for your teaching opportunities.  |

I would like to take this opportunity, on behalf of Edge Hill, to thank you for mentoring and supporting our trainees. If you require any further advice or guidance during this placement, then please contact me directly as the **Professional Practice Quality Lead** for the PGCE Primary 3-7 trainees.

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**PGCE Sustained Shared Thinking Intensive Teaching and Practice (ITaP)**

The PGCE Trainees have two ITaP days to complete as part of the Introductory Professional Practice. It is expected that the trainees will complete the ITaP days between Monday 14th October – Friday 8th November.

Trainees should upload the completed observation form to their individual Pebblepad Portfolios.

The structure of the Sustained Shared Thinking ITaP:

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| ITaP window - Monday 14th October- Friday 8th November  | ITaP window- Tuesday 15th October- Friday 8th November  |
| **ENACT** **School based** | **ASSESS** **School based** |
| Receiving support to apply learning in the classroom. | Tracking trainees’ growing knowledge and skills. |
| Trainee observes SST in action when the children are in continuous provision. Trainee completes an observation form to record the interaction and dialogue between the child and the teacher.  After this interaction, the mentor and the trainee discuss the interaction and identify how thinking was extended.  | Trainee engages in SST interactions with the children using the principles of SHREC. Trainee reflects on the quality of the interaction x2 and completes the reflection form.  |
| Trainee practices interactions informally alongside the mentor and receives informal feedback.   | Trainee plans an independent interaction with children following the SHREC approach. Mentor completes an observation focusing on the SST interaction. This will be the observation for that week. Mentor provides formal feedback and sets a target (from the target bank provided) on the EHU observation form.  |