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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:** | 2 |

Dependent upon your individual school holidays, week 2 of the EYPGCE Introductory Phase Professional Practice placement may occur w/b Monday 21st October **OR** w/b Monday 28th October. So, because of this, the week 2 newsletter may come out to you twice; this may help with timetabling and the planning of trainee teaching.

**This week might be a good opportunity to schedule in QA2 with the Mentor, trainee and the Link Tutor, to discuss the first WDS forms, and consider targets for the following weeks Professional Practice opportunities.**

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 understand that building effective relationships is supported when pupils’ feelings are considered and understood. Be able to support children to be productive and feel safe in the classroom  **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG** –  Through observing experts, identify the principles behind a good lesson plan, including in the moment planning, annotations and adaptations, through observing expert colleagues.  Know that the environment can support children’s learning so that prior knowledge is accounted for through pre-school experiences and children’s interests.    **PROFESSIONAL BEHAVIOURS** –  Understand their duties in respect of safeguarding and equalities legislation, follow safeguarding procedures and that promoting the welfare of children is everyone’s responsibility.  Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment.  **ASSESSMENT** – Know that schools and settings will have different approaches to assessment in an EYFS setting. | |
| **Mentor Focus:** | |
| The PGCE trainees have already undertaken five weeks of study, related to the Early Years Foundation Stage  Curriculum, in preparation for this Introductory Phase Professional Practice. The trainees can articulate clearly and robustly the content of their EHU Curriculum, and how sessions and lectures link seamlessly to their professional practice experience in schools/nurseries, with you, as their expert colleague.  We would ask that Mentors focus their Weekly Development Meeting (WDM) upon the Intended Curriculum, as identified above. Furthermore, to engage trainees in professional dialogue related to what they have been learning and how they can use this new knowledge and understanding to help them in planning and delivering effective learning opportunities for the children.  At EHU, we see the importance of ensuring trainee teachers are making links between theory and practice at every opportunity on Professional Practice, and Mentors can support this by meeting with trainees weekly to record their professional dialogue on the Weekly Development Summary (WDS) forms.  **Remember that all WDS and LOs (from this week) will be completed and submitted using ABYASA.** | |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| In addition to Mentors undertaking five lesson observations of the trainees whilst on placement, (as week one was an Induction/Introductory week for trainees, it did not require a formal lesson observation to be recorded), we would ask that trainees continue to take part in observations of ‘expert colleagues’ or Mentor’s teaching too.  The professional dialogue between trainee and Mentor at this point is crucial in ensuring there is a robust understanding of why Mentors plan and teach their intended curriculum, and what the expected outcomes for all learners is  intended to be.  Making explicit links and sharing clear and transparent thought processes with the trainee is fundamental to them understanding the ‘Observation, Assessment and Planning’ process of an expert class teacher who runs a successful classroom/setting. | DEPARTMENT FOR EDUCATION, 2024. *Initial Teacher Training and Early Career Framework (ITT ECF).* London: Crown.  DEPARTMENT FOR EDUCATION, 2015. *Carter review of Initial Teacher Training (ITT)* [online]. London: Crown.  Available from: <https://www.gov.uk/government/publications/carter-review-of-initial-teacher-training> |
| **Link Tutor:** | **Trainee:** |
| Link tutors will have contacted trainees and Mentors at least once, by week two. This first contact point (QA1) will have been to ensure that both trainee and Mentor know what their role is during this Professional Practice (PP) placement. **During this week also QA2 point will be designed to be a good opportunity to talk through the first WDS and check whether there are any concerns or questions.** | As this will be your first teaching week trainees, then please ensure that you are ready, prepared and know exactly what you are teaching and what is expected of you. Ensure that you have agreed the week’s teaching opportunities at your earlier Weekly Development Meeting (WDM) and are able to put this plan into place. Good luck! |

I would like to take this opportunity, on behalf of Edge Hill, to thank you for continuing to mentor and support 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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