|  |
| --- |
| 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)***

|  |  |
| --- | --- |
| **Course:** | Primary 3-7 (Early Years) PGCE with QTS |
| **Phase:** | Introductory | **Week:** | 4 |

Welcome to the fourth week of placement. Please note the Intended Curriculum for week four is below.

These prompts are taken from the EHU curriculum and can also be found in the Subject and Strand Component

Trackers, which are available from the Mentor Space.

**According to the PP schedule, this and last week are the ideal opportunities for the QA3 check point to take place. Please ensure that the joint lesson observation has been scheduled in.**

|  |
| --- |
| **Weekly intended curriculum expectations linked to ITTECF:** |
| **HIGH EXPECTATIONS** – Check pupil’s understanding of instructions before a task begins.Be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments.Discuss techniques and strategies related to individual learners with EAL with expert colleagues. **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG** – To engage effectively with children during continuous provision to extend their knowledge, skills and understanding.**PROFESSIONAL BEHAVIOURS** – Develop an understanding of what sorts of behaviour, disclosures and incidents to report.**ASSESSMENT** – Focus on week 5 and 6. |
| **Mentor Focus:** |
| As part of the university-based teaching sessions, both prior to starting their Introductory Phase PPP and after the completion of this current placement, the trainees will have further opportunities to learn about, and reflect upon, the teaching of Systematic Synthetic Phonic strategies. We would therefore ask that before trainees complete this current placement, that they have had opportunities to both observe and teach a minimum of **THREE SSP lessons**, either within Nursery or Reception.  |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| In addition to Mentors undertaking five lesson observations of the trainees whilst on placement, we would ask that trainees continue to take part in observations of ‘expert colleagues’ or Mentor’s teaching too. It would be beneficialif trainees and Mentors could agree a focus on SSP teaching, (if not already). | EHRI, L. C. 2022. What Teachers Need to Know and Do to Teach Letter-Sounds, Phonemic Awareness, Word Reading, and Phonics. *Reading Teacher*, 76(1), pp. 53–61.   MILANKOV, V., GOLUBOVIĆ, S., KRSTIĆ, T. and GOLUBOVIĆ, Š. 2021. Phonological Awareness as the Foundation of Reading Acquisition in Students Reading in Transparent Orthography. *International Journal of Environmental Research and Public Health*, 18(10). |
| **Link Tutor:** | **Trainee:** |
| You may have already confirmed the QA3 point for the joint observation at this time, if not, please do consider this now. It would be lovely to hear how trainees are getting on and how well their teaching opportunities are going – do let us know! | At week 4, you will be gaining so much more confidence with planning and teaching, ensure that you enjoy the challenges and opportunities afforded to you. If you need anything answering, then do get in touch. |

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.

Amanda Casey – Caseya@edgehill.ac.uk

Office number - 01695 650774