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| Mentor Space - Mentor Space |

**Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood 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 5-11 PGCE with QTS |
| **Phase:** | Introductory | **Week:** | 3 (covers 21st to 25th October **OR** 28th Oct to 1st Nov)  |

Monday 21st October is the beginning of the 3rd week of the Introductory Professional Practice for our PGCE (5-11) trainees. Dependent upon your individual school holidays, week 3 of the PGCE Introductory Phase Professional Practice placement may occur w/c Monday 21st October **OR** w/c Monday 28th October (please note that due to this, the week 3 newsletter may come out to you twice). We are also aware that some schools have a two week break for the October half term so, if this is the case for your setting, please adjust the week numbers from this point forward as appropriate. We ask that students are supported to incorporate the curriculum and strand targets from any weeks ‘missed’ through school holidays into discussions, observations and practice when they return from the half term break.

**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 week’s 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 know that social background and family circumstances affect pupils’ life chances
* To know the importance of policies and procedures and reporting for inclusion and safeguarding
* To understand that effective relationships are easier when pupils believe their feelings are understood

**HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG** – * To understand that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular groups.
* To understand how to effectively deploy support assistants and other adults to the benefit and progression of learners with SEND.

 **PROFESSIONAL BEHAVIOURS** – * Know that positive professional conduct underpins self-development and effective working relationships.
* Understand the legal and moral responsibilities of teachers to provide a high-quality education and respond effectively to children’s needs

**ASSESSMENT** – * To know the difference between formative and summative assessment and how these are used
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| **Mentor Focus:** |
| The PGCE trainees have already undertaken five weeks of study, related to the Subject and Strand Components of the ITTECF Curriculum, in preparation for this Introductory Phase Professional Practice, so they should be able to clearly and robustly articulate the content of their EHU Curriculum, and how sessions and lectures link seamlessly to their professional practice experience in school, with you, as their expert colleague.We would ask that Mentors focus their Weekly Development Meeting (WDM) upon the Intended Curriculum, as identified above, engaging 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 that 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:** |
| We ask that trainees continue to take part in observations of expert colleagues’ teaching this week, observing adaptive teaching techniques, the deployment of supporting adults and the use of both formative and summative assessment. The professional dialogue between trainee and Mentor at this point is crucial in ensuring there is a robust understanding of how Mentors plan and teach their intended curriculum, and what the expected outcomes for all learners are intended to be. Making explicit links and sharing clear and transparent thought processes with the trainee is fundamental to them understanding the decisions that expert teachers make in terms of deployment of support and adaptive teaching.  | 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>EDUCATION ENDOWMENT FOUNDATION, 2022. *The Five-a-day Approach to Adaptive Teaching* Available from: <https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support>  |
| **Link Tutor:** | **Trainee:** |
| Link tutors will have contacted trainees and Mentors at least once, by week 3. 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 week 3, link tutors will be in touch to organise the QA2 point which is designed to be a good opportunity to talk through the first WDS and check whether there are any concerns or questions. The QA3 visit usually takes place in Week 4 or 5.** | As this will be your first ‘teaching week’ please ensure that you are well prepared with detailed plans in place and strong collaboration with your Mentor. Ensure that you have agreed the week’s teaching opportunities at your earlier Weekly Development Meeting (WDM) and that you are able to put this plan into place. Consider the learning you have undertaken both at university and in your observations on placement so far in order to make effective decisions around behaviour management, transitions, adaptive strategies, forms of assessment and use of support staff in your own teaching. We wish you all the best – have a great time teaching! |

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 5-11 trainees.

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