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

|  |  |
| --- | --- |
| **Course:** | Primary 5-11 PGCE with QTS |
| **Phase:** | Introductory | **Week:** | 4  |

The trainees should be developing their confidence more in week 4 and be engaged in active learning around the points covered in the ITTECF so far - the organisation of the classroom, groupings of children, behaviour management, deployment of support staff, adaptive teaching and assessment strategies. We would ask that through your Weekly Development Meetings, you are encouraging the trainees to continue to ask searching questions which help to support their developing subject and pedagogical knowledge, and in turn help to improve their own teaching practices.

Thank you, Mentors and Link Tutors, for your continued support, advice and help with our trainees.

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.

|  |
| --- |
| **Weekly intended curriculum expectations linked to ITTECF:** |
| **HIGH EXPECTATIONS –** * Know that all children have a right to learn, and that differences in learning are a valuable part of human diversity
* Know and reinforce established school and classroom routines.
* To observe pupils who use EAL and how teachers adapt their practice**.**

**HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHING** – * To observe and understand the importance of applying high expectations to all groups and ensuring all pupils have access to a rich curriculum.
* To know how to incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND.
* To understand the purpose of planning.

**PROFESSIONAL BEHAVIOURS** – * Know their duties in respect of safeguarding and equalities legislation.

**ASSESSMENT** – * This is a focus for Week 5
 |
| **Mentor Focus:** |
| As part of the university-based teaching sessions (prior to starting their Introductory Phase PPP), the trainees had opportunities to learn about, and reflect upon, behaviour management strategies that may already be well established within schools. We would therefore ask that when modelling taught lessons for trainees to observe, and when giving feedback to trainees on their own teaching practices, that you could focus upon giving feedback related to how well they manage children’s behaviours both within and outside of the classroom environment in relation to school routines. **Week 4 may be the time to book in for the QA3 check point with Link Tutors. QA3 is when the joint lesson observation takes place, and the triangulation meeting afterwards looks at identifying strengths and areas to target for the weeks remaining of this placement block.** 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. In relation to Future Targets within the WDS forms, please could you set targets that relate to the Intended Curriculum for that week or the next one, and also, be very mindful of how trainees can action and complete these targets within the short timeframe they have on Introductory PPP. If you require further support with target setting, please do contact your trainee’s Link Tutor in the first instance and also check out the MENTOR SPACE on the Edge Hill website. **.**  |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| As always, we ask that trainees continue to take part in observations of expert colleagues’ teaching this week, taking note of the ways in which technology is utilised within the classroom generally, and also in an assistive capacity e.g. for learners who are categorised as having SEND. If necessary, this may involve them observing colleagues in other areas of the school.The professional dialogue between trainee and Mentor continues to be crucial in ensuring there is a robust understanding of the importance of planning lessons carefully and their duties in respect of safeguarding and equalities legislation. Please liaise with your trainee to discuss their personal journey towards the teaching expectations laid out in the mentor training. These are the expectations *by the end* of the placement, so it is fine to introduce the trainee to whole class teaching at a pace which feels right for them – as long as they are making progress each week.  | 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>DEPARTMENT FOR EDUCATION, 2024 *Keeping Children Safe in Education* (updated) Available from:<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> DEPARTMENT FOR EDUCATION, 2018 *Equality Act 2010: advice for schools*. Available from: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>  |
| **Link Tutor:** | **Trainee:** |
| By week 4 Link tutors should have contacted trainees and Mentors twice. The first contact point (QA1) was to ensure that both trainee and Mentor know what their role is during this Professional Practice (PP) placement. The QA2 point offered an opportunity to talk through the first WDS and check whether there are any concerns or questions. In week 4 Link Tutors will be in touch to arrange QA3, the formal lesson observation which takes place mid-placement. | We hope that everything is going well for you on placement and that you are really getting to grips with routines, planning expectations and behaviour management within your school. This week you will hopefully be feeling a little more confident and may now be well on your way to reaching the teaching expectations laid out in the Introductory Professional Practice handbook (available on the PGCE VLE area). Remember that your journey is individual – some of you may be ready to teach several full lessons a week by this point, others may be taking a more gradual approach – either is fine! Work closely with your Mentor to negotiate the journey that is right for you. You will also need to liaise with your Link Tutor and Mentor regarding a good time for your formal lesson observation, in which you will be leading a whole class teaching session – the subject for this can be negotiated with your Mentor.  |

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.

Virginia Kay – kayv@edgehill.ac.uk

Office number - 01695 657268