|  |
| --- |
| 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 | **Weeks:** | 1 and 2 (covers 7th, 8th and 14th, 15, 16th October) |

Monday 7th October starts the beginning of the Primary PGCE (5-11) Introductory Professional Practice Placement for our trainees. This placement is an 8-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 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.

|  |  |
| --- | --- |
| **Weekly intended curriculum expectations linked to ITTECF:** | |
| **HIGH EXPECTATIONS** –   * Understand the legal and moral responsibilities of teachers to provide a high-quality education and to make reasonable adjustments as required * Know that there are strategies and provision that can address inequalities and to implement them when on Professional Practice * To identify whether the school has an EAL policy.   **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG** –   * To know how to provide targeted support to increase pupil success using well designed resources. * Understand the role the teacher plays in supporting memory and effective learning. * Know the principles of planning.     **PROFESSIONAL BEHAVIOURS** –   * Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. * Understand that promoting the welfare of children is everyone’s responsibility   **ASSESSMENT** – a focus for week 3 | |
| **Mentor Focus:** | |
| Trainees will be asking lots of questions this week related to the 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.  **ABYASA** – This is an online platform, housing information, documentation, and resources for mentors (and trainees/link tutors) to help support an effective professional practice experience. Abyasa will become available w/c 7th October.  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 | |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Week 1 & 2 will be a perfect opportunity for trainees to interact with ‘expert colleagues’, especially practice which relates to addressing inequalities, EAL teaching, additional resources and targeted support. Please also introduce the trainee to the Designated Safeguarding lead. | *Initial Teacher Training and Early Career Framework* – 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, learn their names, research and follow the school policies and begin to develop relationships with school-based staff. Ensure that you know who the Designated Safeguarding Lead is in your setting. Speak with your mentor about the principles of planning and resource design and make the most of any available opportunities to observe staff in relation to the Week 1 and 2 curriculum expectations, |

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](mailto:kayv@edgehill.ac.uk)

Office number - 01695 657268