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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:** | 5 |

Welcome to the fifth week of placement, where trainees are really beginning to get to grips with the expectations of planning, teaching and assessment. Please see the Intended Curriculum for week five below, which aims to continue to develop trainees’ knowledge and understanding of the ITTECF.

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 PPP schedule, this week 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.**

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| **Weekly intended curriculum expectations linked to ITTECF:** |
| **HIGH EXPECTATIONS –** * Learn how to collaborate effectively with additional adults to create a supportive and inclusive learning environment
* To understand and begin to plan adaptive teaching strategies to meet the needs of pupils using EAL.

**HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHING** – * To understand that pupils learn at different rates and require different levels of support to ensure their success.
* To observe how expert colleagues balance new input with the knowledge of prior learning so that pupils master important concepts.

**PROFESSIONAL BEHAVIOURS** – * Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment.
* Know how individual social, emotional, mental health (SEMH) plans, safe-guarding policies and processes are in place to protect vulnerable children from mental health risk factors

**ASSESSMENT** – * Understand the influence of personal experiences and professional subject knowledge on assessment of children’s learning.
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| **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 (which may involve the trainee being given access to Key Stage 1 classrooms if they are currently based in Key Stage 2)**. **Week 5 may be the time to book in for the QA3 check point with Link Tutors, if this was not already completed in Week 4. 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 Week 5 Weekly Development Meeting (WDM) upon the Intended Curriculum, as identified above. Furthermore, to engage trainees in professional dialogue related to: inclusion and the school’s approach to this, particularly around different academic learning needs, SEMH approaches, and the use of prior learning to facilitate more comprehensive understanding for all learners.   |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Please continue to engage with your trainee with a variety of observations (of each other), ‘out-loud-thinking’ discussions where the trainee can ask questions of the decisions made around planning and teaching strategies, and professional dialogue which enables reflection upon the practice under study. This will be of particular value in the triangulation meeting which will take place after the formal lesson observation. Your trainee should also have begun to observe and teach aspects/full lessons of SSP, perhaps alongside another teacher if you are based in Key Stage 2. As you did last week, please continue to 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.  | EEF 2022. Moving from differentiation to adaptive teaching Available from: <https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching> DEPARTMENT FOR EDUCATION, 2018 *Implementing Inclusive Education* Available from:<https://www.gov.uk/research-for-development-outputs/implementing-inclusive-education> DEPARTMENT FOR EDUCATION, 2018 *Equality Act 2010: advice for schools*. Available from: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools> TEACHER TOOLKIT 2023 Practice Adaptive Teaching Examples Available from <https://www.teachertoolkit.co.uk/wp-content/uploads/2023/03/Practical-Adaptive-Teaching-Examples-.pdf>  |
| **Link Tutor:** | **Trainee:** |
| By week 5 Link tutors should have contacted trainees and Mentors at least 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 have been in touch to arrange QA3, the formal lesson observation which takes place mid-placement. Week 5 may be the week in which this observation takes place.  | In week 5 you will be really gaining confidence and be much more secure in your approach to planning and teaching. Continue to enjoy yourself and make the most of the challenges and opportunities that this practice placement offers you. Liaise with your Mentor to find the best way *for you* to meet the teaching expectations by the end of this block of practice. Remember, don’t compare yourself to anyone else – your journey will be individual. It is a good idea to print out a copy of the subject component tracker (can be found in the placement handbook on the PGCE VLE area) and start to highlight the foundations subjects that you have taught so far. This will be a useful resource to refer to in your next block of practice.  |

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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