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| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education**     |  |  |  | | --- | --- | --- | | **Course:**    BA Hons Primary Education with QTS (School-based Programme) | **Phase:**  **Developmental** | **Week:**  **2** | |
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| Hello everyone,  I hope week 1 has gone well. I also hope you all had an enjoyable half term with some time to rest and relax.  Please find below the weekly intended curriculum and a reminder of the guidance for the number of hours trainees should be engaged in teaching activity per week. This information is also available on Abyasa and on the [mentor space](https://sites.edgehill.ac.uk/mentorspace/prmug3p/) in the Professional Practice handbook. The WDS this week focuses on adaptive teaching and feedback to ensure progress for all learners and effective deployment of support colleagues.  **Weekly intended curriculum expectations linked to the CCF:**   | **Curriculum for the week:** | | | | | --- | --- | --- | --- | | Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate. | | | | | SK | **Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses** | | | | HE | Instil belief and promote the academic potential of all pupils including disadvantaged learners | HPL | Know that learning is progressive and plans should be flexible and adapted on the basis of pupil progress. | | PB | Know how to deploy support staff effectively so they have a positive impact on pupil progress and responsibilities of a teacher. | A | Know feedback must be high-quality and can be in unwritten or verbal form. |  |  | | --- | | Teaching activity **- Minimum** of 15 hours (on average 3 per day) in classrooms (including observing, teaching, co-teaching each week.) | | Mentoring - **Minimum** hours of mentoring each week | 1.5 hours. (This includes your weekly observation and weekly development meeting) | PPA Time  (School based)  **20%** |   **Systematic Synthetic Phonics (SSP)**  In each Professional Practice, we are asking all our trainees to have some progressive experience of Systematic Synthetic Phonics (SSP).  During the Developmental PP trainees should plan, teach and assess a sequence of three SSP sessions. One formal SSP observation should be completed.  The observation form can be found within Abyasa and on the [Mentor Space - lesson observation templates](https://sites.edgehill.ac.uk/mentorspace/observation-pey/).  If the trainee is based in a Key Stage 2 class, could the mentor please arrange the opportunity for the trainee to observe an expert colleague teaching SSP, and then support the trainee in planning and teaching a short sequence of SSP lessons.  **Link tutors** depending on start dates, QA1 and QA2 meetings will be in the process of being arranged. During these meetings (online), link tutors will discuss with the mentor and trainee how they have settled in and confirm induction has taken place. In QA2 they will discuss the first WDS, plans for forthcoming weeks and provide feedback. They will also arrange the in-person visit which will be around the midpoint of the Professional Practice.  If you have not heard from a link tutor yet, please email me ([healyl@edgehill.ac.uk](mailto:healyl@edgehill.ac.uk)) and I will follow this up with our partnership team. Link tutors are the first point of contact for any queries, so please send them an email if you have any questions.  A reminder that all paperwork and full overview for each week can be found within the Abyasa timeline and Professional Practice Resources tabs. They are also available on the [Mentor Space Primary 5-11 UG Developmental PT.](https://sites.edgehill.ac.uk/mentorspace/prmug3p-wds/) |
| **Mentor focus:** |
| Thank you for your engagement in Mentor Training. This is just a gentle reminder that if you have not already attended [Phase Specific Mentor Training](https://sites.edgehill.ac.uk/mentorspace/prm-phase-specific-briefings/) for Y3 (SB) Developmental Professional Practice please join us on [5th November 15:30](https://events.teams.microsoft.com/event/93c5251b-bb73-4e78-a109-7bac1b765ad4@09358691-4d8e-491c-aa76-0a5cbd5ba734) or [8th November at 12:30](https://events.teams.microsoft.com/event/44e66329-c52e-437b-9a27-f2a51f5be74f@09358691-4d8e-491c-aa76-0a5cbd5ba734).  At this online meeting, our lead mentors will go through the expectations for the Professional Practice and share guidance for the Abyasa online system.  Please ensure the subject and strand component trackers are being utilised to assess a trainee’s progress against the intended curriculum throughout the Professional Practice. These aspects can be discussed alongside the WDS (which is prepopulated with the curriculum foci for the week) at the weekly developmental meetings between mentors and trainees.  Please inform your Link Tutor as soon as possible if there are any worries or concerns about your trainee. Thank you. |
| As always, thank you for your support. Have a good week 2.  **Trainees: Observation of experts to support training suggestions:**  Trainees, continue to build on the successes of your first week. When focusing on the effective deployment of support staff, observe and discuss strategies with expert colleagues to ensure a collaborative approach. Consider times when planning will be shared and pupil progress reviewed.  Remember to make notes about what you have noticed, your reflections about practice, etc. This will support you in becoming a reflective practitioner.  Ensure that all tasks (including planning etc.) are completed in a timely manner and within the deadlines set by school. Files should be set up and always available. Remember, these can either be paper based or electronic. These should include your planning, evaluations, assessments and reflections.  I hope you have settled in well to your Professional Practice and have a great week. |
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| **Research and resources:**  GLAZZARD, J. and STONES, S., 2021*. Evidence Based Primary Teaching*Critical publishing.  SPECKESSER, S., RUNGE, J., FOLIANO, F., BURSNALL, M., HUDSON-SHARP, N., ROLFE, H. & ANDERS, J., 2018, Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/EFA\_evaluation\_report.pdf [retrieved 10 October 2018]. 42  The United Nations convention on the Rights of the Child. <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> |