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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 (Part-time Programme) | **Phase:**  **Developmental** | **Week:**  **3** | |
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| Hello everyone  I hope you are all well.  Please find below the weekly intended curriculum. The WDS this week focuses on adapting teaching to support pupils with a range of additional needs and consider strategies to support your own mental health and wellbeing.  **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 | Support pupils with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners. | HE | Observe and recognise specific adaptive teaching to meet the needs of all learners. | | HPL | Know where and how to seek support with their own social, emotional and mental health. | PB | Understand the legal and moral responsibilities of teachers to provide a high-quality education and respond effectively to children’s needs. |   As noted in the handbook, there is a *minimum* expectation of 15 hours teaching per week. Moving through the Professional Practice, trainees will become increasingly independent in planning, adapting their teaching and assessing the progress of their pupils. They will also continue to develop their knowledge and skills through observation and discussion with expert colleagues.  Mentors, thank you for continuing to record your trainee’s progress on Abyasa. The ‘Developmental phase specific mentor training’ provided information on using Abyasa. If you would find a recap useful, the mentor guide for Abyasa is also available on the mentor space on the [UG Y3 PT Developmental page](https://sites.edgehill.ac.uk/mentorspace/prmug3p/) . There is also a [recording of the phase specific mentor training](https://sites.edgehill.ac.uk/mentorspace/mentor-training-5-11-ug-sb-pt-developmental/) .  If you have any queries relating to accessing Abyasa please could you send an email to [FoEMentoring@edgehill.ac.uk](mailto:FoEMentoring@edgehill.ac.uk) and the team will be able to address these. Please also copy me in ([healyl@edgehill.ac.uk](mailto:healyl@edgehill.ac.uk)).  As always, thank you for your continued support.  **Mentor focus**  *Observations:*  Please ensure that trainees are observed regularly each week, both informally and formally. Formal observations are intended to provide the trainee with subject specific feedback. Further support on this is available in the [resources](https://sites.edgehill.ac.uk/mentorspace/resources-pey/) section on mentor space. Discussing the observed lesson can form part of your weekly discussion meeting. It is intended that the observation should be a part, rather than the whole, of the lesson.  Link tutors are the first point of contact for any queries, so please send them an email if you have any questions. Please inform your link tutor as soon as possible if there are any worries or concerns about your trainee.  A reminder that the ITE curriculum can be found on the [Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prmug3p/) and within the Abyasa timeline.  Please ensure the subject and strand component trackers continue to be used to assess your trainee’s progress against the intended curriculum. Trainees can reflect on these each week and these aspects can be discussed alongside the WDS at the weekly developmental meetings.  **Link tutors**  Please maintain contact with your trainee and school and check in to see how they are doing. Continue to monitor WDS on Abyasa and please keep me informed with how things are going in school.  Link tutors will have met, or will shortly be meeting, with mentors and trainees in QA2 meetings to discuss the start of the placement, the completion of the first WDS and provide feedback. In-person visits, which will be around the midpoint of the Professional Practice, should now be scheduled. |
| **Observation of experts to support training suggestions:**  **Trainees**  I am glad to hear from link tutors that you have settled in well to your Professional Practice. Please continue to take every opportunity and aim to be involved in the wider life of the school as much as possible. This may present different opportunities if you are in a different setting to your own school.  *Planning:*  Planning documents should be created for each lesson (whole class and group tasks) you deliver. This can include using the Edge Hill planning template for lesson plans / sequences of work, making use of school plans and annotating them with more details and information. Please speak with your mentor about what they want you to do. Remember to share them with your mentor in a timely manner before teaching takes place.  *Evaluations/ reflections:*  A qr code with a dinosaur  Description automatically generatedRemember, any teaching should be evaluated and reflected upon. What did the children do well? What needs to be recapped or covered again in the next lesson? Who needs further intervention or extension? What are you going to do for those children? What about your teaching? What did you do well? What do you want to do differently next time? How are you recording children’s progress and attainment?  *The Big Question*  Please could you take 2 minutes to complete the ‘Big Question’ which focuses on assessment. Feedback on this will be available via course reps. Thank you. |
| **Research and resources:**  DFE, 2021. Promoting and supporting mental health and wellbeing in schools and colleges. GOV.UK [online]. Available from: <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>  BETHUNE, A., 2018. *Wellbeing in the Primary Classroom.* London: Bloomsbury.  HANSEN, A., 2020. *Children’s Errors in Mathematics*. 5th ed. Exeter. Learning Matters.  Thank you for your ongoing support and commitment. Have a good week.  LorraineHealy  Professional Practice Quality Lead for the BA Hons in Primary Education Part-time Programme |
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