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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:**  **4** | |
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| Hello everyone,  I hope you are all well.  The WDS this week focuses on using strategies such as worked examples and modelling to support children’s learning. There is also a focus on communication with parents. As the weeks progress there will be a move towards greater independence in planning, teaching and assessment and the potential for trainees to build up their teaching time gradually, as appropriate.  **Weekly intended curriculum expectations linked to the ITTECF:**   | **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 Tracker for Core and Foundation Subject Knowledge Focuses**](https://sites.edgehill.ac.uk/mentorspace/prmug3p-wds/) | | | | HE | Understand that self-perception and self-belief supports behaviour. | PB | Understand how to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children’s needs. | | HPL | Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling. | PB | Know it is important to keep up to date with current safeguarding legislation, such as: Keeping Children Safe in Education 2024. |   Thank you for your continued support in utilising the Abyasa system to record your trainee’s progress through the WDS and the lesson observation forms. Just a reminder that if you were unable to attend the Developmental Phase Specific Mentor training, or would find a recap useful, there is a [recording](https://sites.edgehill.ac.uk/mentorspace/mentor-training-5-11-ug-sb-pt-developmental/) of this available on the mentor space.  If you have any queries relating to Abyasa could you send an email to FoEMentoring@edgehill.ac.uk please and the team will be able to address these.  **Mentor focus**  *Observations:*  Please continue to observe trainees each week to provide them with subject specific feedback. The weekly formal observation should be recorded on Abyasa, using the appropriate template. Further support with this is available on mentor space. Please aim to observe lessons at different times and across the range of subjects.  Your link tutor will be in touch to arrange the QA3 in-person visit this week or next week. This includes a joint observation of a lesson delivered by your trainee and feedback following this.  *Timetables:*  Please ensure that your trainee has a clear overview / timetable for each week showing when they will be teaching and the focus for their sessions so they can ensure they are fully planned and prepared for teaching.  *Access to schemes of work / resources:*  If your school uses specific schemes or resources, please can you ensure your trainee has access to these to ensure continuity and progression for your classes. Trainees should annotate these plans with their own adaptations for the class, and other notes to help support their planning and delivery. Please continue to discuss the subject and component trackers at the WDS meeting each week to assess your trainee’s progress through the EHU ITE curriculum.  A reminder that all paperwork and full overview for each week can be found on the [Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prmug3p/)  and within Abyasa.  **Link tutors**  Please continue to track your trainee’s progress through the WDS and lesson observations on Abyasa. Could you also ensure that QA1 and QA2 meetings are recorded on this platform.  If you have not scheduled the QA3 visit yet, could you arrange this as soon as possible please so it can take place around the midpoint of the Professional Practice.  Just a reminder there is a Teams area available for link tutors to ask any questions and share news. |
| **Observation of experts to support training suggestions:**  **Trainees**  I have already had some lovely messages about how well you are doing – thank you and keep up the good work!  *Planning and evaluation:*  Please continue to develop your subject and pedagogic knowledge and use this to adapt your planning and teaching for the individual needs of the pupils in your class. When evaluating your teaching, ensure you make a note of any further intervention or extension which may be needed.  Please ensure you keep up to date with current safeguarding legislation. 2024 updates are available from the link below.  As always, thank you for your commitment and support. Have a good week.  LorraineHealy  Professional Practice Quality Lead for the BA Hons in Primary Education with QTS Part-time Programme |
| **Research and resources:**  DfE, 2024. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE. Accessed from: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>  ROSENSHINE B. (2012) *Principles of Instruction: Research-based strategies that all teachers should know.* American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x>  WHITEBREAD, D. AND BINGHAM.S (2013) *Habit formation and learning in young children.*  University of Cambridge. |
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