|  |
| --- |
| Mentor Space - Mentor Space |

**Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary Education.**

'Trainees are immensely well supported by knowledgeable and inspirational tutors and by highly skilled, committed mentors' (***EHU OFSTED 2024)***

|  |  |  |  |
| --- | --- | --- | --- |
| **Course:** | BA (Hons) Primary Early Years Education with QTS. | | |
| **Phase:** | Year 1 - Introductory | **Week:** | 1 |

This Monday, the 13th January, has seen the start of the UG (Primary 3-7) Introductory Professional Practice Placement for our students. This placement is a 6-week block, which begins with an induction week where trainees can find out about key policies and procedures within the school and nursery setting, begin to form positive relationships with both children and staff, and carry out observations of the pupils and adults to help inform their own practice moving forward.

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:**   * To know that all children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially. * That there is a range of factors that affect pupil behaviour both within and outside the classroom.   **How Pupils Learn:**   * To know that children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially. * Teachers manage workload and wellbeing by planning efficiently and sharing the load.   **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. * To know their duties in respect of safeguarding and equalities legislation and be able to follow the school safeguarding policy and processes.   **Assessment:**   * Know that schools and settings will have different approaches to assessment in an EYFS setting. | |
| **Mentor Focus:** | |
| Trainees will be asking lots of questions this week related to the EYFS 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.  **MENTOR SPACE** - This is an online platform, housing information, documentation, and resources for mentors (and trainees/link tutors) to help support an effective professional practice experience. The mentor space can be accessed at the link here: [Primary 3-7 UG Introductory (Y1) - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/eyug1/)  Edge Hill offers a comprehensive and flexible package of mentor training and development opportunities. The University Mentor Training for 2024/25 is comprised of three elements:   * Core mentor development (Online units 1 and 2). * Phase/subject specific mentor development. * Optional self- study mentor development units.   Please ensure you have completed the Mentor Audit sent from [FoEMentoring@edgehill.ac.uk.](mailto:FoEMentoring@edgehill.ac.uk) This will provide you with your personal mentor training requirements for this year and will link directly to the information you need. | |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Each week there will be a different focus which will help the trainee to gain a deeper understanding of that subject/strand area across the whole placement.  Week 1 will be a perfect opportunity for trainees to interact with ‘expert colleagues’ whilst observing, assessing, planning and teaching within the Nursery setting. | * DEPARTMENT FOR EDUCATON. 2023. *Statutory framework for the early years foundation stage.* |
| **Link Tutor:** | **Trainee:** |
| Link Tutors 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.  Link Tutors, please check the correct Mentor email details are entered on In Place. Please access the Link Tutor Space tab, on Mentor Space, for further support and guidance of this Professional Practice Placement.  Additionally, please ensure that you access your Abyasa account. This can be done by clicking the link listed above. Alternatively, please email me directly or respond in the Teams Chat area. | Use this week to familiarise yourself with the children, the Nursery policies and protocols and to follow the school’s policies.  Remember to ask lots of pertinent questions of your Mentor and find out as much as you can about the children, in preparation for your teaching opportunities.  Please make sure you share the targets you set at the end of our ITaP week with your mentor. |

I would like to take this opportunity, on behalf of Edge Hill, to thank you for mentoring and supporting our trainees on this their first professional practice.

Helen Dunn (Professional Practice Quality Lead)