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| 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)***

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| **Course:** | BA (Hons) Primary Early Years Education with QTS. | | |
| **Phase:** | Year 1 - Introductory | **Week:** | 2 (beginning 20th January). |

The aim of this second week is for students to continue with their observations of expert mentors and children to help inform their own practice, and to begin to jointly plan for groups of learners within the setting, under the guidance and with the support of the school mentor.

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.

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| **Weekly intended curriculum expectations linked to ITTECF:** | |
| **Week 2 - Curriculum for the week**  **High Expectations:**   * Understand how a commitment to equality, diversity and inclusion is embedded within practice in their setting. * Understand the characteristics of EAL learners in order to identify effective support approaches in the classroom. * To understand that building effective relationships is supported when pupils’ feelings are considered and understood.   **How Pupils Learn:**   * Understand how policy around Inclusion and SEND is embedded within practice in their setting. * Know that the environment can support children’s learning so that prior knowledge is accounted for through pre-school experiences and children’s interests.   **Professional Behaviours:**   * To know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health. * Know that positive professional conduct underpins self-development and effective working relationships. | |
| **Mentor Focus:** | |
| If you haven’t already done so, please ensure you have completed the Mentor Audit sent from [FoEMentoring@edgehill.ac.uk.](mailto:FoEMentoring@edgehill.ac.uk)  Please complete all training requirements which will have been identified because of your responses on the audit form. At the following link you can access the Core Mentor Training should you be required to complete this, and you can also register to attend a Phase Specific Briefing via Teams: [Mentor Development - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/mentor-development/)  The Phase Specific Briefing is tailored to the specific placement phases and trainees,’ where Mentors will receive guidance about the curriculum appropriate to the phase, the content of centre-based training to date, and expectations whilst on professional practice.  Please make sure that the WDS form for Week 1 has been completed on Abyasa in preparation for your QA2 meeting with your link tutor and identify with your trainee when you will carry out an observation of their teaching in this week.  During this second week of Professional Practice, you should be scheduling a meeting via Teams with your Link Tutor to carry out QA2. | |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| In addition to Mentors undertaking six lesson observations of the trainees whilst on professional practice (1 per week), we would ask that trainees continue to take part in observations of ‘expert colleagues’ or Mentor’s teaching too.  The professional dialogue between trainee and Mentor at this point is crucial in ensuring there is a robust understanding of why Mentors plan and teach their intended curriculum, and what the expected outcome for all learners is intended to be.  Making explicit links and sharing clear and transparent thought processes with the trainee are fundamental to them understanding the ‘Observation, Assessment and Planning’ process of an expert class teacher who runs a successful classroom/setting. | * DEPARTMENT FOR EDUCATION, 2024. Initial Teacher Training and Early Career Framework (ITT ECF). London: Crown. * DEPARTMENT FOR EDUCATION, 2015. Carter review of Initial Teacher Training (ITT) [online]. London: Crown. Available from: <https://www.gov.uk/government/publications/carter-review-of-initial-teacher-training> * DEPARTMENT FOR EDUCATION. 2015. SEND Code of Practice. London: Crown. Available from: [SEND code of practice: 0 to 25 years - GOV.UK](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) |
| **Link Tutor:** | **Trainee:** |
| Link tutors will have contacted trainees and Mentors at least once, by week 2. This first contact point (QA1) will have been to ensure that both trainee and Mentor know what their role is during this Professional Practice (PP) placement.  During week 2, the QA2 point will be designed to be a good opportunity to talk through the completion of the first WDS form and check whether there are any concerns or questions. | As this will be your first teaching week trainees, then please ensure that you are ready, prepared and know exactly what you are teaching and what is expected of you.  Ensure that you have agreed the week’s teaching opportunities at your earlier Weekly Development Meeting (WDM) and are able to put this plan into place. Good luck! |