|  |
| --- |
| 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:** | 3 (beginning 27th January 2025). |

During this third week of professional practice, students should continue with their observations of expert mentors and children to help inform their own practice and continue to jointly plan for groups of learners within the setting, or plan for whole class teaching opportunities, under the guidance and with the support of the school mentor and depending on trainee confidence.

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:** | |
| **Week 3 - Curriculum for the week**  **High Expectations:**   * Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children. * To develop strategies to engage with learners with EAL in Continuous Provision to support language acquisition.   **How Pupils Learn:**   * Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children including those with SEND. * Identify the elements of a good lesson plan through observing expert colleagues and be able to engage effectively with children during continuous provision. * Understand the holistic nature of learning in the EYFS and how regular purposeful and spaced practice can be incorporated into playful experiences.   **Professional Behaviours:**   * Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment. | |
| **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) and 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. There are still opportunities to attend the Phase Specific Briefing this Thursday, the 23rd January from 3.30pm - 4.30pm, or this Friday, the 24th, from 12.30pm -1.30pm.  Please make sure that the WDS form for Week 2 has been completed on Abyasa and that your weekly lesson observations are up to date.  Continue to focus your Weekly Development Meetings (WDM) upon the Intended Curriculum, as identified above and in the Professional Practice Handbook and Subject Component Tracker for Week 3. Please also continue to talk to your trainees about what they have been learning in university-based sessions and how this relates to what they are observing and experiencing in practice within your setting.  When setting future targets on the WDS forms, please ensure that they relate to the Intended Curriculum for that week or the subsequent one, and outline how trainees can action and complete these targets within the time they have. If you require further support with target setting, please do contact your trainee’s Link Tutor in the first instance.  **Week 3 may be the time to book in for the QA3 check point with Link Tutors. This is when the joint lesson observation takes place, and the triangulation meeting afterwards looks at identifying strengths and areas to target for the next 3 weeks ahead.** | |
| **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. | * **Curriculum Planning**: <https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/curriculum-planning> * **Birth to 5 Matters: Resources and links to further information about the importance of Positive Relationships and the Enabling Environment** <https://birthto5matters.org.uk/resources/> * **For Trainees**:   ALLEN. S., WHALLEY, M., LEE, M. and SCOLLAN. 2019. *Developing Professional Practice in the Early Years.* McGraw-Hill Education. <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=6260752> |
| **Link Tutor** | **Trainee:** |
| Link tutors, hopefully you have been able to meet with your mentors and students to complete QA2. If not, then please arrange to do this as soon as possible and arrange a mutually convenient time to carry out the in-person visit as part of QA3 which ideally should take place at the mid-way point of the professional practice. | Please ensure that you are ready, prepared and know exactly what you are teaching this week 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.  Remember that across your professional practice, you will need opportunities to plan across all seven areas of learning and include opportunities to teach the whole class, adult-directed activities with small groups, and plan for enhancements in different areas of provision, including the outdoors.  Remember to identify those ‘wider opportunities’ which are part of a teacher’s role.  Week 3 might also be a good time to touch base with your Personal Academic Tutor to give them a quick update on how your professional practice is going so far – they will be keen to hear about all the wonderful things you are doing and engaging with. |