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| Mentor Space - Mentor Space |

Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Early Years.

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| **Course:** | Primary 3-7 (Early Years) Undergraduate Certificate in Education with QTS |
| **Phase:** | Developmental | **Week:** | 8 |

**Welcome to the weekly Mentor, Trainee and Link Tutor newsletter from the Department of Early Years.**

This Professional Practice (PP) sees the trainees undertaking some teaching requirements from week 2. Where appropriate, trainees will continue to increase their teaching responsibilities leading to opportunities to undertake some whole class teaching across a range of curriculum areas. During **Weekly Development Meetings** (WDM), Mentors will complete a **Weekly Development Summary** (WDS) each week, and a **Lesson Observation** (LO) each week with the trainee. Link Tutors have **4 Quality Assurance** (QA) meeting points with Mentors and Trainees, these will be agreed individually with you to best suit school/teaching requirements.

Trainees and Mentors are required to complete each weekly WDS and LO form through the Abyasa system. This can be accessed by clicking the link [here](https://edgehill.abyasa.net/pro). Only Mentors are able to submit the completed documents. As PPQL, these forms are used to track the progress of each individual trainee, and to offer further support as and when it is required. Trainees are required to undertake teaching in Systematic Synthetic Phonics (SSP). If this is no longer a focus of teaching in the trainee’s professional practice class, then we ask that they are supported to undertake this within another year group. All lesson observations can be accessed through Abyasa.

**Mentors,** please see the relevant information below which relates to the **EYUGY2** trainee that you are mentoring. If you have any further questions or queries, then please do contact **Heidi Winrow** (Professional Practice Quality Lead (**PPQL**) for EYUGY2 Placements) using the email addresses winrowh@edgehill.ac.uk

As we are now reaching the final phase of our placement, our trainees should now be moving towards increasing their whole class teaching responsibility where appropriate. Please can all mentors be mindful of supporting trainees to deliver both breadth and depth across the curriculum and where possible provide opportunities to teach a range of foundation subjects alongside Maths, English and Science. If this is not possible, please can we ask that trainees have the chance to observe the teaching of these curriculum areas by expert colleagues and subject leaders.

Please can I thank all mentors and link tutors for their support and hard work over the course of the placement. It is very much appreciated and your expertise is invaluable.

**Link Tutors** please check the **TEAMS** chat that has been set up for you to ask questions and share successes.

**Trainees** As last week, please access a new History recording to support your knowledge in this curriculum area. This has been placed in the Blackboard area for History (EYE2007). Please send a short email to your PAT to let them know how you are doing, tell them what you have been teaching – what has worked well, what you are working on next etc

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| **Weekly intended curriculum expectations linked to ITTECF:** |
| The weekly **Strand Component Tracker**, and **Subject Component Tracker**, are embedded in the Abyasa system. These documents are used to track the progression of teaching and pedagogical skills in the EYFS and KS1 curriculums **and** the ITE strands (e.g. High Expectations, How Pupils Learn, Adaptive Teaching, Professional Behaviours and Assessment). The ITE strands can also be seen woven throughout the WDS forms. The PP Handbook holds all the information related to this PP, and can also be found using this hyperlink [Mentor Space EYUGY2 Developmental PP Documentation](https://sites.edgehill.ac.uk/mentorspace/eyug2/). |
| **Mentor Focus:** |
| Step 1 – Complete the Mentor Audit sent from FoEMentoring@edgehill.ac.uk This will provide you with the mentor training requirements for this year and will link directly to the information you need. ***Phase Specific Mentor Training*** is for all mentors and can be accessed at [EYPUGY2 Developmental PP Phase Specific Training.](https://sites.edgehill.ac.uk/mentorspace/ey-phase-specific-briefings/)  This 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. |
| **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.Evaluate the effectiveness of lessons they have planned to inform future planningBe able to plan, teach and assess clearly sequenced lesson/s that includes: * adaptations to meet the needs of the learners including teaching assistant support
* indoor and outdoor classroom and risk management
* questioning to check prior learning, stretch, challenge and pinpoint knowledge gaps
* opportunities for retrieval
* addressing misconceptions
* giving verbal feedback to support children’s progress

reflecting on teaching practice (mentor feedback, strengths, areas to develop and next steps) | All relevant information related to this Professional Practice Placement, for Mentors and Link Tutors, can be accessed using this link to [Mentor Space](https://sites.edgehill.ac.uk/mentorspace/eyug2/)Additionally, the subject/strand focus research and reading links are here:Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Sherrington, T. and Caviglioli, O. (2019) Rosenshine's principles in action. Melton, Woodbridge: John Catt Educational. Sherrington, T. and Caviglioli, O. (2020) Teaching walkthrus : five-step guides to instructional coaching. Melton, Woodbridge: John Catt Educational. Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), p12-39.  |
| **Link Tutor: Notices** | **Trainee:** |
| **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.As we are now in week 8 for some students, please ensure that you have arranged the QA4 in person visit with any placement schools and update the university records accordingly.  | **Please ensure you share your Abyasa profile with your mentor along with the placement handbook.****Trainees** if you require support with:# **ACADEMIC WORK** – contact your Module Leader, PAT or Learning Services on [EHU Library/Learning Services](https://www.edgehill.ac.uk/departments/support/ls/)# **EYPUG PROGRAMME** – contact Heidi Winrow as PPQL at winrowh@edgehill.ac.uk # **MONEY ADVICE** (inc PPP Travel Expenses) – contact the team on [EHU Money Advice](https://www.edgehill.ac.uk/departments/support/studentservices/moneyadvice/money-issues/)# **PLACEMENT** – contact the Placement Team at educationpartnership@edgehill.ac.uk or Heidi Winrow as PPQL at winrowh@edgehill.ac.uk# **STUDENT SUPPORT** – contact the Catalyst team on [EHU Student Support](https://www.edgehill.ac.uk/departments/support/studentservices/student-support-team/)# **WELLBEING** – contact the wellbeing team on [EHU Wellbeing](https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/) |