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| Mentor Space - Mentor Space |

**Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood 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:** | Primary BA (hons) Primary Education with QTS | | |
| **Phase:** | Introductory | **Week:** | **1**  Monday 13th – Friday 17th January 2025 |

Welcome to the first week of placement! I hope you all are excited to begin the first week of 6 in school. I will be sending a weekly communication throughout this Introductory placement and this will guide you to the strand and subject focus for each week, planning and teaching expectations, as well as any guidance for WDS, PPA time, and some key research to support you. Edge Hill Mentor Space houses all documentation needed to support you during this placement, including the Introductory Placement handbook, as well as the subject and strand component trackers. It can be accessed here.

<https://sites.edgehill.ac.uk/mentorspace/>

Key contacts:

* Link Tutors are the first port of call for mentors and students. They will be able to answer any questions and clarify any uncertainties.
* Mentors and link tutors will be using Abyasa to record all WDS and lesson observations. Please follow this link to find all the relevant paperwork.

<https://www.edgehill.ac.uk/service/abyasa-pro/>

* For all placement related queries that your link tutor cannot help with, please email the Placement lead, Cath Heys - [heysca@edgehill.ac.uk](mailto:heysca@edgehill.ac.uk)

Thank you to everyone for your support on this placement.

Cath Heys

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| **Weekly intended curriculum expectations linked to ITTECF:** | | |
| **HIGH EXPECTATIONS**:   * To understand the legal and moral responsibilities of teachers to provide a high-quality education and to made reasonable adjustments as required. * To know that there are strategies and provision that can address inequalities and to implement them when on Professional Practice. * To identify whether the school has an EAL policy   **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG** –   * 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. * Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.   **PROFESSIONAL BEHAVIOURS** –   * Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment.   **ASSESSMENT -**   * Know the difference between formative and summative assessment and how these are used. | | |
| **Teaching expectations:**  Trainees will be asking lots of questions this week related to the 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. They will observe good practice as well as begin to build relationships with the class and work with individuals and groups.  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 learners. | | |
| **Mentor Focus:** | | |
| **ABYASA** – This is an online platform, housing information, documentation, and resources for mentors (and trainees/link tutors) to help support an effective professional practice experience. Abyasa will become available w/c 13th January  Edge Hill offers a comprehensive and flexible package of [mentor training and development opportunities](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/mentor-training-and-development/). The University Core Mentor Training for 2024/25 is comprised of three elements.   * Core mentor development (Online units 1 and 2) * Phase/subject specific mentor development   Self- study mentor development  **Observations:**  Please ensure that trainees are observed regularly each week, both informally and formally. Formal observations are intended to provide the trainee with subject specific feedback. Further support on this is available here:  <https://sites.edgehill.ac.uk/mentorspace/category/primary-5-11-introductory/>  Discussing the observed lesson can form part of your weekly discussion meeting. It is intended that the observation should be a part, rather than the whole, of the lesson. For the first 2 weeks, observations can be groupwork.    **WDS:**  Please can you make sure that it is you as the mentor who completes all paperwork (WDS and lesson obs) and not the trainee? This is completed on Abyasa.  Please inform your Link Tutor as soon as possible if there are any worries or concerns about your trainee.  If you have any queries about the placement or any concerns that need to be escalated, please email me, likewise do share successes and achievements with your link tutor and myself.  As always, thank you for your support. | | |
| **Observation of experts to support training suggestions:** | | **Research and Resources:** |
| Please do plan opportunities to visit other classrooms and chat with other teachers and experts about their roles within school. | | Initial Teacher Training and Early Career Framework – 2024 (DfE)  <https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework> |
| **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.  QA1 should take place by the end of the first week of placement. | *Attendance*:  Please remember that attendance is key to success and your development. Please follow the correct procedures for contacting school, your mentor, the Primary Support Team and your link tutor if you are absent and keep the school updated with your absence and return date.  *Week 1 observations:*  Use this week to familiarise yourself with the children, learn their names, research and follow the school policies and begin to develop relationships with school-based staff. Ensure that you know who the Designated Safeguarding Lead is in your setting. Speak with your mentor about the principles of planning and resource design and make the most of any available opportunities to observe staff in relation to the Week 1 curriculum expectations.  *Travel and accommodation* information is available on Blackboard at the following link or through the link on my announcement in your programme area.  <https://learningedge.edgehill.ac.uk/ultra/organizations/_281630_1/outline> | |