|  |
| --- |
| 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)***

|  |  |
| --- | --- |
| **Course:** | Primary BA (hons) Primary Education with QTS |
| **Phase:** | Introductory | **Week:** | **3**Monday 27th – Friday 31st January 2025 |

Welcome to the third week of placement! I hope you have settled into the routines at school now and are building up your teaching, working with groups and taking opportunities to manage the whole class. Now is also the time to begin supporting extra-curricular clubs and activities eg choir, sports clubs etc.

All QA2 meetings should have taken place by now and link tutors will have put a date in the diary to visit school for QA3.

Cheryl Rainger (Year 1 Lead) will be holding an online drop in this week for trainees if there are any questions. This will be on **Thursday 30th January at 5:00pm**. You can access this through Blackboard Announcements.

Useful links

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

foementoring@edgehill.ac.uk

* Link Tutors are the first port of call for mentors and students.
* For all placement related queries that your link tutor cannot help with, please email the Placement lead, Cath Heys - heysca@edgehill.ac.uk

Thank you again to everyone for your support on this placement.

Cath Heys

|  |
| --- |
| **Weekly intended curriculum expectations linked to ITTECF:** |
| **HIGH EXPECTATIONS**:* To learn how to collaborate effectively with additional adults to create a supportive and inclusive learning environment.
* To understand and begin to plan adaptive teaching strategies to meet the needs of pupils using EAL

**HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG**:* How the graduated response outlined in the Code of Practice is implemented in schools.
* How children with Special Educational Needs are identified in line with the Code of Practice.
* Understand the role the teacher plays in supporting memory and effective learning.

**PROFESSIONAL BEHAVIOURS**: * Know their duties in respect of safeguarding and mental health concerns plus equalities legislation.

**ASSESSMENT:*** Understand the influence of personal experiences and professional subject knowledge on assessment of children’s learning.
 |
| **Teaching expectations:** Trainees will now be starting to increase their teaching responsibility as appropriate, beginning to take opportunities to manage the whole class eg taking the register, reading a whole class story. They will be making links between their university-based learning and how this new knowledge will impact upon their teaching practice. Trainees will continue to work with groups of children and observe good practice.Trainees should start to plan part of lessons alongside the mentor eg the starter of a maths and English lesson. Please ensure all plans are shared with the mentor in a timely manner. |
| **Mentor Focus:** |
| **Abyasa**During your weekly WDS sessions, please guide trainees in using PPA time effectively. Consider planning for the week, opportunities to visit other classes and when these are best completed, discussions with subject leads and experts within school etc. These experiences can be recorded on the WDS.**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. 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. All trainees should observe SSP lessons, plan and deliver 1 lesson. If they are placed in a KS2 class and SSP is not taught, please could you seek an opportunity for this to be completed in KS1? This planned lesson will form 1 of the formal observations. **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 a 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 while you have time in the 3rd week.Speak to subject leads and other experts in school, ask questions about schemes, progression etc. | Focus on SEND<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>Working with other adults and TAs – this links to the research report from October 2024<https://www.leedsforlearning.co.uk/Article/164024> |
| **Link Tutor:** | **Trainee:** |
| Link tutors will have now completed QA2 with both trainees and mentors. They will also be the first point of contact for questions, queries, and advice, regarding trainee progress and outcomes.Please ensure you have a date planned for the QA3 joint observation in school. | *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.Please also update attendance each week on Abyasa.*Week 3 observations:*The observation for this week can be SSP, a team teach, or the starter to a lesson as appropriate.*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>  |