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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:** | **4**Monday 3rd – Friday 7th February 2025 |

Welcome to the fourth week of placement! Can you believe we are at the halfway point already? By now you may be taking opportunities to spend time with the class as a whole, reading stories, taking the register, teaching the starters to lessons as some examples. Some of you may have started further whole class teaching as appropriate, planning alongside your mentor.

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. Loo out for her announcement on Blackboard.

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

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| **Weekly intended curriculum expectations linked to ITTECF:** |
| **HIGH EXPECTATIONS**:* To instil belief and promote the academic potential of all pupils including disadvantaged learners.
* Observe and recognise strategies to support children with EAL.
* To liaise with expert colleagues to address the needs of pupils using EAL

**HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG**:* Key roles and responsibilities in supporting all children including in school and other agencies.
* Understand the purpose of planning.

**PROFESSIONAL BEHAVIOURS**: * Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment.
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| **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, planning and delivering starters, and parts of lessons, as well as other opportunities as appropriate.They will be making links between their university-based learning and how this new knowledge will impact upon their teaching practice.Please ensure all plans are shared with the mentor in a timely manner.If you are based in a KS2 class, please ensure you have opportunities to observe SSP, ready to plan and deliver 1 session of phonics with that class. |
| **Mentor Focus:** |
| **Abyasa**During your weekly WDS sessions, please guide trainees in using PPA time effectively. At this stage, please can you guide your trainee to use PPA time to plan, using the EHU format. **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. All observations can be found from the ‘start’ option on Abyasa. Select ‘start’ and then use the drop-down arrow next to ‘WDS’ to find the correct lesson observation form.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. If you haven’t done so already, if in a KS2 class, please can you support your trainee in observing SSP in a KS1 classroom?**WDS:**Thank you so much for completing the WDS weekly. It really does show the individual journey of the trainee, and targets based on observations and discussions support their weekly progress.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. | Supporting all children to achieve:EDUCATION ENDOWMENT FOUNDATION, 2022. *The Five-a-day Approach to Adaptive Teaching* Available from: <https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support>DEPARTMENT FOR EDUCATION, 2024. *Initial Teacher Training and Early Career Framework (ITT ECF).* London: Crown. <https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf> |
| **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, reminding your trainee to have a copy of the lesson plan ready for you when you visit. | *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 4 observations:*The observation for this week can be SSP, a team teach, or 20 minutes of a lesson you have planned.Please use the EHU lesson planning format when planning your lessons and share with your mentor prior to your lesson.If schemes are used, please have the EHU lesson planning format to hand, so you can ‘tweak’ lesson plans with those headings in mind.Please do remember that every trainee’s journey is different and how this looks will vary from school to school, and trainee to trainee.The expectations in the handbook build throughout placement to the final week, but it is important to take steps at a speed the is appropriate for the trainee.*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>  |

I would like to take this opportunity, on behalf of Edge Hill, to thank you for mentoring and supporting our trainees. If you require any further advice or guidance during this placement, then please contact me directly as the **Professional Practice Quality Lead** for the UG Primary 5-11 trainees.

Catherine Heys – heysca@edgehill.ac.uk

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