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| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education**

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| **Course:**   BA Hons Primary Education with QTS (School-based Programme)  | **Phase:** **Consolidation** | **Week:** **1** |

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| Hello everyone,My name is Lorraine Healy and I am the Professional Practice Quality Lead for the School-based Undergraduate Programme. I am looking forward to working with you all during this Consolidation Professional Practice for our Year 4 (school-based) trainees. Thank you for supporting them through this final stage of their training. Each week, I will be sending an email with key reminders for the following week and any other important information for mentors, link tutors and trainees.If you have any questions throughout the placement window, please contact your Link Tutor in the first instance. I am also available to discuss any issues. My email address is healyl@edgehill.ac.ukA reminder that Weekly Development Summaries (WDS), lesson observation forms, subject and strand component trackers can be found within the Abyasa portal and this online system is used to record trainee progress through the curriculum each week. There is a dedicated mentor space on the Edge Hill University website. It is available through this link: <https://sites.edgehill.ac.uk/mentorspace/> . Copies of the documentation can also be found here.Thank you again, and I hope all goes well during the coming weeks.LorraineHealyProfessional Practice Quality Lead for the BA Hons in Primary Education School-based Programme**Weekly intended curriculum expectations linked to CCF:**

| **Curriculum for the week:**  |
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| Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate.  |
| SK | **Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses**<https://sites.edgehill.ac.uk/mentorspace/prmug4p-wds/> |
| HE | Know that variables such as gender, race, disability and socio-economic status intersect to increase the disadvantages faced by children    | PB | To understand teachers are required to support other agencies and professionals in child protection    |
| HPL | The roles and responsibilities of outside agencies and professionals working with children with Special Educational Needs and Disabilities.   | A |   Know the value of tracking and reporting in relation to their practice and key developments to reflect workload. |

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| **Mentor focus:****Mentor training:**Thank you for supporting our trainees during this Professional Practice. Phase-specific briefing dates are available on mentor space. The meeting is on Teams and usually lasts about 1 hour. Here is the link: [Mentor Development -Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prm-phase-specific-briefings/). Please click on the UG Developmental (Y4) Part-Time tab. The briefing will go through the expectations for the Professional Practice and share guidance for the Abyasa online system. If you are unable to attend this training please speak to your link tutor. Guidance is also available [here](https://sites.edgehill.ac.uk/mentorspace/mentor-training-5-11-ug-sb-pt-consolidation/).[**Mentor space**](https://sites.edgehill.ac.uk/mentorspace/)**:** Here is the link to the [Year 4 Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prmug4p/) where you will find all the documentation and guidance needed for this professional practice This includes induction documentation, Abyasa guidance, subject and component trackers and much more. You will also find the placement handbook here which is full of information to support you throughout the 10-week placement.Some of our trainees are in new settings and if this is the case, please use the ‘Mentor Checklist’ (within the ‘Induction Checklist’ tab) to help your trainee to settle into school. **Abyasa**The online Abyasa system will be used to record the Weekly Development Summaries (WDS), lesson observations and attendance. The ‘timeline’ tab enables all users to access the relevant WDS in a clear sequence. Lesson observations are subject specific and therefore can be accessed in any order from the start menu of the timeline. Each WDS has been pre-populated with the weekly assessment. Additional documentation relevant to this placement can also be found in the ‘document’ tab. There are also strand and component tracker grids available and we would ask that these are used to support assessment of progression through the curriculum and WDS discussions. This is a best fit model and there may be some flexibility in the timings of when these are completed. It might be useful to download these and highlight specific areas as the trainee progresses through the curriculum. |
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| **Link tutors**Thanks for supporting our Year 4 School-based trainees. Please could you arrange the QA1 visit as soon as possible, if you haven’t already done so and record this on Abyasa. The Abyasa system contains all the documentation for WDS, lesson observations and attendance to support you in monitoring your trainee’s progress. A Teams area has been set up for link tutors so if you have any queries please feel free to use this. Alternatively, you can email me directly at healyl@edgehill.ac.uk.**Trainees - Observation of experts to support training suggestions:**Trainees, if you are in a new setting, please use the ‘Trainee Checklist’ and complete the relevant sections of the ‘Contextual Analysis’ form to ensure you are fully prepared for your PP. These can be found in the ‘Induction checklists’ tab on the mentor space [https://sites.edgehill.ac.uk/mentorspace/prmug4p-wds/ .](https://sites.edgehill.ac.uk/mentorspace/prmug4p-wds/%20.%20) Please use the Abyasa trainee guide on the mentor space to support you in confidently using the portal.Discuss with the Designated Safeguard Lead, the processes for reporting safeguarding concerns and complete the school induction if you are in a new setting.In your first WDS meeting, discuss the targets from your Developmental PP and any specific areas you would like to focus on during this Consolidation PP. These can then be incorporated alongside ongoing targets. Wishing you an enjoyable and successful Professional Practice. Please take every opportunity you can to develop your knowledge and skills and become involved in the wider life of the school. |
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| **Research and resources:**DEPARTMENT FOR EDUCATION, 2022. *Keeping children safe in education.* Statutory guidance for schools and colleges. DfE: London. DEPARTMENT FOR EDUCATION, 2020*.  Special Educational Needs and Disability code of practice:0-25 years*. DfE: London. |