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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:** | PGCE Primary Education 5-11 with QTS | | |
| **Phase:** | Developmental | **Week:** | 1  Monday 6th January – Friday 10th January 2025 |

Happy New Year everyone!

My name is Virginia Kay and I am the Professional Practice Quality Lead for the PGCE Primary 5-11 trainees. I have worked with many of you before and I am looking forward to working with you all again during this placement. Thank you for supporting our students through this stage of their training.

You will receive correspondence from me each week, giving you details of the key focus for the upcoming week of placement.

Please find key contacts below for some of the common queries which arise during placement. We ask that you contact the relevant person for each specific query so that we can answer your questions as quickly as possible.

* If mentors or students have any questions throughout the placement window, please contact the Link Tutor (LT) in the first instance.
* Students, please contact your PAT for any pastoral or academic support, as normal. Do not contact then for placement-related queries, your LT is your first point of contact.
* For Abyasa related queries, please contact [foementoring@edgehill.ac.uk](mailto:foementoring@edgehill.ac.uk)
* If you have not heard from your Link Tutor by Monday 6th January, please email me [kayv@edeghill.ac.uk](mailto:kayv@edeghill.ac.uk)

We have a dedicated area of mentor space for this placement on the Edge Hill University website. It is available here <https://sites.edgehill.ac.uk/mentorspace/prmpg2/>

Thank you again, and I hope you all have a wonderful first week.

Virginia Kay

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| **Weekly intended curriculum expectations linked to ITTECF:** | | |
| **HIGH EXPECTATIONS** –   * Understand the legal and moral responsibilities of teachers to provide a high-quality education and to make reasonable adjustments as required.   **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHING** –   * Observe and identify the practical strategies and approaches to embed adapted approaches and evaluate these. * Be able to identify and observe adapted content, strategies, and inclusive approaches   **PROFESSIONAL BEHAVIOURS** –   * Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. | | |
| **Mentor Focus:** | | |
| 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 lasts around 1 hour. If you have not yet attended, here is the link: [Mentor Development -Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prm-phase-specific-briefings/). Please click on the PG Developmental link. This training will take you through the expectations of the Professional Practice and answer many of the questions you will have. There is also a recorded video which you can access here <https://sites.edgehill.ac.uk/mentorspace/mentor-training-5-11-pg-developmental/>  Our trainees will come to you on Monday 6th January having carried out some contextual analysis of your school. They will share this with their Link Tutor to demonstrate readiness for placement, but this, along with the trainee profile which they should have completed, will work well as a basis for your initial conversations between trainees and mentors.  The online Abyasa system will be used to record the Weekly Development Summaries (WDS), lesson observations and attendance. The ‘timeline’ tab enables mentors, LTs and trainees to access the relevant WDS in a clear sequence. Trainees need to be formally observed once each week by you as their mentor and receive feedback which is recorded on a lesson observation form, on Abyasa. 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 targets. Additional documentation relevant to this placement can also be found in the ‘Document’ tab. For those of you who are new to the Abyasa system, guidance is available on the mentor space in the form of a ‘Mentor Guidance Handbook’ which is incredibly helpful. Scroll to the bottom of this page to find the guidance: <https://sites.edgehill.ac.uk/mentorspace/prmug2/>  If you have any Abyasa queries, check to see if they are answered in the handbook first and if not, please email [foementoring@edgehill.ac.uk](mailto:foementoring@edgehill.ac.uk)  There are also strand and component tracker grids available – you can access these here [PGCE Developmental Programme Grids.docx](https://1drv.ms/w/c/e8c028a399a416b9/EYDriuuCNdtMsBW1kqWFt3sBM_gMs0tqbxtPClJ35JLWtQ?e=NDna4H) 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.  We have created a resource bank of ‘Supportive Strategies’  which provide mentors with guidance on how best to support trainees who may have specific learning difficulties during their time in your school, including Autism, dyslexia, dyspraxia, dyscalculia and ADHD. You can access these resources by scrolling to the bottom of this page: <https://sites.edgehill.ac.uk/mentorspace/mentor-development/> | | |
| **Observation of experts to support training suggestions:** | | **Research and Resources:** |
| Week 1 will be a perfect opportunity for trainees to interact with expert colleagues, especially observing the class teacher and TA/LSAs in the class base to support the trainee in settling in and beginning to get to know the staff and pupils in this class.  Trainees are encouraged to spend time each week observing expert colleagues, with a special focus this week on adapted content, strategies, and inclusive approaches. Please encourage your student to make links with other colleagues within the wider school community as it would be invaluable for them to observe professionals both in and outside of their own classroom. Please also introduce the trainee to the Designated Safeguarding lead. | | DEPARTMENT FOR EDUCATION, 2024. *Keeping children safe in education.* Statutory guidance for schools and colleges. DfE: London. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>  DEPARTMENT FOR EDUCATION, 2020*.  Special Educational Needs and Disability code of practice:0-25 years*. DfE: London.  EDUCATION ENDOWMENT FOUNDATION, 2021: Improving Social and Emotional Learning in Primary Schools. Available from: [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) |
| **Link Tutor:** | **Trainee:** | |
| Thank you for supporting our trainees.  If you have not yet done so, please could you arrange the QA1 visit as soon as possible.  If your trainee requires a risk assessment, this will have been completed on campus and should have been sent to you ahead of placement for you to share with the mentor.  Abyasa contains all the documentation for WDS, lesson observations and attendance as well as the strand and component trackers. This will enable you to monitor your trainee’s progress. QA visits are recorded on Abyasa.  I have set up a Teams chat space for us so if you have any queries, please feel free to use this. Alternatively, you can email me directly at [kayv@edgehill.ac.uk](mailto:kayv@edgehill.ac.uk) | Ensure that you have completed the relevant sections of the ‘Contextual Analysis’ form to ensure you are fully prepared for your PP.  Use the Abyasa trainee guide on the mentor space to support you in confidently using the portal.  Use week 1 to familiarise yourself with the children, learn their names, research and follow the school policies and begin to develop professional relationships with school-based staff. Spend time getting to know routines and practices specific to this school and your class. Work with groups of children, under the teacher’s direction. Get involved!  Ensure that you know who the Designated Safeguarding Lead is in your setting and complete the school induction. 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 EHU Week 1 curriculum expectations.  In your first WDS meeting, discuss the targets from your Introductory PP and any specific areas you would like to focus on during this Developmental PP. These can then be incorporated alongside ongoing targets during this placement.  We wish you all 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.  Travel and accommodation information is available on Blackboard at the following link <https://learningedge.edgehill.ac.uk/ultra/organizations/_281630_1/outline> | |