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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 |

Now that the first week of practice has been successfully completed, trainees should be feeling more settled in the placement. There should be the start of new professional networks beginning, with introductions to other staff members and the development of rapport with the children in the class base.

Just a reminder of the key contact information shared last week:

* 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 them 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 the QA1 meeting has not yet taken place, it is essential that this is completed no later than Friday 17th January. If this has not been arranged by Tuesday 14th January please contact your Link Tutor and copy me [kayv@edgehill.ac.uk](mailto:kayv@edgehill.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/>

Wishing you all a fantastic start to week 2 of the placement!

Virginia Kay

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| **Phase:** | Developmental | **Week:** | 2  Monday 13th January – Friday 17th January 2025 |

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| **Weekly intended curriculum expectations linked to ITTECF:** | | |
| **HIGH EXPECTATIONS** –   * Instil belief and promote the academic potential of all pupils including disadvantaged learners * Be able to support children to be productive and feel safe in the classroom   **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHING** –   * Develop the use of appropriate vocabulary related to inclusion, children’s learning and adaptive teaching. * Be able to demonstrate high expectations for all learners supporting adaptive teaching approaches to remove barriers to learning and participation. * To understand the responsibilities of the teacher in providing adapted teaching that meets the needs of all learners.   **PROFESSIONAL BEHAVIOURS** –   * Know how to deploy support staff effectively so they have a positive impact on pupil progress. | | |
| **Mentor Focus:** | | |
| Thank you for your engagement in Mentor Training. This is just a gentle reminder that if you have not already attended [Phase Specific Mentor Training](https://sites.edgehill.ac.uk/mentorspace/prm-phase-specific-briefings/) for PG Developmental Professional Practice the final ‘live’ training is Friday 17th January 12:30 – 1:30pm. During the training, we will go through the expectations for the Professional Practice and share guidance for the Abyasa online system. Please speak to your link tutor to let them know if you have/have not attended phase-specific training. If you have not attended the phase-specific training and are unable to make any of the dates available in the link above, please see Mentor Space where I have uploaded a recorded version of the training for you to watch <https://sites.edgehill.ac.uk/mentorspace/mentor-training-5-11-pg-developmental/>  **Teaching expectations:**  Just a reminder that there are no set percentages for how much a trainee should teach each week. Mentors and trainees are expected work together to design a timetable for the trainee which gradually increases their whole class teaching as the placement progresses. The journey for each individual is unique – some trainees may have been ready to embark on full class teaching from Week 1 of this placement, whereas others may be taking a few weeks to build up to this. Work with the trainee to find a good starting point for them to demonstrate their prior learning and begin to build upon in order to progress.  **Observations:**  A formal observation each week is a requirement of this placement, apart from the first and final week. Lesson observations work well with a specific focus which is negotiated well in advance so that the trainee can concentrate their progress and development on particular aspects of their practice. We ask that you try to ensure good subject coverage within the formal observations across both core and foundation subjects. There is also a requirement to observe an SSP session. Remember also that there should be plentiful opportunity for trainees to be *informally* observed followed by rich, professional dialogue and prompted reflection.    **Abyasa and WDS:**  You will find all WDS paperwork ready loaded into Abyasa so this is very easy and time efficient to complete. Please ensure that you submit documentation once completed so that it shows on the student timeline. WDS meetings should be two way, with trainees feeding their reflections into the feedback along with their ideas for how they can continue to improve practice and build upon their successes.  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 [kayv@edgehill.ac.uk](mailto:kayv@edgehill.ac.uk)  As always, thank you for your support. Enjoy the second week of placement | | |
| **Observation of experts to support training suggestions:** | | **Research and Resources:** |
| As in Week 1, this week should continue to offer opportunities for trainees to interact with expert colleagues, especially observing the class teacher and TA/LSAs in the class base. Trainees are encouraged to spend time every week observing expert colleagues, with a special focus this week on high expectations, adaptive teaching and the effective deployment of support staff. | | 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.  [Making Best Use of Teaching Assistants | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)  [EEF\_Feedback\_Recommendations\_Poster.pdf](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1707292030) |
| **Link Tutor:** | **Trainee:** | |
| Thank you for supporting our trainees.  If you have not yet done so, please could you arrange the QA1 and QA2 meetings *as soon as possible*. Both of these meetings should be completed by the end of Week 2 (Friday 17th January)  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) | Trainees, continue to build upon the successes of your first week.  Remember to make notes about your own observations of other colleagues, display ideas, reflections upon planning and ideas for the future – you can continue to use your reflective journal to keep these notes. Remember also to collect and collate evidence for your viva.  Ensure that all tasks (including planning etc.) are completed in a timely manner and within the deadlines set by your mentor or class teacher. Files should be set up and always available. Remember, these can either be paper based or electronic. These should include your planning, evaluations, assessments and reflections.  You will be observed formally once each week. Please see my PP briefing and the PP handbook on Blackboard for a reminder of the information we have shared with you.  Please remember to be professional in all communications with staff, link tutors and your university tutors. Ensure that your EHU email signature is set up and used on all email communications.  I hope you are enjoying your time in school and that you all have a great second week!  Travel and accommodation information is available on Blackboard at the following link; [https://learningedge.edgehill.ac.uk/ultra/organizations/\_281630\_1/outline](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flearningedge.edgehill.ac.uk%2Fultra%2Forganizations%2F_281630_1%2Foutline&data=05%7C02%7CCopplea%40edgehill.ac.uk%7C72b71a86bd984fd969db08dcfe3ce1e5%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638664784635556874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=Z0ke2aK%2FQlkzomvank9rnZGEGbVrfhcd5FUjGfI6SYc%3D&reserved=0) | |