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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 |

I hope that the placement is continuing to go well!

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 then for placement-related queries, your LT is your first point of contact.
* For Abyasa related queries, please contact foementoring@edgehill.ac.uk

Ideally, the QA3 meeting should take place in Week 4 or Week 5. If this has not yet been scheduled, please contact your Link Tutor to arrange a date/time for this to take place.

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/>

If you need any guidance or advice please do not hesitate to contact the Link Tutor in the first instance or escalate to me if you feel that further information or guidance is needed. Best wishes for a great Week 4!

Virginia Kay

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| **Phase:** | Developmental  | **Week:** | 4Monday 27th January – Friday 31st January 2025 |

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| **Weekly intended curriculum expectations linked to ITTECF:** |
| **HIGH EXPECTATIONS** – * Support pupils with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners

**HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHING** – * Know how the graduated response outlined in the Code of Practice is implemented in schools
* Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling

**PROFESSIONAL BEHAVIOURS** –  * Ensure trainees are fully aware of their duties in respect of safeguarding and equalities legislation.

**ASSESSMENT -** * Know feedback must be high-quality and can be in unwritten or verbal form.
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| **Mentor Focus:** |
| **Networking**Please continue to introduce your trainee to other colleagues from the wider school workforce as this is vital in their understanding of whole school strategies and their exposure to a range of perspectives and expertise. This week in particular your trainee will benefit from conversations with both the DSL and the SENCo (see ‘Observation’ section below) **Observations**Please continue to observe trainees each week to provide them with subject specific feedback. Remember that there is no need to observe a full lesson, just part of a lesson is sufficient. As we discussed in the phase specific training, observations work best when there is a specific focus agreed upon beforehand, ideally linked to an area which the trainee is working hard to develop e.g. behaviour management, adaptive teaching etc. This will help to ensure that the observation process remains low stakes and of greatest usefulness for the trainee. The weekly formal observation should be recorded on Abyasa, using the appropriate template. Further support with this is available on mentor space. As you will be completing observations each week (apart from the final week) please aim to cover a range of different times and subjects. The link tutor may already have been in touch to arrange the QA3 in-person visit (which takes place in either week 4 or week 5. During this visit you will both observe part of a lesson taught by the trainee and give joint feedback on this.**Timetables:** As each trainee’s journey is individual, please continue to work with them to negotiate a timetable for teaching each week which will challenge the trainee without overwhelming them; this should always be arranged a week in advance so that they have time to prepare accordingly. All trainees are expected to be fully prepared for the lessons which they will be teaching, including the preparation of resources and well-researched subject knowledge. They should be supported to include a range of assessment strategies in line with your school’s policies. **Access to schemes of work / resources:**If your school uses specific schemes or resources, please can you ensure your trainee has access to these to ensure continuity and progression for teaching. Although we are very happy for trainees to use individual school approaches to teaching, it is good practice to expect that trainees make their own adaptations in order to meet the needs of the group/class being taught. This may involve the annotation of plans, additional resources or other notes to help support their planning and delivery. Our EHU lesson pan template is available on Mentor Space for trainees to use to plan their lessons or to have at their side as they annotate schemes so that they are supported in ensuring that all key elements of the lesson/sequence of lessons are covered <https://sites.edgehill.ac.uk/mentorspace/resources-pey/> Please continue to discuss the subject and component trackers at the WDS meeting each week to assess your trainee’s progress through the EHU ITE curriculum. As their mentor you can decide which elements of the EHU weekly curriculum are relevant to your trainee’s development and targets for that week. It may not always be possible to cover all elements in each week. Remember also that well-being and workload management should be discussed at each WDS meeting – this will be particularly important as the expectations of this placement increase in the coming weeks as your trainees makes progress towards the expectations of teaching whole-class lesson sequences in SSP, English, Maths, Science and 5 foundation subjects. This may mean an increase in teaching time from next week onwards.Thanks for all you do to support our students – we really couldn’t do it without you! |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Mentors, if you have not already done so please introduce the trainee to the SENCo and DSL. These contacts will be invaluable to them in developing an understanding of the school’s procedures around the graduated approach, supporting learners with additional needs and their duties in respect of safeguarding and equality. It will also be of great value to demonstrate approaches to assessment and feedback for your trainee within your own teaching. Talk through decisions and strategies you are using so that your thought processes are transparent. | DfE (2024) Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> DfE (2014) Special Educational Needs Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> EEF (2021) Teacher feedback to improve pupil learning <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>  |
| **Link Tutor:** | **Trainee:** |
| Ideally the QA3 visit should take place in Week 4 or Week 5. If you have not already scheduled a date/time for this to take place, please do so at your earliest convenience. Please can you also ensure that the notes from both QA1 and 2 are uploaded on to Abyasa. If your trainee is requiring additional support, please update me via email kayv@edgehill.ac.uk Thank you for all you are doing to support our trainees – we couldn’t do this without you! | Ensure that you make the most of the time you have in your school to observe, chat with and learn from the experienced and expert colleagues on the team. Try to increase your experience of a wider range of additional needs by visiting another year group, classroom or key stage, taking note of the ways in which the graduated approach is implemented with your school. Take time to meet with both the SENCo and DSL to discuss and increase your understanding of both safeguarding and the graduated approach. Observe the ways in which your mentor/class teacher encourage strategies which support learning and memory and make connections between this practice and the theory you have studied as part of the PGCE core curriculum. Observations of the used of worked examples and modelling will be particularly useful, and you can incorporate what you have learned within your own future planning and teaching.As you begin to teach more whole class sessions, and take on more responsibility for marking and assessment, consider the ways in which feedback can be given to children. Take time to notice how expert colleagues give feedback and speak with the children about the ways in which they prefer to receive feedback. Read the EEF guidance on teacher feedback to improve pupil learning - what feedback is most/least useful? What different approaches to providing feedback can you take next week?  |