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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 |

It has been fantastic to hear about how well this placement is going so far - so many achievements to celebrate already! Thank you to all students, mentors and link tutors who have been in touch to share success stories, please do keep them coming as they are just wonderful emails to receive!

Just a reminder of the key contacts:

* 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)

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

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. Over halfway through!

Virginia Kay

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| **Phase:** | Developmental | **Week:** | 5  Monday 3rd February – Friday 7th February 2025 |

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| **Weekly intended curriculum expectations linked to ITTECF:** | | |
| **HIGH EXPECTATIONS** –   * Be able to apply the ‘PACE’ model as a supportive tool for individuals * Develop and consider different approaches during planning to meet the needs of all learners   **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHING** –   * Be able to identify how children with Special Educational Needs are identified in line with the Code of Practice.   **PROFESSIONAL BEHAVIOURS** –   * Understand how to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children’s needs. | | |
| **Mentor Focus:** | | |
| **WDS:**  Thank you for recording progress from the first 4 weeks on the WDS forms on Abyasa. It is lovely to see so much progress across the cohort of trainees when looking at their WDS and lesson observations. If you have any ‘draft’ copies of a WDS for a trainee, please could you complete these as soon as possible and submit them.  If a trainee has been absent at any point on the placement, you can note this on the weekly WDS and state that it was incomplete due to absence. Then, the following week, on the next WDS documents, you can add some notes on there to comment on how the trainee has caught up with the EHU curriculum requirements missed during their absence and note any targets set/development made from the last WDS, if required.  **Observations**  Please continue to observe trainees each week to provide them with subject specific feedback. By the end of the placement each trainee should have planned, taught and assessed 5 foundation subjects, a sequence of 3 SSP lessons and a sequence of English, Maths and Science lessons. Please liaise with the trainee to ensure that their observations cover a range in subject areas and work with them to negotiate a specific focus for each lesson observed. The lesson observation form is pre-loaded into Abyasa. Please ensure that feedback is dialogic and that it includes both praise and constructive critique. Where areas for development are noted, please provide feedback which results in clear and measurable action planning. The Link Tutor should already have been in touch to arrange the QA3 in-person visit, which is due to take place by the end of Week 5. During this visit you will both observe part of a lesson taught by the trainee and give joint feedback on this. If you have not yet heard from the Link Tutor about a date for the QA3 visit please email them and copy me in – [kayv@edgehill.ac.uk](mailto:kayv@edgehill.ac.uk)  **PSP – Progress Support Plan**  If you feel that a trainee is not making progress, please discuss this with them at the very earliest convenience. Interim targets should be put in place so that they are aware of the changes they need to make in order to get back on track. If progress remains a concern, they may need the further support offered by a PSP, where SMART targets can be formally set around framework/curriculum or absence/lateness. Please ensure that the Link Tutor is aware of any concerns you have as quickly as possible and liaise with them via email before a student is placed on a PSP. Once a PSP is in place, it is usual that the student will work on the targets set for the PSP *instead* of the WDS targets for the period in which they are being offered additional support. The ‘missed’ WDS targets can be incorporated into professional discussions and observations. Instructions on how to set up a PSP can be found here [https://sites.edgehill.ac.uk/mentorspace/files/2024/11/PEY-Abyasa-Mentor-Guidance-2024.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.edgehill.ac.uk%2Fmentorspace%2Ffiles%2F2024%2F11%2FPEY-Abyasa-Mentor-Guidance-2024.pdf&data=05%7C02%7CCopplea%40edgehill.ac.uk%7C89213012c98842147edb08dd14405dab%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638688988892679137%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=0QvkAvH4xEFpm2Y9G5iuwR%2FBJ2x9KZ%2Fp06z4BO5SRlo%3D&reserved=0)    **Networking**  This week your trainee will benefit from conversations with other teachers, support staff and the SENCo so that they can expand their knowledge of how children with SEN are identified within school and how diverse needs can be planned for within lessons.  Thanks for all your hard work over the past 4 weeks! | | |
| **Observation of experts to support training suggestions:** | | **Research and Resources:** |
| Mentors, please give trainees the opportunity to observe parent communication where possible and speak with them about the ways in which parent input is gathered, utilised and valued with your setting. Please also introduce them to the SENCo and/or SEND team so that they can become more familiar with the enactment of identification of need in line with the Code of Practice.  In day to day classroom practice this week, engage your trainee in dialogue regarding meeting the needs of all learners within planning and teaching and give real world examples of how the PACE model (or similar trauma informed approaches) can be used to support individual children. | | DfE (2014) Special Educational Needs Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>  Using PACE: a trauma informed approach to supporting children and young people <https://cavuhb.nhs.wales/files/resilience-project/resilience-project-logo-adjustments/pace-pdf/>  Implementing the EEF’s 5 a day principle to support learners with SEND <https://researchschool.org.uk/essex/news/implementing-the-eefs-five-a-day-principle-to-support-send-learners-in-the-classroom> |
| **Link Tutor:** | **Trainee:** | |
| If you have not already scheduled a date/time for the QA3 to take place, please do so as a matter of priorty. This should take place by the end of Week 5.  Please can you also ensure that the notes from both QA1 and 2 are uploaded on to Abyasa. If your trainee requires additional support, please update me via email [kayv@edgehill.ac.uk](mailto:kayv@edgehill.ac.uk)  Thank you for your ongoing support and for sharing all the good news about great student progress! | Well done on the progress you have made so far! As we enter the second half of this placement, continue to develop your planning, teaching and assessment of whole class lessons across the subject component tracker. This should increase steadily, as appropriate, throughout the practice to enable you to build up to sequences of lessons English, Maths, Science and SSP and, ideally in 5 foundation subjects too. Make use of the opportunity to spend some time in other classes: observe other teachers in different year groups, having a specific focus in mind. Think about areas you want to explore in more depth or link to your weekly target. Include reflections and thoughts in your reflective journal and discuss these during weekly development meetings with your mentor. If you have any concerns at all about the support you are being offered please contact either your Link Tutor or myself as PPQL – [kayv@edgehill.ac.uk](mailto:kayv@edgehill.ac.uk)  **Planning and evaluation:**  All lessons must be planned and all planning must be shared with the class teacher/mentor prior to teaching. EHU planning templates are here <https://sites.edgehill.ac.uk/mentorspace/resources-pey/> on Mentor Space, under ‘planning’. Take time after each taught lesson to reflect and evaluate your teaching and children’s learning. Was the objective achieved? How do you know? Consider your evidence. What did you do? What would you change and why? Speak to TAs and gather their feedback on children’s learning too. Note your evaluations on the evaluation section of the EHU lesson plan to support these important reflections. | |