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| Mentor Space - Mentor Space |

**Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary 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:** | BA (Hons) Primary Early Years Education with QTS. | | |
| **Phase:** | Year 1 - Introductory | **Week:** | 5 (beginning 10th February 2025). |

In this fifth week of professional practice our trainees, hopefully, are growing in confidence and can have increasing responsibility for planning and teaching the whole class for periods throughout the week, with the rest of the timetable engaged in planning and delivering to small groups, teaching children in continuous provision, team teaching and carrying out observations, including opportunities to observe expert colleagues throughout school.Please ensure that trainees are also allocated time for planning, preparation and assessment.

Please see below for key discussion points this week in relation to the trainee’s curriculum, and how this will impact upon the Weekly Development Summary meetings and completion of paperwork. Please also refer to the Area of Learning Component Tracker to inform part of your weekly discussion with trainees. This can be found on the Mentor Space in the ‘Forms and Documentation’ area here: <https://sites.edgehill.ac.uk/mentorspace/eypg1/>

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| **Weekly intended curriculum expectations linked to ITTECF:** | |
| **Week 5 - Curriculum for the week**  **High Expectations:**   * Understand how to positively engage and work in partnership with parents of children with diverse learning needs. * How to communicate effectively with expert colleagues to support excellent behaviour and classroom management in a supportive and inclusive environment.   **How Pupils Learn:**   * Understand how to positively engage and work in partnership with parents of children with SEND or diverse learning needs. * Schools plan in different ways (including planning in the moment, annotation and adaptation of existing plans) but that the principles remain the same.   **Professional Behaviours:**   * To understand that promoting the welfare of children is everyone’s responsibility. | |
| **Mentor Focus:** | |
| Please make sure that the WDS form for Week 4 has been completed on Abyasa and that all 4 weekly lesson observations are completed.  Continue to focus your Weekly Development Meetings (WDM) upon the Intended Curriculum, as identified above and in the Professional Practice Handbook and Subject Component Tracker for Week 5. Please also continue to talk to your trainees about what they have been learning in university-based sessions and how this relates to what they are observing and experiencing in practice within your setting.  When setting future targets on the WDS forms, please ensure that they relate to the Intended Curriculum for that week or the subsequent one, and outline how trainees can action and complete these targets within the time they have. If you require further support with target setting, please do contact your trainee’s Link Tutor in the first instance.  If you still have mentor training outstanding (Core Mentor training online and/or Phase Specific Mentor training), please complete this as soon as possible. If you need any support with this then please contact your link tutor in the first instance. | |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Trainees should continue to be given opportunities in week 5 to observe and speak to expert colleagues to further their knowledge and understanding of how subjects are planned and taught across different age ranges, including the EYFS.  To tie in with the focus of the WDS discussion in week 5, perhaps this might be meeting with and talking to the SENDCO in the setting and the Behaviour Management Lead. | **Working with Parents/Children with SEND:**   * Effective Practice: Parents as Partners. [Parents-as-Partners.pdf (birthto5matters.org.uk)](https://birthto5matters.org.uk/wp-content/uploads/2021/03/Parents-as-Partners.pdf) * BORKETT, P. (2021). *Special Educational Needs in the Early Years – A guide to inclusive practice*. LONDON: SAGE. * Education Endowment Foundation. 2021. Working with Parents to support children’s learning. [Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) * Working in Partnership with Parents and Carers. [Working in partnership with parents and carers - Help for early years providers - GOV.UK (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/working-in-partnership-with-parents-and-carers) * SEND Code of Practice [SEND\_Code\_of\_Practice\_January\_2015.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf) * [Study of Early Education and Development (SEED): Meeting the needs of children with special educational needs and disabilities in the early years (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/586240/SEED_Meeting_the_needs_of_children_with_SEND_in_the_early_years_-_RR554.pdf)     **Behaviour Management:**   * Education Endowment Foundation. 2021. Improving Behaviour in Schools. [Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) * GOV.UK. The trainee teacher behavioural toolkit: a summary - GOV.UK (www.gov.uk) * GRIMMER, T. 2022. *Supporting Behaviour and Emotions in the Early Years.* ROUTLEDGE. * HESTER, S., MORAN, L. & RICHARDS, E. 2021. Reimagining Children's Behaviour and Behaviour Management “Otherwise”: A Critical Commentary on the English Early Years Foundation Stage (EYFS). [Full article: Reimagining Children's Behaviour and Behaviour Management “Otherwise”: A Critical Commentary on the English Early Years Foundation Stage (EYFS) (tandfonline.com)](https://www.tandfonline.com/doi/full/10.1080/13575279.2021.1895075) |
| **Link Tutor** | **Trainee:** |
| Many thanks to all Link Tutors for your continuing hard work in providing ongoing support to the trainees and their mentors - it is greatly appreciated.  Please ensure, as always, that Abyasa is up to date and complete regarding the QA1, QA2 and QA3 check in points, and that mentor training details are accurately recorded.  If any mentors have Core or Phase Specific training outstanding, please follow this up as soon as possible. Many thanks. | At week 5, hopefully you are continuing to grow in confidence with your planning and teaching. Ensure that, as a professional, you are ready, prepared and know exactly what you are teaching this week and what is expected of you.  Continue to reflect on what you have learned so far through your observations of teaching and learning, your own practice and interactions with the children, any wider opportunities you have been provided with, and following your weekly meetings with your mentor.  Add your reflections to the relevant Strands in your Pebble Pad Learning Journey to demonstrate your developing knowledge and understanding.  Finally, a reminder that if you are absent from professional practice for any reason, you must contact your mentor, your EHU link tutor and myself to keep us all informed and so that attendance can be monitored. |