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| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Early Years Education.**     |  |  |  | | --- | --- | --- | | **Course:**   UG Primary 3-7 with QTS | **Phase:**    Consolidation | **Week 1:**  24/02/25 | |
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| Hello, and thank you for agreeing to support our Year 3 Early Years trainees on their final professional practice. This is an exciting time for them, especially for those who are trying to hone their practice and secure jobs over the coming months.  The pattern for this placement will vary for some based on your Easter holidays and personal circumstances but for a vast majority will commence on **Monday 24th February** and be completed by **Friday 16th May**.  **Please note that these dates are guidance and may be subject to change based on your school’s holiday patterns. Students are given the opportunity to complete 50 days in school, so in some cases, this may result in students finished earlier that the date specified.**  The aim of this first week is to observe the class at work and to work with groups of children under the direction of the Class Teacher, to get to know the children and their range of attainment, as well as the units of work being planned. Students are also expected to identify three children they are going to monitor closely as part of an assignment they must complete whilst on placement. We have encouraged the students to speak to the class teacher about which children they think would be best to monitor to create their portfolio for their module EYE 3010 Mastering Reflective Practice.  **Weekly intended curriculum expectations:**  Please refer to the subject and strand component trackers in the Professional Practice Handbook to ensure trainees meet the relevant learning milestones over the course of their professional practice. The handbook can be accessed via the Mentor Space at the link here: <https://sites.edgehill.ac.uk/mentorspace/eyug3/>  The content of these trackers will help to inform mentors’ weekly discussions with trainees and completion of the Weekly Development Summary (WDS) forms, the first of which will be due for completion during the first week**.** The WDS forms are pe-populated and can be completed directly into Abyasa, along with any lesson observation forms. |
| **Links to** **CCF or centre-based training:**  As part of the university-based teaching sessions, prior to starting their Consolidation Phase, the trainees have had opportunities to learn about, and reflect upon:   * Professional identity and studentship.​​ * Developed an understanding of play-based learning, and how observation and assessment of children can help to inform planning. * Completed a research project * Attended curriculum sessions on the prime and specific areas of learning   **Mentor focus:** |
| We would ask that Mentors focus their Weekly Development Meeting (WDM) upon the Intended Curriculum, as identified in the WDS forms on Abyasa - Week 1. Additionally, engage trainees in professional dialogue related to what they have been learning in university-based sessions as well as what they have learned about the children in your setting and their attainment, and how they will be able to use this new knowledge and understanding to help them in planning and delivering effective learning opportunities for the children in the future. In relation to future targets within the WDS forms, please could you set targets that relate to the Intended Curriculum for that week or the next one and be very mindful of how trainees can action and complete these targets within the timeframe they have. If you require further support with target setting, please do contact your trainee’s Link Tutor in the first instance. Also, during these weekly conversations, can you discuss with students their progress with the EYE 3010 module based on reflective practice. Students have been asked to create a portfolio of how they track, assess and plan for children in their care. |
| **Observation of experts to support training suggestions:**  During these first three days of placement, trainees should be observing the class and the adults working within the setting, to become familiar with structures, routines, and expectations. They should also be given the opportunity to work with groups of children under the direction of the class teacher, to get to know the children and their range of attainment, as well as the units of work being planned. |
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| **Research and resources:**   * DEPARTMENT FOR EDUCATON. 2023. *Statutory framework for the early* *years foundation stage.* * ALLEN, S., WHALLEY, ME., LEE, M. & SCOLLAN, A. 2020. *Developing Professional Practice in the Early Years.* OUP.   **If you require any further support or guidance, then please email the Year 3 UG Primary 3-7 Placement Quality Lead – Jamie Allman** [**allmanj@edgehill.ac.uk**](mailto:allmanj@edgehill.ac.uk) |