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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 3 - Consolidatory | **Week:** | 2 (Beginning 3rd March) |

Hello everyone, I hope you first week went smoothly and the students have started to adapt to their new surroundings. Students should be looking to take more responsibility for the class over the coming week and hopefully by now they have identified children and started to monitor their progress for their portfolio.

Observations:

Please ensure that trainees are observed regularly each week, both informally and formally. Formal observations are intended to provide the trainee with subject specific feedback on the areas of learning. Discussing the observed lesson can form part of your weekly discussion meeting.

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| **Weekly intended curriculum expectations linked to ITTECF:** |
| **Week 3 - Curriculum for the week****High Expectations:** * Implement strategies manage behaviour for learning within the context of school’s behaviour policy and wider policy context

**How Pupils Learn:** * Understand the roles and responsibilities of different professionals working with children with Special Educational Needs and the importance of working collaboratively with other professionals and agencies and parents, especially at the early stages of identification of needs and early intervention

**Professional Behaviours:** * Be able to follow safeguarding procedures as outlined in the school safeguarding policy

**Assessment*** Know the value of tracking and reporting in relation to their practice and key developments to reflect workload
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| **Mentor Focus:** |
| We would ask that Mentors focus their Weekly Development Meeting (WDM) upon the Intended Curriculum, as identified above and in the Professional Practice Handbook for Week 2. Additionally, engage trainees in professional dialogue related to what they have been learning in university-based sessions as well as what they have learnt 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 space found in Abyasa, 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:** | **Research and Resources:** |
| By now, trainees should have identified and gaps they have in their professional practice experiences to their mentors. Please ensure that trainees are plotting the steps they will take to fill these gaps, whether this be through teaching or observing an expert or simply fining the time to have a conversation with them about how they teach a particular subject.  | * **Curriculum Planning**: <https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/curriculum-planning>
* 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.
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| **Link Tutor** | **Trainee:** |
| Link tutors, hopefully you have been able to meet with your mentors and students to complete QA1. If not, then please arrange to do this as soon as possible and arrange a mutually convenient time to carry out the remainder of the QA conversations, including QA3 (The in-person visit) which will be due around the week 5 mark of the placement.  | Please ensure that you are ready, prepared and know exactly what you are teaching this week and what is expected of you. Ensure that you have agreed the week’s teaching opportunities at your earlier Weekly Development Meeting (WDM) and are able to put this plan into place.Remember that across your professional practice, you will need opportunities to plan across all seven areas of learning and include opportunities to teach the whole class, adult-directed activities with small groups, and plan for enhancements in different areas of provision, including the outdoors.Remember to identify those ‘wider opportunities’ which are part of a teacher’s role.Finally, ensure you have outlined how you are going to cover any gaps in your teaching from your previous placements. |