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| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education**

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| **Course: Year 4 UG PT**  | **Phase: Consolidation** | **Week: 5** |

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| Welcome to our week 5 update. We are now approaching halfway through the Professional Practice and teaching expectations will now begin to increase in the remaining weeks. PPA remains at 20% throughout the practice.From week 5 onward trainees should have an opportunity to experience 6 weeks of 80% contact ratio teaching. The 80% refers to a full teaching timetable as is typically defined by your school. This may be adapted to provide additional support.**Weekly intended curriculum expectations linked to the ITTECF:**HE - Plan inspirational and challenging lessons independently that have high expectations of all learners.  HE - Understand which activities that are context embedded and cognitively demanding for children with EAL.HPL - Understand the importance of building effective interprofessional relationships.PB - Know about school documentation and processes available for referring children in need to outside organisations.Please continue to use the subject specific and the strand component trackers for week 5 to help monitor and assess progress against the intended curriculum. These are available on the mentor space <https://sites.edgehill.ac.uk/mentorspace/prmug4p-wds/> and also on Abyasa.**Mentor focus:***Workload* - As planning, teaching and assessment increases in the next few weeks, trainees may value support in managing their workload. Please continue to share your strategies and approaches in managing workload with them in the WDS meetings and at other times, as appropriate.*Observations*- Please continue to observe trainees each week to provide them with subject specific feedback across a range of subjects. Trainees will also need to complete a sequence of SSP lessons. If trainees are based in KS2 please could you arrange opportunities for them to observe, plan, teach and assess SSP in KS1. *QA3 Interim visits by link tutors* - These will be taking place around week 5 or 6. The visit includes a joint observation of your trainee’s teaching and feedback discussion. Please let your link tutor know if there are any issues. Please also ensure WDS and lesson observation records are up to date on Abyasa.**Link Tutor focus:***QA3 visit (in person) -* Please ensure QA3 visits are booked and take place around the mid-point of the placement. This could be in Week 5 or Week 6 depending on half term. This visit should include a joint observation with the mentor of the trainee’s teaching, discussion of progress and feedback. The lesson observation should be for about 20 minutes. Please record this QA3 point on Abyasa. *Concerns or worries* If there are any concerns raised at any time by your school, these should be recorded on the WDS. Please discuss any additional targeted support that could be put in place with the mentor and trainee. Please also let me know if there are any issues. |
| **Trainees - Observation of experts to support training suggestions:**Trainees, you are now approaching the halfway point of the Professional Practice and time seems to be flying by. As your workload increases in the coming weeks with more whole class teaching, please keep focused on what you need to do and prioritise. Please also ensure you discuss managing your workload and your wellbeing with your mentor and take advice on strategies and approaches they may suggest. Continue to discuss opportunities to observe expert colleagues in other classes as well as your base class, in line with your targets and the strand and component trackers. Be prepared to discuss your learning from these at the WDS meetings.*Keeping in touch*Remember, PATs and Year Leads are still there at the end of an email if you have any queries or questions, and to also share in your successes in school. Please keep in touch with them!*Enhancement focus: Employability* We would like you complete this activity before the end of your placement. It is designed to support you with applying for teaching posts. You may wish to share any draft letters of applications as part of this discussion or ask any other questions about applying for teaching posts.Arrange a meeting with a member of the school senior leadership team to gather advice and ideas for the necessary steps required in achieving employment as a teacher.A key focus of this discussion should be centred upon what is looked for in successful job applications and interviews; this can include feedback around the following areas: * How to present as a compelling candidate within a job application, including effectively responding to person specification information
* The type of professional skills and attributes sought by schools
* The traits evidenced by a successful interviewee
* An example of an effective response to an interview question
* What an effective early career teacher looks like
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| **Research and resources:**This week the research focuses on planning and supporting learners with EAL.GLAZZARD, J. AND GREEN, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing. NALDIC, 2022. *Principles to Practice* [online] Available from: URL <https://naldic.org.uk/teaching-learning/principles-to-practice/>   SERRET, N. AND GRIPTON, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge.  THE BELL FOUNDATION <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/> Thanks for all your hard work and dedication. Wishing you all a good week. Lorraine Healy  Professional Practice Quality Lead for the School-based Programme |