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| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education**     |  |  |  | | --- | --- | --- | | **Course: Year 4 UG PT** | **Phase: Consolidation** | **Week: 6** | |
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| Welcome to the week 6 update. I hope you had an enjoyable half term break with some time to rest and relax.  Teaching expectations are now increasing as trainees take on the majority of class teaching and gain further insight into the role they will have as an ECT. During this second half of the Professional Practice trainees should have the opportunity to experience 80% contact ratio teaching. Please remember this is a suggested progression and if you feel your trainee needs a little more time to build up to this amount of whole class teaching, please consider any additional support that could be put in place, including team planning and teaching etc. Please speak with your link tutor if you need further support with this. PPA time remains at 20%.  **Weekly intended curriculum expectations linked to the ITTECF:**  Please continue to use the subject specific and the strand component trackers for week 6 to help monitor and assess progress against the intended curriculum.  These are available on Abyasa and the [Year 4 PT mentor space](https://sites.edgehill.ac.uk/mentorspace/prmug4p-wds/).  The foci for this week’s intended curriculum, linked to the ITTECF are:  SK Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses  HE Know how to make effective use of teaching assistants and other adults to support effective classroom and behaviour management.  HPL Understand the purpose and value of planning documentation for a range of adults and the importance of being mindful regarding workload.  PB Understand that the Teachers’ Standards underpin a teacher’s professionalism throughout their career.  PB Understand how to tailor support for individual pupils, implement and evaluate.  **Mentor focus:**  *Observations*– During these remaining weeks please ensure that trainees have experience of planning, teaching and assessing a wide range of subjects across the curriculum. They should also continue to have the opportunity to observe expert colleagues, both in their base class and across the school, to gain greater insight into specific aspects related to the EHU ITE curriculum and address their targets. Please continue to complete a formal lesson observation each week on the subject specific proforma, as well as the WDS on Abyasa.  *QA3 and QA4 visits by link tutors* – QA3 visits (in person) will be completed this week and QA4 (Teams meeting) should also be scheduled for the final week of Professional Practice.  *Workload* - Please continue to discuss your strategies and approaches to managing workload as the teaching contact ratio increases.  **Link Tutor focus:**  *QA3 visits -* Please ensure QA3 visits are completed this week and recorded on Abyasa. Please also schedule the QA4 Teams meeting for the final week. If a trainee is not making sufficient progress, please discuss this with the mentor and trainee and consider what additional support could be put in place. If these additional supportive measures do not have the required impact, then a Progress Support plan should be considered. Please let me know if there are any concerns or issues. |
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| **Trainees - Observation of experts to support training suggestions:**  Trainees, well done for successfully completing the first half of your Professional Practice and I hope you had some time for a well-deserved rest over the half term break.  As the teaching percentages increase in these final few weeks, please speak with your mentors, class teachers and link tutors if you are worried about anything. We are all here to support you and want you to do well. Also let us know when things are going well too as we love to hear about your successes. Remember that your PATs are also there for you and please keep in touch with them.  *Subject coverage:*  Please ensure you have had the opportunity to teach across the range of subjects and use the subject and strand component trackers to guide you in this. Remember to annotate your plans so they are adapted to the needs of your pupils. Assessment records should also be maintained to demonstrate you have a good understanding of the progress of the individual children in your class. These will also inform your planning. Please discuss different assessment recording methods with your mentor.  *Enhancement focus: Employability*  This is just a reminder of the employability focus we would like you to complete during this placement to enhance your understanding of the process and your employability. 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 effective lesson planning and working with additional adults for an inclusive education.  FORLIN, C. AND CHAMBERS, D. (eds.) 2015. *Working with teaching assistants and other support staff for inclusive education*. First edition. Bingley, UK: Emerald Group Publishing Limited.  SHERRINGTON, T. 2019*. Rosenshine’s Principles in Action*. Woodbridge. John Catt Education Ltd.  THOMPSON, C. and WOLSTENCROFT, P. 2021. *The Trainee Teacher’s Handbook: A companion for initial teacher education.*2nd ed. London: SAGE and Learning Matters  Have a good week!  Lorraine Healy  Professional Practice Quality Lead for the Part-time Programme |