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| Mentor Space - Mentor Space |

**Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood 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:** | PGCE Primary Education 5-11 with QTS |

Hello everyone,

QA3 with the link tutor joint lesson observations are taking place and it has been fantastic to hear about the hard work and commitment that trainees are giving to their placements. Thank you to mentors and link tutors for your support at this very busy time of year. Enjoy the last week of school before the half term – I am sure that you are all looking forward to a well-earned break!

Virginia Kay (kayv@edgehill.ac.uk)

Key contacts:

* Mentors and students, please contact your Link Tutor in the first instance.
* Abyasa queries – please download the Abyasa Guidance handbook from Mentor Space. This booklet is very helpful in supporting your queries with Abyasa. Scroll to the bottom of this page. It is in the ‘quick links’ section: <https://sites.edgehill.ac.uk/mentorspace/prmug2/>

If you can’t find the answers in this booklet, please email FoEMentoring@edgehill.ac.uk . For issues with access to Abyasa, please email Placements@edgehill.ac.uk

* For all placement related queries that your link tutor cannot help with, please email the Placement lead, Alex Copple - copplea@edgehill.ac.uk My working days are Monday – Wednesday. Therefore, if you need to contact me on Thursday or Friday and it is urgent, please email our Year Two Lead, Sue Harrop, (harrops@edgehill.ac.uk) and copy me in. Otherwise, I will reply to you on Monday.

[Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prmug2/) for this placement: <https://sites.edgehill.ac.uk/mentorspace/prmug2/>

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| **Phase:** | Developmental  | **Week:** | **6**Monday 10th – Friday 14th February 2025 |

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| **Weekly intended curriculum expectations linked to ITTECF:** |
| **HIGH EXPECTATIONS** – * Augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status
* Be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines

**HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHING** – * Understand the four broad areas of need identified in the Code of Practice with some underlying theory of these needs and effective adaptations and approaches to support learning and promote inclusion · Children and parents should be central to the process of identifying and planning for adaptive teaching

**PROFESSIONAL BEHAVIOURS** –  * Be able to identify staff members who have overall responsibility for mental health and wellbeing in school
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| **Teaching expectations:** As we now in week 6, trainees should be planning and teaching whole class lessons for a range of subjects each week. They should be discussing with their mentor/ class teacher, which subjects they will plan a sequence of lessons for. This might be a full week of maths lessons and planning and teaching a foundation subject once each week for a sequence of lessons in that unit across the next 2 or 3 weeks. If trainees planned and taught a sequence of maths lessons in week 5, they could then move to a sequence of lessons for English the following week, for example. Planning and teaching small groups and some team teaching will still be on the timetable for trainees. Planning Preparation and Assessment continues at 20% which can be taken as one day or two morning/ afternoon sessions. If a trainee is absent on the day of the allocated PPA, there is no expectation that the school then provide additional PPA at a different time that week. Please note that trainees are to take their PPA time on school premises unless alternative arrangements have been approved by EHU – please contact me to discuss this further.  |
| **Mentor Focus:** |
| *Planning:* All lessons that a trainee is to teach must be planned before teaching and then reflected on after the lesson. If your school uses schemes, please ensure that trainees adapt these to suit the needs of the class. It is important that lesson plans contain details that cover all of the key ingredients (think about Rosenshine’s principles) and we need to guide trainees to support them in thinking each step of the lesson through carefully. There is no requirement that trainees use the EHU lesson planning format – if you would prefer that they plan lessons using your school’s format then please feel free to take this forward with your trainee. Please agree how far in advance of teaching you need the trainee to give their planning to you so that you can read through it and provide any necessary feedback to them. *PSP – Progress Support Plan:*A trainee may need the support of a Progress Support Plan if they are not meeting the necessary curriculum benchmarks for their course and/or expected standards of attendance, punctuality or professional conduct. This link supports you in setting up a PSP: <https://sites.edgehill.ac.uk/mentorspace/documentation-and-forms/progress-support-plan/> The PSP is set up on Abyasa. The mentor guidance booklet explains how to do this, step by step. [https://sites.edgehill.ac.uk/mentorspace/files/2024/11/PEY-Abyasa-Mentor-Guidance-2024.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.edgehill.ac.uk%2Fmentorspace%2Ffiles%2F2024%2F11%2FPEY-Abyasa-Mentor-Guidance-2024.pdf&data=05%7C02%7CCopplea%40edgehill.ac.uk%7C89213012c98842147edb08dd14405dab%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638688988892679137%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=0QvkAvH4xEFpm2Y9G5iuwR%2FBJ2x9KZ%2Fp06z4BO5SRlo%3D&reserved=0)*WDS:*If a trainee has been absent for any number of days that week, please record this on the WDS and state whether the WDS for that week is partially incomplete due to this absence. Then, the following week, on the next WDS documents, you can add some notes on there to comment on how the trainee has caught up with the EHU curriculum requirements missed during their absence and note any targets set/development made from the last WDS, if required.  |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Please direct your trainee to observe a range of colleagues who are best placed to demonstrate inclusive strategies, especially those which relate to the Code of Practice. Take some time to speak with them about the initiatives in school which seek to promote equity amongst learners from diverse backgrounds in line with the weekly targets. It would also be helpful to go through the ways in which your setting seeks to access child and parent voice as part of planning for effective adaptive teaching.  | * The Equality Act (2010) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf>
* Adaptive Teaching EEF <https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches>
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| **Link Tutor:** |
| Thank you for arranging the QA3 visits which are now taking place. Please update Abyasa as quickly as possible after the meeting. If you have any trainees who are progressing with additional support, please ensure that the mentor indicates this on the WDS for that week and clearly notes the support that has been given. Specific targets need to be set and then reviewed at the WDS conversation with the trainee the following week. Please can you also email me with a short outline of the context. |
| **Trainee:** |
| Well done on the progress you have made so far! We are quickly approaching the half term but do make sure that you continue to fully engage with your school community. You must teach and receive PPA, but outside of this time, make the most of any opportunities to get involved, learn and develop. Continue to develop the lens of a teacher. Be flexible and support your colleagues. Use your initiative, get involved and enjoy!Planning and evaluation: It is a non-negotiable that trainees plan for the lessons that they are to teach. All planning must be shared with the class teacher/mentor prior to teaching. EHU planning template is here on Mentor Space, scroll down to planning subheading: <https://sites.edgehill.ac.uk/mentorspace/resources-pey/>It is worth reminding yourself of the planning exemplars for each subject to support you in planning thoroughly. If your mentor is supportive of you moving to the school’s format for lesson planning, please feel free to do so. If the school are using schemes please ensure that you adapt these to the needs of the learners in your class as much as possible. Whatever format they take, It is important that lesson plans contain details that cover all of the key ingredients (think about Rosenshine’s principles). You need to evaluate every lesson and note this on your planning to support you in identifying what went well in your lesson and the areas which you may need to develop – this is a large part of becoming a reflective practitioner. Continue to develop your planning, teaching and assessment of whole class and group lessons. This should increase steadily, as appropriate, throughout the practice to enable you to build up sequences of lessons in a range of subjects. Observing expert teachers:Observations are a key part of your development. Continue to observe how learning is***scaffolded***. Take every opportunity to observe expert teachers and colleagues to notice how the adaptive teaching strategies utilised for different learners. Travel and accommodation information is available on Blackboard at the following link; [https://learningedge.edgehill.ac.uk/ultra/organizations/\_281630\_1/outline](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flearningedge.edgehill.ac.uk%2Fultra%2Forganizations%2F_281630_1%2Foutline&data=05%7C02%7CCopplea%40edgehill.ac.uk%7C72b71a86bd984fd969db08dcfe3ce1e5%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638664784635556874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=Z0ke2aK%2FQlkzomvank9rnZGEGbVrfhcd5FUjGfI6SYc%3D&reserved=0) |