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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: 10** | |
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| Welcome to the final update for the Consolidation Professional Practice.  Firstly, I would like to say a huge thank you to all mentors, link tutors and trainees for all the hard work and commitment that has been shown by everyone throughout this placement. Mentors and link tutors, our trainees have made great progress and thank you for the guidance, feedback and support you have given to facilitate this and enable our trainees to shine. Trainees, well done for your amazing work and the dedication, enthusiasm and resilience you have shown in taking on board the advice given and working hard to become ready for your new challenges as ECTs.  Weekly expectations:  This week you will sustain teaching at 80% with 20% PPA time.  **Weekly intended curriculum expectations linked to ITTECF:**  Curriculum for the week: Please refer to EHU ITE Curriculum guidance as appropriate.  SK - Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses These are available on the [Y4 Consolidation mentor space](https://sites.edgehill.ac.uk/mentorspace/prmug4p-wds/)  HE - Recognise different types of bullying and implement a variety of strategies to support individuals and the whole class.  HPL - Understand that all children have an equal entitlement to the time of a qualified teacher.  HPL - Be able to develop effective medium-term planning sequences which are informed by assessment of children’s learning and consider the range of needs of pupils in their class.  PB - Be able to develop processes that foster positive engagement with families/carers of children displaying mental health needs.  **Mentor focus:**  Thank you very much for your ongoing support for our trainees and for all the advice you have given to enable them on their journey to become confident and competent ECTs.  *Final WDS and documentation:*  Please could you ensure the final WDS and lesson observations are completed for the QA4 meeting with the link tutor and that the attendance record is up to date. This final WDS provides an opportunity to summarise the key strengths of the trainees throughout the placement, targets for their ECT years and celebrate all that has been achieved.  **Link Tutor focus:**  *Abyasa–* Following the final QA4 meeting in Week 10, please ensure all QA details are up to date on Abyasa. Could you also check the attendance record has been completed as well as all WDS and lesson observations.  If there are any queries please let me know via email or the Teams area for the Year 4 SB Consolidation Professional Practice.  Thanks again for all your support and for keeping me informed about the progress of our trainees. It has been lovely to hear so many good news stories. |
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| **Trainees - Observation of experts to support training suggestions:**  *Well done* – you have made it to the final week! I hope you are really proud of all you have achieved. I have heard wonderful things about your practice from your link tutors and your hard work and dedication has shone through. When you have completed Professional Practice please take some time over the weekend to rest and relax.  *Abyasa:* Please ensure you and your mentor have completed the attendance record on the final day of practice. Please email your link tutor to let them know when this is done. They can then check this along with the WDS and lesson observations and record the placement as complete.  *Enhancement focus: Employability*  This is just a reminder to seek advice from your mentors and SLT regarding employability and applying for your first job. They will be able to provide further advice on letters of application and interviews. Please see below some of the key ideas suggested in previous newsletters: |
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| You may wish to share 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 employers are looking 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   **Research and resources:**  This week the research focuses on planning and adapting teaching to ensure inclusion.  CHAE, S., PARK, E. Y., & SHIN, M., 2019. School-based Interventions for Improving Disability Awareness and Attitudes Towards Disability of Students Without Disabilities: A Meta-analysis. *International Journal of Disability Development and Education. Available from:* [Full article: School-based Interventions for Improving Disability Awareness and Attitudes Towards Disability of Students Without Disabilities: A Meta-analysis (tandfonline.com)](https://www.tandfonline.com/doi/full/10.1080/1034912X.2018.1439572)  DEPARTMENT FOR EDUCATION AND DEPARTMENT OF HEALTH., 2024. *Special educational needs and disability code of practice: 0 to 25 years.* Available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25  SERRET, N. AND GRIPTON, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Routledge.  Wishing you all the best and thank you again.  Lorraine Healy  Professional Practice Quality Lead for the Part-time Programme |