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| Mentor Space - Mentor Space |

Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Early Years.

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| **Course:** | UG Primary 3-7 with QTS |
| **Phase:** | Consolidation | **Week:** | 24th March 2025 |
| **Weekly intended curriculum expectations linked to CCF:** |
| SK - Refer to Subject Component Grid for Core and Foundation Subject Knowledge FocusesHE - Understand and use a wide range of inclusive practice and resources to support progress for a wide range of learners. HPL - Understand and use a wide range of inclusive practice and adaptive teaching strategies to support progress for a wide range of learners.  Know how to effectively track progress through a range of appropriate and adapted assessment strategies. HPL - Teachers annotate schemes of work. PB - Know about school documentation and processes available for referring children in need to outside organisations PB - Know how to effectively communicate with external colleagues  |
| **Mentor Focus:** [**Primary 3-7 UG Consolidation (Y3) -  Mentor Space**](https://sites.edgehill.ac.uk/mentorspace/eyug3/) |
| Hello mentors,  By now the trainees should be feeling more confident and be taking much more responsibility for the class. Positive relationships should have started to form, and they should be creating an enabling environment for the children in their care. Their teaching percentages should have increased but please remember there is some flexibility around this so adjust them accordingly. They should have also be engaging with whole class assessment records and have identified their focus group for their module EYE 3010 Mastering reflective Practice; their portfolio’s or ‘scrap books’ should be well underway.  QA3: Your link tutor will be in touch, if they have not already done so, to arrange a school visit to see you and your trainee. The main purpose of this visit is to ensure that the trainees are receiving effective feedback and mentoring from their mentor. The visit will be structured as follows: 1. 20 minutes – Co-observation of the session (lesson observations to be completed by the mentor, preferably on Abyasa) 2. 20 minutes – Mentor and link tutor discussion about the session (subject knowledge, key strengths, areas for development and targets for future practice) 3. 20 minutes – Mentor feeds back to the trainee, with link tutor present (This will likely require an additional adult to oversee the class. The link tutor will, of course, offer some words of encouragement and constructive feedback to the trainees during the post-session discussion. If you have any issues, queries or concerns, please do not hesitate to contact your assigned link tutor at the earliest opportunity. They will be able to offer guidance, support and answer many of your questions (or find a colleague who can). If your query is about your link tutor, please email the Professional Practice and Quality Lead, Jamie Allman allmanj@edgehill.ac.uk  |
| **Mentor Training:** Please ensure that you have accessed and completed the core and phase-specific mentor training that is signposted in your email from FoEMentoring, following completion of the Mentor Audit. · Core Mentor Training (Access online training which can be completed at any time here: [https://omnis.edgehill.ac.uk/webapps/consulting-central/app/launch/TDMv2](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fomnis.edgehill.ac.uk%2Fwebapps%2Fconsulting-central%2Fapp%2Flaunch%2FTDMv2&data=05%7C02%7CGeraldine.Mulhaney%40edgehill.ac.uk%7C96bc647491a748cf390008dd60eadac0%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638773283987632203%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=7BDRVAqway94N9qCvjiepy2UmKLbH3Jv1%2BnM4Hy5Zr8%3D&reserved=0) · Phase Specific Mentor Training (Watch this recording [Mentor Training - Primary 3-7 UG Consolidation (Y3) -      Mentor Space](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.edgehill.ac.uk%2Fmentorspace%2Fmentor-training-primary-3-7-ug-consolidation-y3%2F&data=05%7C02%7CGeraldine.Mulhaney%40edgehill.ac.uk%7C96bc647491a748cf390008dd60eadac0%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638773283987646605%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=xP5mbtdaogB%2BxrH9b8o1xBJHb7KyNl8aBApS0XudbIQ%3D&reserved=0)and email your link tutor to let them know you have managed to complete the training)  |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| 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. Please remember that observations can take place during continuous provision and may be unplanned as this will enable you to support the trainee with their interactions. Observation forms can be added by following the guidance [on page 16](file:///%5C%5Cc1staffshare1%5Cstaffshare1%5CFOE%5CMentoring%5C2024-25%5CMentor%20Space%5CPEY%203-7%5C3-7%20Weekly%20Comms%5C3-7%20UG%20Y3%20Con%20-%20Jamie%20Allman%5CWeek%204%20Comms%20Y3%20UG%203-7%20Consolidation%20-%2012.03.25.docx) | DEPARTMENT FOR EDUCATON. 2024. *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.SHERRINGTON, T., & CAVIGLIOLI, O., 2020. Teaching walkthrus:five-step guides to instructional coaching.John Catt Educational. Available from: <https://edgehill.on.worldcat.org/oclc/1202298997>  |
| **Link Tutor:** | **Trainee:** |
| Please ensure QA checkpoints 1 and 2 have been conducted and entered into Abyasa.Your focus this week will be on QA3 and visiting schools and providing some constructive feedback. Please can you also use this visit as an opportunity to close the loop on any outstanding training mentors may have to complete. Also, during your visit, can you please check in with the trainee’s progress with the EYE 3010 scrapbook. They will understand what this is, it is more of a gentle reminder for them that they should be at least collecting evidence as the weeks progress.  | You should now be taking more responsibility for the class and your role as a lead practitioner should be increasing. Below is a reminder of some of the responsibilities you have as a lead practitioner in the EYFS:**80%** Lead Practitioner Role to include:* Greeting children and parents
* Managing indoor provision
* Managing outdoor provision
* Managing flow between areas of provision
* Supporting children in continuous provision
* Promoting children’s communication and language in continuous provision
* Deployment of all adults in the setting

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