|  |
| --- |
| Mentor Space - Mentor Space |

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

|  |  |
| --- | --- |
| **Course:** | UG Primary 3-7 with QTS |
| **Phase:** | Consolidation | **Week:** | 31st March 2025 |
| **Weekly intended curriculum expectations linked to CCF:** |
| SK - Refer to Subject Component Grid for Core and Foundation Subject Knowledge FocusesHE - Design and adapt lesson to include EAL children in the mainstream classroomHPL – Teachers manage workload and wellbeing by planning efficiently and sharing the loadHPL – Understand the role of curriculum design with consideration to how children learn PB – Understand how to tailor support for individual pupils, implement and evaluate PB – How to manage their workload effectively |
| **Mentor Focus:** [**Primary 3-7 UG Consolidation (Y3) -  Mentor Space**](https://sites.edgehill.ac.uk/mentorspace/eyug3/) |
| Hello mentors,  Thank you for all the support you have provided our trainees to date, the university has received some excellent feedback from its Link Tutors in terms of the progress our trainees are making. With regards to the mentor focus this week, please continue to cement that increase in responsibility our trainees have taken on by focusing your weekly development meetings upon the intended curriculum. Please continue to use all the resources provided in the mentor space, which can be accessed by clicking the blue link above, including the use of the strand and areas of learning component trackers. QA3: This is just a reminder to those that couldn’t conduct QA3 last week, what the structure of the visit will be: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 of the Abyasa mentor guidance which can be found by in the mentor space.  | 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 that you have completed QA3 if you have not done so already. Have the conversation with the mentor and the trainee about the increase in responsibility to 80% and how the trainees are managing that. If anyone has any questions regarding this increase, then please contact the placement lead at allmanj@edgehill.ac.uk.If you are visiting this week then 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.  | Try to manage your workload increase by asking for support from your mentor. Discuss with them any strategies they use to make their practice more efficient and manage workload appropriately. Below is a reminder of your responsibilities and what the increase to 80% should incorporate.**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

  |