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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: 9** | |
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| Welcome to the week 9 update.  These weeks are passing so quickly and we are now into Week 9 of Professional Practice – only a couple of weeks left! Trainees, well done for all you are achieving and the dedication you show in developing your practice. Mentors and link tutors, thank you for your ongoing support and guidance throughout this time.  **Week 9 Expectations:** This week you will sustain teaching at 80% with 20% PPA time.  **Weekly intended curriculum expectations linked to the 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 Abyasa and the [Year 4 PT Consolidation](https://sites.edgehill.ac.uk/mentorspace/prmug4p-wds/) area of the mentor space.  HE - Understand the expectations of teachers who lead aspects of inclusion including CLA, race, gender and LGBTQ.  PB - Investigate, evaluate and challenge mental health and wellbeing practices in schools (children and staff).  HPL - Know that effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion.  A - Be able to independently analyse, interpret and relate a school’s assessment policy to their own teaching practice.  **Mentor focus:**  Thank you for your ongoing support of our trainees.  *Progress through the ITE curriculum:* Please continue to discuss progress with your trainee and any areas that may still need to be addressed in these final weeks. These weekly discussions should continue to be recorded on the WDS in Abyasa each week. Some of targets and areas to develop further may also inform future ECT targets.  Just a reminder that support for subject specific target setting is also available on this link: <https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/>  *QA4 meetings on Teams:* Link tutors will be meeting with you and your trainee in Week 10 to discuss the final WDS and to celebrate all that has been achieved. Please could you ensure that the final WDS has been completed for this meeting and all WDS and lesson observations are up to date on Abyasa. Lesson observations should be across the range of subjects, including SSP. Please could you also check the attendance record is up to date.  **Link Tutor focus:**  *Abyasa –* Please continue to monitor the progress of your trainee through the WDS and lesson observations. If any WDS or lesson observations are not available please could you check on these. All records on Abyasa should be up to date for QA4. |
| Please could you also complete the LT QA4 record as soon as possible after the meeting.  *Updates* – Thank you for sharing good news stories about our trainees and for your ongoing support. If you have any questions, please let me know. |
| **Trainees - Observation of experts to support training suggestions:**  Well done for your continued hard work, resilience and dedication – you are almost there!  *Attendance:* Please ensure your attendance record on Abyasa is up to date and is complete by the last day of your placement. In order for the link tutor to record your Professional Practice as completed, all the documentation (WDS, lesson observations and attendance record) needs to be in place.  *Assessment of pupils’ progress:* Continue to maintain your assessments of pupils’ progress. Ensure you are able to analyse and relate the school’s assessment policy to your own practice. Continue to evaluate your teaching and reflect on how you deploy additional adults to maintain high expectations and promote inclusion.  *Employability*  As you are nearing the end of your Professional Practice, please aim to seek advice from members of the Senior Leadership Team to support your employability. They will be able to advise on how to effectively complete job applications and what are the key skills and attributes employers are looking for. They may also be able to support you in discussing the type of interview questions you may be asked and effective responses. More details are available on previous newsletters.  *Keeping in touch:* Please remember your link tutor, PAT and PPQL are also available to support you. Please let them know how you are getting on and if you have any questions, please email. Support is also available from the [wellbeing team](https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/) at Edge Hill. |
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| **Research and resources:**  This week the research focuses on wellbeing and inclusion.  CHOUDRY, S. 2021. *Equitable Education: what everyone working in education should know about closing the attainment gap for all pupils.* Routledge. Abingdon, Oxon.  DEPARTMENT FOR EDUCATION, 2020 *Reducing Teacher Workload: Education Development Trust Report*. Available from: [Reducing teacher workload: Education Development Trust report - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/reducing-teacher-workload-education-development-trust-report)  HURRY, J., BONELL, C., CARROLL, C., and DEIGHTON, J., 2021. *The role of schools in the Mental Health of Children and Young People*. BERA [online]. Available from: <https://www.bera.ac.uk/publication/the-role-of-schools-in-the-mental-health-of-children-young-people>  Have a good week.  Lorraine Healy  Professional Practice Quality Lead for the Part-time Programme |