

ITE Primary Mentor Newsletter

St Mary's
University
Twickenham
London
School of
Education



Dear Professional Coordinating Mentors (PCMs), Training Coordinators and Class Based Mentors (CBMs),

This week sees our WBR, Year 2 and Year 3 cohorts fulfilling the requirements of their block placement training plans, with PGCE students completing the final week of their development placement before they return to university to prepare for the consolidation phase of their training. The details of the weekly curriculum and research foci can be found within the cohort specific information pages overleaf, alongside links to their training plans, school based professional development programmes and research summaries to support mentors in facilitating reflective dialogue with their mentee.

Best wishes, The St Mary's Partnership Team

School Based Professional Development Programmes (PCMs only)

While our trainees are in school with you, they will follow their training plans and receive school-based professional development from expert colleagues within your setting. To support our schools in the delivery of this, we have provided cohort specific overviews of how these might be structured; these can be found alongside cohort-specific information overleaf. We understand that you may already have a programme running in your school, so would ask that all PCMs confirm whether they will be adopting the St Mary's template or delivering their own professional development programme using this form.

SMART Target Setting

Thank you for your ongoing support of our trainees as they make progress against their own areas for development. The use of SMART targets forms an important part of this formative process and your input is of high value in shaping the learning journey of our trainees. Our portal page can be used to inform the creation of targets that meet the SMART criteria, which will best enable our trainees to make and evidence their progress each week. Our link tutors will monitor and are also happy to support the setting of appropriate targets.

Monitoring of Subject Knowledge

Secure subject knowledge is another important aspect of trainee development. The weekly target focusing on subject knowledge allows for ongoing reflection on a trainee's confident delivery of the curriculum. Please do discuss this with your trainee in your weekly training meetings and your link tutor in your regular communication with them. We appreciate mentors raising any areas that you feel would benefit from further development and/or exploration to promote trainee progress.

Mentor Training: Please note that all recordings of our curriculum training can be accessed on the portal alongside details of training requirements.

Useful Links

[St Mary's Partnership Portal](#)
[School Experience Handbook](#)
[ITT Safeguarding Policy](#)
[Key Documents for Partnership Schools](#)

Safeguarding Details

Lead Safeguarding Officer:
Jane Chambers, Head of School

Designated Safeguarding Officer:
Mary Nkune, Head of Partnerships

Key Documents

Our [Policy, Procedures and Frameworks](#) document outlines key processes in ITE programmes. The [School Experience Overview](#) provides mentors and PCMs with clear information about QA, timelines and intended learning outcomes for each period of school experience.

Make it even better! Enhancing the partnership

Thank you for providing feedback on mentor workload and wellbeing. Based on responses:

- We would like to remind our PCMs to support mentors by protecting time for them to complete training and fulfil mentor responsibilities
- We would like share the following [podcast episode](#) around 'Wellbeing and Workload'
- We have enabled an Abyasa function on the LFR to allow for either uploaded or typed observation notes

Useful Contacts

[Eleanor Stewart](#) (Head of Education Partnership & Apprenticeships)

[Mary Nkune](#) (Head of Education Partnerships)

[Jemima Davey](#) (Subject Lead Education Partnerships)

Primary Partnerships Team

[Abyasa Help](#) (Support with Abyasa)

Your trainee's Link Tutor is the first port of call for placement queries, but please do not hesitate to contact the Partnership team if additional support is needed.



Primary Cohort Specific Information (UG)

BA Year 2 Development Week 5: 18th to 22nd March

Weekly Theme: This week, our Year 2 cohort will be focusing on their use of expositions, modelling and promotion of fluency in the classroom. This will be explored through support from their mentor and involvement in professional discussions. Trainees will be asked to observe expert colleagues with a focus on these aspects of their practice; this will include a consideration of how to promote literacy across the curriculum and may involve discussion with expert colleagues in order to develop their own teaching and professional practice. Mentors can support trainees by deconstructing their practice and explaining how they identify and respond to literacy needs in their practice.

Research Focus: This week's focus is underpinned by the EEF's recommendations for literacy development in KS1 and KS2. Trainees will be asked to consider this when reflecting on how this literature informs their practice. Mentors can support trainees in doing so by prompting them to engage in professional dialogue, which can be supported by our research summary of this research literature.

Key documents:

- [Year 2 \(Development\) Training Plan](#)
- [School Experience Overview for Year 2 \(Development\)](#)
- [School-based Professional Development Template for Year 2 \(Development\)](#)
- [Weekly Research and Literature Summary](#)

BA Year 3 Consolidation Week 1: 18th to 22nd March

Weekly Theme: This week our Year 3 cohort start their block placement with a focus on planning effective lessons, delivering a clear and carefully sequenced curriculum and establish consistently high behavioural expectations. This will be explored through support from their mentor and involvement in professional discussions. Trainees will be asked to observe expert colleagues with a focus on these aspects of their practice; this will include a consideration of how to make best use of expert colleagues in order to develop their own teaching and professional practice. Mentors can support trainees by deconstructing their practice and explaining how they facilitate effective learning.

Research Focus: This week's focus is underpinned by Bruner's spiral curriculum approach to promote learning. Trainees will be asked to consider this when reflecting on how this literature informs their practice. Mentors can support trainees in doing so by prompting them to engage in professional dialogue, which can be supported by our research summary of this research literature.

Key documents:

- [Year 3 \(Consolidation\) Training Plan](#)
- [School Experience Overview for Year 3 \(Consolidation\)](#)
- [School-based Professional Development Template for Year 3 \(Consolidation\)](#)
- [Weekly Research and Literature Summary](#)



Primary Cohort Specific Information (PG & WBR)

PGCE Development Week 5: 18th to 22nd March

Weekly Theme: This week's theme focuses on developing as a professional as they look ahead to their next phase of training, with a particular focus on avoiding common assessment pitfalls. We would ask that mentors support their trainees by supporting them in producing appropriate SMART targets for their next phase of training and supporting them in examining assessment processes to ensure that they are conducting these effectively. They will also be required to observe expert colleagues with a focus on this area of practice. Mentors can support trainees by explaining how they incorporate these themes into their own practice and modelling this for trainees.

Research Focus: This week's research literature comes from EEF (2021) and focuses on the use of teacher feedback to promote learning. Trainees will be asked to consider this when reflecting on how this literature informs their practice. Mentors can support trainees in doing so by prompting them to engage in professional dialogue, which can be supported by our research summary of this research literature.

Key documents:

- [PGCE \(Development\) Training Plan](#)
- [School Experience Overview for PGCE \(Development and Consolidation\)](#)
- [School-based Professional Development Template for PGCE \(Development\)](#)
- [Weekly Research and Literature Summary](#)

BA WBR Consolidation Week 4: 18th to 22nd March

Weekly Theme: This week's theme focuses on developing as a professional by engaging in opportunities for development and creating a culture of respect and equity for all learners. We would ask that mentors support their trainees by supporting them in understanding how they might approach these parts of their professional practice. They will also be required to observe expert colleagues with a focus on these aspects of their practice. Mentors can support trainees by explaining how they established and continue to promote this kind of atmosphere in their classroom.

Research Focus: This week's research focus is underpinned by the Equality Act 2010. Trainees will be asked to consider this when reflecting on how this literature informs their practice. Mentors can support trainees in doing so by prompting them to engage in professional dialogue, which can be supported by our research summary of this research literature.

Key documents:

- [WBR \(Consolidation\) Training Plan](#)
- [WBR SEND \(Consolidation\) Training Plan](#)
- [School Experience Overview for WBR2 \(Consolidation\)](#)
- [School-based Professional Development Template for WBR Year 2 \(Consolidation\)](#)
- [Weekly Research and Literature Summary](#)