

# ITE Primary Mentor Newsletter

W/C 19th February 2024

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 BA Year 2s and PGCE cohorts begin their block placement following their prep weeks before half term. Thank you for your support of their progress as they dive into the development training plans alongside their mentors. Our WBR2s begin the prep week of their consolidation placement this week and have a focus on readying themselves for their ECT years upon the successful completion of this phase of school-based training. Please find below useful updates and information for all working with a St Mary's trainee, followed by cohort specific input based on the trainee you are currently working with.

As ever, please do be in touch if we can provide any further guidance or support.

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.

## St Mary's Resources for Schools

Alongside training for our mentors, we are proud to support our partnership schools in developing their staff teams. Please find below details of some of the resources available to you:

**The Professionals Podcast:** Our repository of discussions with expert colleagues on a wide variety of topics, which includes prompts for running training in your schools or for personal reflection alongside resources for further thinking and engagement with the topic. This is an ever-growing library of content, and we hope you enjoy listening! Find more here.

**CPD Library:** Our selection of CPD offers expert colleagues the opportunity to tune into Themed Talk Times we host at the University, as well as accessing interesting research-informed articles that we share with trainees. Topics include safeguarding, artificial intelligence and the science of learning, with many more important topics being covered soon. Please browse our collection here and let us know if you would like to see coverage of particular content in the future!

## Useful Links

[St Mary's Partnership Portal](#)

[School Experience Handbook](#)

[ITT Safeguarding Policy](#)

[Key Documents for Partnership Schools](#)

## 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 & WBR)

## **BA Year 2 Development Prep Week: 19th to 23rd February**

**Weekly Theme:** This week, our Year 2 cohort will be focusing on the planning of effective lessons, including the need to consider the careful sequencing of lessons to support pupils in learning and remembering increasingly complex concepts. This will be explored through support from their mentor in both their own planning and involvement in team planning discussions. Trainees will be asked to observe expert colleagues with a focus on this aspect of their practice; this will include a consideration of how scaffolding and modelling is used to promote pupil learning and how pupils are guided to employ knowledge of key concepts in their learning. Mentors can support trainees by deconstructing their practice and explaining each step in their planning process to ensure that lessons provide effective learning opportunities for all learners.

**Research Focus:** This week's focus is underpinned by Rosenshine's (2012) Principles of Instruction. Trainees will be asked to focus on principles 2 and 4 when reflecting on how this research 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 WBR Consolidation Prep Week: 19th to 23rd February**

**Weekly Theme:** As Prep Week is designed to provide trainees with the opportunity to familiarise themselves with the school setting and class context, there is no specific curriculum focus for this week aside from establishing a classroom presence and setting high expectations for all learners. We would ask that mentors support their trainees by enabling them to develop across the areas of professional learning by supporting them in the completion of preparatory tasks outlined in the training plan. They should be reflecting on managing behaviour through consideration of high behavioural expectations and contributing to a positive, safe and predictable environment for the pupils.

**Research Focus:** There is no research focus for this week, but research summaries to support your work with our trainees will be sent in the coming weeks based on the research literature in the training plan.

**Safeguarding:** Please ensure that our trainees are introduced to your safeguarding policies and practices as a priority during their first week in school. This will form part of the discussion with your St Mary's link tutor in the initial training meeting. Please discuss general policy and procedure as well as safeguarding concerns specific to your context.

### **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 \(Consolidation\)](#)



# Primary Cohort Specific Information (PG)

## PGCE Development Week 1: 19th to 23rd February

**Weekly Theme:** As our trainees take on their first week of teaching in the development phase of their training, they will be asked to focus on the setting and maintaining of high behavioural expectations as well as the development of a positive, predictable and safe environment for pupils. In line with the statutory responsibilities of a teacher, they will also be asked to consider how they can work to establish and nurture a culture of respect in the classroom with consideration for those with protected characteristics. Trainees will observe expert colleagues with a focus on various aspects of their practice, which includes the use of classroom presence to manage behaviour, how behaviour policies are implemented, the use of praise, and how supportive and inclusive environments are established. Mentors can support our trainees by engaging in reflective dialogue around these observations, breaking down their own practice and exploring how these principles can be applied to the trainee's practice.

**Research Focus:** This week's research literature comes from Rogers (2015) *Classroom Behaviour*, with a particular focus on the different phases of behaviour management. Trainees will be asked to reflect on this literature and discuss with their mentor how this is exemplified in their current setting. You can support your trainee by discussing with them how you started the year, how your behaviour management approaches have evolved since then and why this is the case, and how the physical classroom environment has been designed to promote behaviour for learning.

### 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](#)