

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),
Please find below information for mentors and PCMs and cohort specific information overleaf. If you haven't already please could we ask that you submit an outline of the school-based professional development that you will be delivering during your our students' current phase of training. 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.
As ever, please do let us know if we can offer any further support or guidance to those supporting trainees in school. If you are supporting a trainee coming to the end of their placement, please support them by completing their Assessment Record with them and ensuring that reflective comments are added to support future target setting.
Best wishes, The St Mary's Partnership Team

Mentor Training: Please be reminded that we require all our mentors to complete curriculum training relevant to the phase of training they are supporting. In addition to the 20 minute introduction training (session 1), mentors should complete the following:

Development phase (WBR 1 students): session 2 and then either session 3 or 4

Consolidation phase training (WBR 2, BA Y3, PGCE students): session 3 or 4

Please note that all recordings of our curriculum training can be accessed on the portal alongside details of training requirements. Please remember to log completed training on abyasa. If you require any support in doing this, please contact your link tutor.

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.

Useful Links

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

Safeguarding Details

Lead Safeguarding Officer:
Jane Chambers, Head of School
Designated Safeguarding Officer:
Mary Nkune, Head of Partnerships

Assessment Records and PCM Observations

Support with completing trainee assessment records and final observations can be sought from Link Tutors before sign off meetings take place. Your feedback to our trainees is invaluable and, as such, an observation by PCMs is required to consolidate the excellent support they will have received over the course of their placement. Finally, a reflective comment is required from trainees, CBMs, Link Tutors and PCMs at the end of the placement. These can be found on the final page of the Assessment/Progress Records and are signed off by Link Tutors during the final meeting.

Thank you for all your support of St Mary's trainees over the course of this academic year. We value the input of our Partnership schools greatly and look forward to our ongoing work with you in the future.

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 (PG & UG)

PGCE Consolidation Week 4: 7th to 10th May

Weekly Theme: This week's theme focuses on how professional learning informs a teacher's development as a practitioner as well as considering how pupils learn and the impact of modelling and checking for understanding on pupil progress. Trainees will be prompted to discuss with their mentor how these themes inform their classroom practice and would benefit from the opportunity to work closely with their mentor in professional discussion, modelling of specific strategies and feedback from lesson observations.

Research Focus: This week's research focus is underpinned by the Leswell's (2023) theory about professional learning and development as a teacher. Mentors can support their trainees by exploring their own professional reflection and promoting opportunities for development within their setting. As our trainees prepare for their ECT posts, this element of their professional practice is an area in which we hope they will gain autonomy and independence ready to drive their own areas of learning.

Key documents:

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

BA Year 3 Consolidation Week 6: 7th to 10th May

Weekly Theme: This week's theme centres around communicating a belief in all pupils, building and maintaining trusting relationships in the classroom and avoiding assessment pitfalls. As trainees draw towards the end of their training, they will need to consider how these factors interplay to create effective classrooms in which children can thrive. As a mentor, you can support your trainee by modelling and explicitly discussing these elements of your practice and helping them to identify opportunities to engage in these behaviours in their own teaching.

Research Focus: This week's focus is underpinned by Ellis and Tod's (2018) theory of behaviour for learning. Trainees will be encouraged to consider how pupil relationships with self, others and the curriculum influence their behaviour and create environments conducive to learning. Mentors can support trainees by discussing their profile children with them and helping them to consider this theory as they prepare for their final tasks. Further to this, mentors can help trainees to deconstruct the behaviours they notice in lessons they teach and consider what has informed these outcomes.

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 (WBR)

BA WBR Development Week 3: 7th to 10th May

Weekly Theme: This week's theme centres around communicating a belief in all pupils and checking prior knowledge and understanding throughout lessons. Trainees will be asked to observe how their mentor exemplifies these areas of professional practice in their teaching and prompted to consider how they might develop these aspects of their own delivery. Mentors can support their trainee through deliberate practice, reflective dialogue and providing constructive feedback.

Research Focus: This week's research focus is underpinned by the Clarke's (2014) research into how formative assessment forms an essential component of promoting progress classroom work and how its development can raise standards of achievement. Trainees should use their university-based input to support their exploration of formative assessment and the impact this has on learning and pupil approaches to lessons.

Key documents:

- [WBR \(Development\) Training Plan](#)
- [WBR SEND \(Development\) Training Plan](#)
- [School Experience Overview for WBR1 \(Development\)](#)
- [School-based Professional Development Template for WBR Year 1 \(Development\)](#)

BA WBR Consolidation Week 9: 7th to 10th May

Weekly Theme: This week's theme concerns Manage workload and wellbeing, meeting individual needs without creating unnecessary workload, grouping pupils effectively and avoiding common assessment pitfalls and making marking manageable. A breadth of professional considerations have been provided for trainees' final week in school and we would encourage open dialogue about all aspects of professional practice as they complete their final phase of placement-based training.

Research Focus: This week's research focus prompts trainees to consider wellbeing and workload in schools as part of their professional learning in preparation for their ECT posts in September. They will use the DfE's (2021) Wellbeing Charter to support personal reflection and discussion with their mentors. As they come to the end of their placement, mentors can discuss strategies and approaches to workload management in their early career. Professional dialogue about the transition between trainee and ECT will also support trainees significantly as they look ahead to the next chapter of their career.

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](#)