

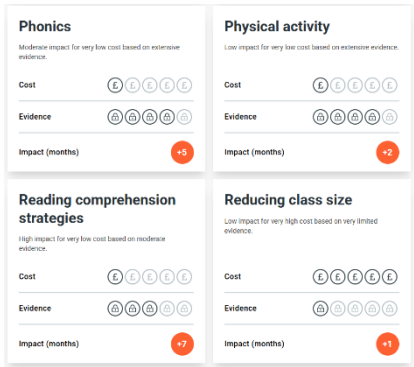


LIVERPOOL
JOHN MOORES
UNIVERSITY



MENTORING MEMOS

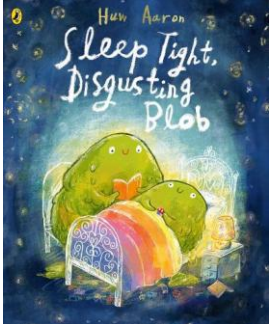
PGCE Primary: Week 5

Phase Expectation Focus	Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils?
 RESEARCH SPOTLIGHT	In our taught sessions, we have considered some of the approaches from the EEF Teaching and Learning Toolkit. Summary The EEF Teaching and Learning Toolkit is an evidence-informed resource that helps teachers and schools evaluate 30 approaches to improving pupil attainment. It compares strategies according to their impact, cost, and strength of evidence. The Toolkit highlights that effective teaching decisions should combine research evidence with professional judgement and careful implementation either as part of a school's pupil premium strategy or as part of wider school planning.  Discussion point with student teacher Thinking about a lesson you have recently observed, which teaching approach identified in the EEF Toolkit (e.g., reading comprehension strategies, metacognition, oral language, or collaborative learning) was evident and what impact did you notice it having on pupils' learning?
Teaching Expectations	Assuming a typical school timetable of approximately 25 hours of lessons per week (5 days), student teachers should spend a minimum of 15 hours per week (3 hours per day) (directed by the General Mentor) of classroom-based activity, including: • By the end of phase 1, team teaching with class teacher approx. 3 lessons overall to develop skills and knowledge. (Lesson plan required for the part of lesson being taught). • By the end of phase 1, independently teaching one or two lessons (Lesson plan required for the lesson being taught). • Observation of experienced teachers. Student teachers must complete 1 formal observation per day using the LJMU observation proformas – one should be a focus foundation subject. • Supporting small groups, as directed by the teacher (no plan required) • Time out of the classroom for PPA 1 hr per day. • Planning: student teachers will need support with this in the initial stages and be working from teacher's plans.

Curriculum Professional Development Activities (CPDAs)	Consider range of pupil needs in the class (SEND, EAL, disadvantage, other vulnerabilities) and how this impacts on their learning. Discuss inclusive practice, high expectations and barriers to learning. Share your core audit scores with your General Mentor, be honest. Plan to address these gaps in your subject knowledge. Agree a date for your mentor to review how you have worked developing your subject knowledge (this will most probably be around the start of phase 3). Plan what questions you would like to ask the core subject co-ordinators. Make notes of schemes/ resources available as this may assist you with your future teaching. Identify an extra-curricular activity (such as a lunchtime or after-school club) to take part in.
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Reminders for Students	Please head across to Canvas and watch the welcome video for your next ITaP around small steps of learning, which will take place the week beginning the 9th November. You will need to decide on a core subject to focus your thinking this week and this will need to be agreed with your General Mentor. The video explains most of this and there is also a mentor flyer to help. Add your choice onto the subject discussion board linked in the ROP ITaP materials. The ITaP student booklet is also available now on the ITT-Placement website and on Canvas – click here.
Reminders for Mentors	The End of Phase 1 Review is to be completed on Abyasa on Wednesday 21st October. When completing this, please refer to the phase expectations for phase 1. These can be found in Section B of the ITT-Placement website: LJMU Initial Teacher Education (ITT) Programme. After half term, we will be embarking on ITaP 2: Reflection, Observation and Planning. In order to prepare for this, please see Gina's introduction for mentors to 'Small Steps of Learning' which underpins lesson planning. An overview of the ITaP for mentors is available now on the ITT-Placement website – click here.
Key Dates	Wednesday 21st October: End of Phase 1 Review completed on Abyasa. Tuesday 3rd November at 4pm: ITaP 2 Briefing. See Teams link below: https://teams.microsoft.com/meet/3611807984791329?p=ChW93xhNtm5FaolrCp Meeting ID: 361 180 798 479 132 9 Passcode: vp9Vb2YG

Education Updates	BBC News: Cut screen time in classrooms to avoid long-term health issues, clinicians urge – link – The amount of time children in England spend on screens at school could be harming their "physical and developmental health", a group of more than 150 clinicians has warned. The Guardian: Stop making sense: focus on sounds to help learn a language, study suggests – link - A new study of how humans learn modern languages has found that the brains of the most talented linguists hear foreign terms as random noise, not words. Normally, when people learn a language, they try to understand it through the sounds of their native tongue. The more different the foreign language's sounds and pronunciation are from the native language, the harder the new language will probably be to learn.
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	Evidence Snacks: Expert Foundations: A simple model of teaching – link - Teaching happens in what researchers call a wicked learning environment: the feedback loop between what we do and what students learn is invisible, noisy and delayed. In wicked environments, experience alone tends to produce mental models that are idiosyncratic and confidently wrong. "I explained it clearly, so they learned it" or "They're engaged, so they're learning" are the kind of theories that emerge.
Recommended Read	Sleep Tight, Disgusting Blob is the winner of the Waterstone's Children's Book Prize this year. The book by Huw Aaron is narrated by the parent blob who, through the course of the book, tells the child blob about all the other creatures also getting ready to sleep, including a yeti, Medusa and a Minotaur. Warm, loving and slimy, Sleep Tight, Disgusting Blob is a rhyming delight, ending with sweet dreams for all. 
	 7 Different Types of Rest As the half term break approaches, you might be thinking about how best to use the time to rest and recharge after the demands of the first few weeks. Researcher and author Dr Sandra Daulton-Smith believes there are 7 different types of rest, which all serve a unique purpose. If you'd like to talk to a Wellbeing Advisor, you can: • Book an appointment online • Visit our drop-in sessions: Monday to Friday, 10am until 4pm in the Student Life Building. • Contact us by phone: 0151 231 3664 or email: studentwellbeing@ljmu.ac.uk

