

Welcome Pack: Mentor

Early Years Initial Teacher Training (EYITT)



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Welcome message from the Head of EYITT

A very warm welcome to the start of a busy, fun and rewarding journey, supporting your trainee towards their Early Years Teacher Status (EYTS) We know that you will both be excited to get started and hope that this welcome pack will provide you with an overview of the different programme elements and key information that you need.

You will be well supported throughout the programme by your trainee's personal tutor, Lead Tutor, Lead mentor, and QA team. You will support your trainee to complete sequences of work in different age groups, set targets to support their progress and join in professional discussions online.

We look forward to welcoming you for your induction in September. In the meantime, you can prepare by looking at the key dates, getting familiar with Canvas and Mosaic and considering possible placements for your trainee. I look forward to meeting you all throughout the year!

A handwritten signature in black ink that reads "H. Royston".

Helen Royston

Engagement windows and programme elements

Online Engagement

Your online engagement with EYITT will be through two online systems, called Canvas and Mosaic. In order for us to enrol you on these – we will need you to register and submit your details via this link (should take no more than 10 minutes):

https://ccms.bpnsystems.net/applications/index.php?programme_id=84

- Canvas will be used to update you with key announcements and is a resource library where the mentor and trainee can access important modules and webinars.
- Mosaic is where the trainee uploads their work and reflections on learning. Mentors and personal tutors also have access to comment on trainees' progress and provide feedback on their work.

Once you have submitted your details you will receive your log in details. Once you have received your log in details, please take some time to familiarise yourself with the different sections. On the Canvas mentoring course, you will find key information to support you in your role, such as handbooks and guidance documents.

Programme Schedule

| Engagement Window | Programme element | Timescales |
|-----------------------|---|---|
| July– September | This will be the trainee's induction period where the following activities will take place: <ul style="list-style-type: none"> - Receive log in details to access Canvas and Mosaic - Complete online induction module on Canvas - Develop fundamental Maths skills through the BKSb online tool - Upload Initial Needs Analysis and Play Presentation with Harvard referencing conventions to Mosaic Mentors will receive log in details to access Canvas and Mosaic | 1hr for induction module 1 hr for initial needs analysis 1 hr to complete BKSb diagnostic |
| September | Mentors to undertake weekly mentor observations and discussions with your trainee and upload the evidence to mosaic. Mentor induction training- 4 th September or 11 th September 2024: 4-6pm | 30 min observation plus feedback. 2 hrs training. |
| 16/09/2024-27/09/2024 | Trainees to attend Virtual – Day 1 The Effective Early Years Teacher and Introduction to the EYITT Curriculum | Full day event taking place within this window (10-4pm) |
| September/October | Personal Tutor Visit 1 Window: including Initial Target Setting from Initial Needs Analysis | 2-3hrs |
| October | Mentors to undertake weekly mentor observations and discussions with your trainee and upload the evidence to mosaic. Mentor training day 1- 3 rd October 2024: 10-12 | 30 min observation plus feedback 2 hrs for training |
| 07/10/2024-18/10/2024 | Trainees to attend Face-to-Face – Day 2 The role of the Early Years Teacher and supporting children's strengths and needs | Full day event taking place within this window (10-4pm) |
| November/December | Personal Tutor Visit 2 Window | 2-2.5 hrs |
| November | Mentors to undertake weekly mentor observations and discussions with your trainee and upload the evidence to mosaic. Mentor Keeping in touch meeting: 26 th November 2024 2-4pm The first professional learning conversation with the trainee, Personal Tutor and mentor to discuss progress and reflection | 30 min observation plus feedback 1hr |
| 04/11/2024-15/11/2024 | Trainees to attend Face-to-Face – Day 3 PSED attachment and the key person system | Full day event taking place within this window (10-4pm) |
| December | Mentors to undertake weekly mentor observations and discussions with your trainee and upload the evidence to mosaic. | 30 min observation plus feedback |
| 02/12/2024-13/12/2024 | Trainees to attend Face-to-Face – Day 4 Early Reading and Early Mathematics | Full day event taking place within this window (10-4pm) |
| January | Mentors to undertake weekly mentor observations and discussions with your trainee and upload the evidence to mosaic. Mentor training day 2 – 15 th January 2025 2-4pm | 30 min observation plus feedback |
| 06/01/2025-17/01/2025 | Trainees to attend Face-to-Face – Day 5 Leading Practice as an Early Years Teacher | Full day event taking place within this window (10-4pm) |
| January/February | Personal Tutor Visit 3 Window Mentor Keeping In touch meeting: 28 th February 2025 4-6pm | 2-2.5hrs 1hr |

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| 03/02/2025-14/02/2025 | Trainees to attend Face-to-Face – Day 6 Inclusion and Diversity, well-being and transition | Full day event taking place within this window (10-4pm) |
| March/April | Personal Tutor Visit 4 Window Mentor training day 3 – 25 th March 2025 4-6pm | 2-2.5hrs 2 hrs training |
| February & March | Mentors to undertake weekly mentor observations and discussions with your trainee and upload the evidence to mosaic. Second professional learning conversation with your Personal Tutor and mentor to discuss progress and reflection | 30 min observation plus feedback 1 hr |
| 03/03/2025-14/03/2025 | Trainees to attend Face-to-Face – Day 7 Best Practice in Early Years Teaching, Babies and Toddlers | Full day event taking place within this window (10-4pm) |
| April | Mentors to undertake weekly mentor observations and discussions with your trainee and upload the evidence to mosaic. | 30 min observation plus feedback |
| 14/04/2025-25/04/2025 | Trainees to submit Reflective Account on Wider Professional Responsibilities. | 2000-word academic written response |
| May | Mentors to undertake weekly mentor observations and discussions with your trainee and upload the evidence to mosaic. Mentor Keeping In Touch Meeting: 7 th May 2025 10-12 | 30 min observation plus feedback 1 hr |
| 06/05/2025-16/05/2025 | Trainees to attend Face-to-Face – Day 8 The continuum of children’s learning | Full day event taking place within this window |
| May | Personal Tutor Visit 5 Window | 2-2.5 hrs |
| May | Final professional learning conversation with your Personal Tutor and mentor to discuss progress and reflection | 30 min observation plus feedback |
| June | Mentors to undertake weekly mentor observations and discussions with your trainee and upload the evidence to mosaic. | 30 mins observation plus feedback |
| 01/07/2025-14/07/2025 | Trainees to attend Virtual - Day 9 Summative assessment – taking place in the form of an interview to identify if you have met the Teacher’s Standards (Early Years) | Virtual interview 45 minutes on teams |

Prior to Induction

Funding Support for your Employer

Employers of trainees on the Graduate Employed route are entitled to government support through an Employer Incentive of £7000 (available to employers per trainee). This incentive is for employers to support their trainees to complete EYITT with costs such as supply cover, salary enhancements, trainee travel, covering mentoring time and study time etc.

Your employer will have received communication from us on how to claim their Employer Incentive.

If your employer has not received information about their Employer Incentive, please do ask them to get in touch with us – eyitt@bestpacticenet.co.uk

Virtual Sessions

On your trainees' acceptance to the EYITT programme, they will have been sent an email with links for the various Q&A sessions taking place from May onwards, before they engage with the programme. Mentors will also have the opportunity to attend a session or watch a recording too. It will be an opportunity for you to ask any questions you may have before the programme starts in September!

Fundamental Skills – English and Maths

Prospective teachers are expected to be competent in the Fundamental Skills for English and mathematics prior to starting any Initial Teacher Training programme. Under new legislation from the DfE, ITT providers are expected to make assessment of the English and mathematics knowledge of applicants at the initial stage of recruitment. Trainees will have completed both a written and maths task as part of their interview and were given feedback on their strengths and areas for development. This gives them a baseline to review their fundamental skills. It is expected that all the Fundamental Skills will be secured by the trainee before the end of their teacher training. Any work to address shortfalls in Fundamental Skills must be undertaken by the trainee teacher in addition to other aspects of their training.

Supporting trainees with Maths fundamentals

All trainees will be provided with login details to access an online platform called 'BKSB'. This online platform will help them to assess their skills in mathematics and identify tailored modules to help them to achieve the required level maths skills.

Through BKSB we will track and monitor their progress. When they have completed the assessments, they will need to download and save a copy of their certificate to Mosaic (your Personal Tutor will assist with this).

Supporting trainees with fundamental English Skills

The Fundamental English Skills for trainee teachers underpin both the Teachers' Standards and the Early Career Framework. Teachers should be able to use these skills independently, applying them to a range of formal and informal contexts in both their own life and study and in their professional role.

The programme content is carefully mapped against the fundamental skills for English, for example, they will plan and deliver presentations during the face-to-face training sessions, complete a written reflective account

and reflect on a variety of reading materials. These tasks will enable them to demonstrate different skills, such as communication, speaking and listening, reading and writing.

Planning for Success

Trainees are about to embark on what is likely to be one of the most challenging and most rewarding years they have experienced professionally. To ensure a successful Early Years Initial Teacher Training (EYITT) year, trainees need to make sure that they are fully focused on the programme and completely committed to continual professional development throughout the programme, and indeed through the rest of their teaching career.

Once trainees have completed their initial needs analysis, the personal tutor and mentors, will use this to help to identify targets on a personal plan to support their progress.

As mentors it is essential that you are available to observe the trainee each week for 30 minutes and to give feedback and offer support and guidance.

Commencing your Induction

Once you have received your log in details for canvas, take some time to familiarise yourself with the different sections. Please take time to read the handbooks and information provided. This will help you to feel prepared for the online induction sessions which you will be invited to join at the start of September.

Placements

Finding a placement

It is the trainee's responsibility to find a placement. We have listed below some guidance for you and your trainee to start to prepare and think about their second/third placement(s). It is important that you begin to plan the placements at the start of the course.

The second or third contrasting placements will be determined by the employment setting; each trainee's placement requirement (length of placement and placement type) will be aligned to their individual experience.

Your Personal Tutor will be able to advise and support and in September, we will be able to provide you with the Placement Handbook.

- Discuss possible schools with your trainee, the lead trainer in your setting and your personal tutor, try to access a school where your setting has transition links.
- Give the school as much information as possible and try to be flexible with dates.
- Be prepared for them to say no because they may have other trainee teachers on placement, which would impact on their ability to support your trainee.
- If you do not have links with a school, you should talk to the personal tutor about how to find a suitable school in your local area.
- Check the school's most recent Ofsted inspection - for the purpose of your placement it will need to have been judged as good or outstanding. A school that requires improvement or inadequate should not be approached for a placement unless approved by our Quality Assurance Manager in advance.

- If you work in a nursery class in a school, you will need to spend time in the reception class and in Key Stage 1&2 in your own or another school following these guidelines.
- You must have evidence of assessed practice in **at least two** settings/schools.
- Everyone is required to complete placement experience.

Placement Protocols

Everyone undertaking EYITT needs as a minimum experience of teaching/care with:

- babies
- two - three-year-olds
- young children to the end of the Foundation Stage (pre-school)
- at least 20 days* teaching systematic synthetic phonics and maths in a reception class
- 5 days* engagement with Key Stage 1 (Years 1 and 2) engagement involving discussion and time in classes (see School Placement Guidance)

*Placement days may be more or less; (length of placement and placement type) will be aligned to your trainee's individual experience.

Roles

Mentor

As a mentor based in the setting, you will meet with the trainee each week and will observe their teaching and care, engage in professional dialogue with them, write written feedback and sets targets for their professional development. You will support the trainee to ensure coverage of the 0-5 age range and help structure appropriate learning opportunities within the setting.

As the mentor, you will ideally be someone who has experience of mentoring and of studying themselves, for example someone who has achieved Early Professional Status or Early Years Teacher Status or who has an Early Childhood Studies Degree or other relevant qualification. If for any reason the mentor changes throughout the year, it is vital that Best Practice Network is informed. Please contact eyitt@bestpracticenetwork.co.uk. The personal tutor will also need to be informed of the new mentor contact details.

Personal Tutor

Trainees will have a Best Practice Network Personal Tutor who will visit them and the mentor, in your setting and provide feedback and support for you throughout the programme. The Personal Tutor will meet with the mentor on the visits to carry out a joint observation of the trainees teaching and discuss the trainees' progress. They will observe the trainee during their second / third placement, alongside a placement mentor. The Personal Tutor will want to carry out joint observations with the mentor to ensure common understanding and that the feedback is consistent and supportive.

A Lead Tutor or QA Tutor may also visit you during the year. Trainees may also meet one of these Tutors at some of the training days.

The trainee be issued with Personal Tutor contact details at the beginning of the programme. In the meantime, if you have any questions, please contact [Our Programme Team](#), who will respond to your enquiry.

Lead Mentor

Mentors will be supported by Best Practice Network Lead Mentors. Lead Mentors will invite you to attend regular ‘Keeping in Touch’ Mentor meetings. These sessions are an overview of forthcoming dates for trainees, where we are in the programme/curriculum map, and an opportunity to discuss any issues such as mentor observations, placement questions, facilitating study time and any mentor training needs. It is also an opportunity for mentors to talk to each other about their role and exchange ideas. Three mentor training sessions will also take place in October, January and March to support you in the mentor role.

Setting Based Lead Trainer

The setting-based lead trainer is responsible for overseeing the trainee’s training in the setting and beyond with the aim of maximising their experience and ensuring that they are fully supported. The lead trainer oversees the mentoring role in the setting and appoints a new mentor if changes are required. They also monitor the use of the employer incentive to ensure this is fully utilised to support trainees on the EYITT programme. They ensure that the Personal Tutor and QA team can make visits to the trainee and will facilitate the release of the trainee and mentor for discussions on the day of the visit or remotely.

On programme journey



All these elements contribute to the overall engagement requirement set by the Department for Education (DfE).

Help and support

If you have any questions, contact our EYITT support team at eyitt@bestpracticenet.co.uk