

University of York Geography Mentor Meeting

Minutes

25th October 2023 (Held face to face on campus)

Present: Georgia Ramsay & Jane Elsworth (University of York)

Representation from: All Saints RC School, Huntington School, Selby High School, Tadcaster Grammar School, York High

Apologies: Bedale School, OA Easingwold, Reed School

1. UoY Geography PGCE Curriculum Overview & Important dates

[See slides 2-5 of presentation](#)

Georgia shared the curriculum intent of the Geography PGCE at the UoY:

The main aim of our Geography PGCE is to work in partnership with schools to enable our trainee teachers to become resilient, profession-ready, reflective practitioners; teaching with a high level of subject expertise and encouraging their students to develop a love of geography.

Geography teachers who train through the University of York PGCE will:

- Have **deep subject knowledge** and curriculum understanding
- Be advocates for developing **enquiry skills and fieldwork** in geography
- Use pedagogical approaches to teach geography that are **research-informed** and based on **careful reflection**
- Carefully **consider how they represent** people and places through their teaching of geography
- Be part of a **professional community** of geography teachers with an **ongoing commitment to professional development**.

Georgia outlined the different stages of the curriculum model (slides 3-4)

A hard copy of the [calendar](#) was distributed. Key dates to note:

- Friday 15th December - Review 1 (completed on PebblePad)
- w/b 18th December - Trainees only in school on Tuesday & Thursday

● w/b 8th January - ITaP week, trainees only in school on Tuesday & Thursday

● **Wednesday 7th February 2-4pm - Geography Mentor Meeting**

● Friday 9th February - Review 2 (completed on PebblePad)

** please note trainees will also NOT be in placement on Monday 22nd January - due to a curriculum day with Sheffield University, led by the Royal Meteorological society.

● w/b 19th February - Trainees in **placement 2 school** (Tuesday & Thursday only)

● w/b 26th February - Trainees in **placement 2 schools** full time

2. Clarifying trainees' teaching load for block placement

[See slides 6-7 of presentation](#)

A hard copy of the [summary document](#) (already shared) was distributed.

The weekly lesson guidance can be used as an average where there is a two week timetable.

Lessons from scratch

It was agreed that the trainees would all plan their first **12 lessons from scratch**. The trainees will need guidance with regards to the lesson title and learning outcomes and they should plan the lesson in accordance with the schools T&L policy.

Trainees can use an existing worksheet/ lesson resource but should design their own lesson to deliver this where such a resource is being used.

All of these 12 lessons need a full learning plan and lesson evaluation by the trainee, which should be with the host teacher 48 hours in advance. The guidance being given to trainees regarding lesson is as follows:

- Lessons need to be with your mentor/ the host teacher 48 hours in advance of teaching.
- We cannot expect staff to be checking lessons on a weekend/ evening.

This means lessons for:

- **Monday** - need to be with the staff member by Thursday
- **Tuesday** - need to be with the staff member by Friday
- **Wednesday** - need to be with the staff member by Monday
- **Thursday** - need to be with the staff member by Tuesday
- **Friday** - need to be with the staff member by Wednesday

These lessons should arrive before the end of the school day.

After these initial 12 lessons, trainees should plan 1 lesson each week from scratch and then use and adapt the departmental resources (where planning is secure).

3. Weekly mentor meetings & lesson observations

Mentor Meetings

Georgia shared the [‘new’ live document](#) that trainees will use to record their weekly mentor meeting. The rationale for this change is for ease of access and to ensure that weekly targets are not lost once uploaded into PebblePad. We hope this document will put more emphasis on the trainee taking ownership of their targets.

It is the trainees responsibility to fill in the document each week (but mentors are asked to monitor that this is happening).

The suggested format for mentor meetings each week is:

- 15 mins reflecting back on progress made towards previous targets
- 30 minutes developmental work with trainee
- 15 mins agreeing targets and observations for the following week ahead

See point 5 below for the suggested theme for the development work each week.

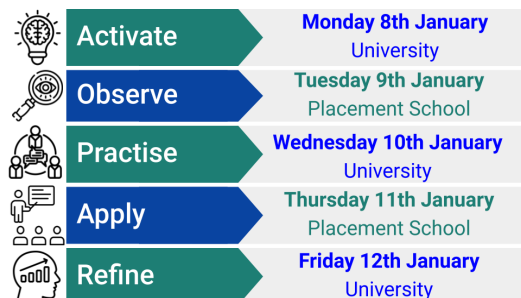
Lesson Observations

- **Trainees must have one formal lesson observation each week** using the [observation form](#) (trainees to print and give these to the host teacher) - no need to type up.
- All other (informal) feedback will be done via the trainee’s exercise book, which the trainees will pass to the host teacher. This enables mentors to see all feedback and have an oversight of the trainees progress for lessons that they’re not in.
- Georgia shared a set of [slides for mentors to use](#) in schools with host teachers if this is helpful for those staff who are less familiar with the CCF/ hosting and trainee.

4. ITaP week - what's happening and how do we prepare for this?

Georgia shared the [ITaP Guidance Booklet and 1 page geography summary](#), which takes mentors through day by day and outlines what is happening during ITaP week.

The focus of our ITaP week is expert explanations.



The key requirements for this week are:

- Trainees need to observe 4 lessons on Tuesday 9th January (ideally at least 2 in subject) where they will get a chance to see a teacher doing some explaining (students doing an assessment would not be a useful observation for this purpose).
- Trainees need the opportunity to teach 2 lessons (or parts of lessons) on Thursday 11th January, so they can apply what they have been working on.

5. Furthering our alignment of centre-based and schools-based provision

[See slides 22 of presentation](#)

Mentors are finding the weekly summary of what is happening at university helpful.

We revisited the agreed foci for the weekly developmental work, which mentors should carry out with their trainees each week. This can be tailored to meet the needs of your school and trainee but should follow the broad theme as agreed below.

Week	Focus of developmental work
• w/c 6th Nov	Knowing your learners & routines (developing the contextual understanding of the learners you will teach and understanding what this means for your teaching)
• w/c 13th Nov	Promoting a positive climate for learning
• w/c 20th Nov	Co-planning activity with mentor (trainee and mentor co-plan a lesson for the following week)
• w/c 27th Nov	Curriculum construction - focus on curriculum rationale and 'what might come next?'
• w/c 4th Dec	Focus on review 1 - due 15th Dec
• w/c 11th Dec	Assignment 2 - sequence of learning
• w/c 18th Dec	Preparing for ITaP week
• w/c 8th Jan (ITaP pilot)	Trainees only in on Tues & Thurs - mentor discussions linked with ITaP focus (expert explanations) and providing feedback on the trainees' live practice (where possible)
• w/c 15th Jan	Expert explanations (next steps following the ITaP week)
• w/c 22nd Jan	Formative assessment (linked with Assignment 2)
• w/c 29th Jan	Focus on review 2 - due 9th Feb
• w/c 5th Feb	Celebration of teaching journey & how to tackle on-going targets for placement 2

It was suggested that it would be helpful for this to appear on the weekly mentor template - Georgia has now added this in and will share with trainees on Friday 27th October. This should be already uploaded into PebblePad (by trainees) for the start of the new term.



A.O.B

2 mentors mentioned issues with access to PebblePad, this has been referred to the PGCE admin team who will be in touch and offer support accordingly.

3 mentors stayed behind to discuss the individual needs of their trainees.

Recommended Read

Healy, G., Hammond, L., Puttick, S. & Walshe, N. (2022) Mentoring Geography Teachers in the Secondary School. A Practical Guide.

Thank you to mentors for attending the session and for their ongoing support of the trainees and geography PGCE at the University of York.

