

University of York Geography Mentor Meeting

Minutes

7th February 2024 (Held face to face on campus)

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

Representation from: All Saints RC School, Archbishop Holgate's School, Bedale School, Huntington School, QE School, Reed School.

Apologies: OA Easingwold, Selby High School, Tadcaster Grammar School, York High

1. Very brief Ofsted Reflections

[See slides 2 of presentation](#)

Georgia offered her thanks to all involved, it was a thorough but fair process. Initial outcome shared verbally, subject to QA procedures. We anticipate the final report will be out in early March.

- Areas for us to consider:
 - a. Supporting trainees to teach students who have EAL
 - b. Supporting trainees to promote positive mental health and well-being amongst their pupils
 - c. Consistency and precision of target setting

2. Placement 1 reflections. What has gone well, what might we do differently?

[See slides 3-5 of presentation](#)

Georgia outlined where the trainee is currently at in their overall training journey/ curriculum.

- Trainees arrived professionally presented and ready to engage in school life
- Mentor meetup record has worked - having a better overview, rather than a separate document each week.
- Support for reviews has been helpful
- Trainees planning a number of lessons from scratch has been beneficial
- Build up in lessons was very gentle, feeling that trainees would benefit from a few more lessons in the early weeks. Trainees benefit more from observations once they have done a little bit more teaching. Georgia outlined that the number of lessons taught before Christmas is likely to be higher next year, due to the DfE changes to the quality requirements for re-accredited PGCE courses.

3. ITaP: What have we learnt from the pilot and what do we need to change for next year?

[See slides 6-14 of presentation](#)

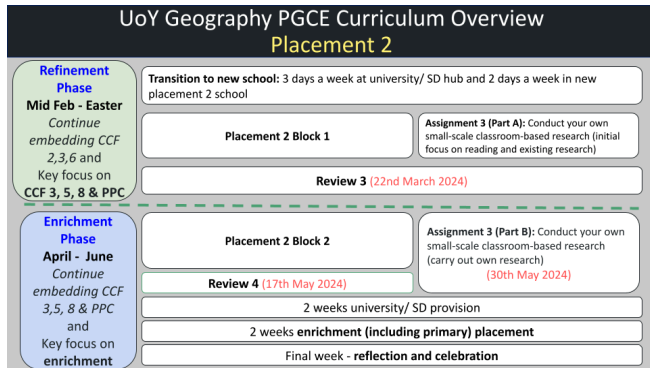
Mentor Meetings

- Booklet has helpful for logistics
- No issues with observing and teaching lessons - where there might be issues, schools recognises that those lessons would continue the following week.
- In one school PT had organised cross-curricular observations of mentors (who knew what was happening)
- In some schools PTs had signposted particularly effective lessons to watch
- Cross-curricular approach seemed to work very well
- Worked well having a different lesson observation form, helped to focus feedback on specific areas.
- Mentors could see the impact after the ITaP week
- Just concern over the need to fit 4 ITaPs in next year and how this might affect the flow of teaching.

4. Placement 2 logistics

[See slides 15-23 of presentation](#)

- Georgia outlined the remaining structure of the PGCE course



Calendar & Important Mentor Dates

- w/b 19th February - Trainees in placement 2 school (Tuesday & Thursday only)
- w/b 26th February - Trainees in placement 2 schools full time
- Friday 22nd March (final day before Easter hols) - Trainees **NOT** in school (university day)
- Friday 22nd March - Trainees' 3rd review due (placement 2 review 1)
- Friday 17th May - Trainees' final summative review due (placement 2 review 2)
- Friday 24th May - Trainees' final day in placement school
- Monday 10th June - Sustainability enrichment day (up to 12 Year 10 students @ UoY) - more details to follow
- Wednesday 3rd July - Geog mentor meeting (2-4pm)

Teaching load for placement 2

- **W/b 26th Feb:** Teaching 12-13 solo lessons (+ 2-3 lessons obs/TA)

Please note, all trainees should observe a class they are going to teach once, before they take the class over. This means in week 1, trainees are likely to teach around half the suggested solo lessons.

- **W/b 4th March:** Teaching 12-13 solo lessons (+ 2-3 lessons obs/TA)
- **w/b 11th March:** Teaching 13-14 solo lessons (+ 1-2 lessons obs/TA)
- **W/b 18th March:** Teaching 13-14 solo lessons (+ 1-2 lessons obs/TA)

Easter

- **W/b 8th April:** 14-15 solo lessons (+1 lesson obs/TA)
- **W/b 15th April onwards** - 15 solo lessons a week + approx 5 lessons in other teaching areas/experience around the school. *This might include SEND/EAL department support, intervention group work, 1:1 exam preparation etc.*
- We agreed that trainees would continue to plan one lesson from scratch
- Suggested some sort of interim document, which encourages trainees to engage better with lessons they are adapting from a shared drive.
- Georgia has put the [following short document together](#) and will take the trainees through this on Monday 19th February, including a chance for trainees to practise applying a lesson to this document.

Considerations when I am using shared lessons

Lesson title: <input type="text"/>				
Date		Period		Class
What are the 3 key learning points I want students to leave this lesson with?				
Where in the lesson am I <u>expert</u> explaining?				
Where in the lesson am I modelling?				
Where in the lesson am I assessing progress?				
Where in the lesson are students applying their learning (independent practice)?				

- We also suggested the focus for the weekly development section of the mentor meeting.
- Georgia has put the suggestions together - see below

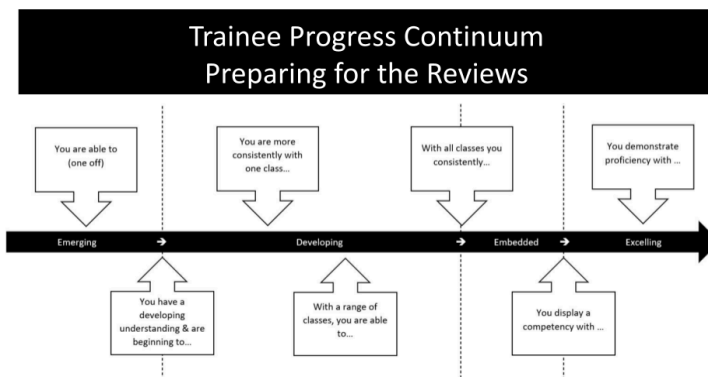
Week	Focus of developmental work
W/b 26th Feb	Learning outcomes for units of work that trainees will be teaching
W/b 4th March	Working with support assistants
W/b 11th March	Assignment 3
W/b 18th March	Focus on review
Easter	
W/b 8th April	Assessment for learning and planning for the next steps in a lesson
W/b 15th April	Teaching of key terminology
W/b 22nd April	Planning for misconceptions
W/b 29th April	Supporting the trainees delivery of DIRT (dedicated improvement and reflection time)
W/b 6th May	Focus on final review
W/b 13th May	Fieldwork
W/b 20th May	Celebration of teaching journey & how to tackle on-going targets for ECT year 1


- These headings also appear on the weekly mentor meeting document (which trainees will upload into PebblePad) as a reminder each week.

5. Target setting and where should a trainee be in their training journey?

[See slides 24-26 of presentation](#)

- Georgia reminded mentors of the trainee progress continuum, most trainees likely to be developing at this stage. Trainees will also be reminded of this on Monday 19th Feb.



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- Mentors agreed that the [existing document was helpful for sharpening up target setting](#) during the weekly mentor meeting.
 - Some additional suggestions around skills development and the relevance of geography lessons were suggested (and have been added in).
 - Georgia will share this with the trainees also, as they are responsible for writing their targets into the mentor summary sheet.

A.O.B

- 2 mentors require login details for PebblePad - Gergia to action with the PGCE admin team.
- Mentors requested for trainees Pebbelpad to be shared with new mentors as soon as possible (likely Monday 19th February).
- Some mentors stayed behind to discuss the individual needs of their trainees.

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

