

Geography Mentor Training/ Meeting

25.10.23

Georgia Ramsay



Agenda

1. UoY Geography PGCE Curriculum Overview & Important dates
 2. Clarifying trainees' teaching load for block placement
 3. Weekly mentor meetings & lesson observations
 4. ITaP week - what's happening and how do we prepare for this?
 5. Furthering our alignment of centre-based and schools-based provision
 6. AOB
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UoY Geography PGCE Curriculum Intent

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.**

UoY Geography PGCE Curriculum Overview

Placement 1

Induction Phase

Sept - Dec
Key focus on
CCF 1,4,7

Induction Phase: 3 days a week at university/ SD hub and 2 days a week in placement 1 school

Assignment 1: What do you consider to be effective teaching and why? (3rd Nov 2023)

Placement 1 Block 1 (teaching a min 15 - max 18 solo lessons)

Review 1 (15th December 2023)

Development Phase

Late Dec -
mid Feb
Continue embedding
CCF 1,4,7
Key focus on
CCF 2,3,6

1 week **reflection and consolidation**, 3 days a week at university/ SD hub and 2 days a week in placement 1 school

ITaP Pilot Week - Focus on effective explanations

Placement 1 Block 2 (working up towards a 50% solo timetable)

Review 2 (9th February 2024)

Assignment 2:
Evaluating your planning, teaching and assessment of a small sequence of learning.
(16th February 2024)

UoY Geography PGCE Curriculum Overview

Placement 2

Refinement Phase

Mid Feb - Easter

Continue embedding CCF

2,3,6 and

Key focus on

CCF 3, 5, 8 & PPC

Transition to new school: 3 days a week at university/ SD hub and 2 days a week in new placement 2 school

Placement 2 Block 1

Assignment 3 (Part A): Conduct your own small-scale classroom-based research (initial focus on reading and existing research)

Review 3 (22nd March 2024)

Enrichment Phase

April - June

Continue embedding CCF

3,5, 8 & PPC

and

Key focus on

enrichment

Placement 2 Block 2

Assignment 3 (Part B): Conduct your own small-scale classroom-based research (carry out own research)

(30th May 2024)

Review 4 (17th May 2024)

2 weeks university/ SD provision

2 weeks **enrichment (including primary) placement**

Final week - **reflection and celebration**

Calendar & Important Mentor Dates

- **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)
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- **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 1

PGCE Placement One QUICK MENTOR OVERVIEW



PLACEMENT DATES

Induction/Serial Visits: Tues and Thurs only W/b 18th Sept - 24th Oct 2023
Block One: w/b 6th Nov-22nd Dec 2023 (Note w/b18th Dec trainees only in school on Tuesday 19th (Core/All Saints only as Pathfinder at PFTS Hub) & 21st Dec (All routes).
iTaP Week: w/b 8th Jan (in school 9th and 11th Jan only).
Block Two: w/b 15th Jan - 9th Feb 2024

CCF KEY FOCI

Induction/Block One:
CCF 1,4,7
Block Two: CCF 2,3,6

TIMETABLE GUIDELINES

Block One: 60% Timetable involvement, gradually building to a 30% solo teaching timetable. Suggested build up:
Week 1: 1 solo lesson taught plus 14 lessons observing and providing TA type support
Wk 2: 1-2 solo lessons + 13-14 lessons obs/TA
Wk 3: 2-3 solo lessons + 12-13 lessons obs/TA
Wk 4: 3 solo lessons + 12 lessons obs/TA
Wk 5: 3-4 solo lessons + 11-12 lessons obs/TA
Wk 6: 5 solo lessons + 10 lessons obs/TA
Total: 15 min - 18 max taught solo lessons by Xmas

Block Two: 60% Timetable involvement, gradually building to 50% solo teaching timetable. Suggested build up:
Wk 1: 30% Teaching timetable (approx. 5-6 solo lessons) + 30% TT (approx. 9-10 lessons) obs/TA
Wk 2: 35-40% TT (7-8 solo lessons) +20-25% TT (7-8 lessons) obs/TA
Wk 3: 40-45% TT - 9-11 solo lessons, 15-20% TT (6-8 lessons) observed/TA etc
Wk 4: 45-50% TT +12-13 solo lessons, 10% TT (2-3 lessons) obs/TA
Total: 50% timetable being taught by Feb half term.

PT/MENTOR MEETINGS

New Mentor Training: Friday 6th October, 14:00-16:00 on campus.
Autumn Subject Mentor Meet: Fri 6th October, 14:30-16:30 for: English (in SLB/108), History (in SLB/105), Science (in SLB/210).
Wed 25th Oct: 14:00-16:00 for Geography (in SLB/103) and MFL (in SLB/106) and **15:30-17:30** for Maths (in SLB/003).
Spring Subject Mentor Meet: Fri 2nd Feb and Wed 7th Feb (timing/location TBC).
Partnership Forum Friday 1st December, 13:45 - 16:00.

ASSIGNMENT DEADLINES

Assignment One: What do you consider to be effective teaching and why? **Friday 03/11/23**
Assignment Two: Evaluating your planning, teaching and assessment of a small sequence of learning. **Friday 16/02/24**

REVIEW DEADLINES

Review One:
Friday 15/12/23
Review Two:
Friday 09/02/24


Block One: 60% Timetable involvement, gradually building to a 30% solo teaching timetable.

Suggested build up:

- **Wk 1:** 1 solo lesson taught plus 14 lessons observing and providing TA type support
- **Wk 2:** 1-2 solo lessons + 13-14 lessons obs/TA
- **Wk 3:** 2-3 solo lessons + 12-13 lessons obs/TA
- **Wk 4:** 3 solo lessons + 12 lessons obs/TA
- **Wk 5:** 3-4 solo lessons + 11-12 lessons obs/TA
- **Wk 6:** 5 solo lessons + 10 lessons obs/TA

Total: 15 min - 18 max taught solo lessons by Xmas

2. Clarifying trainees' teaching load for block placement 2

PGCE Placement One QUICK MENTOR OVERVIEW	
	
PLACEMENT DATES	
Induction/Serial Visits: Tues and Thurs only W/b 18th Sept - 24th Oct 2023 Block One: w/b 6th Nov-22nd Dec 2023 (Note w/b18th Dec trainees only in school on Tuesday 19th (Core/All Saints only as Pathfinder at PFTS Hub) & 21st Dec (All routes). iTaP Week: w/b 8th Jan (in school 9th and 11th Jan only). Block Two: w/b 15th Jan - 9th Feb 2024	
CCF KEY FOCI	TIMETABLE GUIDELINES
Induction/Block One: CCF 1,4,7 Block Two: CCF 2,3,6	Block One: 60% Timetable involvement, gradually building to a 30% solo teaching timetable. Suggested build up: Week 1: 1 solo lesson taught plus 14 lessons observing and providing TA type support Wk 2: 1-2 solo lessons + 13-14 lessons obs/TA Wk 3: 2-3 solo lessons + 12-13 lessons obs/TA Wk 4: 3 solo lessons + 12 lessons obs/TA Wk 5: 3-4 solo lessons + 11-12 lessons obs/TA Wk 6: 5 solo lessons + 10 lessons obs/TA Total: 15 min - 18 max taught solo lessons by Xmas Block Two: 60% Timetable involvement, gradually building to 50% solo teaching timetable. Suggested build up: Wk 1: 30% Teaching timetable (approx. 5-6 solo lessons) + 30% TT (approx. 9-10 lessons) obs/TA Wk 2: 35-40% TT (7-8 solo lessons) +20-25% TT (7-8 lessons) obs/TA Wk 3: 40-45% TT - 9-11 solo lessons, 15-20% TT (6-8 lessons) observed/TA etc Wk 4: 45-50% TT +12-13 solo lessons, 10% TT (2-3 lessons) obs/TA Total: 50% timetable being taught by Feb half term.
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ASSIGNMENT DEADLINES	REVIEW DEADLINES
Assignment One: What do you consider to be effective teaching and why? Friday 03/11/23 Assignment Two: Evaluating your planning, teaching and assessment of a small sequence of learning. Friday 16/02/24	Review One: Friday 15/12/23 Review Two: Friday 09/02/24

Block Two: 60% Timetable involvement, gradually building to 50% solo teaching timetable.

Suggested build up:

- **Wk 1:** 5-6 solo lessons + (approx. 9-10 lessons) obs/TA
- **Wk 2:** 7-8 solo lessons) + (7-8 lessons) obs/TA
- **Wk 3:** 9-11 solo lessons +(6- 8 lessons) observed/TA
- **Wk 4:** 12-13 solo lessons, + (2-3 lessons) obs/TA

Total: 50% timetable being solo taught by Feb half term

2. Clarifying trainees' teaching load for block placement

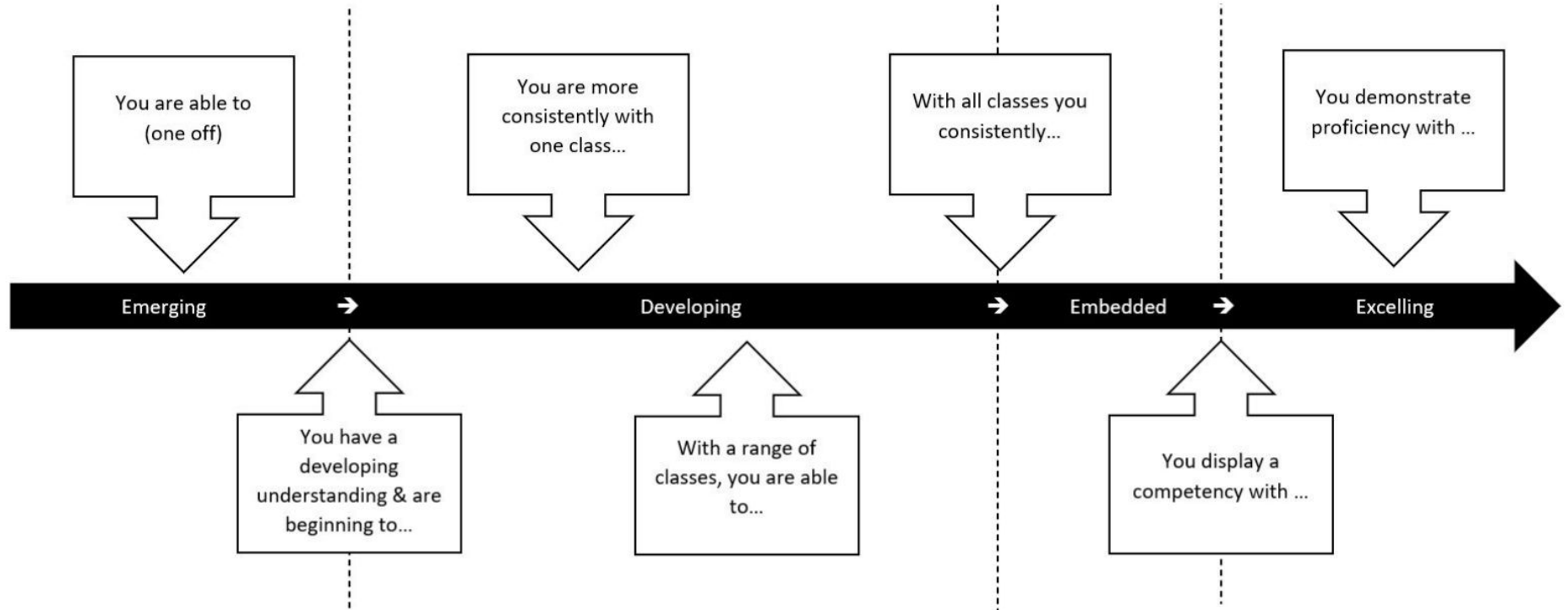
- At the last mentor meeting we agreed that trainees should initially **'plan from scratch'** until the end of week 4 of their block placement (ending Friday 1st December).
- HOWEVER, by this point trainees will have only taught 7-9 lessons - any thoughts?
- Trainees have to upload a sample of 12 lessons on to PebblePad by Christmas (and then one a week after Christmas).
- We also discussed the value of learning plans when trainees are just tweaking your departmental lessons.

3. Weekly mentor meetings & lesson observations

- [Link to new mentor meeting record](#)
- Suggested format for mentor meetings:
 - 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
- **One formal lesson observation each week** using the [observation form](#) (trainees to print and give these to host teacher) - no need to type up.
- All other (informal) feedback will be done via the trainee's exercise book.
- [Slides for mentors to use](#) in schools with host teachers.

Trainee Progress Continuum

Preparing for the Reviews



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

ITaP = Intensive Training and
Practice

DfE Requirement for 2024-25 ITT delivery

- ITaP Guidance Booklet
- 4 ITaP weeks
- ITaP weeks must have a minimum of **25 hours** of structured time, including **5 hours** of expert input
- ‘Some’ ITaP time must be spent in schools
- We are piloting an ITaP week in January 2024
- Focus on ‘**effective explanations**’



Activate

Monday 8th January
University



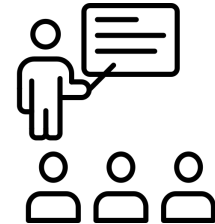
Observe

Tuesday 9th January
Placement School



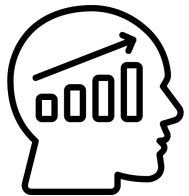
Practise

Wednesday 10th January
University



Apply

Thursday 11th January
Placement School



Refine

Friday 12th January
University

Tuesday ITaP Pilot - Observing Expert Explanations

Trainee name:	Colleague:	Class/ topic context:
Date:	School:	

Prompts to consider:

- Clarity - How is this achieved?
- Structure - Broken down? Meaningful segments? Links? Logical order?
- Length - Fairly brief? Interspersed with questions & activities?
- Attention - Use of voice and body language?
- Language - How are tricky words tackled?
- Exemplars/ Analogies?
- Understanding - How is this checked?

Timings	What is this member of staff doing? Try to link to prompts above	Impact?
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End of day summary - Reflect on these areas before further discussions with your PT/ CA group

Clarity - How was this achieved in the lessons you observed today?

Structure - How were the lessons broken down, yet kept meaningful?

Length - How long did the teachers spend explaining? How was this broken up?

Attention - How did the teachers use their voice and body language to keep attention?

Language - How did the teachers make their language accessible and how were tricky words tackled?

Exemplars/ Analogies used?

Understanding - How was this checked by the teachers you observed today?

Thursday ITaP Pilot - Focus on Explanations

Trainee name:	Observer:	Class/ topic context:
Date:	School:	

Prompts to consider:

- **Clarity** - How is this achieved?
- **Structure** - Broken down? Meaningful segments? Links? Logical order?
- **Length** - Fairly brief? Interspersed with questions & activities?
- **Attention** - Use of voice and body language?
- **Language** - How are tricky words tackled?
- **Exemplars/ Analogies**?
- **Understanding** - How is this checked?

Timings	What is the trainee doing? Try to link to prompts above	Impact?
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End of day summary - Trainee to summarise key areas of feedback from any host teachers (discuss with mentor if available)

Area of focus	What Went Well?	Things to think about
Clarity - How was this achieved?		
Structure - How were the lessons broken down, yet kept meaningful?		
Length - How long did the teachers spend explaining?		
Attention - How did you use voice and body language to keep attention?		
Language - How did the teachers make their language accessible and how were tricky words tackled?		
Exemplars/ Analogies used?		
Understanding - How was this checked by the teachers you observed today?		

Preparing for ITaP - Checklist

Before Christmas

	Please arrange for the trainee to observe four lessons (minimum of two in subject area) on Tuesday 9 th January.
	Please agree with the trainee, which two lessons (or parts of lessons) they will teach on Thursday 11 th January.

After Christmas – ITaP week (w/b 8th January 2024)

	Please remind staff/ host teachers that trainees will not be in school on Monday, Wednesday or Friday.
	Please arrange a place where the trainees can meet (with the PT or another member of staff) to reflect on their observations towards the end of Tuesday 9 th January.
	On Thursday 11 th January, please use the ITaP lesson observation form (not the usual observation form) for both lessons being taught that day. This will be supplied by the trainee.

Trainee to complete before Christmas break

Tuesday 9 th January Lesson to observe	Period/ lesson				
	Room				
	Class				
	Teacher				
Thursday 11th January Lessons to teach	Period/ lesson				
	Room				
	Class				
	Host Teacher				
	Topic/ content				

Preparing for ITaP - Checklist

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	Please arrange a place where the trainees can meet (with the PT or another member of staff) to reflect on their observations towards the end of Tuesday 9 th January.
	On Thursday 11 th January, please use the ITaP lesson observation form (not the usual observation form) for both lessons being taught that day. This will be supplied by the trainee.

What are the key messages from this literature?

According to Kyriacou (2009), key aspects that underpin expert explaining are:

- **clarity:** it is clear and pitched at the appropriate level.
- **structure:** the major ideas are broken down into meaningful segments and linked together in a logical order.
- **length:** it is fairly brief and may be interspersed with questions and other activities.
- **attention:** the delivery makes good use of voice and body language to sustain attention and interest.
- **language:** it avoids use of overly-complex language and explains new terms.
- **exemplars:** it uses examples, particularly ones relating to pupils' experiences and interests.
- **understanding:** the teacher monitors and checks pupils' understanding.

Trainee to complete before Christmas break

Tuesday 9 th January Lesson to observe	Period/ lesson				
	Room				
	Class				
	Teacher				
Thursday 11 th January Lessons to teach	Period/ lesson				
	Room				
	Class				
	Host Teacher				
	Topic/ content				

ITaP Contingency Plans

Potential Disruption to Plans	Suggested Responses/ Actions
Trainee is ill for part/ all of ITaP week	<ul style="list-style-type: none"><li data-bbox="498 310 1804 390">• Should a trainee be absent only on a Monday, then the expectation would be that they would spend half of the day on Tuesday reading through the key messages from the missed university sessions (available on the VLE). The trainee could then still carry out 2 focussed observations in their placements school in the afternoon.<li data-bbox="498 423 1804 504">• Should a trainee only be absent for a Tuesday then they will not have an opportunity to carry out or focused observations, however, they will still be able to pick up the key messages from the other trainees who have observed, from the start of the session on Wednesday.<li data-bbox="498 537 1843 705">• If a trainee misses a Wednesday session, this is more problematic, as they will not be fully prepared for their live delivery on Thursday in school. Where this happens, the trainee will teach their usual lessons on Thursday (should they be in school the next day) without implementing any ITaP changes. Once the trainee has revisited the key messages from the ITaP sessions missed on the Wednesday, then the expectation would be that the trainee liaises with their mentor to arrange lessons where they can live practise the key learning from the ITaP week (which is likely to be the following placement week).<li data-bbox="498 738 1823 819">• If a trainee misses their Thursday live practice in school, then they will liaise with their mentor on their return to school and identify alternative classes for them to trial their live practice. Learning plans will have to be amended with the trainee applying their learned principles to a different set of lessons.<li data-bbox="498 851 1823 932">• Should trainee be absent on Friday, the expectation would be that they would spend half of the day the following week, reading through the key messages from the university sessions (available on the VLE), whilst also completing the reflection activities on PebblePad.<li data-bbox="498 965 1792 1019">• If a trainee misses the whole ITaP week then they should book a 1:1 meeting with Georgia who will discuss the best approach for what the trainee can do to move their area of their teaching forward.

Contingency Plans

Potential Disruption to Plans	Suggested Responses/ Actions
School/ University closure days (e.g due to weather, strike action, Covid 19 restrictions or other unforeseen circumstances)	<ul style="list-style-type: none">• Weather - In the unlikely event that most of the week would be disrupted by weather then the UoY would likely make the decision to either move the ITaP week to online delivery or postpone the ITaP week until a later date (subject to communications with partnership schools).• Covid 19 - should universities/ schools be closed due to C19 disruption (or similar), then the ITaP delivery would move online, in line with any national guidance given from the government regarding school-based training provision.• Strike action - where there is potential disruption to the ITaP weeks due to proposed strike action, then the UoY would review potential impact on the ITaP week. Should it be deemed that the strike action is likely to have a significant impact on the running of the ITaP week then the UoY would review their calendar and look for options for where the ITaP week could potentially move to (subject to communications with partnership schools).
University lead absence	<ul style="list-style-type: none">• If the absence was planned absence then there would be strategic planning regarding the covering of the necessary ITAP delivery sessions.• Where possible planned material would be delivered by another subject specialist (e.g CA Lead Tutor OR CA Lead Mentor).• Where this is not possible, another mentor of the ITT team (e.g. DITT, SPFs) would deliver the materials in place of a subject specialist. This wouldn't be the preferred model, but it must be noted that those delivering would have a very good understanding of the key principles underpinning the ITaP weeks and would have access to all of the pre-prepared subject materials. This could be supplemented with follow up subject specific input virtually once trainees are back in main placement to ensure the main ITAP experience and learning is reinforced from a subject specific vantage point.

Any Questions around ITaP?



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

Week	Focus of developmental work
<ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> • w/c 13th Nov 	Promoting a positive climate for learning
<ul style="list-style-type: none"> • w/c 20th Nov 	Co-planning activity with mentor (trainee and mentor co-plan a lesson for the following week)
<ul style="list-style-type: none"> • w/c 27th Nov 	Curriculum construction - focus on curriculum rationale and 'what might come next?'
<ul style="list-style-type: none"> • w/c 4th Dec 	Focus on review 1 - due 15th Dec
<ul style="list-style-type: none"> • w/c 11th Dec 	Assignment 2 - sequence of learning
<ul style="list-style-type: none"> • w/c 18th Dec 	Preparing for ITaP week
<ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> • w/c 15th Jan 	Expert explanations (next steps following the ITaP week)
<ul style="list-style-type: none"> • w/c 22nd Jan 	Formative assessment (linked with Assignment 2)
<ul style="list-style-type: none"> • w/c 29th Jan 	Focus on review 2 - due 9th Feb
<ul style="list-style-type: none"> • w/c 5th Feb 	Celebration of teaching journey & how to tackle on-going targets for placement 2

6. AOB

A recommended read



MENTORING TRAINEE AND EARLY CAREER TEACHERS

MENTORING GEOGRAPHY TEACHERS IN THE SECONDARY SCHOOL A PRACTICAL GUIDE

Edited by GRACE HEALY, LAUREN HAMMOND,
STEVE PUTTICK and NICOLA WALSH



Thank
you

