

Geography Mentor Training/ Meeting

**Please sign in and grab
a drink, we will start at
2pm**

7.2.24

Georgia Ramsay



Agenda

1. Very brief Ofsted reflections
2. Placement 1 reflections, what has gone well, what might we do differently?
3. ITaP (Intensive Training and Practise) Pilot week - what have we learnt from the pilot and what do we need to change for next year?
4. Placement 2 logistics (timetables, key dates etc)
5. Target setting & where should a trainee be in their training journey?
6. AOB

1. Very brief Ofsted reflections

- Thank you to all those involved
- Thorough but fair process
- Areas for us to consider:
 - Supporting trainees to teach students who have EAL
 - Supporting trainees to promote positive mental health and well-being amongst their pupils
 - Consistency and precision of target setting

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**

2. Placement 1 Reflections

What has gone well? What might we do differently?

Prompts to consider:

- Trainee preparedness/ level of professionalism
- Communication from university (frequency and clarity)
- Trainees ability to plan lessons
- Agreed weekly focus for mentor development time
- Trainees completion of the weekly mentor meeting record
- Support for reviews
- Understanding placement requirements

3. ITaP (Intensive Training and Practise) Pilot week

What have we learnt from the pilot?

What do we need to change for next year?

ITaP = Intensive Training and Practice

- ITaP = requirement for all ITT providers from September 2024
- 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 piloted one ITaP week in January 2024
- Focus on ‘**effective explanations**’



Activate

University



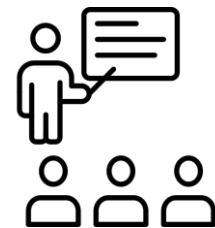
Observe

Placement School



Practise

University



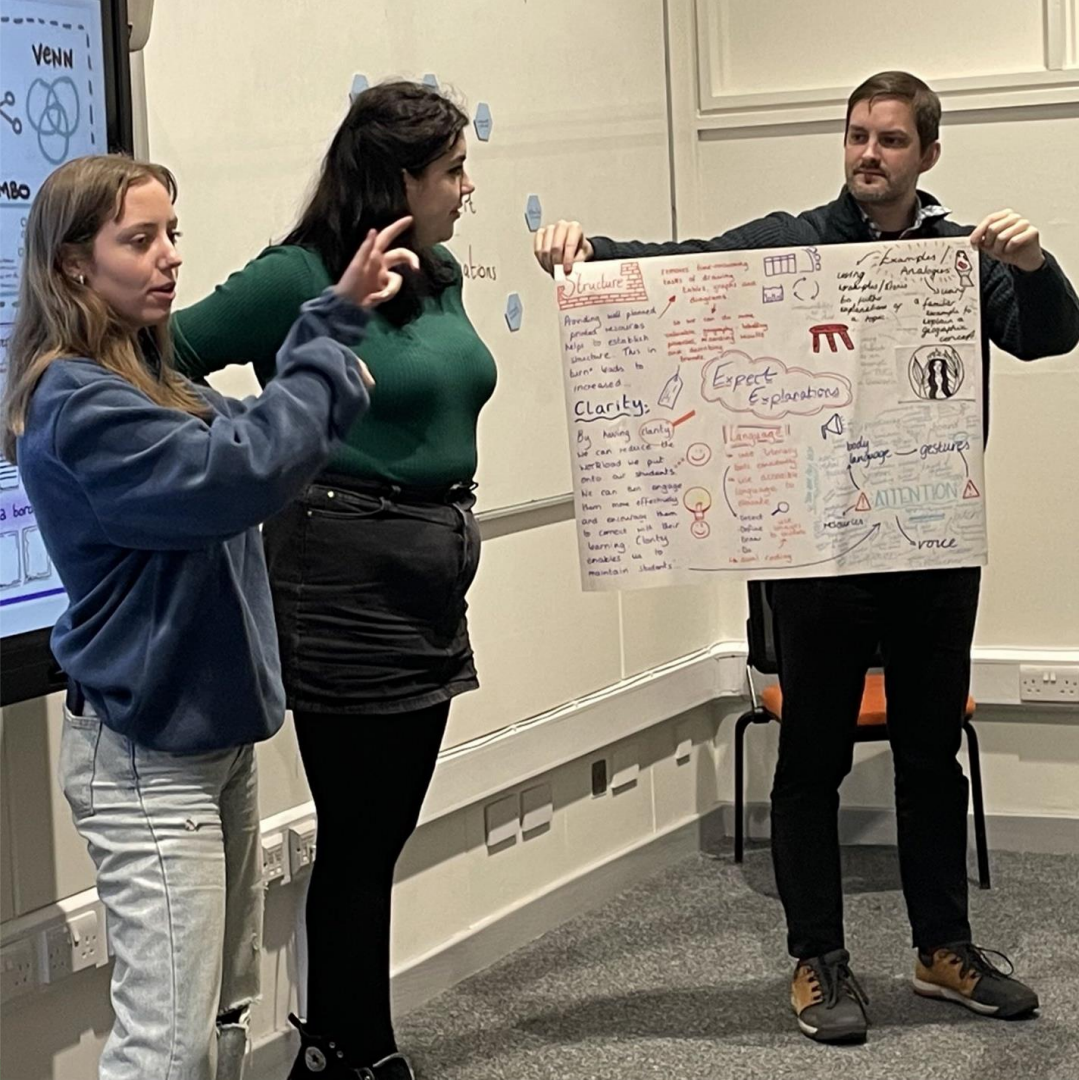
Apply

Placement School



Refine

University



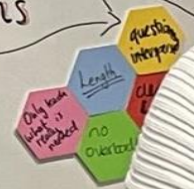
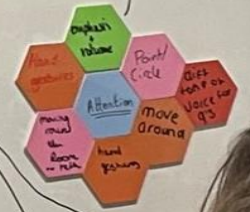
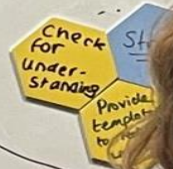
A way to bring
knowledge from the
long-term memory



use hand
gestures to
emphasize
the key
words

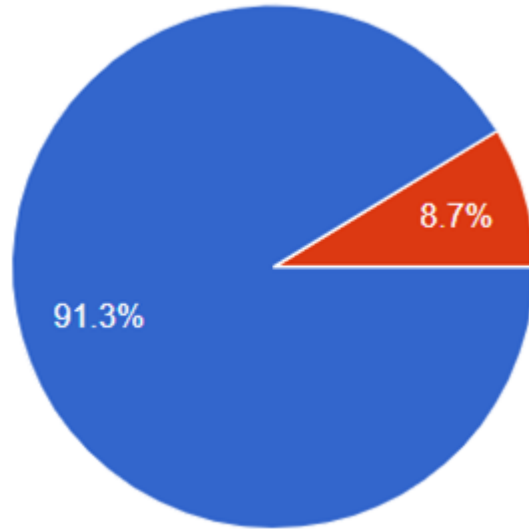
breaking down learning
can be done through

Expert Explanations



Pausing
to check
for
understanding
can help identify
pupils who need points
clarifying before moving
on.

Prior to the ITaP week, how informed did you feel about the format and organisation of that week?



- Everything was very clear
- I felt somewhat informed
- I felt mostly unaware of what was happening

My reflections - successes

- ✓ It was seen as a 'special' week, but part of the trainee journey - not a bolt on.
- ✓ All schools and all subjects delivered the ITaP week
- ✓ Trainees felt there was parity of provision but subject specificity
- ✓ I have observed 5 trainees since the ITaP week and noticed application of their learning in all 5 lessons.
- ✓ A fairly narrow focus was useful, trainees could better articulate key learning.

3. ITaP (Intensive Training and Practise) Pilot week

What have we learnt from the pilot? What do we need to change for next year?

Prompts to consider:

- Support booklet
- Communication from university (frequency and clarity)
- Ability to observe relevant lessons
- Opportunities to apply trainees' learning
- Understanding of key messages (*'singing from the same hymn sheet'*)
- Measuring 'impact'

4. Placement 2 logistics

Timetables, key dates etc

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

- **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)
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- **Wednesday 3rd July** - Geog mentor meeting (2-4pm)

Clarifying trainees' teaching load for block placement 2

PGCE Placement Two QUICK MENTOR OVERVIEW



PLACEMENT DATES	
<p>Induction Visits: Tuesday 20th and Thursday 22nd February 2024. Block One: Monday 26th Feb - Thursday 21st March 2024 (<i>Please note: If your school Easter holidays differ from this pattern, trainees will follow your school term dates.</i>) Block Two: Monday 8th April - Friday 24th May 2024.</p>	
CCF KEY FOCI	TIMETABLE GUIDELINES
<p>Block One: CCF 3,5,8 Block Two: Trainee-specific CCF development; Enrichment & ECT preparation</p>	<p>Block One: By Easter, your trainee should have built up to 50-55% timetabled solo teaching, with an additional 10% (approx 1-2 lessons) observing and/or acting in a TA capacity. Suggested build-up: Week 1: Teaching 12-13 solo lessons plus 10% observing/providing TA support (approx 2-3 lessons) Wk 2: 12-13 solo lessons (+ 2-3 lessons obs/TA) Wk 3: 13-14 solo lessons (+ 1-2 lessons obs/TA) Wk 4: 13-14 solo lessons (+ 1-2 lessons obs/TA) Block Two: 80% sustained contact time. Week 1: 14-15 solo lessons (+1 lesson obs/TA) Week 2 onwards: For the remainder of the placement, the trainee should be teaching 15 solo lessons a week with an additional 20% of their timetable (approx 5 lessons) in other teaching areas/experience around the school. This might include SEND/EAL department support, intervention groupwork, 1:1 exam preparation, and time in your school's pupil referral unit/area.</p>
PT/MENTOR MEETINGS	
<p>New Mentor Training: Fri 2nd Feb, 13:30 - 16:00 (on campus). Spring Subject Mentor Meetings (on campus unless stated): English: Fri 2nd Feb 14:30-16:30 Maths: Wed 7th Feb 14:00-16:00 Science: Fri 2nd Feb 14:30-16:30 (online) MFL: Mon 5th Feb 14:00-16:00 (online) Geography: Wed 7th Feb 14:00-16:00 History: Fri 2nd Feb 14:30-16:30 Summer Subject Mentor Meetings: Mon 1st July - Thurs 4th July (specific timing/location TBC). Partnership Forum: Mon 18th March (online) 2-4 pm Fri 28th June 1:45-4 pm (on campus).</p>	
ASSIGNMENT DEADLINE	PLACEMENT 2 REVIEWS
<p>Assignment Three: A small-scale classroom-based study submission (CCF3/5/8 focus). Thursday 30/05/24</p>	<p>Review One: Fri 22/03/24 Review Two (Final Summative): Fri 17/05/24</p>

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

Clarifying trainees' planning requirements

- This placement sees a rapid increase in trainees teaching
- My suggestion is - trainees all plan 1 lesson from scratch each week
- For the other lessons trainees use the departmental lessons and adapt them to meet the needs of their classes
- How do we get the trainees to better engage with this?
- Resources to host teachers 48 hours in advance

- **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.

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.

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

A note on Assignment 3

- Trainees must produce a literature review (encouraged by end of Easter) and conduct their own small-scale classroom-based research (by end May).
- Focus on CCF3 (subject and curriculum), CCF5 (adaptive teaching) and CCF 8 (professional behaviours)

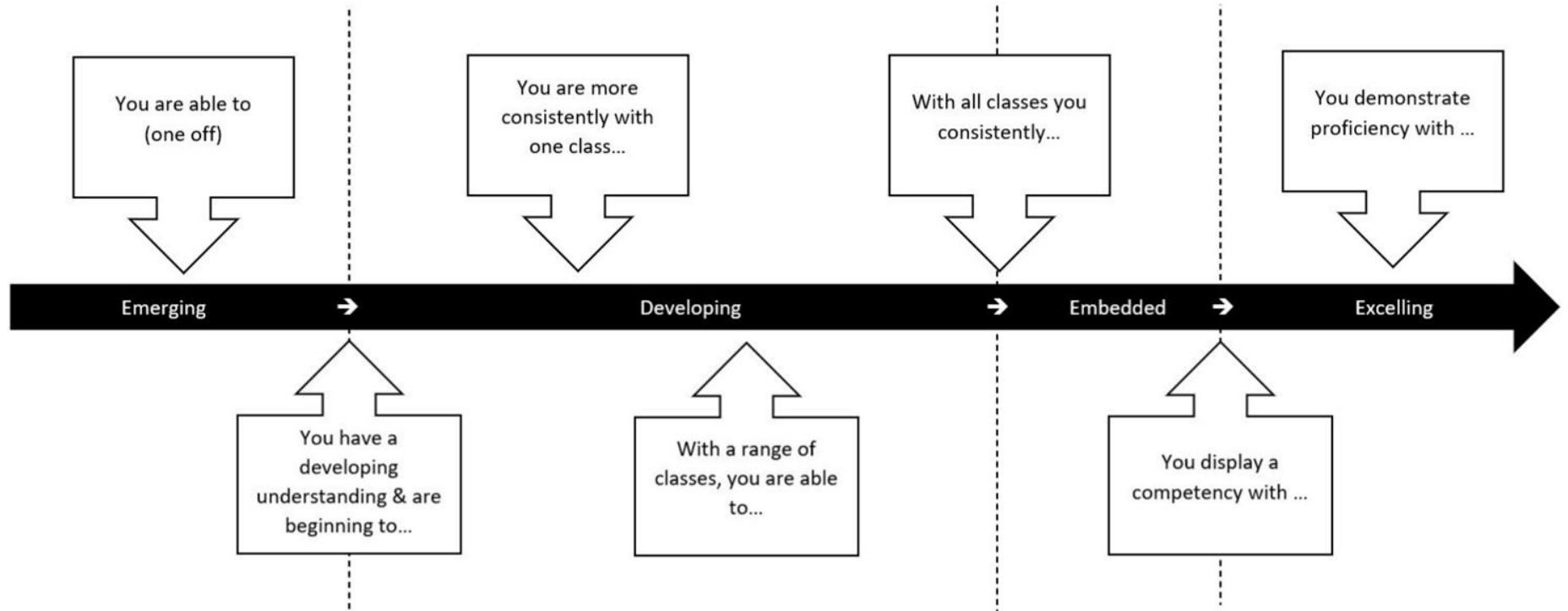
Some previous Assignment 3 titles

- How can schools best support the education of children with identified EAL needs?
- What types of feedback are more effective in promoting progress for students with SEND?
- Does the element of competition increase boys' motivation within lessons?
- Does sharing knowledge of metacognition with students improve their learning progress?
- Does adaptive teaching stretch and challenge all pupils in geography?
- How does the use of tier 3 language in geography differ between a nurture and mixed ability class?

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

Trainee Progress Continuum

Preparing for the Reviews



Developing meaningful targets

- Let's look at what support already exists . Is this useful? Can we build on this?
- We often trip up on the subject specific target - this isn't just about subject knowledge
- What are the key aspects of teaching/ pedagogy that are specific to geography?

6. AOB

Thank
you

