

University of York Geography Mentor Meeting

Minutes

26th June 2023 (Held face to face on campus)

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

Representation from: Huntington School, Millthorpe School, All Saints RC School, OA Easingwold, Selby High School

Apologies: Norton College, Tadcaster Grammar School, Joseph Rowntree School

1. Outcomes for the 2022-23 cohort (QTS and destinations)

[See slides 2 of presentation](#)

- 3 trainees for 2022-23 & one returner (LOA in 2021 & 2022)
- 3 trainees gained QTS & their PGCE award
- 1 trainee failed to gain QTS & their PGCE award
- 3 trainees have secured full time teacher of geography roles for September 2023:
 - Millthorpe School, York
 - Kingswood Academy, Hull
 - Moulsham High School, Chelmsford

2. Overview of recruitment for 2023-24

[See slides 3-4 of presentation](#)

- 7 trainees confirmed for geography so far
- 2 hopeful candidates 'in the pipeline'
- 74 applications received for geography - not translating to suitable candidates for a PGCE course
- Nationally geography is estimated to recruit less than 60% of the DfE's ITT target
- If you know of students in Year 12/13 that are interested in a career in teaching geography then please let me know so I can make them aware of the options at the UoY, or please feel free to pass on my university email contact details.

3. Brief Review of 2022-23

WWW

- Models for reviews proved to be helpful to mentors
- Helpful to have trainees planning a set number of lessons from scratch - these proved to be the trainees best lessons
- Slides provided for departmental meeting - helpful for sharing messages with wider team of staff supporting ITT
- Informal observation book has enabled the mentor to have a good oversight of what is happening across lessons and trainees have taken good ownership of this.

EBI

- Reviews were very time consuming, with some repetition of points
- Suggestion to have interim review (1&3) as a shorter settling in check, with a more detailed assessment towards the end of a placement. Was there scope for the interim reviews to have more pre-populated statements, for mentors to identify oif the trainee is/ isn't currently demonstrating those skills. The feeling was this might increase consistency of judgment across subjects/ cohorts.
- Mentors would value more insight into what is happening at uni. Despite the fact that they have access to the curriculum model, there is not always the time available to fully familiarise themselves with this

Suggestion going forward - to trial in 2023-24:

Trainee informal observation books also become a tool for trainees to record **key takeaways from their uni sessions**. The trainee then leads the role in sharing their key learning with mentors, so this can be properly integrated into their school based training.

Action point: GR to formalise this process ahead of the start of placement 1 to share with trainees and mentors.

Item 7 on the agenda should also feed into helping to improve this aspect of the geography PGCE

4. Calendar for 2023-24

[Can be accessed here](#)

Reminder was given of the overview of the [curriculum model \(slides 7-8\)](#)

Key Dates for Autumn Term

- w/b **18th September 2023** - trainees start their serial visits to their placement 1 schools (Tues 19th September is first day in school)
- **DATE CHANGE Wednesday 25th October 2023** - Geography mentor training meeting (*time tbc*)
- **3rd November 2023** - trainees hand in their first assignment (*what do you consider to be effective teaching [of geography] and why?*)
- **6th November 2023** - trainees start their block placements within school (after October half term)
- **15th December 2023** - review 1 due
- w/b **18th December 2023** (final week of Autumn term) - trainees only in on Tuesday and Thursday
- w/b **8th January 2023** - ITaP pilot

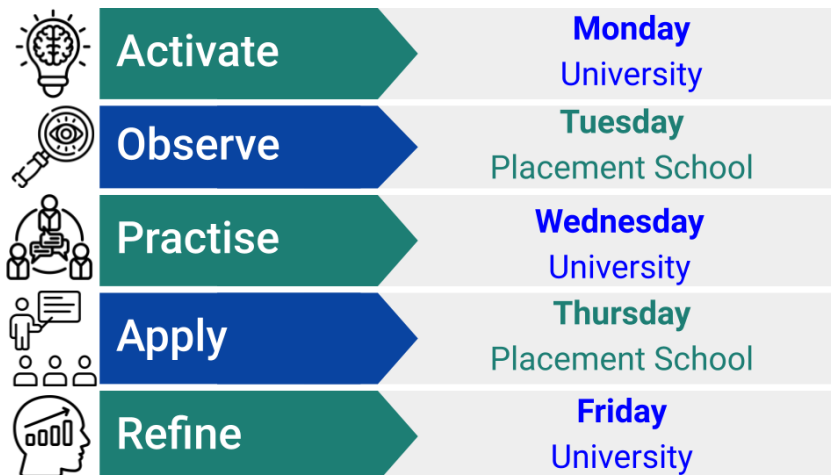
5. Intensive Training and Practice (ITaP Pilot) - What is ITaP and what does it mean for us as mentors?

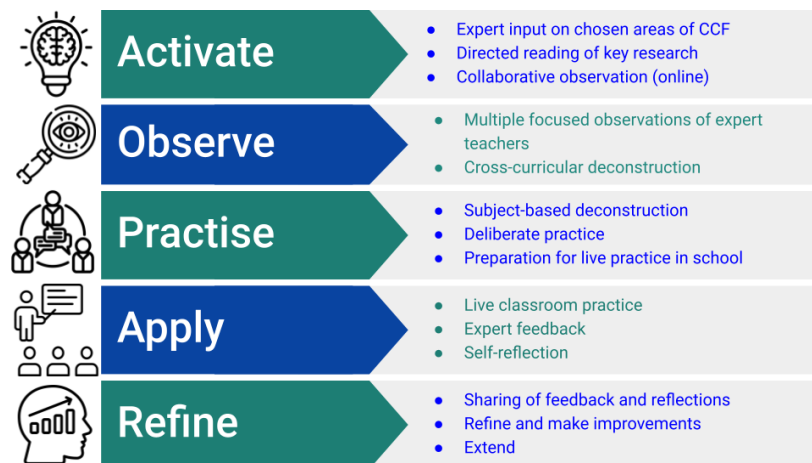
[See slides 9-12 of presentation](#)

Dfe Requirements for providers delivering ITT in 2024 onwards:

- 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
- Our intention is to **pilot** an ITaP week (**ITaP 2**) in 2023-24 (January 2024)

ITaP Delivery Model





- Geography ITaP in January 2024 will focus on expert explanations and how the trainee develops these to support effective teaching
- Detailed training on the content of the ITaP pilot will be built into the October mentor meeting

What do mentors need to do at this stage?

- Just have ITaP on your radar - it is a new addition that we are piloting in January 2023
- On **Tuesday 9th January**, trainees will be in school and will need the opportunity to observe 4 lessons (at least 2 in geography) where they will have an opportunity to see a teacher doing some explaining
- On **Thursday 11th January**, trainees will need the opportunity to teach 2 lessons where they have a chance to trail these 'expert explanations'. Ideally this trial will be with the trainees 'usual timetabled classes' - so please try to ensure that a trainee has two lessons on their timetable on a Thursday, where possible.

6. Placement 1 Requirements

[See slides 18-21](#)

- We used the meeting as an opportunity to discuss the requirements for placement 1 (for those of you hosting a trainee next year)
- Please note the suggested hours/ example timetable slides are a point of reference only, I appreciate that timetable constraints (e.g. 2 week timetables) might mean that lessons are not quite increased at this exact same rate
- There was an agreement that trainees should initially plan from scratch until the end of week 4 of their block placement (ending Friday 1st December. By this point trainees should have taught approx 12 lessons and after this point should be encouraged to access the departmental resources to support with workload as lessons increase, whilst still planning their weekly observation from scratch each week to continue building the trainees planning skills.
- There was also discussion around the learning plan and how useful this is when the lessons have just had minor tweaks for the version on a department's systems.

Action point: GR to revisit this with JE prior to the start of term and consider how we might make this process more meaningful. To be shared with mentors and trainees once discussed.

6. Placement 1 Requirements

| 1 Timetable | 2 Mentor Meetings | 3 Lesson Observations |
|---|---|---|
| <ul style="list-style-type: none"> • 60% allocated tasks with 30% solo teaching by Christmas • Work up to a 50% solo timetable after Christmas, by end of placement 1 • Need to have KS3 & KS4 on their timetable • If you have a 6th Form, please ensure the trainees have access to this • Allocate one period (ideally Friday afternoon) for PebblePad • Form tutor role | <ul style="list-style-type: none"> • One hour each week • 2-3 targets per week, with links to the CCF • Trainee completes the weekly mentor meeting template (verified by mentor) and uploads onto PebblePad • 5 mins checking PebblePad • 10 mins looking back - target review • 30 mins developmental work • 15 mins looking forward (lessons and targets) | <ul style="list-style-type: none"> • One formal lesson obs per week on UoY template (on website and PebblePad) • Informal lesson feedback to be recorded in the trainees reflections book (exercise book) using WWW/ EBI • Host teacher remains in the class |

6. Placement 1 Requirements

| 4 Learning Plans and Post Lesson Reflection | 5 PebblePad |
|--|--|
| <ul style="list-style-type: none"> • Trainees must use the University of York templates provided until you are secure with the planning process • Learning plans and resources submitted for every lesson to host teacher, 48 hours in advance of the lesson • A post lesson brief reflection/ evaluation needs to be completed by the trainee for every lesson taught, with a detailed evaluation once a week | <p>Each week the trainee must upload the following into their PebblePad portfolio:</p> <ul style="list-style-type: none"> • 1 formal lesson observation form • 1 full learning plan and resources for the observed lesson • 1 full lesson evaluation for the observed lesson • 1 mentor meeting record |

7. Aligning centre based and school based provision

- A discussion took place about how we can better integrate these two aspects of the course.
- GR outlined the broad themes of the week that trainees cover during their induction phase at university:
 - w/c 18th Sept - Big issues in education (Curriculum)
 - w/c 25th Sept - Behaviour and climate for learning
 - w/c 2nd Oct - EDI (Equality, Diversity and Inclusion)
 - w/c 9th Oct - Pastoral Theme (including PSHCE)
 - w/c 16th Oct - Exploring Classroom Practice (questioning, working with TA & supporting EAL)
 - w/c 23rd Oct - Thriving in Your School Community (British Values, health and wellbeing)
- During this period trainee observations each week will ask them to focus on aspects connected to this part of the University programme.

- Trainees will observe on a Tuesday and Thursday, which will feed into a discussion at University on Friday so we can see how what they have been learning about was seen in our partnership schools.
- We discussed the benefits of having a broad theme each week, which mentors would integrate into the development part of their mentor meeting. This would increase consistency across the partnership, give all parties a more connected view of what is being built on each week, but would suitably broad to meet the needs of the individual trainee.
- The initial ideas are recorded below, with the post Christmas sessions to be finalised in the October mentor meeting.

| Week | Focus of developmental work |
|----------------------------|--|
| • w/c 6th Nov | Knowing your school (developing the contextual understanding of your learners and 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 | Trainees only in on Tues & Thurs - mentor meeting focus on key target from review 1 |
| • 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 |
| • w/c 15th Jan | Expert explanations (next steps following the ITaP week) |
| • w/c 22nd Jan | <i>Tbc during mentor meeting in October</i> |
| • w/c 29th Jan | Focus on review 2 - due 9th Feb |

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| • w/c 5th Feb | <i>Tbc during mentor meeting in October</i> |
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A.O.B

Just a reminder of where there is support available for mentors

- [UoY PGCE mentor website](#)
- [Mentor handbook](#)
- [Geography subject specific target examples](#)
- [PebblePad explained - video 5 mins](#)
- [Shared mentor Google Drive](#)

Recommended Read

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

A genuine thank you to mentors for their support of trainees over the past year and for your ideas on how we can further build the geography PGCE next year.

