

Hallmarks of an excellent University of York History ITE school-based mentor...

- Sets high expectations of trainees in terms of their understanding of the discipline of history and subject knowledge and their understanding of how students make progress in history.
- Remains realistic, recognising that 'it takes 5-years to make a teacher' and that the process of understanding progression in a subject such as history is very hard and open to interpretation and much discussion.
- Stretches *all* trainees, including those who are very good trainees from the start, expecting them to reflect on their own practice using Curriculum Area session material and wider reading about history teaching, including from Teaching History.
- Communicates closely with the University Curriculum Area team about trainee progress, focuses on the development of the trainee as a history teacher and knows that early, well-coordinated intervention is vital.
- Adopts a strengths-focused approach, nurturing trainees to start to develop their own history teaching personality and to become the best possible history teacher they can be.
- Is prepared to share their own flaws and struggles on the teaching journey with trainees as appropriate, including the difficulty of subject knowledge updating.
- Sets subject-specific objectives on Form Ms and Yellows to help the trainee progress which are clearly connected to the current professional discourse relating to history teaching.
- Discusses Placement 1 historical mentor-trainee reading tasks with the trainee.
- Keeps the trainee focusing on the need to help students of all backgrounds and needs to be able to access and make progress with the History curriculum, encouraging them to ensure the diversity of the past is reflected in their teaching.
- Encourages trainees to continue observations, team teaching and copy teaching across the whole year, deploying these as needed to ensure a constant focus upon how teachers develop students' wider and period knowledge in addition to their topic specific knowledge.
- Guides the trainee to become effective at lesson planning using a valid historical enquiry question, helps trainees to plan for sustained student progress with historical knowledge and thinking, and insists that trainees are clear about what they want students to learn and reflective about how far they have achieved their aims.
- Encourages the trainee to produce high quality resources that represent best practice in the teaching of history (including for the department), yet does not expect every lesson to have self-made resources, encouraging the use of best practice materials freely shared in the history teaching community.
- Models reflection to the trainee by unpicking the rationale for their own history lesson objective setting and evaluating their own planning and lessons out loud.
- Models for the trainee history-specific assessment and feedback to pupils.
- Is part of the wider history teaching community, reflective and keeps their own practice moving forwards.
- Enables trainees to feel part of the History Department, expects them to attend all Departmental events and includes them in 'department talk'.
- Advocates for the trainee with school colleagues as necessary.
- Mentors trainees to communicate history and history teaching to non-historians (SLT, parents...).
- Supports trainees in lesson planning for jobs (with the support of the university team).
- Checks that the Assignment 2 sequence and the Assignment 3 research have conceptual rigour and are drawing upon subject-specific literature (with the university team).
- Models, and sets expectations for, work-life balance.