

# Geography Mentor Meeting

27.6.22

*Georgia Ramsay*



## Agenda

1. Cohort 2021-22 update
2. Benchmarking trainee progress - agreeing success criteria
3. CPD - Sharing a local experience of an Ofsted Deep Dive in Geography (*Georgina Paul - HoD at Archbishop Holgate's School*)
4. Embedding the CCF into our PGCE provision
5. AOB

# 1. Cohort 2021-22 update

- Started the year with 13 trainees (slightly higher than other geography PGCE cohorts nationally)
- One trainee has taken a leave of absence (LoA)
- Two trainees returned from LoA taken in 2020-21 (one has since withdrawn from the PGCE and one has taken another LoA)
- 12 trainees gained QTS and passed their PGCE (verified last week)
- Currently 10 trainees have secured teacher of geography roles ready for September 2022
- 8 Yorkshire/ North, 1 Midlands, 1 London
- 1 independent boys school, 1 selective grammar school, 8 mixed comprehensive schools
- 1 fixed term contract, 1 part-time, 8 full time

## 2. Benchmarking trainee progress

### What are the challenges?

- Challenge to standardise across 10+ different schools, all in different circumstances
- Mentors at different points in their own mentoring journey
- The Core Content Framework (CCF) is not an assessment tool (and we can't use it in this way)
- Grading of teachers (against the Teachers' Standards) should not be happening until the **end of the course** (summative assessment)
- Ensuring our reviews have a **subject specific** focus - the Teachers' Standards are generic to any phase/ subject but the CCF is clear that trainees must receive subject specific training

## 2. Benchmarking trainee progress

### Agreeing Success Criteria

What does an 'on track' trainee look like?

When does an 'at risk of failing' trainee look like?

- 4 key review points through the year
- Mid December - mid placement 1 (trainees should have taught a minimum of 12 lessons by this time - probably max 18)
- Early Feb - end of placement 1 (50% timetable)
- Late March - mid placement 2 (minimum 50% timetable)
- Mid May - end of placement 2 (75% timetable)
  - Emerging
  - Developing
  - Embedded
  - Excelling

# UoY Geography PGCE Curriculum Overview

**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?

**Placement 1 Block 1** (teaching a minimum of 12 solo lessons)

**Review 1**

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

**Mid-placement development:** 2 weeks,  
majoritively at university/ SD hub

**Assignment 2:** Evaluating your planning, teaching  
and assessment of a small sequence of learning

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

**Review 2**

**End of Placement 1**

# UoY Geography PGCE Curriculum Overview

**Mid Feb -  
March**

*Continue  
embedding  
CCF 2,3,6 and  
Key focus on  
CCF 5, 8 &  
PPC*

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

**Placement 2 Block 1** (quickly working up towards a 50%-60%+ timetable)

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

**Review 3**

**April - June**

*Continue  
embedding  
CCF 5,8 &  
PPC and  
Key focus on  
enrichment*

**Placement 2 Block 2** (You should undertake a further 20-25% of timetabled involvement so your timetable reaches 70-80%.)

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

**Review 4**

2 weeks university/ SD provision - **enrichment**

2 weeks **enrichment placement**

Final week - **reflection and celebrations**

### 3. CPD - Sharing a local experience of an Ofsted Deep Dive in Geography

- **Georgina Paul** - HoD at Archbishop Holgate's School
- gpaul@ahs.pmat.academy
- Ofsted in October 2021
- School rated as outstanding in all areas
- This session is intended to share an experience (we're not saying we've got it all right!)

# 4. Embedding the CCF into our PGCE provision

- I am very conscious of the fact that we have not had a university Ofsted inspection this year
- We can expect this to happen from Jan 2023
- Intel from providers who have been inspected under the new framework suggests that a key focus of the inspection is:
  - The integration of the CCF into the PGCE curriculum in a **subject specific manner**
  - The integration of the CCF **between university and school**
  - **Going beyond** the CCF (minimum entitlement)



# 4. Embedding the CCF into our PGCE provision

- How do we improve the integration of the CCF **between university and school?**
- Can we use the CCF menu in a more purposeful way?

# Supporting the Teaching of Geography through the CCF



## CCF1: High Expectations (Standard 1 – ‘Set high expectations’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Communicate a belief in the academic potential of all pupils	Observe and make notes on how an expert teacher uses intentional and consistent language to promote challenge and aspiration amongst their learners. Discuss your observations afterwards.	Signpost a colleague within the school, where the trainee can observe and deconstruct this use of intentional and consistent language to promote challenge and aspiration.
	Seek opportunities to engage parents and carers in the education of their children. For example, you might decide to finish each week by writing 5 positive postcards home or making 3 positive phone calls. Discuss your ideas with your mentor before you do them.	Spend part of a mentor meeting discussing ways in which trainees might consider engaging parents and carers in the success of their children’s education. Set the trainee a target around engaging with parents in a way that aligns with your school values.
Demonstrate consistently high behavioural expectations	When meeting a class for the first time, clearly outline your expectations with regards to behaviour, effort, attitudes to others and noise levels within the class (e.g. silence when you are talking and low volume when discussing in pairs). Revisit these expectations frequently, by reminding the students of these expectations.	Offer frequent feedback from informal and formal lesson observations on how the trainee is/ should be demonstrating consistently high expectations.
	Plan and deliver a lesson where the focus is on setting high expectations, rewarding effort and progress, as well as promoting learning from mistakes.	Focus an observation and feedback on how the trainee sets high expectations and rewards effort and progress, as well as how they create an environment where learning from mistakes is normalised and encouraged.

# Supporting the Teaching of Geography through the CCF



## CCF 2: How Pupils Learn (Standard 2 – ‘Promote good progress’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
<b>Avoid overloading working memory</b>	With support from your mentor, co-plan (and then deliver) a lesson where there is a focus on taking a complex concept and breaking it down into smaller steps.	Use part of a mentor meeting to co-plan (and then observe and offer feedback on) a lesson where the trainee focusses on taking a complex concept and breaking it down into smaller steps.
<b>Build on pupils' prior knowledge</b>	Look at the curriculum plan for the geography department in your placement school and summarise the reasons why you think the curriculum has been sequenced in this way. Discuss your ideas and the rationale for the curriculum in a mentor meeting.	Discuss your department's curriculum plan/ model with the trainee, with a focus on how the model takes into account pupils' prior knowledge.
	For a topic you are teaching, make a list of possible misconceptions that you think might arise and take these to a mentor meeting.	Use part of a mentor meeting to discuss the possible misconceptions that the trainee has identified for the topic they are teaching and co-plan how to tackle these.
	Plan part of a lesson where pupils are encouraged to share emerging understanding and points of confusion so that misconceptions can be addressed in the lesson (or a follow up lesson).	Focus an observation and feedback on how the trainee plans for and tackles misconceptions in their lessons.
<b>Increase likelihood of material being retained</b>	Observe an expert colleague over a small series of lessons and focus on how they plan regular review and practice of key ideas and concepts and deconstruct their approach together.	Signpost a colleague within the school, where the trainee can observe and deconstruct this regular review and practice of key ideas and concepts.

# Supporting the Teaching of Geography through the CCF



## CCF 3: Subject and Curriculum

### (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Deliver a carefully sequenced and coherent curriculum	Build up a bank of powerful geography analogies and examples for the topics that you are currently teaching and bring these to a mentor meeting. This could be something you do collaboratively with other trainees on your course.	Use part of a mentor meeting to discuss and further build the trainees collection of powerful analogies, illustrations, examples, explanations and demonstrations. The trainee should aim to use these in their current teaching topics.
	Read through the article on <a href="#">Maintaining your subject knowledge</a> by Mark Enser (a geography specialist) on the Chartered college website and discuss your key ‘takeaways’ with your mentor.	Discuss the trainees takeaways from the Mark Enser, sharing your thoughts on how you maintain your own subject knowledge.
Support pupils to build increasingly complex mental models	Look at the curriculum plan for the geography department in your placement school and track some of the key concepts of geography progress through their curriculum model (see GA progression framework). Discuss your findings with your mentor/ Head of Department.	Discuss your department’s curriculum plan/ model with the trainee, with a focus on how the model revisits key ideas that underpin progress in geography.
Develop fluency	Observe an expert colleague over a small series of lessons and focus on how they use retrieval and spaced practice to build fluency and automatic recall, then deconstruct their approach together.	Signpost a colleague within the school, where the trainee can observe and deconstruct this retrieval and spaced practice to build fluency.
Help pupils apply knowledge and skills to other contexts	With support from your mentor, co-plan (and then deliver) a lesson where the focus is on getting the students to ‘think geographically’ and apply their learning to a new context.	Use part of a mentor meeting to co-plan (and then observe and offer feedback on) a lesson where the trainee focuses on getting the students to ‘think geographically’ and apply their learning to a new context.
Develop pupils’ literacy	Meet with a member of the English department or observe them teaching, with a focus on how they model reading comprehension and how they teach different forms of writing.	Signpost a colleague within the school, where the trainee can either observe or discuss approaches to modelling reading comprehension and how to teach different forms of writing.
	Plan a lesson where part of the focus is on promoting reading. Include approaches for modelling reading comprehensions and signpost students to relevant geography texts to promote reading for pleasure.	Offer feedback on the trainee’s lesson, with a particular focus on reading. Use part of a mentor meeting to discuss geography specific texts that can be used (by staff and students) to promote relevant aspects of teaching geography (for example Hans Rosling’s Factfulness for challenging development misconceptions).
	Create a list of new and unfamiliar vocabulary for an upcoming topic and plan how you will teach and repeatedly expose the students to these words.	Offer feedback on the trainees vocabulary list and their plans for how the trainee plans to teach and expose students to these words both before and after a lesson observation .

# Supporting the Teaching of Geography through the CCF



## CCF 4: Classroom Practice

### (Standard 4 – ‘Plan and teach well structured lessons’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Plan effective lessons	Spend part of a mentor meeting focusing on metacognitive approaches that are used within the geography department and wider school, then incorporate one of these approaches into the teaching of a relevant lesson that is coming up.	Discuss metacognitive strategies in one of your mentor meetings, then focus a lesson observation and feedback on the use of relevant metacognitive strategies, within the trainees teaching.
	Read through the GAs <a href="#">question bank for critical thinking</a> . Plan an investigation/ enquiry based lesson where the focus is on critical thinking, incorporating some of these questions into your lesson and then evaluate this approach with your mentor.	Encourage the trainee to plan an investigation/ enquiry based lesson where the focus is on critical thinking. Use part of a mentor meeting to read through the GA's <a href="#">question bank for critical thinking</a> and later offer feedback on their lesson approach.
Make good use of expositions	Visit the GA website and read through the section on <a href="#">geography exposition</a> , which focuses on the delivery of our subject, discussing any points of required clarification with your mentor.	Read through the <a href="#">GAs Guidance notes for ITT trainers/mentors on exposition and modelling</a> , which focuses on the delivery of our subject. You could use some of the activities that are suggested for trainees with your mentee.
	Record part of a lesson, where you are explaining a challenging concept (many schools have systems like IRIS to support this). Watch this back yourself, then alongside your mentor to deconstruct your expositions.	Arrange to record a part of the lesson where the training is explaining a particularly challenging concept (using IRIS is applicable). Deconstruct this with the trainee, once they have had a chance to reflect on this themselves.
Model effectively	Plan a lesson to include the use of a visualiser to help model an idea and narrate a thought process, if your placement school has access to one.	Focus a lesson observation and feedback on modelling, though the use of a visualiser, if your school has access to one.
Stimulate pupil thinking and check for understanding	Prior to a lesson based on <a href="#">discussion work</a> or <a href="#">group work</a> , read through this advice from the GA and discuss with your mentor how you are planning to group the students for this lesson/ task). After the lesson, evaluate the group/ discussion work alongside your mentor.	Encourage the trainee to plan a lesson that involves discussion/ group work. Discuss how the trainee might group the students for the task and evaluate the lesson alongside the trainee afterwards.

# Supporting the Teaching of Geography through the CCF



## CCF5: Adaptive Teaching (Standard 5 – ‘Adapt teaching’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Develop an understanding of different pupil needs	Read the <a href="#">SEND Code of Practice</a> (pages 92-110 are most relevant to schools) and discuss any implications for pupils that you teach in one of your mentor meetings.	Use part of a mentor meeting to focus on the <a href="#">SEND Code of Practice</a> , with a focus on which pupils the trainee might need to break new content down for and how this can be achieved.
	Following discussions with your mentor, plan a lesson with the needs of specific pupils in mind.	Focus a lesson observation and offer feedback on how the trainee uses formative assessment to check pupils' understanding (following a period of adaptive teaching).
	Shadow the school's Special Educational Needs Co-ordinator (SENCO) and/ or other special education professionals for a day.	Liaise with the school's professional tutor to arrange this opportunity.
Provide opportunity for all pupils to experience success	Observe how an expert colleague adapts lessons, whilst maintaining high expectations for all and analyse their approaches after the lesson.	Signpost a colleague within the school, where the trainee can observe best practice with regards to adaptive teaching.
	Meet with any support assistants that you have in your class and co-plan an activity, with the needs of particular pupils in mind.	Focus an observation and feedback on the trainees effective use of any support assistants in their class.
Meet individual needs without creating unnecessary workload	Use part of a mentor meeting to discuss ways in which you can meet individual needs, without creating unnecessary workload. Come to the meeting with strategies that you have observed/ used/ learnt or read about as part of your assignment 2 reading.	Dedicate part of a mentor meeting to discuss ways in which you can meet individual needs, without creating unnecessary workload.
Group pupils effectively	Discuss with the relevant expert (either your mentor or perhaps a curriculum member of SLT) how students are grouped in geography and the implications these groupings might have on teaching and learning.	Either discuss with or signpost a relevant colleague within the school with whom the trainee can analyse how students are grouped in geography and the implications these groupings might have on teaching and learning.

# Supporting the Teaching of Geography through the CCF



## CCF 6: Assessment

### (Standard 6 – ‘Make accurate and productive use of assessment’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Avoid common assessment pitfalls	Use part of a mentor meeting to discuss summative assessments conditions, the best places to access externally validated materials and how to create robust assessment materials when these are not available.	Focus a mentor meeting on summative assessment, signposting places to access externally validated assessment materials and co- analysing performance data for a class the trainee has taught (and summatively assessed), with a discussion around the implication of students’ performance for future planning and teaching.
	Following a summative assessment for a class that you teach, look at patterns of performance over a number of assessments and discuss the implications of students’ performance with your mentor.	
Check prior knowledge and understanding during lessons	Develop a number of phrases, which enable you to prompt pupils to elaborate when responding to questioning. Analyse your effective use of these with your mentor/ host teacher following a lesson observation.	Focus part of a lesson observation and feedback on how the trainee prompts pupils to elaborate when responding to questioning.
Provide high-quality feedback	Alongside your mentor, co-create a self assessment task, where you share model work with the students to aid the process of self assessment. This could include the use of a visualiser where appropriate.	Work with the trainee to co-plan a self assessment task, where the focus is on sharing model work to aid the process of self assessment.
	Plan and deliver a DIRT (directed improvement and reflection time) session following a summative assessment, focusing on specific actions for pupils to respond to feedback.	Use part of a mentor meeting to discuss the planning of the DIRT session and approaches that are used by expert colleagues to encourage effective pupil responses to their teacher feedback.
Make marking manageable and effective	Mark/ give feedback on a piece of work by using abbreviations and codes in written feedback.	Signpost any school/ departmental policies with regards to coded feedback.
	Consider ways of using whole class feedback to highlight errors related to misunderstandings, rather than careless mistakes when marking.	Deconstruct the approach and offer feedback on the use of whole class feedback, where this has been used by the trainee.

# Supporting the Teaching of Geography through the CCF



## CCF7: Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Develop a positive, predictable and safe environment for pupils	Incorporate the checking of pupils' understanding of instructions before a task begins, into your learning plans and lessons and practise your use of non-verbal signals in the classroom.	Focus part of a lesson observation on how the trainee checks pupils' understanding of instruction, as well as their use of non-verbal signals, offering feedback to the trainee after the lesson.
	Read through the <a href="#">EEF's guidance report and poster</a> , which summarises 6 key areas of focus for securing effective pupil behaviour. Discuss the key 'takeaways' with your mentor.	Discuss the <a href="#">EEF's guidance report and poster</a> with your mentor, with a particular focus on its implications for your school context.
Establish effective routines and expectations	<i>Also covers CCF1</i> When meeting a class for the first time, clearly outline your expectations with regards to behaviour, effort, attitudes to others and noise levels within the class (e.g. silence when you are talking and low volume when discussing in pairs). Revisit these expectations frequently, by reminding the students of these expectations.	Offer frequent feedback from informal and formal lesson observations on how the trainee is/ should be demonstrating consistently reinforcing routines and expectations.
Build trusting relationships	Engage parents and carers in discussions regarding their child's behaviour (including challenging behaviour). Make a phone call home or use a parent's evening to make a parent/ carer aware if a student has not met your high expectations. Before making contact home, discuss your approach and what you will say with your mentor, creating a script if required.	Support your trainee to either make a phone call home or use a parents' evening to raise a concern regarding a students behaviour. Prior to the contact being made, discuss the concerns and trainees approach, supporting them to create a script if required. Stay with the trainee whilst they make contact and evaluate their approach afterwards.
Motivate pupils	Meet with a relevant colleague to discuss how the school provides opportunities for pupils to articulate their long term goals and link this to their success in school. This might be linked with a students 'career journey' or their PSHCE curriculum.	Signpost the relevant colleague within the school, where the trainee can discuss the school's approach to enabling the students to articulate and achieve their long term goals.



# Supporting the Teaching of Geography through the CCF



## CCF8: Professional Behaviours

### (Standard 8 – ‘Fulfil wider professional responsibilities’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Develop as a professional	Become a member of the GA (reduced rate for trainee teachers) to strengthen your subject specific networks.	Use part of a mentor meeting to discuss professional networks that your trainee would benefit from joining/ becoming part of. This might include useful people to follow on Twitter or signposting ‘teach meet’ events.
	Attend the GA conference (free if you are a trainee teacher), which takes place over the Easter break.	
	Shadow your mentor whilst they carry out duties at break, lunchtime and after school, discussing the requirements and purpose of these for safeguarding young people.	Incorporate duties into your trainees timetable, including at least one duty where the trainee can shadow you and discuss the requirements and purpose of duties.
Build effective working relationships	Where possible, attend a parents’ evening, observing how expert colleagues communicate with parents and carers proactively. Discuss your learning from the evening with your expert colleague.	Make the trainee aware of the school calendar so they can attend any relevant parents’ evenings or other professional development events.
	Also covered in CCF5 - Meet with any support assistants that you have in your class and co-plan an activity, with the needs of particular pupils in mind.	Focus an observation and feedback on the trainees effective use of any support assistants in their class.
	Help to supervise an after school/ lunchtime club, to contribute positively to the wider ethos of the school. If there is a gap in provision, then consider setting up a club from scratch.	Signpost clubs/ extracurricular opportunities that the trainee can volunteer to be involved with.
Manage workload and wellbeing	Use part of a mentor meeting to discuss the areas of workload that you find most challenging as well as ways in which you protect your wellbeing.	Dedicate part of a mentor meeting to discuss workload and wellbeing, with a focus on the areas that the trainee finds most challenging.

# Do we need to consider amending the mentor meeting record?

- SMART targets and **how this will be achieved?** What will it look like for the trainee?
- **Live** google document?
- Something specific linked to the **CCF menu?**

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WEEKLY RECORD OF DISCUSSION WITH SUBJECT MENTOR

DATE: \_\_\_\_\_

*Discussion should be informed by evidence in the trainee's teaching files -lesson evaluations, lesson observation feedback & from pupils' work. It is the trainee's responsibility to bring such evidence to the meeting.*

**Quick Check:**  
My lesson plans are up-to-date:  My lesson evaluations are up-to-date:  I have made progress on last week's targets  Any key dates this week?.....

Follow up actions: .....

<b>Review of the Week:</b> <b>Your Progress</b> <ul style="list-style-type: none"><li>What progress have you made with last week's targets set at your mentor meeting?</li><li>Any areas you would like to discuss?</li></ul>	Links to the CCF	<b>Discussion Area Discussed</b>	Links to the CCF
<b>Pupil Progress</b> <ul style="list-style-type: none"><li>What recent evidence is there that your teaching is enabling pupils in the classes you teach to make progress?</li></ul>		<b>Ideas to Try</b>	

**Moving Forward:**  
Using the green GTS Feedback booklet to support you, agree 2 or 3 targets (linked to the CCF and including at least one subject specific target) which will enable you to improve pupils' progress as a result of your teaching. Brought and used green assessment booklet (highlighted/annotated?)

<b>Subject Specific Target(s):</b>	Links to the CCF	<b>General Teaching and Learning Targets:</b>	Links to the CCF
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Highlight of the week: .....

I agree that the above constitutes an appropriate summary of our recent mentor meeting: ..... (Mentor's Signature and date)

Discussion should be informed by evidence in the trainee's teaching files -lesson evaluations, lesson observation feedback & from pupils' work. It is the trainee's responsibility to bring such evidence to the meeting.

**Quick Check:**

My lesson plans are up-to-date:  My lesson evaluations are up-to-date:  I have made progress on last week's targets:  Any key dates this week?.....

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<b>Pupil Progress</b> <ul style="list-style-type: none"> <li>What recent evidence is there that your teaching is enabling pupils in the classes you teach to make progress?</li> </ul>		Ideas to Try	

**Moving Forward:**

Using the green QTS Feedback booklet to support you, agree 2 or 3 targets (linked to the CCF and including at least one subject specific target) which will enable you to improve pupils' progress as a result of your teaching:

Brought and used green assessment booklet (highlighted/annotated?)

Subject Specific Target(s):	Links to the CCF	General Teaching and Learning Targets:	Links to the CCF
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Highlight of the week.....

I agree that the above constitutes an appropriate summary of our recent mentor meeting: .....

(Mentor's Signature and date)

## 5. Any Other Business



Thank  
you

