

University of York Geography Mentor Meeting

Minutes

17th October 2022 (Held face to face on campus)

Present: Georgia Ramsay & Jane Elsworth

Representation from: All Saints RC School, Huntington School & Joseph Rowntree School

Apologies: None

Welcome and national geography PGCE context

[See slides 2-3 of presentation](#)

- National recruitment for all ITT programmes is down 23% from pre-pandemic levels
- Geography PGCEs have nationally underrecruited by 28% below the national target set by the DfE
- Last week the DfE announced an uplift in the bursary for trainees studying a geography PGCE - £25,000.
- If you are aware of any past students who may be interested in training to be a geography PGCE then please share my contact details with them.

Overview of the PGCE geography curriculum and links with the CCF

[See slides 9-11 of presentation](#)

Our curriculum intent

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.
- **Our curriculum model is phased around the CCFs as follows:**
 - **Sept - Dec. Induction phase:** key focus on CCF1, 4 & 7 (linked with assignment 1)
 - **Dec - Feb. Embedding phase:** key focus on CCF2,3 & 6 (linked with assignment 2)
 - **Feb - May. Refinement phase:** key focus on CCF5 & 8 and PPC of the Teachers' Standards (linked with assignment 3)
 - **May - June. Enrichment phase:** key focus on developing beyond the CCF
 - The link to the [detailed curriculum model](#) can be found here. Please note that CA = Curriculum Area (geography) sessions, WSI = Whole School Issues session.

Mentor role and mentor support

[See slides 12-15 of presentation](#)

What is the role of the mentor?

“A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest-quality training.”

National Standards for school-based initial teacher training (ITT) mentors, July 2016

What do mentors do?

Mentors who take on the role will be able to draw on a wide range of relevant experiences, strategies and techniques from other aspects of their work. At different times the mentor is:

- a **coach** who provides a model of effective teaching and sharing practice
- a **critical friend** who observes the new teacher’s teaching and offers encouragement to develop expertise
- a **trainer** in geography subject knowledge and pedagogy
- [Link to GA document - Trainee’s view of a good mentor](#)

Key dates for Placement 1 (key mentor dates in red)

- **Friday 28th October** - Trainee assignment 1 deadline
- **Tuesday 1st November** - Trainees begin their block placement 1
- **Friday 9th December** - Review 1 (completed on PebblePad)
- **w/c 12th December** - Trainees only in school on Tuesday & Thursday
- **w/c 2nd January** - Trainees NOT in school
- **Monday 30th January 4-6pm** - Geography mentor meeting
- **Friday 3rd February** - Review 2 (completed on PebblePad) & trainee’s last day in placement 1 school
- **Tuesday 7th & Thursday 9th February** - Trainees induction days in placement 2 setting
- **Friday 17th February** - Trainee assignment 2 deadline
- **Monday 20th February** - Trainees begin their second school block placement

Assignment 2 (formally launched with the trainees on Monday 12th December)

Trainee assignment task:

Addressing each CCF area (2,3 & 6) as a separate sub-section of your assignment evaluate:

- Your planning
- Your teaching
- Your assessment

of a sequence of lessons (approximately 4-6 lessons). You can do this by carefully examining pupils’ work and any feedback you received from an observer during the time you teach your sequence of lessons.

- Please discuss this sequence of learning with the trainees prior to Christmas, so they can return after Christmas and immediately deliver this sequence of learning

- Please encourage trainees to plan these lessons from 'scratch' rather than just amending existing resources within the department.
- Please ensure that the weekly observation focuses on this sequence of learning, so the trainee can use this feedback in their assignment if needed.

Mentor support

[See slides 12-15 of presentation](#)

- [UoY PGCE mentor website](#)
- [Mentor handbook](#)
- [Geography subject specific target examples](#)
- [PebblePad explained - video 5 mins](#)
- [Shared mentor Google Drive](#)
- Regular mentor email updates (approx. every 2 weeks)
- Quick response to emails regarding any concerns regarding a trainee

Requirements for placement 1

[Link to Placement 1 requirements summary](#)

- Please make sure that all trainees know what topics they will be teaching after half term so they can spend some time over the break, securing their subject knowledge if required.
- Please support trainees with PebblePad by building a weekly 5 minute check into your mentor meetings, so the trainees get into good habits uploading their paperwork for the previous week.
- First 4-6 lessons, trainees should be encouraged to plan their own resources, after this, trainees should be encouraged to adapt departmental lessons (with the exception of the sequence of learning for assignment 2 after Christmas)

Host teacher consistency

- We discussed actions we could take to ensure wider host teacher consistency
- Request for slides so mentors could spend 5-10 minutes in a geography departmental meeting in raising awareness of ITT.
- This probably needs to include some reference to the CCF as host teachers who are not mentors are less likely to have a good awareness of what this is.
- This could be 'drip fed' throughout the year
- Guidance in the trainee 'exercise book' - where the informal observations are recorded and often used by host teachers, including guidance on good target setting

Mentor Development Work

Developing effective targets

- Discussion took place around the need to signpost concrete actions/ success criteria, so the trainees know exactly what they need to do to be able to achieve their weekly targets
- One of the most common (yet poor) subject specific targets is 'improve your subject knowledge of...'
- All trainees have completed a subject knowledge audit (linked on PebblePad), which they will revisit at each review point. Throughout the placement, please use some time in mentor meetings revisiting this audit

alongside the trainee, to check that they are progressing their subject knowledge forward, especially for the topics that they will be teaching during their placement with you.

- The subject knowledge audit has linked support to signposts where the trainees can access additional resources/ help if required.
- Link to [trainee subject knowledge audit](#)
- Link to [geography subject specific target examples](#)
- Link to [‘CCF menu’](#)

What do we do if...?

- Discussion took place around the need to signpost concrete actions/ success criteria, so the trainees know exactly what they need to do to be able to achieve their weekly targets
- Key actions are:
 - Raise the issue with the trainee as soon as it arises, trying to determine why the issue arose and if there are any barriers that we can break down to try and prevent the issue from happening again. (I would advise following this up with an email so there is a record of any conversation that you have had)
 - Involved the Professional Tutor in your school, where you feel that you need additional in school support (making me aware of this issue also)
 - Involve me at any stage where there is a concern, but please make sure that any issue has been communicated to the trainee first

A.O.B

Ofsted

- We are overdue an inspection (last inspected in 2013, normally a 5-6 year cycle), Ofsted also keen to visit providers where there is a new PGCE
- New inspection framework from Sept 2020
- When we are inspected by Ofsted, they will want to talk to mentors as part of the UoY partnership.
- The ITE Ofsted approach is similar to that of schools and they will be looking at what happens across both the university and school based provision closely to see if our **intent** is **implemented** and then has **impact**.
- By meeting with mentors, Ofsted will want to assess **how well we all work together** to produce the next generation of competent and confident early career geography teachers.
- If it is useful, I have produced a [2-sided summary document](#), designed to give clarity and consistency of messages across the partnership of schools
- Questions we are expecting:
 - How are you supported by the university?
 - How are you implementing the Core Content Framework (CCF)?
 - We think there will be a question about the ‘purposeful integration’ of the university and school experience , i.e. ‘the connectedness of the curriculum from subject and centre based training into placement experiences’ - this is where it will be really important to know our curriculum model
 - There is likely to be something around an ‘ambitious curriculum’
 - There is likely to be something around subject specific pedagogy

A huge thank you for all the efforts that you are putting into supporting our geography trainees. I know they are raring to get going after October half term.

