

# University of York Geography Mentor Meeting

## Minutes

*30th January 2023 (Held face to face on campus)*

**Present:** Georgia Ramsay

**Representation from:** Huntington School, Millthorpe School, Norton College & Joseph Rowntree School

**Apologies:** All Saints RC School,

## Curriculum Model Reminder - Where are we in our PGCE journey?

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

- **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)
  - *End of placement 1*
  - **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.

## Recruitment update for 2023-24

- Already received more applications than the whole of last year
- Bursary seems to be boosting applications, but due to the government taking away the geography subject knowledge enhancement courses, many of the applicants are not eligible, due to their lack of geographical content in their degrees.
- So far for the Geography PGCE 2023-24, we have **4 confirmed candidates (1 more than I stated in the meeting)**, 2 additional offers in the pipeline and 2 more interviews on Friday

## Key Dates

[See slide 5 of presentation](#)

- **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
- **Friday 24th March** - Review 3 due & trainees in university
- **w/c 17th & 24th April** - Placement 2 visits
- **w/c 1st & 8th May** - External Examiner visits

- **Friday 12th May** - Review 4
- **Friday 19th May** - Trainees final day in placement
- **Thursday 25th May** - Trainee assignment 3 due
- **Monday 26th June** - Final mentor meeting of the year (4-5:30pm)

## Assignments

[See slides 6-8 of presentation](#)

### Assignment 2 - evaluating a lesson sequence

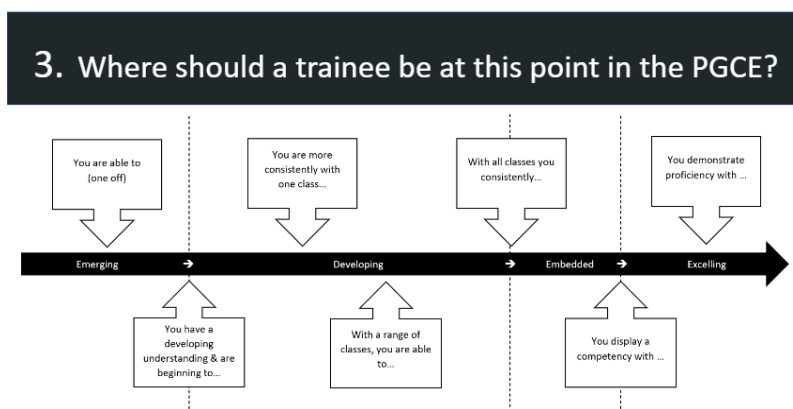
- All trainees have completed their sequence of learning
- Please make sure that trainees have all the evidence they need ahead of the last day in placement on Friday 3rd February

### Assignment 3 - small scale classroom research (ideally around some element of CCF5, adaptive teaching)

- This will be launched officially with trainees on Friday 24th March (day at university)
- Once trainees are settled into their placement 2 schools, please could mentors start a conversation with trainees ahead of the 24th March so that they come to this day with a title/ idea in mind
- Some example titles from last year
  - 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?*

## Where should a trainee be at this point in their PGCE journey (linked to review 2 due on Friday 3rd Feb)

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



- We discussed the idea that the very vast majority of trainees at this stage will be developing as they are not yet at the point of having their practice consistent with every class (or indeed another setting)

- A trainee needs to be 'over the line' and embedded in all 8 areas by their summative assessment (review 4) for them to be recommended for QTS.
- At any point, if you consider a trainee to be at risk of not being embedded in a specific area of teaching by the end of the PGCE, then please alert Georgia at the first possible opportunity to enable us to put the required support in place to help the trainee where required.
- KEY POINT: The CCF grid for review 2 is NOT an assessment of the trainee, it is about identifying the trainees understanding of the CCF, which can then be used to shape their continued training as they move into placement 2.

Support for mentors with regards to formulating targets for review 2 if it is helpful.

- [CCF Menu](#)
- [Pupil progress prompt sheets](#)
- [Geography subject specific target examples](#)
- [Moving towards 'very good' trainee](#)

## Show and Share (sharing a trainee's lesson idea/ pedagogical approach/ something that has impressed you)

- Joseph Rowntree School shared the trainee engagement with their feedback book. After each observation that trainee had reflected (in a different coloured pen) and responded to the questions posed by the host teacher. These careful reflections and continued dialogue between the trainee and the host teacher had ensured the trainee was coming to their mentor meeting each week with a very good awareness of their strengths and areas to further develop.
- Huntington School were impressed with the trainees ability to break down concepts to make tasks manageable and with their subject knowledge, demonstrating that the trainee is clearly reading around the subject in order to further develop their subject knowledge
- The above point can be linked with the [trainees' subject knowledge audit](#), which they visit at each review point and it linked to their PebblePad e-portfolio

## 6th Form Experience - how can we enhance this?

- We discussed the fact that trainees get varied exposure to sixth form experience depending on whether they have post-16 for placement 1 or 2 or both placements schools
- We discussed ways in which we could enhance this experience for trainees
- It was suggested that trainees would benefit from an opportunity to standardise post-16 written answers (perhaps 9 and 20 markers).
- This would be done at university as not all trainees have post 16 for their second placement school
- It was felt that this would be best positioned in the summer term, during the enrichment phase, when the trainees have already built a strong understanding of assessment at KS3 & KS4

**ACTION POINT:** Georgia to add a session into the summer term programme to enable the trainees to have this enhanced experience and exposure to post-16 teaching.

## Placement 2 requirements

[See slides 15-17 of presentation](#)

- We discussed the requirements for placement 2 as outlined on the slides
- Slide 16 (below) was included to try and ensure clarity and equity with regards to trainee hours (but of course if something disrupts this plan e.g an interview or a strike, the this should be used an ideal guide only'

Suggested trainee teaching hours

1. w/c 20th February - 4/5
2. w/c 27th February - 8/9
3. w/c 6th March - 9/10
4. w/c 13th March - 11/12
5. w/c 20th March - 11/12
6. w/c 27th March - 11/12

### EASTER

7. w/c 17th April - 11-13
8. w/c 24th April - 11-13
9. w/c 1st May - 13 (+2/3)
10. w/c 8th May - 13 (+2/3)
11. w/c 15th May - 13 (+2/3)

- We discussed lesson planning and felt that trainees benefitted from planning some lessons from scratch but that there was a workload balance that is required. We agreed that trainees would be expected to plan a lesson from scratch each week to continue to develop this area of pedagogy which is not yet fully embedded into their practice
- We also agreed that trainees would use the full learning plan template for the first 8 lessons as a minimum to enable the new mentor to carefully see the trainees planning processes.
- After this time (and in collaboration with Georgia if required) the trainees could then revert to lighter touch planning documentation as has been used post Christsmas in placement 1 schools.

**ACTION POINT:** Georgia to outline these key requirements to trainees at university next week to reinforce a consistency of message.

## Ofsted Preparation

[See slides 18-28 of presentation](#)

- We discussed a number of key questions which have been asked of mentors in recent inspections. I have very briefly summarised (in blue) some of the key ideas that were covered in our discussions
  - How do you know what the students have learned in university?
  - [Link to curriculum map](#)
  - What were the benefits of your mentor training?
  - *Hopefully you have a well developed sense of how the course is integrated between school and university*
  - How do you help trainees to overcome misconceptions?
  - *Specific space for this on the learning plan & discussed in mentor meetings*
  - How do you assess the progress of your trainee(s)?

- *On-going lesson observations, reviews (3 formative and one summative at the end), visits from Georgia to help quality assure the standards across different schools (and also the university assignments feed into the overall PGCE also)*
- *How do you support trainees with their development of subject knowledge?*
- *Trainees' subject knowledge audit, this is linked on PebblePad and should be regularly discussed and visited with trainees (we revisit it at each review point)*
- *What research has your trainee engaged with? What impact has it had?*
- *See slide 24/25 for key research and which areas of teaching these are linked to*
- *What geography are students taught whilst in university?*
- *Key focus on area that they are least likely to have access to in schools or that students typically find hard. GIS (delivered by a guest speaker from Ordnance Survey). Weather and climate (delivered by guest speaker from the Royal Meteorological Society). Fieldwork - Leeds and Holderness Coast, the focus here is two fold; the pedagogy of delivery fieldwork but the subject knowledge that is specific to this region Also, every CA session starts with a pedagogy and subject knowledge recap.*
- *Can you state the protected characteristics from the 2010 Equality Act? (asked to students/tutors/mentors)*
- *Yes we could! Slide 26 as a reminder*

## A.O.B

### Strike Action

- *Trainees are not employed by the school and therefore can not withdraw their labour during the forthcoming strike days*
- *During a strike day, trainees should be in school with a focus on continued planning and marking for their timetabled classes; trainees could also focus on any relevant assignment reading/ drafting; or could also be working on their self-evaluation ready for the next review*

### 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 during placement 1 and/ or their preparations to welcome their new trainees next week. We really do appreciate being able to work together to give trainees a rich training experience.**

