

# Geography Mentor Meeting/ Training

30.1.23



## Agenda

- 1a. Recruitment update for 2023-24
- 1b. Key Dates
2. Assignments
3. Where should a trainee be at this point in the PGCE - linked with Review 2 (and beyond)
4. Show and share - sharing a lesson idea/ pedagogical approach/ something that has impressed you from your placement 1 trainees (if applicable)
5. 6th Form Experience
6. Placement 2 requirements
7. Ofsted preparation

A.O.B

# 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**

# 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) - **main launch 24th March**

**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 approx 75%.)

**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 celebration**

# 1a. Welcome and Recruitment Update 23 - 24

- Already received more applications than the whole of last year
- Impact of bursary uplift?
- So far for the Geography PGCE 2023-24, we have 4 confirmed candidates, 2 additional offers in the pipeline and 2 more interviews on Friday

# 1b. Key Dates:

- **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)

## 2. Assignments

### **Assignment 2:**

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

- Your planning
- Your teaching
- Your assessment

of a sequence of lessons (approximately 4-6 lessons)

# Assignment 3 (officially launched on 24th March)

## Conduct your own small-scale classroom-based research.

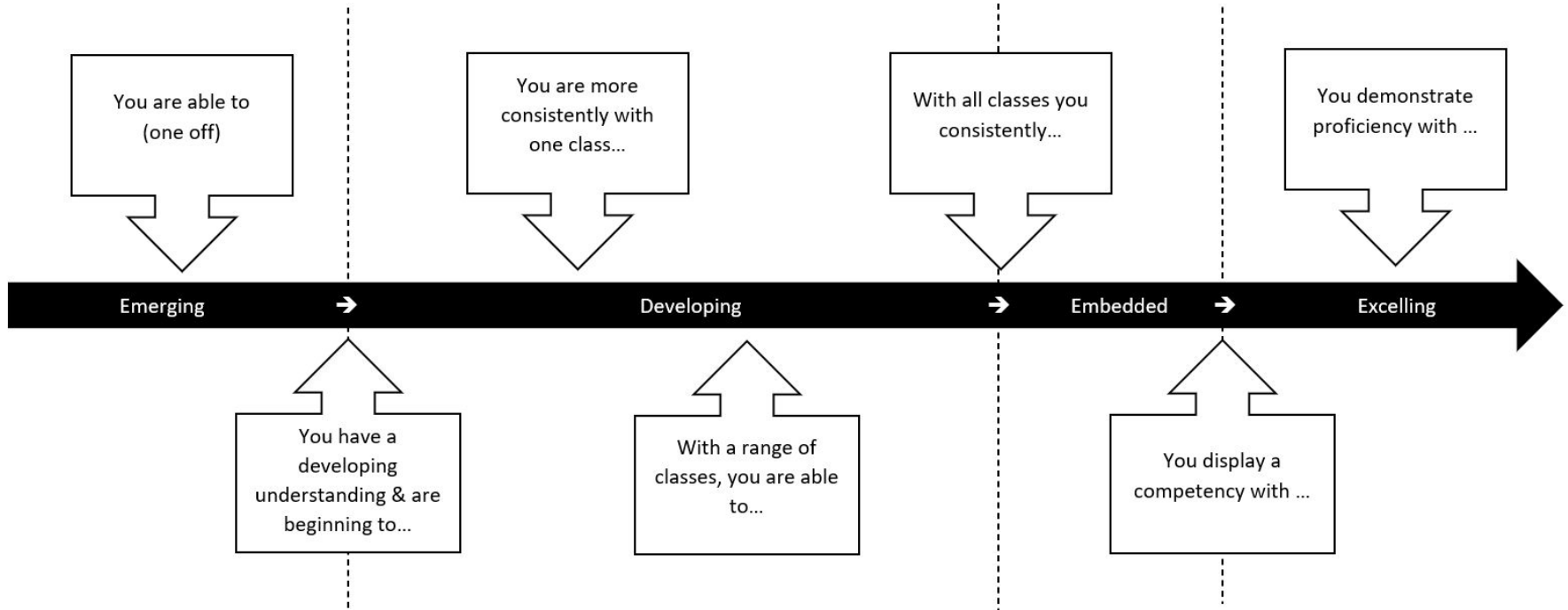
- must be based on the teaching you have undertaken **within your own curriculum area** during the second placement
- but can also be related to **wider educational issues encountered** in WSI elements of the course.
- you must demonstrate your developing understanding of educational issues and your ability to analyse classroom experiences, taking into account **relevant research and literature** for your chosen theme.
- Focus on CCF3,5 and 8

## 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?



### 3. Where should a trainee be at this point in the PGCE?



# Review 2

## Friday 4th

## February

	Understanding and application of CCF is emerging	Understanding and application of CCF is being developed	Understanding and application of CCF is embedded into practice	Understanding and application of CCF is excelling
CCF1: High Expectations	Understanding and application of CCF is <b>emerging</b>	Understanding and application of CCF is being <b>developed</b>	Understanding and application of CCF is <b>embedded</b> into practice	Understanding and application of CCF is <b>excelling</b>
CCF2: How Pupils Learn	Understanding and application of CCF is <b>emerging</b>	Understanding and application of CCF is being <b>developed</b>	Understanding and application of CCF is <b>embedded</b> into practice	Understanding and application of CCF is <b>excelling</b>
CCF3: Subject and Curriculum	Understanding and application of CCF is <b>emerging</b>	Understanding and application of CCF is being <b>developed</b>	Understanding and application of CCF is <b>embedded</b> into practice	Understanding and application of CCF is <b>excelling</b>
CCF4: Classroom Practice	Understanding and application of CCF is <b>emerging</b>	Understanding and application of CCF is being <b>developed</b>	Understanding and application of CCF is <b>embedded</b> into practice	Understanding and application of CCF is <b>excelling</b>
CCF5: Adaptive Teaching	Understanding and application of CCF is <b>emerging</b>	Understanding and application of CCF is being <b>developed</b>	Understanding and application of CCF is <b>embedded</b> into practice	Understanding and application of CCF is <b>excelling</b>
CCF6: Assessment	Understanding and application of CCF is <b>emerging</b>	Understanding and application of CCF is being <b>developed</b>	Understanding and application of CCF is <b>embedded</b> into practice	Understanding and application of CCF is <b>excelling</b>
CCF7: Managing Behaviour	Understanding and application of CCF is <b>emerging</b>	Understanding and application of CCF is being <b>developed</b>	Understanding and application of CCF is <b>embedded</b> into practice	Understanding and application of CCF is <b>excelling</b>
CCF8: Professional Behaviours	Understanding and application of CCF is <b>emerging</b>	Understanding and application of CCF is being <b>developed</b>	Understanding and application of CCF is <b>embedded</b> into practice	Understanding and application of CCF is <b>excelling</b>

# Review 2 on PebblePad

REFERRING BACK TO REVIEW 1, PLEASE COMMENT ON GENERAL PROGRESS DURING THE SECOND PART OF PLACEMENT 1.

- Please reflect on the progress that has been made on the **targets** that were set at the end of review 1

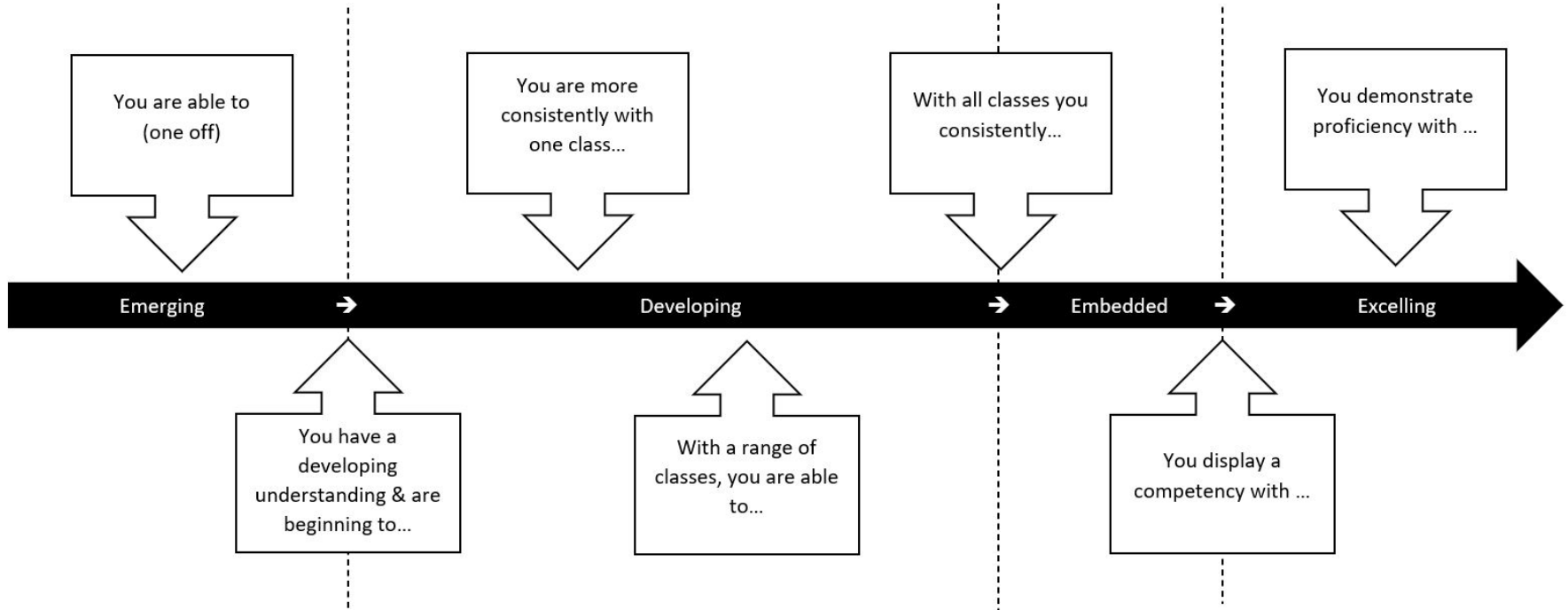
## Formative development section

- CCF2, CCF3 and CCF6 in more detail
- CCF1, CCF4, CCF7 - briefly focus on how they have built these areas further since review 1
- CCF5 & CCF8 - briefly comment on other themes

Using the QTS Feedback Booklet (*see next slide*) and in discussion with the trainee, please comment on the trainee's overall progress.

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

# Progress continuum from QTS booklet (the rest of the booklet is the simplified CCF)



## 4. Show and Share

Share a lesson idea, pedagogical approach or something that has **impressed you** from your placement 1 trainees

## 5. Sixth Form Experience

What can we do to enhance this?

# 6. Placement 2 Requirements

## 1 | Timetable

- 40 - 50% timetable almost straight away (certainly by week 3)
- Trainees must teach across at least 2 key stages
- After Easter trainees should be solo teaching 50-60%
- By May trainees should be solo teaching 60 % with an up 15% involvement in other timetabled activities

## 2 | Mentor Meetings

- Weekly meeting (one hour in total)
- 2-3 targets per week, with links to the CCF (please use CCF menu where this is helpful)
- Trainee completes the weekly mentor meeting template (verified by mentor) and uploads onto PebblePad

## 3 | Lesson Observations

- 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 (*or nearby once trainee is established*)

# Suggested 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)

40% = 8.8 (9) hours per week  
50% = 11 hours per week  
60% = 13.2 (13) hours per week



# 3. Placement 2 Requirements

## 4 | Learning Plans and Post Lesson Reflection

- 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

## 5 | PebblePad

Each week the trainee must upload the following into their PebblePad portfolio:

- 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
- Trainees should also record any WSI or CA training that they have in school.
- Please use the first 2/3 mins of a mentor meeting to check trainees PebblePad

## 7. Ofsted Preparation

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# Curriculum Intent/ Ambition

To enable our trainee teachers to become resilient, profession-ready, reflective practitioners; teaching with a high level of subject expertise and encouraging their students to develop a love of geography.

## 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.

# Ofsted for ITE/ ITT - what this means for us as mentors

- 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

This 2 sided summary covers:

- *our curriculum ambition*
- *how the Core Content Framework (CCF) is addressed through our taught programme (which you then compliment with the school based experience, your weekly meetings and the sessions delivered in school)*
- *how we have addressed previous Ofsted targets*
- *some of the questions we are expecting.*

# Ofsted for ITE/ ITT - UPDATED

- How do you know what the students have learned in university?
- What were the benefits of your mentor training?
- How do you help trainees to overcome misconceptions?
- How do you assess the progress of your trainee(s)?
- How do you support trainees with their development of subject knowledge?
- What research has your trainee engaged with? What impact has it had?
- What geography are students taught whilst in university?
- Can you state the protected characteristics from the 2010 Equality Act?  
(asked to students/tutors/mentors)

# Some key areas of research

- [VAK learning styles discredited](#) - Work by **Daniel Willingham** summarised really well in this [7 minute video](#)
- **Black, P., & Wiliam, D.** (2009) Developing the theory of [formative assessment](#). Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.
- **Roediger, H. L., & Butler, A. C. (2011)** The critical role of [retrieval practice](#) in long-term retention. Trends in Cognitive Sciences, 15(1), 20–27. <https://doi.org/10.1016/j.tics.2010.09.003>.
- **Rosenshine, B.** (2012) [Principles of Instruction](#): Research-based strategies that all teachers should know. American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x>.
- **Sweller, J.** (2016). Working [Memory](#), Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. <http://doi.org/10.1016/j.jarmac.2015.12.002>.

## Subject Specific

- **Enser, M.** (2019) [Making every geography lesson count](#). Six principles to support great geography teaching. Crown House Publishing Ltd (*chapter 2 - plan what you need to say, pre-empt the errors they're likely to make, using analogies, tell stores, use accurate studies, support working memory*)
- **Roberts, M.** (2013) [Geography through enquiry](#). Approaches to teaching and learning in the secondary school. Geographical Association (*chapter 7 representation and misrepresentation*)



# THE PRINCIPLES OF INSTRUCTION

## TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2  
teachinghow2.com

### 01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

### 02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

### 03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

### 04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

### 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

### 06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

### 07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

### 08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

### 09 INDEPENDENT PRACTICE

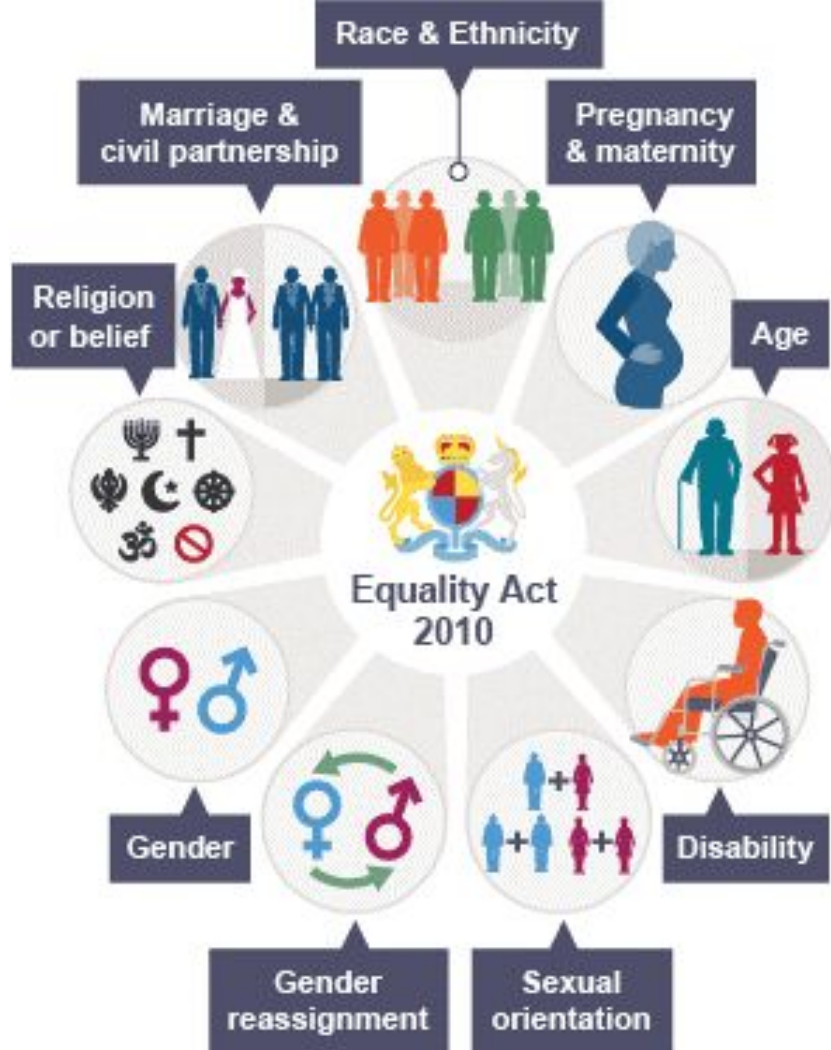


Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

### 10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



# Curriculum Detail - Sessions Covered

[Link to curriculum map](#)

[CCF Links](#)

# Support for Mentors

- [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

# Any Other Business?

- Strike Action

- focus on continued planning and marking for your timetabled classes (including arranging a “handover” for any classes you’ve taken on full responsibility for);
- focus on Assignment 2 drafting/lesson sequence evaluations;
- you could also be working on your self-evaluation for Review 2

# A recommended read



MENTORING TRAINEE AND EARLY CAREER TEACHERS

## MENTORING GEOGRAPHY TEACHERS IN THE SECONDARY SCHOOL A PRACTICAL GUIDE

Edited by GRACE HEALY, LAUREN HAMMOND,  
STEVE PUTTICK and NICOLA WALSH





Thank  
you

