

## **History mentors - the Historical Association provides support**

If your department is a member of the Historical Association, then please remember that they provide many resources to help with the mentoring of ITT students. These can all be found here:

<https://www.history.org.uk/secondary/categories/td-mentoring> and include all the 'MoveMeOn' pages of Teaching History, where experienced mentors tackle a specific problem faced by a trainee in relation to their teaching of History. An example 'MoveMeOn' is provided as a PDF in this pack.

In addition, you may be interested to read this series of blogs by Michael Fordham about how he approached mentoring trainees:

<https://clioetcetera.com/2014/01/13/lesson-observations-as-a-mentor/>

<https://clioetcetera.com/2014/04/26/what-does-a-teacher-need-to-know/>

<https://clioetcetera.com/2014/06/19/identifying-knowledge-deficits-mentor-training-for-june-2014/> <https://clioetcetera.com/2014/07/25/subject-knowledge-and-itt/> <https://clioetcetera.com/2014/08/28/90-of-teacher-training-should-be-subject-specific/>

## **Some further reading**

Christine Counsell (2011): Disciplinary knowledge for all, the secondary history curriculum and history teachers' achievement, *Curriculum Journal*, 22:2, 201-225.

Counsell, K. Burn and A. Chapman, (eds.) (2015) *Masterclass in History Education: transforming teaching and learning*, London: Bloomsbury.

Davies, I. (ed.) (2017) *Debates in History Teaching*, Oxford: Routledge

Harris, R., Burn, K. & Woolley, M. (2014) *The Guided Reader to Teaching and Learning History*, Abingdon: Routledge.

Husbands, C. (1996) *What is History Teaching? Language, ideas and meaning in learning about the past*, Milton Keynes: Open University Press.

Husbands, C., Kitson, A. and Pendry, A. (2003) *Understanding History Teaching*. Maidenhead: Open University Press

Lee, P. (1992) History in schools, aims, purposes and approaches. A reply to John White. In P. Lee, J. Slater, P. Walsh and J. White *The Aims of School History: the National Curriculum and beyond* (London, Tufnell Press), 20–34

Wineburg, S. (2007) Unnatural and essential: the nature of historical thinking, *Teaching History*, 129, pp. 6-12.