**Notes of the UoY History PGCE mentor meeting**

**Weds 28 June 2-4 F2F – Borthwick Institute Lifelong Learning Space**

**Present:** Helen Snelson (CA leader), Jack Anderson (Selby HS), Meg Brett (Jo Ro), Hannah Smith (Fulford), Gabriella West (Garforth), Ben Longworth (Millthorpe), Jacqui Ramsden (Ryedale).

**Prevented:** Kat Wood (Huntington), Andrew Crease (Tadcaster), Caitlin Clements (York High), Andrew Hill (All Saints), Charlotte Brown (AHS), David Knox (AHS), James Wigby (Norton), Paul Barratt (Woldgate)

All mentors received these notes, the PPT, and the video recording of the business part of the meeting: https://york-ac-uk.zoom.us/rec/share/COurO62xAK06s70mtM6zgg8HPG7vGi\_C2XQ6uf44GnccozawfCLAu7rWuxuQFdXD.KlAQMnh\_LjsZMvBk

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**Welcome, thanks and update:**

* We started with 20 trainees and 17 completed (2 left and 1 LoA). Leavers were fully supported to make decisions that felt as positive as possible and enabled them to move forwards with dignity.
* By the end of the course: 13 jobs, 2 travelling, 1 PHd, 1 time out
* External examiner report quote: "I think that the course is excellent. It is as good as any course I have examined over the past 3 decades … Amongst many strengths...The quality of the school placements and mentoring...The course is at the cutting edge of developments in history education."
* Ofsted: now expected next year.

**Introducing ITAP (see PPT slides)**

Helen introduced the concept, and that an ITAP would be piloted next year.

The Monday and Wednesday sessions with need to adapt the CA sessions on how to apply learning theories in the history classroom and what it means to ‘get better at history’.

**Discussion about how departments could manage the Tuesday and Thursday.**

**Tuesday:** Helen suggested a focus on how teachers use other strategies as they are talking (for example, structuring notes on the board, using a map/timeline/picture to infer/deconstruct, co-planning using a visualiser). Mentors want the remit of this to be very broad.

* What was the intention of the teacher – what historical learning were they trying to achieve?
* What strategies did they use to achieve this?
* How did these strategies make the learning memorable for the students?

Because we can’t be very prescriptive about what trainees will observe on that day, then more thinking needs doing as to how this develops trainees from what they were already doing when they observed in October. We agreed that they are observing from a different perspective, having done some teaching of their own. But mentors will need to ensure, working with CA team, that the learning really is stretching the trainee, and not just a repeat of previous work. The specific input from Monday should give focus to this. Also, the lesson plan model (adapted) (see below), could be introduced on the Monday and used on the Tuesday.

**Thursday:** Helen suggested that trainees could teach a short part of a lesson and focus on ‘world-building’ relating to whatever topic was being taught. From discussion we agreed:

* This should be 10 mins at the start or end of a lesson – to be determined by the mentor.
* There would need to be a conversation on the Tuesday between mentor and trainee about the lesson and specific ideas. The general topic might be known at the end of the previous term, but, as this was the first week back, the precise info would have to be talked about on the Tuesday. Mentors need time to do this.
* Mentors would not be able to check the plan as they usually would, as it will be developed on the Wednesday. CA tutors will need to check the plans/see rehearsals instead.
* This will potentially interrupt sequences, but starters or plenaries focused on sense of period/chronological understanding/world-building/sense of place, could hopefully be made to make sense to pupils in the flow of learning.

**Supporting adapting of planning**

We reprised the need to learn to plan from scratch and the need to be able to adapt existing plans as part of the PGCE. (See PPT for a summary of what we already do.)

The UoY approach to start steady, with trainees doing their own planning from scratch in P1 Block One and, only then, moving to adapting the planning of others seems to be serving us well in terms of trainee development and in comparison to what other providers who are not doing it are experiencing with their trainees. Once trainees move into P1 Block Two they will do their own planning for their Ass2 sequence, but need to be adapting existing plans for other lessons to avoid acute workload stress as the timetable increases.

We worked on increased support for this adapting process so that trainees are able to grasp the purpose and thinking behind existing lessons to adapt them for their classes.

We worked with the models (see PPT) from the Historical Association conference. We agreed amendment to these, which Helen will work on an circulate.

Agreed:

* To turn the observation instrument introduced in the spring into a target bank.
* At the end of the ITAP week, trainees will work with the sequence model (adapted) to check that their planned Ass 2 sequence is clearly focused, structured and maximising high quality learning of history.
* Mentors to use the sequence model (adapted) with trainees. Trainees will be given a sequence from the system that they are to teach, and will then need to use it to complete the sequence model. They will then take this to a mentor meeting so that they mentor can ensure that the trainee has really understood the purpose of the learning at each stage, how the learning is being achieved, and can then have a conversation with the mentor about the adaptations that need to be made for their specific class/pupils.
* That in Placement Two trainees should still have classes where they are expected to plan from scratch. This can work well if there is an area of curriculum the department are wanting to develop. The best trainees can end up contributing their work to the department.
* That the sequence model (adapted) can be deployed with specific trainees, as need arises, across the rest of the training year.

**Supporting planning for high quality historical learning**

We discussed the need to support trainees to ensure that the ‘higher value’ activities that develop historical knowledge are given enough time within lessons.

Agreed:

* To adapt the lesson plan model so that it can be introduced in the ITAP week and used to support thinking around the focus and quality of tasks, how transitions are used to build learning, and how the shape of the lesson achieved the purpose.

That was the end of the formal business.

**CPD element - Borthwick archives**

Mentors explored and discussed a range of materials from the archive. They had time to talk with Laura Yeoman, who is in charge of outreach to schools, about materials they need to support history in schools and how to connect with the archives.