

Department of Education

### PGCE Maths Mentor Meeting

Wednesday 28th June

SLB/102 (Spring Lane Building)

Start time: 14:00

### AGENDA

1. Checkpoint welcome task, apologies and introductions

Present: Helen Granger (UoY), Paula Kelly (Fulford School), Mike Dennett (Queen Ethelburga’s), Dan Gibson (All Saints), Catherine Wilson (Joseph Rowntree), Hannah Nicholson (Outwood Freeston)

Apols: Jason Choi, Karen Mcdonald

### Review Section

1. Review of the year
* HG reviewed the outcomes for this year’s cohort

8 registered, 1 withdrew, 1 failed, 6 gained QTS, 4 secured posts

* HG shared reflections on placement visits
* The group reviewed the year’s [action plan](https://docs.google.com/document/d/1GWqTTVjfINlM8YB73jwFZjhPyeW1T9lq/edit)

How to help mentors?

We talked about deterioration of behaviour across schools. Please do step in when a trainee needs support with behaviour. Please do reinforce the need for clear use of the school behaviour policy (even if this is something you rarely need to make use of yourself).

Please consider using host teachers who exemplify whole school policies and exemplary teaching rather than more renegade colleagues who do not follow departmental policy

Don’t be afraid to explicitly scaffold how to teach particular topics, particularly as even at the end of a placement they may well be teaching a topic for the first time.

Professional standards of behaviour (e.g. lateness) have slipped with our trainees. Please be ready to reinforce the standards of professional behaviour that we would expect e.g. signing out, attendance, staying for the entirety of the school day, making use of department areas to play a full part of the department, standards of presentation e.g wearing ties, not making appointments during the school day for deliveries or avoidable medical appointments)

Pre-course advice circulated to include clear expectations of professional dress.

With regards to using departmental resources and Powerpoints please reinforce with trainees the need to adapt these carefully. We’ll look at some prompt questions later in the session to help with this.

Similarly use of AI could be used carefully and still needs a sense check from trainees.

Presentation of work: poorer standards of presentation may be aided by folding pages vertically in books. In September we’ll look at a session to structure how trainees can support students with the presentation of their work.

We need to establish a clearer line about less than 48 hours notice for lesson plans given to host teachers.We’ll establish that not doing this could result in lessons being removed from you and this will be communicated to your tutor. We also need to clarify that it’s not appropriate to send emails outside of working hours or expect a response from these.

September sessions to look at Year 6 PoS, SATs for both Maths and English (to see where students may struggle with written questions). Could we also share some examples of year 6 numeracy work (PK to ask feeder primaries / photograph on visit to St Oswalds in July)

Reinforce the need to maintain observations, even as teaching begins as this will be more informative once teaching has begun

Useful to have notices emails to see what trainees are doing and inform their conversations.

Good practice: observe trainees from other subjects, set up a group with other mentors in school.

Could professional tutors support mentors to get this communication and also to support mentors being given suitable amounts of time to do the mentors?

Useful to have access to teaching resources that trainees have used

Useful to have feedback on reviews

Actions: Mentors to consider these points when selecting host teachers.

All to be explicit in expectations and instructions

HG is reinforce communication to trainees re lesson planning timing, more observations after Christmas and to continue email communication to share material

1. Review the [lesson plan proforma](https://docs.google.com/document/d/1INbJzAUq0ssPQ35wi4PPE5EY-gHATZfa/edit) (PK)
* Task vs Activity

Collaborative activity to enhance our combined provision.

Actions: Add quote from Task Vs Activity onto front page of lesson planning proforma to refer back to our CA session. Also in the ‘purpose’ box on the pro forma (HG)

### CPD Section

1. [Questions and prompts for trainees in KS3 and beyond: Mentoring conversations for the teaching and learning of mathematics](https://bbomathshub.org.uk/wp-content/uploads/2023/04/SECONDARY-mentoring-questions-and-observation-notes.pdf) (HG)

Feedback: Need to be familiar with resource in advance of discussion, this could be part of your mentor reading time. Good to have some prompts to structure evaluative conversations post lesson.

Actions: HG to add to reading list

### Looking Forward

1. Next year’s cohort

HG shared our recruitment figures for next year - 10 on the course so far, interview continue until 28th July. This time last year we had 3.

1. Course developments - ITaP

HG and PK shared the pilot of an Intensive Training and Practice week, w/c 8th Jan. Explanations are the focus.Information will be disseminated through professional tutors.

Actions: mentors to be aware of this, and consider who in their department can model explanations effectively.

1. Reading lists

HG shared that work was being done to continue to formalise and raise the profile of mathematical reading.

Actions: please continue to signpost readings in mentor meetings and in review targets (mentors)

HG to share reading lists in the new term

1. A.O.B

Meeting closed at 15:45