**University of York Geography PGCE:** Preparing for Ofsted

**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 for geography.

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| Geography teachers who train on the University of York PGCE will... | | | |
| Have deep subject knowledge and curriculum understanding | Be advocates for enquiry based learning and fieldwork in geography | Use pedagogical approaches to teach geography that are research informed and based on careful reflection | Be part of a professional community of geography teachers with an ongoing commitment to professional development. |

**Implementation**

We *implement* this through ‘education components’ (theory) and ‘training components’ (school based experience) - Ofsted words. In reality we are aiming for the interweaving of classroom based experience with the theory reflected on and the research discussed.

**PGCE Geography Programme and Core Content Framework (CCF)**

The CCF represents ‘the minimum entitlement’ of the teacher training year.

[Here is a link to the full CCF from the DfE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919166/ITT_core_content_framework_.pdf)

[Here is an overview of the geography taught PGCE programme (university provision), linked to the outcomes of the CCF.](https://docs.google.com/document/d/1UigC5TdI1PuEtfZyPEMJkPeU52_6X_FGIQtJsRQE4pg/edit) Please note, I will be updating this document over Easter to reflect the changes that have happened throughout the year.

*In the mentor meeting on 10th March, we will be exploring ways in which we can ensure this entitlement for trainees and ensure there is a coherent and manageable approach to this entitlement across our partnership of schools.*

**Impact**

We capture the *impact* of this through trainee outcomes (no historical data here as the geography PGCE at York is new this year), pupil outcomes, trainee teaching and learning reflection tools and trainee evaluations. Trainees are encouraged to continually reflect on pupil progress and their actions that have facilitated this.

**Previous Ofsted Targets (2013)**

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| **Area** | **Actions Taken** |
| **Making sure all trainees are consistently given high-quality, challenging targets to improve their practice** (in all feedback activities it should be obvious that it is a *geography* teacher who is being trained) | * Rewritten weekly meeting form (included ideas to try, subject specific target area). * Rewritten observation form (points to consider so trainee is not overwhelmed with targets, subject specific area). * [Subject specific target examples shared with mentors](https://docs.google.com/document/u/0/d/1VKY8bakL_XSXzxIVtIGmUdgFX4mBMNJIsZ6XfZIrX3s/edit) |
| **Ensuring trainees develop thoroughly their ability to assess pupils’ achievement and provide regular feedback to pupils through marking and target-setting** | * Required examples in assignment 2. * Geography specific session, which included marking and providing feedback for example answers was delivered during the induction phase (Sept/ Oct) * Reinforced through a session which focussed on metacognition (January) |
| **Ensuring all trainees consistently and effectively adapt their teaching to respond to the needs of all pupils** (adaptive teaching) | * Greater focus in assignment 2 * Geography specific session delivered during the induction phase (Sept/ Oct) |
| **Sharpen improvement planning** *(less relevant for us here as we are a new subject)* | * [Link to Geography PGCE Action Plan](https://docs.google.com/document/d/1xLt7fioQGsdlh3MPD8RlTspfWHY7EjNM/edit) |
| Areas that trainees have previously identify as less secure areas of provision/ practice:  **EAL, communication with parents** | * Whole School Issues (WSI) focus. We have designed new sessions to support trainees in these areas * Where possible, please give trainees the opportunity to either have exposure to these areas of development or engage in a professional dialogue regarding these |

**Ofsted Questions We Are Expecting**

* How are you supported by the university?
* What has the alternative provision been like during COVID?
* How are you implementing the CCF? (more to follow in the next section of the meeting)
* I think there will be a question about the ‘purposeful integration’ of the university and school experience , i.e. ‘the connectedness of the curriculum from subject and centre based training into placement experiences’ (taken from a phone call with an inspector)