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

Weds 19th October 2022 2pm on Zoom

Present: Sarah Burgess (Selby High), Hannah Smith (Fulford), Meg Brett (Jo Ro), Stacey Ridley (Richmond), Ben Longworth (Millthorpe), Andrew Hill (All Saints), Andrew Crease (Tadcaster GS), Leah Asquith (O. Adwick)

Prevented: Robert Keen (Outwood Shafton) , James Wigby (Norton), Helen Morriss (QE), David Knox and Charlotte Brown (AHS), Kat Wood (Huntington), Paul Barrett (Woldgate), Adam Henson (Airedale)

A recording was sent to all mentors after the meeting with these notes and the PPT.

Here is the link: https://york-ac-uk.zoom.us/rec/share/q-TqTdyCHU62s\_xTpia251FlTylBC4Dx0lEMkb0H10On6GKFPOC1ivb5maHGKi6\_.Q5qO56bhri\_X45Vh

Passcode: #Mbd=8.5

The PPT link is here: https://1drv.ms/p/s!Aji4\_cLSv4Clh4ZPxJzFzjOsa9Ky\_A?e=hynszr

**Course and general trainee updates**

* PPT slide 2 is a summary of the shape of the year so far. It has details about the dates of each part of the training and trainee activity in Block One and Block Two. In addition to c.12 solo lessons up to Christmas trainees:
  + May teach parts of lessons
  + Do more observations
  + Should ghost mark GCSE (and A level if applicable)
  + Do their subject knowledge work
  + Organise their peer to peer teacher talk project
  + Read for Assignment Two
  + Take on extracurricular work for the dept
  + Do most of the mentor-trainee shared reading – see PPT slide 3. Trainees record a summary of the discussion on the weekly mentor meeting form.

*Please listen to the recording for an explanation of each of these points.*

* PPT slide 4 is an update on news from the ITE world.

**What we need trainees to be able to do by Christmas?**

By Christmas we want trainees to be secure in planning a single lesson and have the confidence that they can do the basics in the classroom. They plan and teach ‘only’ c12 solo lessons. This Block One is about laying a solid foundation for future practice.

We spent a period of time thinking and talking about what this does (and does not) mean for the trainees – how do we plan a lesson? What elements, that experienced teachers who are embedded in a school do very naturally, need to be made very explicit for trainees?

*Please listen to the recording for this discussion and advice from fellow mentors about how to work with trainees on this.*

**Thinking about our subject in school**

Helen presented a summary of thinking that has taken place this year about what it means to know history / what knowledge we are seeking to develop. This is in the context of concern at the narrow definitions of knowledge and memory that have been seen. Please model this sort of discussion about what it means to know history with trainees. Please include them in your departmental discussions about how children learn history.

*PPT slides 6-9 and listen to the recording.*

**History news and useful links**

PPT slide 10 has useful links for supporting mentors work in this placement. Again, all of these are explained on the recording.

PPT slide 11 has links that came up in the course of discussion and were put into chat.

Thank you, everyone, for all you are doing to support the trainees.