

Department of Education

### PGCE Maths Mentor Meeting

Wednesday 19th October

Online

[Join Zoom Meeting](https://york-ac-uk.zoom.us/j/99967029785?pwd=d1JXRlpKcUxkZmtKRzdIc1daZmRkdz09)

ID: 99967029785

Passcode: 370280

Start time: 1530

### Minutes

1. Welcome, apologies & introductions (HG)

Present: Helen Granger - UoY, Paula Kelly - Fulford, Mark McKie - TGS, Karen Mcdonald -AHS, Paddy Meade - Norton, Mike Dennett - QE, Sarah Wastnedge - Garforth, Laura Cook - All Saints.

All placement 1 mentors were present.

Apologies: Catherine Wilson - Joseph Rowntree, Jason Choi - Selby High

### Updates Section

1. Cohort Update
* 8 trainees
* Update on trainees (mentors)
	+ settling in, early successes, any issues
* Big picture (HG)

HG updated the group with the profile of the maths cohort - 8 trainees, range of SK backgrounds, 1 mature student. Low maths cohort numbers, low overall PGCE numbers.

Mentors gave updates on their trainees.

Common themes were that trainees were integrating well and were keen to get involved after a quiet start.

HG shared our principles, that we are developing resilient, profession-ready, reflective practitioners; teaching with a high level of subject expertise and encouraging their students to develop a love for Maths.

Actions:

\*Mentors to feedback to departments the shortfall in ECTs for next year.

\*HG/PK to reflect on common themes feedback from mentors

\*Mentors to ensure their work and approach expresses fidelity to our aims

1. Course Update
* PGCE updates - [observation form](https://docs.google.com/document/d/1bhLY9VqloOQgcM813fWLnkzholKafwA-oXwPJ6Mv_qA/edit?usp=sharing), reviews, [assignment foci](https://docs.google.com/document/d/1wKYay5HQeP-aWSbx-ACFFa64dUhP2e-4aehd4zd07e8/edit?usp=sharing)
* Maths updates - New EE, [programme,](https://docs.google.com/presentation/d/1SwJ0C7wpcGlQfTJdujNlShucbEp4onY6PbmJOZKL0PU/edit?usp=sharing) [action plan](https://docs.google.com/document/d/1YCICupNDvHQz8aPlJcRuNiBF_pA-8v-_/edit?usp=sharing&ouid=105140712948908906654&rtpof=true&sd=true), [recruitment plan](https://docs.google.com/document/d/1-_Hwcvco4ahgJ8nmMRBYEO_OtR9gXhVJPMGBZGXUBF8/edit)

HG and PK updated the group with changes in the course.

* Observation form is now more linked to CCF
* Reviews have integrated trainee/mentor sections in line with our ethos of ‘do with’ rather than ‘do to’.
* Assignment 2 foci is CCF 2,3,6 (not 5) - clarified that this is based on 4-6 which may start before Christmas but don’t have to
* Assignment 3 foci is 3,5,8
* New EE is Bryony Black from Sheffield
* Action planning involves preparations for 24-25
* We are holding ‘in school’ recruitment events

Actions:

\*Mentors to allow time to with their trainee to work on their review

\*Be aware of assignment tasks

\*EE will visit 2 mentors in May

\*Mentors to consider whether they could host potential applicants - Potentially MD at QE

### Key Information

1. Website

HG reminded mentors of the resource on the website - lesson observations examples, review examples, advice for host teachers, CCF mentor meetings.

Actions:

\*Contact HG if there is something else they would like to see on the website - collaborative approach encouraged.

### Mentoring - First and Second Block

1. Reviewing the [calendar,](https://docs.google.com/document/d/1nQqaevoGuUYGyuHdunGDbmiNFtrMR9iiC2_YtSt7G_Q/edit#heading=h.9ptl9vuiiaq7) key activities and dates
2. Focussed look at feedback
3. Common challenges

HG highlighted the key activities over the first and second block (see resource)

Note, as requested, we will give feedback on the reviews you submit.

PK led a training activity where we watched 2 videos of our trainees teaching and discussed the feedback we would give. The key points were: use questions to help a trainee develop their thinking, discuss the appropriateness of a given representation, select areas of feedback for discussion rather than a commentary of the whole lesson.

PK led an activity discussing the pressures of school based mentoring. The key points were: discussion amongst mentors in one school is key, support a trainee to develop their own style through exposure to a range of teachers, not aiming for clones! Be clear with expectations and to not shy away from communicating these. De-personalise feedback and make it clear that your role is to support your trainee to be a good teacher

1. A.O.B

 HG to be aware of upcoming absence at Norton for the start of P2.