

University of Manchester

PGCE Geography

Mentor Handbook

2020- 2021

Thank you for being a Geography subject mentor in this very strange year due to Corona Virus. Please do not feel bound by the mentor training guide. Use trainees in your department to plan, support and assist you in teaching. If you are concerned about your provision for trainees then drop me an email and I'll be happy to assist.

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1. QUICK GEOGRAPHY MENTOR TRAINING GUIDE

Main responsibilities of subject mentors

1. Induction of trainee into the department and the school/college

The handbook includes suggestions for induction relating to key colleagues, including nominated member of staff for child protection and the SENCO; key documentation, including pastoral and discipline systems, Health and Safety Policy and inclusion of trainees in the school or college's communications system.

2. Timetabling

A trainee's timetable should **(in normal circumstances)** be approximately 9 hours in Term 1, 10 hours in Term 2 and 12-14 hours in Term 3. Timetables should be coherent and should be balanced for levels of ability and topics taught. Term 1 should focus on Key Stage 3 and possibly Key Stage 4. **Term 2 and/or Term 3 should include some 16+ classes, where appropriate. Trainees are entitled to a minimum of 6 hours 16+ teaching over the course, normally A' level but may**

include some 16+ GCSE. Most trainees will do 12 hours 16+ teaching or more. Please do not give too many individual classes to trainees.

3. Lesson observation and feedback

Each trainee's minimum entitlement is one lesson observation with verbal and written feedback per week from her or his mentor and one conferencing (feedback) session with her or his mentor. These entitlements should not be delegated to other colleagues unless there are exceptional circumstances. Colleagues may need to use their professional judgement in deciding how and whether to give additional observations and feedback. **See appendix A pg 22. for an example of feedback- this is for reference but the structure is useful.**

4. Weekly timetabled mentor conferencing

Suggestions for appropriate topics for mentor conferencing sessions are given in the handbook. Most sessions will focus on individual trainees' developmental needs. **See appendix 2 for some suggested topics to discuss once you have checked the RoAD documents with trainee.**

5. Writing summative reports

Summative reports should indicate a trainee's strengths and areas for development. They reflect regular dialogue with the trainee and close observation of the trainee's development. While issues should be discussed or negotiated with the trainee, the report reflects the professional judgement of the mentor. The PGCE is not graded, but judgements are made regarding trainees meeting the teacher standards.

6. Target setting

The use of developmental targets for trainees is strongly encouraged. Examples of developmental targets commonly set for trainees are given in the handbook. **See page 12 for good examples of Challenging Geography targets to set with your trainee.**

7. Assessment and Progress of trainees

Assessment of trainees should be based on evidence, and should be fair and objective. Evidence available for Progress includes: The trainee's RoAD, lesson observation notes, the trainee's scheme of work booklets, assessment records and university-based assignments.

8. Progress matrix

Overall assessment is judged against the teacher standards which can be found in the RoAD document, titled Progress matrix. The Standards in the Progress matrix need to be highlighted to reflect your judgement of the trainee's progress. I encourage you to use the Matrix frequently, but you will need to refer to it mid-way and at the end of the placement. **Ask your trainee to share their Progress Matrix with you at meetings, attached as appendix B.**

2. Curriculum Intent of Geography PGCE

The University of Manchester Initial teacher education (ITE) partnership strives for excellence through its high expectations from recruitment, through training and into employment.

Vision – “Empowering future generations”

The University of Manchester PGCE programmes echo the vision, values and principles as outlined by UCET (2020) (<https://www.ucet.ac.uk/11675/intellectual-base-of-teacher-education-report-updated-february-2020>).

And the purpose, vision and values of the University of Manchester [Our future: vision and strategic plan](#)

As a well-established provider of Initial Teacher Education (ITE), the University of Manchester recognises that teaching is:

- a challenging, complex, intellectual and ethical endeavour.
- crucial in improving student learning and in enabling the positive, transformational contribution that education can make to communities, and to the development of more socially just and sustainable societies.

Our Programmes build on the substantial evidence base about teaching and teacher education and draw on a body of knowledge embedded in ethical practice, including robust evidence from research. Our Programmes encourage a lifelong commitment to the education profession and pay careful attention to the factors that promote a healthy learning environment for teachers and learners.

Our PGCE Curriculums are co-created with our wider school partnership and it is our intent to produce teachers who are:

- competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge.
- epistemic agents, acting as independent thinkers, who learn to search for theories and research that can underpin, challenge or illuminate their practice. Our trainees learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.
- able to engage in enquiry-rich practice and are encouraged to be intellectually curious about their work with the capacity to be innovative, creative and receptive to new ideas.
- responsible professionals who embody high standards of professional ethics, who act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world.

It is our intent to provide all of our trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing both local and national priorities and needs. The curriculum provides trainees with opportunity to develop:

Knowledge of:

- Secondary and post-16 Curriculums and Assessment requirements (according to phase of training)
- Progression in subjects
- Progression across age phases
- Subject Knowledge

- Knowledge of how children learn
- Pedagogical Knowledge
- Behaviours for Learning
- Theories of teaching and learning
- Inclusion and Diversity
- Statutory Frameworks
- Health and Wellbeing

Skills to:

- Meet the Professional Teachers' Standards (2012)
- Be reflective practitioners
- Undertake scholarly activity
- Teach creatively and innovatively
- Be resilient teachers, whilst managing a workload and work life balance
- Be an effective communicator
- Work collaboratively

3. THE ROLES OF MENTORS AND TUTORS

Subject mentors

Subject mentors are responsible for setting up timetables for trainees and for initiating and developing other school/college-based professional experiences. They also observe, advise and support trainees during placements, providing information on resources, programmes, and teaching approaches. Mentors play a central part, in collaboration with university tutors, in monitoring, reviewing, and assessing trainees' practical teaching abilities. The Geography subject mentor is there to support and coach, to allow the trainee to best the geography teacher they can be.

Mentors attend regular meetings with tutors in the university. Mentors may also contribute to university-based aspects of the course, for example through:

1. Contributing to mentor meetings.
2. Assisting with interviewing and recruitment.
3. Participating in planning meetings.
4. Developing course material.
5. Contributing to references through summative reports.
6. Contributing topics to university sessions.
7. Participating in research.

University tutors

University tutors are responsible for supervising the work of trainees in the university department to prepare them for classroom teaching and other professional duties in schools and colleges. Tutors provide opportunities for individual tutorials as well as for lectures, seminars and skills-based workshops.

Tutors liaise closely with school and college-based mentors to ensure coherence and continuity and to support and monitor the work of trainees.

Tutors are responsible for assessing trainees' assignments in line with criteria for success laid out in the relevant handbooks or elsewhere.

Shared responsibilities

Teaching in the subject classroom is a central experience of the PGCE year, and tutors and mentors have a joint responsibility to help trainees to develop their planning, teaching, and assessment skills. Tutors and mentors both have a significant role to play in the following:

1. Helping trainees to prepare schemes of work and individual lessons.
2. Helping trainees to use resources effectively.
3. Helping trainees to develop a range of teaching methods.
4. Supporting trainees in the development of classroom management skills.
5. Supporting trainees in monitoring and assessment.
6. Supporting trainees on pastoral and discipline issues.
7. Debriefing and conferencing trainees.
8. Helping trainees to develop self-evaluation skills.
9. Monitoring and assessing trainees' practical teaching.

4. KEY TOPICS COVERED BY THE GEOGRAPHY PGCE COURSE

Curriculum and Frameworks Course:

1. What is Geography and why teach it?
2. How do pupils learn Geography?
3. How has the curriculum and concepts evolved over the years?
4. How do we design a long-term SOW in Geography?
5. What is a good Geography lesson?
6. How do we plan Geography lessons?
7. What does progress mean in Geography?
8. How do we assess Geography progression?
9. Why is outdoor learning important in Geography?
10. What are specifications and how do we use them?
11. How is Geography taught to be inclusive for all?
12. What are the misconceptions of Geography and how do we address them?
13. How are games used in Geography to show progression?
14. Data analysis, maths for Geographers
15. Independent thinking skills for Geographers
16. How should Geographers use class text books?
17. Exploiting numeracy and literacy in Geography
18. Ditching the old and in with new, teaching new Geographies from GA and RGS.

Subject knowledge Development:

The course will include subject content on a weekly basis, these topics are chosen from GCSE specifications and recommended topics from subject teaching associations. Other topics will be introduced in response to trainees' learning and developmental needs. Some topics will be addressed through sessions led by small groups of trainees. All trainees have a subject knowledge audit to be working on and Maths skills for geographer booklet.

4. How to observe Geography lessons, and give debrief

Each trainee's minimum entitlement is to one lesson observation with verbal and written feedback per week from her or his mentor and one discussion session with her or his mentor. These entitlements should not be delegated to other colleagues unless there are exceptional circumstances. Time for the mentor session should be protected.

In the early stages of a practice, and perhaps during the whole of the practice for some trainees, each class taught should be observed weekly. Other class teachers should observe and feed back to the trainee at least once in the practice with formal written feedback. Support for class teachers in working with trainees is given below.

Colleagues may need to use their professional judgement in deciding how and whether to give additional observations and feedback. The number of observations and conferencing sessions depends to some extent on the ability and progress of the trainee, though this should not cut across the minimum entitlement. Mentors should decide which lessons to observe; the decision should not be made by the trainee. Mentor sessions with the trainee should be timetabled for a specific time each week. Some trainees may need more than one session per week, at least for a time. Colleagues recognise that most trainees need some time on their own with their classes, and that mentors should step back gradually from the trainee's classes as the practice progresses.

Tutors monitor provision of observation, feedback and conferencing through trainees' RoADs and through feedback from Professional Mentors at regular intervals. Mentors who find themselves unable to meet the minimum observation, feedback and conferencing requirements should contact the PGCE Geography Tutor, Narinder Mann. Who will discuss alternative provision of support for the trainee or trainees concerned. If necessary, additional mentor training will be offered.

Remember it is a Geography lesson

As a geographer yourself, you must take care when making formal observations that you do not get carried away focussing on the generic aspects of the lesson and ignoring the Geography. Try to read the article by, Margaret Roberts 'Where's the Geography? Reflections on being an external examiner', Teaching Geography, Autumn 2010. This article, written at the time of the previous QTS Standards, comments:

'What particularly struck me from written feedback on lessons was the large amount of attention given to generic matters and the very limited feedback on the actual Geography.'

Follow the advice given in this article. Avoid using a 'checklist' to judge a lesson against the Teachers' Standards and, instead, take a more holistic view. Pay attention to the development of geographical understanding - this is an important aspect of your judgement about the quality of teaching in the lesson.

Consider these questions during your formal observations of Geography lessons (based on Roberts):

1. *Am I making a holistic professional judgement of the lesson, rather than ticking off a checklist of 'standards'?*
2. *Is sufficiently good Geography teaching and learning going on in this lesson? Data? Ideas? Locational context?*
3. *Am I judging the quality of the teaching and learning, or am I being influenced by the 'structures' that I expect to see in a lesson such as objectives written on the board, a starter and a plenary?*
4. *What does this lesson tell me about the trainee's subject knowledge?*
5. *Did the trainee elicit the students' prior knowledge of the lesson topic? How did they build on that in the lesson?*
6. *Did the students make progress in their geographical learning during the lesson? Did they reveal any misconceptions or misunderstandings? Was the trainee aware of this and what did they do about it?*
7. *How did the trainee support different learners during the lesson to make progress? Did they provide them with opportunities to make sense of new information that was introduced in the lesson and help them to consolidate or "make sense of" their learning?*
8. *Who worked the hardest and did the most purposeful talking in the lesson – the trainee teacher or the students?*
 - **Appendix A, gives an example of lesson feedback using Margaret Robert's ideas.**

Debrief of the Geography lesson (from the Geographical Association).

After an observation of a trainee's lesson, you should have a constructive discussion to review how the lesson went and the progress the trainee teacher is making in their teaching – this is the generally known as a lesson debrief. Especially later on in their training, it is important to give a trainee space and time to reflect on a lesson so that they develop their critical evaluation skills.

Often ITE trainers or mentors can dominate the discussion. Margaret Roberts suggests they should operate the 50% rule, where they are talking for only half the time. It is important that you listen to a trainee teacher so that you understand how the lesson appeared to them - only then will you be able to move them forward.

The lesson debrief will take time and you should arrange a quiet room where you will be free from interruptions. Agree in advance of the lesson the time the discussion will take place - later the same day if you can. To reduce trainee anxiety, particularly in the early stages of the training, make some immediate comment on their lesson, especially if there is a long gap before the post-lesson discussion happens. Your comments should always be supportive, but honest. It is not fair on a trainee to say immediately, 'that was fine' and then pull their lesson apart in a review later.

Consider:

- *The key messages you want to convey - avoid the temptation to comment on everything*
- *Letting the trainee give their evaluation of the lesson first, while you resist making comment*
- *How to give due emphasis to strengths (trainees often only hear the negative!)*
- *Always make comment on the trainee's planning and subject knowledge, as well as their teaching, in the lesson*
- *How to focus on the success (or otherwise) of the lesson in terms of the Geography that was learnt? Using questions such as:*
 - o *Do you think the lesson objective to.....?*
 - o *Were higher attaining pupils sufficiently challenged by the task on...?*
 - o *What do you think the pupils understood about concept?**(for more ideas refer to the trainee support sheet Where is the Geography)*
- *Matching the type and quantity of feedback to the trainee's stage in the training*
- *Acknowledging improvements made from the previous observation, where possible, so that trainees are able to begin to see links between the different lessons they teach and how the skills of teaching are transferable.*
- *The next steps – for the trainee and the pupils' Geography learning. Discuss with the trainee what the observation will focus on in the next observation*
- *Checking the trainee's perception of what has been said and of how they understand they are progressing*
- *Providing written, in addition to oral, feedback.*

Providing written feedback

As well as an oral debrief, trainee teachers are entitled to written feedback. ITE trainers/mentors can provide this either on a form or as written notes. The latter used to be the most common, but increasingly ITE providers expect all mentors to record their comments on a standard pro-forma and relate comments to the Teachers' Standards.

A form can be a useful aide-memoire but should not constrain an ITE trainer/mentor from making pertinent comments. Official pro-forma can make the observation and feedback process very formal so that formative dialogue and discussion are lost. Forms that require a mentor to 'tick' Standards can prevent, rather than facilitate, effective feedback.

Detailed observation notes, without comments, provide a good starting point for discussion. Using this approach is particularly helpful to draw out evaluative comments from a trainee teacher and the judgements about the lesson can be agreed jointly by the trainee and the mentor after discussing the evidence. Sometimes it is appropriate for the trainee to summarise the key points covered in the discussion.

Considerations about feedback

- What is written down can be reflected on and referred to later, by both you and the trainee.
- Observation forms can provide a useful 'aide memoire', but they should not be a straitjacket.
- Be flexible in the type of written feedback you provide and make it appropriate for the situation.
- Feedback comments should conclude with evaluation and targets for the trainee to work on.
- Is it clear you are writing about a Geography lesson? Look at these Comments by Geography mentors.
- Over several feedbacks you should include different types of comment, for example:

☐ observation of trainee teacher actions; Geography.org.uk 3

☐ description of events e.g. 'verbatim' language use by teacher and pupils.

☐ evaluation of what the trainee does and how the pupils respond.

☐ information, advice and suggestions for alternatives.

☐ questions.

Developing your practice

Strive to develop and improve on the quality of your debriefing and written feedback as you get more experienced. Here are some ways you could do this:

- o Observe your trainee alongside another teacher. Prepare separate notes and compare what you identify to be the salient points. Lead the post-lesson discussion and ask your colleague to act as a critical friend to comment on your debriefing.
- o Ask your trainee to give you some honest feedback on your approach.
- o Compare your written feedback with other ITE trainers/mentors. Use the checklist below to review your practice.

Checklist to review your practice.

- ✓ Do I consider when it is most appropriate to focus on particular standards and when on the whole lesson?
 - ✓ Have I observed and commented on whether sufficient good Geography teaching and learning took place?
 - ✓ Am I judging the quality of the teaching and learning, or am I being influenced by the 'structures' that I expect to see in a lesson - such as objectives written on the board, a starter and a plenary?
 - ✓ What did this lesson tell me about the trainee's subject knowledge? Have I commented on any inaccuracies, where the trainee needs more depth of knowledge or alternative ways of presenting it to pupils?
 - ✓ Did I comment on how the trainee found out about the pupils' prior knowledge and how they built on that in the lesson?
 - ✓ Did I think the pupils made progress in their geographical learning during the lesson? Did I concur with the trainee's view? Did I comment on what the trainee did to influence progress of the class, groups, and individuals?
 - ✓ Who worked the hardest and did most purposeful talking in the lesson – the trainee teacher or the pupils? Did I say so?
- Moving trainees on after a teaching observation The lesson observation should not end with the debrief and written feedback. To be truly effective a mentor needs to use what they have observed and discussed to move the trainee on. Conclude your discussion by agreeing specific targets for areas that the trainee needs to develop.

5. What to discuss at weekly mentor meetings/ conferences?

The trainee should lead the conversation regarding the mentor meeting and complete the proforma in their RoAD document.

Think to consider:

1. Always insist on seeing the RoAD document for every meeting
2. Always allocate the full time for mentor meeting- it is often the first thing bought up in University
3. Check lesson plans and reflections
4. Refer to targets and progress from last time
5. Go over any up and coming events such as parents' evenings and trips
6. Talk about any University deadlines that are coming up and university days
7. Think always about targets and how they are being addressed

There is room to discuss Geography

1. If you have time, consider discussing any one of these topics in your mentor meeting

For placement 1 (TP1)

1. Get to know your Geography department. Who are the key members? What are their specialities, what geographical interests do they have? Student could share their own dissertation and subject beliefs and interests with their mentor.
2. What resources are available in the department? Where are schemes of work, books and resources? Are they hard copies or electronic? Where do staff get their resources? How are Geography books set up in the department? What needs to be labelled and which sheets need to be given to pupils?
3. How is learning assessed in your Geography department? What are the key Geography assessments that take place throughout the year? How are they marked and where is the data stored? What are the deadlines and why is it important?
4. What is the vision and ethos of your Geography department? How does your department develop geographers to become 'worldly citizens'?
5. Go through your class lists with your subject mentors. Who are the pupils you teach? Who are the keen geographers? Who are the characters that you need to pay particular attention to?
6. How can Geography teachers really hook pupils into the lesson? Plan a starter activity that really engages and motivates Geography students. Review starter activities together.
<http://www.radicalGeography.co.uk/Startersandplenaries.html>
7. Get to know your Geography exam board. Go through the website of the Geography exam board; look at past papers, mark schemes and examiner reports together. How can these resources be used in lessons and to inform lesson planning?
8. Geography planning for progression. Discuss how schemes of work in your department increase in breadth of study, increase in scale, greater complexity of phenomena, increasing use of abstract ideas and general knowledge and develop thinking skills.
9. How can numeracy be boosted in Geography lessons? <http://www.Geography.org.uk/gtip/thinkpieces/numeracy/>
10. What is the Geography controlled assessment? What do pupils need to do? How is it done? What data do they collect and how is it written up? What do good examples look like?

For placement 2 (TP2)

1. What Geography has taken place over the Christmas holidays? Where could these stories fit in with the Geography schemes of work present in the department?

2. National Curriculum is extending knowledge of India and China. How can we start to teach new places in Geography education?
3. Resource: <http://Geography.org.uk/resources/nationalcurriculumGeography-extendingknowledgeaboutchinaandindia/>
4. How will you be marking key pieces geographically this term? Subject mentor to go through marking and assessment with Students to make sure they know the correct assessment practices in the department.
5. Which twitter feeds can encourage teaching of up to date Geography?
6. Student to look at Mark Howell, @mark_howell101 and Anthony Bennett, @InternetGeog, @amazing_maps
7. Why is Geography's place important in the curriculum? Student to read 'A different view, a manifesto from the Geographical association' and discuss this with Subject mentor. How does this alter their practice for teaching Geography? <http://Geography.org.uk/resources/adifferentview>
8. Planning for fieldwork. What is the provision for fieldwork in school already? How can we plan for good fieldwork and where is it's place? Is it important in the department's ethos?
9. Assessing without levels in Geography. What does it mean in your school and department? What are the department's thoughts so far?
10. Planning part of a lesson together with your subject mentor, how can you plan lessons that truly exploit Geography learning?
11. How can Geography teachers incorporate skills such as grid references and map reading without teaching one off lessons?
12. Sharing Geography resources. Which activities have worked well this term? Mentor and Student to talk through some of their best teaching resources.

For final Placement TP3

1. What were our successes and failures regarding Geography teaching last term? Which lesson and schemes or work worked well and which didn't?
2. What are the key dates to be aware of this term such as parents' evenings, fieldtrips, assessment opportunities, learning walks and book scrutiny?
3. How will you be marking key pieces geographically this term? Subject mentor to go through marking and assessment with Students to make sure they know the correct assessment practices in the department.
4. How have you developed your subject knowledge this term? What extra reading has been done? How have you prepared for teaching new Geography topics this term? Have you updated schemes of work that teach up to date subject knowledge such as new case studies?
5. How do Geography teachers tackle difficult subjects such as migration, racism and stereotypes that may become apparent in your classroom?
6. What is enquiry-based learning in Geography lessons? Discuss how Geography teachers can develop depth when teaching topics that cover a range of lessons rather than just one off lessons.
7. How can homework be made more meaningful in Geography lessons? How can the teacher prepare pupils for next lessons or extend the learning that has taken place this lesson through valuable and interesting Geographies.
8. Planning a lesson together with your subject mentor, how can you plan lessons that truly exploit Geography learning?
9. What new and interesting Schemes of work are present on Geographical Society and Geographical Association websites? Choose one scheme of work and discuss its' strengths and weaknesses. Do any of them have place in your department?
10. How to apply for Geography jobs,

6. PGCE Code of Practice for lesson observations by mentors, class teachers and tutors

These guidelines have been developed by mentors and tutors to support the work of colleagues in training trainees in schools and colleges.

1. Try to see it through the eyes of someone new to teaching - don't take trainees' experience for granted.
2. Give positive comments on the strengths of the lesson before exploring points for development.
3. Give comments which encourage trainees to assess their own performance.
4. Targets should be agreed between trainee and mentor. Feedback should be shared in open discussion.
5. Make connections with other lessons so that there is a sense of continuity. Refer to comments and targets from previous lesson consultations.
6. Explain the thinking behind points and targets.
7. In giving points for improvement and setting targets, be as specific as possible. Accompany any criticism with a suggested solution.
8. Set clear and achievable targets. Give a maximum of three points for development.
9. Give examples from within the trainee's own teaching and observation.
10. Give verbal comments and discuss these with the trainee before finalising written comments.
11. Give feedback as soon as possible after the lesson.
12. Use direct address and active rather than passive voice to personalise the feedback.
13. Duplicate copies of lesson consultation notes for other departmental colleagues so that they can follow up comments and targets.
14. Good humour!

7. SUPPORT FOR CLASS TEACHERS IN WORKING WITH TRAINEES

Once a trainee's timetable is finalised, you should meet with the trainee early in the placement to discuss the schemes of work that the trainee will teach. There should be a reasonable balance between total freedom of choice, which many trainees find difficult to cope with, and very constraining schemes of work that provide no opportunities for trainee to adapt material to the ability, interests and learning needs of the students.

During initial meetings with the trainee, you should discuss the ethos of your classrooms and your expectations and rules. Trainees should be made familiar with homework policy, behaviour policy and sanctions. During later meetings you should discuss the trainee's planning and check that the trainee is using schemes of work satisfactorily. Please liaise with the trainee's mentor regularly to monitor progress. A class list, class photos and a seating plan are valuable aids to trainees in learning students' names; discussion with trainees shows that they believe learning names to be a key factor in effective discipline in their first few weeks with a class. Availability

and use of texts and equipment are also important practical issues that trainees need to be familiar with.

Trainees should meet other classroom colleagues they may be working with, such as classroom assistants, to discuss roles and procedures. Please encourage partnership between the trainee and any other colleagues working in the classroom. We recommend that class teachers introduce the trainee to the class using a carefully phrased form of words, such as the following: This is Miss Banham from Manchester University who will be teaching you for the next six weeks. Exactly the same rules apply, and I know everyone will be polite and work hard. The class teacher's role during a lesson observation is the same as that of a mentor. Please remain unobtrusive and make notes in preparation for your written feedback.

Colleagues should not intervene in the running or teaching of a trainee's class except in an emergency or for health and safety reasons. For example, students who address questions to the class teacher should be directed to the trainee. After the lesson you should set aside a period of time for evaluation. Allow the trainee to evaluate the lesson first, and then give your verbal evaluation. This should be followed by written feedback using the lesson observation report forms that can be found in trainees' RoADs. As a rule, give at least three strengths of the lesson and up to three targets for improvement and development.

Mentors have adopted a Code of Practice for lesson observations. Some of the key points are:

1. Give positive comments on strengths before exploring points for development.
2. Explain the thinking behind points and targets.
3. In giving points for improvement and setting targets, be as specific as possible.
4. Encourage trainees to assess their own performance.
5. Give feedback as soon as possible after the lesson.
6. Good humour!

8. EXAMPLES OF GEOGRAPHY DEVELOPMENTAL TARGETS FOR TRAINEES

1. Make Geography learning objectives and criteria for success explicit for you and for students.
2. Practise ways of checking students' work and understanding 'on the spot' so that you can judge whether it's appropriate to go on to the next stage.
3. Develop the variety of lesson types, try different strategies to deliver Geography to pupils.
4. Find ways of really getting the most out of your Geography artefact and getting students to develop their ideas as much as possible.
5. Find ways of adapting textbook materials and departmental resources for your own purposes rather than following the textbook's or the set scheme's agenda.
6. Allow students time to evaluate their activities, e.g. self-marking or peer assessing using good Geography criteria.
7. Learn how to listen to students so that you recognise, acknowledge, and build on their ideas and insights of personal Geography.
8. "Acknowledge insights: Do this in practical ways, e.g. by writing a student's contribution on the board in her/his own words.
9. "Build on insights: Get students to comment on their classmates' contributions and add your comments only when students have got as far as they can themselves.
10. For whole-class discussion, give students a chance to prepare contributions, e.g. through individual writing or note-making, or paired discussion. Always make sure pupils are processing Geography or demonstrating what they have learnt.
11. Practise getting progression from easier to more difficult issues when you set questions for group discussion.
12. How are you making sure that Geography is getting harder as the lesson progresses?
13. Get advice from mentors and class teachers at the planning stage on, for example: The level of difficulty of a text or activity, Appropriate learning objectives, the likely success of, for example, group work, roleplay.
14. Concentrate your efforts on planning and assessment, so that in the classroom it's the students who do the hard work rather than you.
15. Think and reflect on who is doing more work, you or the pupils? Try to revisit the balance.
16. Improve timing of lesson activities by planning for some activities to be completed quickly and others to be given more time for students to reflect in depth. For example, brainstorming can be brisk, responses to questions on a challenging text should be more considered.
17. When you set work, explain to the students how it will be marked. What will you be looking for in this piece? Put these Geography success criteria in your lesson plans and share them with the class.
18. In whole-class work, make sure you get contributions from all parts of the class. How do you make sure all pupils are being asked to participate?
19. Make sure instructions are clear and explicit, and that they explain in detail what you want students to do. Read through the objectives, are they clear?
20. Find ways of breaking down challenging tasks into smaller steps, with each step signposted. What is your starting point for the pupils, are you getting to complex too soon?
21. Don't be afraid to wait for silence and full attention.
22. Practise eye-contact with the class when you are reading aloud.
23. Use the school's systems, e.g. for merits, sanctions, homework diaries, marking codes.
24. Develop your awareness of what is going on in the whole class, especially the "edges".
25. Find ways of linking tasks and activities within a lesson and between lessons, for example by getting students to review what they learnt in a previous lesson.
26. Check the vocabulary in any texts you use to make sure students will understand it. Explain difficult, esoteric, technical or archaic words beforehand if necessary. Are you making sure that pupils understand definitions in the class that you are using?
27. Look at the balance of teacher talk and student talk in lessons.
28. How are you checking prior learning in this lesson so it informs this lesson?
29. Prepare possible follow-up questions for students based on their predicted responses.
30. Try out ways of getting students to respond to each other's ideas in whole-class discussion
31. Develop teacher modelling for more difficult activities.
32. Think about how you want students to record/write their ideas and what you can do to provide the structure for it, e.g. tables, questions, mind maps, storyboards.
33. When you set an assignment, explain to students what they will get marks for.
34. Think about the order and structure of questions in worksheets.

35. Think about ways of conveying enthusiasm to the class.
36. Think about the balance between targeted constructive criticism and blanket praise
37. Explore ways of really using your learning material so that you get depth of understanding as well as coverage for all students.
38. Find ways of encouraging students to ask their own questions.
39. Give students opportunities to use higher order skills such as speculating and challenging and defending interpretations.
40. Find imaginative ways of linking a topic to students' prior (everyday) experience of Geography.
41. Work on how you respond to students' contributions in question-and-answer to take discussion further.
42. Develop differentiation for gifted students, for example by giving gifted student additional responsibilities in group discussion or peer review.
43. Set tasks verbally and in writing. Give examples and explain key terms
44. Find ways of using more adventurous resource materials.
45. Use the board to record students' ideas and suggestions, showing that these are valued, and providing starting points for more in-depth discussion.
46. Enable students to develop their own criteria for success for a writing or speaking and listening task.
47. How are you teaching geographical concepts in this lesson?
48. Which geographical skills do pupils need in this lesson and did you use them?
49. How does this lesson reflect what they could be assessed on in GCSE or their assessments?
50. Try using more up to date Geography case studies, are these too old?
51. Did pupils really know where the places you mentioned in class today were? Try encouraging investigation and mapping work more.
52. Did pupils really appreciate how far place x really is?
53. Did pupils really understand how this lesson X fits into the wider world?
54. Think whether pupils need to draw the whole graph, is it more important to interpret than to draw it all?
55. Think about the artefacts you are using in Geography, are they inclusive or slightly biased?

9. ADDITIONAL SUPPORT FOR TRAINEES

Additional support is provided for trainees who may be struggling to reach the standards required. Other trainees may also be given additional support. Support will be negotiated between mentors, tutors and, where appropriate, trainees, and may consist of some of the following:

1. An action plan agreed between tutors and mentors.
2. Additional targets and practical activities to enable the trainee to achieve targets.
3. Additional lesson observations by tutors or mentors/class teachers or both.
4. Detailed monitoring of progress with additional discussions between mentors and tutors and between Placement 1/3 and Placement 2 mentors.
5. Tutors and mentors will meet to discuss targets and strategies for supporting trainees who need additional help, normally at the beginning of Placement 3 as well as at other times, as necessary.

10. TRAINEES' PROGRAMMES IN SCHOOLS AND COLLEGES

Induction into the school or college

Aspects of school/college experience which are particularly valued by trainees are as follows:

1. Being treated as colleagues not students.
2. Being made to feel welcome.
3. Timetables with coherence and continuity.
4. Time with mentors, and other colleagues.

Mentor debriefings and lesson consultation notes which identify growth points and challenging targets for development as well as giving praise and encouragement; Clear information about potential sources of misunderstanding, such as professional responsibilities and dress codes.

Mentors should discuss trainees' curriculum vitae and prior skills and experience, and how these relate to the needs of students and the school or college, including opportunities for extracurricular and community involvement.

Partnership schools and colleges arrange their own programmes of teaching and related activities for trainees in their teaching subjects, and the wider school experience such as tutor and registration groups, special needs, personal, social, citizenship and health education, extracurricular activities.

To help trainees to prepare for Placement 1 they visit the school for four days per week before the full placement begins.

Trainees need access to school or college resource materials, including textbooks and other resources, as well as ICT facilities, tapes and library resources. Copies of stock lists would be useful.

Trainees will find the following useful:

- A tour of the key areas of the school or college.
- School calendar of events.
- Details of essential staff, such as headteacher, relevant deputy heads, professional mentor, heads of year and other pastoral staff, head of department and other members of the department.
- School or college office staff.
- Nominated member of staff for child protection.
- The SENCO.
- Contact numbers for out of school hours.
- Arrangements for illness and absence.
- Expected behaviour, including pastoral and discipline systems.
- School and department handbooks for staff.
- School or college prospectus.
- A map of the school or college's whereabouts.
- Information on the local area.
- Trainees would also appreciate their inclusion in the school or college's communications system, including: Access to a pigeonhole (shared if necessary); Inclusion in the school or college bulletin.

Mentors should make sure trainees know about:

- Domestic arrangements – toilets, coffee, lunch.
- Dress codes and normal modes of address in school or college.
- Travel and parking arrangements.

- Health and Safety regulations, including fire drills, evacuation and emergency procedures.
- Access to resources, including photocopying and duplicating.
- Access to ICT facilities.

Mentors should make sure trainees have:

- Keys for classrooms and resources where appropriate (to be returned on leaving).
- Space in the staffroom, including space for storage and space for working.
- Induction may also include planning for some of the following:
- Shadowing a student during the day or part of the day.
- Shadowing a member of staff.
- Observing teachers using a wide range of teaching strategies in various curriculum areas.
- Focusing on students with different levels of ability, development and motivation.
- Working with colleagues on Personal, Social, Citizenship & Health Education.
- Finding out about the pastoral system.
- Attending departmental and other staff meetings.
- Taking part in extracurricular activities.
- Taking part in school productions.
- Attending consultation evenings for parents.
- Finding out about links with the community and home-school liaison.
- Looking at strategies for teaching gifted students.
- Using ICT facilities.
- Visiting a feeder primary and looking at progression.
- Sharing in school-based professional development.

General induction to the school or college should include:

- Brief, informal meetings with key staff, including departmental colleagues, the ITT
- Professional Mentor, colleagues in charge of resources.
- An interview, formal or informal, with the subject mentor, and possibly other colleagues, to assess the trainee's main strengths and areas for development and to respond to any queries by the trainee.
- A meeting, formal or informal, with other ITT trainees in the school or college.
- Allocation of a workspace and access to the school's/college's communications systems.
- Familiarisation with day-to-day issues, e.g. dress codes.
- A meeting with the subject mentor to receive the trainee's draft timetable.
- The trainee might spend a half-day or full-day shadowing a student, enabling the trainee to observe lessons and other activities, such as form periods, followed by discussion of what has been observed, with class teachers or subject mentor.

The trainee should spend a half day or full day observing teaching in some of the classes she or he will teach, followed by discussion of what has been observed, with class teachers or subject mentor. The trainee should also be given documents relating to key policies, including multicultural policy (Colleague(s) responsible for

equal opportunities, EAL support), SEN (SENCO, SEN colleagues), Safeguarding (colleague responsible), discipline and behaviour (form tutors, heads of year), marking policy and common practice among class teachers (heads of department, class teachers), gifted and talented policies (professional mentor).

The trainee should research the classes she or he will teach on main practice, e.g. by examining test scores, reading IEPs, reading work by students, including gifted and talented students, discussing the class with class teachers, looking at schemes of work the students have completed recently.

The trainee should continue observation of teaching in classes, including her or his own classes and classes in subjects other than English. The trainee should also observe pastoral-related activities, such as a form, assembly, tutor time.

11. TRAINEES' TIMETABLES

A trainee's timetable should be approximately as follows:

- About 9 hours in Term 1
- 10-12 hours in Term 2
- Up to 14 hours in Term 3

Trainees will be expected to spend a considerable proportion of their time on planning and assessment, as well as on the assignments that form an important part of their course.

As far as possible, timetables should be balanced for levels of ability and topics taught. Term 1 of the PGCE course focuses on Key Stages 3 and 4, and the trainee's teaching timetable should normally reflect this. Trainees are introduced to AS and ALevel specifications and teaching approaches in Term 2 of the PGCE course, so for

most trainees Placement 2 and Placement 3 will be the most appropriate opportunities to offer 16+ teaching.

A typical timetable will enable trainees to carry out a mix of activities that will help them to become familiar with the teaching role and to achieve the ITT Standards. These may include activities within the class teacher's lessons, teaching complete lessons under supervision by the class teacher and teaching unsupervised. Wherever

possible, trainees should be given opportunities for initial success in the classroom. Mentors should not timetable trainees for classes on times set out in the PGCE Secondary Handbook for attendance at university.

Trainees will find it useful to participate in the pastoral system, for example by working with a form teacher, and to contribute to the life of the school in other ways, for example through extracurricular activities.

Under no circumstances should trainees be asked to take responsibility for supervisory duties or to take cover lessons for absent colleagues.

12. TUTORS' VISITS TO SCHOOLS AND COLLEGES

Guidelines for Mentors on Tutors' Visits

The Geography tutor will normally organise observations with the trainee in University days, Outlook email invites are normally sent. Mentor and Trainee are expected to acknowledge the invite by accepting or declining it. In exceptional times, observations will be replaced by alternative method of assessment and communication by the University.

The main purposes of tutors' visits are as follows:

- To share lesson observation and subsequent feedback, including debriefing and written feedback, with the mentor or class teacher.
- To monitor the trainee's progress.
- To continue relevant aspects of mentor training.
- To contribute to moderation of mentors' assessments of trainees.

The usual form of a tutor's visit will be as follows:

- The tutor discusses the scheme of work relating to the lesson to be observed with the trainee, and if possible with the mentor.
- The tutor and mentor observe the trainee's lesson. Both tutor and mentor complete written lesson observation reports, or notes for these.
- After the lesson, the trainee evaluates the lesson with the mentor, and the mentor gives feedback, identifying strengths of the lesson and setting targets for the trainee.
- The tutor comments on strengths and areas for development.
- Mentor and tutor each give the trainee a copy of their written lesson observation reports.
- Tutor and mentor discuss the trainee's progress, together with any other training issues that emerge, including attainment of ITT Standards and Progress of trainees against criteria for In lessons, Documentation and Discussion and reflection.
- Where possible, tutors try to arrange visits times when the mentor is likely to be free, for example when the trainee is teaching one of the mentor's classes. However, this cannot always be done, and mentors are asked to make cover arrangements so that they can be available to share lessons and debriefings. If it is not possible for the mentor to be available, the class teacher should share the lesson observation, conduct the debriefing and discuss the trainee's progress with the tutor.
- Colleagues should check that proposed visits do not coincide with school trips, work experience and so on, and let the relevant tutor know as soon as possible if any problems arise.
- Wherever possible, tutors try to inform colleagues of visits in advance. However, a trainee may expect a visit at any time when she or he is expected to be on the school or college premises.

13. MENTORS' TERMLY SUMMATIVE REPORTS

Since mentors' summative reports are used as a basis for setting targets and planning trainees' development at each stage of the course, and as a source of information for references, it is important that they are completed in detail and in a positive but candid way. Trainees should have the opportunity to see and discuss their part before it is sent to the university department. Any issues causing concern should be addressed before the end of the practice, and tutors should be informed so that remedial action can be taken. Copies of the form for summative reports can be found in trainees' RoADs.

Extracts from trainees' summative reports may be included in references to support trainees' applications for teaching posts.

Features of some of the most useful and effective summative reports are as follows:

1. Comments give colleagues, and trainees themselves, clear indications of the trainee's achievements, strengths, shortcomings, and areas for development.
2. Comments reflect regular dialogue with the trainee and close observation of the trainee's development as a teacher over the period of the school or college experience. This ensures that all aspects of the trainee's main achievements are acknowledged and that shortcomings and areas for development are identified accurately.
3. Comments in each section cover a range of aspects or issues. For example, comments may mention the trainee's classroom manner and presence, questioning skills, the range of teaching methods attempted, differentiation and concern for individual students.
4. Shortcomings are stated candidly and professionally. Where possible, comments are agreed between mentor and trainee before the report is completed. If disagreements cannot be resolved, the report reflects the professional judgement of the mentor. Trainees are entitled to write a self-evaluation for inclusion in their RoAD.
5. Trainees particularly value developmental targets as well as curriculum coverage targets. For example, Monitor students' understanding and take remedial action where necessary as well as Gain further experience of teaching AS/A Level. Examples of developmental targets can be found in the relevant section of this Handbook.

12. OFSTED FEEDBACK

University based teacher education still must go through Ofsted, much like schools. Our courses are consistently rated as Outstanding. Our most recent inspection was 2018.

You can read the full report here: <https://reports.ofsted.gov.uk/provider/41/70046>

Overall effectiveness

Grade: 1

Key strengths of the primary partnership

- This is a united and symbiotic partnership that is extremely successful in nurturing good and outstanding teachers for the future. All partners live up to their vision of 'empowering future generations'.
- Genuine collaboration and cooperation between schools and the university underpin the wider impact that the partnership has in promoting school improvement through purposeful research and professional development.
- The responsive programme directors have forged cohesive and productive relationships through excellent communication, exemplary placement documentation and a finely tuned ear to stakeholders' views and national initiatives.
- Comprehensive recruitment procedures ensure that high-calibre trainees who share a passion for teaching are enrolled on the training programme.
- The extremely effective centre-based training is complemented by high-quality and diverse school placements. This ensures that trainees emerge as well-rounded primary school teachers.
- Trainees and NQTs are especially well prepared to teach in schools that face challenging socio-economic circumstances. They adapt their teaching very well to support those pupils who speak English as an additional language.
- Trainees consistently attain very well against the teachers' standards. Their excellent subject knowledge, especially in science, English and mathematics, and their strong behaviour management techniques mean that they are successful teachers from the very start of their career.
- Trainees and NQTs are highly reflective and resilient. Their excellent professional manner underpins the very strong progress that they make as trainees and new teachers.
- Completion rates are high over an extended period. This is due to the excellent and timely support that trainees receive from programme directors, professional tutors and school mentors.
- Employment rates are above average, with a very high proportion of NQTs remaining within the local area. This indicates the high regard that headteachers have for the training programme and the trust that they place in leaders' accurate assessment information.

***Appendix A, example of Geography feedback- University
Tutor***

↓ Tick statements to indicate strengths in the lesson. ↓ Highlight statements to indicate areas to reflect on. ↓ Use these statements as prompts in written feedback in the three sections.	Trainee Trainee A.	Date 09/10/2020
	School/College College A	Number in group 23
	Mentor/Teacher/Tutor Subject Mentor A	Year group/ability information Yr 10 Geography
	Lesson Topic River dynamics	Observation Focus standards or previous targets First Observation

Summary of lesson

Thank you for allowing me to observe today. The lesson today represents where trainees should be at during this first placement. You had a good relationship with pupils, clear instructions, and reward. Subject knowledge was good demonstrated by answering questions correctly. Aims and objectives were used to good effect. To move forward you must refer to objectives throughout the lesson. Try to use modern case studies which are more relevant. You must plan for differentiation; how are you pushing those higher ability students. Overall a very good lesson. Well done.

Brief evaluation of RoAD (progress matrix, lesson observations, etc).

1. Comment on the school file. *Electronic school file seen, evidence of all planning is present such as presentations and resources. I would like to real resources next time. Include pupil data in your file please with a seating plan, make sure you follow the schools GDPR processes before doing so.*
2. Comment on the ROAD file. Look at pages,
 - A. Page 3. Term 2 individual development plan: All sections are completed.
 - B. Page 4. Monitoring the Road, ask the student to show you each section. Highlight gaps. *All sections are completed, the student is well organised and supported by the school in mentor meetings. No concerns here.*

<input type="radio"/> Demonstrate good subject knowledge S3 <input type="radio"/> Stimulate and maintain pupils' interest and curiosity in the subject S3 <input type="radio"/> Promote high standards of literacy, <u>pumeracy</u> and communication S3	<p>Subject and curriculum knowledge</p> <p>a. How was good subject knowledge shown by the teacher? What is the quality of the geography data like? This is shown by planning using the exam specification, you referred consistently to river key words and knew their definitions. The resources were accurate, do include scale in photographs and diagrams. Students were shown where places are on maps. This is excellent practice. You have updated your subject knowledge audit.</p> <p>b. How do pupils know what they are learning and why? This was done using objectives, which were well written and easy to understand. I liked how pupils were encouraged to consider rivers they have visited. I liked some of the questions you asked pupils such as 'why should we study rivers?'. This made the lesson relevant. You referred to the exam questions that will need to be answered for homework.</p>
	<p>Planning and teaching</p> <p>Note features of the lesson: how planning supports the lesson; the trainee's approach to the class; the class and individuals' responses in terms of knowledge, skills and understanding, observed through <u>eg</u>. Discussion with pupils, pupils' actions, pupils' responses (verbal, written).</p>

	<p>a. How did the teacher connect/ engage or make relevant the lesson with the students? The lesson used good resources and imagery was interesting. Place names of local rivers made kids be interested and contribute to the lesson. By asking good questions you were able to relate the lesson to pupils. Using sand to pass around the class made sure all pupils experienced what they would find at a river cliff. Excellent teaching demonstrated here.</p> <p>b. How do pupils make sense of what they are being taught? How are pupils processing with new information? Please refer to teaching notes. All pupils need to <u>given</u> time to process information and complete activities for themselves. Rather than leading pupils though the presentation and asking questions, pupils need other activities, try labelling, drawing, annotating, arranging, and sorting. Too many questions can make lessons boring. Refer to the Teachers Toolkit for activity ideas and bring this up in mentoring.</p> <p>c. Are teaching methods appropriate for pupils being taught, for example relevant for age group and specification content? They were appropriate. Specification and key terms were accurate, question types were of the same pitch as exam papers. Some of the activities were <u>to</u> easy and needed to demonstrate more progression. Refer to planning for progression lecture notes. The marking was accurate because you used the mark scheme from the exam board.</p> <p>d. How does teaching meet the needs of pupils? You must work on this area. Lesson plans need to show how you are supporting weaker students and higher ability ones. You did help and encourage but this was reactive rather than planned for. Differentiation can be done in many ways such as resource. [<u>d</u>] like to see more of this is planning.</p> <p>e. How does the teacher encourage and praise pupils? You are very good at this, very encouraging and rewarding. Lots of merits were given out and I liked how you focussed on positive behaviour more than the negative. Try to base praise on learning rather than too much behavioural, get the balance correct. But clearly very good relationships with this class already.</p>
<p><input type="radio"/> Make use of formative assessment to promote pupil progress and learning S6</p> <p><input type="radio"/> Use assessment which is appropriate to the subject and curriculum S6</p> <p><input type="radio"/> Give pupils regular accurate oral and written feedback and encourage them to respond S6</p> <p><input type="radio"/> Plan lessons using pupil data to extend pupils' capabilities, knowledge, skills and understanding S4, S5, S6</p>	<p>Use of assessment How are trainees assessing progress during the lesson, techniques used.</p> <p>a. How has the teacher assessed and gaged what the pupils have learnt, or have not learnt? Good question sessions, I liked the mini quizzes and I liked the space pupils had to express their ideas. Pupils answered exam questions, but you ran out of time to feedback to them. Remember the lecture of assessment, it must have validity and accountability for it to work.</p> <p>b. How do pupils make progress from the start of the lesson? Some pupils made more progress than others, they were able to answer the exam question well and progress onto the next. All pupils need to be shown the correct answer so they can correct mistakes. Think why they made mistakes and what you can do to address mistakes, maybe by providing a model answer. You did well with this class.</p>

Standards Nos Added by mentor or trainee	Progress on previous targets complete. 1. 2. 3.	Trainee to complete.
Standards Nos Added by mentor or trainee	Key strengths of this lesson: At least three, at least one subject specific. 1. excellent questioning that engaged all pupils 2. very good subject knowledge, your planning was in line with the subject knowledge needed for the GCSE 3. excellent rapport with pupils, they already like you and see you as their permanent teacher	
Standards Nos Added by mentor or trainee	Targets Up to three clear and concise targets, at least one subject specific. Where possible, suggest how they may be achieved. Follow up in weekly mentor meeting. 1. Make sure objects progress in difficulty to show differentiation 2. More activities needed, too many questions 3. Give the perfect answer to every pupil To the trainee: identify how these targets will improve your lessons	

Additional notes for trainee:

1. Parents evening this week, do you know your pupil names?
2. Literature review deadline approaching be aware of this.
3. You still have not uploaded a CV

Appendix B- Progress Matrix: please refer to the attached file.

Appendix C- reading list for Geography Mentors

Recommended booklist for Geography ITE

As an ITE trainer, you will want to build up your professional library of Geography texts for teacher education. Here are some suggestions to start your library. The 'top ten' were identified by Geography ITE trainers at the GTE Conference in Plymouth in January 2017.

The top ten (NB the first four are the key texts referenced in the GA web pages for ITE)

- Geographical Association journals: Teaching Geography and Geography
- Biddulph, M., Lambert, D. and Balderstone, D. (2015) Learning to teach Geography in the secondary school: A Companion to School Experience, 3rd edition. London: Routledge.
- Butt, G. (ed) (2011) Geography, Education and the Future. London: Routledge
- Jones, M. (ed) (2017) The Handbook of Secondary Geography. Sheffield: Geographical Association.
- Jones, M. and Lambert, D. (eds) (2018) Debates in Geography Education. London: Routledge
- Lambert, D. and Morgan, J. (2010) Teaching Geography 11-18: a conceptual approach. Open University Press
- Morgan, J. (2011) Teaching Geography as if the Planet Matters. London: Routledge
- Rawding, C. (2013) Effective innovation in the secondary Geography curriculum. London: Routledge
- Roberts, M. (2003) Learning through Enquiry: Making Sense of Geography in the Key Stage 3 Classroom, Sheffield: The Geographical Association.
- Roberts, M. (2013) Geography through Enquiry: An approach to teaching and learning in the secondary school. Geographical Association. Sheffield: Geographical Association.

