

## **Quality assurance for geography training**

**The geography ITE leader could use this checklist. Do I:**

- ✓ know whether the intended ITE geography curriculum is delivered to all trainees and takes full account of the mandatory core content framework as required by the DfE
- ✓ evaluate geography training sessions to find out whether new teachers are learning the required knowledge and can implement their new knowledge and skills into sequences of learning?
- ✓ regularly get feedback from new teacher evaluations to check that they are receiving consistent and effective training and subject specific mentoring?
- ✓ make visits to new teachers and mentors in their placement schools as part of a rigorous and robust quality assurance system?
- ✓ take appropriate action if a school placement is not working out for a new teacher?
- ✓ make full use of these visits to: benchmark assessments about progress? to provide opportunities for joint observations to moderate standards for QTS? to review mentors' oral and written feedback?
- ✓ monitor each new teacher's routine targets and individual training programme to review whether it is responsive to ongoing formative assessments?
- ✓ use robust internal and external monitoring and evaluation of the quality of the geography ITE curriculum and the quality of training sessions?
- ✓ act on the external examiners' reports and findings?
- ✓ use evaluations and satisfaction surveys to evaluate the effectiveness of the provision: by new teachers, ECTs and former new teachers; by mentors and partnership schools.
- ✓ seek feedback from employers on the performance of ECTs who were formerly my new teachers.
- ✓ use new teachers' outcomes on completion of the training to review the effectiveness of selection procedures.

(Last updated October 2021)