

Repositioning 'Geography Education' at the forefront of mentoring

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Agenda

- 1) Introductions
- 2) A national recognition of the importance of mentoring in education
- 3) Sharing work we have been doing at the UCL Institute of Education (IOE)
- 4) How, and why, 'Curriculum Making' can provide a geographical lens to help develop mentoring in geography education
- 5) Developing a survey on mentoring in geography education – sharing your ideas
- 6) Some suggested next steps

The 'Big Picture' – a national recognition of the importance of mentoring in education

The Carter review (2015) highlighted the following points:

- Mentoring is critically important to ITT
- Mentoring has many benefits (e.g. professional development)
- Began to identify the characteristics of “effective mentoring”. For example, subject/phase experts who are aware of the latest development and members of subject networks.
- Highlighted that the best ITT programmes ‘gave careful thought as to how to train and value mentors effectively’ (page 41). They also offer a ‘coherent structure for mentoring... which align with other elements of the course’ (page 41)



Institute of Education

Following this:

*In 2016, the DfE introduced the non-statutory mentor standards

*December 2017, the government began a consultation focussed on 'Strengthening QTS and Improving Career Progression for Teachers'

The Mentor Standards

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

The mentor should:

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- offer support with integrity, honesty and respect;
- use appropriate challenge to encourage the trainee to reflect on their practice; and
- support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs

The mentor should:

- support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;
- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching; and
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard 3 – Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:

- encourage the trainee to participate in the life of the school and understand its role within the wider community;
- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;
- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
- support the trainee to develop skills to manage time effectively.

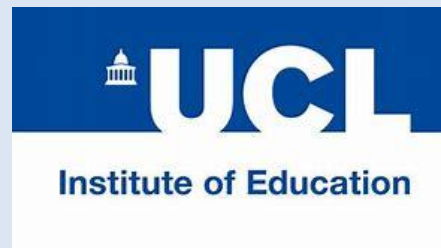
Standard 4 – Self-development and working in partnership
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The mentor should:

- ensure consistency by working with other mentors and partners to moderate judgements; and
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.



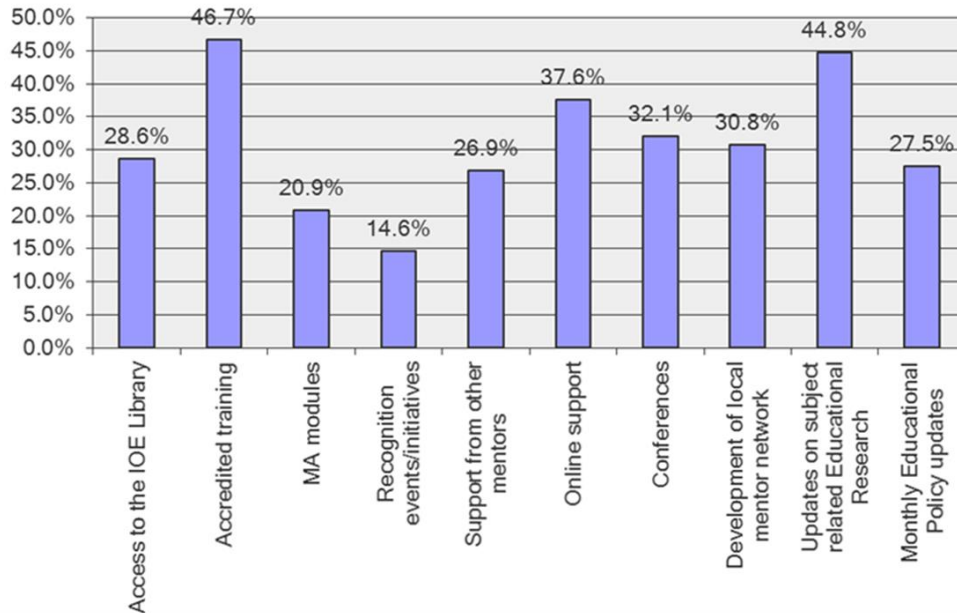
Lessons we have learnt from
previous research into
mentoring – exploring the
significance for geography
education.



Evaluating ways to develop the mentoring of student teachers

IOE report 'Evaluating Ways to Develop the Mentoring of Student Teachers (PGCE)

What development/s would most support you as a mentor?



Aims of the research

- To produce a literature review in the field of teacher mentoring
- To carry out a qualitative and quantitative evaluation of mentor development on the secondary PGCE programme
- Make recommendations for the training and development of mentors

Identified areas for development:

- Accredited training
- A community/network of mentors working together
- A better understanding of the PGCE

How, and why, 'Curriculum Making' can provide a geographical lens to help develop mentoring in geography education?



In the context of the discipline of Geography

Does this take the learner beyond what they already know?

Which learning activity?

Student experiences

Teacher choices

Geography: the subject

Underpinned by key concepts

Thinking geographically

In the future, we hope to develop a survey to help us gain a more detailed picture on mentoring in geography education. As a starting point, we would like you to discuss the questions on the sheet in groups

There are two A3 sheets, one of which explores **what does it mean to be a geography mentor in school?**

The second considers **what support and/ or development would you like to enable you to grow as a geography mentor?**

After you have had time to discuss, and consider, these questions will then share your ideas and comments between groups

What does it mean to be a geography mentor in school?

What motivates you to be a geography mentor?

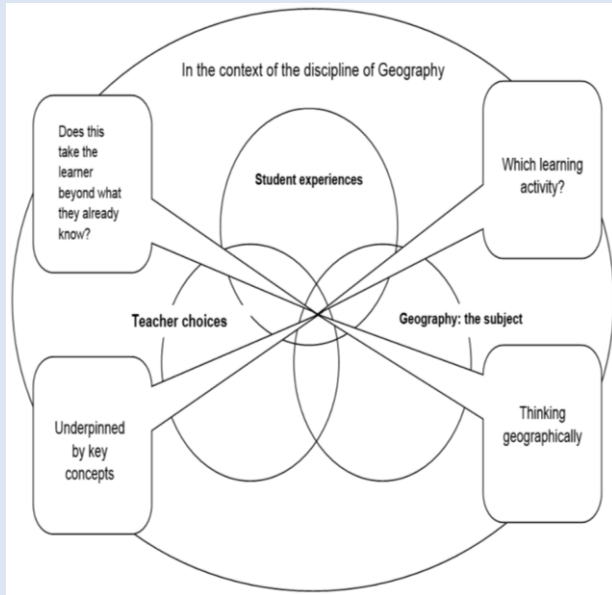
Who do you mentor? *ITE (if so, which routes), NQTs, more experienced geographers etc.*

How do you mentor, and why?
You might include any ideas, theories and strategies you have used...

What support and training have you received as a geography mentor?

Any other comments?

What support and/ or development would you like to enable you to grow as a geography mentor?



What would you most like to achieve through geography mentoring

What support and development would you like, and why?

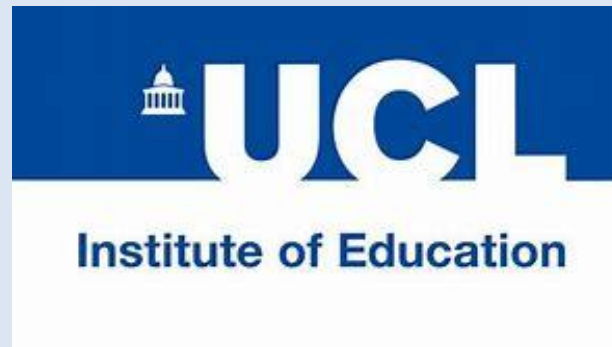
Who can support you with your development as a geography mentor, and how? (e.g. universities, subject associations and local branches)

Thank you for taking part!
Any questions, comments or suggestions?

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References

*Carter (2015) *Carter Review of Initial Teacher Training (ITT)* available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399957/Carter_Review.pdf (accessed 27/07/2016)

*DfE (2016) *National Standards for School-Based Initial Teacher Training (ITT) Mentors* (accessed 27/07/2016)

*DfE (2017) *Strengthening Qualified Teacher Status (QTS) and Improving Career Progression for Teachers* available at: <https://consult.education.gov.uk/teaching-profession-unit/strengthening-qts-and-improving-career-progression/> (accessed on 30/03/2018)

*Lambert, D. Morgan, M. (2010) *Teaching Geography 11-18: A Conceptual Approach* Open University Press: Maidenhead

*Lambert, D. Biddulph, M. (2015) 'The Dialogic Space Offered by Curriculum-Making in the Process of Learning to Teach and the Creation of a Progressive Knowledge-Led Curriculum' in *Asia-Pacific Journal of Teacher Education* 43(4) pages 210-224