

# Developing High Quality Mentoring in Geography Education

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Why is geography mentoring important?

For beginner teachers?

For mentors?

In policy?



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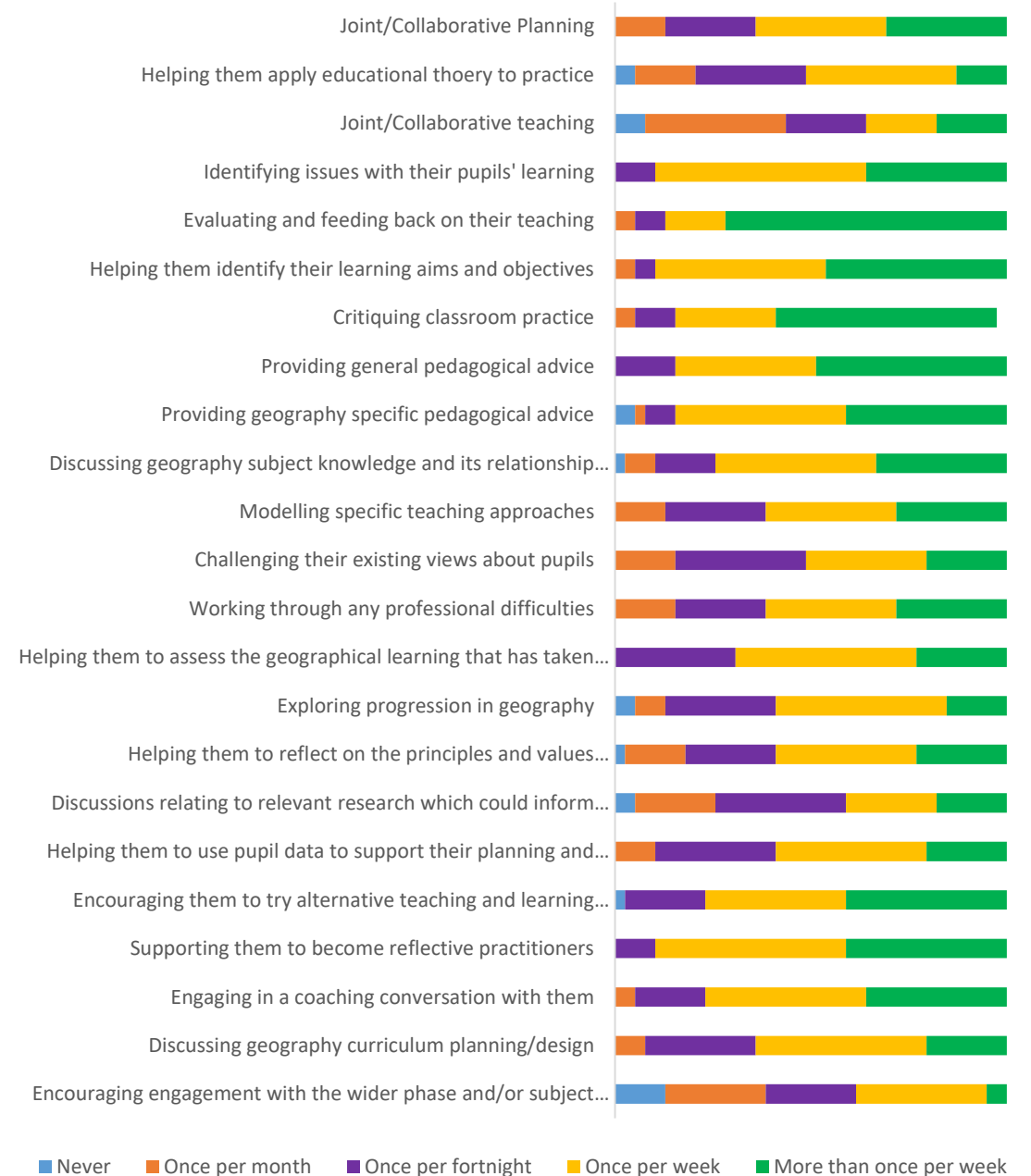
# Mentoring Practices: engaging with geography mentors

The geography mentor survey remains open. Please do take the time to complete it at:

<https://opinio.ucl.ac.uk/s?s=56576>

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With reference to your most recent mentoring experience, how frequently have you been involved in the following activities with your Student Teacher?



# What does policy say about mentoring?

*'ITT partnerships should ensure all trainees experience effective mentoring by:*

- Selecting and recruiting mentors who are excellent teachers, who are able to explain outstanding practice (as well as demonstrate it)*
- Providing rigorous training for mentors that goes beyond the structure of the course, and focuses on the skills of effective mentoring*
- Considering whether they are resourcing mentoring appropriately (to reflect the importance of the role)*
- DfE should commission a sector body, for example the Teaching Schools Council, to develop some national standards for mentors'*

(p 12)



## **Carter review of initial teacher training (ITT)**

**Sir Andrew Carter OBE**

**January 2015**

# What does policy say about mentoring?

The Early Career Framework aims to provide continued support for early career teachers from September 2021. As part of this, the need for high quality mentors is highlighted, with a commitment to:

*“• Funding and guaranteeing 5% off-timetable in the second year of teaching for all early career teachers; early career teachers will continue to have a 10% timetable reduction in their first year of induction.*

- Creating high quality, freely available ECF curricula and training materials;*
- Establishing full, high quality ECF training programmes;*
- Funding time for mentors to support early career teachers; and*
- Fully funded mentor training.”*

(p6)



## Early Career Framework

January 2019

# What does a high quality mentor look like (according to policy)?

## **Standard 1 - Personal qualities**

Establish trusting relationships, modelling high standards of practice, and empathising with the challenges a trainee faces.

## **Standard 2 – Teaching**

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

## **Standard 3 – Professionalism**

Induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

## **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.

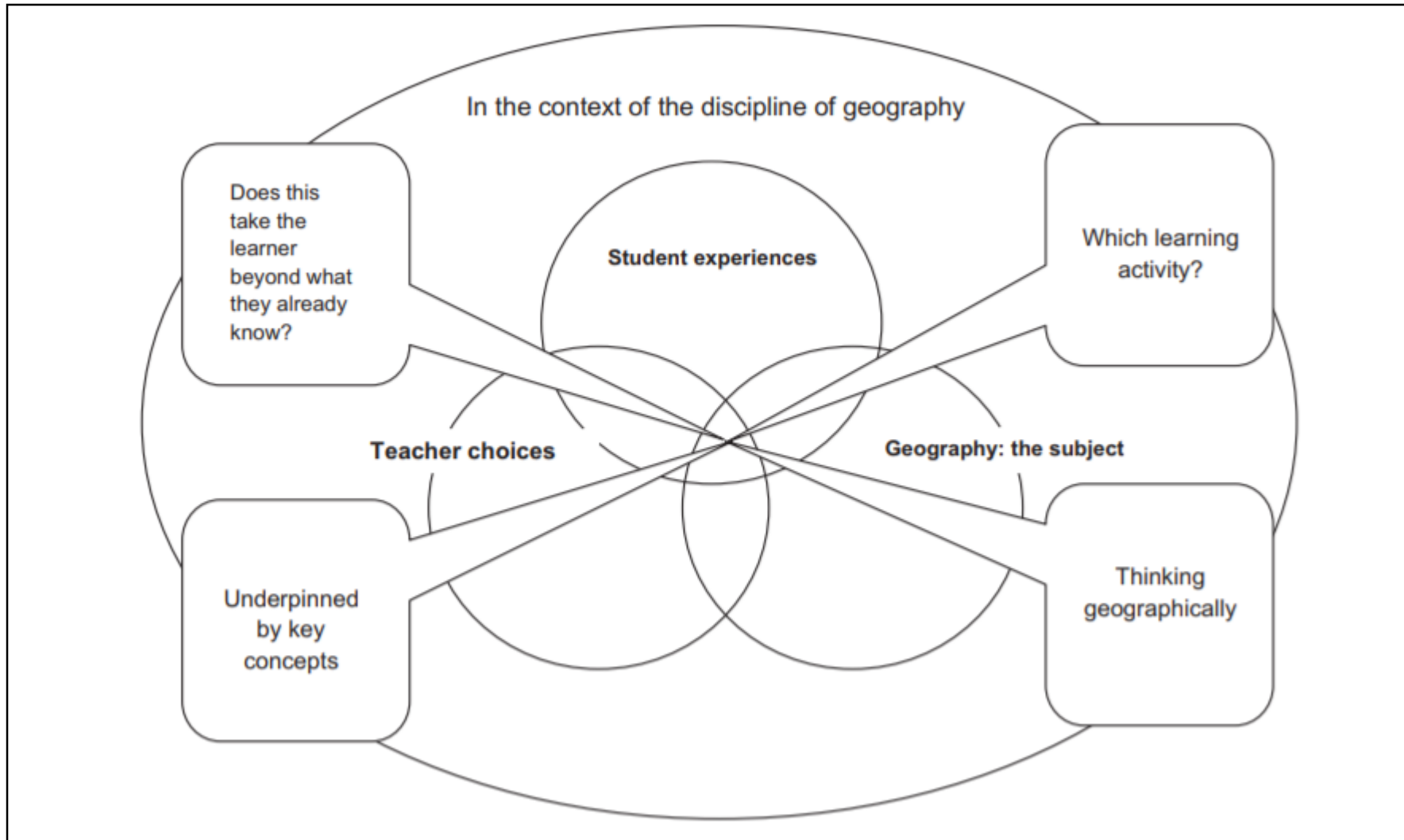
Source: DFE (2016) *National Standards for school based initial teacher training (ITT) mentors*, available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536891/Mentor\\_standards\\_report\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf)

How can we utilise the disciplinary knowledge that exists within the geography education community, to support the development and progression of high-quality subject mentors?

This question will help us to explore geography mentors' *repertoire* of school-based practice (Bernstein, 2000) and may also throw light on ways of making best use of the *reservoir* (ibid.) of geography education knowledge to support the development of a community of high-quality geography mentors.

- The Curriculum Making Model
- Educative mentoring

# The Curriculum Making Model





# Educative mentoring

*‘Educative mentoring is a conception of mentoring which features reciprocity, collaboration and openness in the mentoring relationship. This (re)positioning shifts mentor teachers away from the role of expert to a stance of inquiring into teaching and learning in collaboration with the student teacher.’*

Trevethan and Sandretto (2017) p127

# Educative mentoring

*“Central to educative mentoring is the provision of a climate where problematising, reflection and questioning are the norm (Achinstein and Barrett, 2004). As such, it is consistent with notions of inquiry as stance (Cochran-Smith and Lytle, 2009). Moreover, under an educative model, mentor teachers are expected to co-construct professional learning, where the learning is often reciprocal (Langdon, 2014).”*

Langdon and Ward (2015) p243

# Workshop Activities

## Activity A

Your mentee is planning a sequence of lessons for Year 8 on the topic of 'Rivers' and has provided you with an outline. How might you use the curriculum making model to ask questions or provide feedback?

## Activity B

You have been provided with a journal entry from your mentee teacher. How might you approach a discussion about this to provide a professional learning opportunity or joint enquiry?

# Activity A

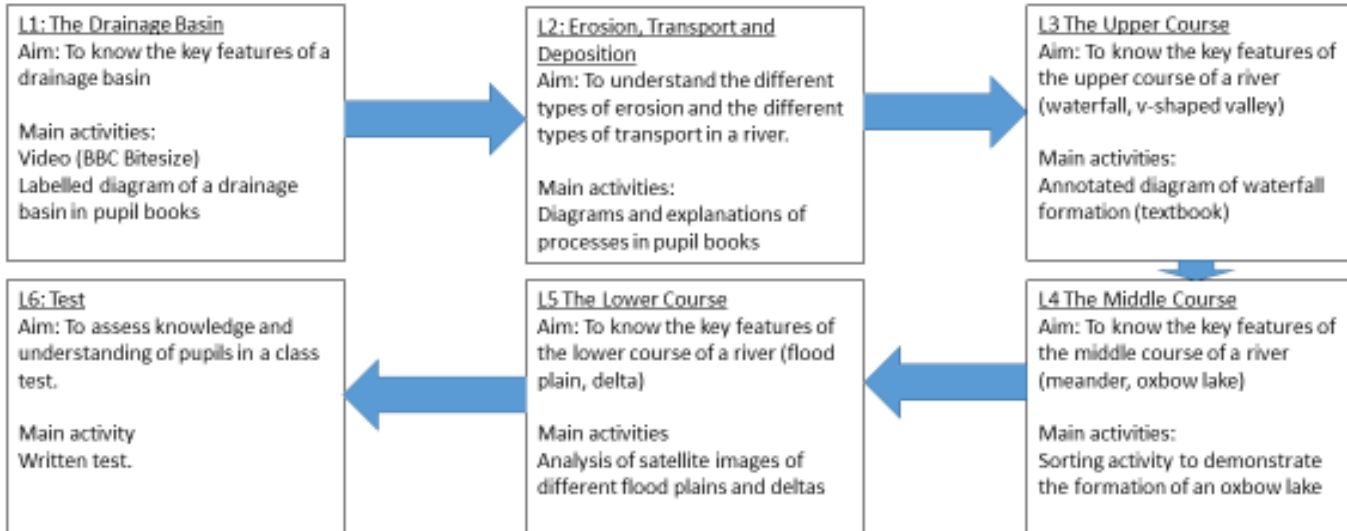
Class: 8X

Topic: Rivers

What subject specific pedagogies will you use to teach this unit? (justify this) : Enquiry based learning, in order for pupils to make sense of abstract information and to engage with a range of data. I aim to use a variety of photographs, maps, videos and articles.

Intended overall unit outcome:

Pupils will know the key features of a river basin, understand the processes of erosion, transportation and deposition, and the key features that are formed as a result of this.



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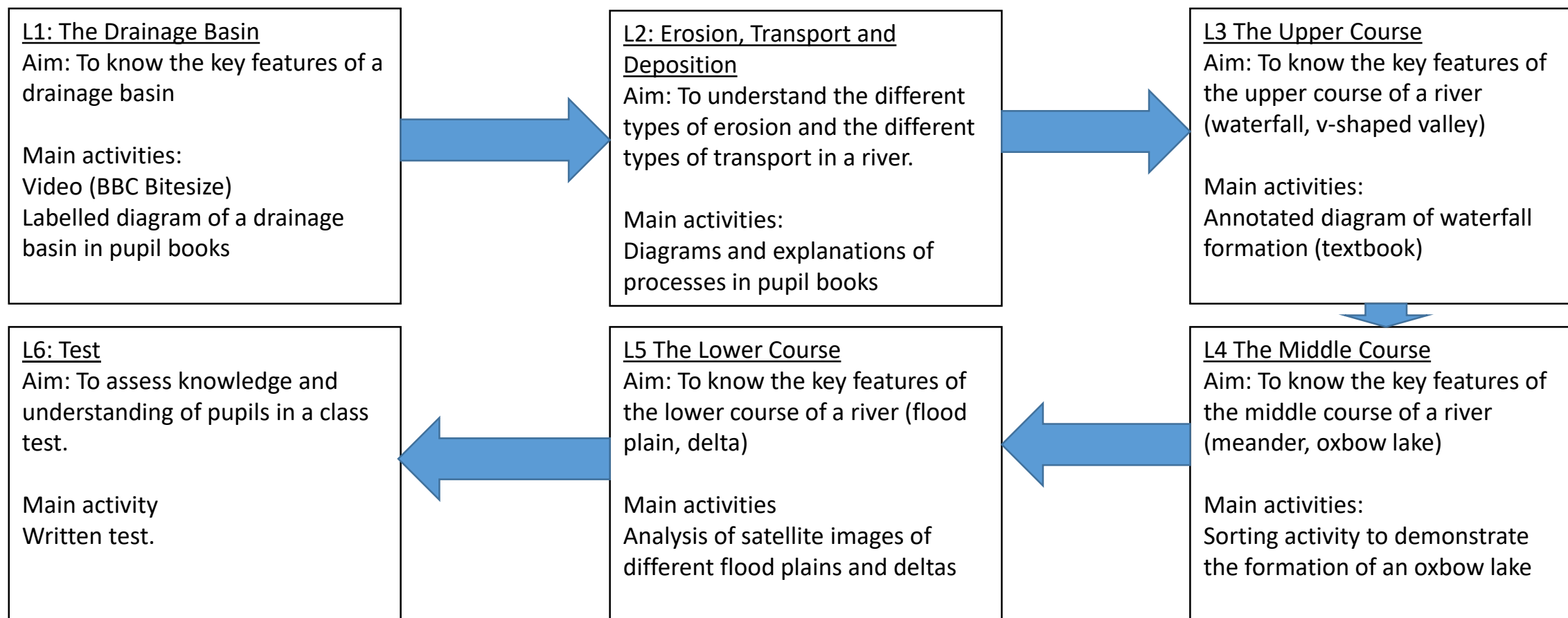
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# Activity B

I have found meeting the needs of all my pupils to be very challenging to achieve in practice. With KS3 classes being so large and so mixed in ability, I have found it difficult to find the right level to pitch my geography lessons to. I sometimes find that I have not planned enough to stretch the higher ability pupils in my classes or that I have not provided enough support for lower ability students. Efficient differentiation has been quite a challenge for me to tackle, especially in regards to the lower ability pupils. I have started to more regularly provide sentence starters and writing frames to support pupils with poor literacy skills and poor use of geographical terminology. However, I still find that some pupils are unable to access the geographical learning, which is frustrating for myself as well as the pupils.

# Feedback from activities

Lauren  
Hammond,  
David Mitchell,  
Maria  
Palombo

## Mentors in geography education: an under-used resource and under-represented community?

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# References

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