

THE GEOGRAPHICAL ASSOCIATION

Teacher Education Working Group

Report on the Conference on Geography in Initial Teacher Education

**6 November 1993
at
Aston University**

**"Issues and Challenges for ITE in
Geography"**

This report was produced on behalf of the Teacher Education Group of the Geographical Association in the Science Education Department of Warwick University.

It was edited by Brian Ellis, Chair of the Geographical Association's Teacher Education Working Group, and Senior Lecturer in the Science Education Department.

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Teacher Education Working Group
6 November 1993
at
Aston University
Conference on
"Issues and Challenges for ITE in Geography"

Programme

11.00 - 13.00	Plenary Session : The Developing Agenda " Issues and Challenges for ITE in Geography"
	Speakers: Andrea Tapsfield (OFSTED) Professor Bill Marsden (Liverpool University) Chair: Brian Ellis (Warwick University)
14.00 - 16.00	Workshop Sessions
16.00 - 16.30	Plenary Session "Where next?"

Conference Report

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Appendix

“The Developing Agenda: Challenges and Opportunities for ITE in geography”

Andrea Tapsfield

OFSTED

The quality of initial teacher training in geography

Inspections during 1992/93 showed contrasts in the quality of geography initial teacher training. Secondary PGCE geography courses were generally good with several providing training of good or excellent quality. For the primary phase, training for geography specialists was judged to be at least satisfactory, and some was good; however, curriculum courses for non-specialists were varied, with some unsatisfactory or poor.

In *primary training* the move away from subject clusters of environmental studies or humanities has led to better preparation of students in geography. The best courses have training that is appropriate to the requirements of the geography National Curriculum with good coverage in all aspects of the subject. Students are introduced to a wide range of up to date resources and provided with skills that enable rigorous planning of schemes and lessons incorporating appropriate assessment. Such courses include geographical work with pupils, consider SEN and IT in relation to geography, are led by geography specialists and address fully the role of the geography coordinator in schools.

By contrast, *primary curriculum courses* in geography showed fewer good features. The New Teacher in School Survey (1993) reported that 39% of new primary teachers felt ill prepared by their training to teach geography. Better provision was found in institutions where primary geography specialists are involved in the planning and delivery of curriculum courses. But, in both BEd and PGCE courses, constraints on time mean that very careful planning is essential. It is important that for those who have little prior knowledge of geography, the training attempts to address their subject knowledge needs. Where primary curriculum courses are taught as humanities, environmental studies or topic work, the distinctive nature of the subject is not always sufficiently addressed. Coverage of physical geography and teaching about distant places is often poor and some institutions lack up-to-date and varied resources for primary students to use.

In *secondary PGCE*, the best courses give a good coverage of National Curriculum and post-16 work in Geography and have a focus on pupils' learning, so that students develop appropriate skills of planning and teaching and can evaluate and assess pupils' geographical understanding. The provision of fieldwork experience with pupils is a good feature of many courses, as too is the use of teaching sessions to provide good models of a range of teaching strategies and approaches. The best training encourages students to think and reflect on both the processes and content of geographical education in schools.

Impact of the National Curriculum, on initial training

Following the introduction of the National Curriculum, some institutions allocated more time to geography in primary courses. Most new teachers, both primary and secondary, feel comfortable with the National Curriculum in their specialist areas. They have the advantage of being trained with it in place rather than making subsequent adaptations. The importance of this in establishing their confidence to teach the subject should not be under emphasised.

The National Curriculum has led many schools to consider their long term planning more carefully and this provides a framework within which student teachers can work. However, if curricula are tightly defined, this brings a new challenge to teacher trainers to ensure that students develop for themselves an understanding of both short and long-term curriculum planning.

Despite the introduction of the National Curriculum, assessment is repeatedly noted as a weak area of training. Geographers have much to offer, particularly at secondary level, in the skills of assessment based on previous experience of CSE and GCSE coursework assessment. Yet basic understanding of formative and summative assessment techniques, or even marking, are rarely well taught to students. Higher priority should be given to identifying what geography pupils have learned, what requires further work and how this informs plans for future teaching.

Initial training reflects many schools curricula, in giving only a limited emphasis to cross-curricular skills and dimensions. The squeeze on time in courses has often led to little consideration of environmental education, economic and industrial understanding or citizenship within geography.

Partnerships for Training

Circular 9/92 requires all *secondary courses to be school-based* so that schools play a much larger part in ITT as full partners of HEI. Few would dispute that trainee teachers need to spend a substantial amount of time in schools, but the schools' contribution towards subject specific training, including geography, needs to be made more explicit. What challenges and opportunities does this offer for geography teacher training?

Firstly, the best geography providers have always worked closely with schools, particularly in curriculum development. The strengths of the geography curriculum projects of the 70s and 80s were founded in the collaboration between practising teachers and geography educators. It would be good to see new partnerships, established for ITT, continue to *foster and develop the school geography curriculum*.

Successful training partnerships do not only address initial training needs. They must involve an understanding of good practice and such dialogue can only enhance the standards of geography education. Schools involved in training partnerships see *professional development as an important benefit* and many appreciate the chance to work with HEI in school-based research and teaching.

For many geography tutors in HEIs a major problem is the *isolation* that the job can impose. Typical universities employ one PGCE geography tutor. Training partnerships mean that a larger group of geographers will share responsibility and can pool expertise and specialisms. Perhaps it should be a goal when planning courses that every geography 'mentor' contributes to at least one 'taught' session for the group of students, either based in the HEI or in their school.

Successful working partnerships evolve. For teachers in schools the pressure on time is considerable and for subject mentors initial training is not their first priority. Therefore the challenge of partnership is to *focus teachers' time* to make it as productive as possible. A big challenge for all partnerships is to find adequate time to reach a joint understanding. It is often unfortunate that high level, infrastructure discussions take so long. That is not to say that the infrastructure is unimportant, but it is equally important that *subject teachers and tutors* have time to meet and discuss the professional subject training and agree on the rationale and approach their training

will adopt. The respective *roles and responsibilities* of trainers in subject knowledge and methodology must be made explicit.

Some aspects commonly require improvement in new partnerships.

- i. One is the *schools' knowledge about the geography course*. Training objectives need to be discussed and agreed with individual teachers (or in group meetings) not just be distributed by post to all involved! Information is often better presented diagrammatically, because busy teachers do not have time to get to grips with weighty course documentation and detailed guidelines.
- ii. Another is that a *clearer focus for training* is needed. A training programme requires specific objectives for the days/weeks that students spend in school. Guidance that recognises the vagaries of school timetables and enables flexibility as to how and when goals are met is most helpful to teachers.
- iii. Thirdly, better understanding of *procedures for assessing student teachers* would be particularly beneficial to many partnerships.. Teachers need time to talk through criteria and/or use of profiling documents in order to reach common interpretations of their meanings and use. Assumptions that assessment criteria are understood once printed in school experience guidelines are often misplaced.

All this is not to say that the course should be imposed by the higher education institution (HEI) - that is not a *shared basis for training*. But nor is it helpful if partnerships start with a completely blank sheet of paper. Earlier I referred to the *good training practice in many institutions: this should be built upon and developed, not lost*. HEI tutors who have considerable experience of training initial students should be willing to put up ideas for debate. The training rationale should be agreed, as should the programme, tasks, assignments, assessments etc., but the implementation of mechanisms to ensure consistency across all schools in the partnership is an important HEI role.

The New Teacher in School survey (OFSTED, 1993) reported that students did not feel well prepared in assessment, recording and reporting on pupils' work; the meeting of pupils' special education needs; and in the use of information technology. *Partnerships should offer a shared approach to tackle some of these more difficult aspects of initial training*. Moreover, a joint approach by schools and HEI could lead to a not only better training in these but also improvements in professional development from initial to induction and beyond.

Issues for primary training

In the area of primary training there are different issues and challenges. While a number of weaknesses have been identified in initial training courses, the standards of primary geography in schools rarely provides a sound foundation for school-based training. Currently the advice and support in primary geography received by many students during school experience is limited. There is a *need to improve the geographical expertise of teachers and subject co-ordinators in primary schools*.

GEST 20-day courses, developed by HEI in co-operation with LEAs and schools, are one way of addressing this need. Over 60 such courses have been approved. It is praiseworthy that in many institutions geographers have been involved in setting up these INSET courses, although previously they may have played no part in the primary training of initial training students. Such experiences involving liaison between subject specialists, primary specialists, LEAs and schools have resulted in some useful training materials and collections of geography resources; these, and the

liaison that led to their development, must not be lost. Since these GEST initiatives focus on the needs of the non-specialist primary teacher they *provide a valuable resource to inform and improve the quality of geography training* within primary ITT courses.

To improve the standards of geography teaching by primary teachers entering the profession, there must be *trainers with primary geography expertise and experience* contributing to ITT courses. In HEI-led courses, this should be through the staffing of the primary team; where clusters of schools are involved in school-based or school-centred training, there must be at least one of the cluster schools with geography as a subject strength and a geography coordinator who is able to lead the training.

The latest primary draft circular sets out the Secretary of State's proposals to reform the initial training of primary teachers. This proposes that schools should play a much larger role in initial teacher training: the focus of ITT should be on subject knowledge and practical skills as identified in the list of competences expected of newly qualified teachers; and there should be a variety of routes to QTS. These proposals are most likely to lead to *more curriculum work being addressed in the school context*. It is vital that trainee teachers are provided with opportunities for structured observation of good quality teaching in primary geography if standards are to be improved. This means that the *selection of schools* involved in training partnerships will need to be undertaken with care.

The proposed criteria specify *competencies in subject knowledge and application* and in *assessment and recording* in relation to the National Curriculum. To meet these requirements indicates that a higher level of competence in geography would need to be acquired than is currently achieved on completion of their primary courses.

The draft Circular proposes alternative course models for the BEd degree, including a *six subject BEd*. As outlined, this suggests that geography could be one of three foundation subjects to be covered together with the three core subjects. If geography were included, this would increase the training in primary geography and see an increase over the content of curriculum courses. However, for students who did not include geography in their six subjects, the curriculum work would be minimal.

Alongside this is another route where curriculum and subject studies are focused on *one or two specialist subjects*. There would appear to be little substantial difference in this route to most current BEd models, although there is encouragement to complete it in three years. The geography graduate with a PGCE should have greater subject strength than this BEd specialist, while the six-subject BEd would provide greater knowledge in breadth across more of the curriculum.

Unfortunately, geography graduates do not seem to be applying for *PGCE primary* courses in large numbers. In current courses, because of a shortage of time in a 36 week course, subject leadership issues in the student's subject specialism are rarely addressed. It would seem unlikely that the addition of a proposed ten days to the course will change this situation.

The *future of primary geography teaching* will depend on the role that geographers play in forthcoming months in the redesign of primary initial teacher training courses. If the six subject route becomes a favoured one, and geography is **included** within a majority of them, the future output of primary teachers with an increased knowledge of primary geography will be assured. If the case for geography's inclusion is not strongly put then the subject is likely to be increasingly marginalised in primary training and ultimately in primary schools.

Meanwhile the specialist primary undergraduate route is likely to continue to provide for the near future most geography subject leaders. It is questionable, however, *how*

many BEd graduates who have trained as geography specialists are able to develop their specialism in their subsequent teaching posts unless there is an attitude change in schools. The New Teacher in School survey reported that only 8% of primary headteachers considered that the subject specialism was the most important criterion for appointment. Many were not even certain of what the new teachers' specialism was.

Conclusion

My comments today have been more optimistic for secondary than primary training in geography. I do not apologise for that. It reflects both the strength of subject specialism in schools and the development of the subject within teacher education. For secondary trainers, partnerships with schools offer both challenge and opportunity. Several schemes are established and some are operating well, with geographers in the forefront. I certainly would like to hope that these emerging partnerships are the seedbeds of future geography curriculum development in secondary schools.

For primary training, the revised criteria and the new proposals will bring changes. I hope that courses where geography is currently weak might be strengthened by the addition of specialist staff either in HEI or schools. If the opportunities are taken to include the subject in the new alternative routes it could lead to better coverage of the subject and improved depth of training. However, the future of geography appears to rest in the hands of the course designers whether in HEI or schools. It could either be marginalised or grow in importance. There is much for geography teacher trainers to fight for. My main cause for optimism in primary training is the positive response to the GEST initiative which has revitalised primary geography in some quarters. The geographers who have been involved could provide the foundation for future developments under new ITT arrangements.

Geography in Primary ITE: the Developing Agenda

Professor W. E. Marsden

Liverpool University

Context: Geography in the Primary School

The recent historical context of geography in the primary school was considered. It was argued on the basis of evidence from Dewey, Olive Garnett, Hadow and Plowden, that there was no, in principle, incompatibility between good subject practice and good progressive primary practice. Similarities between the content of 'Plowden geography' and the National Curriculum geography were identified, as were the weaknesses and strengths of National Curriculum geography as currently represented.

NCC and OFSTED Agendas, including Critiques of Current Primary Practice in Geography and Implications for ITE

- a) The NCC document on "The National Curriculum at Key Stages 1 and 2" (1993) had confirmed its support for a broad and balanced curriculum, retaining the whole range of subjects but identifying a central core of knowledge, skills and understanding. Arguments that an "areas of experience" approach should replace a subject approach and that children at Key Stages 1 and 2 were too young to come to terms with subjects like history and geography were summarily dismissed. A subject-based delivery of the curriculum was not, however, insisted upon.
- b) Among other priorities, the document advocated:
 - i) different approaches to curriculum organisation and classroom management
 - ii) more focused approaches to topic work
 - iii) greater use of subject teaching and subject specialists at Key Stage 2
 - iv) the reform of initial teacher training so that new entrants to the profession are fully equipped to teach the National Curriculum.
- c) OFSTED's "Curriculum Organisation and Classroom Practice in Primary Schools" (1993) suggested that topic-based approaches remained the most popular approach to work in subjects like geography but indicated a significant minority shift towards topics focused on a single subject. Strong support was given for such an approach, and a 'mixed economy' of topic and subject-based work. The 'sacred cow' of the class-teacher system was attacked, and approval given to whole class and specialist or semi-specialist teaching, particularly at Key Stage 2. The paucity of specialists in most primary schools was indicated.

DFEs Draft Circular on Initial Training of Primary Teachers (1993)

- a) Among a number of points relevant to primary PGCE geography were noted:
 - i) the focus on school-based work
 - ii) training of subjects specialists
 - iii) the provision of a variety of routes to ITT
 - iv) a competencies-based output model

- b) the token recognition of shortage of time 'resolved' by extending the course from 36 to 38 weeks.
- c) the potentially serious consequences of the notion of 'directed time' for the core subjects, leaving even less of the time-cake for foundation subjects such as geography.
- d) the equally problematic ambiguity of whether indeed some courses would even be expected to cover non-core subjects, and the consequences of this for their employability, with primary schools expecting coverage of the whole National Curriculum range.

The Warwick Survey of Time Allocation for Geography in Primary PGCE Courses (Brian Ellis)

This survey suggested that courses in which geography was taught separately averaged just over 17 hours of annual input, and those in which it was integrated in a humanities or similar framework 9.3 hours. In response to an earlier suggestion of the important potential of GEST 20-day course expertise being applied to the primary geography course it was pointed out that GEST courses required at least 80 hours of contact time.

The Liverpool Primary PGCE Geography Course

According to the Warwick Survey, this course, with 30-hours available plus six further hours for specialists, was among the most generously treated in terms of time made available. The problems of the superficial and far from comprehensive coverage of National Curriculum requirements even on this time allocation were stressed. It was also shown that combining common elements in the history and geography programmes of study, as appropriate, went a little way towards conserving time in a combined approach.

Prospects: The Political Context

In the concluding summary, distinction was made between prospects for geography in the primary school and prospects for ITE.

- a) It was suggested that if Dearing did in fact act on the recommendations of, for example, the Geographical Association submission, and if the DFE continued to make GEST 20-day courses available over a number of years, the prospects for geography in the primary school would be greatly improved.
- b) A much gloomier view was presented of the prospects for ITE in general, on four grounds:
 - i) Financial Thresholds
At the moment, many institutions were paying out about £800 per student to secondary schools. The large sum relating in some cases being reclaimed by universities, demanding staffing cuts. Next year, the teaching profession, buttressed by union advice, would be better organised, and sums greater than £1000 were being freely talked about. At what threshold would it become quite impossible for Universities financially to lay on PGCE courses?
 - ii) Academic Quality Thresholds
The Teacher Unions themselves argue that school-based teacher training will be difficult to monitor for quality. In a situation in which courses are increasingly controlled, taught and assessed without their walls, how long can universities agree to accredit such courses? The

analogue of teaching hospitals was rejected. It was suggested that the more appropriate one was cottage hospitals.

The tension between the prioritisation being given to raising research gradings and the time pressures of working on the PGCE was also raised. Would not universities prefer to devote funds to the former than the latter?

iii) Psychological Stamina Thresholds

In the light of the fact that ITE has become ITT, and we have a National Curriculum for initial training that is becoming more tightly circumscribed than the National Curriculum (though without the time to cover it satisfactorily); in the light of a decade of destabilisation and denigration by government and its right-wing fellow-travellers, how much longer will staff be prepared to remain in this unsavoury situation, bearing in mind the ageing structure of many departments?

At all levels we face the pressures of unstable and over-loaded curricula; the stresses of inspections in the public domain, and the hassles of associated paperwork and the playing of a whole range of accountability games; and this in a soured climate in which the precious resource of people is treated with far less sympathetic understanding than that of money. May well not the lure of early retirement become increasingly potent, and reinforce financial and other pressures in the beat of a retreat from ITT?

Workshops on the Initial Teacher Training for Secondary Phase Geography Teachers.

Nick Foskett

Southampton University

Summarised below are the presentations, discussions and issues raised from the workshop related to the secondary age phase. It contains a number of sections as follows:-

1 Case Studies of Current Practice

An outline of the PGCE courses currently in place or being developed at four Higher Education Institutions (HEIs) in response to the demands of Circular 9/92. These were contributed by:-

- a) London Institute of Education - David Lambert, Ian Flintoff and Peter Hillman
- b) University of Sheffield - Margaret Roberts
- c) Liverpool Institute of Higher Education - Jim Moore
- d) University of Southampton - Nick Foskett

Examples of course documentation from each HEI, which were used in the workshops, are in the Appendix. Readers should note that in a rapidly evolving system such documents are frequently revised. These examples record the state of play in either 1992 - 93 or 1993 - 94.

2 Current Issues

This represents a summary of the current issues identified in discussion by participants in the workshop. It includes a number of recommendations that the Conference felt should be made to the Geographical Association in terms of the views it might offer on new secondary PGCE schemes.

3 Questionnaire survey on current practice on secondary PGCE courses .

Case Study One: University of London, Institute of Education

The 'Area Based' PGCE is a move to facilitate whole course planning, ie., across Institute and schools; across curriculum and professional studies; across 'theory and 'practice'.

1) Roles

- a) Appointment of serving teachers as General Tutors has helped bring into focus what appears to be the central question: what are the *distinctive*, yet complementary, roles across the course components. To begin with this centred on the school based Link Teacher as distinct from the Institute based General Tutor (both concerned directly with professional studies). The term *Tutor* has become significant.
- b) Next year, the partnership cannot afford both LT *and* GTs. The roles contained in both, plus the similar looking divide between Curriculum Tutor (Institute based) and Subject Supervisor (School based) have been put into the pot. What has emerged is:

School Tutor: Professional Studies; working with other School Tutors in the Cluster.

Subject Supervisor: Curriculum Work, essentially school based.

Institute Tutor: Curriculum and Prof. Studies.

- c) Next year's pattern rests very firmly on role distinctions. The PGCE itself has become research orientated, especially in Professional Studies, and the Institute Tutor takes on the role of 'responsible tutor' for research supervision (amongst others). Generally, the Institute Tutor's role is to offset the tyranny of the particular and of anecdote which works against the individual Beginning Teacher being encouraged to hypothesise or speculate, generalise or critically reflect.

2) Partnership

- a) We have found support from schools in this approach; not to create 'separate development' and certainly not to establish some sort of hierarchy, but to establish clear ground for genuine partnership and *mutual* benefit.
- b) In short, we are not interested in simply parcelling out jobs (and money which is never enough). We are attempting to set out a partnership mission and work from the strength of each part of the partnership.
- c) We cannot assume that all subject supervisors are interested in a training role beyond that which I attempted to outline for Subject Supervisors - which essentially is about making themselves available and undertaking some basic minimum in terms of accommodating the Beginning Teacher. We do not feel comfortable with the role of 'mentor' in the context of *learning* to teach. The tutor role is vital to protect, in order to help the BT interpret (hypothesise, speculate, etc.) and also offer those aspects which the Subject Supervisor has great difficulty in offering: especially leading edge knowledge and understanding of curriculum, and the unclouded *priority* which the Institute Tutor can give to the BTs progress both in personal and professional terms.

3) *Issues*

Whilst most teachers welcome the role that BTs can play within their departments, ITT does raise a number of concerns.

- a) Time and Finance - it is important that schools do not see BTs as just an extra pair of hands. Senior managements within schools also need to make sure that they do not intentionally or unintentionally tempt departments that are not suitable into accepting BTs with "bribes" and promises of extra money for capitation and professional development.
- b) Are most HoDs competent to train others when:
 - i) they may not be perfect role models (as mentoring suggests)
 - ii) they work at the chalk-face, are usually concerned with (giving BTs) practically based outcomes and do not generally have time within the school day to partake in academic and theoretical discussions.
 - iii) they may have been forced into the role of curriculum coordinators and not managers of people, a role which suggests the acquisition of certain personnel skills, which they will need if they are to successfully and effectively de-brief their BTs.
- c) How are mentors to assess a BTs competence in areas of geography outside the NC and examination syllabuses?
- d) The HoD's primary concern is the well being of pupils. Are schools or departments with a high staff turn-over desirable places of ITT?
- e) Subject Tutors may be very insular in their outlook. They may have very fixed views of what makes a 'good' teacher and so may be very subjective in their assessments of BTs.
- f) Partnerships need to instil in BTs the understanding that learning to be a good teacher is not a one year experience. The emphasis of ITT needs to be the positive role that evaluation should play in their future practice.

Case Study Two: University of Sheffield

Some characteristics of the Sheffield University Division of Education PGCE Partnership with Schools

1) *Distinct Roles*

a) **University Roles:**

Curriculum Tutors, who work with students on curriculum work related to specialist subject area and who visit the students three times during the year to observe and discuss lessons.

Education and Professional Studies Tutors, who work with students in mixed subject groups on general issues.

Link Tutors. Each partnership school has a link tutor, who will have a meeting to develop an understanding of the school's work in the partnership.

b) **School Roles:**

Associate University Tutors (AUTs), who will coordinate all aspects of the partnership in the school and who will meet all the students placed in the school (the number varies from 4-12) once a week for an hour to introduce them to general aspects of the school.

Associate University Mentors (AUMs), who will coordinate the work of the pair of students in the subject department and who will meet them once a week to discuss subject aspects of their work.

2) ***Professional Development of Associate University Tutors and Associate University Mentors.***

Each *Associate University Tutor* and each *Associate University Mentor* attended three development days to increase their understanding of the course and their role in it. They were involved in discussion of:

- a) What the university based part of the new course should include.
- b) What the assignments should be.
- c) The use of school induction days (to be organised within the schools).
- d) Procedures of lesson observation and post lesson discussion.
- e) Documentation required by the partnership.

Professional development of *AUTs* and *AUMs* continues through termly meetings to discuss the course.

In some schools there is an issue about the developmental needs of other members of staff, particularly members of the subject departments in which students are placed.

3) ***Student Entitlement***

The transfer of funds is expected, by the University; to be used for the benefit of the students. A student entitlement to time from both the *AUT* and *AUM* was made clear at the development days and students are expected to have this time allocated on their timetables. A minority of schools have decided, in appointing tutors and mentors, to give them extra allowances and payments. However, the *PGCE* students are still entitled to their time. One school has dealt with this by allowing mentors and tutors protected free periods (which will not be used to cover other staff) during the periods when students are in school. Tutors and mentors have to account for their time spent with the students each week on a form to be returned to the university at the end of the School Experience.

4) ***Student Professional Development***

"The goal of the University of Sheffield School Partnership is the preparation of beginning teachers who, at the outset of their careers, are competent, and also imaginative, and reflective, and well-equipped for future professional

development". This is a quote from the Partnership document: Notes of guidance on Profiles and Competencies.

Case Study Three: Liverpool Institute of Higher Education

The brief report centred on the pattern which exists in Liverpool Institute of Higher Education and problems which have been encountered or which have been anticipated this year under the new scheme in which most of the student's experience is in school.

- 1) The changes had involved a great deal of preparatory work and had led to much more liaison between all the parties, both within the Institute and with the local schools.
- 2) As a result of student feedback, the subject tutors now make a greater contribution and have more contact with students than before.
- 3) The course is divided into blocks:
 - a) 2 weeks primary experience.
 - b) 2 weeks induction, spent in college.
 - c) 15 J weeks when the student spends Mondays, Wednesdays and Fridays in school and Tuesdays and Thursdays in college.
 - d) The remaining weeks are called S weeks when the students spends the whole week in school and this is a different school from that experienced in the J week.
- 4) There are no subsidiary subjects. These have been replaced by complementary subjects.
- 5) The *HEI tutor's* role has now been changed from a supervisor to that of a *moderator*.
- 6) Schools now have *mentors* which include:
 - a) One *general co-ordinator* in each school.
 - b) One *subject co-ordinator* for each subject in each school. This is normally the head of department but this is not necessarily so.
- 7) The teaching load of students is now designed to build up gradually as the first experience progresses.
- 8) There is a very substantial array of documentation which the school based mentors have to get to grips with. This includes:
 - a) A joint instruction programme involving both college and the school.
 - b) Profiling instructions.
 - c) Details of competencies based on circular 9:92.
 - d) Administrative details relating to the course as a whole.
- 9) The schools are now selected on the basis of bids and negotiation rather than being selected on the basis of proximity or established links.

- 10) Some schools have links with more than one institute and this could cause problems over delivery of the contracted programme.

Case Study Four: University of Southampton

The School of Education introduced a new partnership scheme to match the requirements of Circular 9/92 in September 1993. It operates in conjunction with 34 Partner Schools and Colleges in Hampshire, Dorset and the Isle of Wight, which include middle schools, 11 - 16 comprehensive schools, 14 - 18 high schools, 11 - 18 grammar schools and two sixth form colleges. The scheme is characterised by diversity, therefore. The total intake on to the course was 193, of whom 22 were main subject Geography students.

1) Course Structure

The diagram, 'Southampton Resources 1 in the Appendix, shows the organisation of the year. Students spend Phases 1-3 attached to one school, and Phases 4-6 based in a second (contrasting) school. The experience in each school begins with a number of weeks in which students spend two days per week in school and three days in the University, followed by a period of full time attachment to the school. The main subject curriculum course (i.e., Geography) has been planned jointly by the University's Curriculum Tutor, and the Curriculum Mentor from each partner school (usually, but not always, the Head of Geography). This is then delivered in the University on Monday of each week in phases 2 and 4, with a follow up on Tuesdays in school involving observation and classroom-based tasks.

2) Roles

Supervision and assessment of students is undertaken primarily by *school-based mentors*, while the role of *HEI tutors* is to act as consultants and as moderators of the standards between schools. Links between mentors and tutors are maintained by formal visits to schools, informal dialogue by telephone, and through planning and evaluation meetings held between all mentors.

3) Issues

The key issues that have emerged in practice relate to the differences in provision between partner schools. Time allocations to mentors within the timetable vary substantially, and the support needed by students in the early phases of their course can be significant. A second issue relates to the students themselves, who find that they feel neither a teacher nor a student, with fewer real support systems in comparison to the traditional relationship with the HEI tutor. Thirdly, assessment using competence based methods has proved challenging to the students and staff, who have found that the vagueness of Circular 9/92 competencies makes identifying appropriate evidence to support them very difficult.

Current Issues identified in the Secondary Workshops

The discussion identified a number of general concerns, as follows, about school based training:-

- * Teachers, in general are reluctant to commit substantial time to training teachers and see their role as teaching children.
- * Reflective practice is a commonly expressed philosophy underpinning ITT courses, yet is not necessarily an accepted practice in schools.
- * Schools exhibit a limited range of teaching styles, and this may conflict with the concept of entitlement of experience that student teachers might have.
- * What mechanisms exist for 'failing' students?
- * The resource transfer to schools means fewer tutor visits. What will be the consequence of this development?
- * A universally expressed view was of the need to retain the involvement of Higher Education in ITT to ensure that teaching is both recognised as a profession, and is supported in training by an informed perspective based on research.
- * Geographical education has, traditionally, been fuelled in its innovation from HEIs. Where might this leadership emerge from if the role of HEIs in geographical education disappears?

Discussion identified the following recommendations:

1) Coherence

Concern was raised about the need to ensure coherence between HEI and partner schools in each scheme in terms of the provision of experiences and shared philosophical perspectives. It was recommended that each scheme should identify:-

Student entitlement.

This must be specified in terms of minimum contact time with mentors and also in terms of the range of experiences to which students are entitled.

Quality control.

Effective control systems must be in place to ensure that experiences in one school match those in another.

2) Training

There is a need to ensure within schemes that the training of school-based supervisors is effective. It was recommended that there should be a minimum entitlement in terms of training for each mentor/supervisor. This should relate both to the practicalities of operating the course and more fundamental issues in the training of teachers and the teaching of Geography. In particular, training in the area of competence-based assessment is of central importance.

3) The Use of Resources

The variation in resource transfers from HEI to schools is considerable, and the use made of those resources is also highly variable. It was recommended that the resources must be used most appropriately for buying timetable time for mentors.

4) Operational Issues

Several emerged that were of importance within the design of Geography based courses, with two specific recommendations. The first was the need for students to have the opportunity to undertake, in a leadership role, fieldwork teaching with pupils. The second was the need to retain HEIs as a base in which a substantial range of teaching resources might be held for reference to counteract the highly focused nature that are available in school departments.

5) Partnership and Curriculum Development

With the demise of substantial INSET work and the decline of *advisory* services within LEAs there is a clear recommendation that the groups developing ITT curricula might well be an effective focus for wider curriculum development work in schools.

Preliminary report on the questionnaire survey on current practice on secondary post-graduate geography courses in 1993-4

Jim Moore

Liverpool Institute of Higher Education

Questionnaires were sent to all institutions which carry out initial teacher training of post-graduate students in England and Wales. To date, replies have been received by 8 of these institutions and this represents nearly half of all the post-graduate geography students being trained in the year 1993-94.

The questionnaire is not without ambiguity and it is hoped to make contact with those institutions which have not yet replied.

Initial results

1. In line with the government's aim that schools will play a major role in training teachers, most schools now have a geography subject mentor who observes and advises students. In many cases they play an active role in the instruction of students.
2. Profiling is used by many institutions and takes place between 3 and 6 times per year. In most institutions it is carried out by HEI tutors, school-based mentors and by the students themselves. In many cases the number of profiling points is the same, suggesting that it is a joint programme in which all parties take part at set times.
3. Schools now frequently have an input into interviewing next years students and in some cases the interviewing takes place in the schools.
4. The number of HEI tutors available in each institution varies from 1 to 6. This would suggest that the workload of some HEI tutors is heavy.
5. The school based supervisor is frequently and not surprisingly the head of department but not in all cases.
6. The number of students and schools varies and suggests that:
 - a) in three institutions students numbers match the number of schools exactly and that each school therefore has one set of students throughout the year although clearly the students move between different schools.
 - b) in one institution schools far outnumber students suggesting a rotation is in use and that some schools have students in some years and not others.
 - c) in four institutions relatively few schools are used and it is clear that there are two sets of geography students all year in any one school, which gives economies of scale.
7. The time table varies considerably in different institutions but the following points can be made:

- a) Most students have an experience in a primary school and in some cases there are two primary experiences. This lasts for one or more commonly two, weeks.
 - b) Most students have some sort of induction in the HEI which varies from one day to six weeks. Clearly the six weeks represents concentrated teaching rather than induction.
 - c) Most half terms are spent in the HEI although some free time is often available in the summer half term in particular.
 - d) All students spend their year in a mixture of discrete blocks of time, some of which is spent solely in the HEI and some of which is in the form of shared weeks spend partly in schools and the HEI. The models are as varied as the number of institutions. Blocks of time in the HEI tend to give way to shared weeks of time spent in both school and the HEI. Most students spent the latter part of the year mainly in school. These hybrid periods vary from one day in the HEI and four days in school to three days in the HEI and two days in school. The hybrid periods last for differing lengths of time.
 - e) Most of the latter half of the year is spent entirely in school although some institutions have occasional single days in the HEI, presumably for consultation with tutors.
 - f) There is usually a plenary period in HEI but this varies from one day to the more usual one week.
8. All institutions give each student experience in at least two schools and in one case this is 5 secondary school experiences. In one case an experience is given in London.
9. HEI tutors tend to visit students on anything between 2 and 6 occasions during the year and replies tend to suggest that this is in a moderating role. The opportunity for a tutor to see a student teach is now limited.

Workshops on the Initial Teacher Training for Primary Phase Geography Teachers.

Summarised below are the presentations, discussions and issues raised from the workshop related to the primary age phase. It contains two sections as follows:-

1 Introductory discussion paper

Subject Studies in Initial Teacher Education Degrees - Brian Ellis

2 Summary of the workshops discussions.

This represents a summary of current issues identified in discussion by participants in the workshops. It identifies a number of issues which should be drawn to the attention of the Geographical Association, in that they affect the future of geography teaching in the primary school.

Subject Studies in Initial Teacher Education Degrees

Brian Ellis

University of Warwick

The context

- i) The impending Circular on primary teacher training, particularly likely changes to length of ITE concurrent degrees and 'suggested' number of subjects studied [the six subject degree];
- ii) The emphasis placed on competences;
- iii) The impact of the National Curriculum on the nature of primary ITE, including the lack of students' content knowledge in subjects other than their 'main' subjects;
- iv) The acknowledged (by *inter alia* NCC, OFSTED) overload on current ITE programmes;
- v) Possible changes in upper primary teaching with pressure to have more specialist teaching;
- vi) Training as a partnership with schools.

In the light of the impending changes it is timely to review the role in ITE of Subject Studies and to ask what is an acceptable rationale, form, content and organisational structure appropriate for the mid and late 1990s.

The Role of Subject Studies

1 The conventional view.

a) The case for the 'academic' subject (Main/Subsid.etc).

This is based on issues related to:

- the student's own intellectual development.
- the Plowden argument that 'study in some depth should be part of the education of any teacher' and that this may be the teacher's only opportunity to do so.
- the ATO argument in the late 60s/early 70s about the need for academic respectability of the BEd (4 year concurrent degree).
- the opportunity for students to exploit their academic strength and convert them in ways which enable them to contribute in a specialist sense in the primary school: in other words the 'curriculum consultant' role (HMI Survey 1978).

These arguments were finally formalised in the 1984 CATE requirement for the equivalent of two years subject study at a level appropriate for HE.

b) The nature of subject courses

The traditional situation inherited from the Colleges of Education system was for self-standing subject courses (often taught by specially appointed staff who had been subject teachers in secondary school). The rationale and content of such courses were often unrelated to the fact that the students were training to teach.

HMI (1986) questioned the 'academic isolation' and 'closed patterns' of teacher training which in part was inherited from this system and advocated improving academic subject expertise through internal or external association (ie. ITE students joining courses for those on other degrees).

This pattern has stood the test of time over more than 25 years. However, *even during that period* it was not unchallenged.

2. Challenges to the conventional view.

- a. Hallett (1987) argued against the conventional view on the academic grounds that
 - i) subject study in the BEd should be different from that in a BA/BSc programme because it has a different function, which is to 'illustrate the essence of the discipline, building confidence in awareness of its concepts, logic, and scope, and give a thorough grounding in aspects which children will be handling at a foundation level';
 - ii) students should study more than one subject because: 'We should want to develop awareness of the similarities and differences between disciplines, particularly as this relates to processes and to give an overview of the curriculum which would form a valuable frame of reference for incorporating new knowledge and experiences'.
 - iii) putting BEd students into other courses is on pragmatic or expediency grounds rather than the educational value of those courses, in the context within which they are being studied;
- b. The intellectual rationale for a distinctive approach to subject study for ITE students is set out by Shulman (1986) and by McNamara (1990 and 1991) through the concept of 'pedagogical content knowledge', (which is more than just teaching skills), which lays emphasis on students developing subject knowledge in such a way that it helps them 'transform' it in the teaching situation.
- c. The problematic status of subject studies was recognised in the House of Commons Select Committee Report (1986) which states 'there seems to be confusion of aims. It is not clear whether the main objectives of the 2 years subject study is to provide the possibility of specialist teaching for 10 and 11 year olds, or a range of consultancy expertise in primary schools along the lines proposed in the 1978 HMI Primary Survey, or to raise the academic standard of the BEd. All three are desirable. All three should be achievable. But they are not necessarily compatible'.

Current Issues

Given the possible new contexts what might be

- i) **The functions/objectives of geography subject studies (especially in a six subject and/or three year degree programme:**
 - a) continuation of present post A-level advanced study of geography as an academic study in its own right - what are the criteria for selection of specific aspects of content ?;
 - b) need to have an overview of the current content of geographical study - broad brush approach
 - c) the educational role of geography (ie the pedagogical content knowledge argument), including its characteristic modes of study etc;
 - d) the appropriate foci/priorities for subject studies in the context of competences defined in terms of 'Subject Knowledge', 'Subject Application' and 'Assessment and Evaluation' in relation to the content of the National Curriculum;
 - e) a possible reconceptualisation of subject curriculum/professional/methods courses, particularly in light of the possibility that 'subject application' work will become more school focussed;

f) implications of training subject 'specialists' for the primary school or subject co-ordinators or generalists, with a particular interest in geography ?

ii) Appropriate organisation/vehicle:

- a) purpose designed, self-standing geography courses for intending primary teachers;
- b) integrated with geography students on other degree courses
- c) the need to take account of different student needs / prior experiences and therefore devise programmes which will allow for differentiation;
- d) others? - flexible learning packages etc.

iii) Provision for non-specialists

- a) opportunities to take up geography if not studied at A level to study at an advanced level;
- b) the role of the acquisition of subject knowledge in students 'non-specialist areas as well as subject 'professional'/ 'curriculum'/method' work, which is about details of classroom delivery at the appropriate age phase ('Subject Applications');
- c) possible reconceptualisation of subject curriculum/professional/methods courses, particularly in light of the possibility that 'subject application' work will become more school focussed;
- d) the opportunities or constraints offered by changes in degree length and number of subjects studied for the amount of time available to be devoted to geography for non-specialists;
- e) the need to take account of different student needs / prior experiences and therefore devise programmes which will allow for differentiation.

The Teacher Training Agency

It needs to be remembered that decisions about future course structures and about the details of the components will be made in the context not only of the Circular but also of the new Teacher Training Agency. Key provisions planned for this body which are relevant to this discussion include:

- a) The Secretary of State wishes the three year primary BEd to progressively replace the current four year course.
- b) Future funding arrangements for ITT willensure that there are suitable financial incentives to secure the development and growth of three year courses in place of four year.
- c) Agency's main role will be to determine:
 - overall distribution of places to be supported by grant
 - balance of grant support, as between different types and lengths of course and between different subjects
 - allocation of grant to individual schools and HEI.
- d) It will be the responsibility of the Agency to use the funds available to promote the most cost-effective, high quality initial training.
- e) The Agency will consist of between eight and twelve members appointed by the Secretary of State.
- f) The Agency will have the clear duty to promote the involvement of schools in ITT.

- g) The Agency to take over the task of allocating the appropriate amount of research funding in [aspects of education relevant to the other funding activities of the Agency]..
- h) Research funding will be allocated.... not to specific projects, but on a formula basis taking account of the quality of recent research....
- i) There are clear links made between 'Quality through funding' and 'Quality through course approval'.

As a consequence of the setting up of the TTA CATE ends on 31 August 1994.

Current Issues identified in the Primary Workshops

The workshops were asked to address three topics. The session was a welcome opportunity for colleagues to share ideas and to exchange information about current practices in their institutions and to reflect on possible directions of change after the publication of the Circular. The participants felt that it was premature to offer firm outcomes. The session was useful in identifying some recurrent issues and concerns. These are summarised for each of the topics.

a) The role of 'academic' subjects in Primary ITE

- i) The case for studying an academic subject post A level remains as a contribution to the intellectual development of a student. Interest in an academic subject is one of the motivating factors which encourages students to go into Higher Education, standing alongside their interest in a professional training.
- ii) The case for geography in the array of available academic subjects is strongly supported by student demand for places, in part reflecting the popularity of the subject at A level.
- iii) A subject 'focus' in the concurrent degree has always given students a clear 'home' in an otherwise very disparate degree programme.
- iv) If the improved status of geography in the primary curriculum, consequent on the introduction of the National Curriculum, is to be retained (regardless of any future amendments to the Orders), then there needs to be a body of expertise going into the school system which is available to be tapped more systematically by schools. In order to accomplish this some scope for specialisation in training must be retained, as must a body of qualified and suitably experienced staff in the HE institutions.
- v) The issue is not if specialist studies should take place, but how and in what amount in the new system. As a result of the 1984 Circular subject studies had to take up half the time on a four year concurrent course. It was recognised that this had led to structural problems in course design and the case for that particular quantity had never been clearly argued. There is scope for adjustments in the time available for subject studies, but consistent advice from the DfE in this regard would be welcome.
- vi) If primary students are to have a more broadly-based subject studies education for teaching, with a possible reduction of time for geography, it raises the issue of how appropriate are geography courses designed for other degrees. The issues are
 - if such courses are 'big' or long ITE students may study so few that they have only a narrow coverage of the subject, when, as potential consultants in the subject, at primary school level they require a broad overview of the subject;
 - the problems of marginalisation of ITE students on these courses in some institutions was identified;
 - the likely increase in timetabling problems for ITE students on such courses when ITE courses become more school-based and if term lengths change to meet needs to cover the whole of the National Curriculum in a three year degree;
 - the nature of such courses in relation to the links between Subject Knowledge and Subject Applications.
- vii) What will the position of the strength of the 'academic' subjects be in determining the designation of 'centres of excellence'?

b) The possible development of course structures in response to the ITE Circular

Discussion was limited by the fact that the final Circular had not been published.

- i) The groups anticipated that a six-subject, three-year degree would be proposed. There was concern that such a degree structure would limit the HE benefits gained from subject study at some depth; that such a programme across a broad academic/professional spectrum might be difficult to justify as an Honours degree qualification and might lead to a devaluing of the degree status of the profession; that it would increase the pressure on courses to become training rather than professional education.
 - ii) It was recognised that the imposition of linking subjects into 'cognate' groups would raise problems about entry qualifications in all subject components of those cognate groups and about dealing with student groups of mixed ability and /or experience.
 - iii) Time pressures in a three year, six subject degree would put pressure on institutions to lengthen the academic year for ITE courses. This would increase the difficulties of incorporating ITE students into work with students on other degree courses and could result in the marginalisation of ITE students.
 - iv) The requirement that some (or all) of the Subject Applications work should be done in school offers great opportunities for the development of professional training.
 - v) The issue was raised that in a period of falling intakes (as a result of DfE policy), it might not be possible for all institutions to offer all subjects in their degree courses, if subject group numbers were to remain viable. If some degree of subject specialisation in particular institutions were to result which body would be responsible for allocation of places to subjects?
- c) The organisation and content of professional courses for non-specialist students: the generalist/specialist issue.**
- i) All participants recognised that inadequate time was devoted to 'Subject Applications' course for students who were not geographers. The norm seemed to be about 20 hours for such work on degree courses and 15 hours on PGCE courses. The issue was to identify coping strategies to make 'the best of a bad job'.
 - ii) There was strong advocacy for laying emphasis on the practical needs of teachers in dealing with teaching specific content in a successful way. This is a more immediate need for such students than issues of curriculum planning, which would be other people's responsibility.
 - iii) It was also important to choose content in which there was some sort of skill or thematic transfer of ideas. Such topics might include - map skills, looking for the 'significant' in a local area, resources for studying a distant environment, a river study package, etc.
 - iv) Teaching based on content areas should incorporate other aspects, such as assessment,
 - v) It was recognised that 'non-specialist' students are not a homogenous group and they all bring different experiences and knowledge. It is possible to allow for differentiation in teaching such groups if students are allowed some choice in which areas they concentrate on and if there is an element of 'roundabout' organisation in the course structure.
 - vi) Access to resources outside timetabled time remains a problem for a range of logistical reasons; resources required for other groups, rooms timetabled for other activities, supervision and control of stock, availability of support staff, problems of provision of multiple copies, over use of library resources and the problems of their resources being on loan for school practice.

Appendix

Contents

London Institute	Resource 1	Area Based PGCE: Summary of Structure.
	Resource 2	Detailed Role Descriptions.
	Resource 3	Teaching Practice Supervision.
	Resources 4	Beginning Teachers of Geography: Teaching Practice.
Sheffield University	Resource 1	Proposed Course Outline.
Southampton University	Resource 1	Organisation of New PGCE course 1993/94

THE INSTITUTE PARTNERSHIP AREA BASED PGCE SUMMARY OF THE STRUCTURE

1. We expect to register around 750 secondary PGCE students of which 60 are specialist geographers.
2. The Institute works with around 190 Partner schools spread across five "Area Bases": North, South, East, West and Central.
3. Within Area Bases schools are organised in "Clusters" of around 4 schools each. Each Cluster holds around 16-18 students and forms a "Professional Studies" tutor group with a Professional Studies Tutor (most of whom are serving teachers seconded for 2 days per week). Professional Studies Tutors organise and teach the Professional Studies course in partnership with the Link Teachers in the cluster schools.
4. The geography PGCE students are therefore spread around the 5 Areas and form 5 Area Tutor groups of around 12 students per group.
5. Each group has an Area Tutor who works with students on Tuesdays:

North	Sheila King
West	Michael Storm
East	Jane Connolly
Central	Ian Flintoff
South	Ann Spencer

6. In addition, there are three Institute Tutors working across the Areas as follows:

West and North	Ashley Kent
Central	Frances Slater
East and South	David Lambert

7. Together, the Area Tutor and Institute Tutors teach the geography PGCE programme (see course booklet).
8. In comparison to previous years, however, there is a shift of responsibility in terms of school based work. Specifically, block Teaching Practice (TP) and school based days (Thursdays out of TP).

It is this which is our urgent concern: the transition, as it were, from head of geography to what the Institute documentation now refers to as **School Supervisor**.

9. Between them, Area Tutors and Institute Tutors will be able to make 2 visits during the entire TP to support you in your work with your beginning teacher of geography. It is important that during these visits Tutors are able to meet you as well as the beginning teacher. It is also important to keep Link Teachers apprised of visits and of the progress your beginning teachers is making.
10. A sum of money (£500) is diverted from Institute to the school on a per capita basis to help support the work of schools with their beginning teachers. This money is used in a variety of different ways in different schools....

MORE DETAILED ROLE DESCRIPTIONS

THE CURRICULUM TUTOR

The Role of the Curriculum Tutor

- a) The CT provides a broad perspective on subject pedagogy; the CT is responsible for:
- * introducing BTs to the underlying principles of teaching their subject;
 - * enabling BTs to examine their own understanding of subject expertise and how they acquired it;
 - * helping BTs to extend and transform their subject knowledge and understanding into appropriate pedagogical knowledge;
 - * identify for the BTs the place of their subject in the school curriculum and any associated legal framework, e.g. N.C.
 - * initiating and encouraging a programme about teaching and learning and their own subject;
 - * introducing the BT to relevant research and curriculum development projects.
- b) The CT is responsible for posing comparative and underlying questions about their BT's educational aims and objectives; in particular:
- * placing specific subject teaching experiences in a wider context;
 - * providing opportunities for analysis and comparison across a range of experiences and in relation to national developments;
 - * encouraging BTs to draw out broad principles from particular experiences.
- c) Alongside the distinctive contribution made to BTs knowledge and understanding as outlined above, the CT also:
- * provides BTs with opportunities for reflection away from the (necessarily) pressing environment of the school;
 - * provides an environment for 'safe' discussion between BTs;
 - * makes explicit that which may (necessarily) be taken for granted by experienced practitioners;

- * emphasises perspectives which teachers often have less time to consider in the school context.

For Example:

(including here the contribution of the 'subject supervisor' in school in order to highlight the distinctions between the two roles)

In relation to competency 2.3.4 - "teaching strategies".

The Curriculum Tutor

- * introduces a wide range of strategies relating to their subject area;
- * asks BTs to consider educational aims in selecting strategies, alongside considerations of practicability;
- * provides opportunities for reflection, comparison, and analysis on the range of BTs experiences;
- * provides perspectives on teaching strategies that may not have been provided in the BTs school contexts.

The Subject Supervisor

- * enables BTs to observe experienced teachers in relation to teaching strategies;
- * encourages discussion of competing criteria and choices involved in the selection of strategies given the nature of their context;
- * enables BTs to have practical experience in using appropriate teaching strategies.

d) In addition to the above the CT working patterns and responsibilities relate to:

- * BT recruitment;
- * course induction and orientation;
- * academic and pastoral support through the tutorial system
- * inducting, supervising and validating curriculum coursework;
- * liaison with schools and colleges;
- * liaison with the Initial Teacher Training Office in relation to placements.

"Teaching Practice" is usually understood to be "the practical" component of the course. And in the sense that teaching is undoubtedly a supremely practical activity many Beginning Teachers attach very high value to "Teaching Practice".

It is not exclusively practical, however. Indeed it is probably unhelpful to categorise rigidly the more "practical" from the mere "theoretical" parts of the course. It is worthwhile remembering that the deeper one delves into the theory the more one is forced to ask practical questions and conversely, the greater one's practical orientation the more useful and important becomes the theory.

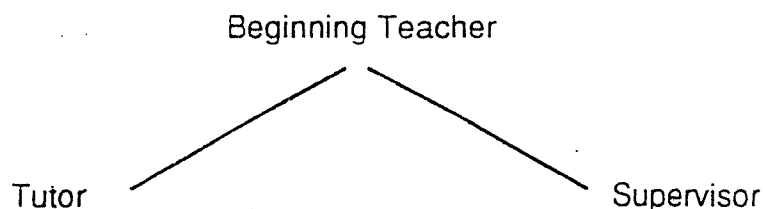
This interplay will never be too distant from active reflection on your progress during Teaching Practice. Your work in this respect is supported by your:

- * **School Supervisor** Usually the Head of Geography.
She or he will formally observe your teaching on four to five occasions during the Teaching Practice.
- * **Area Based Tutor** She or he will visit you and your supervisor on one to two occasions during your Teaching Practice. This will include a formal observation.
- * **Institute Based Tutor** She or he will visit you and your supervisor on one occasion during the Teaching Practice. This will include a formal observation.

Formal Observation

Purpose: To evaluate teaching competence and your progress in achieving competence. Criteria to guide classroom observations are provided in the Student Handbook as are the categories for the *Assessment* of Practical Teaching.

Form: Working with your Tutors, Supervisor and fellow Beginning Teachers you will derive a commonly agreed schedule for your formal observations based upon the published criteria and categories. The assessment process should be an "open" one and the basis for openness is that from the very beginning the three corners of the supervision triangle have approximately the same understanding of the process and the language of evaluation and assessment:



Note:

"Assessment": measuring performance eg the grading of students during or at the end of a course of study. There are many different kinds of assessment but usually the professional judgement upon which assessment is based is informal or guided by criteria. Teaching Practice assessment is no different.

"Evaluation": an umbrella term referring to any investigative activity, say, into classrooms or even school wide processes, which has as its ultimate purpose the improvement of these activities in the future. Formal observations during your Teaching Practice should certainly be seen as evaluative.

Responsibilities and Expectations:

The Beginning Teacher can reasonably expect:

- proper briefing on the groups he or she is to teach, to include information on
 - classroom routines and procedures
 - class list and appropriate information on individuals in the group
 - the scheme of work
 - available resources including access to reprographics
- opportunity to observe the group with their regular teacher
- reasonable notice - at least 24 hours but normally around one week - of an impending observation
- opportunity for both oral and written feed back on the lesson and help in setting targets or moving forward.

The Supervisor or Tutor can reasonably expect:

- full and detailed lesson plan, plus learning materials where appropriate, before the commencement of the lesson
- access to the "Teaching Practice file": this will detail previous lesson plans and evaluations and notes on any special circumstances relating to the group
- a suitable place for oral debriefing
- opportunity to also meet the subject supervisor and if necessary the Link Teacher.

Debriefing the formally observed lesson

It is impossible - and undesirable - to 'legislate' the precise procedure which will be followed in what is essentially a human process which needs to be sensitive to events and circumstances.

However, at some time reasonably soon after the lesson your tutor and/or subject supervisor should find somewhere undisturbed to discuss the lesson.

The observation schedule agreed within your tutor group will guide the discussion to some extent. Your tutor and/or subject supervisor will have notes on some of these categories, a copy of which will be given to you. The substance of these notes is at the discretion of the observer and will often be decided by the lesson itself: for example, a lesson which has organised children into groups using picture resources and a

worksheet is more likely to attract observations on the nature and appropriateness of the learning materials than the lesson dependent on "chalk and talk" (which may attract comments on lesson strategies, use of voice etc).

The debrief will often go further than this becoming more than a one way monologue. A dialogue develops, which is possibly a prerequisite for reflective learning.

To stimulate such a dialogue it may be useful to think of a model structure to the "challenging debrief" following this pattern:

1. **Describe:** What did you do during that lesson?
The observer can also describe what has been seen or experienced in the lesson from his or her perspective.
2. **Inform:** What did it mean? - to the pupils, to you.
The observer can also offer his or her perspective on this.
3. **Confront:** How did you come to do it (plan it) like that?
4. **Reconstruct:** How could you do things differently? Are there alternatives?

SUMMARY

It is important to realise that the observer wants to see your lesson in as full and complete a context as possible; it is in your interests therefore to be thorough with documentation and arrangements. This reduces the risk of your feeling that judgements are being made about you on the basis of forty-minute glimpses of your working life.

Tutors aim to observe and to make sense of the classroom interactions they meet. It is the environment for learning and the quality of the learning activities experienced by the children that forms the fundamental focus for observation. Thus, observers are not focusing solely on "your performance" or "your delivery" but more on "are children learning here, what are they learning and how effectively are they learning?"

A final note. The Beginning Teacher really is at the apex of the "supervision triangle". As such you are often also the "clearing house" for information which needs to flow - not only between Tutors and Subject Supervisors but to and from your Link Teacher as well. In other words, please ensure that your Link Teacher and Subject Supervisor know in advance of your Tutors' visits and, where necessary, arrange a short meeting time to take place during the visits.

BEGINNING TEACHERS OF GEOGRAPHY TEACHING PRACTICE

This sheet aims to provide an aide memoire concerning the main priorities and characteristics of the block teaching practice. It may help focus discussion arising during lesson debriefing. Remember, during each Block beginning teachers can expect two "formal" observations from their school supervisor and one from each of their subject tutors.

FIRST TP

Students attend school four days per week. They meet and learn to work with the geography departmental team and the wider school as appropriate. They are expected to get to know and teach a range of groups building to between one third and half a full timetable by the end of the session. The majority of lessons will be in geography. They need to begin acquiring an understanding of a range of whole school matters including policies (such as for equal opportunities and the assessment of pupil's achievement) and procedures (eg. relating to a school dress or discipline).

Priorities are:

- observing a range of classrooms, teachers, children;
- planning lessons;
- planning sequence of lessons;
- managing classrooms, discipline;
- developing understanding of the role of enquiry, involvement and language in the context of children learning;
- working as a member of a team.

It is vital that student teachers have space and time to reflect on these matters. A diary and lesson evaluations are to be kept for this purpose but we hope also that regular time during the school day can be allocated for a weekly review, with the school subject supervisor. This need not be lengthy but experience suggests that a regular update and review of progress can be mutually highly beneficial. A TP file must be maintained, recording lesson plans and materials as well as evaluations.

SECOND TP

There is an assumption that progress relating to the elements identified under "First T.P." will be maintained. This will happen in different ways. For example, for one student the appropriate emphasis will be on looking at increasing the range of lesson strategies (extending the repertoire); for another it may be more important to refine the lesson planning process in order to create sharper, more effective learning experiences for children.

The list is now longer, however, and priorities now include:

- assessment and recording strategies;
- extending the range of resources, including IT;
- planning, teaching and evaluation of a curriculum unit;
- refining understanding of geography as part of the whole school curriculum;
- joining in - and taking some responsibility for - a tutor group, and wider school life;
- understanding the school in its particular setting (political, social, economic);
- taking opportunities, such as to plan and help run fieldwork, where available.

October 1993

Circulation: Subject Supervisors, Beginning Teachers, Link Teachers and Subject Tutors

Proposed Course Outline

Term One

week	
1	Primary Experience
2	
3	Orientation (5 weeks) inc. 1 day school-based subject work
4	1 day in school (week 4) for familiarisation
5	3 days introductory block in school (week 5)
6	
7	
8	School Experience 1 (7 weeks) One day per week with UDE tutor
9	
10	
11	
12	
13	
14	

Term Dates

Term One	(weeks 1-14)
Mon. 13 Sept. to Fri. 17 Dec. 1993	
Term Two	(weeks 15-25)
Mon. 10 Jan. to Fri. 25 March 1994	
Term Three	(weeks 26-36)
Mon. 11 April to Fri. 24 June 1994	

Term Two

week	
15	Preparation for post-16 experience
16	Post-16 experience
17	
18	Orientation inc. 1 day school visit (week 18)
19	
20	School Experience 2 (continued in term 3)
21	
22	
23	
24	
25	
26	Easter - 30 March - 8th April '94

Time spent in schools/colleges

	weeks	days
Primary Exp.	2	
Orientation		5
School Exp. 1		28
Post-16 Exp.	1	
Orientation		1
School Exp. 2	11	
School-based project		16
	<u>14</u>	<u>50</u>
Total	24 weeks	

Term Three

week	
26	School Experience 2 (total = 11 weeks)
27	
28	
29	
30	University
31	School/College based group project - action research
32	
33	
34	
35	
36	University based: structured analysis and reflection; debriefing; External Examiners' visits

Time spent in schools/colleges includes:

-	5 school-based days during first orientation period
-	1 school-based day during second orientation period
-	Four days per week of the four weeks (other than half term) of the school-based project



Organisation of New PGCE Course 1993/94

Date	Week	Phase	Monday	Tuesday	Wednesday	Thursday	Friday	
Sept 13	1	1						
Sept 20	2							
Sept 27	3							
Oct 4	4	2						
Oct 11	5							
Oct 18	6							
Oct 25	7							
Nov 1	8							
Nov 8	9							
Nov 15	10	3						
Nov 22	11							
Nov 29	12							
Dec 6	13							
Dec 13	14							
END OF SCHOOL TERM								
Jan 10	15	4						
Jan 17	16							
Jan 24	17							
Jan 31	18							
Feb 7	19							
Feb 14	20	5						
Feb 21	21							
Feb 28	22							
Mar 7	23							
Mar 14	24							
Mar 21	25							
END OF SCHOOL TERM								
Apr 11	26							
Apr 18	27							
Apr 25	28							
May 2	29							
May 9	30							
May 16	31							
May 23	32							
May 30	33	6						
Jun 6	34							
Jun 13	35							
Jun 20	36							



SCHOOL-BASED DAYS

