

# NEWSLY QUALIFIED

## Summer seems so long ago ...

Welcome to the second edition of

### NQT conference

Have you booked a place at the NQT conference? Talk to your HT a great day's FREE INSET. More in the newsletter.

### Stay in touch

Keep abreast of ideas and news via our twitter feeds #hullpgce as well as our facebook page (<https://www.facebook.com/hullitealumni>)

### Website

We have developed a support website with some support materials - we would be interested to hear what support you can give us.

### The MA(PP)

If you were one of those who expressed an interest in carrying on with your study then now might be a good time to start thinking more seriously about this and to approach your HT about supporting you. See the article in NQ1 for more details.

### Holiday

The end of the first term - it is important to recharge and relax as much as possible over the holidays. Enjoy the break.



*Newsly Qualified* the update newsletter for those who have graduated from the Hull PGCE or BA and are now teaching in the Humber region and beyond.

### *You made it!*

Well done you've almost made it through the first term and though the summer may seem a long time ago ago you have a chance now for some R&R. So, it is important that you do relax and recharge. Yes there are probably books to mark and lessons to plan but find sometime also for yourself and your friends and family. Enjoy Christmas and get out into the fresh air. Why not access the Facebook page to see how old friends are getting on ... give them a poke and share some stories.

### *Support Resources*

If you have not found them then the support resources on the website (address in the footer).

### *Journal Club*

We are thinking about setting up a journal club for teachers interested in the impact of research of practice - see the website (address in the footer) for more details.





## NeuroMyths

There is a growing body of evidence from neuroscience that is feeding into thinking about education - we will be running more on this in future editions of *NQ* but in the meantime here are some "neuro-myths" to watch out for. These are things that you have probably heard talked about but for which there is no substantive empirical evidence:

1. **We only use 10% of your brain.**  
No, whilst we do not use all our brain all the time but we use lots of it and it needs lots of energy to keep it going.
2. **Listening to classical music makes you smart.** Sadly not, the original study has been misreported - playing music can help but you have to put the time in to learn to play well
3. **You have the brain you were born with.** No, you can make new brain cells and keeping active helps.
4. **the first years are crucial for success.** A bit, this is an optimal period for language learning but the links between early success and later achievement are mostly the effects of social factors and hard work.
5. **VAK.** This one has no evidential proof at all, we are multimodal learners - use all your senses all the time!
6. **We need to drink lots of water.**  
Except in unusual climatic conditions we need to drink as much as we feel thirsty for.

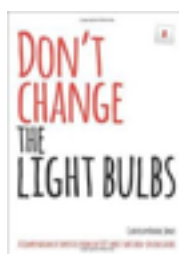
Watch out for these - esp. if someone is trying to sell you something to "cure" these "problems" - it's probably snake oil!

## Holiday Reading

What are you reading this holiday? Will you be asking Santa for any educational reading in your stocking?

### Two books to consider ...

Debra Kidd's book, "**Teaching: notes from the front line**" offers a perspective on the direction of education in the last few years considering the question, "what is education for?" and calling for teachers to try to take more charge of the future of education. Is this a question you have considered in your own teaching career? What are your hopes and expectations for the young people in your care?



A compendium books which can be dipped into for subject / phase or content specific advice is "**Don't change the light bulbs: A compendium of expertise from the UK's most switched-on educators**" this covers a wide range of ideas from a range of active teachers and leaders in UK education.

### ... and two interesting reports

The Sutton trust has published: **What makes great teaching? A review of the underpinning research.** This is a meta-analysis of over 200 pieces of research to identify the elements of teaching with the strongest evidence of improving practice. The report defines great teaching as "*that which leads to improved student achievement using outcomes that matter to their future success*" (p.2).

<http://www.suttontrust.com/researcharchive/great-teaching/>

**Exploring Effective Pedagogy in Primary Schools: Evidence from Research** is a report from Pearson looking at the key factors in excellent primary schools finding that organisational skills; positive classroom climate; personalised, highly interactive approaches to teaching and learning; use of dialogic teaching and learning and more frequent and effective use of the plenary were important.

<http://tinyurl.com/kuovcjz>

Editor: [p.hopkins@hull.ac.uk](mailto:p.hopkins@hull.ac.uk)