

NEWSLY QUALIFIED

Starts and restarts

Staying in touch

Keep abreast of ideas and news via our twitter feeds #hullpgce and #hullprimarypgce as well as our Website

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

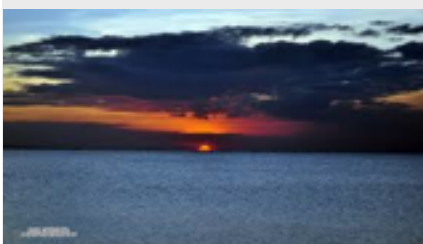
The MA(PP)

Whether you are keen to progress in your studies straight away or to return to them a year in The **Masters in Pedagogy and Practice** allows you to build on your school experiences by carrying out some empirical research in your classroom. Find out more on this exciting new course at:

<http://www.hullmapp.org.uk>

Holidays

At the end of this first half-term - remember one of the perks of teaching are the holidays so try and get away for even just a few days - check out lastminute.com and see where serendipity might take you ;-)



Welcome to the fourth edition of *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.

Beginnings and second chances!

For those of you who qualified in July of this just passed summer you are reaching the end of the first half-term and probably feeling pretty 'fatigued' - as in I'm completely fatigued! Make sure you get some R&R over the half-term break - spend a little of the second pay packet on some treats.

Why not also get back in contact with some of the chums you made on the PGCE - have a beer and chat over your experiences of the first half-term; a chance to share some mutual reflection.

If you qualified in summer 2014 then you have nearly completed the first half-term of your second year - so you can dust off last year's plans and try them out for the second time. This is a year of polishing, refining and enriching. If you have some take some time to talk to and reassure the "newbies" that you can get through the first year with still some sanity!





The science of learning

This superb report from Deans for Impact sets out to summarise the existing research from cognitive science related to how students learn, and connect this research to some practical implications for teaching and learning.

The document identifies six key questions about learning that should be relevant to nearly every educator:

1. How do students understand new ideas?
2. How do students learn and retrain new information?
3. How do students solve problems?
4. How do students transfer to new situations in or outside of the classroom?
5. What motivates students to learn?
6. What are common misconceptions about how students think and learn?

With a full and detailed reference list to wider research this is a very useful synopsis of cognitive psychology - and at only 10 pages something to give you a quick overview - quickly!



Journal Club

We are interested in 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.

Research

We are researching how schools are using iPads and other tablet devices to develop learning and to change pedagogic practice? Are you using devices yourself? or are you using them in your school? If so please contact us at p.hopkins@hull.ac.uk - we would love to come and visit.



NQT conference 2016

We will be holding our third NQT conference on January 29th, 2016. More details on this will be sent to you and you can also find them on the support website. (see the footer of the page for more details).

Reading



What will learning be like in 5 or 10 years time? We hope that you will still be teaching - but what things will have a significant impact on learning? Will this be technology, or social change, or research into the way we learn (see panel opposite?). David Price's book 'Open' asks some of these questions. Using the acronym SOFT (Shared, Open, Free[dom] and Trust) Price cites some research but this well-written book

offers more of a "thought piece" about the way education might go in a more socially driven and networked world using a range of short narratives. Price builds on the work of theorists such as Siemens and Downes and connectivism he offers a view of education that is radically difference from the GERM (Global Education Reform Movement) model.

Would you like to contribute a piece to the next newsletter? A personal story or a resource you would like to share? Send this (no more than 200 words) to the Editor: p.hopkins@hull.ac.uk