

NEWSLY QUALIFIED

Embedding ...

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 our more on this exciting new course at:

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

Holidays

Time to think ahead and rejoice in that perk of teaching the long summer break - there are 4/5 weeks out there with your name on! Time enough to backpack across Africa or climb a mountain!



Welcome to the fifth 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!

So the first term has now passed and you should have got to know your class(es), sorted out the routines and the names and be settling into your induction period. So now might be the time to start to reflect on the wider nature of teaching and learning.

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





What makes great pedagogy: nine claims from research (2012)

There is a strong consensus that high performance in education systems is dependent on the quality of teaching. Barber put it simply: 'the quality of an education system cannot exceed the quality of its teachers' (Barber & Mourshed, 2007:13)

This paper looks for research evidence to support nine strong claims about the characteristics of nine highly successful pedagogies. The effective pedagogies give:

1. consideration to pupil voice
2. depend on the behaviour, knowledge and beliefs of teachers
3. involve clear thinking about longer time outcomes
4. build on learning and experience
5. involve scaffolding learning
6. involve a range of techniques
7. develop higher order thinking and metacognition
8. embed assessment for learning
9. are inclusive of all learners.



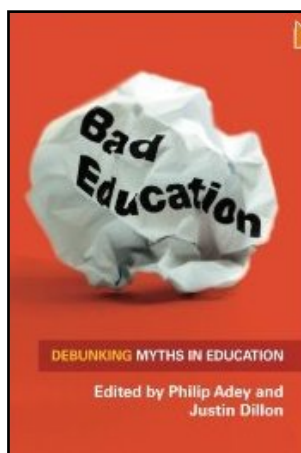
pedagogic practice? Are you using devices yourself? or are you using them in your school? If so please contact us at p.hopkins@hull.ac.uk - we would love to come and visit.

NQT conference 2016

We will be holding our third NQT conference on January 29th, 2016. More details can be found on the [support website](#). (see the footer of the page for more details).

This conference is free for NQTS - though you will have to have a day out of school and offers a range of exciting workshops on a range of topics, a great day's professional development.

Reading



This book by Philip Adey and Justin Dillon is subtitled "debunking myths in education" and explores some of the, "things that we know" about teaching and learning and the research evidence behind these. This book asks difficult and awkward questions about the practice that is found in many schools and explores that complexity behind apparently simple ideas like, "small classes are

better than bigger classes" and "some schools are better than others schools". The Book is divided into three core parts. Part 1: School Organisation, Part 2: Teaching Methods and Part 3: Learners and explores a range of ideas such as:

■ good and bad schools, class size, teaching assistants, traditional v progressive, SEAL, computers and calculators, neuromyths, IQ, dyslexia and many more.

An easy but excellent read this book should help you to explore the issues that it discusses but also develop your own critical faculties about the things that you are doing in your own classroom.

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