



**YORKSHIRE  
WOLDS**  
TEACHER TRAINING

# NEWSLETTER

## JUNE 2021

*We are delighted to have returned to face to face sessions on a Friday. It has been great that the trainees finally get to meet up in person rather than just seeing each other virtually.*

### **RETURNING TO MY OWN SCHOOL TO TEACH EVIE ARTHUR, PHYSICS TRAINEE**

I have always wanted to be a teacher but I never expected to teach back at my own school, especially after leaving the area to study Physics at the University of Manchester. However, on finishing my degree and looking for a teacher training provider, I was overwhelmingly impressed with the proposed training programme from YWTT.

My first placement was at The Snaith School where the staff made me feel so welcome. I could not have wished for a better start. My next placement was at my old school, South Hunsley. At first I was apprehensive, however, the science department were extremely supportive. I have many colleagues to thank for their help throughout my ITT year.

The best thing about coming back to South Hunsley is the strong connection I have with the school, community and staff which makes me proud to work there. I also feel it gives me the perfect opportunity to make a difference as I have recent experience at the school from a student perspective. It is a privilege to offer the support I received back to students where I went to school.

Now that I am coming to the end of my ITT training year, I can confidently say that the course has surpassed my expectations and I have had a wonderful experience training to be a teacher. My next step is progressing to an ECT at South Hunsley in September. I am looking forward to working with the dedicated team and amazing students in the future.



### **TEACHING FOUNDATION SUBJECTS KATIE FRITH, PRIMARY TRAINEE**

Being a primary school trainee, you have the privilege of delving into all subjects and areas of the curriculum. Within the primary teaching environment, the foundations subjects help to enrich the learning experience of students by helping them to understand more of the world around them and is often something they look forward to each day.

Teaching the foundation subjects helps to stretch your pedagogical approaches, as you must consider how and in what way you deliver certain foundation subjects. For example, when delivering a new skill within Art, modeling is crucial to display the desired skill to allow for progressions. It can be a challenge to

teach a foundation subject that your skills are not as strong in (personally, this is French for me). However, due to the supportive and extensive structure of YWTT training plan, these anxieties were put to rest through the help of our experts, mentors and placement schools.

Within foundation subjects, sometimes the excitement of learning a new language or using a new instrument can cause a burst of energy within the classroom, however it is vital to allow the children to embrace this enthusiasm and explore their own learning journey, by doing this it helps to embed a curiosity and a love of learning in that specific subject.

I have found delivering the foundation subjects extremely enjoyable and have been able to share these experiences through the Evidence Portfolios which demonstrated my progress.

On a personal level, learning about all the foundation subjects and delivering them in the classroom has helped to encourage my confidence to flourish. Planning and delivering foundations subjects is something I look forward to in my teaching week. Through the delivery of foundation subjects, it helps to bring a world that has seemed so far away in the past year, seem a little bit closer and a little bit more familiar, and it has been a pleasure to help support that journey.

## ***SPOTLIGHT ON MON DAVISON MENTOR, HESSLE HIGH SCHOOL***

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Mon Davison is a Mentor at Hessle High School, one of the key partner schools for YWTT. Mon works closely with the YWTT Leadership Team and sits on the QA Committee and is integral to the programme delivery in our partner schools.

From a young age, Mon knew she wanted to be a teacher " I grew up in a rough part of an inner city with a reputation for violence and criminal behaviours but I always saw education as a way forward. From a young age, I role played being a teacher, gathering all the kids from the streets and reading stories to them. Occasionally, we even dabbled in with art and maths. I did have a short spell of wanting to be a lorry driver but that soon passed"

Mon was born in Poland and studied her A Levels there in English, geography and Polish as this was a compulsory component in Poland. Following this, Mon completed her first degree in Poland, specialising in linguistics which Mon really enjoyed "I had a particular interest in grammar and semantics. I received first class honours degree there following this, I completed my Masters degree in Education with Edge Hill University, receiving a distinction for my dissertation on implementation of Google in a school setting".

Before completing her degree, Mon took a break before her final degree year to come to England. Here she met her husband and had her first child, Alex. Following this, Mon completed her degree and then worked as a head teacher in a Polish Community School for six years. Mon was then approached to teach EAL in a school in Hull where she stayed there for three years and in the meantime, had her second child, Emily.

Mon completed the Graduate Teacher Programme which she found was very rewarding as she learned on the job. Mon has worked at Kelvin Hall School and then moved to Hessle High School to teach English, she then began to mentor trainee teachers taking over the CPD lead practitioner's role where she worked on the design of whole school CPD programmes, including becoming the ITT and NQT coordinator / professional mentor. From there, Mon took a role of a lead practitioner for Teaching and Learning and eventually moved to be an Associate Assistant Headteacher with responsibility for Teaching and Learning, including coaching.

Mon really enjoys her job, "My job is really varied. No two days are the same. I love working with students and



seeing understanding on their faces when they concurred something they didn't think possible. I love working with staff and bringing modern academic research into our practice. I also love developing our early career teachers. I see it both as a responsibility and a privilege. I wouldn't change it for a world". When she isn't in school, Mon enjoys spending her time watching films, reading, walking and has also dabbled in writing!

## ***MY EXPERIENCE ON SUBJECT IMMERSION DAYS REUBEN KELLY, YWTT TRAINEE***

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Before joining YWTT, it was made clear that this was a tailored provision that is attuned to the needs of students on the course. Being the only Geography trainee on the cohort I have been extremely fortunate to receive even more detailed and specialised support on subject immersion days from Dave Nichols. Dave sets out the content he would like us to cover and leaves time to address any individual concerns I may have with subject knowledge or general pedagogy.

The sessions were delivered in a variety of ways, from working together for extended periods to Dave setting me a task and checking back in at regular intervals to check progress. Having an input on the content covered has been very helpful. This bespoke advice allowed me to deal with specific issues I faced and feed back to my placement schools on things such as remote learning.

After 9 online immersions days, it was good to visit Snaithe and have the final subject immersion day in person which allowed me to appreciate the nuances of a different Geography department. As a Geography trainee, field trips are a crucial part of the curriculum but as a result of the pandemic it has not been possible to experience this yet. I am looking forward to putting what I have learned into practice when opportunities arise in the coming weeks.

## ***RECRUITMENT UPDATE***

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It is a pleasure to see that over 80% of our 2020-21 Cohort have secured teaching roles for September.

We have received more fantastic feedback from interview panels with trainees being appointed to positions from fields of over 40 applications which included experienced practitioners. The feedback has been that trainees have delivered strong lessons and been able to demonstrate that their practice is evidence informed throughout. We can't wait to see them all fly as Early Career Teachers.

## THE RECRUITMENT PROCESS WITH YWTT VALETTA NORMAN, YWTT TRAINEE

I am training to become a secondary school history teacher with YWTT. The recruitment process has been somewhat challenging for myself and many others this year. Due to COVID 19 there has been a lot of uncertainty in the past year therefore schools have simply not had as many jobs to advertise as they normally would. Although this is frustrating, it is circumstantial.

I have been on placement at Malet Lambert School since November 2020. Since coming here as an ITT, I have found the humanities department supportive through every step of my training including recruitment. My mentor and host teachers supported

me through reading my application, offering words of advice, and checking my planning for interview would really show the kind of teacher I am.

The support at YWTT has been amazing too, through words of constant encouragement to full mock interviews from Alison. After attending many unsuccessful interviews, I further developed my own resilience and was sure that the right school would come along for me. Through collaborating with the expert teachers and the team at Wolds I have been able to secure employment for September at Malet Lambert School as a teacher of humanities.



## PRIMARY 3-7 PROGRAMME POPPY CAPES, PRIMARY TRAINEE

My experience with YWTT has been truly memorable, it has gifted me with a new found confidence and guided me through my training towards a career I am greatly enthused about. Completing the new 3-7 programme has allowed me to develop an in-depth knowledge and understanding of primary teaching in the early years, which is where my passion lies, alongside gaining hands on experience in different and diverse placements.

The course has been more than supportive, prioritising the wellbeing

of its students. Both the tutors and in school mentors have been completely understanding and encouraging, listening to the highs and the lows and making sure that I am the best teacher, and version of myself possible.

The hands on in school approach of the SCITT programme has allowed me to gain experiences in school I wouldn't otherwise have had and has made me feel more than prepared going into my first year as an ECT. This has been complemented by the assignments for the PGCE which are tailored towards

the programme. They have allowed me to complete research into the parts of teaching I am really interested in, and also complete projects alongside other professionals within school drawing on their experiences and knowledge. The programme has also supported me in gaining my first teaching post within one of their incredible partnership schools starting in September and I look forward to continuing to work with YWTT as I take my next steps into the world of teaching.

# THINKING ABOUT BECOMING A TEACHER?

While we are currently unable to offer any face to face school experience days, we will be offering some online sessions to give you an insight into YWTT and what you can experience with us. **Our Get Into Teaching** webinars take place regularly and give overview of what it is like to train with YWTT, as well as the opportunity to ask any questions.

Head over to [ywtt.org.uk](https://www.ywtt.org.uk) to book a place on the next Our Get Into Teaching webinar.