



YORKSHIRE WOLDS  
TEACHER TRAINING

# NEWSLETTER

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## A HEAD'S VIEW OF TEACHER TRAINING WITH YORKSHIRE WOLDS

LUCY HUDSON, HEAD OF SCHOOL, HUNSLEY PRIMARY

*As teachers, we thrive on helping others to make headway; passing on expertise and having the chance to share values, knowledge and the joy of learning – and this doesn't just apply to the children we teach...*

Delivering school-centred teacher training as part of Yorkshire Wolds involves every member of the team at Hunsley Primary and we all enjoy the experience this brings. Initial teacher training is at the heart of what we do and a high priority for our school, knowing we help to shape the teachers and school leaders of the future for the children of the East Riding. Each new trainee arrives with fresh enthusiasm and a keenness to contribute to our team and we're ready to help them grow each day: asking questions, problem-solving, prompting reflection, sharing our collective experiences. The children benefit so much from a diversity of adult interactions and inputs and we all benefit from the buzz of daily professional dialogue about what makes great teaching and learning.

At Hunsley Primary, we are part of the Yorkshire Wolds Teacher Training (YWTT) at all points on the trainees' journey, from hosting individual trainees on placement, to delivering workshops to groups of ITTs on writing, phonics and reading, as well as having a role to play in executive leadership where the strategic direction of YWTT is shaped. The most effective ITT workshops are those which take place in the

classroom, immersing the trainees in a real teaching experience, such as the Guided Reading tutorial offered by our Key Stage 1 Leader and ITT mentor, which begins as a seminar but quickly moves into our Year 2 classroom, where the children are enjoying their lesson, and the trainees are able to see theory in practice before regrouping to reflect on what they've learnt. They also enjoy having a chance to learn about our EYFS class and listen to our Reception teacher share her knowledge of early reading and writing, helping trainees to see where the primary experience begins.

Hunsley Primary children love being part of the YWTT interview process too: they take their role on the Pupil Panel very seriously, under the guidance of our Primary lead, and they enjoy being able to give her feedback about the candidates as part of the day – they are a keen panel! Being a Yorkshire Wolds partner school offers great leadership opportunities for the pupils who like being part of a bigger family of schools all looking to support teacher development in this region.

When a trainee learns to teach in the host school 4 days a week, fully immersed in the ethos, culture and day-to-day routines of that school, they quickly become part of the team. From planning and delivering lessons across the curriculum, to helping with trips and visits, running clubs or supporting parents' evenings, the experience of the trainee is the ideal preparation for their NQT year.



Learning the profession in like-minded schools across the Yorkshire Wolds partnership, sharing the same values and high expectations, means that a Yorkshire Wolds trainee completes their programme ready to teach. As a head teacher who has seen the journey of the trainee from Get Into Teaching Days, which we regularly host, and the initial interview, through each stage of training to the exciting point of recruiting that trainee as an NQT, it's very clear how well-tuned the YWTT programme is.

Seeing your trainee make headway from day 1, and in turn watching the children make progress when the trainee becomes a fantastic newly-qualified teacher, is one of the best aspects of being a school leader involved in teacher training – I would certainly recommend it for everyone involved!

## **VISIT TO RISE ACADEMY** DANIELLE SCOTT

As part of our training we are given an opportunity to experience a selection of alternative educational settings, these are covered over three Diversity days. One day is spent at a PRU – pupil referral unit, one at a coastal school and one at a special school. I spent my three Diversity days at Rise Academy, Withernsea High and Kingsmill special school.

I found the experience very eye opening and valuable, if I am honest more than I actually thought it would be. As these days took place over a very uncertain period for me personally within my training, it was through these days I was able to take a break away, re focus and experience alternatives I had not ever considered.

I particularly enjoyed my time at Rise Academy and Withernsea High. Both of these schools shared a community feel amongst staff and students, which I didn't realise was such an important factor to me until I gained these experiences.

During all three Diversity days we were able to tour the settings, observe lessons and take part in discussions with leading staff members to discover what makes each setting unique and valued. It wasn't until these days I even realised we could, if we wanted to, carry out our NQT year at a PRU or a special school.

For me, I found it refreshing to see my subject area in particular (Art and Design) so highly valued by the

PRU and was impressed to witness the shared passion for my subject by both students and staff. The PRU's ethos of treating students as equals, full of potential with a future as bright as they want it to be no matter what their back story is something I found particularly inspiring. Equally, at Withernsea High, a school with a very similar shared ethos of inspiring students to reach further than they think is possible. My time spent at these two schools in particular has kept me on my path to gaining my QTS and I will always be grateful for these opportunities as they have certainly played a key role in my training journey so far.

## **VISIT TO PRU** DAVID CAMPBELL

"Make sure to wear a spit vest!", "Are they really sending you to one of those?!" and "Rather you than me." were just some of the things I heard when I told people I would be visiting a Pupil Referral Unit (PRU) for the day – not from teachers I hasten to add but friends and family. The teachers merely kept a raised eyebrow and implied these things; much more tact yet equally daunting. Trying and failing not have any preconceptions of what my Friday would entail I took the plunge and walked through the school gates ready for anything.

After the obligatory introductions and 'welcome' chats I was sat down with a teacher and student working one on one and was, if I'm being honest with myself, pretty surprised by what I found. I was greeted and offered a cup of tea by the student because I 'was new'. This immediately went a long way to putting my mind to rest and this set the template for the rest of the day in many ways. Yes, I witnessed challenging behaviour, challenging students and frustration. But this was more than balanced out by the progress that was obviously being made students who have not

had much success in mainstream education (to say the least). This was made possible by the seemingly endless patience and hard work of the staff I saw there and also the students who were encouraged to believe in themselves and were supported completely.

This visit opened my eyes to the huge number of teachers working outside of mainstream education, those that make a choice to work with some of the most challenging students in order to make a difference and I was inspired by them.

## **VISIT TO KINGSMILL SPECIAL SCHOOL** MICHELLE PALMER

Visiting Kings Mill Special School on the diversity day as part of my training has truly been a highlight of the programme so far. I was inspired by the loving and engaging atmosphere amongst all the staff and pupils. It was a great opportunity to witness how every child matters and an excellent example of how differentiation has a big impact on the progress of pupils who otherwise wouldn't be able to gain access to a mainstream curriculum.

I especially was encouraged by the long term plan for the pupils and how they could continue to become independent when reaching adulthood. I worked alongside a group of young people who were involved in developing their enterprise

skills. They were taught how to run their own shop (how to make a profit from the food they baked and sold). Creating a cross curricular activity ensured that all pupils were able to gain access to subjects which otherwise they may not have been successful in. I witnessed how the constructivist theory helped make progress for this small group by active learning and to see their faces full of pride was a delight to see. I was also encouraged to see previous students return as adults, visiting the school with the same excitement and love for the school. The buzz from the pupils permeated amongst all my colleagues and we all left feeling energised by their desire to learn and succeed.

Reflecting on the day, I can now see that no matter how limited a pupil may be in their stage of development, there are strategies that can be used to individualise their learning in order to make the most progress for them. I will ensure to create lessons which give every child an opportunity to succeed in their individualise outcomes and thrive. It was a humbling experience which I will continue to reflect upon and embed practices used in my own teaching. It was a privilege to be part of such a special day in such an inspiring school.