



**YORKSHIRE  
WOLDS**  
TEACHER TRAINING

# NEWSLETTER

## FEBRUARY 2020

### WELCOME

Welcome to the first edition of the newsletter in 2020. Cohort 3 have now completed their first term in schools with our primary trainees having joined their main placement schools and will be starting to pick up more lessons. Hayley Nickolay-Walker has met with our cohort of NQTs to further develop their Evidenced Informed Project and we look forward to hearing more about that in a future edition.

### MY NQT YEAR SO FAR – HANNAH FOOTE

Starting NQT year for me was like driving alone for the first time after passing your test... you know how to drive, but still second guess yourself at every turn for a while. It's amazing how quickly you settle into your own classroom though (if you're lucky enough to have one - my first highlight before even starting teaching). I've had highs and lows throughout the first term as I'm sure everyone has (often within hours of each other), but another highlight has been the unconditional support I've had from the department. The thing that's struck me most over the first term, as cliché as it sounds, is just how much of an impact teachers have on young people's lives - often without even trying! Relationships can make or break lessons; some happen overnight and some take months of hard work, but however long they take, it feels amazing when you finally build a positive relationship, and students start to make good progress. I've still got a LOT to learn, but I'm having a great time doing it!



### BEHAVIOUR MANAGEMENT WITH DAVID YORK – DAVID QUINNELL

At the end of a long term, a tiredness of trainees sat down for the last training session before the Christmas holidays. They could almost smell the Roast Turkey and delicious Brussels sprouts.

Father Christmas, in the shape of David York, came to visit to deliver a full day's program on Behaviour Management techniques. Using his considerable experience teaching and training he gave everyone lots of food for thought and lots of ideas to use in the classroom. He asked several questions one of which left most of us puzzled: Are you an ostrich, a magpie or an owl? Ostrich – Head buried in the sand, too focussed on one person/group to notice what is going on in the other parts of the classroom.

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**TRAIN TO TEACH WITH YORKSHIRE WOLDS TEACHER TRAINING**

Magpie – Deliberately stalking the classroom looking for any misdemeanour to sanction. This not only comes across as aggressive, but will almost certainly disrupt the rest of the class. Owl – The wise head in the classroom. Looking to give praise for positive behaviour rather than looking for negatives. Stand in the vicinity of poor behaviour to not only let those know that the behaviour has been spotted, but it also stops the poor behaviour continuing. So, try to be the Owl. Sometimes it can be difficult, but always aim to be the owl.

However, the main technique that shone through the day was relationships. Building good relationships with your classes can be just what is needed. Welcome them as they enter the class; ask what they did at the weekend; be supportive; be approachable. Be the Owl.

## PRIMARY DIVERSITY EXPERIENCE – GEORGIA MOORE

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During my diversity placement at Airmyn Park Primary School, I was lucky enough to be given the opportunity to learn how to manage mixed year group classes. I spent my first half term teaching years 3 and 4, and my second half term teaching years 5 and 6. Working with such a broad range of abilities was challenging however it allowed me to strengthen my practice and ability to manage difficult situations. Along with lots of hard work, there were many opportunities for fun learning experiences alongside the children. One highlight was a Stone Age trip to Creswell Crags with my year 3/4 class. This involved a number of activities, including adventuring inside a cave where settlers lived over 4000 years ago! Another highlight of my diversity placement was definitely the build-up to Christmas. I participated in a number of activities, including Christmas crafts, a Christmas fayre, and a Christingle service at the village church. I think the Christmas celebrations were a lovely way to bring my placement at Airmyn to a close!

## SPOTLIGHT ON TOM LUMLEY

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### PICTURED: TOM LUMLEY



Tom Lumley is Professional Studies Lead – Secondary and he looks after the Friday sessions which take place each week, and is also the subject lead for mathematics. Tom teaches maths with his base school being South Hunsley. As a young boy, Tom dreamed of being a driver of a steam train, he later realised that this was probably a bit too niche and his desire to help people led to a choice of being a teacher or joining the police. With both parents being primary head teachers, he opted to spend some time shadowing his local Police force and it was during this period, Tom felt that he would be better suited to teaching.

Tom completed his A levels in maths, further maths, physics and music and went on to attend St Andrews University to undertake a degree in economics. Following graduation Tom then enrolled on a PGCE course at Durham university which cemented his passion for teaching and where he really felt that teaching was a vocation.

Upon completion of his PGCE, Tom took up the post as teacher of maths at Bishop Barrington School in Bishop Auckland, where he later moved into a new role as second in department and school timetable eventually becoming head of maths at Tudhoe Grange School in Spennymoor. Tom and his family relocated to East Riding of Yorkshire for personal reasons and Tom joined South Hunsley School in 2015.

Tom is an avid musician and can play a variety of instruments and he participates in a number of extracurricular musical clubs at school, plays in church every week and his band performs at weddings and other social events. When he isn't in school, Tom enjoys watching cricket and American football, playing board games and can often be seen walking his cocker spaniel Mickey around the Yorkshire Wolds and further afield, often following the course of old railway lines.

Tom truly believes he has the best job in the world, a balance of classroom practitioner and also having the chance to train the next generation of practitioners who are passionate about supporting students to achieve their potential.

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