

Welcome to the Solent SCITT's newsletter. We will keep you up to date with news from across the partnership, exciting opportunities for teacher training and topical updates from our team.



Subject Expert's Corner

'Why Teaching Maths is so Rewarding

Subject Expert Profile

Laura Morrish



Laura is Assistant Subject Leader for Maths and Teacher Training Coordinator at Horndean Technology College. She particularly likes teaching algebra and is keen to decimate the negative perceptions some students have of algebra.

Is there anything better than seeing a student have that 'light-bulb moment'? How about when a low ability, disengaged year 10 student has that moment? There is so much negativity out there about Maths and being a Maths teacher. Everyone I know thinks I am mad for being a Maths teacher but I genuinely don't know what I would do if I wasn't.

I understand that Maths can be hard; I will never say I am a gifted mathematician and I always had to work hard to achieve well in Maths, but there is just something so rewarding about the success of completing a complex maths problem. That feeling of beating the question is one that makes you proud of yourself regardless of your age or ability.

Think about how you feel when you have helped to guide a student to completing one of those questions and they leave your classroom smiling, or even boasting about it to their mates. Seeing students who are often lethargic or disengaged becoming competitive about maths and wanting to outdo one another is why Maths teachers get up every day and do this job, despite all of the pressures that come with teaching.

Then, there are the students at the opposite end of the scale; those who are gifted in this subject and want to pursue it as far as they can. These students make you think as a teacher; there is no choice but to be ahead of the game and ready for any question that comes your way.

But what about when they turn up to a lesson with a degree style question they have found online and decided to do for fun over the weekend? In this case, you have to work through it together and have that moment of success with them. There is no limit to the maths that you may need as a Maths teacher and you will forever develop your mathematical skills.

If you would like more information about teaching and how to apply through UCAS, contact Phil Seery at info@thesolentscitt.co.uk

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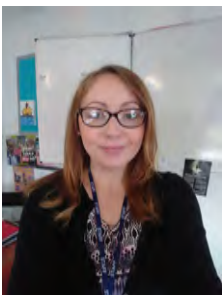
News

The 2017/18 cohort are now in their final school experience and making real progress in their classroom practice. Congratulations to those who have already secured employment.

We have a greater presence on social media - follow us on Facebook, Twitter and Linked In.

Recruitment for September 2018 is ongoing. If you are interested in applying, contact Phil Seery at info@thesolentscitt.co.uk

Secondary trainees have been on KS2 and KS5 experience in a broad range of partnership schools. Thank you to all the schools involved for hosting.



Mentor Profile - Katie Iwara

Katie studied a BA in Theology & Religious Studies at Winchester University. She then completed a PGCE at Chichester University and has experience as Head of Department and leading SMSC. Katie is currently a SCITT mentor working at Oaklands Catholic School & Sixth Form College.

Talking Point

This week we've been talking about the government's decision to scrap the Professional Skills tests lock out period.

This is a considerable shift in thinking and will be a welcome relief for many potential trainees.

What do you think about the Skills Tests? Are they an appropriate benchmark for those entering the profession?

To read more visit: <https://schoolsweek.co.uk/qts-skills-test-lock-out-period-and-re-take-charges-scraped>

Mentor Reflections

The Final Placement - What Does a Trainee Teacher Need to be Ready for their NQT year?

Number One: Schemes of Work. Particularly, if you are a trainee of a subject that typically has a smaller department, you may find yourself in a position where you will need to be able to produce these. Having an idea of what you would like your schemes of work to look like and what topics you feel passionate about is a good start.

Number Two: Data. Unfortunately, there is no escaping data in teaching so getting into a routine of recording it for each class and being able to look at it, and crucially respond to it, so interventions have an impact, is good practice.

Number Three: School Policies. If you are able to get your hands on some of the school policies from the school you will be working in, it would be great to start off your NQT year knowing what they are.

Having an awareness of these will give you the confidence to enforce school expectations right from the beginning and send the right message to students that you know what you are doing - even if you may not quite feel that way at the time!

Finally, keep a folder of all of your achievements and positive moments from lessons. This could be a student saying they enjoy your lessons or a 'thank you' note.

You may need this when you are having a bad week, just to remind yourself that you are doing a great job!

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