

What's it really like being an NQT Teacher- Researcher?

Faye Wills

Format of This Session



A bit about me - how I came into teaching and what I did before.



Some of the projects I have been involved with over the last year.



How you might be able to be involved, and what benefits this will have for you.



Invite you to ask any questions about my research, the faculty I am working with, or what it's like being an NQT.



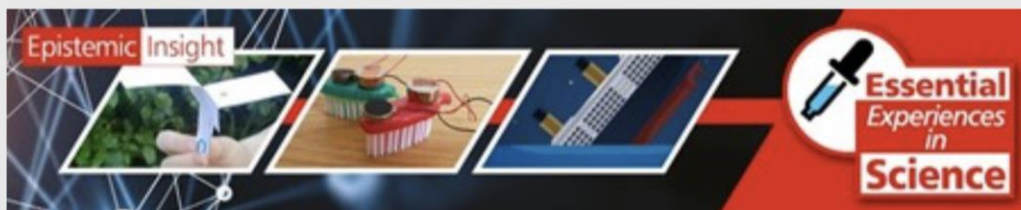
My Background

- BA Hons History and Archaeological Studies – University of Kent
- MA Archaeology of Egypt and the Near East – University College London
- Worked as an archaeologist for 2.5 years, including a week excavating in Pompeii
- PGCE - Canterbury Christ Church University
- PhD Education – Canterbury Christ Church University (ongoing)



Epistemic insight means 'knowledge about knowledge' – and, particularly, knowledge about disciplines and how they interact. The Epistemic Insight Initiative is developing ways to teach epistemic insight in schools, colleges and teacher education. The launch was filmed by **BBC Breakfast**

News, Comments and Events



Our Essential Experiences in Science workshop schedule for 2021 is out!

By Sherry Simpson Essential Experiences in Science is an exciting new scheme for Years 4-7 which address National Curriculum topics e.g. air resistance, friction. We have free resources and equipment to share with 30 schools. Join our free CPD sessions or become... [read more](#)



Tweets by @LASARcentre

LASAR Centre @LASARcentre
4 sessions #primaryCPD series left this term (incl #primarySTEM & #EpistemicInsight #BridgingQuestions) Tonight 4pm: "Why Plants Matter" FREE resources, CPD & chance to be part of #ActionResearch @ExploreBQIC @CCCUPrimaryEd @CCCU714 @CCCUPartnership Book eventbrite.co.uk/o/lasar-centre...

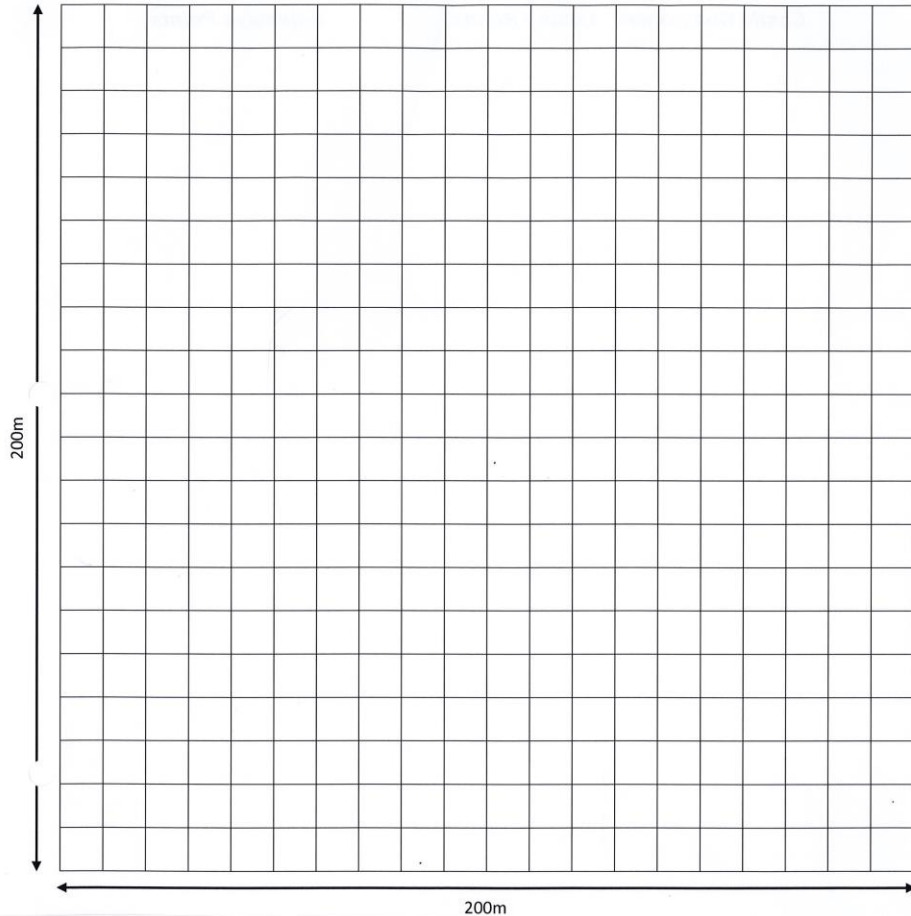


LASAR Centre @LASARcentre
#WednesdayCatchup hear from @NhhsRobert @stmarysseosci on how he introduced his #PCGE students to #EpistemicInsight workshops around #BigQuestions to uncover the types of knowledge required for a holistic answer. @ExploreBQIC @CCCUEducation epistemicinsight.com/introducing-ep...



'Castles' Lessons

Castle Plan – Defend your people



King Henry III, the son of King John, is planning a series of building works to strengthen England's defences against invaders from other regions. He has asked you, his chief architect, to design him a castle to help defend his throne. He has given you a list of components that you can choose from to design it. There are 3 criteria. The castle cannot be any bigger than the grid he has given you, and it must be both defensive enough to stop invaders, but also luxurious enough for a king to live in when he goes on his visits around the country. Henry has asked that your design has a maximum of **500 siege defence points**, and a maximum of **500 luxury points**. Henry has also given you a space on the back of this grid to help you remember how many points you have left to spend.

King Harold II's Approved Castle Component Catalogue

<p><u>Turret (No Arrow Slits)</u> Luxury Points: 0 Defensive Points: 10 Size/Shape: 15mx15m Square *Must be joined by walls</p>	<p><u>Turret (With Arrow Slits)</u> Luxury Points: 0 Defensive Points: 25 Size/Shape: 20mx20m Square</p>	<p><u>Military Keep</u> Luxury Points: 10 Defensive Points: 75 Size/Shape: 35mx40m Rectangle</p>	<p><u>Luxury Keep</u> Luxury Points: 125 Defensive Points: 15 Size/Shape: 45mx30m Rectangle</p>
<p><u>Armoury</u> Luxury Points: 0 Defensive Points: 60 Size/Shape: 15mx45m</p>	<p><u>Gatehouse (With Drawbridge)</u> Luxury Points: 0 Defensive Points: 50 Size/Shape: 5mx10m Rectangle</p>	<p><u>Gatehouse (No Drawbridge)</u> Luxury Points: 0 Defensive Points: 0 Size/Shape: 5mx10m</p>	<p><u>Moat (Requires Drawbridge)</u> Luxury Points: 25 Defensive Points: 250 Size/Shape: 160mx140m Rectangle *Note: Castle must fit inside moat area.</p>
<p><u>Stables</u> Luxury Points: 50 Defensive Points: 20 Size/Shape: 15mx30m Rectangle</p>	<p><u>Expanded Stables</u> Luxury Points: 50 Defensive Points: 65 Size/Shape: 30mx60m Rectangle</p>	<p><u>Forge</u> Luxury Points: 0 Defensive Points: 45 Size/Shape: Circle with radius 10m</p>	<p><u>Castle Wall</u> Luxury Points: -1 Defensive Points: 2 Size/Shape: 5mx5m Square</p>
<p><u>Decorative Castle Wall</u> Luxury Points: 2 Defensive Points: 0 Size/Shape: 5mx5m Square</p>	<p><u>Well</u> Luxury Points: 50 Defensive Points: -15 Size/Shape: Circle with radius 5m</p>	<p><u>Kitchen</u> Luxury Points: 25 Defensive Points: 0 Size/Shape: 15mx20m Rectangle</p>	<p><u>Toilets</u> Luxury Points: 40 Defensive Points: -20 Size/Shape: 5mx10m Rectangle</p>
<p><u>Barracks</u> Luxury Points: -25 Defensive Points: 90 Size/Shape: 30mx75m Rectangle</p>	<p><u>Servants' Quarters</u> Luxury Points: 80 Defensive Points: 10 Size/Shape: 25mx35m Rectangle</p>	<p><u>Chapel</u> Luxury Points: 60 Defensive Points: 25 Size/Shape: 15mx40m Rectangle</p>	<p><u>King's Chambers</u> Luxury Points: 140 Defensive Points: 0 Size/Shape: 40mx40m Square</p>
<p><u>Larder</u> Luxury Points: 30 Defensive Points: 0 Size/Shape: 5mx20m Rectangle</p>	<p><u>Portcullis</u> Luxury Points: 0 Defensive Points: 50 Size/Shape: 20mx20m Square *Note: Must be directly between 2 turrets</p>	<p><u>Courtyard</u> Luxury Points: 100 Defensive Points: 0 Size/Shape: 50mx65m Rectangle</p>	<p><u>Wine Storage</u> Luxury Points: 100 Defensive Points: -50 Size/Shape: 15mx60m Rectangle</p>



'Batman Intelligence Team' Lesson

'French Invasion!' Lesson

Epistemic Insight – Discussion with recently qualified History NQTs about their opinions of the ‘plague’ and ‘warfare’ metaphors for Covid-19

by Aga Gordon | Friday, July 17, 2020 | Uncategorized | 0 comments



Written by Faye Wills

As we move closer to September, the issues surrounding the return to school in the midst and aftermath of Covid are critical. Aside from the obvious uncertainty around the spread of the disease amongst students and staff, and the inherent mental health issues arising from loss of loved ones and isolation from social circles, there is the necessity to decide whether teachers should be engaging students in class via what I am tentatively calling ‘the Covid lens’. To me, this means using Covid – a collective experience shared by all people living at this time that has affected everyone in some way – as a tool for teaching.

LASAR is currently engaged in looking at the practicalities of this. Researchers are working with faculty staff and schools to investigate the benefits and limitations to, and subsequent implementation of, a reworked curriculum which provides spaces for contemporary conversation and collaboration across curriculum areas in schools. So far the research has included an analysis of the curriculum for science and other

 Search

Recent Posts

Our Essential Experiences in Science workshop schedule for 2021 is out!

The launch of our discovery bags!

Introducing epistemic insight into a PGCE course.

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Why did it spread so quickly?

*On your paper in your pairs, write something that we know about how diseases are spread today **OR** the precautions we take to stop them spreading.*

I will ask each pair what you have written and you can then come and stick them on the board in the right column of the table.

- People in the 1600s still believed heavily in the 'miasma theory' – this means 'bad air'; people thought the air actually *caused* illnesses.
- Louis Pasteur did not develop his revolutionary germ theory until the mid-1800s – over 150 years after the Great Plague!
- The connection between hygiene and illness was not discovered until the late 1800s to early 1900s. Until then, there were no precautions taken during surgeries or treatments to clean and cover surgeons' hands, or infection from surgical tools.

	Athenian Plague	Black Death	Great Plague	'Spanish' Flu
When was it?				
Where did it start?				
How did it spread around the world?				
How many people died?				
What disease was it?				

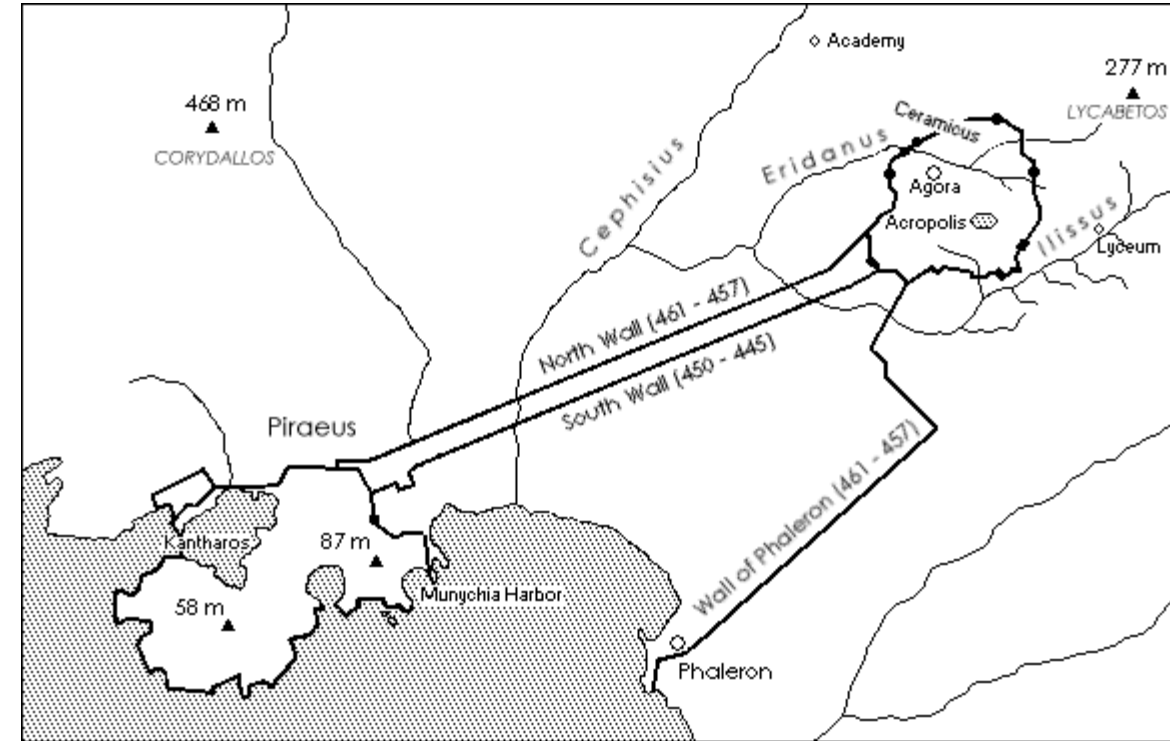
Can we learn about modern pandemics by studying those of the past?

Do It Now

- Complete your pre-intervention survey, then answer the following questions.
- What is the different between an epidemic and a pandemic?
- What is a 'discipline'?
- How is a 'discipline' different from a subject?
- Do you think we can use disciplines other than 'science' to help us understand how to cope with widespread illnesses? Why / why not?

The Athenian Plague

- ❑ This epidemic started in 429BC in sub-Saharan Africa, and through trade and enslavement it moved north to Greece by 430BC, where it arrived in Piraeus (the port of Athens).
- ❑ Over the next year, it claimed approximately 100,000 lives in the city alone; we do not know how many others outside of Athens were affected.
- ❑ Despite modern scientific testing of remains from the time, we still don't know what disease this actually was. It is called a 'plague' because we now generally use this term to refer to any fast-spreading, uncontained disease.



The Black Death

- ❑ This bubonic plague pandemic began in Far East Asia and was transported to European 1347 by traders.
- ❑ Most 'foreign' diseases carried by ships were stopped from transmitting into Europe by observing the 'quarantena' – a period of 40 days where sailors were forced to remain on board their ships (quaranta is the Italian for '40').
- ❑ However many traders also came over land, where they did not have to observe the 'quarantena'.



What word that we use today derives (comes from) the term 'quarantena'?

The Great Plague

- This epidemic occurred in Britain in 1666-7.
- Bubonic plague:
 - Named because of the appearance of painful 'buboes' – pus-filled boils – all over the body.
 - Spread by fleas on rats.
- Pneumonic plague:
 - From Greek word 'pneumo' meaning wind or breath.
 - Airborne; spread by sneezing and coughing.
 - People who caught pneumonic plague often died within a day.

<https://www.bbc.co.uk/bitesize/guides/zd3wxnb/video>

TASK

- Watch the video and fill in the relevant sections of your table.

The 'Spanish' Flu

- ❑ This influenza pandemic was first observed in Europe, America and parts of Asia in the spring of 1918, and reoccurred in 4 waves until 1920.
- ❑ It spread to the rest of the world and infected approximately 500 million people, killing between 20 million and 50 million.
- ❑ No people had immunity to this particular strain of flu, which is one of the reasons it spread so quickly and was so deadly.
- ❑ At the time the First World War was raging, so it is highly likely that the mass movement of troops throughout the world caused the disease to spread further and more quickly.



What do you think this man in Britain in 1920 was trying to do?

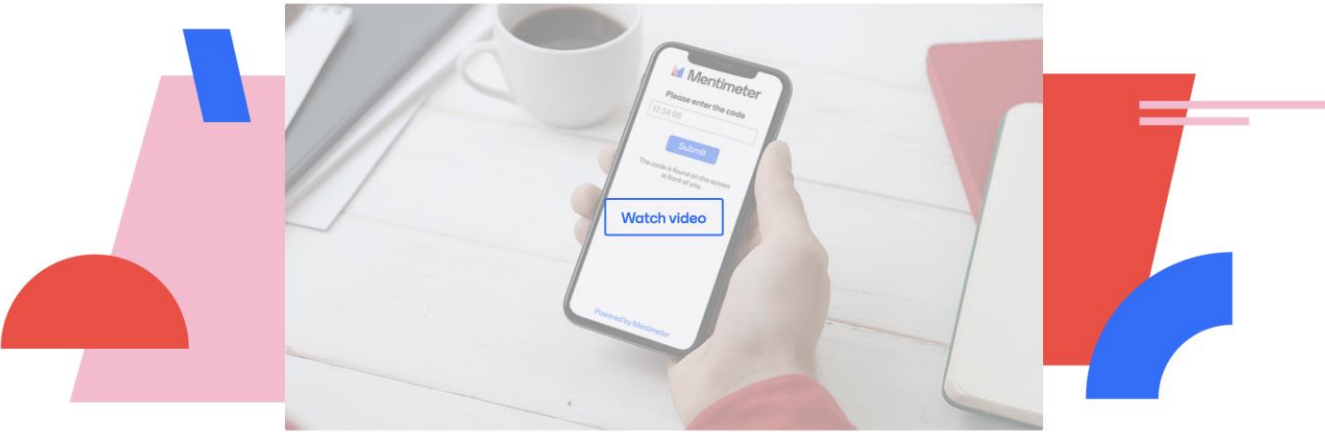


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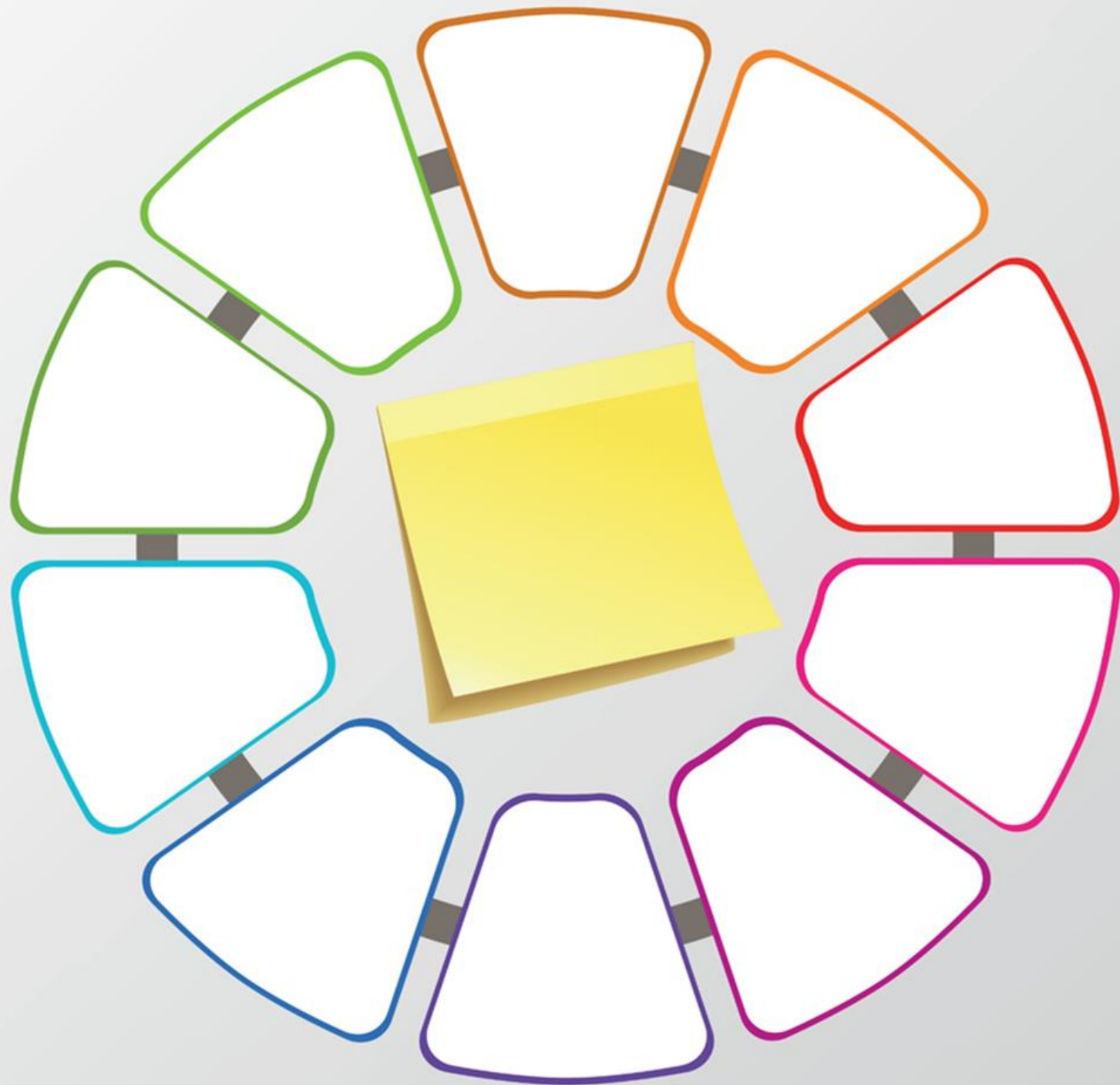
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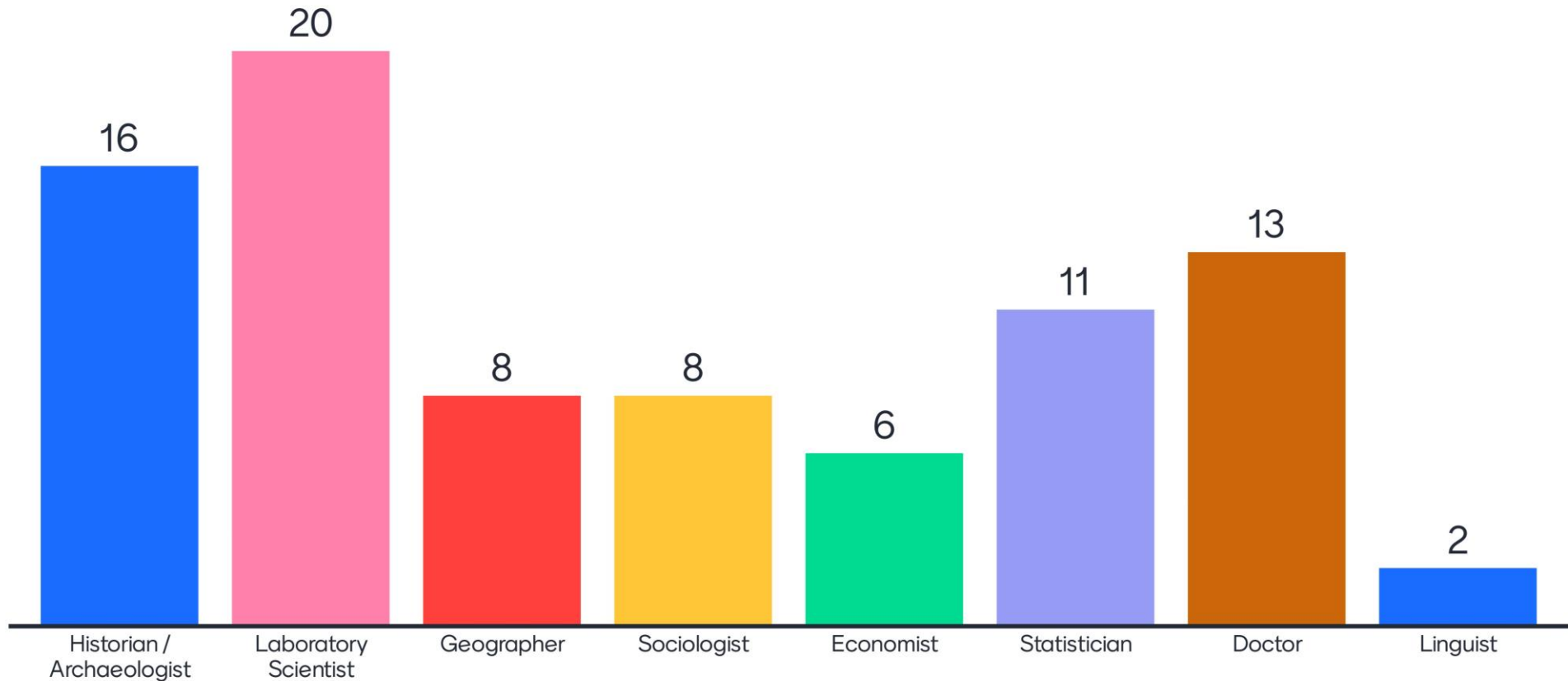


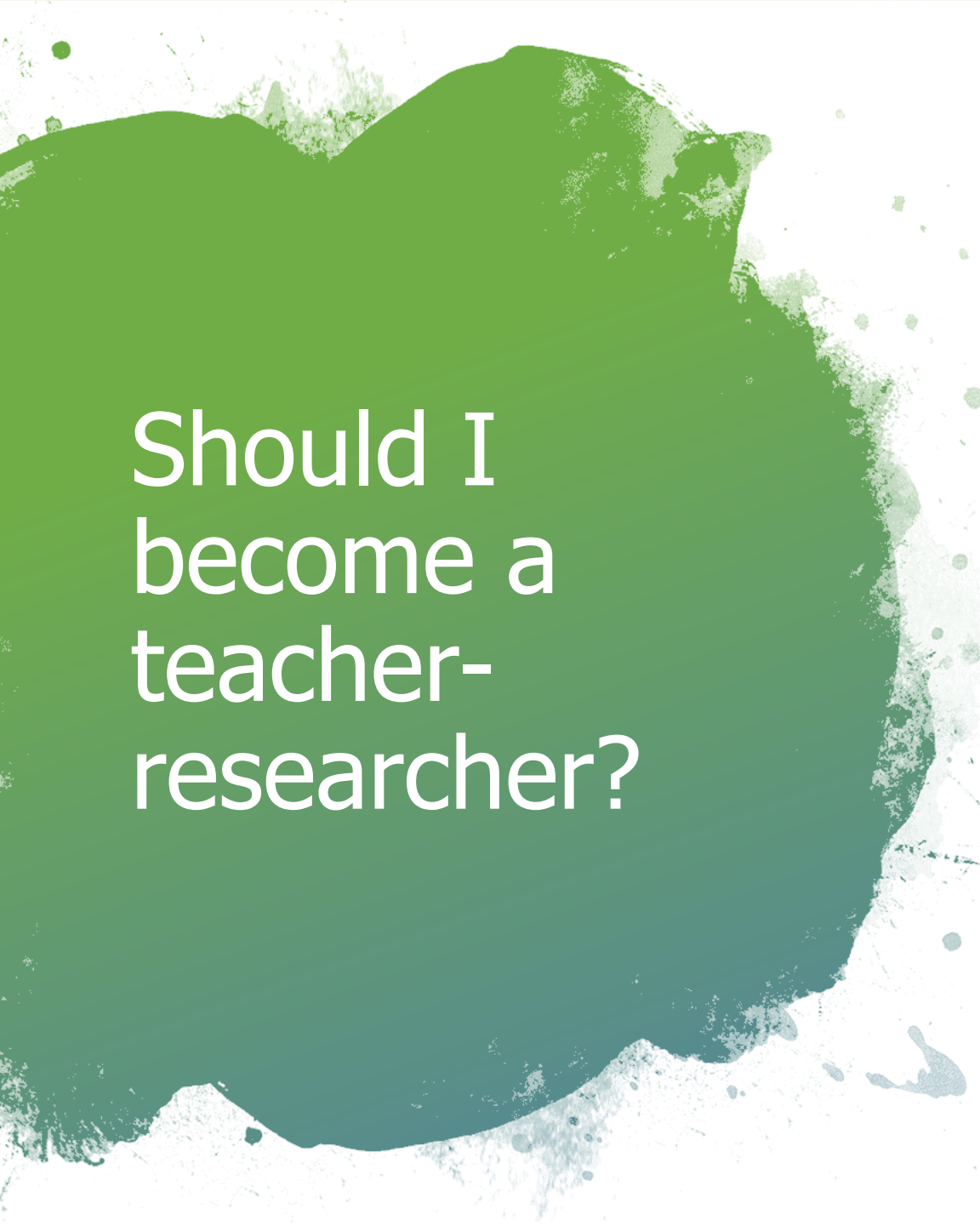
What is Mentimeter?



Discipline Wheel

Which experts would you choose?





Should I become a teacher- researcher?

- The long and short of it is ... yes!
- It's great fun!
- Help develop strategies to bring together what students learn and how they implement it.
- Requires dedication and, in some cases, a bit of additional work, but it is definitely worth the reward.
- Opportunity to work with some innovative people.
- Learn from experienced teachers
- Excellent chance for the school to be involved with developing pedagogy.
- Ultimately open many doors for you which will be invaluable in your career.

Thank you for
listening! Are there
any questions?