

# Off the SHELVES

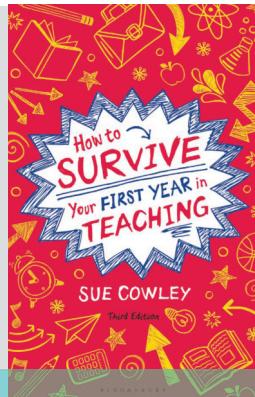
More great titles to provoke debate  
and inspire you and your students...

## TRIVIUM 21c

preparing  
young  
people  
for the  
future  
with  
lessons  
from the  
past

Martin Robinson

foreword by Tim Gollott



## Trivium 21c

(MARTIN ROBINSON, INDEPENDENT THINKING PRESS, £18.99)

What needs to happen to the way we teach, so we can be sure we are providing today's children with an education that's fit for the 21st century? Are the traditionalists right to argue that an effective curriculum needs to be based on a core body of hard knowledge; or should we be listening to the progressives, and focusing on instilling and nurturing soft, transferable skills? In this beautifully written, scholarly, and deeply thoughtful book, Martin Robinson questions the generally accepted dichotomy and offers an alternative and integrative approach, based on the trivium (grammar, logic and rhetoric) that would have been at the heart of university students' learning in the Middle Ages, and which he sees as a key that can enable contemporary pupils to unlock and comprehend the rich store of knowledge that human beings have accumulated throughout our history. If any single book is likely to bring peace to the educational battleground... this could be it.

## How to Survive Your First Year in Teaching

(SUE COWLEY, BLOOMSBURY EDUCATION, £18.99)

First published a decade ago, just after the author had left her initial teaching post, this bright, no-nonsense survival guide is as useful and relevant now as it was then, thanks to an update that maintains the empathy and immediacy of the original, but adds new diagrams and checklists; fresh case studies; and plenty of extra tips and ideas that Cowley has picked up through her work with schools and colleges throughout the UK and beyond during the past ten years. As she points out, whilst buzzwords, acronyms and initiatives come and go all the time, the fundamental practicalities of entering the profession and developing into the best teacher you can be remain constant – and it's on these that she focuses, with straightforward, solid advice that's easy to absorb and can be put into practice from Day One at the chalkface.

## E-SAFETY FOR THE i-Generation

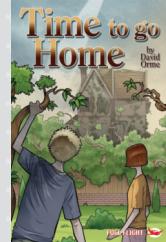
COMBATING THE MISUSE AND ABUSE OF TECHNOLOGY IN SCHOOLS



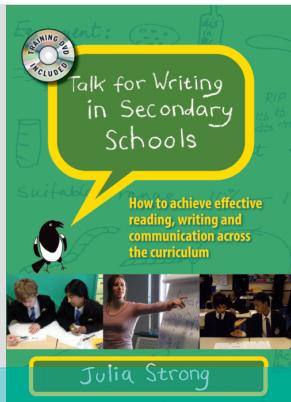
## E-Safety for the i-Generation

(NIKKI GIANT, JESSICA KINGSLEY PUBLISHERS, £15.99)

It wasn't so long ago that all a responsible SLT had to do to ensure that students in their school were 'e-safe' was to install a monitoring system on its computers that would block inappropriate internet sites whilst flagging up certain indications of worrying behaviour from users – and to ban mobile phones. Now, of course, the game has changed dramatically, and education about responsible use, rather than lockdowns and prohibition, seems to be the most useful way to manage e-safety both in and out of the classroom. This practical resource offers a current and convenient solution for schools, combining an overview of the potential dangers, activities to teach young people how to stay safe online, and a complete e-safety model to use – it may not have all the answers, but it's certainly an excellent place to start.



**TIME TO GO HOME**  
(David Orme, Badger Publishing Ltd, £5.99)  
With an interest age of 8-14 and a reading age of 7.5-8.5, Badger Learning's Full Flight Thrills and Spills series offers a selection of genuinely exciting stories that even the most reluctant reader will be able to access. In this spooky tale, a brother and sister find themselves mysteriously trapped when they explore an intriguing garden in the middle of nowhere; the book includes two pages of useful facts that are relevant to the narrative, plus handy questions to check comprehension.



## Talk for Writing in Secondary Schools

(JULIA STRONG, OPEN UNIVERSITY PRESS, £26.99)

Originally devised for primary schools by Pie Corbett, with Julia Strong involved as a 'critical friend', Talk for Writing is a whole school approach to achieving quality communication, both written and spoken, through a carefully structured framework that is based around the way that children actually learn. Strong has now adapted the programme for use in secondary schools, where it is already proving to be just as successful across the whole curriculum. It's simply no longer good enough to assume that 'literacy' is the job of the English department; effective speaking and writing is an integral part of every subject, and failure to realise this can be immensely damaging for students. This resource combines a clear written guide with an accompanying DVD that includes footage of a training day with teachers; downloadable and amendable handouts; and PowerPoint slides you can adapt for your own training sessions – there is also a free network you can join, at [talk4writing.com](http://talk4writing.com).

## That Burning Summer

(LYDIA SYSON, HOT KEY BOOKS, £7.99, AVAILABLE FROM 3/10/13)

In 'A World Between Us', her first award-shortlisted historic novel for teenagers, Dr Lydia Syson proved she could tackle human dramas played out against vast historic panoramas. Here, she is equally assured portraying the claustrophobia of life in a tight-knit, increasingly regulated and self-policing community at that pivotal moment in the summer of 1940 when phoney war began to become very real indeed. The mysterious landscape of Romney Marsh is as intensely vivid a character as the novel's protagonists: awkward younger brother Ernest, Peggy, his adolescent sister, and psychologically damaged Polish pilot, Henryk. The burgeoning romance between the girl and the older, vulnerable man is beautifully and unsentimentally handled; this is a great novel for all those who like their history free of cliché, and who value human experience observed with non-judgmental clarity.

# Meet the AUTHOR

Sue Cowley talks survival...



DO YOU THINK THE TEACHING ENVIRONMENT HAS CHANGED FOR NQTs SINCE YOU STARTED YOUR CAREER?

Absolutely. It's a completely different world. There's a lot

more pressure on new teachers, and schools are under far more scrutiny as well. Children are tested more often than they were, and there are lots of new routes into teaching. Luckily I can keep up to date with how it feels 'at the chalkface', because I regularly do training events with NQTs. I also find Twitter very useful for keeping up to date with what new teachers are experiencing.

DID YOU HAVE A MANUAL, OR 'BIBLE' THAT YOU RELIED ON AS A TEACHER? WHERE ELSE DID YOU TURN TO FOR ADVICE?

In short – no, I couldn't find one that made sense to me! And that's why I wrote my first book: *How to Survive your First Year in Teaching*. In those days, there were very few practical handbooks around. I was very, very lucky to have a fabulous mentor, who was instrumental in helping me become the teacher I am today. I couldn't have asked for a better NQT mentor, and I'm truly grateful to him for all he did for me. He gave spot on practical advice at just the right moments, and he trusted me to take creative risks and find my own way.

DO YOU THINK THAT THERE COULD EVER BE TOO MUCH DEBATE AROUND TEACHING AND LEARNING?

I think there's a danger at the moment that we are so focused on 'getting it completely right', that we start to believe that only certain approaches 'work' to make learning happen. Whereas in reality, it's got an awful lot more to do with the quality of the individual teacher, and his or her relationships with the children. Personally I'd like to see a lot more trust and faith in teachers, alongside more freedom for them to take risks and innovate. The day we start to do things 'because Ofsted will like it' is the day we lose sight of what really matters – the children.

IF YOU HAD TO PICK OUT JUST ONE PIECE OF ADVICE FOR A NQT, WHAT WOULD IT BE?

It's always hard to narrow it down to one specific piece of advice. However, here's my attempt: Don't be afraid to take risks and to make mistakes in your first year, so that you can find out what really works for you and your children. There is no single 'correct' way to teach, so you have to build faith in your professional judgement and in your own teaching 'style'. Then, once you've found that 'style', stick with it and don't believe the hype. In teaching if you stand still long enough, they will say that what you've been doing all along was right all the time.