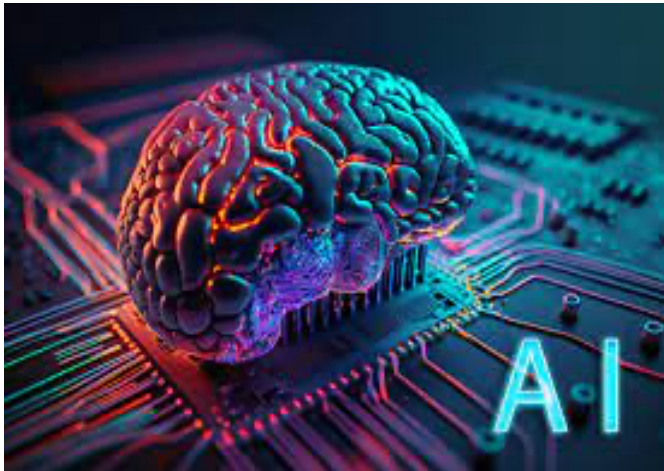


ELLESMERE EXCLUSIVE



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Holocaust Memorial Day:

In honour of Holocaust Memorial Day (27th January), Mr Taylor and a group of volunteering students went to various primary schools in order to educate Year 6's on the Holocaust. The holocaust means the mass murder of Jews, disabled, gypsies and LGBTQ+ people during the Nazi regime. Every year, holocaust Memorial Day has a different theme – last year's one being 'Ordinary People'. This year's theme is 'Fragility of Freedom' which highlights the many struggles the victims of the Holocaust were faced with, from segregation of their own family members to the sanitary conditions when they were forced to live in the Ghettos.

The team of volunteers visited 2 primary schools – Lightoaks and Westwood – to educate the classes through stalls, all teaching them about different sources that gave an insight into what life was like for those who were affected by the genocide and oppression in World War 2. Famous pictures such as the wall of shoes in Auschwitz helped the kids learn the scale and the severity of the actions in this time. There were also many quotes to read from both Holocaust survivors and victims, presenting the segregation between genders and ages and families, along with the torturous, unsanitary conditions they spent every day living in.



|Coming up...

WRITER'S NAME: ZOE FINNEGAN

The topic Fragility of Freedom highlights the ways the Nazis persecuted Holocaust victims, and how that restricted or attacked their freedom. This gave the Year 6's a deeper understanding of the events and impacts of the Holocaust. Learning about these crucial historical events is important for kids of any age to develop understandings of intolerance and the severe consequences it has, and creates a more accepting and inclusive mindset, one that is further educating the world overall.

We believe this experience was truly both enjoyable and mind opening for the kids at Lightoaks and Westwood, and that they massively benefited from this workshop overall, and are very much looking forward to similar experiences in the future. We would like to thank Mr. Taylor for organising the trip and also Mr Campbell for helping out.

- HOLOCAUST MEMORIAL DAY
- MR. CAMPBELL INTERVIEW
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- NEW YEARS RESOLUTIONS AND HOW TO KEEP THEM
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- MR. HUMPHRIES INTERVIEW

Mae Baxter- Writer/ Designer
Abigail Ma- Writer/ Editor
Zoe Finnegan- Writer



HOLOCAUST
MEMORIAL
DAY TRUST

INTERVIEW

Mr. Campbell interview

WRITER’S NAMES: ABIGAIL MA

Mr Campbell, head of the LRC here at Ellesmere Park, is always looking out for everyone at Ellesmere and helping students get the most out of their education. Whether it is organising trips or supporting students, it is evident that Mr Campbell makes the school so welcoming. Mr Campbell has made the school library a safe space for whomever walks in. As soon as you step into the library, you will instantly see the abundance of books that Mr Campbell works so hard to get for the students at Ellesmere; he is always ensuring the students at Ellesmere have everything they need to thrive. Knowing this, this half term we interviewed Mr Campbell to find out a bit more about him and his time at Ellesmere.

What’s your favourite thing about working at Ellesmere?
“You’re never bored working in a high school, different things happen every day which is always good. I’ve had jobs in the past - in offices and places like that - and getting a Twix from the machine is the highlight of your day because it was so boring. Here you’re never bored, the days fly past. Also, getting to work with all the different people and being a part of a community.”

Mr Campbell has filled the library with books for whatever interest, but we wanted to find out: what are his favourite books or authors?
“Currently, my favourite author is a guy called Colson Whitehead, he’s an African American guy and he wrote an amazing book called ‘The Underground Railroad.’ It’s incredible! All his books are brilliant, but I think that is a real stand-out. Of all time, it’s probably a guy called James Ellroy, there’s a series of books he wrote named ‘The Underworld USA Trilogy’. They are incredible, they’re about really sprawling crime, based on real history but he has imagined some of it because he wouldn’t have known exactly what would have happened. They go over years and years; it’s got some real-life figures, but some made up characters. It’s really well written. My favourite non-fiction writers -from the last few years- are Patrick Radden Keefe, he’s written a really good book about the troubles in Northern Ireland; and there’s a Liverpoolian Historian called Frank McDonough who writes about Germany in the 20th century. I read loads of crime fiction; there is really bad crime fiction and there’s really good crime fiction, which hopefully tell you something about the society that it is set in, more than just who did it.”

Many of Ellesmere student’s books have been recommended by Mr Campbell so we asked him: what were your favourite books when you were a kid?
“My favourite book when I was a kid, was the ‘Eagle of the Ninth’ by Rosemary Sutcliffe, it’s about a Roman legion that went missing in Britain and no one ever really knew what happened - that was part of a series. And there were these books with these characters called Jennings and Darbyshire which were set in a boarding school. They were written in the ‘50s I think, so it was quite different from my childhood, but they were really funny, it was just two kids being in school and getting into scrapes and stuff like that. Also, Astrix the Gaul, they’re comic books from France and again that’s set in Roman times.”

What were your favourite subjects at school?
“I’m going to sound like a right nerd, but I really liked school and I was really sporty, I was in all the sports teams. I really liked maths; I pretty much liked them all.”

What do you like to do outside of school?
“I like going walking in the Lake District, I do that a lot - probably every other weekend. I do the park run if I’m not doing that. I go to loads of gigs; I went to see Depeche Mode on Monday; I go to gigs most weeks.”
In response, we then wanted to find out what kind of music he listens to, “All sorts. Indie, Hip Hop, soul, funk and disco. Pretty much everything, apart from country. I used to go clubbing back in the day - but I’m far too old for that now.”

What did you want to be when you were younger?
“I had no idea. I just thought when you were grown up, you had to wear a suit and drive around in a car because that’s what my Dad did, so for 20 years that’s what I did. Then, I decided to change and do something that I thought would be more enjoyable.”

Mr Campbell’s kindness and passion for reading has made him a role model for many so we asked him: who is your biggest inspiration?
“It would be my grandparents who were all working class, all left school when they were really young and went straight into the workplace when they were around 13 or 14 but they all loved reading. And for their children - my parents - they thought of education as the route out of working-class jobs, if you didn’t want to do that kind of (obviously there’s no problem if you do), but my parents were the first of the family to go to University. Even though my Grandad left school at 13, but he could quote Shakespeare, quote poems because he just loved education and educated himself basically so that’s my biggest inspiration.”

Why did you start working at Ellesmere?
“As I mentioned, I had some boring office jobs, which paid alright but I was just really bored. Then, there were years when I drove around in a suit going to meetings and again that paid quite well but it was just about money, how much revenue you could bring in. I wanted to do something that felt more worthwhile, and I tried to think of a job that I would actually really like rather than just do it for the money. I’d always loved reading and libraries, so I did a library course at University when I was 40, which is unusual to go to University at that age. I was thinking of working in University libraries but then this job came up and since I live on the doorstep, I thought: ‘I’ll see what this is like.’ And I’ve been here ever since.”

To conclude the interview, Mr Campbell shared his message for any students at Ellesmere:
“Make the most of it, you have to be here for 5 years so enjoy the time with your mates, join clubs and go on trips. Make sure you know what you need for the next stage and do your best to get it.”

Vibrant, Inclusive, Proud

WORLD-WIDE DEBATE

Are Award Shows Going Out of Style?

As award show season continues, we ask if these extravagant televised award shows are still relevant in today’s society?

WRITER’S NAME: MAE BAXTER



Award shows have long been a staple of the entertainment industry, providing a platform to recognise and celebrate outstanding achievements in film, music and television. The internet is awash with videos of bewildered reactions and emotional speeches, of overwhelming elation or disappointment. The whole of the world seems to be holding its breath as we watch to see the name written in the envelope. However, in recent years, it has become increasingly evident that these once highly anticipated events are losing their appeal and relevance. Several factors contribute to this downfall, including declining viewership, lack of diversity and representation, increasing predictability and controversies surrounding nominees and winners. Our world is now so astonishingly dominated by social media that with just a click of a button, anyone can voice their opinion without any barriers or consequences. The internet is the most powerful and deadly weapon in this industry. This strikes the enquiry: What has this done to the significance of the event? What value do these nights hold if it is already written online?

“These once highly anticipated events may ultimately fade away.”

In Ellesmere Park, we hold many ceremonies to celebrate and award those who have greatly contributed to both our school and society in a multitude of ways. Events like the Grammys and the Oscars are similar in the fact that they award those who have achieved lots and have gone that extra mile, though they are on a much bigger scale and are broadcasted live on TV. The glamour and glitz, extravagance and elegance are just a few of the many things that draw people to these events. For some, it’s not just about the films or music, but instead revolves around the fashion, the faults, the victories and even the spontaneous selfies of celebrities. The red carpet gives you a glimpse at the life of your favourite celebrity, which builds that relationship between the fans and them. Breath-taking outfits and make-up are showcased on the red carpet, letting the stars flaunt to the world their unique personalities and talents. You cannot fault the spectacle of these events, but recent statistics call into question how relevant they will be in the coming years.

Why has this happened?

One of the main reasons behind this decline in viewing figures is the changing landscape of media consumption. The prominent uprising of streaming services and online platforms offer audiences more options than ever before when it comes to entertainment. Live television, including awards ceremonies, struggles to compete with the convenience and simplicity offered by these alternative streaming services.

Hollywood commentator Charlie Bright says the decline is to do with our ever-changing nature. “People don’t feel the need to sit through a three-and-a-half-hour Ceremony – they can just hear about what’s going on and then go onto YouTube and watch it,” Bright said. For instance, who remembers when Will Smith slapped Chris Rock on stage at the Oscars, because of a back-handed comment aimed at his wife, Jada Pinkett? This disruption went viral in seconds. The number of people watching the live broadcast soared dramatically to around 17.4 million – an increase of 16.8 million, according to The New York Times Nielsen data. This sudden surge in viewers demonstrates the sheer impact social media has to transform the viewers by millions, but also how it can dangerously outrun the original viewing platforms. Is there still the need for these prestigious events if people aren’t bothered about watching them live and instead watch it later on YouTube?

Moreover, award shows have been criticised for becoming predictable and lacking diversity in both nominees and winners. Many people would argue that these events often overlook deserving talents from underrepresented communities in favour of mainstream favourites. For example, in 2015, the hashtag #OscarssoWhite blew up the internet, as the 20 acting nominations for the Academy Awards only went to white actors. The Academy received massive backlash for clearly lacking diversity. This scarcity of inclusivity has led to growing discontent among viewers who feel disconnected from award show celebrations that fail to recognise their own experiences and interests. Evidence declares that in terms of the Oscars, 92% of nominated film directors are men and 86% of nominated films featured white actors; a pattern that has been repeating itself for decades. The former academy president Cheryl Boone Isaacs spoke to the New York Times about the history of underrepresented communities. “That was the industry: You’d scan around the room, and everyone looked the same. But people didn’t get what was going on. Members would say, ‘We’re professionals – we just vote for who’s best’.” This might have gone unnoticed a couple of years ago, but we are starting to recognise these award shows as controversial and lacking any kind of diversity. Does this mean award shows are no longer relevant in the society we live in today? Only time will tell.

In conclusion, it is clear that award shows such as the Grammys and the Golden Globes are experiencing a major decline in popularity due to a plethora of factors. In this article, I have talked about how our changing viewing habits and lack of diversity have specifically played a huge role in this downward trend, therefore making these events feel out of touch for most of the general public. If award shows wish to regain their relevance and appeal, they must adapt to the evolving entertainment landscape and address issues of inclusivity. Otherwise, these once highly anticipated events may continue on a path towards irrelevance and ultimately fade away.



Mrs Barton Interview

WRITER’S NAME: ABIGAIL MA

Mrs Barton is an integral part of Ellesmere Park High School. Not only does she ensure the school runs smoothly, but she does it whilst ensuring all students are happy and putting a smile on their faces. This half term we interviewed Mrs Barton, who is Assistant Head Teacher and in charge of SENDCO, to find out more about her role in our school and her as a person.

We are sure everyone at Ellesmere will agree with us when we say Mrs Barton plays such an important role in our school but what does she think is the most important part of her job, in regards to both her teaching and special educational needs work?

“I think it is getting to know people, getting to know the students as much as I can. I think once you get to know someone and you learn about them and they learn about you, then you build that relationship and I think if you’ve got a good relationship with someone then you’re more likely to be able to help them or they want to work with you more. So, I think that is probably the most important thing and I really like getting to know people too.”

Why did you want to work at Ellesmere Park High School?

“I was working at another school, which was an all-boys school in the South of Manchester and that’s where I started being a teacher. And then I knew Mr Ross.” The Headteacher here at Ellesmere. “So, Mr Ross was my assistant headteacher and then deputy headteacher at my old school. Then he moved across to here [Ellesmere] and became the headteacher here; we then had a bit of change at our old school so our headteacher left and we got a new one. I thought it was then time for me to move because we had a lot of redundancy, which is where you had to almost fight for your job, and I didn’t want to do that because the person that was there was really good. I didn’t want them to feel like I was itching to get their job. So, I started looking in other places and then Mr Ross contacted me and said we’ve got this job coming up here at Ellesmere. I thought it was at Ellesmere Port in Liverpool, then I drove here, and I was like ‘it’s in Salford!’ I came for the job here during covid so all the schools were closed, and I was up against five other women who were very good - I thought ‘I don’t think I’ve got this’ and thought they would send me home at lunch time. But then I got it! However, I didn’t get to meet anyone for ages because we were all off in covid times. So that was my very convoluted way of saying how I got here but I like it and it’s four years this year since I’ve been here; time has gone super-fast!”

In five years, it will be 2029, even the newest year 7s, will have finished year 11. A lot will have changed in those five years but what do you think will be similar and different in your life in five years?

After a minute or two of thinking, she responded with, “I’d like to think that I would still be here doing this job because I really enjoy it. However, maybe I would have a few more qualifications because I’d like to learn more about why people think the way they do, so do a bit of psychology. And, whether I could bring that into the school and do some tests to help people a little bit quicker because there are certain services out in Salford that are not great since they take ages. One of the tests you could do takes 36 months - that’s ridiculous!” As we sit in the room, we were currently in year nine, but Mrs Barton told us the test wouldn’t be done until we were past year 11! Which led her on to say, “So if I could try and do some of those tests in school, I think that might could be helpful, and we could get people more help quicker.”



Which career route would you have taken if you weren’t the teacher you are today?

“So, when I was at University, I wanted to do dance (contemporary dancing), so I actually went to University, and I did dance there. In another career, I think I would’ve liked to do that a bit. Also, maybe something in psychology I think - maybe not educational - but I like the forensic side of it so if you worked with people who committed crimes. I think that could be quite interesting. And, looking at why people do the things that we think in society are a bit like: ‘why would you do that?’ Maybe in another life I might be, who knows!” When Mrs Barton isn’t helping both students and staff members learn and grow at Ellesmere, she told us what she does: “I like dance, so I go to a tap and ballet class outside of school, which is good - I’m not as good as I used to be though, I get tired quite easily. I go swimming; I went to a box fit the other day at the gym, which I didn’t know what that was. Then, I regretted going to it because I thought i was going to be sick, with loads of boxing but then they asked you to do lots of stuff like planks. I could not do it; I fell on my face! Then the sixty-year-old woman behind me was like ‘This is amazing!’, whilst I was almost crying. Also, I have a little boy, so I take him to places; he does rugby, football and boxing, so I do a bit of a taxi service most days.”

With options evening soon approaching at the end of March for all Year 9’s, all departments have been giving their students advice whilst in lessons on what to choose.

What is your advice for our current Year 9’s choosing their options?

“I think if you choose a subject that you really enjoy, you like it and you feel good when you’re doing it - it doesn’t always have to be academic because you already do English, Maths and Science - I think that is always a useful thing to do. When you get into GSCE, everything is so tailored towards doing the GSCE or the coursework, if you have an outlet, whether that’s photography or art or drama, there’s something that takes you away from that.”

Finally, to finish our interview with Mrs Barton if she had a message to give to all the students at Ellesmere:

“Be kind to one another because kindness is something that you don’t really have to think about or pay for, you can just do it and it makes someone’s day feel a little bit better.” As she joked it saying it does sound bit cliché, finally Mrs Barton finished her interview with, “Just be you.”

GLOBAL CELEBRATIONS

New Year’s Resolutions and how to keep them.

As we go further and further away from New Year’s, we see people – including ourselves – start to forget our resolutions.

WRITER’S NAME: MAE BAXTER

Every year, on December 31st, when the clock strikes midnight, the world around us welcomes the upcoming year. It signifies the start of a brand-new era of fresh beginnings where billions of people all around the world join together as one to enjoy this universal and joyous occasion. A new year gives people a chance to bid farewell by letting go of the year behind them along with any bad habits or memories and welcome a fresh start and a chance to bring about a change in both your life and others. Many people commemorate the event by making resolutions. This is an age-old tradition that acts as a promise to oneself, aiming to bring about positive change and self-improvement in the coming year. In this article, I will be talking about the reasons behind people making resolutions and how, even months after the event, you can still hold true to your goals so that by the time the next year arrives, you have accomplished your plan successfully.

The new year’s atmosphere is truly electric, wherever or however you celebrate it. Drinks and food are shared, memories and tales are exchanged and the promise of a new page in your life brings a contagious and ecstatic energy to the room. There is always a live countdown broadcasted on many channels where people showcase a mixture of talents, whether that be singing or telling jokes that will be sure to enlighten audiences across the globe. Fireworks often feature in this event, with colourful sparks exploding in the sky for all to see and the lights and sound enveloping the world in a spectacular glow.

New Year’s resolutions are a tradition, most common in the Western world, but also found in the East, in which a person reflects on the previous year and what they personally want to improve on, change, or achieve.



Why are New Year’s resolutions important?
Dennis Buttimer, a physiologist, shares his thoughts on the subject. “I think most people want a second chance to improve the quality of their lives,” says Dennis. The new year gives us a sense of “control over what is happening in your life” which is extremely crucial for your mental wellbeing and self-esteem. There is nothing more fulfilling than completing a personal aspiration; it helps you develop positive self-regard which tends to better improve your mood.

“With the new year comes a chance to start anew and for all to be forgiven.”

How do you keep New Year’s resolutions?
However, what is the point of making these plans if you can’t keep them? Although it is good to set these goals, the only way to achieve it and be successful is to be determined, strategical and persistent. In this day and age, the success rate of New Year’s resolutions is all the more shocking, with research stating that only 9% of Americans that make resolutions actually end up completing them. In fact, 23% of people quit by the end of the first week and 43% quitting by the end of January. That means now, in February, most people have dropped out of their goals. It is crucial to keep going and be determined to be successful, even when it seems impossible. This is to ensure you don’t regain past habits. Below are some steps and tips to ensure you and your New Year’s resolutions are triumphant:

Some of these may include:

- Eating healthier
- Quitting smoking
- Trying a new hobby
- Losing weight

Tips to help you stick with your resolutions:

1. Start with small and achievable goals.
2. Try something different from the previous year.
3. Make a detailed plan.
4. Keep a resolution journal to keep track of your progress.
5. Be realistic.
6. Get support from loved ones or people with the same goal in mind.
7. Come up with a reward system for yourself.



With that being said, with the new year comes a chance to start anew and for all to be forgiven. Keeping up with resolutions may seem impossible, but with proper resilience and determination, you will find yourself succeeding.

WORLD-WIDE DEBATE

AI – the dangers and benefits

WRITER'S NAME: ABIGAIL MA



Our generation is one of the first that has grown up with technology. We have seen it evolve with our very own eyes, from the release of the first iPhone in 2007 with there now being the iPhone 15 - and counting. Technology is now infused into every part of our lives and the vast majority of the population wouldn't know what to do without it. All these modifications and upgrades have all been seen, experienced and felt by us, however, recently an even bigger advancement has been made. It is already affecting our jobs, schools, hobbies and, of course, this has sparked some discourse over the safety and mortality of it: of Artificial Intelligence.

“It is apparent that AI is going to massively affect our lives.”

Artificial intelligence - or AI for short - is technology that enables a computer to think and act like a human being. Although the actual components behind this recent feat may be extremely complex, AI gathers its' information and conclusions from its' surroundings, previously inputted information and encounters. It may still be very new, and researchers are still trying to further adapt its' capabilities, but not only have we seen a rapid increase in the quality of what AI produces but also in where it is implemented. Some instances that you may be familiar with are: Snapchat's AI messaging bot, Alexa and Grammarly. Even Netflix uses Artificial intelligence to generate its' recommendations for you. Sundar Pichai - CEO of 'Alphabet', - has recently stated this about the topic, "Artificial Intelligence will have a greater impact on humanity than fire, electricity, and the internet." And, although not everyone will agree with that statement, it is apparent that AI is going to massively affect our lives.

The term 'Artificial Intelligence' was first coined in 1956 and going into the 1960s scientists began trying to teach computers how to mimic and understand human decision making. Over time this testing evolved into exploring 'machine learning'. This consisted of the aim to get robots to be able to think for themselves and learn from previous mistakes, instead of the past objective of simply copying human actions. Scientists and engineers are still further looking into the possibilities of machines with many companies now testing 'machine perception'. This involves giving robots even more human attributes; they are using specialised equipment to help the machines see, hear, feel and taste, in order to adjust their behaviour to adapt what they sense.



However, could these developments lead to more harm than good? One of the greatest fears concerning AI, is its' effects on the job market. People are concerned that AI could take over their jobs, with more and more factories switching to automated machines and even hotels are experimenting with robotic receptionists. There is also a worry that it could decrease the number of jobs available for future generations who are seeking employment. 30% of workers worldwide share these concerns and it is no surprise when there are facts such as: AI could potentially replace 800 million jobs worldwide by 2030. Alongside this, it is also important to understand the benefits that artificial intelligence could bring; the global AI market size is expected to grow 37% every year from 2023 to 2030 and that AI will contribute over \$15 Trillion to the Global Economy by 2030.

Artificial intelligence companies, such as Chat GPT, are also impacting education. In terms of schoolwork, it is supposed to make homework easier and more manageable - which obviously makes it popular with many students. But like the job market there are concerns that AI could reshape our world in a negative way. AI does not know everything and there has been many cases of it providing the wrong answers to the questions students have asked it. A survey, conducted by the Higher Education Policy Institute, of more than 1,000 UK Undergraduates revealed that 53% were submitting AI generated work. Teachers are also using such services to streamline the mass amounts of work they have. With students and teachers beginning to introduce AI into their work, senior education leaders are warning both parties to be careful with the information they are receiving from services such as Chat GPT and that it is not always reliable.

“[we] are going to have to keep adapting to this new technological world, no matter what it may bring.”

So, although the concerns people have are very real, it is also a fact that AI will continue to weave its' way into our lives and like with any new, big event there are always worries that could transpire or not. Yes, jobs, education and many more aspects of life - such as entertainment - are changing but we cannot say it will be entirely detrimental for the world nor can we say it will be entirely beneficial. Nonetheless, companies - and their employees - are going to have to keep adapting to this new technological world, no matter what it may be bring.

INTERVIEW

Mr. Humphries Interview

WRITER’S NAME: MAE BAXTER

Here at Ellesmere Park High School, we offer a plethora of subjects, varying from academic to creative. Our science department is one in which we are particularly proud of because of how the teachers brilliantly educate us about the explanations and reasons of why the things in our world work as they do today. Science is incredibly important and teaches you many life lessons. Mr Humphries is one science teacher who executes lessons to make them both inspiring, fun and thought-provoking. Our newspaper team wanted to ask him a mixture of questions about science, and the inside life of a science teacher at our school.

We began this interview with the question: What is your favourite aspect of teaching science here at Ellesmere Park?
Science is proved crucial in many ways, but Mr Humphries describes what in particular makes this subject so enriching.

“I absolutely love science and genuinely believe once you can spot the pattern, you can apply that to a lot of things, therefore making it easy to understand. I think it’s important for you to understand science because once you go into the real world, you need to think about lots of data, so science is incredibly vital and an important part of science both now and when you leave school.”

What is your preference out of biology, chemistry, or physics?

“I really enjoy teaching physics. Many students find it hard, but I like it mainly because it’s got maths in it, but actually if you understand the processes and you apply that to each question, it’s all the same and you can apply them to equations you’ve never seen before, and therefore you should use that knowledge to find the answer. So, physics would probably be my favourite to teach.”

Our school has a wide variety of subjects to teach, and so we wondered if you weren’t teaching science, what subject would you most want to teach?

“I think the obvious answer is maths because I do like the procedural idea of equations, but to give you a wild card, I’d love to teach music. I do really enjoy it, although I’m probably not as good at it as I am science; I didn’t do my degree in music, but if I were to do it all again, that’s something I would think about. But as I say, I love teaching science, but if I had to pick one, maths and my wildcard, music.”

We followed up with our next question which asked: why did you choose to work at Ellesmere Park High School in particular?

“Ellesmere is a very unique school in the fact that we obviously celebrate academia and success in exams, but we also celebrate being very diverse and very vibrant. Also, this school focuses heavily on extracurricular activities. For me, that mix of academia and extracurricular enrichment, are what makes students valuable members of society which I think is what education is all about.”



Every person takes a different route to the job they have today, whether that be a straight-forward path or a more complicated one. How did you get the job you have today?

“It was in my third year of university, I did a module of biology into schools, so I went into some local schools in Durham, and we delivered A-level tutor sessions and I found it really fulfilling and really enjoyable so after that I started to look into teaching as a career and from then on, the rest was history.”

Although teaching is a massive part of a teacher’s life, what do you like to do in your spare time?

“I like the outdoors a lot, I believe it is really good for your mental health and physical health. I do a lot of climbing and walking and a lot of mountain biking. So, all those three things are what I do on a regular basis. My favourite thing to do, which is expensive so I can’t do it a lot, but I like to save up to go skiing in France. I try and go every year. We’re going this year so that will be really nice. It’s quite hard to learn, but once you get the hang of it, it’s really fun and enjoyable.”

During your time at high school, you develop interests for some subjects so then when it comes to picking your options, you can pick specifically based on your likes and interests. This could potentially lead you on to your future job or a possible University course. What were your favourite subjects at school?

“My favourite subject was science because I thought it was absolutely fascinating. In my opinion, the interesting part was the theory behind it and although I like practical’s, I love knowing why the practical’s work the way they do and really understanding the science behind it. I also had some amazing science teachers. Part of the reason why I was inspired to become a teacher (a little bit later admittedly) was because of the incredible teachers I had and was lucky enough to have in secondary school.”
I continued to enquire whether he chose triple science as an option when he was in Year 9:
“I did. Triple science is incredibly important and very good for your future prospects if you are going into the STEM field, equally, if you’re not, it is looked upon favourably by College and University employers, so yes, I did pick triple science.”

It is getting to the time of year where many Year 9’s (including our newspaper team) will be picking their GCSE options, so it is important to gather as much advice and information of each individual subject as possible. What would your advice be?

“My advice would be, if you’re thinking about choosing triple science, I think you should do it because there’s a huge misconception that triple science is harder, whereas it’s not. There is more content, but you have more time to go through that content so actually it can be more enjoyable as well because you have more time to go into a deep dive into certain subjects that people doing combined science wouldn’t be able to do. So, if you’re thinking about it, and you’re on the fence, I’d say go for it because it’s an incredible option to do.”

And finally, to conclude this interview, what would your message to students across the school be?

“I would say to keep doing what you’re always doing which is what makes Ellesmere Park such a unique and special place to work at. Schools are made by a lot of people, but most importantly are made by the students. This place wouldn’t be what it’s like without the pupils.”

Science is an integral part of our everyday life and is crucial to understand how everything around us works. Mr Humphries will continue to teach and inspire many pupils and encourage them to be curious and amazed by the complexity of the world we live in.

Vibrant, Inclusive,
Proud

