

Virtual teachers meet in the real world.

Volunteer teachers have been 'virtually' meeting up for a while now, but they finally got the chance to talk face-to-face as part of a CfLaT project funded by Beacon North East.

The 'Skype Grannies' project, led by Jill Clark and David Leat of CfLaT is a joint project with Sugata Mitra. Many of the 'Skype grannies' responded to an article in the Guardian last year about Professor Mitra's work, which mentioned that he was looking for people willing to read to children in India via the Internet.

The SOLES (Self Organised Learning Environments) use Skype - software which allows people to talk and see each other over the internet for free - to bring

teachers into schools in remote or undesirable locations.

At a recent mini conference, Professor Mitra explained that some teachers in India felt threatened by the volunteers' 'virtual' presence. Reassuring the teachers that this is an additional resource, with an emphasis on helping students improve their English pronunciation, has gone a long way to help.

Suneeta Kulkarni who manages and supports the SOLE process in India, also spoke about her experiences and Professor David Leat, Professor of Curriculum Innovation and Executive Director of the Research Centre for Learning and Teaching (CfLaT), provided an outline of survey results on the motivation, background

and experiences of the Skype volunteers which will be available soon. "This approach to education has enormous implications for how we think about schools, teachers, curriculum, ageing and learning," he said. The Beacon project is ongoing and the next phase is to complete interviews with the volunteers.

For more information, contact Jill Clark: Jill.Clark@ncl.ac.uk



Conference Papers 2010

Briggs, A., Clark, J. and Hall, I. (2010) Building bridges: Understanding student transition to university. Paper presented at the CCEAM / ACEL Conference, Sydney, 29th September - 1st October 2010

Clark, J. (2010) 'Transition from school to University and experiences in the first year: What do we know about expectations, experience and the ways of being a learner?'. Paper presented at the Systematic Enhancement of Learning & Teaching: Innovation, Research and Development 2010 Conference, June 2nd, Edge Hill University, Ormskirk, UK.

Hall, E., Wall, K., Baumfield, V. and Towler, C. (2010) Like or like-minded: who should be in a professional network about learning? Paper presented at *European Conference for Education Research*, Helsinki, Finland

Hennebry, M. (2010) Developing European citizenship: the classroom context. Paper presented at *Universities' Association for Contemporary European Studies*

'Exchanging Ideas on Europe: Europe at a crossroads' Bruges, Belgium

Hennebry, M. (2010) The effects of teacher codeswitching on vocabulary acquisition in French as a foreign language. Paper presented at *British Association for Applied Linguistics* Aberdeen, UK

Hennebry, M. (2010) The perspectives of practitioners on the teaching of European Citizenship through Modern Foreign Languages. Paper presented at *British Association for Applied Linguistics* Aberdeen, UK

Leat, D. and Reid, A. (2010) Role of student researchers in curriculum development. Paper presented at *European Conference for Education Research*, Helsinki, Finland

Lofthouse, R., Leat, D., and Towler, C. (2010) What goes on in coaching conversations? Paper presented at *European Conference for Education Research*, Helsinki, Finland

Robson, S., Wall, K. and Lofthouse, R. (2010) Raising the esteem of educational re-

search and practice knowledge in a Russell Group University. Paper presented at *Higher Education Close Up 5*. 2010, Lancaster, UK.

Robson, S. and Hsieh, H-H (2010) Responsible Internationalisation: Challenges for Higher Education, Paper presented at *European Conference for Education Research*, Helsinki, Finland

Todd, L., Laing, K., Dyson, A., Jones, and Cummings, C. (2010) Issues in The Extent to Which Schools, Through Extended Services, Can Impact Upon Disadvantaged Children, Families and Communities. Paper presented at *European Conference for Education Research*, Helsinki, Finland

Todd, L., Pratt, J., Cummings, C., Thomas, U., and Woolner, P. (2010) Issues for the Role of School-based Social Workers Supporting Inclusive Education. Paper presented at *European Conference for Education Research*, Helsinki, Finland

Research Centre for CfLaT Learning and Teaching

CfLaT Headlines

We welcome back Colleen Cummings and Lucy Tiplady from maternity leave.

New appointments: Carl Towler and Dr Mairin Hennebry will be working on post-graduate professional development programmes, including the MTL, and Paul Dolan's role will be exploring the pedagogical implications of the iLAB:Learn technology and interactive table tops.

Simon Gibbs has provided valued contributions to the Education Committee (HMG) that is holding an inquiry into 'Behaviour and Discipline in Schools'.

Sue Robson has been invited to become a Visiting Fellow in CAPRI, the Centre for Academic Practice and Research in Internationalisation, Leeds Metropolitan University. She is also the invited keynote at the Academic Development for Internationalization at Symbiosis University, Pune, India International Symposium Oct. 14-15 2010.

Liz Todd took the national research on extended services and full service schools to the Netherlands last February 2010. A conference for policy makers, managers, school board members, teachers and others. There was great interest in how out of school activities, in particular, can enrich learning and foster aspirations. As a result of this conference a policy encouraging extended activities in schools was adopted in Amsterdam.

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NEWSLETTER

September 2010

Issue 7

Visiting professor: Helen Timperley

Professor Helen Timperley will be visiting the Research Centre for Learning and Teaching in the School of Education, Communication and Language Sciences for two weeks from 25th October 2010 during which she will be involved in a series of events.

Helen has gained international recognition for the best evidence synthesis, "Teacher Professional Learning and Development", on which Helen was lead author. She has shown how these findings can be applied to professional development situations and has exemplification from over three cohorts of schools where consistently high effects have been demonstrated as a result. During her time in Newcastle Helen will be based in CfLaT and will be attending CfLaT activities like research teas and bid writing group. We hope that the visit will enable in depth exploration of the similarities and differences between the Centre's work and Helen's in areas around professional learning, leadership and policy. In addition planned events include a public lecture, an invitation seminar around academic learning, meetings with individuals or smaller groups working in the field and a session looking explicitly at coaching and the generation of learning conversations in schools. She will also be visiting a number of partner schools and colleges in the Northeast to get a better feel for the activities which CfLaT support and facilitate in practice and will take a role in the EQUATE project Day 2.

For further information contact: Vivienne.Moffett@ncl.ac.uk

Philosophy for Children - now a standard part of the Primary PGCE

Newcastle University's Primary PGCE course is this year introducing the accredited SAPERE Level 1 course in Philosophy for/with Children (P4C) as a standard part of the course to all 85 students.

Most readers will be aware of the potential of P4C as a transformative pedagogy. CfLaT has a long-standing involvement in research related to P4C, most recently in the Open Futures project, in which the *askit* strand has been developed from Philosophy for Children.

For a number of years the Level 1 course has been available as an option to students on our Primary PGCE course. From this year, however, students will no longer have to pay an individual course fee, and the 2-day P4C course will be an integral part of the rest of their course. P4C will thus be in line with other enquiry-based approaches which students are encouraged to develop on the course as part of their teaching repertoire. Those students who carry out a philosophical enquiry during their teaching placement will receive the SAPERE Level 1 certificate alongside their Qualified Teacher Status.

For more information contact: Hanneke.Jones@ncl.ac.uk or see: www.sapere.org.uk/sapere-level1

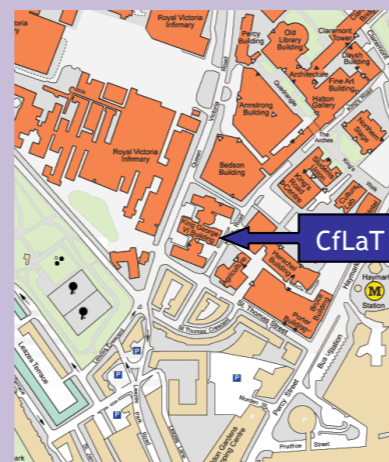


Helen Timperley Professional Learning that makes a difference to students



For further information:

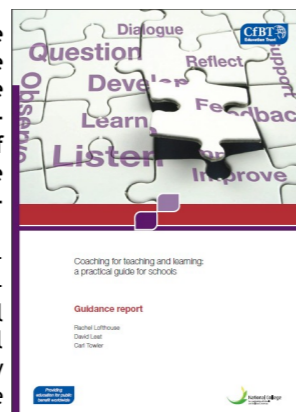
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Coaching Guide supports development of MTL coaching model

The recently published guide to coaching, which can be found at the National College website is creating opportunities for the development of the coaching dimension of the Masters in Teaching and Learning.

The guide and the related research report result from research conducted by Rachel Lofthouse, David Leat and Carl Towler which was funded by National College and CfBT. The research predates MTL, but offers insights into the development of successful coaching practice, which is a fundamental feature of the new national Masters programme. The role of the coach is to scaffold the MTL participant's reflection, analysis and



problem solving, with the aim that once these habits become embedded the teacher achieves a degree of self-regulation. One aspect of the research which is being integrated into the ongoing training for MTL coaches in the North-East is the Levels of Coaching Practice Development; which outlines the characteristics of improving coaching practice. This helps coaches working with various levels of experience to recognise how they can work to develop their

own expertise and also indicates the role of the teacher being coached in supporting productive professional conversations.

The Guide and Research Report can be found at: www.nationalcollege.org.uk

EQUATE Dissemination Conference

At the end of a successful inaugural year the EQUATE project disseminated the results of a range of research case studies at the Teaching and Learning Conference in the Beehive on 2 July 2010.

A professional development initiative, EQUATE is delivered by a project team from CfLaT. The EQUATE initiative involves collaboration with colleagues who have been identified as existing or potential teaching champions across the faculties.

The EQUATE approach privileges the importance of enquiry in professional learning and provides a focus for conversations centred on metacognition, and thinking about learning in both micro (classroom and discipline) contexts and macro (university-wide and higher education) contexts.

Participants in the initiative are supported by the project team to identify enquiry questions and conduct case study research in their disciplinary contexts. Thus the EQUATE enquiry cycle incorporates action, reflection

and evaluation. Ongoing dialogue with the project team and colleagues from other disciplines and services encourages participants to examine their epistemological beliefs and the ways in which these influence decisions about practice and analysis of the enquiry problem.

Extremely positive feedback has been received from participants:

'I think the reason why I've associated with the EQUATE project is you have to influence and develop the teachers. The university is focused on developing researchers but working with the curriculum and moving things forward is crucial.'

'I'm not a good planner so EQUATE is providing a framework that makes this easier. This project has activated me, set me off in different directions, giving it some structure. It's given me insight, which allowed random ideas to coalesce.'

'... there's been enough time to do the work and I like the deadlines to work to, you want to keep up with everyone else.'

What's the role of schools in beating inequality?

Colleen Cummings, Alan Dyson and Liz Todd's book on whether full service and extended schools can beat disadvantage comes out in the new year, published by Routledge.

This book represents more than 10 years of their work together in this area. The book has a highly international flavour, but draws on research they carried out in schools throughout England, and tackles the issue of how can different agencies work together to reduce inequalities, and what is the role of schools in this problem?

The full reference is:

- Cummings, C., Dyson, A. and Todd, L. (2011 in press) Beyond the school gates; can full service and extended schools overcome disadvantage? Routledge

For further information about this work and similar please contact: Liz.Todd@ncl.ac.uk

NEW: Teaching & Learning in HE Group

The Research Centre for Learning and Teaching in ECLS are launching a Teaching and Learning in Higher Education sub group.

This group aims to extend work started as part of the EQUATE project by support conversations about effective learning and teaching in Higher Education across subject areas and faculties. This launch year will include a number of guest lecturers and fa-

cilitators. The first visitors are Sandra Wills and Christine Brown from University of Wollongong who will be contributing to Day 1 of the EQUATE programme.

Further guest speakers and events will be announced.

Colleagues interested in joining the mailing list please contact: vivienne.moffett@ncl.ac.uk



Learning to Learn in Further Education

The Learning to Learn in Further Education Project has finished with the publishing of a further 11 case studies of effective FE practice.

Sponsored by the Young Peoples' Learning Agency (YPLA) and coordinated by the Campaign for Learning the project has produced better understanding of how a Learning to Learn pedagogy fits into the FE Sector.

The project has shown how making the learning process explicit, both to learners and teachers, enables the development of teaching, course design and independent learning.

It has found that personalisation in FE is important, but is only possible if students

engage with and develop understanding of their learning.

In addition it found that student peers are vital for developing productive relationships which can support learning through processes of peer and self-reflection and assessment. This means that time is needed for trust and co-operation to develop and learning skills need to be congruently embedded in the delivery of knowledge and skills.

For further information contact Pam Woolner: P.J.Woolner@ncl.ac.uk



SCHOOL BUILDING CONFERENCE: 15TH JULY

Strengthening CfLaT team members work around school buildings, an interdisciplinary conference examining issues around achieving productive relationships between school settings and educational activities in Newcastle on the 15th July 2011 has been organised.

Members of CfLaT have specific expertise in the subject area, having completed recognised reviews of learning environments, with continuing research in the area.

Pam Woolner successfully collaborates with architects and engineers on a range of projects (EPSRC project in Sheffield, HEFCE research in Loughborough and, currently, a UKERC series around sustainable schools). She presents to conferences of educators and architects, and was invited by the British

Council for School Environments to give evidence to their Great Schools Enquiry. Pam's book, 'The Design of Learning Spaces' was published in June 2010.

The proposed conference will centre on genuinely interdisciplinary interaction. Delegates will be seated in heterogeneous groups, will hear speakers from differing backgrounds, experience a range of workshops and complete group activities which facilitate interdisciplinary collaboration about the issues raised from the various disciplines (e.g. architecture and design, education, engineering and construction) and perspectives (research, practice, policy).

For further information contact: P.J.Woolner@ncl.ac.uk

RESEARCH TEA TIMETABLE

(Autumn 2010)

Research teas aim to provide an informal forum for discursive examination of emerging research themes and concepts. Tea and cakes will be available from 3pm in the Centre base with the session officially beginning at 3.15.

September 15th—Rachel Lofthouse and Brendan Tapping: A Case study of University and School Partnership for teaching development: Sharing Good Practice through Reciprocal Coaching at Cardinal Hume Catholic School

October 20th—Pat Chapman: Chicken or Egg? Creativity - driving or driven by cultural change in schools?

November 3rd— Marie Butterworth Prize focus on practitioner enquiry with Prof Helen Timperley, Auckland University

November 10th—Haifa Al-Nofaie: Implementing thinking skills strategies: EFL learners' voices in the classroom

December 15th—Ulrike Thomas: Sharing Researcher Experience of Interviewing

Dates for the Spring Term: 19th January, 16th February, 23rd March and 13th April

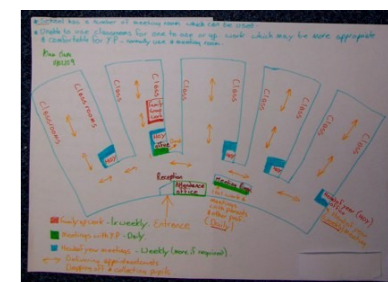
Further information about the research teas can be gained from Pam Woolner (P.J.Woolner@ncl.ac.uk) or from the Centre website (www.ncl.ac.uk/cflat/news/teas). You could even volunteer to contribute one yourself!!

DEVELOPING STUDENT SOCIAL WORKERS

Liz Todd had people from all over Europe thinking about the role of social workers in schools, and about how you go about researching what the role is like for the students.

She presented a paper on behalf of the CfLaT team, Colleen Cummings, Jeanne Pratt, Ulrike Thomas, Liz Todd and Pam Woolner at the European Conference for Educational Research in Helsinki in August. This work continues CfLaT's contribution to using and developing visual research methods. One of the things we asked the student social workers to do was to draw their school, a plan, to show where they spent their time, who with and doing what – and what they thought of these places.

For further information contact: Liz.Todd@ncl.ac.uk



CONTRIBUTORS

WANTED!

Extended Schools Update and Learning and Teaching Update are our two monthly Newsletters published by Optimus Publishing.

Each publication includes news, updates on policy and research, fund raising initiatives and case studies highlighting good practice in Extended Schools and their partners or in teaching and learning respectively. We are currently looking for contributions for future issues.

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