

# Publications 2016/17

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May 2017

Issue 27

## CfLaT Headlines

David Leat's book 'Enquiry and Project Based Learning: Students, School and Society' (Routledge) is now published, with local and international examples



Anna Reid has joined the editorial team for a special issue of 'Management in Education' on different methodological approaches to researching educational leadership. Due out in January 2018

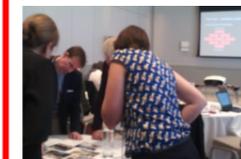


In February, Pam Woolner was invited to present at a Westminster Forum Keynote Seminar: The future of school buildings and capital funding

Larissa Negrís de Souza, architecture student from Brazil, our visitor during February, March and April thanks everyone in CfLaT and the local schools who kindly accommodated her.



Ulrike Thomas and Pam Woolner had delegates at the Next Generation Learning Spaces Conference in London in March doing diamond ranking to explore ideas about learning spaces in higher education.



## In this issue:

MENTORING IN SCHOOLS	1
TEACHING EXCELLENCE IN HE	1
ENGAGE AND ACHIEVE EVENT	1
FOOTBALL CRAZY	2
ROMTELS ACHIEVEMENTS	2
NEW COMICS PROJECT	3
PROJECT BASED LEARNING	3
COACHING DOWN UNDER	3
RESEARCH TEAS	3
PUBLICATIONS	4

## MENTORING IN SCHOOLS - EUROPEAN BLOG AND A NEW MOOC

Rachel Lofthouse was recently invited to write a blog for European School Gateway on Improving Mentoring Practices through Collaborative Conversations.

This can be found at <http://www.schooleducationgateway.eu/en/pub/viewpoints/experts/improving-mentoring-practices-.htm>

Rachel has acted as a content consultant and has been video interviewed and for a new MOOC on Mentoring in Schools. A MOOC is a Massive Open Online course, offering a new form of distant learning. The course is funded by the European Union. The project will also create an online network of mentors with a dedicated website and activities to improve their ability to support newly appointed teachers and give them the best start in their careers. More information can be found at <http://www.europeanschoolnetacademy.eu/en/web/mentoring-in-schools>.

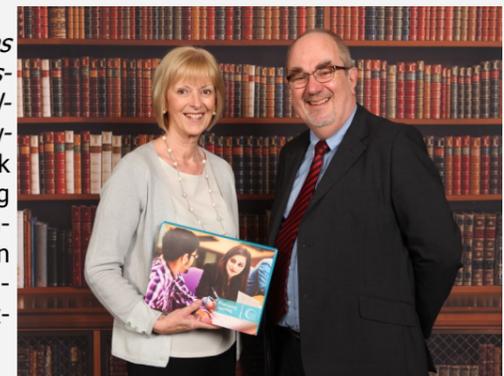


'Open doors' for your mentee  
Advise who to talk to  
Be a role model in your school community  
Rehearse likely situations with your mentee

## Teaching excellence in HE

Steve McHanwell and Sue Robson were invited to give the plenary presentation at the annual Association of National Teaching Fellows Symposium at Aston University, Birmingham on 11 April 2017.

The theme of the talk, *Dimensions of Teaching Excellence - Recognising and Rewarding Teaching Excellence in Higher Education Institutions* drew on Sue and Steve's work on an international benchmarking project, Promoting Teaching, commissioned by the Higher Education Academy. They are currently developing a framework for teaching excellence in higher education.



## Engage and Achieve - SOLE event

Date/Time: 20th June 2017, 16:30 - 19:30

Venue: Lecture Theatre 4, King George VI, Newcastle University

Talk and workshops exploring how SOLEs could support engagement and achievement for children and young people in school and community settings.

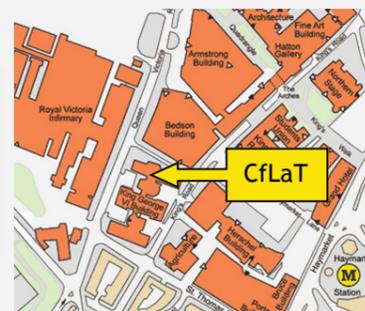
Keynote speech from Professor Sugata Mitra

This event is free but places are limited so please book your place quickly!

Book at: <http://forms.ncl.ac.uk/view.php?id=12588>



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## WE'RE FOOTBALL CRAZY

**CfLaT and the Newcastle United Foundation are in discussions to apply for collaborative research funding from the Wellcome Trust.**

The intention of the project is to develop a Family Learning Programme which will promote increased engagement with physical activity. This project stems from socie-

tal concerns about the physical and mental health and wellbeing of young people. The project draws on the expertise of the Newcastle United Foundation in sports science and family learning, and on CfLaT's previous work on informal learning pedagogies.

**For more information, contact Samantha.Shields@ncl.ac.uk**

# ROMtels achievements

**ROMtels, an Erasmus+ funded European project, formally ended in February this year after 2½ years. The project had partners in England, Finland, France and Romania.**

The main aims were

- to improve the education of Eastern European Traveller children and Roma children in particular, in primary school classrooms across Europe;
- to support the (re)introduction of home language(s) use as a pedagogic tool in classrooms to support plurilingual pupils learning. The particular version of this pedagogical approach developed in ROMtels is known as translanguaging.

At its simplest, translanguaging is defined as the discursive practices in which bilinguals engage during the processes of talking and thinking in order to make sense of their world.

'Languaging' is an act people do to communicate and make meaning, rather than a linguistic object which is possessed. Translanguaging is different to an act of switching between languages. It is a process of selecting lan-



I know that language!  
Me too!

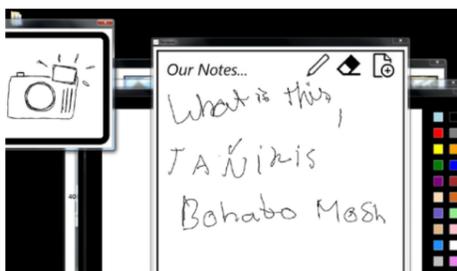
guage features from a repertoire which plurilinguals then 'soft assemble' in ways that fit communicative situations. Translanguaging pedagogy is a tool for challenging the status quo and affording children the right to employ every resource at their disposal to effect the best learning.

ROMtels understood equity as central in developing multilingual resources for pupils, with a particular focus on Roma families from Eastern Europe. Indeed ROMtels began as a response to persistent gaps in achievement of Gypsy, Roma and Traveller pupils in comparison to national averages across Europe, as well as Europe-wide evidence of sustained prejudice and discrimination against Roma. Negative stereotyping of Roma abound in society and therefore in schools also, leading to negative perceptions of Roma communities and of Romani as a lower status language not suitable for use in class.

ROMtels has revealed (and is still revealing) much about the children's Roma translanguaging practices, including the many and varied Roma dialects of children in Newcastle, Montpellier, Helsinki and Oradea; and how a translanguaging pedagogy can enable bilingual pupils' learning in school with remarkable effect. The project has had a positive impact on pupils' engagement, attendance and attainment. Relations between parents and the schools have been transformed as parents' linguistic knowledge has been recognised and utilised in the development of prestigious pedagogical resources. This, in turn, has meant par-

ents learning about their children's education in each context. We have termed this process a Languages for Dignity approach.

Resources from the project include tools and apps helpful in adopting a translanguaging pedagogy, customisable to any language, age group and content area. They are all freely available to download from the website at: <https://research.ncl.ac.uk/romtels/>. The project has produced handbooks for teachers, teacher educators and schools: <https://research.ncl.ac.uk/>



[romtels/resources/guidancehandbooks/](https://research.ncl.ac.uk/romtels/resources/guidancehandbooks/). The guidebooks contain links to material from the ROMtels research, including video excerpts of children and parents translanguaging to learn - <http://research.ncl.ac.uk/romtels/resources/video/>. Hear first-hand from one of the Newcastle parents what it means to her that her children can get the education that was denied to her.

Have a look at the website and all of the available resources including those in each of the project strands, and conference materials, then let us know what you think at: <https://research.ncl.ac.uk/romtels/contact/>.

## New comics project

**We have early news of a project making a comic to give children age 8-14 some context about the civil rights history of Tyneside.**



Lydia Wysocki is working with Professor Matthew Grenby, other University researchers and comics artist-writers as part of

the Freedom City 2017 celebrations in Newcastle marking the 50th anniversary of Dr Martin Luther King Jr. receiving an honorary degree at Newcastle University ([www.freedomcity2017.com](http://www.freedomcity2017.com)).

Aiming to communicate specific information and be a good comic in its own right, 'Tyneside Radicals' (working title) will give a series of snapshots of the local history of civil rights including the Jarrow March, Emily Wilding Davison, Thomas Spence, and Ellen Wilkinson.

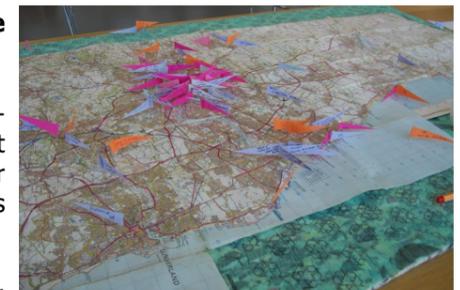
Curious? Read past comics free at <http://www.appliedcomicsetc.com/projects/> - some great jumping off points for both subject content and finding out how comics work.

## PROJECT BASED LEARNING

**David Leat is keen to share the latest developments in PBL.**

Our 'School's Guide to Community Curriculum Making' is published, contact either David.Leat@ncl.ac.uk or U.Thomas@ncl.ac.uk to get a copy (it's free!).

We had a very successful 'Learning City' event in March, which focused on PBL and widening participation. We also mapped PBL connections. As a result of the event, there are plans for a 'pop up' PBL facility at the university.



Watch this space!

Please contact us if you have an interest in PBL and want to get networked with others with the same passion.

## RESEARCH TEA TIMETABLE (Summer 2017)

Our Wednesday Research teas aim to provide an informal forum for discursive examination of emerging research themes and concepts. Tea and cakes are available from 3.45pm in the Centre base (KGV1 2.50) with the session officially beginning at 4pm.

**24th May: Sam Shields** - An analysis of the research approaches used in articles from England and the Netherlands in two teacher education journals

**14th June: Joana Almeida** - European Student Mobility and Intercultural Learning at a Portuguese University

**19th July: Neil Richmond, Morpeth Stobhillgate First School** - Kielder observatory, Greeks and Dance, an action research project.

Further information about the research teas from [laura.mazzolismith@newcastle.ac.uk](mailto:laura.mazzolismith@newcastle.ac.uk) or from the Centre website (<http://www.ncl.ac.uk/cflat/news/teas/>)

## COACHING DOWN UNDER

**While the sun shines in the north east Rachel Lofthouse will be experiencing autumn in Australia at the 5th biennial National Coaching in Education Conference in Melbourne.**

Rachel will present a keynote entitled 'Stand by me' - Enhancing professional practice through coaching' and lead a workshop on moving coaching forward through understanding its architecture. More information can be found at <http://www.growthcoaching.com.au/conference-2/National-Coaching-in-Education-Conference?country=au>



Rachel will then travel on to Sydney to work with two schools developing teacher coaching approaches to CPD. She is particularly excited to be working with one her past PGCE students Ryan Gill at Masada College where he is now Head of Teaching and Learning.

## MOVING ON...

After 17 years at Newcastle University I am moving on. I will be taking up a new post as Professor of Teacher Education at Leeds Beckett University in July. While I am thrilled about this opportunity and looking forward to a new life chapter I will miss my colleagues, students and school partners in CfLaT and ECLS enormously. I have benefitted hugely from their expertise and enthusiasms, enjoyed our many collaborations and hope to recreate much of the intellectual and social culture in my new surroundings.

Thank you to you all for your friendship, solidarity and inspiration. *Rachel*

