

This year's conference papers: October 2021-September 2022

The year's conferences were a mix of online and physical - with some hybrid events as well. Notably, BERA was back in person, and ECER as a hybrid. CfLaT members (and our research visitor) were busy as ever, virtually and IRL, presenting and discussing a variety of research:

- Boulton, C., Douglas-Dodd, K, Laing, K., Razak, A., Shaw, A., Todd, L. (2022) Using theory of change as a framework for stimulating and evaluating change, BERA 2022 Symposium 'Reimagining the inclusive university.'
- Douglas-Dodd, K (2022) How do young people form their aspirations to higher education? British Educational Research Association Annual Conference (BERA), Liverpool, 6-8 September 2022.
- Douglas-Dodd, K (2022) What changes about our access and participation when applicants receive reduced grade offers? NERUPI Annual Convention, Getting the Grades: Working together to raise attainment, Friends House, London, 14 September 2022
- Heck, G. (2021). Science education for the deaf: the use of the museum to promote popularization of science. 14th Conference of the European Science Education Research Association (ESERA), online.
- Heck, G. (2022). Science Museums as Spaces for building Science Capital of People with Disabilities. In: II Student Seminar from postgraduate education program at PUCRS. Congress online.
- Koglbauer, R. (2022) Gelebte Sprachenpolitik: Die Rolle von Sprachverbänden als Vermittler, Aufklärer, Aktivist und Lobbyist – am Fallbeispiel England. University of Vienna, IDT 2022, August 2022.
- Koglbauer, R. (2022) Regional Image for Skills Challenge – Joining the dots. University of Northumbria, NEBA Conference, May 2022.
- Laing, K and Todd, L (2022) Partnerships To Tackle Educational Disadvantage: A Risky Business? European Conference of Education Research (ECER), Yerevan and online, 3-10 Sept 2022.
- Razak, A. and Rodgeron, C. (2022) The role of co-creation, organising and student voice in narrowing the degree awarding gap. British Educational Research Association Annual Conference (BERA), Liverpool, 6-8 September 2022.
- Razak, A. and Rodgeron, C. (2022) Co-creation and student voice in narrowing the degree awarding gap NERUPI Annual Convention, Getting the Grades: Working together to raise attainment, Friends House, London, 14 September 2022
- Rocha, J. Heck, G. Carmo, M. & Abreu, W. (2021). The development of a sign language glossary for Brazilian Science Museums and Centers. In: Association of Science and Technology Centers Virtual 2021 annual conference (ASTC).
- Rocha, J., Marinho, L., Carmo, M., Heck, G., Silva, T. & Abreu, W. (2021). Accessible virtual exhibitions of Brazilian science museums: mapping themes, strategies and challenges. In: SciComm Symposium 2021
- Tiplady LSE. (2022) Developing outdoor learning in English schools: how and why are schools developing provision through the Covid-19 pandemic? International Outdoor Education Research Conference (IOERC), Ambleside, UK 18-22 July 2022.
- Tiplady, L. & Menter, H. (2022) Supporting children and young people's emotional wellbeing through Forest School, "In nature you have no limits" Intersections of arts, nature, and wellbeing Knowledge Exchange Symposium. 23 June 2022, UCL IOE (on-line)
- Todd, L., Wysocki, L., Butler, S., Dalziel, G., Bramhall, L., Gathercole, C. (2022) Voice and action with and for 1500 children and young people: a relational analysis of co-production methodology. BERA, Liverpool, 6-8 September 2022.
- Todd, L., Wysocki, L., Tiplady, L., Butler, S., Dalziel, G., Bramhall, L. (2022) Co-production of Research Between a Children's Charity and a University During the Pandemic: a Relational Agency Analysis, European Conference of Education Research (ECER), 3-10 Sept 2022.



CfLaT

Community for Learning and Teaching

NEWSLETTER

September 2022

Issue 43

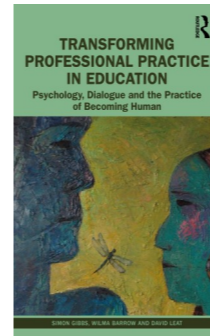
CfLaT Headlines

CoReD's website has expanded to accommodate the experiences and results of three years of Collaborative ReDesign with Schools. You can now find case studies produced in partner schools across Europe, guides to using the CoReD tools, and the finalised tools themselves - available in all the CoReD languages. <https://www.ncl.ac.uk/cored/>

CoReD

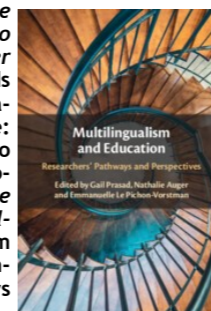
Collaborative Redesign with schools

Simon Gibbs, Wilma Barrow and David Leat are excited that their co-authored book 'Transforming Professional Practice in Education: Psychology, Dialogue and the Practice of Becoming Human' is about to be published. It's important reading for clinical and educational psychologists, but also for other practitioners within educational institutions, such as SENDCos and safety leads.



Look out for news of a book launch in November!

Heather Smith draws on her own early experiences as well as more recent research into translanguaging for her chapter 'Journey towards a Translanguaging Pedagogy for Social Justice: from school French to Critical Race Theory' (p256-263) in the recently published volume, 'Multilingualism and Education Researchers' Pathways and Perspectives'



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ANTI-RACISM FRAMEWORK LAUNCHED

The [Anti-racism Framework for Initial Teacher Education and Training](#) has just been launched, with an online event on Thursday 29th September hosted by the Centre for Race, Education and Decoloniality.

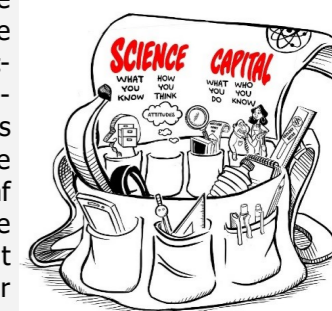
The framework was developed following a research project commissioned by the National Education Union and supported by internal funding from Newcastle University. The project was led by Professor Heather J Smith and Professor Vini Lander, from Leeds Beckett University, with research support provided by Marsha Garratt. Download from <https://www.ncl.ac.uk/mediav8/institute-for-social-science/files/NU%20Anti-racism%20Framework%20final-compressed.pdf> to find out more about the Framework and how you can use it to initiate structural and curriculum change in your ITE/T institution.

For more information, contact Heather.Smith@ncl.ac.uk

A Science Sandwich

CfLaT's current visitor, Gabriela Heck, is a PhD student in Education from Brazil (PUCRS), doing a short-period of research in the Newcastle University and the Great North Museum (called a PhD sandwich!).

Since her undergraduate degree in Biology, she has been interested in the accessibility of people with disabilities to museums, and how these spaces can promote (or not!) their inclusion in the scientific field. In her master's in Science and Maths Education, she developed research about science communication activities in museums, aimed at deaf visitors. Now, Gabriela is using the lens of science capital – a concept developed to understand what influences science aspiration in young people. Her doctoral project aims to understand how people



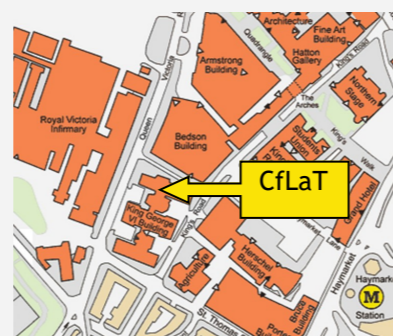
with disabilities relate to science and build their science capital, and how science museums can support in this process of aspiration and engagement.

In addition, Gabriela is dedicated to the translation and production of materials about science capital in Portuguese and its dissemination in Brazil, through social media [@sciencecapitalbrasil](#) and [Science Capital Brasil](#)

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BREEZE FOREST SCHOOL REPORT PREVIEW...

Following three years of co-produced research with Scotswood Garden and four schools, the Breeze Forest School report will share how the project has supported children and young people's (aged 5 to 16 years) social and emotional development and engagement in learning.



Through theory of change methodology, schools have articulated their rationale for engaging in the project and anticipated steps of change leading to outcomes and we have heard from young people, parents and carers, school staff and Forest School practitioners.

The theories of change (see example right) provide models of how a Forest School approach can support children and young people experiencing social and emotional difficulties and lead to increased engagement in learning.



I started noticing the tiny details that other people take for granted and how nice it looks (young person talking about taking photographs of nature)

Impacts we have seen include:

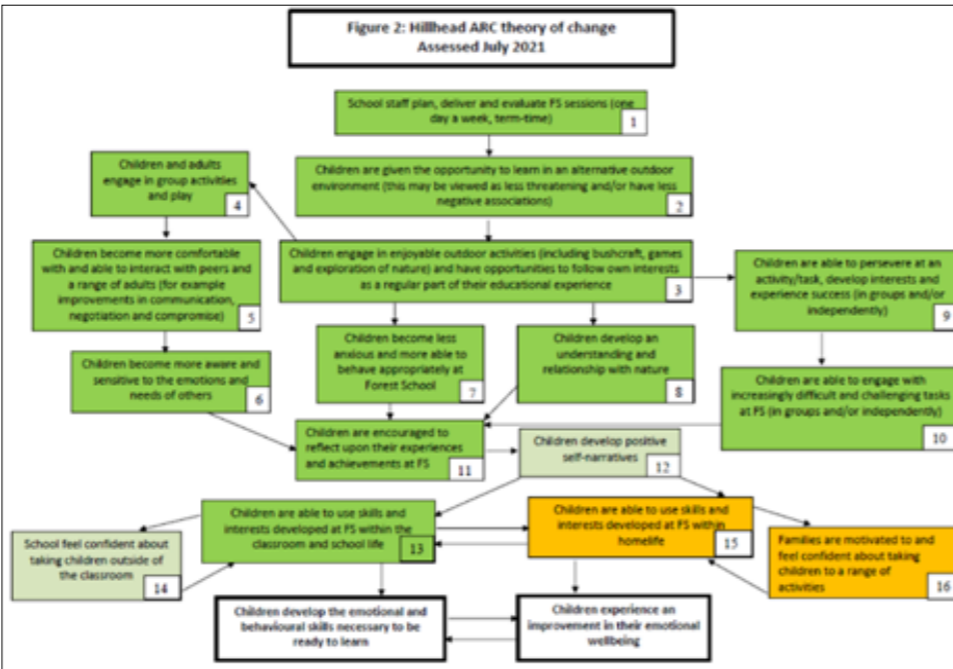
- Enjoyment and engagement
- Improved relationships, social and communication skills
- Connection to nature and wellbeing
- Behaviour and emotional regulation
- Engagement in learning within the classroom
- Impacts within the home environment

The report ends with recommendations for schools interested in developing a Forest School approach and for future research.



The full report will be available shortly at: <https://scotswoodgarden.org.uk/learn/forest-schools-research> and <https://www.ncl.ac.uk/cflat/publications/guides/>

- but you saw it here first!
For more information:
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All the children have had successes at Forest School and that helps to build their resilience in class where they often struggle (SEND Co)

CoReD ON TOUR AS PROJECT CONCLUDES

Collaborative ReDesign with Schools (CoReD), funded by the EU through Erasmus+, finished as a project on 30 September. But all the partners, across the six countries involved, are looking to the legacy that the CoReD website of teacher-friendly resources represents.



In both locations, the CoReD researchers were excited to visit local schools. In Brixen, Ulrike Stadler-Altman had

arranged a visit to one of the German-medium kindergartens that she has been working with to trial the UK's Diamond Ranking tool and develop her own Cartographic Observation tool. It was fascinating to see how an innovative design from the 1970s had been reinvigorated with an imaginative extension that burrows underneath the existing building. The kindergarten's principal was very generous with her time and explained how the practitioners manage child-led education for the very young.



As part of their ongoing dissemination efforts, they combined the final project meeting in Brixen/Bressonone, northern Italy, with contributing to a school design Experts' Meeting in Milan. Here they presented the tools, and case studies of how to use them, to an audience of teachers, school leaders and municipal officers. The meeting, held in a new school building, was organised by the two major public sector European banks (CEB and EIB) who are funding the current school building programme in Milan.



In Milan, CoReD toured the school where the meeting was held, keen to see the spaces that the teachers had earlier described as being rather overwhelming in their newness.



To minimise the environmental impact of the travel, CfLaT's Ulrike Thomas, Lucy Tiplady and Pam Woolner went by train. The trip enabled Ulrike to practise her German and get back to family roots with schnitzel for lunch!



Browse the case studies from the project: <https://www.ncl.ac.uk/cored/case-studies/>



CfLaT RESEARCH TEAS (Autumn 2022)

Please see details below of upcoming CfLaT research teas. These will be held in **KGVI.B83.iLabLearn** with tea and coffee available 15 minutes beforehand. If you would like to join via Zoom please get in touch with Lucy Tiplady for details.

10-11am Thursday 22nd September 2022
Eric Fletcher and Leonie Kameli - Northumbria Violence Reduction Unit: Reducing Vulnerability and Violence through Education

1-2pm Thursday 13th October 2022
Gabriela Heck - Reflexions about Sciences Museums as places for inclusion of people with disabilities and science capital

For further information on CfLaT research lunches and teas and/or if you are interested in discussing some of your own research please contact Lucy.Tiplady@ncl.ac.uk. Information is also available from the Centre website (<https://www.ncl.ac.uk/cflat/news/teas/>)

CfLaT welcomes Katherine to the team

Hi! My name is Katherine Clements and I'm so happy to be joining CfLaT as a placement student.



I was born and raised in Darlington but moved to Newcastle two years ago to start my psychology degree and I've really enjoyed it so far.

I'm particularly interested in educational and health psychology, and how mental wellbeing intersects with these fields; as such, I'm very keen to attend school visits and assist on projects focused around mental health. I am also looking forward to getting to know more people on the team, as everyone that I have met so far has been very welcoming! Outside of university, I really enjoy crocheting and gaming. I also love spending time with friends, especially in nature; Jesmond Dene has become one of my favourite places in Newcastle. I'm so excited to be joining this team and to have the opportunity to contribute to this vital research!

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