

The Cambridge Primary Review North East and Cumbria Regional Network

Last year we announced that we would be launching a network to promote the Cambridge Primary Review, to provide a forum for discussion about innovative and creative teaching and learning in (and beyond) primary schools and to develop frameworks for understanding how the aims of the Cambridge Primary Review are experienced by learners. We have a very wide definition of 'learners', we mean: children and their families, teachers, professionals in other organisations enriching the curriculum and university researchers, since we all can benefit and grow from this process.

The network was launched on the 8th March 2011 with a conference that included keynote presentations from Professor Robin Alexander (Director of the Review) and Alison Peacock (National Coordinator) as well as showcases from regional schools already putting the CPR recommendations into practice. We were delighted that this event was attended by a range of practitioners from local schools as well as local authorities, policy and third sector organisations.

Our initial events followed two tracks: exploring the aims of the CPR through scoping events and encouraging colleagues to share their ideas and practice through Learning Walks. A learning walk is the opportunity to visit a school along with professionals from other teaching contexts, to explore a theme related to the Cambridge Primary Review and discuss particular aspects of primary practice. There is commitment to learning from both sides: visitors come to see new approaches and the host organisation

provides a question or questions and the participants give feedback. One year on, the network is going from strength to strength. More Learning Walks are in the diary and new volunteers are also welcome! (http://www.dur.ac.uk/education/research/cambridge_primary_review/events/learning_walks/)

We have always had the ambition for this network to be based around what practitioners in the region need rather than what someone else thinks they should be doing and so we have moved from debating the aims (in a series of extremely interesting scoping events) to less reflection and more action in the form of an enquiry group. We are always learning and therefore we are happy to admit when we are wrong! From January through to June we will support groups of practitioners (in Durham, Newcastle, Northumberland and North Yorkshire) in undertaking enquiry to generate evidence of innovative pedagogy and curriculum. This process and the outcomes will then form the basis of discussions around the CPR in action. These enquiry pro-

jects will be part of the Showcase event at Newcastle University on 28th May 2012 (contact Vivienne.Sturgiss@ncl.ac.uk for details of this event).

Dr Kate Wall (now at Durham) as regional coordinator and Dr Elaine Hall as her deputy have secured funding from the Esme Fairbairn charitable trust to explore ways of generating evidence about how the Cambridge Primary Review is implemented in schools. As a result we have been able to formally include Ulrike Thomas in the team and she will be coordinating the cross-project analysis.

We would be delighted to see you at any of these events: for Newcastle and Durham please contact Vivienne Sturgiss and for North Yorkshire events please contact Rosemary Rayne (Rosemary.Rayne@northyorks.gov.uk). For further information see the regional website: http://www.dur.ac.uk/education/research/cambridge_primary_review/ and the national CPR website: www.primaryreview.org.uk

Future enquiry group dates are:

Date	Location	Topic
February 6 th 2-4pm	Durham University	Designing your enquiry: Questions and tools
March 9 th 9.30-12	Ripon	Designing your enquiry: Questions and tools
March 12 th 2-4pm	Newcastle University	Managing your enquiry: Data and reflection
April 11 th 2-4pm	Durham University	Managing your enquiry: Data and reflection
May 2 nd 2-4pm	Newcastle University	Communicating about your enquiry: Writing up and other forms of dissemination

Research Centre for CfLaT Learning and Teaching

CfLaT Headlines

Liz Todd is contributing to Newcastle City Council's Fairness Commission. The Commission was initiated by Coun Nick Forbes, leader of the City Council and is chaired by Chris Brink, Newcastle University's Vice-Chancellor. Liz is overseeing the review of education.

Seasoned CfLaT researcher Pam Woolner has been appointed as a lecturer and has taken on the role of Degree Programme Director for the EDD.

iLab:Learn are conducting a digital tabletop pilot in Longbenton school which is the first whole -class deployment of the technology. Teachers from English, History and Geography have written their own digital 'Mysteries', enquiry questions that groups of 4 students solve collaboratively on the tabletops. The research activity is set to commence in February.

Karen Laing and Jill Clark have been working with year 8 and 9 pupils at Churchill Community College to design a questionnaire about alcohol use among young people in Wallsend. The research is funded by Mentor UK and is part of a wider evaluation of the Sub 21 project which provides out of school activities to divert young people away from risky behaviours.

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NEWSLETTER

January 2012

Issue 11

COUNSELLING IN SCHOOLS: THE WELSH TRAILBLAZERS

Wales may have a small population, but the Welsh Government has a large appetite for research and development.

Sue Pattison (ECLS), Maggie Robson (Keele), Kathryn Hunt (Queensland, Australia), and Viv Dacre (Glyndwr, Wales) completed the latest research report on in-school counselling in Wales in December 2011 with the *EVALUATION OF THE WELSH SCHOOL-BASED COUNSELLING PRIMARY PILOT*, following hard on the heels of the *EVALUATION OF THE WELSH SCHOOL-BASED COUNSELLING STRATEGY*, published in November 2011 (Andy Hill, BACP; Mick Cooper, Strathclyde; Karen Cromarty, BACP; Kate Smith, Ipsos-Mori; Nick Maybanks, Ipsos-Mori; Sue Pattison, ECLS; Joanne Pybis, BACP).

The Primary Pilot evaluation forms part of the development of counselling in schools in Wales. In April 2008, the Welsh Government produced an information document which outlined their national strategy for the implementation of a comprehensive, school-based counselling programme throughout Wales (National Strategy for School-based Counselling Services, WAG, 2008) based on the report evaluating school-based counselling across the UK (Pattison et al., 2007). In it, they outlined the execution of Phase 1 - the introduction

of school based counselling in secondary schools in Wales, and committed themselves to pilot schemes to evaluate the provision for primary schools. The Primary Pilots were based in primary schools in four Local Authorities, Wrexham, Cardiff, Bridgend and Pembrokeshire. Each pilot developed service delivery in different ways and adopted play-based interventions based on children's needs, the school environment, available staff and other resources. The recent Primary Pilot was based in Wrexham and was positive and supportive of play-based counselling in schools for younger children. Children improved in terms of emotional wellbeing and teachers felt supported by the interventions provided by the NSPCC.

For further information contact susan.pattison@ncl.ac.uk



Marie Butterworth Prize for dissertation on enquiry in geography

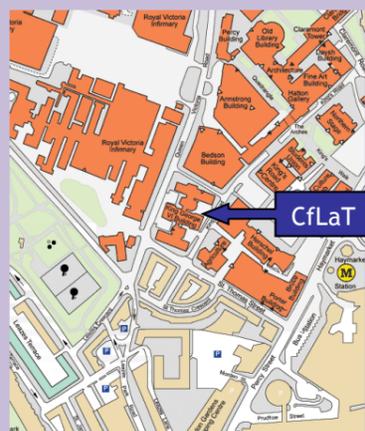
The Marie Butterworth prize, awarded annually in memory of this enthusiastic Deputy Head Teacher and former CfLaT research fellow, has been presented this year to Vanessa Burton for her outstanding MEd dissertation.

Vanessa's research involved an examination of enquiry based learning in her geography classroom and was driven by a desire to 'figure out exactly what modern geographical enquiry was'. The journey of discovery that Vanessa has undertaken through her research has completely changed her mindset about teaching and her relationship with her students. Vanessa also proved herself to be a capable journalist as she converted her dissertation into a fascinating article entitled 'Formula One Learning' for the Learning and Teaching Update (see issue 45). She is a thoroughly deserving winner of the prize.



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Teaching and Learning in Higher Education Research Group

Are you interested in joining the CfLAT Teaching and Learning in Higher Education Research Group?

A range of speakers so far have included - Steve Walsh: Investigating small group teaching in a higher education context
Savvas Papagiannidis: researching the module databases
Richard Young: the CASAP International Programme

The next scheduled meetings are on:
Tuesday 7th February 2012
Tuesday 6th March 2012

The meetings run from 12.00-13.00 and take place in the Staff Room 3rd Floor King George VI Building on Queen Victoria Road. Please feel free to bring your lunch, tea and coffee will be provided.
For further information, or to add your name to the email list, please contact Sue.Robson@ncl.ac.uk

TEACHING SCHOOLS RESEARCH LINKS UPDATE

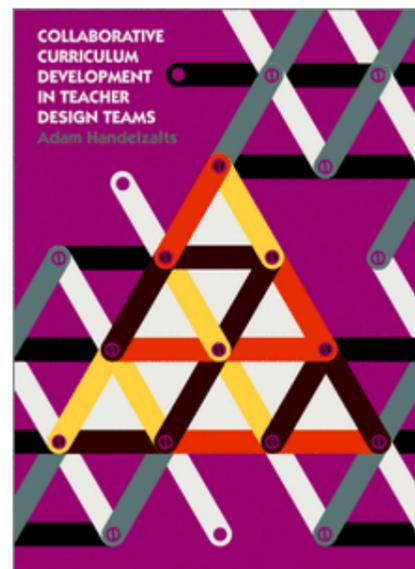
To mark the launch of the first group of NE Teaching Schools ECLS and CfLAT hosted a Teaching Schools development seminar.

This was well attended, with colleagues from seven primary and secondary schools joining university staff. The focus of the meeting was supporting teachers' learning (ITT and beyond); and it drew on contemporary research evidence and the wide range of experiences of the participants.

We were joined by Dr Adam Handelzalts, of the University of Twente, who shared his work on the conditions for collaborative curriculum design by teachers, and the establishment of enquiry-based data teams in schools. Both of these initiatives have the aim of maximising student learning outcomes through improving teacher development. During the session the participants joined discussion groups with



university staff to consider the evolution of partnerships between Teaching Schools and the University focussed on ITT and CPD, and collaboration around the new National Curriculum



framework. Throughout the morning discussion was lively, ideas flowed and future partnerships were fostered.

We will be holding a second seminar this term, and see this as a vital means to ensure that CfLAT is able to provide support to and learn from our Teaching School partners.
For further information, contact Rachel.Lofthouse@ncl.ac.uk

Student Common Room Extension Planned

Pam Woolner has been invited to join a working group to look at the extension of the student social space in the basement of King George VIth Building (KGVI B56 and B57).

The plan is to develop the cleaners' locker room into social space next to the current student space in the basement. Funding has been agreed and the programme for the works will involve agreement of the design in the next 2/3 months with the building work taking place over the summer 2012.

Pam is a member of the university's Teaching and Learning Space Group and researches the learning environment of schools.
If you have any ideas for improving this area of KGVI, please contact: Pamela.Woolner@ncl.ac.uk



RESEARCH TEAS LATEST

The CfLAT programme of research teas runs each term, with teas usually taking place on the third Wednesday of the month. These teas are an opportunity for staff, postgraduate students and other interested parties from outside of the University to get together to discuss current research, whilst also enjoying a cup of tea and slice of cake. Sessions are intentionally informal, with presenters introducing an aspect of their research to be discussed by the group. This term the programme includes an eclectic mix of speakers - details below, or from the Centre website: www.ncl.ac.uk/cflat/news/teas.



Participatory Practices Investigated

What do we know about the involvement of children and young people in research in the criminal justice system? As we reported in our May newsletter, Jill Clark, with Karen Laing, was successful in gaining funds (£25K) from the Arts and Humanities Research Council (AHRC) 'Connected Communities' programme to complete a scoping review. This review focused on the evidence of participation of children and young people (CYP) in, and with, criminal justice research.

The project has now ended following a rigorous search and a vigorous analysis process (see the picture!) and a discussion paper has been prepared. The review has identified the current position of CYP in research into the criminal justice system in the UK, and suggested a model of justification for involving them. The evidence shows that there has been a genuine progression over the last decade in terms of ensuring the participation of CYP. Participatory research would seem an effective way of ensuring CYP can challenge negative perceptions, stimulate change and become visible in a positive manner. Any research involving CYP needs to be clear in its focus and purpose, and provide opportunities for CYP to engage in a meaningful and relevant way, in order that it can enhance their well-being and be mutually beneficial. In this way CYP can become active and empowered citizens in their own communi-



ties and beyond. On the basis of the evidence we recommend that researchers examine their motives carefully, work in partnership to share knowledge and skills, and collect evidence from CYP about when it is appropriate to involve young people in research, and which young people.
The paper will shortly be published on the AHRC website, but meanwhile, for more information, contact: Jill.Clark@ncl.ac.uk.

RESEARCH TEA TIMETABLE

(Spring 2012)

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 (2.50 KGVI) with the session officially beginning at 3.15.

25th January 2012 - Marie Butterworth Prize winner Vanessa Burton: Towards a deeper understanding of enquiry based learning in secondary geography.

22nd February 2012 - Paul Dolan: What is happening in iLab:Learn, recent developments.

21st March 2012 - Neil Richmond (headteacher of Stobhillgate First School, Morpeth), Rachel Lofthouse and Lucy Tiplady: Creating purpose, permission and passion for outdoor learning.

For further information on CfLAT research teas and/or if you are interested in discussing some of your own research at a tea please contact Lucy Tiplady: Lucy.Tiplady@newcastle.ac.uk

Dates for the Summer Term: 18th April 2012, 16th May 2012, 20th June 2012, 18th July 2012.

CONTRIBUTORS WANTED!



Learning and Teaching Update is a monthly Newsletters published by Optimus Publishing and edited by Centre members.

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

For more information contact: U.Thomas@ncl.ac.uk