

This Year's Conference Papers Oct 2011 - Sept 2012

- Clark, J., Woolner, P., Tiplady, L. and Laing, K. (2012) Pushing the Boundaries: Theory and Practice of Using Visual Methods to Aid Children's Participation in Educational Research ECER, September 18-21 2012, Cadiz
- Hall, E. (2012) "Where's your warrant?": Looking for Evidence of Learning and Partnership Roles ECER, September 18-21 2012, Cadiz
- Laing, K. (2012) The Role Of Family Support In Facilitating Transformatory Change For Schools Trying To Tackle Disadvantage ECER, September 18-21 2012, Cadiz
- Leat, D., Lofthouse, R. and Della Rovere, J. (2012) 'Banging Your Head Against The Wall': Teacher Enquiry And Curriculum Innovation ECER, September 18-21 2012, Cadiz
- Lofthouse, R. and Leat, D. (2012) Thinking on Your Feet: Teachers Coping With Uncertainty ECER, September 18-21 2012, Cadiz
- Mroz, M. (2012) Early Years Education, Language and Social Background. Sociolinguistics Symposium (19) 21-24th August 2012, Freie Universitat, Berlin
- Pattison, S. (2012) Forbidden or excluded? Communicating with children and young people at the margins. Invited keynote at the Keele Counselling Conference, March 2012
- Priestley, M. Menter, I., Lingard, B. Rachel Lofthouse, R. and Biesta, G. (2012) A Critical Analysis of Recent Trends in the Formulation and Development of National Curricula ECER, September 18-21 2012, Cadiz
- Robson, S. (2012) Working towards transformative internationalisation: an enquiry based approach. 1 June 2012, Newcastle University, Higher Education Academy's Workshop and Seminar Series 2012
- Robson, S. (2012) Contextualizing and Problematising Academic Work in Today's Universities: An International Perspective 1&2 Network 22: Research in Higher Education Symposia discussant. ECER, September 18-21 2012, Cadiz
- Robson, S. (2012) It's Not What You Do It's The Way That You Do It: The Role Of Research In Learning For Change. ECER, September 18-21 2012, Cadiz
- Tiplady, L. (2012) Working in the 'Third Space' in an Age of Austerity: Reflections from a Recent Collaborative Enquiry Network. ECER, September 18-21 2012, Cadiz
- Todd, L. (2012) Aspirations! Are they a barrier to educational achievement? Aspirations Seminar, Newcastle City Council, 20 Jan 2012; Northumberland poverty day, 26 March 2012
- Todd, L. (2012) Can changing aspirations and attitudes impact on educational attainment? How can education offset the effects of family poverty? DfE Seminar, 23 April 2012
- Todd, L. (2012) Can changing aspirations and attitudes impact on educational attainment? The role of aspirations, attitudes and behaviour in closing the educational attainment gap Bevan Foundation Conference, 2 May 2012, The Future Inn, Cardiff Bay
- Todd, L. (2012) Raising aspirations? Why did we get it so wrong and what are we to make of them now? Social Policy Association Conference, 17 July 2012.
- Todd, L. (2012) Closing The Attainment Gap To Improve Inclusion: Changing Attitudes Or Improving Opportunities? ECER, September 18-21 2012, Cadiz
- Todd, L. (2012) Critical cultural envoy or part of the team? Youth participation in a systematic literature review ECER, September 18-21 2012, Cadiz
- Young T.J. and Walsh S. (2012) Interactional and intercultural competence and the Clinical Skills Assessment Invited plenary address in: Northern Deanery East Cumbria GP Trainers' Annual Conference. 2012, Bassenthwaite, Cumbria

CfLaT Headlines

Liz Todd and Karen Laing are part of a research consortium that has recently been commissioned to conduct an evaluation of the Pupil Premium. The Pupil Premium is an amount of money given to schools to narrow the achievement gap between disadvantaged children and their peers. Liz and Karen will be conducting case studies of 15 schools across England to understand how schools are using the Pupil Premium and how they are making decisions about its use. The evaluation will report in the spring of 2013.

Pam Woolner and Ulrike Thomas have received funding from the University to develop a research bid looking at the use of teaching space in schools. They will be going into some local schools this term to measure classrooms and talk to teachers about how they use the space they've got.

Karen Laing is just about to start a new project in collaboration with iLab - Learn, to examine ways in which the Digital Kitchen can inspire language learning for disadvantaged young people. The study will take place over the next two terms and will report in the Spring of 2013, so watch this space!

Working in or with extended schools or services? A new webpage hosted by CfLat is about to be launched with resources that may help you with your work. We are keen on hearing from you if you have any ideas about how we can develop the webpage and stay in touch with each other. The webpage is here: <http://www.ncl.ac.uk/cflat/ESnetwork.htm>

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GRANT FOR HE TEACHING PROJECT

Newcastle University's reputation and work on the parity of esteem for teaching in higher education has been instrumental in attracting national funding (c.£236k in total) from the Higher Education Academy. The project is a collaborative international undertaking with the Universities of Leicester, Wollongong and Tasmania on benchmarking learning and teaching contribution in promotions of university staff.

CfLaT members Sue Robson, Steve McHanwell and Elaine Hall are leading on this work from Newcastle.

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There are Alternatives! Democratic Education and the Common School

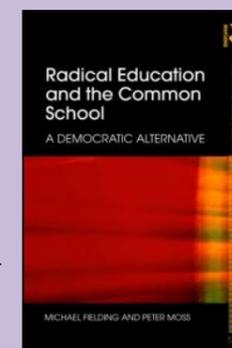
CfLaT member Hanneke Jones has been pivotal in organising a public lecture and additional seminar with respected educationalists Michael Fielding and Peter Moss from the Institute of Education, University of London.

These events are based on the recent book, *Radical Education and the Common School*. They will contest current educational reforms and propose an education from birth to 18 years, in which democracy is a fundamental value and practice, and human flourishing is the goal.

Michael Fielding and Peter Moss introduce their lecture: 'In our view, the direction taken by education since the 1980s, and gathering pace under the current regime, has been disastrous, obsessed with marketisation and privatisation, driven by an obsession with narrow measures of success and a preference for central government control rather than democratic accountability. It reduces education to a narrow and dismal subject, devoid of amazement and excitement. It leaves us with a dictatorship of no alternative, which stifles debate, dims hope and betrays democracy as it presides over a public education in ruins. Our work and our lecture is about the necessity and possibility of resisting this dictatorship, drawing on past and present sources of inspiration to insist there are alternatives - and to set out for debate one of them. Starting from political questions about images and purposes, values and ethics, we will both contest current educational reforms and propose a renewed public education from birth to 18 years: an education in its broadest sense, based on an image of the rich child, democracy as a fundamental value and the common school as its basic institution.'

Thursday 25th October: Social Renewal Lecture
5.30pm Curtis Auditorium, Herschel Building. Newcastle University

Friday 26th October: Seminar
2-4pm Room 2.20 The Beehive. The Old Library.



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