

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.

For further information contact: Sue.Robson@ncl.ac.uk

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.'

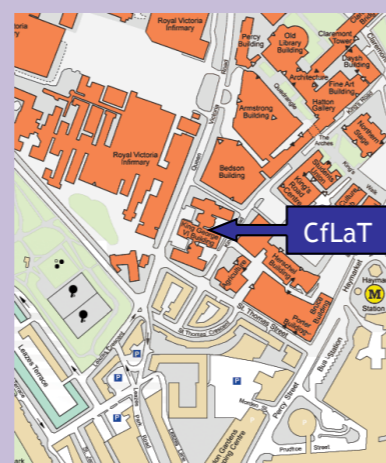
Thursday 25th October: Social Renewal Lecture
5.30pm Curtis Auditorium, Herschel Building. Newcastle University

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



For further information:

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CfLaT in Cadiz for ECER

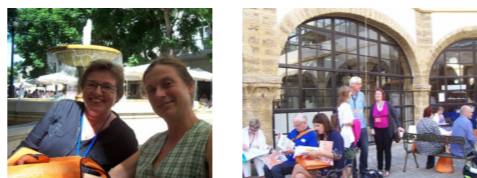
A good crowd of CfLaT members presented papers at this year's European Conference of Educational Research (see listings on page 4 of this issue).

We were involved in symposia, research papers and a research methods workshop spanning topics from across education. The conference provides a valuable opportunity to meet up with colleagues from across Europe who have similar research interests.

Liz Todd renewed acquaintance with European colleagues through ECER's Inclusive

Education network. Elaine Hall presented at a symposium on partnership with fellow academics from France and Spain. Pam Woolner met educationalists from Iceland and Portugal who share her research interest in school buildings. A European tour is a possibility so please get in touch with Pam if your school would like to be visited.

Contact: Pamela.Woolner@ncl.ac.uk



Whose low aspirations...?

What are we to do about attainment in disadvantaged areas?

New research carried out within CfLaT challenges the idea that raising aspirations is the key to improving the education of children from low-income families.

Liz Todd, Colleen Cummings, Karen Laing and Pam Woolner with Newcastle University colleagues James Law, Janice McLaughlin and Ivy Papps reviewed projects designed to raise aspirations and change attitudes as part of a Joseph Rowntree Foundation funded study. The review found no evidence that a change in attitudes brings

about turning them on but keeping them on track. Its highly unlikely that any child starts school wanting to be unemployed".

The research found that the most effective way of helping children from low-income households to achieve their ambitions is engaging parents in their children's learning and in their own learning and in providing a range of supports for children such as mentoring, extra-curricular activities and peer education. Schools need to work with parents so they can understand how the education system works and what choices are available for their children. We need to develop approaches that don't blame families and children for the effects of poverty on their education.

tions for educational policy making, practice and research. Why have we in education focused on 'raising aspirations', sustained for many years despite the lack of evidence that change comes about as a result of that focus? We therefore need to look again at the kind of research needed to inform interventions to raise attainment. There is a need for an improvement in the quality of educational evaluations and the level of sophistication of research tools used in evaluations.

And there is some evidence that the tide is turning! Liz has been invited to present this research on aspirations at many different conferences and meetings in Newcastle, Morpeth, Durham, Cardiff, York, London – and Cadiz – with these responses:

Prof. Liz Todd said: "If our education system is to give children and young people the best chance of achieving their goals, it is essential that they and their parents are offered different kinds of support when needed and not simply encouraged to have higher aspirations. The

'Challenged my thinking in this area- am I the barrier and wider opportunities to play to people's strengths?'

'Line between aspirations/achievement- not clear-cut!'

Report: JRF - Can changing aspirations and attitudes impact on educational attainment? A review of interventions

<http://www.jrf.org.uk/publications/aspirations-attitudes-educational-attainment>

For more information, contact Liz.Todd@ncl.ac.uk

constant theme of aspirations means an implicit assumption of blaming parents and young people."

The findings of this research have implica-



about an impact on educational attainment. Indeed, they found that low-income families already have high aspirations for their children. There was also evidence that teachers, policy makers and other education professionals underestimate the ambitions of young people and the aspirations that families have for their children.

Prof. Liz Todd commented, "There is an urgent need to change direction. Its not that aspirations aren't important. It's not



Reaching for the moon – Aspiration in Education

Posted in Blog | May 15, 2012

JRF and Bevan Foundation seminar on 'the role of aspirations, attitudes and behaviour in closing the educational attainment gap' was on 2nd May 2012. This is a summary of the presentations and discussion. The impact of poverty on educational attainment and...

Ann Briggs busy in New Zealand

Three years ago CfLaT colleague Ann Briggs 'retired' to New Zealand and has been National Secretary for NZEALS (NZ Educational Leadership) since 2011.

Most recently, she has been made a NZEALS Visiting Scholar (see photo below of, Paul Potaka introducing Ann at NZEALS12 as the 2012 Visiting Scholar).

Her role involves her in 11 presentations at NZEALS branches around New Zealand, has just started. Ann commented, "I will fly the Newcastle flag at each one. I'm really looking forward to this tour, as it will keep me engaged with NZEALS colleagues on an academic basis, in addition to my more routine interaction as Secretary. And I get to travel round the whole country!"



ENQUIRY BASED METHODS FOR CHANGE: MEASURING OUR IMPACT

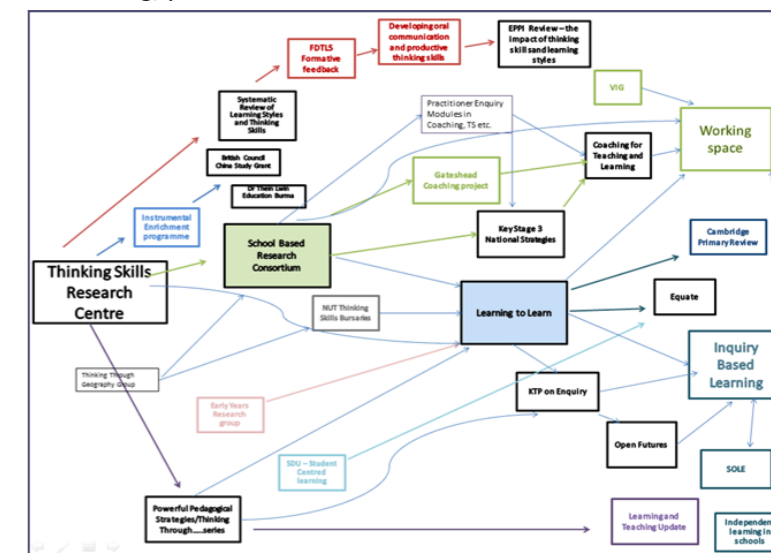
Every 5 to 6 years universities take part in a process assessing the quality of their research.

This determines future government funding. Consequently it is a high stakes undertaking. The Research Excellence Framework (REF) of 2014 includes a new, explicit element to assess the non-academic impact of research. Institutions are required to provide case studies showing how particular research has developed over the past 20 years and impacted beyond the university.

One of the case studies being written by CfLaT details the development of our enquiry based methods which allow teachers, students and other practitioners to reshape their professional thinking, practice and indeed

consciousness. Our model regards research as a complex partnership. We have also developed a range of tools that enable practitioners to undertake and assess enquiry based approaches and which have been used in research projects and on courses. We are collecting evidence to demonstrate that our work in developing enquiry based approaches has led to positive changes for teachers, students, other professionals and indeed institutional change. If you are able to provide this evidence (this could be a simple testimonial e mail or a document that shows how the enquiry approach has influenced for example your lesson plans or your whole school curriculum planning), we would love to hear from you.

Please contact Ulrike Thomas on u.thomas@ncl.ac.uk



RESEARCH TEA TIMETABLE (Autumn 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, room 2.50, with the session officially beginning at 3.15.

26th September 2012

Wayne Daley and Alan Strachan: "Never work with children or animals" (or how WC Fields got it wrong)

24th October 2012

Anita Foster: School Grounds – what are they for?

21st November 2012

Challenging Inequalities and Developing Inclusion research cluster – recent activities and reflections

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 Spring Term: 16th January 2013, 20nd February 2013 and 20st March 2013

CONTRIBUTORS WANTED!

Learning and Teaching Update is our monthly Newsletter published by Optimus Publishing.

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

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

