

CfLaT Publications 2021/22

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- Clark J, Laing K. (2022) Research Co-production with Young Women through an Out-of-School Residential Trip. In: Jo Rose, Tim Jay, Janet Goodall, Laura Mazzoli Smith and Liz Todd, ed. *Repositioning Out-of-School Learning: Methodological Challenges and Possibilities for Researching Learning Beyond School*. Bingley: Emerald Publishing Limited, pp.61-71.
- Clark J, Haines Lyon C, Jay T, Laing K(2022) Ethical Practice in Out-of-School Learning. In: Jo Rose, Tim Jay, Janet Goodall, Laura Mazzoli Smith and Liz Todd, ed. *Repositioning Out-of-School Learning: Methodological Challenges and Possibilities for Researching Learning Beyond School*. Bingley: Emerald Publishing Limited, pp.163-168.
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- Leat, D. and Whelan, A. (2021) Innovative pedagogies in relation to curriculum. In Tierney, R., Rizvi, F., Ercikan, K. and Smith, G., Eds, *International Encyclopedia of Education (4th edition)*. London: Elsevier Science
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- Tiplady L, Menter H. (2021)The Breeze Project: supporting children and young people through Forest School. In: Michelle Jayman, Maddie Ohl and Leah Jewett, ed. *Supporting New Digital Natives: Children's Mental Health and Wellbeing in a Hi-Tech Age*. Bristol: Policy Press, pp.78-96.
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CfLaT
Research Centre for Learning and Teaching

NEWSLETTER

May 2022

Issue 42

CfLaT Headlines

Liz Todd, Karen Laing and Lucy Tiplady are the UK partners in the recently successful European HORIZON bid SCIREARLY. It will address poor learning outcomes in basic skills and early school leaving at national, regional and local level in Europe and start in November 2022.

Rebecca Jackson has been employed as a student intern until July to work with Karen Laing to collate impact evidence for the work of the Newcastle West End Children's Community. Welcome Rebecca!

Lucy Tiplady and Harriet Menter (Scotswood Garden) have been invited to share findings from the Breeze Forest School project at "In nature you have no limits": Research and Practice at the intersection of arts, nature and wellbeing at UCL, Institute of Education, in June. The conference brings together academics, artists, mental health practitioners and arts and wellbeing charities to share best practice and provide a space for exploring ways of working together in the future.

Anna Reid and Vicky Gilbert, her business partner (and part-time MEd student), were announced as winners of this year's Newcastle University Learning and Teaching Conference poster competition. Thank you to everyone who voted for them! More about the conference here: <https://www.ncl.ac.uk/learning-and-teaching/professional-development/conference/programme/>

The skills of CfLaT members are being recognised, with recent promotions for Lucy Tiplady (to Senior Research Associate), Sam Shields (to Senior Lecturer), Heather Smith (to Professor) and Muge Satar and Pam Woolner (both to Reader). Congratulations all round!

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LEARNING THE ROPES

Alison Whelan, Jill Clark and Liz Przyborski are working with Blyth Tall Ship to evaluate a series of innovative workshops this summer.

Blyth Tall Ship is delivering a series of maritime heritage courses to improve the mental health and wellbeing in the communities of Blyth Valley and the North East. Called "Learn the Ropes", the scheme is funded by the National Lottery Heritage Fund and workshops include woodworking, traditional gansey knitting, and shanty singing. The workshops have been very popular with the community so far, with the sea shanty group in particular gaining some fame around the local area – they are even scheduled to perform at the Blyth Jubilee Beacon Lighting celebration in June.

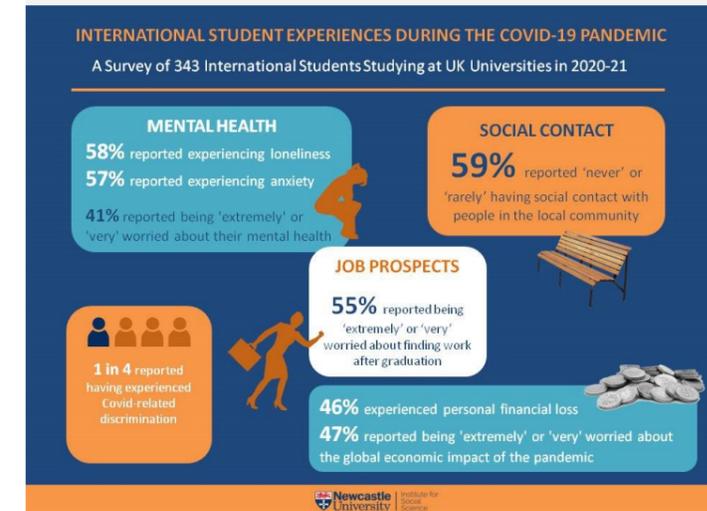
The CfLaT team are working alongside Bruce Davenport from the School of Heritage, Arts and Cultures, and Visiting Fellow Eric Fletcher, who has collaborated with Clive Gray, CEO of Blyth Tall Ship, for a number of years as they worked on building the Williams II, a replica of a ship used by Blyth sailor Captain William Smith in the discovery of Antarctica. By observing workshop participants and using a combination of interviews and visual methods, we hope to understand the positive benefits for individual and community wellbeing of engaging in heritage workshops and learning new skills with fellow community members.



For more information: <https://williams-sailing.co.uk/learn-the-ropes/>

Researching Covid's impact on international students

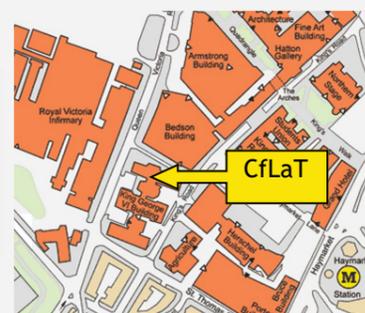
Alina Schartner has published a research briefing reporting on key findings from a project exploring the impact of the Covid-19 pandemic on the academic, psychological, and sociocultural adjustment of international students in the UK.



The project was funded by the NU Institute for Social Science and the briefing can be accessed here: [Alina Schartner - Institute for Social Science - Newcastle University](https://www.ncl.ac.uk/news/2022/05/05/ina-schartner-research-briefing)

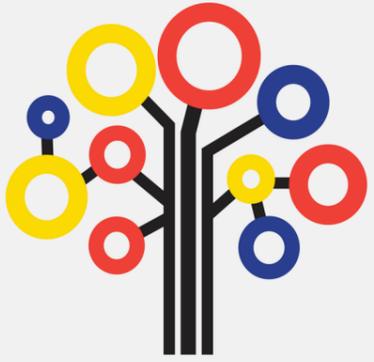
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CfLaT down-under: update from Prof Ann Briggs

Kia ora koutou

It's nearly 12 years since I left Newcastle for New Zealand, and I live in Mapua, at the 'Top of the South' [Island] with my husband Dave and our two dogs.

Retirement days are filled with beach, forest and (easy) mountain walks, campervan trips, gardening (including veggies), bowls (two trophies this year), choir – and Scottish Country Dancing!

My main professional activity is an 10+ year stint as National Secretary of the New Zealand Educational Administration and Leadership Society (NZEALS), and managing their academic journal, JELPP. This keeps me in touch with educational leaders from Early Childhood through to Tertiary – practitioners and researchers – across New Zealand and beyond.



We have strong ties with leadership researchers in the USA, but none currently in the UK. So please contact me if you would like to make a link. There is a lot of interest here in education outdoors and in innovative learning environments.

In a nutshell, NZ education is managed directly from the central Ministry, with a national curriculum and inspection service. 50% of kindergartens are privately managed, but are inspected. We have faith schools, Steiner schools, area schools (all-age schools for rural districts). To a UK eye, the school buildings, like the housing stock, look flimsy, with single glazing and weather-board walls. But the learning is lively and active.

NZEALS is excited to be holding our first biennial conference since 2018 this year. Conference is where NZEALS comes alive and we enjoy the fellowship of leaders across the sectors, hearing stimulating speakers and sharing our leadership insights in breakout sessions.

As in the UK, our educational leaders are currently exhausted – from lockdowns and online learning, from sickness of staff and learners, from extending support to families and communities. At the conference we aim to give them 'space to be', to refresh and renew their deeper leadership energies.

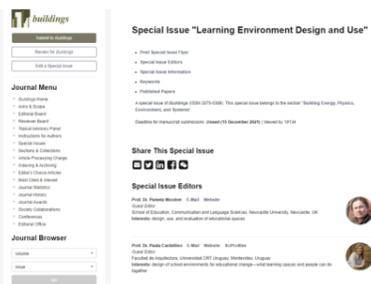


If you'd like to learn more about NZEALS, go to nzeals.org.nz. If you'd like to contact me about partnership with NZ leaders or researchers, or just to say 'Hi', you'll still find me hanging out at ann.briggs@ncl.ac.uk

And by the way – I look for the Newcastle United results each week, and am thrilled that they got over their pre-Christmas slump. And I regularly read the CfLaT newsletter and keep track of you all...

Ngā mihi
Ann Briggs: NCL Emeritus Professor of Educational Leadership

INTERDISCIPLINARY SI FEATURES CORED



The Special Issue of the 'Buildings' journal co-edited by Pam Woolner and CfLaT's Uruguayan colleague, Paula Cardellino, is now complete.

All the articles are open access, so free for everyone to download from https://www.mdpi.com/journal/buildings/special_issues/Learning_Environment

They include some articles by CoReD partners: a case study of the Swedish Pedagogic Walk-through in Iceland and more details on the use of the Student Survey on School Space in Portuguese schools



CoReD events in Newcastle and Copenhagen



The participants in Collaborative Design workshops, held in April and May in Newcastle and Copenhagen, included teachers, school leaders, community workers and municipal building project officers. The events were to publicise the tools that have been developed to enable school communities to think about their space - and perhaps to change it.

chance to work together to plan a collaborative redesign approach to either a real or imaginary problem with school space.



A comment left after the event: *'It was a very interesting and informative meeting. With such a diverse selection of 'roles' on my table, I enjoyed listening to and exchanging views with those who had a different perspective to mine. I will share with my Headteacher some of my ideas related to this session. I would like to audit the spaces in the school, using the tool as described by the lady who was in Northern Italy, and possibly use a diamond ranking tool to understand how better to use some of the contested spaces in the school.'*



Zoom to talk about their tools and we presented two case studies of how the tools have been used by North East schools. Then participants had

Find all the tools on the website: <https://www.ncl.ac.uk/cored/> Case studies are coming soon!

RESEARCH TEAS (Summer 2022)

CfLaT Research Teas aim to provide an informal opportunity for staff, post-graduate students and other interested parties to get together to discuss current research. All the sessions begin with presenters introducing an aspect of their research to be discussed by the group.

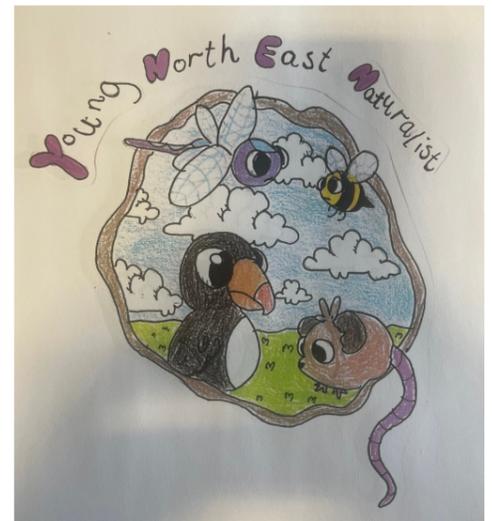
Thursday 30th June 10.45am -12noon: Dr. Clare Guilding - Learning community development in medical education (**King George VI Building, room tbc, zoom on request**): Evidence shows that building connections and a community in medical school is vital for both student and faculty development, engagement, and sense of belonging. Learning Communities, intentionally created groups of students and/or faculty learning together and from each other, can enhance professional development/identity and student wellbeing. However, LCs are rare within UK medical schools. In 2021 LCs were introduced into the MBBS (medicine) degree programme at Newcastle, creating smaller cohorts within the large enrolment. While there have been successes, there are areas for improvement and development, which are currently being worked up into a second iteration of our renamed Academic Communities.

For further information on CfLaT research teas and seminars 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/>)

HOW TO BE A YOUNG NE NATURALIST

Lucy Tiplady, Ulrike Thomas, Liz Przyborski, David Leat and Pam Woolner are all involved in researching the impact of *How to be a Young North East Naturalist*, delivered by the Natural History Society of Northumbria (NHSN).

The project is funded by the National Lottery Heritage Fund and is working with five North East primary or first schools to co-design bespoke 10 week programmes that will provide 150+ children with opportunities to develop skills, understanding and experience of North East nature. Drawing on these experiences, new resources will be developed to inspire a wider range of young people in the North East to learn about and protect their local wildlife.



The research team are working with NHSN to support the co-design process and to collect evidence of impact.

For more information see: <https://www.nhsn.org.uk/> or email Lucy.Tiplady@newcastle.ac.uk

