

The Emotional Health and Well-Being of Children and Young People in Kenya.

Sue Pattison was a keynote speaker at the 10th Annual International Counselling Conference held by the Kenyan Association of Professional Counsellors (KAPC) in Nairobi 1st-3rd September.

The theme of this year's conference was: Counselling Children and Young People: Current Challenges. The conference provides an international forum for knowledge exchange and networking. This year there was an emphasis on discussing and addressing issues pertaining to children and young people with a focus on interventions that help to alleviate psychological trauma and to promote strategies that enhance the mental health and well-being of children and young people, including the impact upon learning and engagement in education.

Sue gave a keynote speech and presentation on the use of technology and its potential for application to enhancing emotional intelligence and social skills, improving resilience and well being in the general population of primary school children and therapeutic work with those who have problems, difficulties, or have suffered trauma. KAPC is a registered NGO providing counselling education and training, along with professional support to counsellors in a range of contexts. The organisation also has a strong research agenda and promotes evidence-based practice, with courses in play therapy for young children, working with adolescents, peer education and HIV/AIDS counselling in Nairobi, Mombasa, Kisumu and Eldoret. KAPC has provided much valuable counselling and support

to the children and young people displaced by the political riots in early 2008 and closure of many schools. The organisation also provides school counselling in the slums covering the huge area of Nairobi known as Kibera.

This contributes to one of CfLaT's major themes 'Communities of Learning', which involves collaborative working between schools, communities and multi-agency partners to better support the needs of vulnerable children and young people. Through the provision of counselling in the school context, KAPC is aligned to CfLaT's aim to continue to develop a range of methods and new understandings to promote inclusive working in relation to Communities of Learning. Sue has another ongoing role in Nairobi, she is external examiner to the MA in Counselling Studies, based in Nairobi and validated through the University of Manchester (UK).

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CfLaT: who are we and what do we do?

The Centre for Learning and Teaching (CfLaT) was established in 2002. It is embedded in the School of Education, Communication and Language Sciences (ECLS). It has established itself as a driving force behind teaching, learning and curriculum innovation and as a foundation for research capacity building across the School and the Faculty.

The aspiration of the Centre for Learning and Teaching (CfLaT) is to be an authority in the research and practice of learning and teaching, life-long and life-wide. We are widely recognised as an effective University partner in developing research-led practice with a growing reputation for pragmatic collaboration and improvement in the field of learning and teaching. The Centre has a strong orientation towards applied research and impact developed through a range of work exploring a variety of innovations all of which address the educational experience and outcomes of learners.

The Centre operates at a critical but complex cross over between different aspects of members' professional and academic interests. As such it works to combine different perspectives and to ensure outputs are produced at multiple levels.

We believe that collaborative partnerships and equality between the different sectors on which we have impact is essential. We have six key research themes which are underpinned by this philosophy: Professional practice, Learning environments, 14-19 education, Visual methodologies, Innovative pedagogies and Community Learning.

Across these themes we facilitate the development of understanding of learning and teaching as well as an appreciation of how research on learning and teaching can support this process.

Research Centre for CfLaT Learning and Teaching

CfLaT Headlines

Liz Todd and Kate Wall have both received promotions in the last 6 months. Liz is now Professor of Inclusion and Kate has the position of Senior Lecturer in Education

CfLaT are keen to welcome Karen Laing to the team. Karen will be working as Research Associate on the Extended Schools Pathfinder project with Liz Todd and Colleen Cummings

Prof Ann Briggs who retired in July has been appointed as Emeritus Professor and so will continue to work with the Centre around ideas related to 14-19 provision and leadership

Congratulations to Colleen Cummings who had a baby girl in August. In addition Lucy Tiplady is off on maternity leave from mid-September expecting her second child in November



Photo taken at CfLaT away day in July 2009—one of Ann's last days before emigrating to New Zealand

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NEWSLETTER

September 2009

Issue 4

Post-16 provision: sharing thinking on bridging the gap



In July, CfLaT members Ann Briggs and Jill Clark took part in a fantastic event which brought together University staff and school pupils and staff.

The Northumberland Post 16 Conference 'Paving the Way' took place in July at Woodhorn Museum, Ashington. The focus of the day was on Post 16 provision in the 21st Century and on the dissemination of the findings of our research project, 'Bridging the Gap' Transition Project.

Frank Creber, award-winning artist and Fellow of the Royal Society of Arts, was also at the conference during the day and helped to capture the thinking and learning in a fun, visual way. Northumberland school students gave us their research insights into the 6th form of the future, and Ann Briggs and Jill Clark shared their findings on post-16 learning in schools, colleges and higher education, and facilitated group workshops.

For information on the Bridging the Gap project, see: <http://www.ncl.ac.uk/cflat>.

2008 Marie Butterworth Prize for Excellence in Practitioner Enquiry

We are delighted to make the first Marie Butterworth award to Deborah Currans.

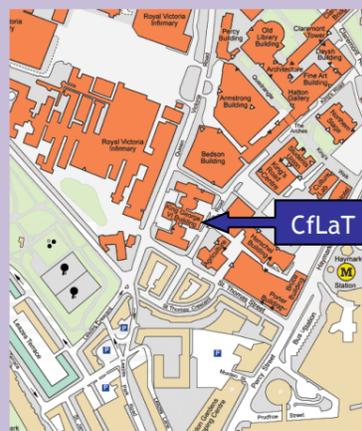
Marie was a keen advocate of teacher research, an active participant in a number of ECLS research projects, a CfLaT research fellow and a local deputy Head Teacher. ECLS is making this award in her memory to celebrate her enthusiasm and achievements. Deborah Currans has been awarded this prize for her high quality dissertation. Deborah is Headteacher of Wooler First School in north Northumberland. She has been in post since September 2005 and this is her second headship. It is a reflection of her innovation, attention to detail and reflective and analytical approach. It is also testament to a piece of academic work driven by a desire to provide excellent opportunities for learning for her first school pupils. We also noted the deliberately collaborative nature of her professional practice as revealed in her dissertation.

Congratulations to Deborah, who can be seen here receiving her award from Steve Jones (Marie's husband) and Rachel Lofthouse at a recent CfLaT research tea.



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Changing aspirations of 'looked after' children

Six 'Looked After' Children have been working to investigate the aspirations and perceptions of the ability of their peers during a year-long study.

Centre members, Jo McShane and Ian Hall, along with Micheal Bettencourt from South Tyneside Local Authority, have facilitated the young people's work, but have largely left the direction of the project up to them. Funded by the *Catherine Cookson Foundation*, the project has been the backdrop for a unique approach to participant-led research in this particular field. Activities involved in the project have included the delivery of an extremely well-received 'Research Tea' during which pupil participants up-dated CfLaT members of their progress and a finale event at which the team made their recommendations public and received recognition for their hard work. The project has been colourful, challenging and engaging for all those involved. Key recommendations made by participants at the event in July include:

- The need to train University staff on the needs of Looked After Children
- The need to include more positive information about young people when managing their transition between care placements
- Extra teacher in school to offer specialist support for 'Looked After' Children
- Practical support for young carers
- Raise awareness of University with those who have contact with 'Looked After' children e.g. social worker, families, foster carers, friends
- University staff should visit/target younger children in schools

Participants noted a heightened level of engagement, skill development and enjoyment during pre-and post project questionnaires.

The official project report is currently being written and is due to be published in November 2009. Information can be gained from: Jo.Mcshane@ncl.ac.uk

Vibrant Student Research Culture



September is the time of year when many of our Masters students are completing and handing in their dissertations. The range of subjects and contributions to professional knowledge are wide and varied.

Students following the part-time MEd in Practitioner Enquiry and full time MEd complete their programmes through a dissertation or research portfolio. Many of these students are supervised by CfLaT colleagues. Each dissertation is unique in its context and specific theme and their work represents a vibrant and diverse research culture amongst students.

Examples of recent themes include pupils' peer mentoring, developing thinking skills, approaches to coaching, assessment for learning, SEN, gender and achievement, developing effective group work, the use of VLEs, understanding the role of outdoor play in language development, fostering and facilitating a culture of productive lesson observations, and leading school change.

Many of the international students locate their studies in their home country, exploring issues related to the development of educational policies and practice in both formal and informal education contexts. The MEd Practitioner Enquiry students successfully integrate their research with their professional roles. In both cases students develop an informed and evidence-rich understanding of their chosen field of study. Supervising dissertation students provides CfLaT staff with excellent opportunities to engage with teachers, their learning and their pupils' experiences of learning. Supervision conversations also trigger off our own enquiries. It is very much a two way process.

For more information: www.ncl.ac.uk/ecls/about/subjectareas/education/

Practitioner Enquiry in the HE sector

A CfLaT team, headed by Sue Robson, has been successful in bidding for internal University funding to support the development of innovative and effective pedagogies in Higher Education.

The programme, Equal Acclaim for Teaching Excellence (EQUATE), is an innovative professional development opportunity related to the university's strategic objective: *to deliver international excellence in our learning, teaching and scholarship activities, whilst providing an excellent all-round student experience.*

EQUATE is based on the principles of co-enquiry and is closely linked to the two existing Learning to Learn projects (L2L in Schools Phase 4 and L2L in FE). It will draw on well established models of research as well as other work by Centre members on pedagogic and professional development. The programme will support participants who wish to develop innovative initiatives related to teaching, learning and the student experience in their academic or service unit.

For further information about the Programme : www.ncl.ac.uk/cflat/EQUATE

GETTING CHILDREN INTERESTED IN WILDLIFE

In November Centre members are contributing to a seminar held under the auspices of the Natural History Society of Northumbria (NHSN).

The NHSN has its base in the Great North Museum (the Hancock in old money) and leases Gosforth Park, the wetland nature reserve just to the north of the city. The seminar aims to discuss how NHSN and Gosforth Park might be used as vehicles for getting students of all ages involved in natural history (with a leaning towards science). We will be arguing that an enquiry-based curriculum is the best platform for making such work sustainable in schools. While a trip to Gosforth Park or a visit from a butterfly expert is a valuable bit of excitement for pupils, the goal has to be building natural history enquiries into the curriculum, in which pupils get to ask at least some of the questions?

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Research Centre for
CfLaT
 Learning and Teaching

**Learning to Learn:
 The Voice of the Learner
 Further Education
 Conference**

**December 10th 2009
 Newcastle**

**For further information
kmclaren@cflearning.org.uk**

Conference Season

The Summer and early Autumn brings conference season in the education field and CfLaT members have been busy presenting in international conferences.

International conferences provide an important dissemination outlet for research work in the Centre as well as an opportunity to get peer feedback. We try to be strategic in making sure CfLaT is represented at as many of the large conferences as possible. Below are a list of papers given in the last 6 months:

Ann Briggs, 3 other staff members and 6 students, attended the annual *BELMAS Educational Leadership Conference* in Sheffield in July. Ann was given a presentation by the Society to mark the end of her term as Chair, and her retirement. She also gave a paper: 'Leading educational partnerships.' (This is available on the CfLaT website for download)

Jill Clark: Exploring the use of diamond ranking activities as a visual methods research tool, *1st International Visual Methods Conference*, Leeds University, UK

Elaine Hall and Kate Wall: Dealing with Data Overload: Cartoons about Learning, *1st International Visual Methods Conference*, Leeds University, UK

David Leat, Rachel Lofthouse and Carl Towler: The Development of Tools for Teachers to Improve Their Coaching Practice, *European Education Research Association Conference*, Vienna, Austria

David Leat and Anna Reid: What is Knowledge Transfer and How Does it Happen? *British Education Research Association Conference*, Manchester, UK

Rachel Lofthouse and Sophie Cole (Northumbria University): Collaboration, creativity and consequence: what happens when Art and Geography PGCE students weave their practice together? *Royal Geographical Society (with IBG) Annual Conference*, Manchester: 26-28 August 2009

Sue Pattison: Emotional Competence, Resilience and Well-being in Young Children Through Technology. Key note presentation at the *10th Kenyan Association for Professional Counsellors International Conference*, Nairobi

Anna Reid and David Leat 'Developing students' conceptions of learning through formative assessment', *British Education Research Association Conference*, Manchester, UK and *European Education Research Association Conference*, Vienna, Austria

Sue Robson, is heading to Malaysia in November to give an invited keynote at 'New Trajectories in Internationalisation of Higher education: sharing policies, practices and pedagogies' symposium at Monash University's Sunway campus. Her talk addresses some of the key challenges for teaching and learning arising from the internationalization of higher education

Carl Towler, Elaine Hall and Kate Wall: Developing an understanding of how network diagrams can represent and support communication across schools and colleges investigating Learning to Learn, *1st International Visual Methods Conference*, Leeds University, UK

Kate Wall and Steve Higgins (Durham University): International symposium: Eliciting metacognitive thinking - exploring methods, data and techniques for analysis *European Association for Research in Learning and Instruction Conference*, Amsterdam, Holland

Kate Wall, Steve Higgins (Durham University) and **Lucy Tiplady**: Pupil views templates: exploring pupils' perspectives of their thinking about learning, *1st International Visual Methods Conference*, Leeds University, UK

Pam Woolner and Ulrike Thomas: How do visually mediated encounters differ from traditional interviews? *1st International Visual Methods Conference*, Leeds University, UK

Pam Woolner and Lucy Tiplady: School gardening as a potential activity for improving science learning in primary schools, *British Education Research Association Conference*, Manchester, UK

David Wright: Integrating ICT in the mathematics classroom through handheld technology networks, *International Conference on Research Into Teaching with Whole class Interactive Technologies (RITWIT)*, University of Cambridge, UK

For more information on papers contact individual authors or Viv Moffett: Vivienne.Moffett@ncl.ac.uk

RESEARCH TEA TIMETABLE

(Autumn 2009)

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 G16 KGVI with the session officially beginning at 3.15.

September 23rd: Susan Gebbels: Fish and Ships: Using the marine environment to foster positive perceptions of STEM subjects in primary school children.

October 21st: Tina Cook, Northumbria University: Audible voice - credible research: issues and methodological challenges for inclusive practice

November 18th: Ekta Sodha

December 9th: Ellie Clewlow: Intersecting sets - a historical perspective on the construction of academic identity

Dates for the Spring: 20th January, 17th February and 17th March

Further information about the research teas can be gained from Pam Woolner (P.J.Woolner@ncl.ac.uk) or from the Centre website (www.ncl.ac.uk/cflat/news/teas). You could even volunteer to contribute one yourself!!