

## #FEResearchMeet Programme - Friday 29th November 2019

### Morning Session

9.00	Arrivals. Tilly Jackson-Hall, PGCE trainee at Ashton and Naomi Dixon from Society for Education and Training will be at the welcome desk for sign in and your free gift from the TES desk. LECTURE THEATRE.
9.45	Welcome from Jo Fletcher-Saxon and Brian Copper, Assistant Principals at Ashton Sixth Form College
10.00	<p>Top note</p> <p>Dr. Christina Donovan, Lecturer in the Faculty of Education at Manchester Metropolitan University.</p> <p>'Finding Hope: Using research to locate authentic voices in professional practice'</p>
10.30	6 workshop leaders PITCH their session.
11.10-12.15	<p>Participants - decide which workshop to attend and head to workshop rooms.</p> <ol style="list-style-type: none"> <li>1. Dan Adams, Cronton Sixth Form, Improving how you give feedback to students Rm3.2</li> <li>2. Graham Pitchforth, Calderdale College, Back to the Future, Forward to the Past Rm 3.3</li> <li>3. Su Peters, Gateway College. Student mental health, wellbeing and mindfulness Rm 3.4</li> <li>4. Laura Rawson, Gateway College, Thinking Environment Rm 3.7</li> <li>5. Tanja Hofmann, Suffolk ONE, Flipped learning and metacognition with A level Biology students Rm 3.8</li> <li>6. Alistair Smith, Lincoln College, Unlock the secret ingredient - Applying maths vocationally to produce a confident and competent workforce Rm Lecture Theatre</li> </ol>
12.15	<p><b>LUNCH and MINI MEETS.</b> Grab and go lunch in the LECTURE THEATRE. Please see list of MINI MEET speakers available over lunch at the front of the lecture theatre.</p> <ul style="list-style-type: none"> <li>• <b>Paul Rea</b>, One Sixth Form College in Suffolk. Do active learning interventions increase engagement, task persistence and attainment?</li> <li>• <b>David Byrne</b>, LTE group/The Manchester College, Little Bytes: How to guides for interactive teaching &amp; learning (digital literacy)</li> <li>• <b>Tina Reilly</b>, Halesowen College. Digital pedagogy chat with Tina!</li> <li>• <b>Sharron Galley</b>, Ashton Sixth Form College. An evaluation of current PGCE Mentor Training. Is the current model fit for purpose? An evaluative study designed to improve future practice.</li> <li>• <b>Rachel Allen</b>, Ashton Sixth Form College. Factors affecting level 2 learners' behaviour and their participation in the disciplinary process.</li> <li>• <b>Helen Norton</b>, Ashton Sixth Form College. What impact does plotting levels of confidence and challenge have on girls in chemistry?</li> <li>• <b>Peter Stiles</b> using level 3 value added data to generate more targeted interventions</li> <li>• <b>Christopher Nield</b> "The vocabulary gap": a literature review of recent work in this area, with an exploration of the evidence for vocabulary deficits among level 2 students continuing with GCSE English</li> </ul>

Please join the conversation on Twitter using the hashtag

#FEResearchMeet

Afternoon Session

<b>1.15</b>	Keynote  Sam Jones, Advanced Practitioner; Teacher Development and Scholarship at Bedford College and TES FE Awards - Teacher of the year 2019.  Dr. David Powell, Director, The Education and Training Consortium and HUDCETT, University of Huddersfield.  'Conversations about quality, messiness and bravery in practitioner research'
<b>1.50</b>	5 workshop leaders PITCH their session.
<b>2.25-3.30</b>	Participants - decide which workshop to attend and head to workshop room. <ol style="list-style-type: none"><li>1. Dr Sarah Telfer and Sue Lambert, Bolton College and University of Bolton joint project on GCSE English and Maths called STRIVE Rm 3.2</li><li>2. Joyce I-Hui Chen, College of West Anglia, Working Together: Using Joint Practice Development as a model for collaborative enquiry to engage FE teachers in professional learning Rm 3.3</li><li>3. Allie Mills, Leeds City College, Shut Up and Write Rm 3.4</li><li>4. Vicky Butterby, Marginalised young people and experiences of loss Rm 3.7</li><li>5. Saj Mohammed, University College Birmingham, How pre-teaching GCSE English allowed a dyslexic student to excel Rm 3.8</li></ol>
<b>3.30 - 3.50pm</b>	And finally, ending on a high note in the LECTURE THEATRE ...  <b>End of day Secret Speaker.</b>

## Who's who?

**Christina Donovan** is a Lecturer in the Faculty of Education at Manchester Metropolitan University. After a career spanning 7 years in the FE sector she left to pursue a PhD which explored the nature of trust and distrust in professional relationships within colleges, and their impact upon relationships with students. Over the course of four years, the research process encouraged her to critically reflect upon her own experiences and arrive at new understandings about organisational culture, professional identity and agency. Her talk will focus upon how the research process allowed her to locate her authentic voice in her work and renew her faith in the transformational possibilities of the sector. She will argue the importance of practitioner-led research in this process, as the catalyst for restoring the professional confidence necessary to create change.

Contact: [Christina.Donovan@mmu.ac.uk](mailto:Christina.Donovan@mmu.ac.uk)

**David Powell** started his FE teaching career as a part-time lecturer in Leisure and Tourism at Stafford College in 1986 (his father taught Graphic Design there from 1964-1994), moving into senior management and staff development before becoming a teacher educator. He is presently director of an initial teacher education partnership between 20 FE colleges and the University of Huddersfield. He is a member of the Association of Teacher Education in Europe's Administrative Council and, along with Liz White, co-chair of the Association's Research and Development Community for the Professional Development of Teacher Educators.

David is an action researcher. His classroom-based doctorate used Kemmis et al.'s theory of practice architectures and a second-person practice approach to collaborate with a team of teacher educators and their trainees at one FE college to study: i) the teacher educators' use of modelling within a university validated ITE programme; and ii) how trainee teachers were learning how to teach within the programme. David, Claire Collins and Jane Wilkinson used a similar approach to study the practice architectures shaping prison education at one prison: Prison 23. David is the editor of *Teaching in Lifelong Learning*, a journal to inform and improve practice aimed at the further education sector. Recently he was part of a team that was awarded a contract by the Welsh Government to scope a professional learning framework for Post 16 teachers and trainers in the principality.

**Sam Jones**, Advanced Practitioner; Teacher Development and Scholarship at Bedford College and TES FE Awards - Teacher of the year 2019. Dr. David Powell, Director, The Education and Training Consortium and HUDCETT, University of Huddersfield.

Sam has worked in FE for 19 years. She is a PhD student researching vocational lecturers' knowledge and chairs the Bedford College Group's research network <https://bcgresearchnetwork.wordpress.com/>. She is the convenor for both the Beds, Herts and Bucks branch of the Learning and Skills Research Network and the British Educational Research Association's Special Interest Group in Post-Compulsory Education.

In 2017 Sam organised, with the support of the NEU/ATL union, the inaugural 'FEResearchmeet' for the sector and now works with others to encourage them to share and disseminate their work.

**Dan Adams** is Head of A-Levels at Cronton Sixth Form College, Widnes. Dan has been teaching, managing and leading for 11 years in the Further Education sector. He spent 7 years at Salford City College where he had a variety of roles including Head of Geography, Head of Year, Lead in Teaching & Learning Improvement and Curriculum Leader for Humanities. In these wide ranging roles, Dan has worked alongside the academic and support staff to develop and enhance the student experience to gain positive outcomes to allow the students to progress to their next steps of university or apprenticeships. Dan has since moved to Cronton Sixth Form College as Head of Humanities, English and Modern Languages and later further promoted to also manage and lead the Business team. Dan has recently accepted the position as Head of A-Levels in May 2019 focusing on leading and developing the teaching, learning and assessment practices with the 45 A-Level staff members to ensure the 750 A-Level students succeed to their full potential. Dan joins us today to share his work on feedback and how he has launched a new student feedback strategy to better support students to improve their grades. Contact:

**Graham Pitchforth** is Assistant Head of Higher Skills at Calderdale College, Halifax. He has worked in FE for over 10 years, in a broad range of roles. Graham originally started his FE career as a Business and Marketing lecturer, became an Advanced Teaching and Learning Coach, moved to Teacher Education, became a Curriculum Leader and finally Assistant Head. Graham is currently researching the role of digital technology in teaching, learning and

assessment. Graham will be presenting the contents of a blog he wrote based on his research project (*The Land That Time Forgot*). Discussions will be based on the importance of remembering traditional working practices in a digital age.

Contact: Twitter: @grahamhd86 LinkedIn: Graham Pitchforth Email: graham.pitchforth@calderdale.ac.uk

**Su Peters** works at Gateway College as Head of School for A-Level and her teaching background is in Sociology and Psychology. She has a BA (Sociology and Philosophy) PGCE secondary and MA (Women's Studies). She is responsible for co-ordinating the tutorial programme for A-level students and leads a small team of learner performance tutors and a programme co-ordinator in the delivery of this and the pastoral care of the learners. She also leads on UCAS, enrichment and support the Student's Union and is leading on the college's application for the Carnegie Schools Mental Health Award.

Su's presentation will discuss the work she and the team are doing within tutorials and enrichment on student mental health and wellbeing, focusing in particular on how they are encouraging 'mindfulness' amongst our learners. Contact: speters@gateway.ac.uk

**Laura Rawson** is a Head of Department at Gateway Sixth Form College, Leicester. She has worked within the FE sector for 15 years in various roles around the country, and in 2009 enjoyed a sabbatical year as an educational researcher in New Zealand. When she isn't in the classroom, Laura enjoys baking and spending time with her 3 young boys. Laura is currently researching using a thinking environment to foster deep and meaningful thinking in the classroom and is exploring strategies to implement FE research across the college. Over the last year Laura has embedded a Thinking Environment in her lessons to encourage learners to develop better thinking skills, to think more deeply and to listen and engage without distraction. The impact has been that the learning environment has become a place where all voices are valid and heard. Laura will present about her practitioner research and will lead a thinking environment activity where the participants can explore how to embed Thinking Environment themes in their classroom and experience genuine generative attention and transformative listening. You can reach Laura on Twitter @LauraRawson

**Tanja Hofmann** is a Director of Curriculum for STEM subjects at ONE Sixth Form in Ipswich (Suffolk). ONE is an inclusive college offering both A-level and vocational courses to students from a wide range of backgrounds in a largely rural setting. As part of her cross-college responsibility, Tanja is trying to increase staff engagement with evidence-based practice. She is also a teacher of A-level Biology (Year 13 only) and has been working with the Biology team at ONE for a number of years to improve students' independent learning skills and resilience.

Her presentation will focus on an action research project conducted last academic year, which investigated strategies of 'flipped learning and metacognition' to improve student progress in A-level Biology. The workshop will include an introduction to flipped learning and metacognition, the perceived advantages and findings from the project and practical examples of how these approaches were integrated into A-level Biology (hopefully transferable to other subject areas!). Contact: [tanja.hofmann@suffolkone.ac.uk](mailto:tanja.hofmann@suffolkone.ac.uk)

**Alistair Smith** is a lecturer at Lincoln College and has a strong link with industry in his specialist teaching area of creative arts and media and believes strongly in preparing learners for progression into an industry area that can be tough to break into. The last 2 years he has been working on research projects with the ETF and SUNCETT to improve the employability skills that learners take into the working world, specifically vocationally applied maths. He continues to work with employers on a wider scale to make sure that curriculum design is suitable for preparing a future workforce for the 21st century and the inevitable changes this will bring.

Contact: [asmith@lincolncollege.ac.uk](mailto:asmith@lincolncollege.ac.uk)

**Sarah Telfer** is Lead for Initial Teacher Education (ITE) Programmes at the University of Bolton and an Associate Teaching Professor in Education. Her role includes the support and implementation of the TIRI (Teaching Intensive and Research Informed) agenda across the Faculty of Professional Studies. Her areas of special academic interests include: the use of storytelling as a pedagogic tool in the Classroom; interaction in the ESOL and literacy classroom by embedding Drama, Creative writing and Literature into English language teaching. Her specialist areas of research focus on the use of storytelling to promote engagement and interaction in the language classroom. Contact: [S.Telfer@bolton.ac.uk](mailto:S.Telfer@bolton.ac.uk)

**Sue Lambert** is Head of Area English and Maths at Bolton College, where courses are offered for 16-18, adult, apprentice and community learning students. Learners are able to study English and maths qualifications according to their individual needs, such as GCSE, Functional Skills, Themed Awards and non-accredited qualifications. Sue is currently involved in national research projects for English and maths, such as Creating a Reading Culture in collaboration with the Education Training Foundation and the Education Endowment Foundation 5Rs maths project. Her specialist area of research relates to the use of targeted and personalised learning, incorporating a spiral pedagogical approach to maths and subsequent impact for attainment and resilience in learning. Contact: [Sue.Lambert@boltoncc.ac.uk](mailto:Sue.Lambert@boltoncc.ac.uk)

Today Sarah and Sue are running a workshop together to about their joint Maths and English resit GCSE programme called STRIVE.

**Joyce I-Hui Chen** is a Learning and Quality Practitioner, with initial teacher training and professional development responsibilities at the College of West Anglia in Norfolk. She has been awarded the first Advanced Teacher Status with Chartered Teacher Status in 2018.

She began her teaching career as a qualified primary school teacher in Taiwan and then continues her teaching career in the UK. Her subject specialism is English for Speakers of Other Languages (ESOL) and worked in the Skills for Life programme area for 12 years in the community and FE College. She became a teacher educator four years ago and is passionate about using the Joint Practice Development (JPD) model in working with teachers and learners. She is currently in her final year of her MPhil study through the University of Sunderland, supported by the Education and Training Foundation. Her thesis title is Working Together: Using Joint Practice Development as a model for collaborative enquiry to engage FE teachers in professional learning. This is her fourth practitioner-led action research project since 2012.

You can reach Joyce on LinkedIn or by email: [Joyce.Chen@cwa.ac.uk](mailto:Joyce.Chen@cwa.ac.uk).

**Allie Mills** is the Higher Education Research and Learning Development Manager at Leeds City College, supporting staff to engage with research and scholarly activity throughout their practice. With a background in arts education Allie has worked with creative and cultural industries in both the UK and America, supporting education professionals, creative practitioners and emerging artists to develop, sustain and provide routes of impact with their work. With an MA in Professional Practice: Design, her PhD research is in education policy investigating the leadership and legacy of Sir Alec Clegg at Bretton Hall Teacher Training College for the Arts. At Leeds City College she implemented the Research and Scholarship Partners Programme in 2018 which acts as a framework for higher education staff and students to engage in research as partners. The Shut Up and Write research project, We are all in the Same Boat took place throughout 2018/2019 with South Devon College as partner. This pushed the boundary of the framework as it encompassed staff at Leeds City College and students at South Devon College working as external research partners.

Contact: [Allie.Mills@ucl Leeds.ac.uk](mailto:Allie.Mills@ucl Leeds.ac.uk)

**Vicky Butterby** is a teacher/ researcher with experience across sectors and settings. Passionate about inclusion and access to high quality, meaningful education for all, her passions lie within community learning, where she has worked as an Access to HE teacher, English teacher and Youth Offending Team practitioner. Her work with young people in these settings inspired her to undertake her PhD, which used art and storytelling to explore loss in the lives of young people who offend. Most recently she has been fulfilling her love of teaching and research through her work with CC Consultancy, where she has been working on a variety of projects, from running a practitioner action research group with PD North, to supporting the Education and Training Foundation's outstanding teaching, learning and assessment (OTLA) in English programme.

Contact: [Vicky.Butterby@ccconsultancy.co.uk](mailto:Vicky.Butterby@ccconsultancy.co.uk) Twitter: @vickymeaby

**Saj Mohammed** is an Academic Support Worker at University College Birmingham. He has been a learning support practitioner since 2014 and has gained extensive experience of supporting SEND learners in vocational and adult education. He is also a fully qualified ESOL lecturer and has experience of teaching students from South-East Asia, both in class and remotely.

*His areas of academic interest include pre-teaching English curricula to improve attainment for dyslexic students, universal design and assistive technology for learning support, and the impact of adolescence as a developmental stage on learning needs. He is currently in the early stages of developing a standardised intervention to improve the learning of dyslexic students when studying GCSE English.*

*You can follow him on Twitter: [@i\\_get\\_it\\_now\\_ed](#)*

**Paul Rea** is a Teacher of Sport and Research Champion at One Sixth Form College in Suffolk. He is interested in discussing how evidence based practice can be effectively embedded in teaching and learning to enhance engagement and improve outcomes. He has been directly involved in looking at the impact of employing active learning strategies when delivering abstract concepts. In addition, he is currently looking to trial flipped learning (meta cognition) and mastery techniques within his pedagogical practice.

*You can talk to Paul today over lunch about whether active learning interventions increase engagement, task persistence and attainment.*

**David Byrne**, is an Advanced Practitioner (Quality Improvement) part of LTE group/The Manchester College who will be demonstrating simple & effective video tutorials called Little Bytes: How to guides for interactive teaching & learning (digital literacy). With many years of experience as an EFL/ESOL teacher in the UK & abroad, David has always integrated ICT/ILT into his educational environment & explains easily how assistive technology improves the quality of teaching and learning. Talk to David about active interactive resources for starters/plenaries, embedding literacy & numeracy and for making your life easier with an abundance of fun!

**Tina Reilly** of Halesowen College. Tina began her Nursery Nursing career initially as a nanny in London. She continued to work in a range of settings as an Early Years Practitioner and a Nursery Manager in Devon and in the West Midlands. Her current role is that of an Early Years Divisional Quality Leader and lecturer in Early Years within an FE college. In addition, she employed by awarding bodies to carry out a range of roles as a qualification content writer, assessment materials reviser. She leads a team of Standards Verifiers as well as being a Standards Verifier for qualifications being delivered in the UK and Internationally.

Contact: Tina - E mail [treilly@halesowen.ac.uk](mailto:treilly@halesowen.ac.uk)

**Helen Norton** is a Teacher of Chemistry at Ashton Sixth Form College. She has an interest in investigating the gap in achievement between boys and girls in A-level Chemistry, especially at high grades. In the practitioner research strand of CPD last year Helen investigated the impact of girls plotting confidence and challenge levels for the A1 content. You can talk to Helen over lunch about her research or contact her at [helen.norton@asfc.ac.uk](mailto:helen.norton@asfc.ac.uk)

**Peter Stiles** is a teacher of Applied Science and Biology and has an interest in using data to make teachers lives easier and importantly making their time more effective for their students. In the practitioner research strand Peter identified concerns with how the present monitoring system had perceived difficulties relating to his specialism of Biology and researched whether these difficulties could be addressed to make the data available more user friendly and to help target interventions more effectively. You can talk to Peter over lunch about his practitioner enquiry or contact him at [peter.stiles@asfc.ac.uk](mailto:peter.stiles@asfc.ac.uk)

**Rachel Allen** is a Senior Tutor at the college within the pastoral team. She is currently studying for her EdD with the University of Huddersfield as is focussing on level 2 students. [Rachel.Allen@asfc.ac.uk](mailto:Rachel.Allen@asfc.ac.uk)

**Dr Chris Nield** is Second in English at Ashton Sixth Form College and Lead for English Language A level. He is interested in the vocabulary and educational attainment along with other connections between linguistics and pedagogy. You can talk to Chris over lunch about his practitioner enquiry or contact him at [cni@asfc.ac.uk](mailto:cni@asfc.ac.uk)

**Sharron Galley** leads the college's primary and secondary teacher education programmes. Sharron led a small scale project to explore how to improve her work with mentors in schools last year. Sharron also supported the college's first year of having a practitioner enquiry group, running some sessions on action research.

Contact: [sharron.galley@asfc.ac.uk](mailto:sharron.galley@asfc.ac.uk)

**Charlene Page** is one of our Teaching and Learning Mentors here at ASFC. Last year she carried out a practitioner enquiry into coaching. She is now rolling out a coaching programme in college. Charlene will not be with us today but look out for her BLOG on <https://bcgresearchnetwork.wordpress.com/> You too can write an article for this research network **BLOG**. In fact, we would encourage everyone here today to consider doing so! To share your practitioner enquiry story, please email [sjones@bedford.ac.uk](mailto:sjones@bedford.ac.uk)

### Thank you to ...

Huge thanks to Society for Education and Training for their support with today's event.

Thank you to TES for providing free copies of TES magazine.

Huge thanks to all of our speakers, workshop leaders and helpers. Absolute s/heroes! Your generosity is so hugely appreciated and you really are the driving force of practitioner research in further education.

Big thanks to the ASFC team - lots of hard work goes into making these events happen. Thank you!

And last but not least ... thanks to all participants! #FEspeaks

Want to share your work? How about writing for this practitioner research BLOG?  
<https://bcgresearchnetwork.wordpress.com/> [sjones@bedford.ac.uk](mailto:sjones@bedford.ac.uk)

### Wondering how to get more involved in FE based research? Here are a few ideas:

Learning and Skills Research Network (LSRN) <https://lsrn.wordpress.com/> Regional and national events.

Bedford College Research Network Blog: <https://bcgresearchnetwork.wordpress.com/>

Networking the Networks - a free to access website listing numerous research networks and resources. <http://networkingthenetworks.com/>

Association for Research in Post Compulsory Education (ARPCE) <http://arpce.org.uk/> Free to join.

British Education Research Association (BERA) There is a Post Compulsory Education SIG (Special Interest Group) within BERA <https://www.bera.ac.uk/>

PD North is the home of the Northern Professional Exchange, a project managed by ccConsultancy on behalf of the Education and Training Foundation. If you would like to find out how you can join a Professional Exchange Network see <https://pdnorth.org.uk/>

In addition, both of the professional bodies here promote and host research related networks and activities and publications: <https://set.et-foundation.co.uk/> and <https://chartered.college/>

The Education and Training Foundation also support research within further education. Funded opportunities are often made available so please do keep an eye out for announcements: <https://www.et-foundation.co.uk/>

**Happy researching!**