

# Amazing Careers in the NE (Tyneside: a Learning City?)

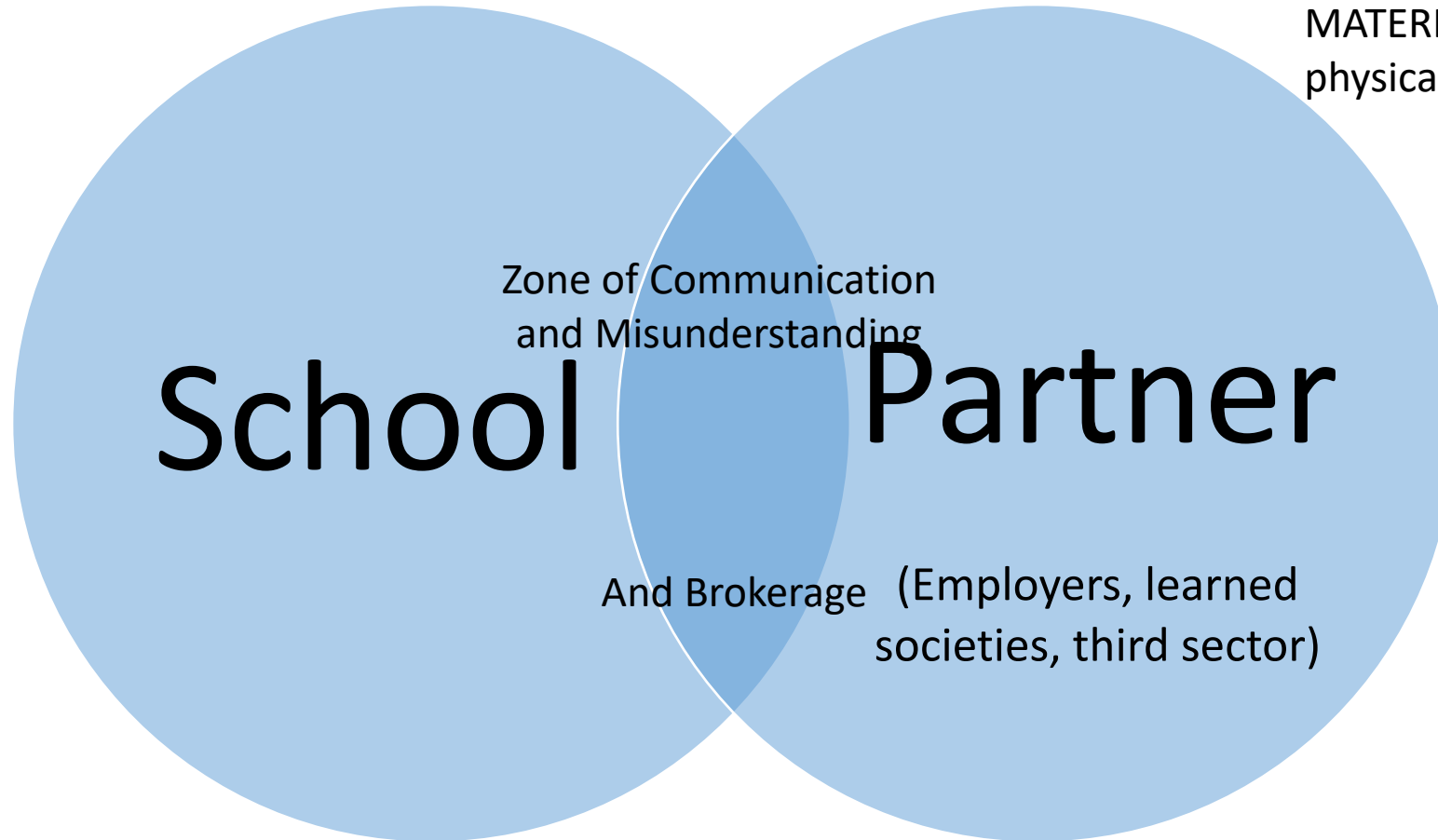
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[https://www.edge.co.uk/documents/198/PBL-guide-MediumRes\\_June\\_21.pdf](https://www.edge.co.uk/documents/198/PBL-guide-MediumRes_June_21.pdf)

# THE CHALLENGE OF BOUNDARY CROSSING

professionals may need to “enter onto territory in which we are unfamiliar and, to some significant extent therefore unqualified” (Suchman, 1994, p. 25) and “face the challenge of negotiating and combining ingredients from different contexts” (Engestrom et al., 1995, p. 319).

CULTURAL: Values, beliefs, discourse  
STRUCTURAL: structures, relationships, roles, power & trust  
MATERIAL: Resources, tools & physical environment



University researcher brings together Head of sixth form and staff from NE LEP to collaboratively plan over period of 4 months. Head of sixth form brings in school Head of Careers and sixth form Learning mentor.

**Year group:** 12

**No. of students:** 47

**Timeframes and timetabling/lessons**

January 2020 – February

One afternoon per week (Tuesday)

6 weeks

Time: 12.25-2.10

**Possible visits out to school- what will their contribution be? (planning, delivery etc.)**

University Library Outreach- library research skills

Health & Life Sciences-Peter Douglas (care ambassador)

Digital- printing.com?

Advanced Manufacturing- Energy-

**Possible visits out of school**

Newcastle University- research skills (Robinson Library)

[crispr.org](#)

**Subject content knowledge/skills/total and cultural capital**

Knowledge of different careers/sectors- understanding the different study and career pathways

Meeting people who have a range of careers

Set a real challenge with a product and audience

Research skills

Presentation skills

Producing resources/writing for a range of audiences

**Project Brief/driving question/challenge:**

The North East Strategic Economic Plan aims to create 100,000 more and better jobs for the North East by 2024 in 4 key sectors: Digital, Advanced Manufacturing, Energy and Health & Life Sciences. Your challenge is to create a lesson plan and resources for your teachers that will enable them to teach Year 8 and 9 students about the amazing jobs that are available in the 4 sectors and what you need to do to get them. You will need to include ideas for how a film and information pack that has just been released by the North East Local Enterprise Partnership that is aimed at young people can be used. **Released on 29<sup>th</sup> Nov 2019**

**Assessment?**

An assessment framework will be produced that includes a focus on the quality of the product- subject content etc. It will also include the students own criteria on what makes a good lesson (e.g. launch task)

If high quality the product will be professionally produced by the LEP

**Project: Careers**

**Funding required? For what and where from?**

What will be needed to make the resources [\(game etc?\)](#)

**Final product/s**

A lesson plan

A range of resources

**Showcase event and audience**

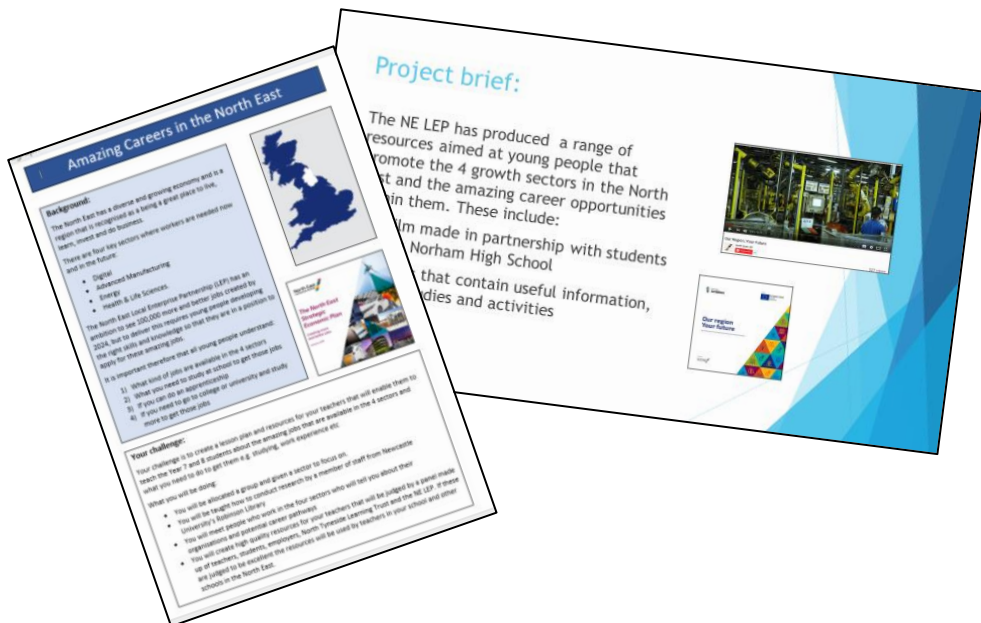
Final presentation in week 6 to all employers, teachers representing each department, university staff, NTL, LEP, project team, year 7/8 students

**Activities:**

Pre-launch Leon, Ulrike, LEP?	Week 1 7/1/2020	Week 2 14/1/2020	Week 3 21/1/2020	Week 4 28/1/2020	Week 5 4/2/2020	Week 6 11/2/2020	Week 1 Week 2
Introduction to the project Brief. LEP as client Pre task will focus on establishing what makes a 'good' lesson. <b>[J8] activity</b> Work in pairs to think about activities they have enjoyed in lessons that helped them learn. Share with wider group. Put on large sheets of paper. Look at each other's and add to own if want to. Produce a assessment criteria. Produce a lesson plan – peer assess. <b>Deadline 1:</b> Draft lesson plan to be completed including an 'Identify your needs' section (what will they need to create their resources	Give out project brief – objectives, timescales, and assessment  Introduction to library skills (Gillian Johnston Ed officer Newcastle University); how to research. Focus on relevant research.	<b>Employer visits</b> The ambassadors will be representing Home Group and will discuss roles working in our older people, learning disability and mental health supported accommodation services  <b>Build in some peer assessment</b>	<b>Employer visits</b> <b>Peter Douglas – Adult provider services (care sector)</b> <b>Kevin Ho (Research)</b>  <b>Build in some peer assessment</b>	<b>Employer visits</b> <b>Kevin Ho (Research)</b>  <b>Build in some peer assessment</b>	<b>Kevin Ho (Research)</b>  <b>Deadline 2:</b> Final version of lesson plan completed All resources completed.	<b>Kevin Ho (Research)</b>  Presentation of lesson plan and all resources To appropriate teachers and some students??  Resources assessed according to criteria and feedback provided by audience (written?)	Feedback acted upon.  Presentation to external audience including LEP as client audience;



NE LEP create the project brief, launch the project, provide resources and contact local employers to attend a student panel

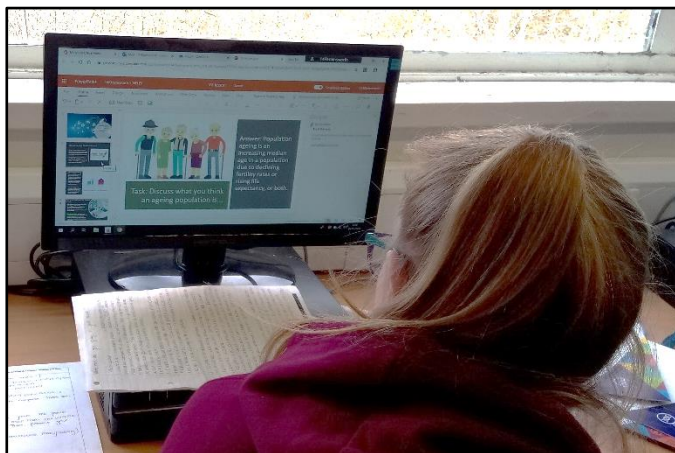


University researcher creates  
launch presentation and brings  
in university outreach staff



# Students

A sixth form student works on the presentation.



"I enjoyed the Q&A with different employers, it helped with what we were designing for year 8 but it got me thinking about the sort of work opportunities there might be around here for me in the future - there were some options I'd never thought about before." [Year 12 student]

## Advanced Manufacturing

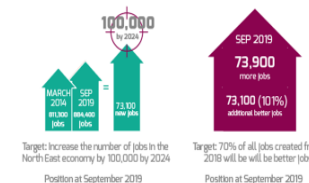
Opportunities in the North East

Split a post-it note in 2, on one half write what you think/know about this topic now

North East  
Local Enterprise Partnership

The North East has a large amount of up and coming jobs that are set to be better for the average worker. Also having a positive boost on the economy. Potentially achieving this all by 2024.

North East  
Local Enterprise Partnership



## Lesson presentation

## Lesson plan

- 2 mins: allow students to settle
- 2 mins: Starter for advanced manufacturing – every student gets a post-it notes and to split it in half and write what they think and know about advanced manufacturing.
- 3 mins: Introduction the project and why we are doing the lesson
- 5 mins: Introduce North East LEP and the concept of “better jobs” – do task written on notes of PowerPoint, a “creating more and better jobs” leaflet between two people
- 3 mins: Definition of Advanced Manufacturing and the North East LEP video – play times stated on PowerPoint.
- 5 mins: Advanced manufacturing for automotive industry. Specifically, Nissan.
- Play video of Nissan assembly line.

# The importance of 'audience & purpose'

- “..there was an audience for what they did, beyond just the teacher, that was important. There was year eight, of course, but there was another audience too, the north-east LEP had said that if the resources that we made were of high enough quality, they would pay for them to be professionally published. [...] I think [the engagement] had something to do with the fact that, you know, with their normal teachers if they miss a deadline maybe it is not the end of the world! But here they had a product that someone was expecting from the real world..” [Head of Sixth Form]
- “You kind of had to get on with it as there was a real deadline for a real client who was going to see our work. Everyone got on with it..” [Year 12 student]
- “It’s like going out to a restaurant at Christmas or to celebrate something with your friends - it’s that kind of a meal - you’re going to savour it and share all your photos!” [Year 12 student]
- Responding: “Yeah, normal lessons are more like...like a McDonald’s drive-thru!” [Year 12 student]

# Evidence from independent evaluation

- Commitment to PBL was clearly enhanced where teachers had access to high quality examples of its successful use; access to CPD from experienced practitioners; support with project design and planning; and brokerage that connected schools with businesses or organisations within the community. All of these resources were provided by university colleagues and additional brokerage was provided through the North East LEP. Teachers particularly welcomed the joint planning sessions with university staff and community partners which helped them to combine the key knowledge and understanding required by the curriculum with real world application:
- “It really helps to plan with someone else as they sometimes show you possibilities that you wouldn't have thought of otherwise.” [Computing and Science teacher]
- “The biggest factor that enabled it was definitely the links, the links in school but in this case mainly the links with external people, outside the school, I say that was definitely the driving factor behind its success.” [Business and technology teacher]

# Some of the conceptual background to 'community curriculum making'

- Lawson & Lawson (2013) have pointed towards the centrality of **engagement** in an alternative approach to **school improvement** with greater attention given to social justice.
- Anderson-Butcher et al. (2008, p.161) argue that '**walled-in improvement planning** reflects traditional thinking about schools as stand-alone institutions focused exclusively on young peoples' ... academic achievement, and also reinforces the idea that educators are the school improvement experts'. They argue that **resources, opportunities and assets are 'walled out'**, creating an unnecessary gulf between in-school and out-of-school learning.
- Connects to current realisations about cultural capital.



## NELEP, THE FIRST FORD NEXT GENERATION LEARNING PARTNERSHIP

- Sunderland College, Northumberland College and Hartlepool Sixth Form and schools in Sunderland, Newcastle, North Tyneside and Northumberland partnering with the EDGE Foundation, local employers, and community groups to create projects and a 'leaver profile'
- Originally piloted in Nashville, USA, the Ford NGL model has resulted in an almost 23% rise in graduation rates and significant improvements in attainment, discipline and attendance. It has since been adopted by more than 30 US school districts

# So ... Learning Cities

- In 2017 UNESCO, which coordinates the international network of 'Learning Cities', defined a learning city as one which:
  - effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education;
  - revitalizes learning in families and communities;
  - facilitates learning for and in the workplace;
  - extends the use of modern learning technologies;
  - enhances quality and excellence in learning; and
  - fosters a culture of learning throughout life.
- But a Learning City requires 'connective tissue' aka **brokerage**

# References and further reading

- Anderson-Butcher, D., Lawson, H.A., Bean, J., Flaspohler, P., Boone, B. & Kwiatkowski, A. (2008). Community Collaboration to Improve Schools: introducing a new model from Ohio. *Children & Schools*, 30, 161-172.
- Engestrom, Y., Engestrom, R., & Karkkainen, M. (1995). Polycontextuality and boundary crossing in expert cognition: Learning and problem solving in complex work activities. *Learning and Instruction*, 5, 319–336.
- Lawson, M. & Lawson, H. (2013). New Conceptual Frameworks for Student Engagement Research, Policy, and Practice. *Review of Educational Research*, 83(3), 432-479.
- Leat, D. (ed.) (2017). *Enquiry and Project Based Learning: Students, Schools and Society*. London: Routledge.
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