

Department of Education, Seminar Series, 2024-2025

Joining details:

Please sign into the Zoom app (or Zoom online) and then join the meeting using the meeting ID/link and passcode for the session. If you are a 'guest' to Brunel's Zoom account, you will be held in a 'waiting room' until you are admitted. If you have any problems joining, please log out of the Zoom app and sign back in again. If that doesn't work then try logging into Zoom online to join that way. There is further guidance available here: <https://support.zoom.us/hc/en-us/articles/201362193> but please note that you have to sign into Zoom to join the meeting as it is a pre-requisite for Brunel's institutional accounts.

Date	Time	Title and abstract	Speaker(s)	Joining instructions/ location on campus	Hosting Group
Thursday 5 th Dec 24	10-11am	<p>Recognising the strengths and resources of diverse communities in Mathematics education</p> <p>Within New Zealand and internationally, there is ongoing under-representation in mathematics of those who come from diverse groups such as Indigenous, migrant, and other marginalised communities. One aspect of this is a lack of recognition of the rich mathematical knowledge and strengths that students from these communities bring to the classroom. Addressing this issue necessitates acknowledging the resources of diverse communities including mathematical funds of knowledge, local and indigenous knowledge systems, and embedded values. This paper presents insights from Pacific students in Aotearoa New Zealand and Niue to highlight the</p>	Professor Jodie Hunter, Massey University, University of New Zealand	Join Zoom Meeting https://bruneluniversity.zoom.us/j/95313904260 Meeting ID: 953 1390 4260 Passcode: 2086093891	STEM

		<p>importance of listening to members of marginalized communities. The findings demonstrate the many connections to mathematics and more broadly science which are embedded within the funds of knowledge and local and indigenous knowledge systems of Pacific people. This underscores the critical need to empower diverse learners to share their experiences, values, and everyday mathematical practices. By recognising and building on strengths and resources, educators are provided with tools to develop more equitable outcomes.</p>			
<p>Thursday 23rd January 2025</p>	<p>1-2pm</p>	<p>Teachers, Mobility and Migration seminar series</p> <p>This talk examines the experiences of immigrant, internationally educated teachers (IETs) as they navigate pathways to teaching positions in Ireland's publicly funded schools. It begins with an overview of relevant literature, highlighting the challenges faced by teachers who migrate to new jurisdictions, particularly around regulatory requirements and cultural adjustment. Following this, the presentation explores the distinct characteristics of the Irish education system, including Ireland's strategies for engaging</p>	<p>Dr Rory McDaid, Marino Institute of Education, Trinity College Dublin</p>	<p>Join Zoom Meeting https://bruneluniversity.zoom.us/j/9805674046 Meeting ID: 980 567 4046 Passcode: L323794lan</p>	<p>EIS</p>

		<p>with the global teacher market, which shape the professional landscape for migrant teachers. Building on this foundation, the talk delves into the lived experiences of teachers who participated in the Migrant Teacher Project's Bridging Programme at the Marino Institute of Education. The presentation concludes with key insights on how lessons from the Irish context may support the effective integration of IETs into national education systems.</p>			
<p>Wednesday 26th February 2025</p>	<p>4pm – 5pm</p>	<p>Refugee Children & Education</p> <p>In this talk Professor Joanna McIntyre will share findings from a series of research projects exploring themes related to refugee education. She will share the development of a holistic co-constructed model of refugee education that originated through working with teachers in Sweden and England (McIntyre and Neuhaus 2021). The theorised model had its roots in the confluence of Ravi Kohli's 'resumption of ordinary life' (2011, 2014) and Nancy Fraser's 'participatory parity' (2003). The model was subsequently developed in Jo's co-authored book (McIntyre and Abrams 2021</p>	<p>Professor Joanna McIntyre, Nottingham University</p>	<p>Join Zoom Meeting https://bruneluniversity.zoom.us/j/96965599812 Meeting ID: 969 6559 9812 Passcode: 1917705160</p>	<p>PPP</p>

		<p>Refugee Education: Theorising Practice in Schools). In the book, Jo describes the ways in which she worked with teachers and school leaders in case study schools in England to develop a model of inclusive education for refugee and asylum- seeking students based on the concepts of safety, belonging and succeeding. In the second part of the talk, Jo will draw on the Art of Belonging project (JPI Urban Europe, ESRC/AHRC/FORMAS) where findings led her to problematise the concept of belonging for young new arrivals – and ask emerging questions about what this means for schools.</p>			
<p>Thursday 6th March 2025</p>	<p>4pm - 5pm</p>	<p>‘To hope is to struggle’: perceptions of hope in the racialised collectivity of the academy</p> <p>Despair is global anti-blackness manifesting itself in our universities. There has been much exploration and evidence of this. However, this paper attempts to pivot from this despair, without discounting it, to foreground hope for anti-racist change. Hope for race equity in the academy remains elusive. This paper argues that the elusiveness of hope may have to do with limitations of sociological</p>	<p>Dr Manny Madriaga, University of Nottingham</p>	<p>Join Zoom Meeting https://bruneluniversity.zoom.us/j/92009104941 Meeting ID: 920 0910 4941 Passcode: 7897029571</p>	<p>Interculturality</p>

		<p>notions of structure and agency in explaining race inequities in higher education studies. Drawing on data from 30 semi-structured interviews with anti-racist university leaders, this paper reveals varied perceptions of hope for race equity in the academy, even the struggles to hope. The paper concludes that notions of hope for race equity are shaped by racial boundaries of difference and similarity within human collectivities such as a university, where anti-blackness is (re)produced and taken-for-granted.</p>			
<p>Wednesday May 7th 2025</p>	<p>4pm – 5pm</p>	<p>Changing Worlds - Research, Evidence and Experience in the Teaching of English</p> <p>From my earliest experiences as a teacher in 1970s, through to my current work with EMC, research and theory have always played an important part in my thinking and practice. Yet over that time, the nature of that research and the ways it enters the lives of English (and other) teachers has changed dramatically. In this session I hope to explore what these shifts have looked like and what some of the implications have been.</p>	<p>Barbara Bleiman, English & Media Centre</p>	<p>Join Zoom Meeting https://bruneluniversity.zoom.us/j/99748218540 Meeting ID: 997 4821 8540 Passcode: 2649195989</p>	<p>PPP</p>
<p>Thursday 15th May 2025</p>	<p>4pm – 5pm</p>	<p>Family friendly universities: a neoliberal disguise?</p>	<p>Dr Charoula Tzanakou, Oxford Brookes University</p>	<p>Join Zoom Meeting https://bruneluniversity.zoom.us/j/92408050531</p>	<p>Interculturality</p>

		<p>In this talk, there will be a presentation of findings from a British Council funded project on parenthood initiatives in UK HEIs. Based on mapping of parenthood initiatives in UK HEIs (websites and Athena Swan action plans) and focus groups with members of parent/carers groups, I will critically discuss gender equality initiatives in relation to parenthood in UK HEIs and challenge their neoliberal assumptions and unintended consequences. I will explore tensions and contradictions of these efforts and explore ways that we can rethink our practices towards developing family friendly universities.</p>		<p>Meeting ID: 924 0805 0531 Passcode: 5535528857</p>	
<p>Thursday 5th June 2025</p>	<p>3pm - 4pm</p>	<p>Global and local discourses of gender equality: the case of India's National Education Policy</p> <p>This talk analyses the underpinnings and implementation of gender equality policies in India, within the National Education Policy (NEP) that was released on 31 July 2020, a document last revised in 1986. The aim is to examine NEP's main recommendations for gender equality in higher education, analyse the language and content framed by the global higher</p>	<p>Professor Ourania Filippakou</p>	<p>Join Zoom Meeting: https://bruneluniversity.zoom.us/j/99874695483 Meeting ID: 998 7469 5483 Passcode: 6131333302</p>	<p>Interculturality</p>

		<p>education discourse and identify the challenges imposed by the local realities of the Indian higher education system. Examining policy narratives both nationally and locally, we show how the NEP's notion of gender equality is associated with a number of related concepts such as efficiency, excellence and autonomy as well as a set of governmental strategies linked with a neoliberal approach to politics, including a focus on the markets and a logic of positivism that shapes higher education policy. It is also argued that the policy concept of gender equality cannot be sufficiently understood in a generalised abstract way but has to be contextualised and is better viewed as an institutionalised discourse that brings together a number of different, and often conflicting, values.</p>			
Thursday 19 th June 2025	12-1pm	Migrant Teacher Educators in Japan	Dr Yuka Kitayama, Osaka University	<p>Join Zoom Meeting https://bruneluniversity.zoom.us/j/9805674046 Meeting ID: 980 567 4046 Passcode: L323794lan</p>	EIS
Thursday 3 rd July	1-2pm	Considering the Place of Ethics Instruction in Science Education	Dr Amanda McCroy, UCL	<p>Join Zoom Meeting https://bruneluniversity.zoom.us/j/95313904260 Meeting ID: 953 1390 4260 Passcode: 2086093891</p>	STEM

		<p>In our new book, <i>The Place of Ethics in Science Education: Implications for Practice</i>, we examine whether ethics should be taught in science education and, if it should, why and how. For example, a standard topic like plant growth. Some students find it fascinating, at the primary level, to learn about how water, light, and warmth are needed for a plant to grow, with secondary students also learning about the need for chlorophyll and carbon dioxide. Other students find it easier to learn about plant growth if it is set in context, such as the work of crop breeders to maximize crop yields.....We conclude that there is much of value in including some focus on ethics within the teaching or communication of science. However, if science teachers are to be expected to include ethics in their teaching, they need appropriate support in their initial teacher education and continuing professional development, and through the classroom materials that they use with their students.</p>			
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