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PoV 3

We had hoped that *PoV 3* would have been published by now, but publication has been delayed and we are now aiming to publish in August. If you have provided us with a work address, we will try to get the journal to your school or college address by mid August when many of you will be in work for the exam results.

Report on AGM, 4 July 2009

MEA held its AGM in London on 4 July. This was the third AGM of the Association and one of the important acts of the meeting was to acknowledge the essential work carried out by two of the founder members who had decided to step down from their officer roles after three arduous years. All agreed that without the contributions of Elaine Scarratt as Chair and Terry Bolas as both Treasurer and Secretary, the Association would have found it very difficult to make it to its third birthday. Elaine is staying on the Executive where her experience will be very useful but Terry has decided to take a very well-deserved rest and we wish him well.

Cary Bazalgette was elected unopposed as the new Chair of MEA and below she offers her thoughts on becoming Chair at this time in the Association's development. This is followed by a brief introduction to some of the new Executive Committee members.

Following the AGM members were given the opportunity to watch the recent British film *Shifty* in a screening made possible by support from Ian Wall and Film Education. There was general agreement that *Shifty* is a well-made and interesting low budget film which has lots of potential for useful work with students. Find out more about *Shifty* at: <http://itpworld.wordpress.com/2009/05/18/microwave-in-london-shifty-uk-2008/> and <http://www.filmeducation.org/shifty/index.html>

Chair's statement

Like many other subject associations, MEA now has a Chair with a bus pass. I may be 67 but my teeth are all my own and I do go to the gym three times a week. Not having a day job means that when I'm not pushing weights or pounding the cross-trainer I'll be working for MEA most of the time. Some of this will be taken up with two MEA projects I'm already running: '**Persistence of Vision: Developing Standards and Progression in Teaching**' and '**Learning about Animation**' (see MEA Newsletter 15 – May 2009) and editing *Teaching Media in the Primary School*, a book to be co-published by Sage and MEA in autumn 2010. But I'll also be working with our new Executive team to devise more benefits for our members, build the Association's revenue stream by setting up more funded projects, and to make the case for media education nationally.

I volunteered to be the new Chair because I think MEA can be bigger and better-known than it is already. To be bigger, we need to get



members from two sectors of the profession. Those teaching media in the 14-19 sector currently form our core membership but we're not reaching anything like the number of media teachers who should see MEA as a lifeline for discounts, debate, networking and professional development opportunities. But there are many more people – particularly those teaching English in KS3 and 4 or literacy in primary schools – who may already be teaching about media as part of their subject provision, or would like to. These people don't see themselves as "media teachers" but they are on the cutting edge of media education development, fighting to make it an entitlement for all learners, not

just an option for a few. Somehow, we have to appeal to both groups. A membership of 500 would enable us to 'break even' financially, but this would mean more than doubling our present membership. We can create member benefits like more discounts on resources and training, but you can help too, by persuading colleagues to join or getting your school or college to become an institutional member.

To be better-known, MEA has to make its voice heard. Government initiatives like Digital Britain and the Rose Review of the primary curriculum present opportunities to make the case for media education: to tell politicians and administrators what it is and why it's important. MEA is in the unique position of simply representing the teachers and learners who are actually doing the work of making this a media-literate nation, unlike the broadcasters, telecoms and cultural organisations who are jumping on to the 'media literacy' bandwagon without necessarily knowing much about it. I want to make sure that they hear what you and your students are doing.

As Chair of MEA I hope to get to know many more MEA members in the coming months. If you want to know more about me, go to my website at <http://www.carybazalgette.net>.

Meet your Executive Committee Members (part 1)

We've asked our EC members to introduce themselves to members. Here is the first batch of introductions – more to follow in the Autumn.



Steve Murray

I began my career as a newspaper journalist, reporting on local stories for Observer Newspapers in Watford and St Albans. I moved to the BBC a few years later, working as a sub-editor on television sport programmes; yes, I was one of the people staring at screens and frantically typing behind the presenter of *Grandstand*. I later became an assistant producer and worked across a range of sports, including football, athletics, tennis and horse racing.

I also spent a year working in a similar role in football at ITV. Although working in sport and being based at Television Centre provided opportunities to meet people and travel, I always felt unfulfilled and acutely aware that people in my role are seen as more of a resource than

individuals. At the age of 32, I made the decision to re-train as a secondary English teacher. Once qualified, it didn't take long for my background to make an impression and I was asked to set up media courses at my school in Ringwood, Hampshire. I agreed but was immediately struck

by how little I knew about media education outside my own experience in the industry. I was faced with a big learning curve, one which I began to tackle by completing the Institute of Education's MA in Media, Culture and Communication. I now teach no English at all but deliver a range of media courses for 14 – 19 year olds and I also sit on the Hampshire Media Steering Group. Many media teachers are undertrained and undersupported: I believe the MEA can play an important role in helping to advise, resource and train teachers as well as continuing to advocate media education on a national level. Students love being taught media and we absolutely must ensure we have the very best teachers to deliver it.



Sarah Mumford

I began my career as a primary teacher, then became an Advisory Teacher for Photography and Media Education and have been Learning Manager at the National Media Museum from 1995 until the present day. My lifelong career mission has been to enable as many people as possible to be media literate and responsible producers of media should they wish to be so themselves. The spark for my interest was ignited whilst training to teach when Cary Bazalgette came from the BFI to pilot a new resource called *Picture Stories* . . . the rest is history. The National Media Museum is the perfect place to reach over 700,000 people each year – to engage them with all aspects of the media – from exhibition, to production, to developmental histories, to skills acquisition, to meeting the 'real' people etc. Media literacy is now part of the Museum vision and mission and I feel very privileged and proud to work there.

The establishment of the MEA is a major step forward. Having taught primary, worked in an advisory capacity in secondary schools and then lectured to undergraduates I have an understanding of the progression route people follow and am now determined to help do what I can to ensure there is true progression – that primary teachers are trained to understand the media literacy concepts that secondary are given additional training and support for whatever media courses they have to deliver if needed so they can build on what primary children have learned and FE/HE likewise. I would like to see us all working together. All those organisations and government funded bodies with a vested interest in media literacy – be it Film Club, Ofcom, NIACE, UK Online, RSA, MEA etc. should work together to agree a common purpose and lobby as one voice to give young people the opportunity to fully participate in society.



Geoff Dean

Ever since I sat enthralled in my boys' grammar school 6th form film society in the mid-1960s, I have been an avid fan of the moving image. I owe a huge debt of gratitude to those visionary teachers who recognised that we learners could enjoy and look into films with the same pleasure as we read and analysed our A level literature texts. So, when I became a teacher in the 1970s I thought it quite natural to introduce study of film and television in my own classroom – often on 16mm projectors, with their clanking reels, their poor lip-synch and a tendency of films to break regularly.

These days – as an independent education consultant - I make animated films with Foundation stage children, attempt 'editing in the box' with junior school pupils, and facilitate radio documentary on Audacity with Year 8 students with the sort of sophisticated

digital equipment I would once have given my right arm for! Yet, nearly 40 years on from my own formative teaching days, I still have to work hard to convince headteachers and their staff that these engagements with the media are valuable, contribute to learning and are not merely entertaining side-shows. I still haven't given up the struggle, however, and serving on MEA in my dotage, allows me to work alongside other committed professionals to change attitudes, explore potential and encourage the spread of greater knowledge and understanding in this exciting area.

CPD in film education and Film: 21st century literacy

MEA has some representation on the working parties that have been set up to look at CPD for film education in respect of 'Film: 21st century literacy strategy'. The aim of the CPD strand of the strategy is:

... to ensure that high quality CPD and training is available to all film education practitioners. (In this context, **practitioners** are all teachers and educators who work with young people aged 3-19).

If any MEA member is delivering CPD for **film** education (the rubric is quite clear that it is specifically film) or has specific views about provision in their own specific region, please contact **Roy Stafford** (on meajournal@gmail.com) who will be pleased to feed it into the discussion process. The strategy needs to audit current provision, identify gaps and look at questions such as access and accreditation as well as potential partners for delivery.

The history of film and media education

Issue 3 of PoV will carry a detailed review article on Terry Bolas' book Screen Education – effectively the history of film and media education in the UK. If you can't wait until August, here's another review of the book:

<http://www.adm.heacademy.ac.uk/news/subject-centre-news/screen-education-from-film-appreciation-to-media-studies>



Digital Britain
The Final Report



BIS | Department for Business
Innovation & Skills

Digital Britain

On June 16, BIS (the Department for Business, Industry and Skills) and DCMS published the Final Report on 'Digital Britain'. This long report has a great deal to say about issues which are central concerns for MEA. For instance, Chapter 6: Research, Education and Skills for Digital Britain includes the following paragraph:

In today's schools, young people are increasingly being prepared for a Digital Britain by using digital technology in the classroom, from "mashing up" archive film in history and citizenship lessons using iMovie to teaching science with digital cameras and animation software. By learning to 'read' films, young people are picking up new ways of being literate which are essential if they are to excel in the digital world. The Film: 21st Century Literacy Strategy recognises that such an education needs to be embedded more widely and consistently if Britain is to be a world leader in the digital market. The Strategy aims to create more opportunities for young people to increase the

range and complexity of content they have access to, and to use film technology more creatively across the curriculum. A film education can help move young people on from being passive viewers or unreflective creators of content to active and informed critics. (p 171)

There is more in this vein in the chapter, as well as discussion of ICT in schools and in lifelong learning. Elsewhere are discussions about digital media and its impact in aspects of production, distribution and exhibition that will be relevant to all media and film students. Hot topics include the end of analogue radio broadcasting, a proposed telephone line tax to fund faster broadband speeds and a more effective control over illegal downloads. There is also a detailed discussion of 'Digital Security and Safety'.

However, Chapter 2 of the report discusses 'Digital Participation' (i.e. the issue of 'digital exclusion' of significant groups in society) and has this to say about media literacy:

The term "media literacy" [was] a technocratic and specialist term understood by policy makers but not really part of everyday language.

It is important that Government provides clear strategic leadership and vision. To do so, we believe it is now vital to move away from media literacy as a discrete subject and term and to move towards a National Plan for Digital Participation. (p 40)

The report thus proposes getting rid of the term 'media literacy' (though they can't do this at a stroke as it is included as a duty for Ofcom in the Communications Act 2003) and Ofcom now sees its role as combining the development of 'digital participation' together with 'media literacy'. There is a danger that media literacy will become confused with digital participation – many industry colleagues already tend to see it in these terms. Both are obviously important but how do we distinguish between them in language that people outside our sector can understand?

Digital Britain is a long document and MEA needs to study it carefully and respond appropriately. You can download the full report here:

<http://www.culture.gov.uk/images/publications/digitalbritain-finalreport-jun09.pdf>

As with any government policy statement at this time, it is important to bear in mind that if, as seems more likely than not, the present administration is replaced by a Cameron government in 2010, some of the commitments in *Digital Britain* could change. See the following link:

<http://www.mediaweek.co.uk/news/918321/Hunt-lays-down-Tory-blueprint-media/>

It is also worth noting that Stephen Carter, who introduced the report in the House of Lords is due to step down from his ministerial position, which may reduce the possibility that the report's aims will be fulfilled. Nevertheless, all members are urged to familiarise themselves with the main points of the report.

MEA Conferences and Events

It has been unfortunate that we were forced by circumstances beyond our control to postpone a conference we were planning for June this year, but this should only be a temporary loss. We have a number of one day events

in the pipeline in different parts of the country. One that you may well spot is a second event developed in partnership with the National Media Museum. **Teaching Television** will be held in Bradford on Friday, **February 5, 2010** from 10.00 – 17.00 (Registration 09.30). This major event will be for teachers at any level, 5-19, interested in teaching about television. With an opening plenary and chances to network, the conference will also offer workshops for KS2/3, KS4 and KS5, addressing National Curriculum and exam specifications as appropriate with practical production exercises, work on audiences and producers and how to 'read' TV programmes. More details in the Autumn Term.

We are also in discussion with Cornerhouse Cinema in Manchester about a possible event for film studies teachers later in 2010. Getting anything organised around the country does depend on willing supporters in the regions and the chance to work with partners such as media centres or other agencies that share MEA's aims. If you would like to organise anything locally and would like to publicise it via this newsletter or, better still, work with us to brand it as an MEA event, please contact us on info@mediaedassociation

Dates for your diary

8-9 September Media Education Summit, Liverpool

Higher Education Conference organised by The Centre for Excellence in Media Practice

<http://www.cemp.ac.uk/summit/>

30 September Creativity: Luxury or Lifeline?, Bradford

Conference organised by Cape UK focusing on recent government initiatives in education and their impact on creativity at all levels of education.

http://www.capeuk.org/news/capeuk_conference.html

1-2 October Film and Media 09, GCSE and A-level INSET for WJEC Media Studies and Film Studies, Media Education Wales, Cardiff

<http://www.mediaedwales.org.uk/MF09.htm>

5 October Studying Slumdog: small movie, big picture

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

Course tutors: Roy Stafford and Jenny Grahame

An innovative case study approach to *Slumdog Millionaire*, for subject-specialist and cross-curricular classroom work from Key Stages 3 to 5

8 October Doing the Diploma Creatively

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

Course Tutor: Pete Fraser

Share successful course models for Levels 2 and 3, the planning processes behind them, organisation within consortia, and 'real-life' experiences of putting it all into practice, lavishly illustrated with examples of student outcomes led by a leading practitioner.

8-9 October Co-operative Young Filmmakers Festival, screenings and events at the National Media Museum, Bradford.

<http://www.youngfilm-makers.coop>

15-23 October National Schools Film Week (England, Wales and N. Ireland)

<http://www.nsfw.org/>

23 October Making the Most of Media at Key Stage 3

Course tutor: Jenny Grahame

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

A new post-SATs window of opportunity has opened for more creative and challenging media work to revitalise your KS3 English curriculum, and prepare students for specialist Media Studies. Exploit it here!

5 November GCSE Film and English

Course Tutor: Jackie Newman

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

Find out about the exciting new Film Studies GCSE from its Principal Examiner, and explore how you can update your existing skills and knowledge in order to teach this subject effectively

6 November Introducing GCE Film

Course Tutor: Jackie Newman

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

This course will offer teachers new to A/S Film Studies an introduction to the recently-revised WJEC Specification.

9 November Using digital media in the classroom: A beginner's guide

Course Tutor: Adrian Joseph

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

A hands-on beginners guide which will provide you with a basic toolkit to deliver innovative digital media-based lessons

10 November Medway Media Conference (10th Anniversary event), Chatham

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

Central Theatre, 9.30-3.30. Theme: 'Great beginnings'. Details from Andrew Webber on: <webba004@medway.org.uk>

27 November Starting Media Studies GCSE

Tutors: Sara Mills and Jenny Grahame

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

A beginner's guide to the areas of study, key concepts and practical skills relevant to all specs, with a particular focus on the AQA specification

4 December Teaching Reality TV

Course tutor: Jenny Grahame

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

Practical and adaptable activities around this hotly debated genre for multimodal and non-fiction analysis and production work for GCSE and A level – and ideal preparation for the AQA GCSE terminal assessment

11 December The Media and Collective Identity for OCR A2

Course tutor: Julian McDougall

English and Media Centre, London, tel 020 7359 8080

http://www.englishandmedia.co.uk/engine/course/base/course_home_base.html

Demystify this difficult conceptual area with schemes of work, production activities, and synoptic strategies led by a Principal Examiner.