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Are you getting yours!

Every MEA member is entitled to receive regular Newsletters (our aim is two per term) as well as a termly copy of the new journal *PoV*. If you haven't received an email newsletter it could be because you haven't given us an email address or perhaps you have changed your email address and not told us?

If you have taken out an **institutional membership** (which really helps us if you have the budget to do it), you can register up to five email addresses, ensuring that your colleagues will get their own copy of the Newsletter as well as a second copy of *PoV* for your department.

PoV Issue No. 2, scheduled for March has been delayed, but it should be sent to you after the Easter holiday, in time for your return to school or college. If you are a new member, who joined in February or March, a copy of *PoV* Issue No. 1 will be sent to you this week. Again, please note that we need an up-to-date postal address to send you the journal. If you need to update your membership details, please email <meajournal@gmail.com>

... including your discounts

Don't forget that as an MEA member you can now get discounts on BFI, Auteur and English and Media Centre publications. You can get 10% off titles like Rob McInnes' new Auteur title *Teen Movies: A Teacher's Guide*, The English and Media Centre's *Doing Ads* or the BFI's *Moving Shorts* compilation for KS3. Go to the Film Store at http://filmstore.bfi.org.uk/acatalog/BFI_Filmstore_Education_Resources_59.html and make your choice. You'll need your membership number and MEA discount code; if you've forgotten either of these, contact: info@mediaedassociation.org.uk and they'll be sent to you.

Media Education at Key Stage 3

Several MEA members contributed responses to the questionnaire on this topic, jointly created in December by MEA and the Specialist Schools and Academies Trust. A total of 151 responses were received, with a fascinating range of views and detail. Some of the most telling statistics were those that show how much training and CPD teachers get: while it is gratifying to see that 33 schools have one or more staff with a media studies degree, the bulk of experience still seems to be drawn from unaccredited INSETs and from teaching media in other schools.

Part of the questionnaire explored attitudes: here are some broad indicators of how people perceive the place and value of media at KS3:

"Media education is a specialist subject best offered as an option in KS4: it is not suitable for all students at KS3"

79% disagreed

“We value media education in our school mainly because it helps students detect bias and stereotyping in the media” 79% agreed

“The most important part of media education is the opportunities it offers for students to create their own media products” 72% agreed; 28% disagreed

“We value media education at KS3 because It contributes to students’ overall attainment” 81% agreed

“We will be developing more media work at KS3 because of the removal of the KS3 SATs”. 66% agreed

Do these reflect your views? Whether they do or not, we’d like to hear from you! E-mail your own experience of developing media at KS3 – or trying to develop it – to me at <cary@mediaedassociation.org.uk>.

Ten of the teachers responding to the questionnaire were invited to attend a seminar to discuss the ways in which media could be more fully developed at KS3 and what the barriers were to doing this. The most frequently-cited barrier was the attitudes of senior management teams, parents and universities. MEA and SSAT are working together to investigate ways in which we may be able to tackle this barrier. Watch this space!
Cary Bazalgette

Inconsistent and incoherent: web filtering in schools

A discussion document from the Media Education Association

The Media Education Association believes it is time for an open debate about the philosophical and moral basis of web filters in schools and colleges. How does web filtering work in your school or college? Are you frustrated by blocked sites? Do you have problems finding out how to unblock sites? Do you have an interesting story to tell about how web filtering has affected your teaching? If so, we’d like to hear from you! Please e-mail <steve@mediaedassociation.org.uk> and tell us about your experiences, or go to the forum at <www.mediaedassociation.org.uk> to share your views with the rest of the membership. We’ll be sending the following article to Becta and other key agencies, in order to stimulate public debate about this problem.



While child protection is paramount and the MEA fully supports the blocking of inappropriate adult websites in educational establishments, we also believe it is important for teachers to have a say in what websites their students should be able to access in school. This now becomes even more urgent with the new curriculum proposals for primary schools which encourage learning about blogs, Twitter and wikis.

The majority of teachers seem to have little say on how access to the Internet

is determined for their students. Education authorities, schools and even some post-16 institutions currently block access to a wide range of websites on what appears to be an arbitrary and inconsistent basis. The national picture is confusing and fragmented, and is not helped by ambivalent policy statements.

Becta is responsible for issues surrounding web filtering and in February 2009 published *AUPs in context: establishing safe and responsible on-line behaviour*, building on Tanya Byron's review of child safety in a digital world. Becta states that:

“Our approach must therefore shift: rather than restricting access to technology, we need to empower learners to develop safe and responsible online behaviours to protect themselves whenever and wherever they go online.”

The interim report on Digital Britain for the DCMS in January 2009 likewise commends Byron, and also the Rose Review of the primary curriculum, in recognising the need for education and empowerment rather than excessive regulation. The UK Council for Child Internet Safety takes the same line.

But at the same time, the Digital Britain report seems to want to have it both ways. In its summary of 'online safeguards' it places empowerment in the hands of parents, while children are simply to be 'protected'. Teachers, and their role in 'empowering learners', are not mentioned, and the criteria that might govern the protection of children remain undefined. We therefore endorse the Media Literacy Task Force's response to the Digital Britain report:

“The current focus of the interim Report is too narrow and reactive. It is based on the premise that confidence online is primarily concerned with 'security' online and on the view that “a world of universal broadband will require a new approach to online safeguards” (5.3). We believe that the most effective way of securing a safe population is by giving people the critical tools they need to understand digital media in all its forms. . . . Historically, we think that public policy responses have leant too far towards protection and control and we would like to see more emphasis on engagement and empowerment.”

Inevitably, the reality on the ground is that schools and local authorities err on the side of caution, while few teachers are aware of the existence of the Becta guidance or have any say in how web filtering policies are determined in their schools. Becta claims that 80 per cent of primary schools and 90 per cent of secondary schools already have AUPs (Acceptable Use Policies) in place. This may well be the case, but it is unlikely that many classroom teachers are aware of, or have contributed to, their school's AUP.

The Byron Review recommends that “100 per cent of schools should have AUPs that are regularly reviewed, monitored and agreed with parents and students.” The MEA believes it is not only essential this happens, but that each school gives all of its teaching staff the opportunity to contribute to the AUP, which should clearly state the criteria for blocking websites.

Teachers and pupils are increasingly frustrated by the current inconsistencies. For example, most students in Hampshire are denied

access to the Internet Movie Database, a comprehensive film and television resource used widely by students in other education authorities. Yet some Hampshire teachers have managed to persuade their schools to allow access to this site, disadvantaging those who are blocked from seeing it. The ban was apparently because one primary school had complained about the terms and conditions that require users to be aged 12 or older.

In some regions, students are unable to use blogging sites such as Blogger and WordPress while in other places these are regularly used to enhance teaching and learning. YouTube continues to be the most talked about site in education. Despite having clear potential in educational contexts, many schools block the Google-owned site entirely, while some make it freely available and others allow access only for teachers. Some teachers have complained students are becoming over reliant on websites such as Wikipedia as they are unable to access alternative websites when carrying out research at school.

Altering levels of access is not easy. A typical example would be the following message for teachers trying to access a blocked site:

“For Schools Wishing to Unblock a Site. Unblocking and blocking requests will only be accepted from school staff members, stating the URL and reason why the site should be blocked/unblocked. An OWL e-mail to the EdICT helpdesk will instigate that request. If it is not possible to use OWL please contact the helpdesk by telephone or “non-OWL” e-mail, quoting school name, DfES No., teacher name that made request and school contact number. Non-OWL requests cannot be processed without this information”.

In effect, this means that the teacher has to email the IT people in school, who may or may not request a site to be unblocked. If they do, the local authority may well refuse in any case. It is frequently impossible to discover the rationale behind what is blocked and what is not, or to identify the source of the blocking decision.

So, just as the curriculum for the 21st century starts to develop, and as specialist courses such as the Creative and Media Diploma demand extensive online access, schools themselves are mired in pre-digital paranoia. The Digital Britain Interim Report warns about the effects of unequal access to broadband connexions: “inequality in the use and application of digital technologies is potentially a significant new driver of social exclusion in the 21st century, which risks accelerating existing social divides and creating new ones”. But in fact, this is exactly the situation that is being created and maintained in schools right now.

A little over ten years ago, Tony Blair told us that the information superhighway would transform the educational landscape. Yet we now seem to live in a world in which super-regulation of the superhighway is reducing it to gridlock. What we need in schools are open, consistent policies, transparently maintained, which place teachers at the centre of the decision-making process and which are fully understood by the whole school community. This is essential if we are to continue to be a free, open, democratic country and to provide our young people with the education they deserve and need for life in the 21st century.

Media Education Association, April 2009

Seminar to launch the materials for the Initial Teacher Education strand on MEA website

Back in November, the MEA were approached by the Training and Development Agency to provide what all subject associations provide, a resource for supporting initial teacher education aimed at beginner teachers. The initial stages of the work have been in providing a series of digests for the website (launch date end of April, 2009) created by Kate Domaille, Jenny Grahame, Elaine Scarratt and others involved in Initial Teacher Education.

The funding has provided an opportunity to develop a site on the MEA website where prospective trainee teachers, current trainee teachers and those (the vast majority) who find media teaching new to their teaching repertoire can consult insights and overviews of media education policy and practice and approaches to planning, teaching and assessing media work in the classroom. Part of the initial funding arrangement was to coordinate a seminar for teacher educators to discuss the issues of training media teachers and to evaluate the materials to date. On 27th March 2009 that seminar took place at the English and Media Centre. In attendance were tutors working in ITE English courses in London, Exeter and Canterbury; tutors who contribute to ITE courses in Birmingham and Leicester and notably a tutor who has been charged with a new responsibility from 2009 to train a cohort of teachers to be able to work on the Creative and Media Diploma (from Canterbury). One attendee runs a Graduate Training Programme for media teachers in Sussex, recruiting media graduates and training specifically for the take up of media jobs.

The seminar began with an open discussion about the problems and tensions of training media teachers. English tutors all talked about the difficulty of managing the need for media input with the school-based practice of finding suitable placements to provide media teaching experience. Some reported their own 'training needs' in being kept up to date with media pedagogy and practice. More 'dedicated' practitioners in media training were able to balance these concerns about input with stories of specific media practices sought in schools. Nevertheless anxieties were expressed about how far the Initial Teacher Education year could prepare teachers for working in such a rapidly changing field.

Attendees then had an opportunity to explore the materials in draft and provide some useful feedback. In the section that will be about the relationship of the Qualifying to Teach Standards and media teaching, examples that addressed the following standards were reviewed positively:

Q10 *knowledge of media pedagogy*
Q14 and Q15 *subject knowledge and knowledge of frameworks*
Q25 *planning*

A substantial overview of the structure, organisation and management of a Graduate Training Programme (GTP) was provided by Keith Perera, GTP organiser at St Paul's Catholic School, Burgess Hill. This GTP scheme is validated through the University of Sussex and trains 4 teachers as media teachers each year.

Broadly the resource was considered valuable for the target audience – new media trainers, media students and trainees on English PGCE courses

looking for advice. It was even expected that the resource had value as a Continued Professional Development aid for teachers in their NQT year and beyond.

In the afternoon overviews of definitions about media and the policy landscape were also introduced which provided a wider framework in which to consider media teaching and to distinguish media teaching from other forms of subject teaching, informed by policy in the arts (DCMS and creative partnerships) and the regulatory arena (Ofcom) in addition to education.

The writing team have sought the support of further writers for the next round of the bidding to extend the resource over the next three years. The materials will be available on a freely accessible area of the MEA website from the end of April 2009. If you would like to be part of this network and get involved with the production and circulation of training materials for media teachers, please make contact with Jenny Grahame at jenny@englishandmedia.co.uk



Lord Puttnam reframes literacy for the 21st century

The Institute of Education in London has recently appointed David Puttnam as a Visiting Professor. His first action in this role bodes well for media teachers: he hosted a public policy seminar at the Institute on 24th March to open up debate about the need for a serious rethink of education in the face of unprecedented economic and environmental crises. Using the word 'film', but clearly including TV and other moving image content, he argued for the importance of these media in helping to form a new vision of literacy that would take account of all the ways in which we gain information and understanding about the world. Adding a more grounded view of what this can look like in schools, Christine Whitney, a Primary English Subject Leader from Lincolnshire, presented some remarkable work from EYFS and KS1 classrooms that showed how film analysis can be integrated with literacy learning.

Puttnam's profile, not only as a filmmaker but also as an advocate for progressive, teacher- and student-centred thinking in education, means that he can fill a room with people from a wide range of institutions. Present on the 24th were not only the 'usual suspects' from the media education sector: David Buckingham and Andrew Burn from the Institute of Education's Centre for the Study of Children Youth and Media; Mark Reid from the BFI; Ian Wall from Film Education (and of course the MEA), representatives of Film Club, First Light Movies and several regional screen agencies; but also senior figures from Becta, Futurelab, the National Strategies and a whole alphabet soup of national institutions: NAAE, NFER, QCA, RSA, UKLA, TDA, SSAT, NLT and, yes, Ofsted.

Breadth like this is important because it exposes important differences that need debating, especially when the education world is bracing itself for the tsunami of disapproval that Jim Rose's review of the primary curriculum is bound to unleash next week. In the face of Puttnam's humane, culturally-informed defence of film as a vital medium of expression, some still clung to the proposition that it is 'just another piece of raw material', jolly useful in PHSE and Geography as a carrier of information and a stimulus to debate. Others were thrilled that Microsoft is evincing an interest in media literacy (and if you want to know what that means, go to

<http://www.microsoft.com/canada/home/safety-and-security/articles/streetproof-your-kids-for-the-web.aspx> !),

while Becta and QCA remain deeply muddled about terms like 'broadcasting', 'multimodality' and even 'text'.

Encouragingly though, most of the debate focused on issues that are central to the future of media teaching in schools. A potentially dangerous split is emerging between those who are privileging film as **the** central object of study in media education, and those who are promoting media literacy with a rather different set of priorities. This divergence has little to do with learners' needs and interests. It has been created by the Department for Culture, Media and Sport, whose very title reveals that it was set up by people who think that culture, media and sport are three different things. So film organisations like the UK Film Council, First Light, the BFI and Film Club have strong cultural remits, while media literacy has been given to Ofcom, the body that regulates the broadcasting and telecoms industries. Although Ofcom discharges its media literacy duties in a responsible and even-handed way, it is inevitable that the industries it regulates will see media literacy as the key that will unlock their central dilemma: how to maintain their corporate interests at the same time as they protect their customers from offensive or harmful content and intrusions on privacy. Hence we get a version of media literacy that yokes child protection uncomfortably together with digital skills and pays no attention to the cultural breadth advocated by the film lobby.

The problem is, as several speakers pointed out in Puttnam's seminar, that neither of these approaches supports the kind of teaching and learning that most media teachers would recognise. Both marginalise the critical and analytical skills that we'd regard as essential. But how much do the pontifications of big corporate interests really matter to teachers and learners? Both Puttnam and Niel McLean from Becta think they don't matter that much: we get over-excited about boundary disputes, McLean argued, claiming that 'most policy-makers' debate about literacy is dysfunctional'. The simple fact of having this configuration of people in one room actually talking about the place of media in education is an important step forward, however much they may differ.

Let's hope this is true. UKLA's president-elect, David Reedy, pointed out a rather large fly in the ointment: as long as we have school league tables and a high-stakes testing regime, the new rhetoric about empowering teachers and schools to develop the curriculum as they see fit is going to ring hollow.

Cary Bazalgette

Cross-curricular collaborations: a call for your help!

MEA is currently funded by the Teacher Development Agency to produce resources for Initial Teacher Education (ITE). The outcomes of the work will be part of the Teacher Training Resource Bank, and also online on our own MEA website.

Part of our work involves auditing the profile of media education in curriculum areas such as Art and Design, History, Citizenship, and PSHE, and we are very keen to be able to offer case study examples of interesting work already under way at KS3 and KS4 in these subjects. In the longer term we will be looking to recruit teachers to write about their work in detail (the budget allows for writers' fees, so we hope this will be an incentive!) but the first stage of the ITE work will be fairly limited, as we need to build the beginnings of a resource to a tight time frame. We would really like to hear from you if you know there is KS3/4 media work taking

place anywhere beyond the English Department in your school. A single paragraph or series of bullet points will do, just outlining the nature and content of the scheme of work, the department undertaking it, and any features you think might be of interest. Mail <jenny@englishandmedia.co.uk> as soon as possible – she will be delighted to hear from you.

Explaining media education to MPs

Members of Parliament and policy-makers in general are sadly ignorant about media education. Persistent misunderstandings include the following:

- That media education is the same thing as media studies;
- That media education and media literacy are completely different things;
- That media education is a soft option for students and an opportunity for lazy teachers to set unchallenging work;
- That media literacy is old hat and what we need now is digital literacy;
- That the point of media literacy is just to protect children and adults from inappropriate media content.

MEA has been able to secure a session of the Associate Parliamentary Media Literacy Group on April 28 at 4.00pm, at which parliamentarians will be invited to listen to two experienced media teachers: one working in EYFS and primary, and one in KS3 and 4. They will explain what they do and will show some of their students' work. Some students from a London school will also be there to explain why they think media education is important.

It's important that MPs do actually come to this event and listen to what we have to say. So please email your MP and encourage her or him to attend! You can get your MP's name and e-mail address at <www.writetothem.com>. Tell them how important you think media literacy is and ask them to attend the APMLG meeting on April 28, which is being convened by Nick Davies, Parliamentary Researcher in the office of Danny Alexander MP, on 020 7219 2300.

If you or your school are interested in joining the APMLG you can do so at <www.apmlg.org.uk>.

Cary Bazalgette

Renew your membership and get a 12.5% Reduction on your subscription!

March and April are key months for many members to renew their subscriptions. MEA needs more members if we are to maintain and expand our services to you and other media teachers. So why not help the Association and win yourself a discount at the same time? If you get a friend or colleague to renew their membership at the same time as you, BOTH subscriptions will be only £35: this year's benefits for last year's price! Just send in the two forms together with a cheque or cheques for the discounted membership.

Events

MK&LRN:09, Friday 8th May

Homerton College, Cambridge University

Please see the separate attached flyer for this conference for teachers and students exploring the ways young people are making and learning

differently on the new 14-19 Creative and Media Diploma. (The deadline for contacting the organisers re attendance or contributions is this Friday, April 3rd).

MEA Conference in the South-West

MEA is planning a conference in the South West, with Bristol on Saturday June 13th as the probable location and date. Please watch out for further details.

Forthcoming Summer Term courses at The English and Media Centre (and beyond!)

Friday 15 May: Media Allsorts: new media literacy ideas to refresh your teaching

Light touch media strategies for creative, critical and practical work from KS3 - 5

Tuesday 16 June: Year 9 Unchained

Putting the fun back into English now the SATs have gone!
NB this course will also be offered in Cambridge (21st May), Birmingham (25 June) and Manchester (26 June)

Friday 5 June: Starting Media Studies GCSE

Ideal for first-timers, those returning to GCSE after a gap, or people considering changing their spec.

Wednesday 3 June: Stepping up to OCR A2 Media Studies

Get your head around the new A2 critical perspectives with examiner Julian McDougall.

Friday 19 June: Doing TV Drama for GCSE and A level

Ways into unseen textual analysis, broadcast fiction, representation, motivating GCSE coursework – and a copy of the new EMC DVD resource.

Friday 3 July: Theoretical Concepts for AQA Mest 3 and Mest 4

A2 e-media concepts, theory and perspectives unpacked and developed by examiner Steph Hendry.

Details and costs for these courses can be found at

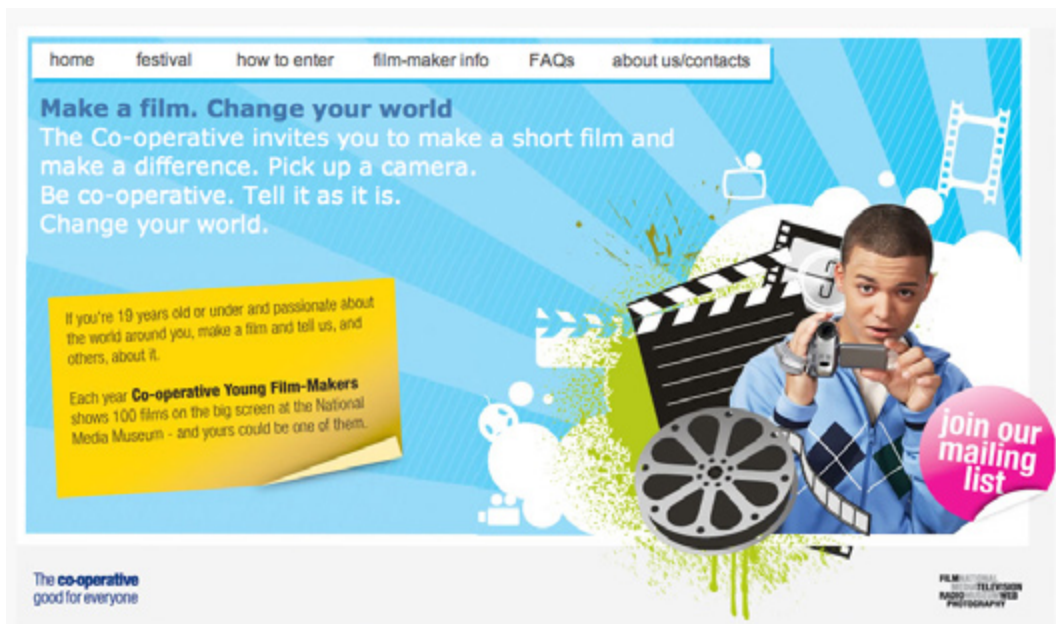
<www.englishandmedia.co.uk>

Make a film – change your world!

The Co-op is calling for budding young filmmakers who dream of changing the world, to submit entries to the prestigious Co-operative Young Filmmakers Festival. Youngsters, aged 19 and under, have until Friday, 26 June to get their entries in for the 2009 Festival which will be held at Bradford's award-winning National Media Museum on Thursday, 8 and Friday, 9 October.

Through drama or documentary, animation or comedy, music video or silent movie, film-makers can tackle issues that concern them, such as climate change, Fairtrade, animal welfare or healthy living. Alternatively they can make a movie about their life, community or experiences.

Entries should be no more than six minutes long and will be viewed and selected by a panel of media professionals and educationalists.



Not only will filmmakers get to see their work on the big screen at this major national venue but they can also take part in exciting events and masterclasses hosted by film experts, and receive feedback on their film.

Festival Patron and Director of *Shaun of the Dead* and *Hot Fuzz*, Edgar Wright said: "Co-operative Young Film-Makers is a fantastic opportunity for any young filmmaker. First and foremost you get to see

your work on the big screen. I saw all of my early shorts in front of packed houses at the National Media Museum. It was great and inspired me ever onward."

Organiser Debbie Kendal added: "This major national film festival has helped showcase the talents of thousands of youngsters and inspired many to go on to work in the film industry. It's a great opportunity and we urge both experienced movie-makers and those who have never made a film before to give it a try."

To download an entry form and for useful filmmaker information, advice sheets and more information log on to the website www.youngfilm-makers.coop.

Film Education

A One-Day Conference "Behind The Film Industry" Tuesday 23rd June 2009 at BAFTA, 195 Piccadilly, London .

The Film Industry Conference offers you the unique opportunity to meet the professionals and further your development and training in media education. Programmed especially for teachers, The Film Industry Conference considers the UK film industry from an educational perspective. And enables you to share ideas with leading professionals from all sectors of the UK's film industry. This event offers an exclusive 'behind-the-scenes' audience with the people who bring you the biggest blockbusters and the best in specialised cinema from around the world.

You can explore contemporary case studies, question the professionals and listen to their expert insights and take this exciting and up-to-date material straight back into the classroom!

Working in partnership with BAFTA, Film Education is delighted to announce the programme for 2008.

The Programme

Three detailed sessions looking at the various stages of the filmmaking process – Production, Distribution and Exhibition.

The day will include:

Introduction to Film Financing
Introduction to Distribution
Introduction to Exhibition

Case Studies from well-known and established figures from the UK film industry including:

Producer
Director
2 UK Distributors
Multiplex Cinema
Independent Cinema

Key Note Speech on: Cinema of the Future

The cost is £190 (excl. VAT) which includes breakfast, lunch, refreshments as well as copies of all presentation materials which will be mailed to participants within two weeks of the conference.

Visit our website to find out more and see our latest resources and screening programmes.

www.filmeducation.org

CP3 Conference – Critical Practice, Creative Process, Cultural Perspectives, Liverpool Hope University 15-19 July 2009

Now in its fifth year, CP3 has rapidly become a must-attend event for teachers keen to develop their understanding of media and film. CP3 is a creative, cutting-edge, residential conference which creates an environment where people can learn from, and share ideas with, digital media practitioners and fellow education professionals (from many subject and sector backgrounds).



CP3 is an opportunity for teachers to experiment with digital media and practice new skills in a lively and engaging environment. This four day residential conference includes a wide range of hands-on workshops and keynotes by leaders in the field and case studies from other teachers. Whatever your level of experience, you will find something new to use in your teaching.

What will you take back to school?

- Critical, creative and cultural understandings that will help in raising standards
- Wider awareness of cross-curricular opportunities
- Immediate ideas that are easily implemented in the classroom
- Confidence in using new approaches and technology
- Enthusiasm to cascade knowledge, ideas and skills on to other colleagues
- Ability to increase cultural enrichment opportunities
- Enhanced practical skills in using digital media technology
- Access to an established network of digital media/education contacts

Make sure you're part of the future of digital media!

If you'd like any further information visit our website: <http://www.cp3.org.uk>
Or you can call us, on 020 7292 7330 or email <enquiries@cp3.org.uk>
The CP3 conference offers a subsidised delegate rate of £675 (+ VAT),
which includes food, accommodation, all resources across the four days
and post-conference materials.