

Welcome to the PGCE Programme's research bulletin. If you are undertaking any research or professional enquiries, we would welcome the opportunity to share this with the Partnership. You can find more about research across the partnership on the [Partnership website](#), including items/blogs at [Y Llais](#). If you wish to know more about PGCE Programme research activities, please contact Alison Glover ([alison.glover@open.ac.uk](mailto:alison.glover@open.ac.uk)).

### In this issue .....



**Creative learning in STEM:** Understanding creativity and the teacher's role explored in one primary school.



**Reporting racist incidents:** The views of learners, parents and education professionals from 10 schools in Wales.



**Primary-secondary school transition:** The voices of 25 learners about navigating the primary-secondary transition.



**The voice of the ALNCo:** The interaction between inclusive education and additional learning needs policy and practice is explored.



**Partnership research activities:** A collaborative reflective practice project and some 360° technology resources.



### Creative learning in STEM

*'Enabling children to use their imaginations, to take risks and to develop ideas in their own ways.'*

This project aimed to provide greater depth into the understanding of creativity, the teacher's role in creative learning and the use of creative learning methods in the classroom. An online questionnaire collected the views of 14 schoolteachers in one primary school. The use of creativity in STEM subjects is viewed as an essential way for children to learn, particularly in terms of improving performance. However, teachers face complexity when attempting to deliver creative learning such as the need for resources, space on the curriculum and meeting children's needs. Creative learning methods cannot always be carried out by teachers, regardless of their desire to do so.

Dawson, K. (2024) Teachers' perspectives on creative learning methods in STEM subjects in primary education, *Transformations* 5(1). <https://educationstudies.org.uk/?p=25331>.



### Reporting racist incidents

*'As a woman who wears a hijab, I often have pupils laughing or name calling. I ignore it – its usual.'*

Fifty-six pupils from Black and Racially Minoritised backgrounds from 10 schools across five local authorities in south east Wales, 15 parents and seven education professionals participated in focus group conversations. A social justice lens which is critical of 'race' and racialised social formations was adopted. It was found that racist incidents/racist bullying impact can affect young people in detrimental ways. Pupils who had experienced racist incidents / racist bullying valued the opportunity of having their voices heard but were sceptical that it would make a difference to them in school. Schools should put in place policies, which record and address incidents, along with staff training.

Davis, S., Houghton, C., Olusola, J. and Andrews, L. (2025) Investigating why pupils in a range of primary and secondary schools in Southeast Wales, UK, do not report racist incidents / racist bullying. Implications and recommendations for practice, *Equity in Education & Society*. <https://doi.org/10.1177/27526461241312235>.



### Primary-secondary school transition

*'I'm a bit scared but also quite excited, because I don't know how I'm going to be with the lessons.'*

Navigating the primary-secondary transition was explored with 25 learners from across two schools in south Wales. Analysis of the data recognised the role of 'significant others' in supporting learners during the transition and acknowledged the mixed feelings of excitement and apprehension experienced by learners. Some of the recommendations included: learners should give feedback on all transition events, schools need to provide a range of opportunities for learners to meet each other and parents need to retain an open dialogue with their children to support navigating transition.

Hodgkin, K., Packer, R. and Place, C. (2025) Navigating the complexity of transition: sharing the views of learners during the primary-secondary school transition in Wales, *Education 3-13*. <https://doi.org/10.1080/03004279.2024.2447329>



### The voice of the ALNCo

*'I just carry my computer around the place; I don't really have anywhere to go, which is not nice.'*

This study explored the interaction between inclusive education and additional learning needs policy and practice. Data was gathered from nine additional learning needs co-ordinators (ALNCos) during three focus groups in south Wales. The study found that ALNCos in primary schools face challenges of increased workload, juggling different roles, and responsibilities related to schools' increased accountability. Positive aspects of reform included enhanced working with parents through person-centred planning practices, increased visibility of inclusion and additional learning needs for senior leaders, and the development of a wider range of provisions in schools for academic and social support. ALNCos described developing practices that are compliant with the reform programme but also described non-compliant practices that were mandated locally and often repurposed from the previous system for special educational needs.

Murphy, A., Greenway, C. and Conn, C. (2024) Negotiating additional learning needs reform in Wales: The voice of the ALNCo, *British Journal of Special Education*. <https://doi.org/10.1111/1467-8578.12568>.

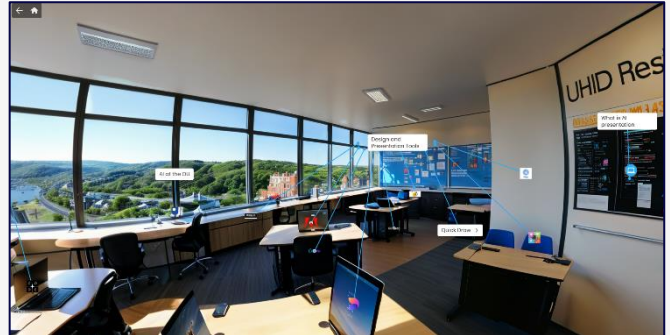


## Open University ITE Partnership research activities

Several student teachers are currently involved in a collaborative project that will develop a toolkit / resources to support **reflective practice**. This work is supported by OU PRAXIS funding, a second day workshop with student teachers is planned for June.

Working with all nine Welsh universities PGCE team staff contribute to the **Wales Collaborative for Learning Design** project.

Many resources are available, for example: an immersive experience of the [National Slate Museum](#); 360° images of [Llandaff Cathedral](#), [the Senedd](#), [Cardiff Bay](#); and [teaching resources](#) and [online tools](#) for use in the classroom.



### Free OpenLearn resources

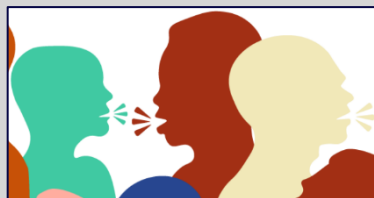
[OpenLearn](#) contains hundreds of free resources – courses, articles, and videos to explore.

For example:

[Inclusive education: knowing what we mean \(Wales\)](#)

[Can language use lead to racism?](#)

[Wales Active Early Years movement](#)



Please **click here** to register to attend our celebration of research across the Partnership on **Friday 20 June 2025** (9.30am-12.30pm).

The conference keynote will be delivered by Professor Teresa Cremin, and student teachers and partner school staff will present their small scale studies and school inquiries.

The full programme will be available soon.