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importance of listening to members of marginalized communities. The findings demonstrate the many connections to mathematics and more broadly science whia6 Tf1 0 0

		<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>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>Dr Manny Madriaga, University of Nottingham</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>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>	
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Thursday 5th
June 2025

3pm - 4pm

This talk analyses the underpinnings and implementation of gender equality policies in India, within the NTJehion I lucion

		<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		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		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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