

ANNUAL REPORT
2020-21

CTLR

CENTRE FOR TEACHING
AND LEARNING RESEARCH

US

UNIVERSITY
OF SUSSEX

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Introduction

The Centre for Teaching and Learning Research (CTLR) is based in the Department of Education within the School of Education and Social Work (ESW) at the university of Sussex. Centre members are committed to developing educational policies and practices in ways that promote good outcomes across the life course and support positive social change. We work across formal and informal settings and from Early Years through to Higher Education. Being closely connected to practice, we also work actively to narrow gaps between theory, policy and practice, but also to build research capacity. Our strapline is *Making Connections* and we afford a warm welcome to all those interested in our work who are interested in visiting us, or simply wish to take part in one of the many activities that we host each year. You can read more about these in this report and also [on our website](#).

While this academic year has continued to pose new demands we have managed to maintain many of our core activities and also covered a number of firsts. This includes events designed to share teachers' experiences of utilising online pedagogies and the hosting of our 10th Annual Teacher Researcher Conference online. This year we also launched a CTLR Steering Group - in part to ensure that we have a sustainable foundation for the centre in future years, but also as part of a strategy to ensure that strategic decision-making is informed by as wide a range of perspectives as possible. The CTLR Awayday was also held online this year and has been an important component in this process. We were delighted that so many of our affiliated doctoral researchers were able to attend and share their thoughts.

Louise Gazeley
Sue Pinnick

CTLR Steering Group members



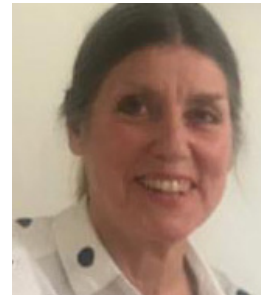
Emily Danvers
Lecturer in Higher Education Pedagogy / Co-Director for Equality, Diversity and Inclusion in ESW



Louise Gazeley
Senior Lecturer in Education / CTLR Director



Sue Pinnick
Lecturer in Education (English) / CTLR Associate / Doctoral Researcher



Julia Sutherland
Senior Lecturer in Education / Education PhD Convenor



Simon Thompson
Professor of Education / Head of the Department of Education in ESW



Jacqueline Young
Lecturer in Education (Early Years) / Doctoral Researcher

Evaluation of the Alternative Provision Innovation Fund

Since 2018, **Louise Gazeley** has been working in partnership with national research consultancy **ECORYS** on a DfE-funded [evaluation of the Alternative Provision Innovation Fund](#) (APIF). There continues to be considerable concern around the poorer longer term outcomes experienced by young people placed in Alternative Provision in England and the APIF Evaluation was designed to provide insights into the outcomes associated with the nine projects selected for inclusion in the programme.

Data collection was suspended due to the Covid-19 pandemic but a research report covering the learning from set up and early implementation phases has now been published. The project team has also produced three practice papers, each one addressing a central area of interest for the APIF programme:

- [Reintegration into mainstream school](#)
- [Transitions to post-16 destinations](#)
- [Successful approaches to parental engagement](#)

New network

In September, CTLR will be launching a new online *School Exclusions and Alternative Provision* network designed to bring policy makers, researchers and practitioners together to discuss and share experiences. This group will incorporate a particular focus on 'disadvantage' given the strong social dimensions of these processes and provision.

If you would like to get involved please contact **Louise Gazeley**: lhg20@sussex.ac.uk

Each practice paper has been designed to provide readily digestible insights that could be used to support sector-wide development. We would therefore be delighted to hear how you have used them (eg. within the workplace or as part of professional training).

Sussex students following our undergraduate *Inclusion* module will be discussing the practice papers as part of a session on school exclusion processes.

[READ THE REPORT](#)



Conference presentation

In July 2021, **Louise Gazeley** gave a presentation at the Social Policy Association Conference entitled: Flagship 'disadvantage' policies in English schools: agenda setting in the absence of a coherent theory of change. Louise's presentation built on an earlier version, delivered by invitation to the Childhood and Youth Research Group, University West, Trollhättan, Sweden in May 2021.

Research on the impact of Covid: Parent/Carer Experiences

In March 2021, **Christina Hancock** (Lecturer in Primary Education), **Jacqui Shepherd** (Lecturer in Education) and Claire Durrant (Doctoral Researcher) published the results of their second survey of parents and carers of children with SEND. This aimed to provide insights into their experiences of the return to school in September 2020 and of home-learning during the January/February 2021 lockdown.

The research report was entitled, '[Happier in his own clothes': Post-pandemic possibilities for education for children with Special Educational Needs and Disabilities. Perspectives from parent carers](#)'.

The first report, '[Education and Covid-19: Perspectives from parent carers of children with SEND](#)' was published in August 2020.

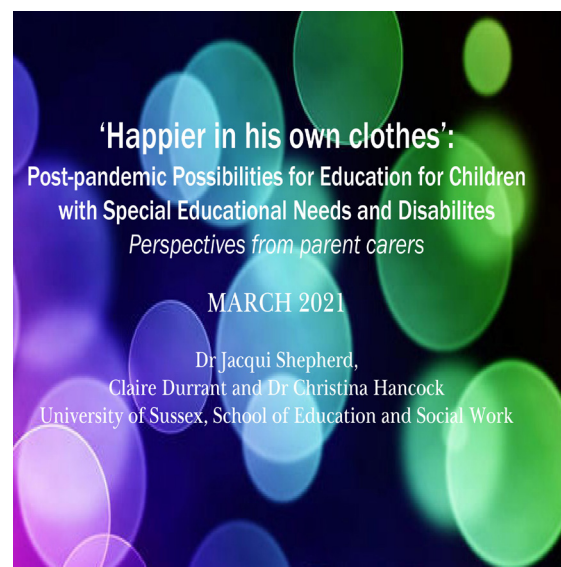
While celebrating the achievements of schools in supporting children with SEND back into school last September - and improving the quality and provision of home learning during the second lockdown - the report also exposes some of the significant limitations in the education system in meeting the fundamental needs of children with SEND. 'Happier in his own clothes' was a comment made by a parent about one of the positives of lockdown in not having to wear school uniform but Jacqui and Christina also use it as a metaphor for how school could be for children with SEND - and indeed all children if this opportunity to learn from lockdown is seized. The report therefore includes recommendations based on the learning from the positive and negative experiences reported by participants.

In July, Jacqui and Christina hosted a face to face workshop on campus for 16 teachers and SENCOS working with vulnerable children and those with special educational needs (primary and secondary). In this workshop, they presented their research findings which was followed by a discussion of the data that explored how these resonated with participants' school experiences.

It was noted that the impact on children and their families was significant - including those who had SEND but were also socially disadvantaged. Some participants reported a more open and honest discussion with families about their needs - social, emotional and economic - as well as about their child's progress. The lack of formal transition arrangements this year for children moving schools and phases was one of the many concerns expressed. High anxiety levels were reported across schools from children, their families but also school staff. There were also many ideas on how to take things forward and support children's progress, including: an anxiety support group for parents; a 'toast' club for a softer start to the school day; upskilling a teaching assistant to take whole classes so that the class teacher could support the most vulnerable.

The findings from this research were reported in the All-Party Parliamentary Group (APPG) report '[Forgotten. Left Behind. Overlooked' The experiences of young people with SEND and their educational transitions during the Covid-19 pandemic in 2020](#)', published in Spring 2021.

Christina and Jacqui will be presenting their research at a CTLR Open Seminar in the Autumn Term. Watch this space!



Higher Education Pedagogy Plus Postgraduate Certificate Series

This year, the PGCert HE Pedagogy Plus series led by **Emily Danvers** (Lecturer in Higher Education Pedagogy) and **Tamsin Hinton-Smith** (Senior Lecturer in Higher Education) has gone from strength to strength. The programme includes termly sessions that bring colleagues together from across the University of Sussex to discuss their experiences in higher education pedagogy.

The series for this year commenced with an online panel discussion held in November 2020: 'Decolonising higher education pedagogies and curricula'. Invited guest speakers were: Dr Jason Arday (Durham University), Dr Akanksha Mehta (Goldsmiths College, London) and Professor Yusuf Sayed (University of Sussex). The event attracted 75 participants from inside and outside the University and prompted wide ranging discussion and reflections on what it means to 'decolonise' reading lists, pedagogies and broader practices within higher education institutions. The panel was successful in its aim of making visible some of the key debates within moves to decolonise, while also suggesting practical ways forward for re-designing higher education classrooms more inclusively.

A second event was held in January that brought more than 60 colleagues together from across the University to discuss the development of online and blended learning, an increasingly important aspect of higher education teaching. Guest panelists who contributed to this interdisciplinary event included CTLR affiliate **Karen Gladwin** (Education), Pollyanna Ruiz (Media and Film), Samuel Power (Politics) and Michael Melgaard (Mathematics). Issues covered focused less on the 'tools' and more on the 'pedagogy,' focussing attention on issues such as student access, engagement and inequalities.



Karen Gladwin
Education Teaching Fellow



Tamsin Hinton-Smith
Senior Lecturer in Higher
Education

In April 2021, Verona Ní Drisceoil (Senior Lecturer in Law, University of Sussex) led the final event for this year: Building Confidence, Community and Connection inside and outside the (class)room. Verona shared insights from several student experience projects, guided by a key question: 'Who is not in the room, and why not?' Verona's presentation invited a critical interrogation of the barriers, hierarchies and biases that obstruct and prevent inclusion and how we might avoid being complicit in these forms of exclusion in our everyday practices.

New publications

Danvers, Emily (2021): 'Prevent/ing critical thinking? The pedagogical impacts of Prevent in UK higher education'. *Teaching in Higher Education*. pp 1-16. ISSN 1356-2517

Hinton-Smith, T. & Padilla-Carmona, M.T. (2021): 'Roma university students in Spain and Central and Eastern Europe: Negotiating participation and identity in contrasting international contexts'. *European Journal of Education*

Initial Teacher Education: Bringing Research and Practice Together

Jo Tregenza, Director of Initial Teacher Education, reflects:

It has been more challenging to continue work on research and scholarship in schools this year as everyone has been very busy keeping people safe and teaching. Nevertheless, we have got some interesting ideas developing which we hope to begin to develop and share with colleagues next year.

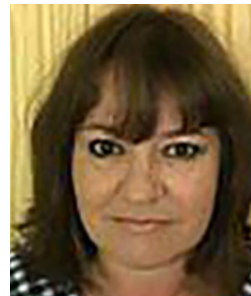
Firstly, we believe we have some interesting evidence about positive impacts on children with SEND as a result of Covid that we plan to outline in a blog sometime in September. We are also embarking on a project with Brighton and Hove City Council to identify what works best for the teaching of reading. We will be working with schools who have both strong reading outcomes and higher percentages of disadvantaged pupils.

The tutors have also been busy working on the new Initial Teacher Education core framework and as a result will be disseminating current research to support subject knowledge development for teachers.

New network

In September we will be launching a new CTLR Primary network, SUPPORT (Sussex University Primary Partnership of Researchers and Teachers). This initiative will be led by **Jo Tregenza** and it aims to bring policy, practice and research closer together by working together on shared priorities for children, identifying funding streams for research and co-research projects to find out what can make a difference.

If you would like to find out more and/or get involved, please contact Jo: j.tregenza@sussex.ac.uk



Jo Tregenza
Senior Lecturer in Education /
Director of Initial Teacher Education (ITE)

Supporting Online Learning in Schools

In February 2021, CTLR hosted a 'Space to Share' event designed to explore the challenges of online teaching in primary and secondary schools in the time of Covid-19. It also aimed to facilitate the sharing of examples of innovative practice.

The event successfully brought teachers from across the ITE partnership, together with CTLR affiliated faculty and doctoral researchers.

The invited speakers were:

- Mark Leswell: Research Leader & Geography Curriculum Leader, Uckfield College
- Tamzin Nobes: CTLR doctoral researcher and Year 6 Class Teacher/ITE Professional Tutor at Brackenburg Primary School
- Karen Sturgess: CTLR affiliated Lecturer in Education (Secondary Drama) and Secondary Drama Teacher at Thamesmead School, Shepperton.

The first part of the session enabled participants to share their reflections on first-hand experiences and the second consisted of short reflections delivered by the invited panelists.

The questions that followed further opened up a discussion of how challenges and opportunities have been approached across key stages and subjects, providing helpful insights into such things as the processes involved in moving face-to-face provision online, developing content from scratch, e-safety and how to approach different levels of student access and engagement.



Mark Leswell
Research Leader &
Geography Curriculum
Leader, Uckfield College



Tamzin Nobes
Doctoral Researcher /
Year 6 Class Teacher /
Professional Tutor at
Brackenburg Primary
School



Karen Sturgess
Lecturer in Education
(Secondary Drama) /
Secondary Drama
Teacher at
Thamesmead School,
Shepperton

10th Annual Teacher Researcher Conference

On Saturday 12th June 2021, CTLR and the Centre for International Education (CIE) jointly hosted the 10th Annual Teacher Researcher Conference for the first time. Additional firsts included the event being held online plus the inclusion of presentations by ESW doctoral researchers alongside those of teachers following the part-time Education MA.

Sue Pinnick and **Julia Sutherland** led on the organisation of the conference, which began with a keynote presentation delivered by Professor Emerita Judy Sebba (Rees Centre for Research, University of Oxford). Judy was previously at the University of Sussex during which time she launched and led the CIRCLETS research centre, which became what is now CTLR.



Judy Sebba
Professor Emerita, Rees Centre for Research,
University of Oxford

The conference was attended by an audience of nearly 40 and inspired considerable discussion and reflection. Judy's keynote lecture provided valuable methodological and substantive insights into an on-going evaluation funded by the Alex Timpson Trust: Developing Attachment and Trauma Awareness in UK Schools.

You can find further details of Judy's presentation and some additional resources plus information about the five research themes covered by our practitioner-researcher speakers and copies of their presentation slides [on the CTLR website](#).

Delivering CPD

In November 2020, **Simon Thompson** (Professor of Education), **Tab Betts** (Lecturer in Higher Education Pedagogy), **Mariam Attia** (Lecturer in International Teacher Education), **Tamsin Hinton-Smith** (Senior Lecturer in Higher Education) and **Emily Danvers** (Lecturer in Higher Education Pedagogy) worked together to deliver a bespoke week of online training sessions. The programme, 'Scaling Up Pedagogic Research Methods and Skills: Planning, Teaching, Assessing and Evaluating Bespoke Professional Development' reached more than 15 Parliamentary researchers and trainers from Cambodia, Myanmar, Thailand and the Philippines.



Tab Betts
Lecturer in Higher Education Pedagogy

SPACE TO SHARE: Class Divide

In March 2021, CTRLR hosted the 'Space to Share' Class Divide event designed to introduce an independent grassroots campaign launched in 2020 to draw attention to the educational attainment gap for young people from the communities of Whitehawk, Manor Farm and Bristol Estate in Brighton and Hove. Made up of parents, residents and supporters who have experienced these problems - or have expertise in education - the campaign is funded where necessary by donations and is independent of any political organisation.

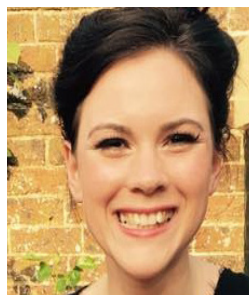
Representatives presented some of the views collected from those living in these communities about their experiences of local educational provision - as parents or students or both, countering some common assumptions or explanations used to explain away educational under attainment.

- Dr Carlie Goldsmith: Class Divide spokesperson and ESW Research Fellow
- Dr Sarah Leaney: campaign member and Senior Lecturer in Sociology, University of Brighton (and former CTRLR affiliated doctoral researcher)
- Dr Sara Bragg: campaign member and Lecturer, UCL Institute of Education

The session included an opportunity for participants to share their own perspectives as teachers, researchers and practitioners working with young people and to share examples of good practice in generating more positive experiences of schooling for educationally marginalised young people.



Carlie Goldsmith
Spokesperson /
Research Fellow



Sarah Leaney
Senior Lecturer in
Sociology, University of
Brighton / Campaigner



Sara Bragg
Lecturer, UCL Institute
of Education /
Campaigner

SPOTLIGHT: Jacqui Shepherd



Jacqui Shepherd (Lecturer in Education) has been an inspiring member of the CTLR community for many years and we were sorry to learn that she would be leaving us at the end of this academic year - although we will definitely be keeping in touch!

Jacqui's many achievements include her doctoral thesis, published in 2016, that led to the publication of an article in the International Journal of Inclusive Education in 2020: 'Beyond tick-box transitions? Experiences of autistic students moving from special to further education'. In 2018-19, Jacqui was commissioned to conduct a review of policies and strategies to improve enrolment rates amongst out-of-school children with disabilities in Jordan.

From 2016-21 Jacqui worked for SightSavers with **Jo Westbrook** (Senior Lecturer in Education and Co-Director of the Centre for International Education) and stakeholders to develop a module in Inclusive Education for tutors working in all 54 Primary teacher colleges in Uganda.

Most recently, Jacqui and **Christina Hancock** (Lecturer in Primary Education) have led research designed to capture [the experiences of parents of children with SEND since COVID](#).

Reflecting her deep knowledge and personal and professional commitment to driving improvements in inclusion, Jacqui has also worked tirelessly to bring her research into her teaching. This has included the introduction of new elective undergraduate modules in 'Understanding Autism' and 'Education and Disabled Childhoods'. Jacqui has also been the co-ordinator of the SEND provision for our ITE trainees and leader of the SEND strand of the part-time Education MA course. This has included holding a CTLR/ITE conference for teacher trainees each year bringing students, tutors and practitioners together to share insights into good practice in inclusive educational provision.

In addition to her work in ESW, Jacqui has been actively involved in delivering CPD in local schools, and collaborating with Nicola Yuill (Professor of Developmental Psychology, Children and Technology (ChaT) Lab), on the launch of the [Autism Community Research Network Sussex](#) (ACoRNS). This initiative, which brings researchers from Education and Psychology together with stakeholders, aims to improve the lives of autistic children and young people.

SPOTLIGHT:

Esi Fenyiwa Amonoo-Kuofi



Esi Fenyiwa Amonoo-Kuofi is studying the Education PhD part-time and is currently engaged in writing up her findings.


Esi's doctoral research is entitled 'Teacher Leadership in Ghanaian Schools: A focus on the Curriculum Leader' and it builds on her professional experiences of CPD while working as a secondary school physics teacher and a tenure at the University of Cape Coast, Ghana, training Science teachers.

Esi, who is also affiliated to CIE, has been an active member of the CLR community for a number of years. We were therefore delighted to be able to support her attendance at the Teacher Education Advancement Network (TEAN) Conference in May. We were also delighted to hear from Esi that this opportunity had *"really pushed my conclusion chapter on."*

Esi presented a poster (see below) entitled 'Using a community based INSET model from Ghana to develop professional learning among practitioners'. The model was developed out of findings from Esi's empirical research which was conducted in Ghana, West Africa in 2018. The model lays emphasis on the leadership of professional learning to address the needs of those in the learning community whilst being responsive to the demands of policy changes. The strength of the model lies in giving voice to learners and its emphasis on collaboration, reflexive practices and the opportunities for members of the community to develop their own leadership skills.

Esi reported that *"A lively discussion followed the presentation of my poster. Of particular interest was the agency the approach enables among classroom teachers."*

Using a community based INSET model from Ghana to develop professional learning among practitioners
E. F. Amonoo-Kuofi
ea393@sussex.ac.uk

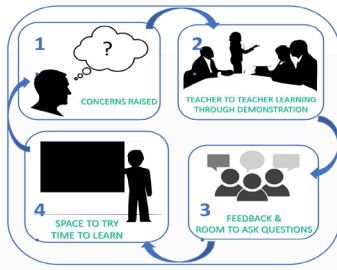


Leadership that empowers and equips teacher leaders

School and system support structures that value and facilitate teacher – to – teacher learning

Emphasis on improving student learning (education quality) by a focus on improving TEACHING


Extend PLC growth through network meetings (cluster schools)

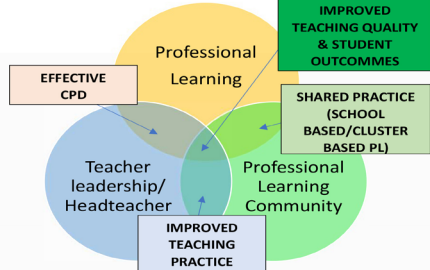


Teacher-Led Professional Learning (TLPL) Cycle
Ghanaian model of teacher-led school-based professional learning (Amonoo-Kuofi, 2019)


"INSETs concern a challenging topic. The follow-up visit tells me whether they understood the INSET based on the lesson notes they give me. They are also aware that it improves their knowledge when it comes to professional learning." Ekpakpa – HT – Sch BR1

Confident knowledge of good practice leads to improved teaching. (Jones & Gallen, 2016)







Layers of complexity in leading professional learning
(Amonoo-Kuofi, 2021)




Vygotsky (Van Huizen et al. 2005)
ZPL



Wenger (1998); Lave & Wenger (1991)
CoP/Situated Learning
Theoretical Framework



Fullan (1986, 2002)
Leadership in system change



York-Barr & Duke (2004)
Teacher Leadership

The Continuing Impact of the 'Faster Read' Research

This year, **Julia Sutherland** (Senior Lecturer and Convenor of the PhDs in Education and International Education & Development) has continued to be actively involved with developments linked to the 'Faster Read' research. The research, conducted with colleagues **Jo Westbrook** (Senior Lecturer in Education) and Jane Oakhill (Professor of Experimental Psychology, University of Sussex), has been the focus of an impact case study and interest has been sustained and its currently high, given teachers use of the approach to support reading during the pandemic. In September 2021 Julia will be starting work on two collaborative 'Faster Read' read projects with separate Multi-Academy Trusts of primary and secondary schools in Chester, and London and the South-West.

Julia also co-authored a paper this year with Tara McMullan, Head of English at Brighton Aldridge Community Academy. Tara was a participant in the 'Faster Read' research and still uses this pedagogic approach to engage and develop the reading of secondary students, especially struggling and disadvantaged readers, six years later. Enthused by her engagement with this research, Tara studied for an Education MA at Sussex, gaining a distinction for the research she conducted in her school, which built on the 'Faster Read' approach, but focused on older students taking GCSE English. Julia and Tara's article illustrated the benefits for teachers of engaging with participatory action research as part of a research-based MA in Education, illustrating, for example, how this both generates new knowledge and enhances practices.

Julia has continued to provide online theorised CPD on the 'Faster Read' approach to English teachers and senior leaders in a range of schools in the South-East during 2020-21.



Tara McMullan
Head of English,
Brighton Aldridge Community Academy (BACA)

Research and practice collaboration

Julia Sutherland has been collaborating on research with Mary Reid, Director of Patcham High School's inclusion unit over many years. Focusing on its most disadvantaged and vulnerable students, the school has used a community of practice model to transform learning, contributing to its current 'no exclusions' policy. Across waves of teachers engaging with external/university and internal research, talk has become central to school experience, conceptualised as the primary way that students learn, develop their identity, expressive and critical voice, and the means by which they learn to love reading. Mary has a long-standing relationship with Sussex University, having conducted research on dialogic talk with girls in disadvantaged contexts in low-attaining, Year 10 and Year 11 sets while studying with Julia on the Education MA course. This led to Mary generating a new taxonomy to identify patterns of exclusion in talk for such girls and pedagogy to enable these students to enter the learning dialogue and flourish.

In July 2021, Mary and Julia co-presented at the annual international UKLA online conference, giving a talk entitled: *Still talking after lockdown! A longitudinal case study of an exceptional urban secondary school's use of innovative, community-based approaches to developing dialogic talk, student 'voice' and reading-engagement for twelve years: implications for practice, theory and policy.*



Julia Sutherland, Senior Lecturer in Education & **Mary Reid**, Director of Patcham High School's inclusion unit

Translations Event

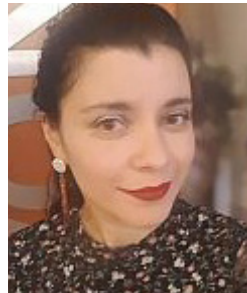
In April 2021, CTLR co-hosted a 'Space to Share' seminar focusing on what is involved in cross-cultural and cross-linguistic research work, enabling a discussion of the challenges involved in the interpretation and translation of data/texts between one language and another, and how meaning itself is translated or lost or changes within these transformations. This process sometimes involves several researchers with differential power relations to one another and it also raises issues around how the original speakers and communities are served in the process. Fixed as written data, using a dual language or bilingual, indeed multilingual approach to present data can recognise and valorise the original language (s) and allow the findings to reach a wider audience. However, this may also devalue and problematise the original language, seen as second best against the majority academic language – which generally remains English.

The seminar was co-created following a discussion in one of the CTLR doctoral 'Space to Share' sessions. It was facilitated by three researchers who have wrestled with these issues:

- **Tania Nayely Campos Vidal** is a doctoral researcher, working on the narratives of deaf adults in Mexico around formal and informal education and literacy practices. Tania discussed the translation from Mexican Sign Language, to written and oral Spanish and then into English, analysing the issue of power dynamics and the challenges of translating meaning as it was originally conveyed whilst at the same time acknowledging the nuances that have to be adapted.

- Norina Yusoff is a PhD Sussex alumna currently attached to the Curriculum Development Division, Ministry of Education, Malaysia. She is a post-structuralist interested in how English language teaching can be understood from a multilingual/translanguaging angle. Norina shared some data and issues she faced whilst managing and analysing the multimodal data from her research focussing on issues of translation.
- **Jo Westbrook** (Senior Lecturer in Education) discussed research undertaken with a team in Western Uganda. This looked at learning to read in a local language and English at primary level, and considered the team's bilingual approach to analysing and presenting data extracts in the written text.

The presentations were followed by an open discussion with all attendees.



Tania Nayely Campos Vidal
Doctoral Researcher



Jo Westbrook
Senior Lecturer in Education

New publications

Sutherland, J. and Westbrook, J. (2021): 'Reading Comprehension' in A. Watston and R. Newman, *A Practical Guide to Teaching English in the Secondary School* (2nd Ed), London: Routledge (in press)

McMullan, T. and **Sutherland, J.** (2020): '[Developing motivated adolescent readers and enhancing student voice, using action research in disadvantaged contexts](#)', *London Review of Education*, Vol. 18 (3)

New network

Are you interested in becoming part of a new CTLR *Reading, Language and Literacies* network that aims to bring policy, practice and research closer together? We will be meeting online once a term to discuss, share readings etc.

Contact Julia: j.c.sutherland@sussex.ac.uk

Promoting Change in Patterns of University Access

Conference presentations

In November 2020, **Tamsin Hinton-Smith** (Senior Lecturer in Higher Education) and **Emily Danvers** (Lecturer in Higher Education Pedagogy) were invited speakers at the Widening Participation (WP) Conference, 'Representing the under-represented in HE: a conference addressing the challenges in access for those with the most significant barriers.'

Emily presented on Gypsy, Roma, and Traveller young people with Maxine Lambert and Tommy Buck of Friends Families and Travellers and Tamsin on care leavers. The conference was attended by over 400 professionals, including: school and college leaders; WP and outreach leads; staff working in student recruitment, careers and other university professional service roles; third sector organisations working to improve access to Higher Education.

In June 2021, Tamsin and Emily co-presented a paper at the University of Surrey conference: 'What does it mean to be a contemporary higher education student?' The paper was entitled *Becoming a university student? Exploring place, affect and possibility in widening participation and higher education decision making*.

New publication

Danvers, E. & Hinton-Smith, T. (2021): 'The shifting subjectification of the 'Widening participation' student: the affective world of the 'Deserving' consumer' In *Reimagining the Higher Education student: constructing and contesting identities*. Editors: Brooks R, O'Shea S. Routledge, Abingdon.

Offering opportunities for professional development

In June 2021, **Emily Danvers**, **Tamsin Hinton-Smith** and Chris Derbyshire (University of Sussex Widening Participation team) received funding from the ESW Knowledge Exchange Framework fund to run a free training session. Aimed at outreach professionals at universities, and staff in schools and colleges, the session explored good practice in supporting the educational journeys of Gypsy, Roma and Travellers (GRT) towards or into higher education.

Over 75 participants attended and shared experiences of running GRT specific outreach at the University of Sussex - and possibilities for others to take forward.

The work led to the development of [a website of resources](#) that can be used to promote improvements in practices more widely.

New network

CLR is launching a new Widening Participation network in January 2022 that aims to bring policy, practice and research closer together. The group will meet online once a term to discuss, share readings, etc.

Interested?

Contact **Emily Danvers**: e.danvers@sussex.ac.uk

Guest Speaker from Sweden

In May, CTLR and the Centre for Innovation and Research in Childhood and Youth (CIRCY) jointly hosted guest speaker, Professor Anette Bolin, from the Department of Social Work and Social Pedagogy, University West, Sweden.

Anette presented the findings from recently published research with 36 children and young people living in families reliant on social assistance having arrived in Sweden from Syria between 2014 -16. The research focused on their perspectives on welfare. Anette noted that, rather than connecting social assistance with hardship, limitations, stigma and shame, participants viewed social assistance as sufficient for current needs and as providing opportunities to improve the family's situation.

Reciprocity was also highlighted, with participants expressing the desire to contribute to a welfare system from which they currently benefitted in the future.

[See further details of the paper](#), co-authored with University West colleague, Emma Sorbring, Professor of Childhood and Youth Studies.



New CTLR Doctoral Researchers

TAMZIN NOBES

Tamzin is studying an Education PhD part-time whilst working as a Primary teacher in a local school. She also mentors trainee teachers during their school-based training, working for both the University of Sussex and the University of Brighton.



Tamzin's research, 'Providing targeted support for long-serving teachers through the use of collaborative mentoring circles', aims to explore the professional development of veteran teachers using a participatory action research approach.

"Ongoing professional development is key... and yet education research and policy focuses on the development of pre-service and early career teachers"

Tamzin is supervised by **Tamsin Hinton-Smith** and **Simon Thompson**.

HANNAH OLLE

"I was pleased to begin my PhD in the School of Education and Social Work in September 2020. My research aims to explore how young people who have been educated in Alternative Provision navigate the transition from Year 11 to post-16 education and training. This year I have been studying the MSc in Social Research Methods, which has been invaluable for helping me to think widely and creatively about how I can address my research aims. I am looking forward to using this knowledge to progress my research in the next academic year."



Hannah is supervised by **Louise Gazeley** and **Jacqui Shepherd**.

GREG CAMPBELL

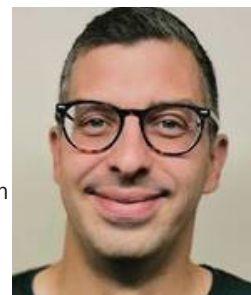
Greg's research, a multiple case study entitled 'Still Learning to Labour: Exploring the dynamics of the construction classroom', aims to explore the attitudes of staff and students to teaching and learning in entry level construction classrooms. As the students and staff are working in a very 'hands on' way, he is interested in their physical and emotional reactions to the materiality of the work and situation. Greg holds Qualified Teacher Status (Learning and Skills), and is a qualified carpenter and electrician. He has an MA in Special and Inclusive Education and, until he started at Sussex, worked as a special needs teacher in further education.



Greg is supervised by **Louise Gazeley** and **Julia Sutherland**.

CHRIS HARVEY

Chris is studying an Education PhD part-time whilst working as a Deputy Headteacher at a secondary school in Surrey. His research explores the potential of restorative practices to develop more positive relationships with and between young people in schools. One key area to be explored is the role that dialogue plays within this dynamic.



"I see PhD study as essential to developing my work with children and teachers, with the goal of constructing practices that could be implemented by schools."

Chris is supervised by **Louise Gazeley** and **Julia Sutherland**.

SUE PINNICK

Sue Pinnick is the leader of the Secondary English ITE course and is currently studying an Education PhD part-time. Her research explores the potential of drama-based pedagogy in the English classroom (11-14 years) to enhance the interpretation of literary texts.



"I am hoping to share my research in a way that benefits pupils and inspires English teachers to keep creativity at the core of learning."

Sue is supervised by **Julia Sutherland** and Lisa Peck (Lecturer in Theatre & Performance Practice).

KEVIN HOLLAND

Kevin is developing a collaborative case study influenced by phonetic social science into the use of 'Mantle of the Expert' - a form of dialogic dramatic inquiry where children explore the curriculum through fictional and imagined contexts.



There is little research into the actual impact of this way of working - and even less about what specifically makes this system successful in schools.

"As my role as a researcher will evolve as I get to know the school, so the roles of the children will change as they become researchers on the whole process as well. This is a collaborative case study where all stakeholders will contribute and gain much from the experience."

Kevin is supervised by **Julia Sutherland** and **Louise Gazeley**.

Doctoral Completions: 2021

ROSA MARVELL (SenSS/ESRC)

Social inequalities and the journey to postgraduate taught study: Narratives and navigations of first-generation students in England.



Supervised by **Tamsin Hinton-Smith** and **Louise Gazeley**.

Completed March 2021

JENNIFER AGBAIRE

Accessing higher education in Nigeria - everyday experiences of 'fair' admissions policy as an arena of struggle.



Supervised by **Mairead Dunne** (Professor of Sociology of Education) and **Louise Gazeley**

Completed 2020/21.

CTLR: “Making Connections”

LOCATION

The Centre for Teaching and Learning Research is located within the Department of Education in Essex House on the University of Sussex campus. The University is situated on a modern campus on the edge of the South Downs National Park near the lively seaside city of Brighton. London is one hour away by train, and there is easy access to Gatwick and Heathrow airports.

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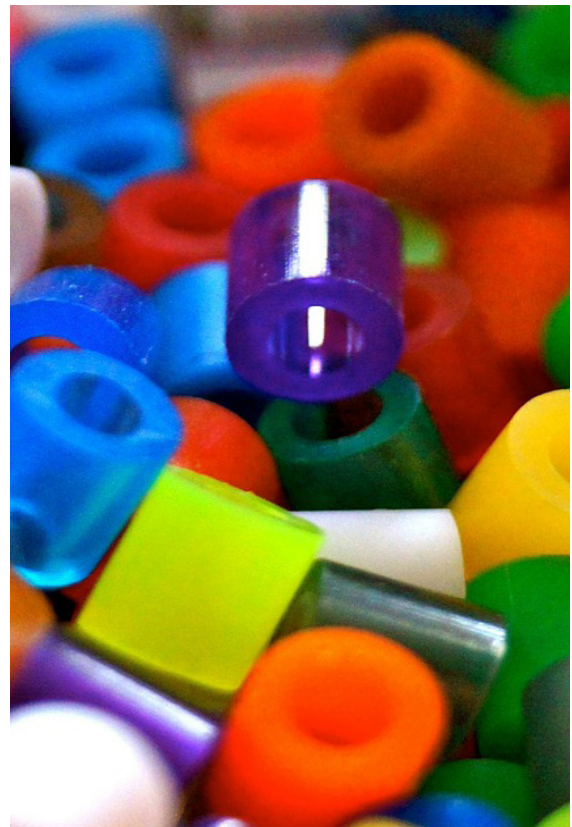
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