Welcome from Centre Director

Welcome to the Centre for Teaching and Learning Research (CTLR) in the School of Education and Social Work (ESW) at the University of Sussex.

As in previous years, CTLR remains committed to bringing together research and practice in formal and informal contexts of education with the aspiration of improving the life chances of children, young people, and adult learners. Social equity is at the heart of everything we do and we view education as the mechanism for making this happen.

In reading this publication, you will be impressed by the wide range of research activities, knowledge exchange, and impact activities members have lead and participated in. You will also note that the nexus between research and practice remains a constant and clear focus for CTLR members. A major strategic focus for CTLR in 2016-17 was to develop and grow our impact and knowledge-exchange activities. This we have successfully done. The quantity and reach of our work has increased noticeably and we look forward to moving this forward again over the next 12 months.

Professor Gillian Hampden-Thompson
Director of the Centre for Teaching and Learning Research
Spotlight on Current Research

Dr Rebecca Webb

Dr Rebecca Webb has embarked on a project with a south coast state nursery/family centre to define a piece of longitudinal, collaborative research. To date, work has focused on building trusting working relationships with practitioner colleagues within the nursery. Spurred on by the provocation of data suggesting variations in the attainment of boys from base-line data collected in 2015-16, Rebecca facilitated a staff meeting in early September 2016 to encourage ideas and sets of questions about girls and boys learning and gender within Early Years educational provision. Practitioners who were subsequently invited to volunteer to work with Rebecca during the remainder of 2016/17 have undertaken a range of ways or researching their own practice within the nursery in order to question ‘usual’ ways of doing things to provoke and promote new questions about everyday practices.

Alongside Rebecca, the four practitioners led a training morning for their nursery colleagues which involved sharing a range of ethnographic techniques, including individual and group reflection, drawing, talking, moving around and spending time in unfamiliar areas of the nursery and posing questions about ways of doing things for which there is rarely time within the busy space of the nursery.

Rebecca is currently actively seeking funding to support the evolution of this work.

Duncan Mackrill & Dr Ally Daubney

Dr Ally Daubney and Duncan Mackrill have been analysing data from their research into the changes in provision in music in secondary schools over the last five years. With over 700 responses from schools across the country, the analysis has uncovered some interesting findings, including:

- The average number of full-time equivalent music staff is reducing year on year.
- A year-on-year reduction where music is optional in Year 9 at Key Stage 3 - more than doubled in the three years form 2012-13
- A significant increase in the number of schools opting to deliver music on a ‘carousel’, leading to a significant decrease in the time given to teaching the subject - sometimes just 25 minutes for six weeks in the year
- Curriculum time at Key Stage 4 is broadly maintained
- A growing number of schools offer Key Stage 4 classes out of core curriculum time
- A 70 per cent reduction in the number of schools offering BTEC Music at Level 2
- 56 per cent reported that the introduction of the European Baccalaureate had had a negative impact on the uptake of music at Key Stage 4, whilst only 0.3 per cent considered it positive. There is also significant evidence that, in many schools, the European Baccalaureate and other factors are having a negative impact on music in and beyond the curriculum.
- Parents and senior leaders in schools place great importance in determining student choices, as do external influences such as music not being on the Russell Group list of facilitating subjects.

In October, Ally and Duncan gave a webinar on the headline messages from the research for the ISM. In November, they presented their findings at the Music Mark Annual Conference in Kenilworth.

They are currently undertaking the next phase of analysis: looking at trends in school type, Ofsted grading and region, and identifying whether curriculum time and staffing has been upheld or increased. They are also looking at how their findings might be disseminated for maximum impact.

Spotlight: Dr Louise Gazeley

The Higher Education (HE) Champions Coaching Programme

Dr Louise Gazeley, Senior Lecturer and Course Leader for the Education PhD, and Dr Tamsin Hinton Smith, Senior Lecturer in Higher Education, recently completed an evaluation of the pilot phase of The HE Champions Coaching Programme, a widening participation intervention developed to provide support in accessing higher education (HE) to care-experienced young people.

The programme provided a personalised but structured framework, and access to embedded expertise that also benefited the coaches. This was particularly important as some coaches were care-experienced themselves. The programme was considered to provide access to a valuable alternative source of support and information to the many adults that these young people often have in their lives. The overarching ethos of the progress was to empower the young people involved, one coachee noting that, “while the relationship with the coach had initially involved being challenged, it had ended with challenging myself”.

For more details about the research, contact Louise [l.h.gazeley@sussex.ac.uk].

Overcoming Barriers to Participation in Higher Education

Louise and Tamsin with colleague Dr Jacqui Shepherd, Lecturer and Course Leader for the Childhood and Youth BA, are currently conducting a small-scale research project to inform current debates around the under-representation of young people from working class backgrounds in higher education. It aims to contribute to the development of good practice in targeting young people for inclusion in such programmes, and also provide understandings of the factors that young people consider when making decisions about progression to university.

A consultative seminar was held at the University of Sussex in early November that provided an early opportunity to explore the findings emerging from the study with a group of local stakeholders. Full findings will be reported in January 2017.

For more details about the research, contact Louise [l.h.gazeley@sussex.ac.uk] or Tamsin [j.t.hinton-smith@sussex.ac.uk].
Members’ News & Moves

Publications


• Westbrook, J., Sutherland, J., Oakhill, J. and Sullivan, S. (2017): ‘“Just reading”: The impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms’, Literacy


Book Review


Presentations

• Chandler-Grevatt, A. & Bacon, J. (January 2017): Brain Science in Schools: Year 10’s perceptions of neurons and brains over a year. Biological Education Research Group Symposium, Association for Science Education Annual Conference, University of Reading


• Chandler-Grevatt, A. (June 2017): Check-Points and Pinch-Points: Intervention strategies in Science Lessons. Association for Science Education Summer Conference, University of Surrey


• Gordon, S. F. (July 2017): University of East London Rapporteaur for Un/told/Un/conference - Digital Storytelling


• Hinton Smith, T. and Gazeley, L. (6 April 2017): Ran a session as part of the University’s annual Teaching and Learning conference on ‘Creating a human-scale university in the context of massification and diversification’.


• Hudson, B. (Autumn 2017): Invited seminar for the Subject Specialism Research Group (SSRG), Institute of Education, University College London

• Hudson, B. (4 May 2017): Invited speaker and panel member, 2nd Global Teacher Education Knowledge Mobilisation Summit: supporting UNESCO’s Sustainable Development Goal (SDG) 4, ‘Quality Education’ at the United Nations, London SW1A 2HE UK. Followed by reception at The House of Lords hosted by Lord Jim Knight (previously Minister for Schools, Patron of ITTE, the Association for IT in Teacher Education).


Hudson, B. (2017): Invitation to be an external reviewer in the area of Digital technologies in education for the Committee for Educational Sciences of the Swedish Research Council

Hudson, B. (2017-18): Invitation from the Danish Council for Independent Research to be member of an international peer review panel covering the scientific fields of Educational Studies, Religion and Theology as well as Philosophy and History of Ideas


Sutherland, J. (8 November 2016): A Faster Read, The English Consultative Forum, OCR

Sutherland, J. (7 February 2017, upcoming): Developing adolescent readers’ comprehension and engagement, English and Media Centre, London

Sutherland, J. and Westbrook, J. (March 2017, upcoming): Developing reading comprehension for weaker readers, English ITE Mentors, University of Sussex

Thompson, S. (7-8 June 2017): Theory, pedagogy and Practice in Teaching Historical Interpretations: A case study of Professional Knowledge and Learning in English Teacher Education: ‘Unpacking Historical Interpretations as a Disciplinary Concept in the UK Context’

Williams, J. (14 March 2017): Education Question Time, Brighton - with Sally Hunt (UCU), Kevin Courtney (NUT) and Sue Cowley (author).


Media


Williams, J. (9 October 2016): James was the ‘academic expert’. Radio 5 Live Investigates - ‘Academies in Debt’: http://www.bbc.co.uk/programmes/b07xfhc
Spotlight: Professor Bruno Leutwyler

Professor Bruno Leutwyler is Head of the Department of Research & Development at the University of Teacher Education in Zug, Switzerland. Last spring, he was a Visiting Scholar at the University of Sussex. During his time in the UK he hoped to (i) get an insight into UK teacher education, and (ii) look at the connection between academic research and the developmental needs of schools and teachers.

Developing meaningful and mutually enriching alliances between the scientific community and the professional community was a key challenge – for the University of Teacher Education as well as the entire Swiss teacher education system. Bruno gained many illuminative insights at Sussex, including learning about the Sussex Research Network [www.sussex.ac.uk/education/ctrl/connections] and the Sussex Consortium for Teacher Education and Research. However, as social systems – such as education – are complex and in constant, dynamic interplay, elements from one system may not work, or function differently, in another system.

Despite that recognition, Bruno’s found his experience within the Department of Education at Sussex stimulating and enriching. Discussions with colleagues provided new direction for thought and alternative horizons for reflection. They also served as a foil for comparison with Swiss approaches.

Back in Switzerland, Bruno aims to contribute to clarification of how different actors in the educational system can cooperate in a productive way, the roles they can bring, and how their interplay can be designed for optimal mutual benefit.

In this way, Bruno hopes to contribute to the development of a framework positioning research as a core element of the educational system.

Spotlight: Dr Ally Daubney & Duncan Mackrill

Following the instigation of a research project involving over 700 secondary schools in England into music curriculum provision over the period 2012-2016/17, Education Teaching Fellow, Dr Ally Daubney, and Senior Lecturer, Duncan Mackrill, have now analysed their findings. The research involved exploring changes to curriculum time and models, uptake at Key Stages 4 and 5, staffing levels, the impact of the EBacc, and the introduction of the new performance measures in schools (such as Progress 8). Significant changes were identified in the provision of music in secondary schools which Ally and Duncan have communicated to various music and arts education organisations, Parliamentary select committees and Government ministers.

Initial findings were announced last autumn via a webinar for the Incorporated Society of Musicians (ISM) and a presentation to the Music Mark conference (the two associations for Music Education), followed more recently by a paper at the recent Research In Music Education (RIME) conference in April.

A reduction in the number of students taking GCSE Music and BTEC Level 2 was evidenced, along with a lack of opportunity for all students to take Music in 18 per cent of schools. An increasing number of schools have Music only as an optional subject, or it is delivered as part of a carousel of Arts subjects in Key Stage 3. The two most common reasons for the negative change was the EBacc (57.3 per cent) and changes in available options (25.1 per cent). There is also evidence that, due to drops in staffing levels, an increasing number of departments have only one full-time member of staff.

In summary, the data demonstrates the precarious position of Music education within and beyond the curriculum in an increasing number of state schools in England.

The research received significant media attention and was covered by BBC Education, The Telegraph, the Times Educational Supplement, Classical Music magazine, The Cultural Learning Alliance, Arts Professional, Music Teacher magazine, the Huffington Post and Private Eye.
Current Doctoral Researchers

Theresa Gooda
Course: Education PhD
Research title: What constitutes effective reading pedagogy in the secondary English classroom?
Research theme: Theresa’s research explores the development of an effective reading-for-enjoyment pedagogy in secondary English classrooms. She is concerned with the dichotomy between reading for enjoyment, and accountability in relation to reading within policy assessment frameworks.

Marilyn Hall
Course: Education PhD
Research title: Student Attainment, Teacher Perspectives: Exploring the evidence for reform in science education in England
Research theme: An exploration of the interaction between reforms in UK science education, pupil attainment and teachers’ practice. Using a two-stage mixed methods approach: secondary data analysis of the National Pupil Database will be followed by interviews with teachers.

Tom Haward
Course: Doctor of Education (EdD)
Research title: How do students learn visually in the teaching of History, and how does teacher intervention help or hinder the process?
Research theme: Tom is using an action research project to look at the impact of visual learning. He hopes that his research findings will contribute to a publication he is also writing, entitled Seeing History. Tom is Director of Learning at Oriel High School.

Perpetua Kirby
Course: Social Work and Social Care PhD
Research title: Exploration of primary school children’s agency in their learning
Research theme: Examination of when and how children have agency in their learning, and identification of the classroom conditions that heighten or decrease that agency. To include children’s orientations to learning (beliefs, understandings, desires, experiences, future aspirations, etc.), and the discourses, practices and materials through which orientations emerge and shift. This research brings psychological and educational research traditions together in a detailed ethnographic study within a Year One primary school classroom.

Vanessa Regan
Course: Doctor of Education (EdD)
Research title: How can beginning teachers help their students to speak in the target language in modern foreign language classrooms?
Research theme: An action research project exploring issues raised in influencing the classroom practice of beginning teachers during the practicum and in expecting young people to speak in another language.

James Williams
Course: Education PhD
Research title: The underlying views and conceptions of science teachers on the Nature of Science
Research theme: The move from content-based science teaching to process-based teaching is a major - if not the most influential - shift in how science is delivered in schools since the teaching of science became a formal part of the non-statutory education system in the UK in the late nineteenth century. My research aims to show what conceptions practising teachers have of the nature of science and how those conceptions affect curriculum delivery and scientific literacy.

Recently Completed Doctoral Research

Sarah Leaney
Course: Education PhD
Research title: Class culture and secondary education in Britain: A comparative analysis of processes and outcomes
Research theme: How recent changes in education policy effect processes of social class inclusion and/or differentiation. Investigation of the transformation and relevance of the comprehensive school in the coalition government’s vision of education

Keith Perera
Course: Education PhD
Research title: An investigation into the teaching and learning of an A level media studies unit within the context of a changing media ecology
Research theme: The nature of formal media study in the context of the technological changes driven by Web 2.0 and the increased use of ICT in schools promoting eLearning. Keith seeks to defend the conceptual nature of pre-web age media study and argue for its contemporary relevance allied to a broader vision of ‘multiliteracies’ using Ethnographic Action Research to develop a hybridised variant of practitioner research inflected by poststructuralism.
Dr Simon Thompson, Head of the Department of Education, Richard McFahn, Teaching Fellow in History Education and Marc Scruby, Associate Tutor represented the University of Sussex at a conference in Finland entitled ‘Meaning, Thinking and Learning in History’. Hosted by the University of Jyväskylä, the event took place on 7-8 June 2017 with the aim of strengthening research on history pedagogy by furthering cooperation between history education practice and research.

The three colleagues jointly presented ‘Theory, Pedagogy and Practice in Teaching Historical Interpretations: A case study of Professional Knowledge and Learning in English Teacher Education’. The panel contribution combined a presentation and workshop to unpack and illustrate how teacher educators can nurture, develop and challenge the professional knowledge and practice of beginning teachers in teaching history.

Simon also presented ‘Unpacking Historical Interpretations as a Disciplinary Concept in the UK Context’, which introduced the policy and practical complexities of professional learning in history teacher education, as well as the fluctuating nature of curriculum change in the English education system over the last thirty years. Beyond establishing a political and historical context, the presentation shared a theorised model of professional knowledge which prioritised disciplinary thinking and understanding in learning to teach history and illustrate how new history teachers dynamically draw upon their knowing of history, pedagogy, resources, learners and context as well as their beliefs and values.

Richard ran the workshop ‘Modelling Effective Classroom Pedagogies in Understanding Historical Interpretations’ to demonstrate ways in which teachers can plan, support and assess progression in pupils’ thinking about, and understanding of, historical interpretations. Participants were encouraged to engage in different enquiries drawing on tried and tested planning techniques, teaching strategies and engaging resources which have both classroom pedigree and are used as instructive learning tools by teacher educators at Sussex.

Marc Scruby presented ‘Scaffolding the Professional Learning of Beginning Practitioners in Teaching Historical Interpretations’ drawing together the impact of theory and pedagogy in teaching historical interpretations by examining the ways in which a skilled school based teacher educator can challenge and scaffold beginning teachers during their professional practice and beyond. Illustrated through the stories of different beginning teachers, the presentation demonstrated how mentoring can support new teachers to reshape existing teaching frameworks and plan their own enquiries which target pupils’ thinking in interpretations as well as the formative feedback and professional dialogues which are required during and after classroom observations to move professional knowledge and learning forward.

In the category ‘Outstanding Support for the Learning Experience of Students’, CTLR winners included:

• Mrs Julie Bailey: Course Coordinator supporting the Early Years Education MA
• Mrs Deborah Brown: Teaching Fellow in Primary and Early Years Education
• Mr Richard McFahn: Teaching Fellow in Secondary History PGCE
• Dr Jacqui Shepherd: Lecturer and Course Leader for the Childhood and Youth BA
• Mrs Jacqueline Young: Teaching Fellow in Early Years
• Dr Rebecca Webb: Course Leader for the Early Years Education MA
• Ms Meryl Williams: Associate Tutor teaching on the Early Years Education MA

In the category ‘Outstanding or Innovative Postgraduate Teaching’, CTLR winners included:

• Ms Liz Cousins: Associate Tutor teaching on the Primary PGCE
• Dr Nigel Marshall: Course Leader for the Education MA (full-time)
• Dr Simon Thompson: Former Director of Initial Teacher Education and current Head of the Department of Education
SPOTLIGHT: Libraries Without Borders

CTRLR and Libraries Without Borders came together in May 2017 to run a one day workshop. The objective was to look at new and innovative pedagogy and practices and how they can be applied to unconventional learning spaces. The workshop was the initial step of an overall project initiated by Dr Sindi Gordon (CTRLR Research Fellow) and Félix Assouly (Libraries without Borders) to explore various possibilities how CTRLR could effectively contribute to LWB who serve marginalised communities across the globe. This requires a revision of traditional methods of teaching as well as exploring other creative tools and techniques to engage with the participants learning experience. The aim of the workshop is to design a pilot study located in one of the marginalised communities which LWB is involved with.

The CTRLR-based-project and staff include: Dr Julia Sutherland, Dr Jacqui Shepherd, Dr Rob Rosenthal, Dr Tamsin Hinton-Smith and Dr Sindi Gordon, as well as Dr Saurabh Arora (SPRU), Mr Yusuf Dirie (SPRU), Miss Nadia Mosquera (Global Studies) and Ms Karen Boswall (MFM).

The CTRLR and Libraries Without Borders workshop was funded by the Research Opportunities Fund.

SPOTLIGHT: Sue Lyle and CTRLR at the Jubilee Library

Parents learned how to bring storytelling into their children’s lives at a recent event organised by researchers at the University of Sussex.

During the workshop at the Jubilee Library in Brighton, children aged 3-7 years old played with puppets and acted out three traditional stories – The Three Billy Goats Gruff, Goldilocks and the Three Bears, and The Three Little Pigs. Parents, meanwhile, picked up tips from education expert Dr Sue Lyle about the tales they should be telling their little ones. More than 100 parents and children attended the event earlier this month, which was organised by the Centre for Teaching and Learning Research (CTRLR) at the University of Sussex.

The session was part of the CTRLR’s efforts to share the latest research with parents, and to build bridges between researchers and local communities. Comments from parents after the event included: “It was brilliant!”, “Really helpful. Great advice on what to read and who to read”, and “My three-year-old loved it.”

Dr Lyle answered questions from parents during the session, including whether bilingual mums and dads should be telling stories in both languages – which she encouraged. She also discussed the work of the American academic Professor Alison Gopnik, who suggests that parents should act as ‘gardeners’, providing a rich environment for their children’s personalities to unfold, rather than ‘carpenters’ who shape children to have a certain set of characteristics.

Dr Lyle, who has worked as a teacher and a teacher trainer for more than 40 years, described the event as “a marvellous way of taking research into the public space and sharing it with those who might be interested in it, in a way that is accessible to them”.

Nancy Savage, Libraries Early Years & Bookstart Coordinator at Brighton & Hove City Council, added: “Sue managed to keep both young children and their parents and carers completely in her thrall for an impressive amount of time! It was a pleasure to work with Sussex University and we’re looking forward to further partnership opportunities.”

Dr Lyle was joined by Professor Gillian Hampden-Thompson, Director of the CTRLR, and two other education researchers at Sussex, Dr Sindi Gordon and Dr Rebecca Webb, who also answered parents’ questions.
Spotlight: Research Into Practice

The Research Into Practice group grew out of conversations started at a Department of Education ‘Away Day’ in Feb 2016 and continued back in the department. Discussion focussed on Teaching Fellows’ practical difficulties and frustrations regarding making best use of their limited ‘scholarship’ time to develop their writing as well as research ideas and practices. The Research into Practice group has met regularly since – usually once a month – to create a space primarily for Initial Teacher Educators to focus on aspects of their own academic reading, writing and research. The group has two aims:

1. The provision of support, guidance and ‘time’ for scholarship, ie. reading around the expanding field of teacher education; discussion of innovations in digital technologies and online resources; and developing writing for a range of audiences - academic and practitioner

2. To look for opportunities to develop scholarship in research - by bringing researchers together; offering critique and guidance on research; and acting as a ‘sounding board’ for those developing work.

During 2016/17, the group has been characterised by: opportunities to learn from other researchers within the department who have attended the group to talk about their own interests and motivations; the initiation of a blog for group members to share writing and reading; the provision of individual ‘mentors’ for each Research into Practice member; group discussions of research themes that interest members; discussions of shared readings; and some opportunities to write. Although finding the time to join meetings is challenging for some, 11 CTLR members make up the core group membership.

A highlight of the year was a CTLR-hosted event delivered as part of the School of Education and Social Work’s Open Seminar Series. Entitled Working the Gap: Innovative explorations of challenging the binary of teaching and research, the presentation by some Research Into Practice members involved discussion of aspects of ‘belonging’ to the group and described areas of writing and research they were in the process of undertaking.

As the group moves into its second year, there is expectation and excitement. New departmental members will join, new ways of working will become embedded, and group members will begin to take wider responsibility for the content and direction of group sessions running throughout the year. Group convenors, Dr Sindi Gordon (Research Fellow, CTLR) and Dr Rebecca Webb (Early Years in Education MA Course Leader), will continue to facilitate group sessions with the support of academic colleagues – many of whom are writing and researcher mentors for the group.

Research Into Practice convenors, Dr Sindi Gordon (Research Fellow, CTLR) and Dr Rebecca Webb (Early Years in Education MA Course Leader), would like to express their gratitude to all members who have contributed to the Research Into Practice group throughout the year with verve and enthusiasm, their colleagues who have given time to the group either by coming along and taking part or as a mentor, and to CTLR for its enthusiastic support.

SPOTLIGHT: Colleagues go to China

Jo Tregenza, Director or Initial Teacher Education within the Department of Education, along with partner school colleague, Kit Messenger, spent two weeks in Beijing from 15-19 April 2017 working with Early Years practitioners to consider how to develop creativity.

Over the period, the pair trained over 70 practitioners and felt it a “privilege” to work with such enthusiastic and engaged people. Sessions focused on collaborative approaches, developing choices, and learning from each other. Participants described the training as ‘life changing’.
Recently Completed CTLR Research

Dr Tamsin Hinton-Smith and Dr Louise Gazeley

Tamsin and Louise recently completed the report ‘Evaluation of the pilot phase of the HE Champions’ Coaching Programme for Looked After Children’ for Aimhigher London South. A subsequent article, ‘Transition from care to college’ was published in Children and Young People Now in March based on the research:
http://www.cypnow.co.uk/cyp/analysis/2003324/transition-from-care-to-college

Along with colleague Dr Jacqui Shepherd, Tamsin and Louise also recently completed the final report for the Sussex Learning Network funded project ‘Overcoming the barriers to working-class students’ participation in higher education’.

Professor Brian Hudson

Brian was the Principal Investigator on the research study The role of education in the formation of social outcomes for young people funded by the ESRC- Economic and Social Research Council. Brian led the project to a successful completion following submission of Impact Narrative to Researchfish in August 2016.

Jo Tregenza

Jo has recently completed a two year project with schools in Hastings to develop teaching materials for grammar which will be officially launched at a conference in September.

Starting in October 2015, Jo and colleagues Simone Jackson from Chantry Primary, Damon Willer from Aurora Academies and Sue Williams from Little Common Primary were commissioned by the Hastings group of schools to support the progress of pupils in the locality. Professor Myhill provided subject knowledge training for first year teachers. Jo worked with second year teachers to produce exemplary resources which demonstrate how to use books to develop grammar subject knowledge in a meaningful context. During the current term, student teachers will be developing further materials which will also be disseminated in September.

Dr Rebecca Webb

Thanks to the development of relationships between the Department of Education and local nurseries over the past two years since the inception of the Early Years Education MA course, Rebecca is delighted to have had the opportunity to work closely in partnership with one local nursery and day-care centre for children 2-5 years of age in a knowledge-exchange initiative and opportunity to scope for future research.

Rebecca has been working closely with four nursery practitioners to shape and hone collaborative and participatory methodological approaches for undertaking empirical research. Rebecca and her colleagues are looking forward to sharing their work with nursery colleagues at a staff INSET day in June 2017 after which they will ask nursery and day-care staff to help them formulate the research question, based on the work they have done this year, to guide them in their participatory research together.

Open Research Seminars

Dr Liz Chesworth and Fiona Scott
Lecturer in Early Childhood Education / Postgraduate Researcher, University of Sheffield
10 October 2016
Researching the ‘Messiness’ of Young Children’s Everyday Lives in Home and Classroom Settings
Liz and Fiona drew on two studies to explore the possibilities and challenges involved with (i) making visible the everyday practices of young children’s lives, and (ii) developing methodologies that embrace the ‘messiness’ of research with young children and their families.

A record 65 participants attended this incredibly popular and anticipated event, including undergraduates, postgraduates, Teaching Fellows, Lectures, Professors, and senior academics within the School of Education and Social Work.

Dr Keith Perera
Assistant Headteacher at St Paul’s Catholic Secondary School, West Sussex and Director, Inspire Teaching School Alliance
6 March 2017
Poliliteracies: Teaching Immigration in the Social Media Age
Keith explored the murky and complex work of classroom practices in which perceived political correctness, notions of national identity, and the role of the teacher vie with young people’s use of social media, familial influence and media learning to explore how attitudes are formed, articulated and questioned. Keith’s presentation offered a unique insight into the discussion as he weaved together his research, practice and personal experience. His thought-provoking and insightful ideas created a critical space for open and honest feedback and questions from audience participants.
Research Into Practice Group
24 April 2017
Working The Gap: Innovative explorations of challenging the binary of teaching and research
The Research into Practice group has been meeting since March 2016. The idea for it emerged from a desire of many Teaching Fellows within the Initial Teacher Education (ITE) team and colleagues working alongside them in the Department of Education to support and champion research and writing undertaken with ‘Scholarship Time’. The group developed school-based empirical research and presented it at this session.

Professor Brian Hudson
Professor of Education, former Head of the School of Education and Social Work, University of Sussex and board member of the Teacher Education Policy in Europe network

Overcoming Fragmentation in Teacher Education Policy and Practice
Professor Hudson followed the logic of the teacher education continuum from initial teacher education through to continuing professional learning reflecting on the local to the global, and considering key contemporary developments at the national level - as well as the European and international levels.
He also looked at the implications of UNESCO’s post-2015 ‘Education for All’ agenda. In placing the theme of his new book into a broader international frame, Professor Hudson raised questions about the impact of neoliberalism. Given that the process of editing his book was impacted by ‘Brexit’, Professor Hudson also discussed related issues for the field.

Making Meaning Reading Group
21 February 2017
Facilitated by Dr Louise Gazeley
‘Higher Education, Social Class and the Mobilisation of Capitals: Recognising and Playing the Game’
by Anne-Marie Bathmaker, Nicola Ingram and Richard Waller

In austerity England, the issue of middle-class social reproduction through higher education increases in saliency, and students’ awareness of how to ‘play the game’ of enhancing their chances to acquire a sought-after graduate position becomes increasingly important. We highlight middle-class advantage over privileged access to valued capitals, and argue that the emphasis on competition, both in terms of educational outcomes and the accrual of capital in the lives of working-class and middle-class students, compounds rather than alleviates social inequalities.

8th March 2017
Facilitated by Dr Julia Sutherland
‘Understanding Learning Culturally: Overcoming the Dualism Between Social and Individual Views of Learning’
by Phil Hodkinson & Gert Biesta & David James

This paper identifies limitations within the current literature on understanding learning. Overcoming these limitations entails replacing dualist views of learning as either individual or social, by using a theory of learning cultures and a cultural theory of learning, which articulate with each other. We also suggest that a cultural approach of the sort proposed here leads toward the asking of better questions about learning and its improvement and has high practical significance.

9th May 2017
Facilitated by Dr Rebecca Webb
‘Jacques Ranciere’s Lesson on the Lesson’
by Samuel A. Chambers

The article examines the significance of Jacques Ranciere’s work on pedagogy, and argues that to make sense of Ranciere’s ‘lesson on the lesson’ one must do more but also less than merely explicate Ranciere’s texts. Ranciere wants to ‘teach’ his readers something absolutely crucial about teaching. In making this claim the article emphasizes the extent to which Ranciere advocates an utterly radical pedagogy, one that completely reconceives all the central elements of ‘schooling’, including teacher, student, intelligence and knowledge.
English Teachers and Sussex Lecturers assess books for awards

7 December 2016
Local English teachers met the English Education team at the University of Sussex to shadow the UK Literacy Association’s children’s book award by reading and evaluating 20 long-listed children’s and young adult fiction books published last year. Established four years ago by Senior Lecturers, Dr Julia Sutherland and Dr Jo Westbrook, and local Head of the Department of English, Oathall Community College, Emily Evans, the teacher group provides a vibrant forum for heated debate on new books for young adults and explores ideas on how to engage adolescents in reading - in school and independently - by drawing on research by the team. The ‘Faster Read’ project, currently in its impact phase, continues to be embedded in schools and its findings presented in national fora, including the English Consultative Forum - a national group of English teachers, experts and researchers led by the Oxford, Cambridge and Royal Society of Arts (OCR) Examination board.

‘Immersive Reading’ for CPD

7 March 2017
Senior Lecturers, Dr Julia Sutherland and Dr Jo Westbrook continue to engage English teachers and literacy experts with the findings of their ‘Immersive Read’ project on reading comprehension, conducted with Professor Jane Oakhill (Psychology). Julia led a CPD session for teachers at the English and Media Centre, London, in March exploring the model of reading endorsed by the team’s RDF-funded research, which was live-streamed on Facebook and enthusiastically received by those who engaged via Twitter.

6th Annual Teacher Researcher Conference

17 June 2017
The 6th Annual Teacher Researcher Conference took place on 17 June 2017. Designed to enable the sharing of practitioner research to enhance children’s educational experience, develop pedagogy and embed a rich research culture in schools, promoting evidence-based practice, the event was attended by a record number of delegates: 80 teachers, senior leaders and education researchers from 45 schools, covering the full spectrum of secondary, primary and early years settings. Not bad for one of the hottest Saturday mornings of the year!

This year’s conference had three themed areas:

1. Innovative Approaches to Reading and Writing
2. Teacher Development and Research
3. Research on STEM subjects.

Speakers included teachers in the final year of their Education MA, and a group from St Richard’s Catholic School. The conference started with an innovative, dialogic exchange between keynote presenters Professor John Pryor (University of Sussex) and Professor Michael Fielding (University College London) and conference participants which was chaired by Dr Julia Sutherland utilising PollEverywhere.

The event was highly valued by all those in attendance and received some very positive feedback, including the following:
“The whole-group discussion with John and Michael was hugely inspiring. Also great to hear a passionate discussion with other teachers. Excellent presentations by teacher researchers doing such valuable research in schools.”

Teacher researchers were specifically commended for their ‘excellent research’, ‘impact’, ‘original methodology’, ‘new ideas for practice’ and ‘very high quality of presentations’ with one delegate stating that she felt ‘humbled’ by the quality of research teachers were doing, and ‘their energy and ‘idealism on top of full-time jobs’. All evaluations said that teachers would take the findings back to their practice and share them with colleagues.
Developing Inclusion in our Schools and Colleges

29 June 2017
Dr Jacqui Shepherd ran the HEIF-funded workshop ‘Developing Inclusion in our Schools and Colleges’ at which she disseminated findings from her PhD research on transitions to college for autistic students and introduced Simon Smith who spoke about his experience of school as an autistic pupil. Other presenters included Dr Louise Gazeley who shared her research on social disadvantage and behaviour, and Dr Julia Sutherland who presented on inclusion, talk and reading. Over 60 delegates attended the event including parents, colleagues from partner primary and secondary schools and colleges, Local Authority staff, and other education practitioners. Ongoing plans include the establishment of an inclusion working group to help determine priorities on inclusion for research and practice.

LOCATION
The Centre for Teaching and Learning Research (CTLR) 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.

Centre for Teaching and Learning Research (CTLR)
Department of Education
School of Education and Social Work
Essex House
University of Sussex
Falmer, Brighton
BN1 9QQ

For further information about CTLR, visit: www.sussex.ac.uk/education/ctlr

DIRECTOR
Professor Gillian Hampden-Thompson:
g.hampden-thompson@sussex.ac.uk

RESEARCH FELLOW
Dr Sindi Gordon:
sindi.gordon@sussex.ac.uk

CTLR ON TWITTER
@SussexCTLR