

ANNUAL REPORT 2018-19

CTLR

CENTRE FOR TEACHING AND LEARNING RESEARCH



UNIVERSITY
OF SUSSEX

INTRODUCTION

CTLR has had a busy and productive year, building on established areas of strength and interest while also delivering a good number of firsts!

- 20 CTLR members took part in the Centre's first Away Day in June. Held at the Depot in Lewes on a lovely sunny day, the event provided a highly valued opportunity to bring colleagues together from across the department to share areas of research interest and practice expertise. It also provided an opportunity to reflect on future ways of working.
- In May, CTLR also took its first trip together to the Teacher Education Advancement Network (TEAN) conference. This was a great opportunity to be inspired while also inspiring others and we are very much hoping to attend again in the not too distant future.
- This year also saw the launch of CTLR's new Postgraduate Certificate in Higher Education (PGCertHE) *Space to Share* seminar series. Led by CTLR's Deputy Director, Tamsin Hinton-Smith, these termly sessions have been well attended, providing a forum for those completing the course to share their research with colleagues from across the University.

This year has also seen a continuing commitment to interdisciplinarity and partnership working. In June, we successfully delivered our second Annual Change Event, focusing on schools as sites of intervention for children living in poverty. Over the year we once again co-hosted a number of events, including with the School of Education and Social Work (ESW)'s other Research Centres and the University's Widening Participation (WP) team.

CTLR has also continued to build its connections with doctoral researchers in ESW. We have been particularly pleased to host a number of events led and/or inspired by current and recently graduated doctoral researchers.

We could not end this report without thanking all the many people – from within and beyond the University - who have so generously contributed to the work of CTLR this year. This report aims to capture these many and varied contributions but we need also to thank Heather Stanley (Communications & Partnership Officer) and Deeptima Massey (Research & Enterprise Coordinator), both of whom have worked with patience and skill behind the scenes on our behalf, including in the production of this report.

Lorise

Tamsin



CONTENTS

CONTENTS

Introduction	1
Contents	2
Annual Change Event	4
Spotlight on Sindi Gordon	6
Spotlight on Andy Chandler Grevatt	7
Developing Reflexive Practitioner Researchers	
3rd Annual Early Years Education MA Conference	8
Reflecting on Early Years Practice Together	9
8th Annual Education MA Teacher Researcher Conference	9
Doctoral Connections	
New Doctoral Researchers	10
Doctoral-led Space To Share	11
Doctoral Research in Progress	12
Doctoral Updates	13
Doctoral Completions	15
Literacy as Social Practice Event	16
CTLR Provides a Space To Write	17
Inspiring Changes in Pedagogy	
Update on Faster Read Research	18
Transform-In Education	19
Promoting Inclusion	
Partners in an Evaluation of the Alternative Provision Innovation Fund	20
Contributing to Improvements in Access for Disabled Children in Jordan	20
Space To Share: Reflecting on LGBT+ and Inclusion	21
CTLR in Parliament	21
Promoting better practice around school exclusions	21

CTLR at Conference	22
Continuing to Lead Debates on the State of Music Education	24
Making Connections Internationally	
Visiting Academic: India	25
Visiting Doctoral Researcher: Spain	25
Connecting Around the Teaching of History	26
European Attitudes to Evolution Research	26
International Research to Support Development in Early Childhood	27
Primary & Early Years Team Scoops Award	27
Making Connections Locally	
Primary Science Space Day	28
Celebrating World Autism Awareness Week	28
Supporting the Educational Progression of Young People from GRT Backgrounds	28
End of Secondment with Sussex Learning Network	29
Making Connections via the CTLR Open Seminar Series	29
Developing Teaching and Learning in Higher Education	
New Postgraduate Certificate in Higher Education Seminars	30
Higher Education Curriculum and Pedagogy	30
International CPD	31
Promoting Inclusion in Higher Education	31
Connecting Research and Practice in Widening Participation	
Exploring Alternative Routes to Change	32
Critical Perspectives on Transitions Conference	33
Supporting the Supporters	34

ANNUAL CHANGE EVENT

Child Poverty in Educational Contexts: Exploring implications for research, policy and practice

An increase in the number of children and young people living in poverty in England has made schools and colleges increasingly important as sites of support and action. In July, CTLR hosted its second Annual Change Event: *Child Poverty in Educational Contexts: Exploring Implications for Research, Policy and Practice*. Attended by more than 30 participants this free one-day inter-disciplinary event brought together local stakeholders and researchers with a shared interest in developing educational contexts to better meet the challenges posed by rising rates of child poverty. The event successfully created a space to think about the impacts of poverty on educational experiences and how these are sustained over the life course. It also stimulated discussion around how to better anticipate need and maximise opportunity. The day was chaired by **Dr Tamsin Hinton-Smith** (Senior Lecturer in Higher Education) and included a series of presentations:

- Professor Simon Pemberton (Department of Social Policy, University of Birmingham) began the day with a presentation entitled *Invisible Rules: Social mobility, low income and the role of further and higher education*. This introduced research that traced the experiences of young people from low-income backgrounds through Further and Higher Education and into the labour market.
- Dr Sandra Lyndon (Department of Childhood, Social Work and Social Care, University of Chichester) drew on her doctoral research conducted in two Early Years settings to explore how dominant political and media discourses inform practitioners' narratives of poverty in early childhood.
- Dr Matt Barnes (Department of Sociology, City University of London) demonstrated how findings from a large-scale survey conducted in Scotland had enabled the identification of four typologies of family poverty. The differences highlighted suggested that more nuanced understandings of poverty might lead

- to better identification of children and families in need.
- Kate Anstey (Child Poverty Action Group, (CPAG)) introduced CPAG's Cost of the School Day project and facilitated a discussion of how children, young people, families and school staff can work together to identify and address points throughout the school day where costs place pressure on family budgets.

The event also included two parallel workshops led by CTLR members:

- **Dr Rebecca Webb** (Education Lecturer) and Dr Carla Solvason (University of Winchester) drew on data from their Training, Advancement and Co-operation in Teaching Young Children (TACTYC) funded research project conducted in two regions of England on the role of the Maintained Nursery School in leading sector improvements in Early Years Education to facilitate a discussion that linked ideas of poverty to welfarist, social mobility and pragmatist discourses.
- **Dr Louise Gazeley** (Education Senior Lecturer / CTLR Director) drew on research funded by the Sussex Learning Network and conducted in four schools with sixth forms to highlight the importance of recognising not only that there are children in poverty in all schools, but also the challenge of ensuring that they are the ones targeted for widening participation interventions.

Participants indicated that the event had increased their understanding of the many, different and often hidden ways in which poverty shapes the lives of children and young adults. It was also said to have highlighted the critical role of educators across all kinds of settings, spanning the period from Early Years to Further and Higher Education. Overall it suggested that greater awareness of the different forms that family poverty can take could inform more focused support strategies. Copies of all of the presentations can be found on the CTLR website.



SPOTLIGHT ON SINDI GORDON

At the end of this year CTLR’s Research Fellow **Dr Sindi Gordon** stepped down from her role supporting the centre.

Sindi joined CTLR in January 2016 having recently completed her doctoral research on the potential of creative writing for opening dialogic space and increasing personal freedom in the Department of Education. Since then Sindi has continued to develop and enact her expertise in memory and imagination, liberatory and multiversal practices and education and social justice.

A key contribution to the work of CTLR has been Sindi’s commitment to taking research out in to the community. For example, in 2016 she hosted CTLR’s very successful *Reading for Fun* event at Brighton’s Jubilee Public Library.



Sindi spent the autumn term of 2018 as a Visiting Lecturer at the African Leadership University in Rwanda where she was involved with designing and teaching programmes and in developing ‘voice’ in creative and critical writing. She was also involved in the development and delivery of the *Decolonial Transformations* workshop, jointly hosted with SOAS (University of London). This was held at the University of Sussex in the autumn of 2018.

Sindi’s ability to innovate and challenge has really enhanced the thinking and practices of those of us who have had the pleasure of working closely with her. We look forward to maintaining our connections with Sindi as a Visiting Research Fellow and wish her all the best in her future research and roles.



SPOTLIGHT ANDY CHANDLER GREVATT

In September **Andy Chandler-Grevatt** (Senior Education Teaching Fellow) begins a new role as Senior Lecturer in Science Education at the University of Brighton.

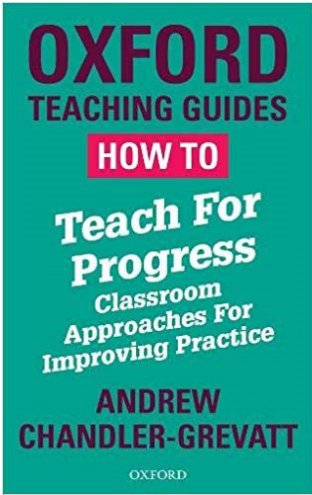
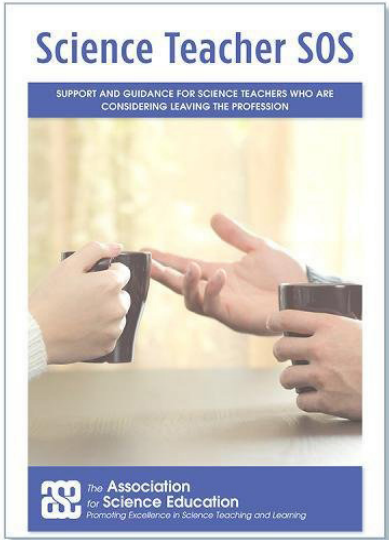
Andy has worked in a number of other roles within the Department of Education prior to taking on the role of Course Leader for the part-time Education MA course. During this time he has made a significant contribution to the professional development of many new and recently qualified teachers, including in Secondary Science in particular.

In 2010 Andy completed his Professional Doctorate in the Department of Education with his thesis focusing on the use of levelled assessment tasks in Science Education. He recently launched the Science Teacher SOS booklet with the Association for Science Education (ASE) 11-19 Committee. Aimed at Secondary Science teachers it aims to provide support and guidance to teachers of Secondary Science thinking of leaving the profession.



Andy was recently awarded a grant by the Gatsby Charitable Foundation to evaluate the impact of the intervention in schools in three parts of England. He also had a new book published in August 2019: *How to Teach for Progress: Classroom Approaches for Improving Practice*.

Andy will be much missed by CTLR colleagues and we wish him every success in his new role.



New Publication: Humphry, Debbie and **Hampden-Thompson, Gillian** (2019): ‘Primary school pupils’ emotional experiences of synchronous audio-led online one-to-one tuition’. *Computers and Education*, 135. pp. 100-112. ISSN 0360-1315

3rd Annual Early Years Education MA Conference

In February, CTLR hosted its third annual Early Years Research Conference. Over 80 delegates - with a range of practitioner interests and expertise - attended, including childminders, teachers, advisors, students, nursery staff and researchers from other universities. The conference showcased the research of graduates of the Early Years Education MA which combines an Early Years Teacher Status qualification alongside critical academic study and a dissertation founded on practice-based research. The keynote address was given by Dr Rory McDowall-Clark (Senior Lecturer in Early Childhood, University of Worcester). Her presentation, entitled *The Barefoot Researcher*, focussed on what can be learned by observing and listening to young children as 'researchers', encouraging adults to pursue their own practitioner research with a similar curiosity, open-mindedness and joy.

Eight graduates from the Early Years Education MA also gave highly varied, creative and thought-provoking presentations. Madeleine Broad spoke on *The Power of Musical Free Play*. Marian Lenore Brooke talked about the importance of responding to the child's voice in pre-school, the focus on voice and choice also being picked up in talks given by Alice Jones, Donna Walford and Kate Fleming. Olivia Coleman presented her research on parents' perspectives of school readiness. Leigh Collin gave a presentation that focused on gender and Calum Rose reflected on differences in professionals' understandings of behaviour management.

Attendees commented on the commitment and expertise of the presenters, praising the high quality of the presentations and the warmth and passion evident in the work. Recognising the value of the connections made through the MA, the team this year launched its alumni network.

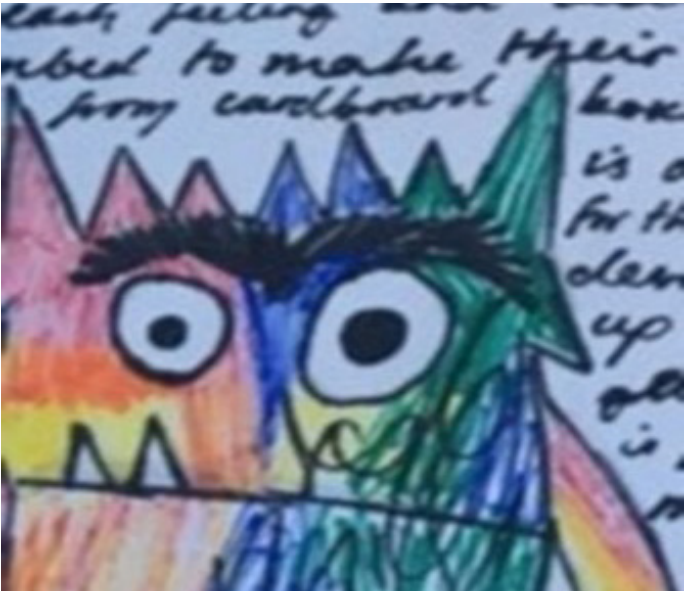


Reflecting on Early Years Practice Together

Rebecca Webb and Early Years Education MA student, **Kathy Foster**, co-presented at the first Early Years Foundation Stage Conference, initiated and hosted by Dr Helen Edwards of 'Tapestry' in Lewes. The theme of the conference was *Reflection in Early Years Education Practice* and it brought together a small group of practitioners, stakeholders and academics.

Rebecca and Kathy entitled their presentation: *The inspiring Pedagogy and Practice of Ignorance: Reflections on the use of a practitioner scrapbook approach in the early years nursery to facilitate curiosity and engagement*. Kathy was able to tell stories about her own use of the scrapbook, used throughout the year long Early Years Education MA course by each student to document their reflective engagements with new knowledge. She explained that this had encouraged her to ask questions of herself and others in ways that were not limiting and that took her in sometimes surprising directions.

Kathy is currently working with the nursery in which she studied to find ways for a 'scrapbook approach' to become part of reflective practice for all those who work alongside her as an energising and insightful part of what they do each day.



8th Annual Education MA Teacher Researcher Conference

In June 2019, CTLR hosted its 8th Annual Teacher Researcher Conference. This popular event showcases the research carried out by students completing their dissertation on the part-time MA in Education and a total of 32 teachers and presenters attended.

The event began with a keynote lecture delivered by **Andy Chandler-Grevatt**. Entitled *Teachers as Researchers: Changing their worlds*, the presentation drew together Andy's personal and professional reflections on the journey from being a teacher to becoming a teacher researcher. Conference attendees were also able to hear their peers - all teacher-researchers involved in researching their own practice for their dissertations - report on their progress and reflect on their findings.

Presentations were organised around four themed rooms: Researching Special Educational Needs; Pedagogies and the Curriculum; Selection, Disadvantage and Ability; Perspectives and Perceptions in Education. Each session included three to four presentations with each one also being followed by discussion. One of those presenting was CTLR member **Deborah Brown** (Teaching Fellow in Primary and Early Years Education). Deborah's research has involved interviews with teacher educators working in higher education and her presentation provided an opportunity to share her insights into how student wellbeing can be supported at university. Lecturer in History Education, **Richard McFahn**, also gave a presentation on curriculum planning.

The conference was very well received with one hundred per cent of delegates reporting that it either met or exceeded its aims

DOCTORAL CONNECTIONS

New Doctoral Researchers

Andrew Poole began his PhD in September 2018. His experience in education led him to pursue a PhD at Sussex and be part of CTLR. He began his career in teaching in September 1973 in the Midlands, before moving to London in 1985 to take up a deputy headship. He then completed two secondary headships in challenging schools between 1990 and 2001. Between 2001 and 2009 Andy worked as an independent adviser and during this time, amongst other work he undertook, he supported 10 secondary schools in challenging circumstances. His research working title is: *Inequality, Government Education Policy, and the Lived Experience of Teachers and Leaders in Secondary Schools in Challenging Contexts: A case study of two secondary schools in England*. The study will look closely at how two schools in opposing contexts manage and respond to the complex needs of the local communities served. It will also explore the demands, over time, of the different Ofsted performance frameworks. Andy aims to achieve as much authenticity as possible by using semi-structured in-depth interviews and by adopting an ‘institutional life history’ approach. His doctoral research is being supervised by Professor Yusuf Sayed and **Simon Thompson** (Professor of Education).

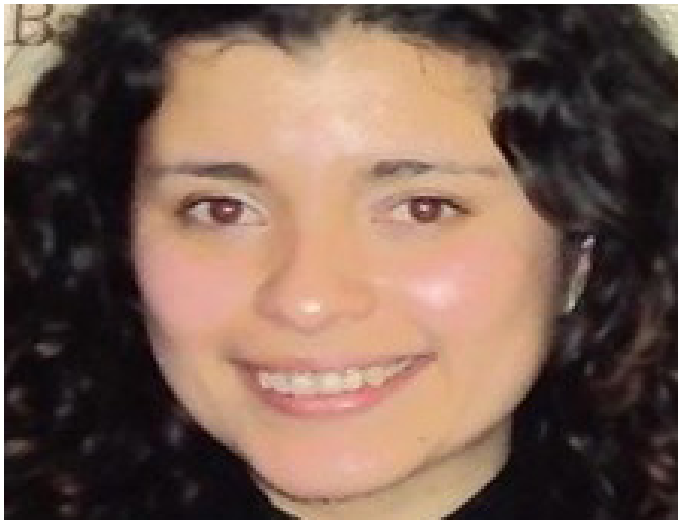
Tania Nayely Campos Vidal joined CTLR when she became an Education PhD researcher in September 2018. Her research investigates the life histories of deaf adults in Mexico in relation to their acquisition of functional, critical and cultural literacies in formal and informal education settings. The design and implementation of education policies in Mexico sometimes fall short of achieving inclusion and Tania is planning to harness her 10 years of experience working with people with disabilities in rural and semi-urban areas in Mexico to investigate the relationship between structural dynamics and personal trajectories in the development of literacies. She is particularly interested in applying a theoretical framework drawn from the theory of capabilities and the social model of disability to illuminate the relationship between the acquisition of literacies and the flourishing of deaf adults in Mexico. Tania’s research is being supervised by **Louise Gazeley** and Dr Tish Marrable (Senior Lecturer in Social Work and Social Care).

Doctoral-led ‘Space To Share’

Kathleen Bailey is in her first year as a part-time doctoral researcher. She recently graduated from the Early Years Education MA and her PhD research extends her MA dissertation research which explored pre-school children’s perceptions of Forest School experiences using a social constructionist paradigm and a drawing narrative method. It is also closely related to her work as an Early Years Forest School teacher in a large setting where she has developed a unique outdoor nature-based learning environment, the process of which has drawn creatively on her Art and Design BA. Bringing together observations made in her work practice with reading over the last year, Kathleen’s focus has been on how young children appear to construct their ideas on nature in the context of two contradictory ‘hyperobjects’: Global Warming and the Global Economic Market - and how contradicting values within cultures may catalyse creativity and dynamism. Her intended methodology uses a participatory art process and a post-humanist paradigm for thinking, without discounting other frameworks such as the post-structural to account for human difference. Her working thesis title is: *Exploring Young Children’s Constructions of Nature in a Context of Global Warming and the Global Economic Market*. Kathleen’s research is supervised by **Rebecca Webb** and Janet Boddy (Professor of Child, Youth and Family Studies).

In November, doctoral researcher **Jimena Bernal** (Childhood and Youth Studies PhD) elected to lead a CTLR *Space to Share* seminar. Jimena’s research is on children’s expression of emotion through the body and authenticity. She is planning to do a mini ethnography with a Reception class that explores children’s engagement with imagined stories (eg. oral storytelling, pretend play, storybooks, etc) and participation in the creative arts (eg. dance, music, drama and role-play). Jimena chose to use the *Space to Share* to get feedback and advice on the research activities that she was planning to do with the children. Jimena’s research is supervised by Robin Banerjee (Professor of Developmental Psychology) and **Rebecca Webb**.

‘Space To Share’ event presented by Jimena Bernal



Doctoral Research in Progress

CTLR once again supported the School of Education and Social Work's Doctoral Research in Progress (DRiP) seminar series, which was this year jointly – and superbly – facilitated by doctoral researchers **Marilyn Hall** and **Anna Wharton**.

The series included 14 presentations, each one giving the audience an opportunity to listen, engage and take part in philosophical conceptual, methodological and analytical debate. The most memorable drew on the personal dilemmas faced during the research process and connected with participants through mutual understanding.

A number of CTLR affiliated doctoral researchers presented their work in progress, including **Wendy Ashall**, **Esi Fenyiwa Amonoo-Kuofi**, **Marilyn Hall**, **Rosa Marvell** and visiting PHD researcher, María Tenorio-Rodríguez. Anna and Marilyn hand over the reins to a new pair of DRiP facilitators next term whilst they continue their PhD journeys towards submission.

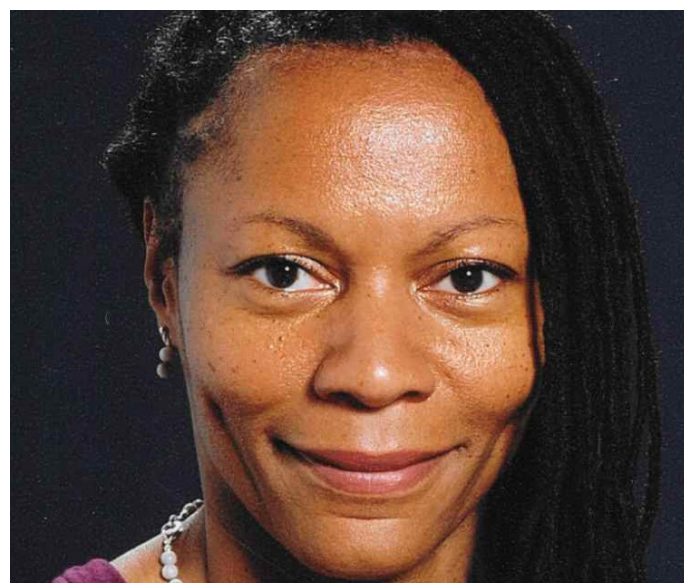
Disrupting Traditional Pedagogy:
Active Learning in Practice



Tab Betts, Wendy Garnham & Paolo Oprandi
Wendy Ashall, Jill Kirby, M. Lynne Murphy, Tom Omerod,
Margarita Steinberg, Heather Taylor & Vicky Walden
Foreword by Rorden Wilkinson



Marilyn Hall is in the third year as a doctoral researcher and now at the stage where every day time is spent honing her writing, finessing research argument and presenting data in a way that highlights the original contribution to knowledge expected from a PhD. Marilyn's affiliation with CTLR has introduced moments of respite and collegial working often missing during this period. This year, in addition to being joint facilitator of the DRiP seminar series, she took the opportunity to attend and present at the TEAN conference in May which gave her an excellent opportunity to work alongside **Joan Williams**, an experienced Teaching Fellow in Primary Science Education. Marilyn has very much enjoyed finding common ground in their research on teacher practice in Science and bringing these synergies together in a series of discussion points at a Round Table session they hosted together. Marilyn's research is supervised by **Gillian Hampden-Thompson** (Professor of Education / Head of the School of Education and Social Work) and **Dr Nigel Marshall** (Senior Lecturer in Education).



New Publication: Ashall, Wendy (2019): [‘A toe in the water, or beware the under-toad: assessing the benefits and pitfalls of TBL-light’](#) in Garnham, Wendy; Betts, Tabb; Oprandi, Paolo; Ashall, Wendy; Kirby, Jill; Steinberg, Margarita; Taylor, Heather and Walden, Victoria (Eds.) *Disrupting traditional pedagogy: active learning in practice*. University of Sussex: University of Sussex Press

Doctoral Updates

Esi Fenyiwa Amonoo-Kuofi is a third year PhD researcher who was previously a science secondary school teacher. Her experience of teaching in English secondary schools spurred her interest in education management. Following the successful completion of a Master's in Education Management at King's College London, she joined the faculty of the University of Cape Coast, training teachers and science specialists to become science teachers in Ghanaian public schools. This exposure stirred her interest in exploring the professional development of teachers in Ghanaian schools which became the focus of her PhD. In August 2018 Esi presented learning from her research on the development of teachers and teaching quality at the *International Conference on Education, Development and Innovation* in Accra, Ghana. She also shared the methodological challenges surrounding mixed method data collection in Ghanaian primary schools at a DRiP session in December 2018. Esi's working thesis title is: *Teacher Leadership in Ghanaian Schools: A focus on the Curriculum Leader*. Esi's research is supervised by Kwame Akyeampong (Professor of International Education and Development) and **Dr Jo Westbrook** (Senior Lecturer in Education).



Jacqueline Young is a Lecturer in Primary and Early Years Education, Director of Admissions and Recruitment for the School of Education and Social Work and a part-time doctoral researcher. She has now completed two years of the course and feels that the time has flown past. This year she presented her research proposal to staff and peers, submitted a 10,000 word research proposal, passed the mini viva and put in her ethics application while also contributing to a number of CTLR events. Jacqueline is about to begin data collection having recently piloted aspects of her research design, a process she found very useful. Jacqueline's research involves an exploration of the links between creative thinking and social disadvantage in reception age children. She aims to conduct her research in two schools in the South East of England and has been scoping suitable settings. Balancing full-time work and part-time study has at times been challenging. However, meeting once a month with a small group of other part-time researchers via Skype has provided invaluable support as well as opportunities to clarify ideas and share reading. Jacqueline's research is supervised by **Nigel Marshall** and **Louise Gazeley**.



Doctoral Updates

For **Rosa Marvell**, the driving force behind the past year has been the completion of her PhD fieldwork - life history interviews with first-generation Master's students - and navigating her way through the murky and complex process of analysis with much 'creative fumbling'. Alongside this labyrinthine, sometimes impenetrable, but ultimately fulfilling and exciting endeavour, many opportunities have arisen to enrich her research, as well as her teaching and relationships with colleagues within and beyond Sussex. In October, Rosa joined a group of doctoral researchers and academic faculty to organise a conference focussed on exploring the complexities of transitions to Higher Education. She has also appreciated the new CTLR PGCertHE seminars and enjoyed a CTLR research hub presented by recent doctoral graduate, Sandra Lyndon, which afforded new perspectives and rich tangents for her work. In July, Rosa received an Early Career Researcher Scholarship award to attend the annual conference for the Forum for Access and Continuing Education (FACE) in Sheffield where she presented her research findings for the first time. Rosa's research is supervised by **Tamsin Hinton-Smith** and **Louise Gazeley**.



For **Wendy Ashall**, the academic year started in October 2018 with the *Critical Perspectives on Transitions Into, Through and Beyond Higher Education* conference hosted by CTLR and the Centre for Higher Education and Equity Research (CHEER). Being a member of the organising committee gave her the chance to see how academic conferences are organised - from deciding the theme to calls for papers, finalising the programme and promotion. As a part-time doctoral researcher now in her third year, finding time to study and attend seminars while juggling work and family commitments can be a struggle. Presenting at the DRiP seminar series enabled Wendy to share her progress and helped her clarify her thinking on the interview and transcription process. In July, Wendy was Chair of the local organising committee for the two day foundation year network annual conference held at the University of Sussex. Wendy delivered a poster presentation entitled *Where is the Deficit?* in which she compared the social characteristics of her research participants with the wider case study university cohort. The working title for Wendy's research is: *Understanding Student Experiences of the Social Science Foundation Year: From pre-entry decision-making to belonging*. Wendy's doctoral research is supervised by **Louise Gazeley** and **Gillian Hampden-Thompson**.



Doctoral Completions

Dr Christine Wanjala recently completed her Education doctorate with her research on *Regenerative Leadership Practice in Kenyan Schools*. The research highlighted the socio-political mechanisms influencing school leaders' decisions and practices - including lack of autonomy, challenging policy environments and conflicting expectations negatively impacting teaching and learning in schools. Christine enjoyed knowledge sharing with faculty and doctoral researchers, which provided educational policy, practice and research insights on the development of teaching and learning across a wide range of country contexts. These nurtured her ability to engage with, reflect on and exploit alternative views on educational practice across contexts, augmenting her knowledge and skills of working in an international and multi-cultural educational setting. Christine is currently working as an Education in Emergency Specialist for UNICEF in Ethiopia. Christine was supervised by Kwame Akyeampong and **Gillian Hampden-Thompson**.



Dr Sandra Lyndon successfully completed her research on *Early Years Practitioners' Narratives of Poverty in Early Childhood* in December 2018 having elected to study part-time on the Education Professional Doctorate pathway. Sandra says she now misses coming to the University so was very pleased to be invited to return to present her work to fellow doctoral researchers at the CTLR Research Hub in April 2019 and again at the CTLR Annual Change Event in July. She has recently had two articles published that draw on her doctoral research, one in the journal *Children and Society* and another in the *Journal of Poverty and Social Justice*. Sandra's research was supervised by **Louise Gazeley** and Janet Boddy.



CTLR PROVIDES A SPACE TO WRITE

Literacy as Social Practice Event

In September 2018, Education PhD alumni, **Dr Marta Paluch**, initiated and co-developed a one day event that was delivered by CTLR in collaboration with the British Association for Literacy in Development (BALID). It incorporated a celebration of International Literacy Day and reflections on Professor Brian Street's seminal contribution while at Sussex to the development of New Literacy Studies. A series of invited presentations highlighted the continuing importance of this work to literacy education today. The keynote speaker was Professor Anna Robinson-Pant (UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East Anglia) who spoke in detail about Brian Street's understandings of literacy. Talks by Professor Maya Unnithan (Department of Anthropology, Sussex) and John Pryor (Emeritus Professor) followed in which they also gave their reflections. Other speakers included Dr Katy Newell-Jones, Dr Juliet McCaffrey (BALID) and Tara Furlong (Research and Practice in Adult Literacy) who spoke about literacy as social practice. CTLR member, **Dr Julia Sutherland** (Senior Lecturer in Education), spoke about her research on engaging teachers in literacy as social practice in England. **Jo Westbrook** also spoke about her research with teachers of literacy in Western Uganda, providing insightful reflections on code switching and translanguaging.

Marta's involvement with this event came in part from her doctoral research, which she successfully completed this year. Her research explored how a small group of adult literacy facilitators working on a pilot literacy project in Guatemala develop their practice. The literacy programme used with adult learners took a dialogic approach, inspired by the work of Paulo Freire. It also included an emphasis on context, meaning and social practice, drawn from New Literacy Studies. Learning activities incorporated within the project focussed on personal expression and writing as the communication of meaning. Texts for reading were produced from participant writing. Marta's research used Systematisation of Experiences, a Latin American methodology linked to popular education which involves project participants in a collective process of reflection on their experiences, leading to the generation of new knowledge. Marta was supervised by John Pryor (Emeritus Professor) and **Dr Julia Sutherland** (Senior Education Lecturer).

John Pryor with Marta at Graduation



Rebecca Webb and **Tamsin Hinton-Smith** have continued to provide a collaborative space in which to engage in academic writing via CTLR's *Space to Write* sessions in December, January and July. The events brought together those at different stages of their writing careers, including doctoral researchers, postgraduate students and established academics. The sessions included 'pot luck' lunches alongside opportunities to engage in writing tasks and to reflect on progress made. They have supported 'academic' writing projects in their broadest sense, from conference abstracts and presentations, to blog posts, book chapters, or journal articles on research, teaching or wider professional practice. One of the merits has been the way in which *Space to Write* has brought colleagues together from different disciplinary backgrounds and from across the University. This includes a number of previous PGCertHE participants who have used *Space to Write* to continue developing their writing around their HE teaching and learning practice.

Participants have described being able to progress and even complete a range of writing projects that they would not otherwise have been able to find the space for. *Space to Write* was acknowledged in a newly published journal article by Dr Arianne Shavisi.

Rebecca and Tamsin have also been working with **Emily Danvers** to provide academic writing support for doctoral researchers, including for the first time through a series of termly workshops at the invitation of the University's Doctoral School. They have also been offering termly writing sessions voluntarily through the Free University Brighton project.

It was my first time attending and I was amazed by the effectiveness of this workshop. It was so nice to see colleagues who also faced the same challenge as me, coming together and focusing on fulfilling their writing task.



Award: In September 2018, **Perpetua Kirby** (Associate Researcher, Doctoral Tutor and Sussex Education PhD alumni) won 2nd prize in the BERA Early Career Researcher Presentation Awards, scoring highly for the contribution of the research to education.

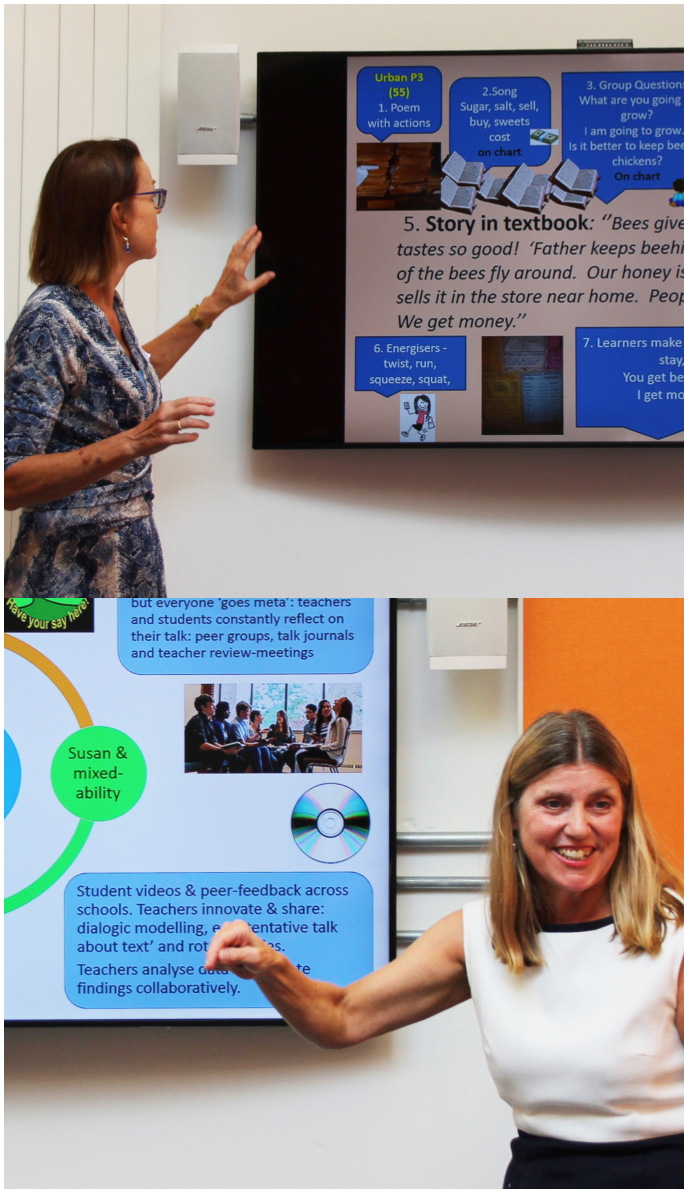
New Publication: Danvers, Emily (2019): 'Individualised and instrumentalised? Critical thinking, students and the optics of possibility within neoliberal higher education'. *Critical Studies in Education*. ISSN 1750-8487

INSPIRING CHANGES IN PEDAGOGY

Update on Faster Read Research Transform-iN Education

Julia Sutherland and **Jo Westbrook**'s research on reading comprehension conducted with colleagues in the Department of Psychology, Jane Oakhill (Professor of Experimental Psychology), Dr Susan Sullivan (Senior Lecturer) and Lucy Roberts (Research Assistant), has gained considerable interest on social media this year and also been reported in the *Times Educational Supplement*. This followed publication of their article *Just Reading: Increasing pace and volume of reading whole narratives on the comprehension of poorer adolescent readers in English classrooms* in the journal, *Literacy*, which was the journal's most downloaded article in May 2019. It has also been the focus of lively and engaged discussion on social media, reaching both academic and teacher audiences in England and the United States. The research was conducted with 365 Year 8 students, primarily in 'bottom set' English classes. It found that intensive reading of two novels in a term, when combined with rich class and group talk and the use of reading strategies, increased struggling readers' comprehension by a surprising 16 months on average. Importantly, students' motivation and engagement in reading also greatly increased. The research challenges current practice by giving struggling readers the opportunity to become immersed in exciting, whole narratives instead of a diet of extracts and simplified texts. Four years since the inception of the research, participating schools and 60 schools nationally are using the model, which teachers have also adopted for GCSE English, transforming their pedagogy. The team is currently applying for grants to run a large randomised control trial on this research and also submitting further articles for publication. They are also running more CPD for teachers at a twilight session on 16 October. For more information, contact Julia Sutherland.

I attended the twilight [CPD], trialled the faster immersive read in my school with amazing results and it has had a significant impact on our English curriculum and pedagogy at my school - I still present to colleagues about it now! (English teacher)



In December 2018, CTLR and The Centre for Innovation and Research in Childhood and Youth (CIRCY) jointly hosted an event to launch TRANSFORM-iN EDUCATION. Led by **Rebecca Webb** and former Education doctoral researcher, **Perpetua Kirby**, and informed by their doctoral research, this initiative aims to generate conversations and activities between interested stakeholders in UK schools around questions such as How can we enable children to do more than study existing knowledge? and What can be done to enable students and their teachers to creatively disrupt the 'taken-for-granted in order to promote transformation in classrooms and schools? The event brought together a wide audience of teachers, researchers, grand/parents and children to listen to - and then join in with - conversations and activities about what might be done. Perpetua and Rebecca introduced three models of education - mastering knowledge, discovering knowledge and not knowing - arguing that the third model is the one that is currently least prevalent within classrooms and paradoxically the most deserving of attention. Since the launch, Perpetua and Rebecca have been undertaking further work to promote the project. They were interviewed by Sarah Gorrell on BBC Radio Sussex and discussed schooling, girls and conformity as part of Radio 4's *Women's Hour* in early 2019.

In June, Rebecca received impact funding for a follow up event that involved teachers from across West Sussex attending a workshop at the University of Sussex. The purpose was to open a space to work with ideas of 'uncertainty' productively. In this instance, the teachers selected the topic of *PREVENT* which encompasses their duty to have robust institutional procedures in place to 'protect' pupils from radicalisation and extremism in school. The workshop drew on a 'Community of Enquiry' approach, facilitating those present to pose their own conceptual questions about elements of the duty about which they themselves were curious and which they felt were deserving of critical questioning and discussion. Although a variety of topics were suggested, the final enquiry focused upon addressing the question of 'British Values' assumed within the *PREVENT* duty. The session was led by Rebecca Webb, Sean Higgins (Lecturer in International Education and Development) and Perpetua Kirby and supported by Fawzia Haeri Mazanderani (Education PhD alumni and current Global Studies Teaching Fellow).

We were modelled a pedagogic strategy that could be used in our work with pupils to explore contentious issues in an open and respectful way.



Keynote: In March 2019, **Dr Julia Sutherland** gave a keynote at the 'Transforming Practice in Reading for Struggling Readers' CPD conference for the Millais Alliance, Crawley attended by more than 40 School Leaders and English teachers

Partners in an Evaluation of the Alternative Provisional Innovation Fund	Contributing to Improvements in Access for Disabled Children in Jordan	Space To Share: Reflecting on LGBT+ and Inclusion	CTLR in Parliament
<p>Researchers from CTLR have partnered with Ecorys UK, a leading public policy research organisation, to deliver an Evaluation of the DfE's <i>Alternative Provision Innovation Fund</i>. The aim is to better understand what works in securing positive outcomes for children in Alternative Provision through a focus on three priority themes.</p> <ul style="list-style-type: none">Supporting reintegration into suitable mainstream or special school placementsSupporting academic progress and successful post-16 transitionsIncreasing parental/carers engagement. <p>Louise Gazeley is leading an inter-disciplinary research team comprised of three academic Expert Advisers, selected for their complementary areas of knowledge in teaching practices, SEND, literacy and social care. They are:</p> <ul style="list-style-type: none">Dr Jacqui Shepherd, Lecturer in EducationJulia SutherlandMichelle Lefevre, Professor of Social Work and Director of the Centre for Innovation and Research in Childhood and Youth (CIRCY). <p>The CTLR team are working closely with Ecorys Project Director Laurie Day and Project Manager, Shona Macleod, as well as with colleagues managing the project at the DfE. This academic year the CTLR team has supported the delivery of two workshops. These were hosted in London in November and July and attended by representatives of the nine participating projects.</p>	<p>Jacqui Shepherd has been working with the Queen Rania Foundation on behalf of the Ministry of Education in Jordan to raise enrolment rates for out-of-school children with disabilities. Despite past reforms, only five per cent of children with disabilities are currently enrolled in public schools. Jacqui's brief was to review policies, strategies and programmes and provide actionable recommendations to promote inclusion. The work was carried out over a six-month period and entailed a scoping visit in September 2018 to visit four inclusive schools in or near Amman and meetings with the Ministry of Education, the Higher Council for People with Disabilities, principals, teachers, parents and children. Jacqui also conducted a desk-based review of international and national policies, institutional publications and research literature. A subsequent visit in January 2019 to run a workshop provided an opportunity for Jacqui to discuss her findings and recommendations with stakeholder representatives and international donors. Following completion of a matrix on international best practice on inclusion and a final report for the project, Jacqui was commissioned to report on the Ten Year Plan for Inclusive Education produced by the Higher Council for People with Disabilities.</p>	<p>In February, CTLR hosted a <i>Space to Share</i> event on LGBT Diversity, Equity and Inclusion in the English Education System as part of the School of Education and Social Work's celebration of LGBT+ History Month. The four invited speakers - Matthew Westgarth (Teaching Fellow in Primary and Early Years Education), Dr Lori Altendorff (CTLR alumni), Kit Messenger (Educational Consultant) and Lis Bundock (University of Brighton) – were invited to share their professional experiences as teachers, teacher educators and researchers. The presentations stimulated a highly engaging discussion around LGBT+ diversity, respect and inclusion in the English education system, facilitating reflection on the central questions of where we are now, where we would like to be and what might need to happen - in schools and universities – in the future.</p>	<p>2019 marks the 10-year anniversary of the Autism Act and the government has been reviewing the national autism strategy as it will now be extended to include children and young people for the first time. In May Jacqui Shepherd was asked to be a witness at the All Party Parliamentary Group on Autism. The focus of this evidence session - chaired by MP for Bexhill and Battle, Huw Merriman - was on Education and preparation for adulthood. Questions were asked about how the education system currently works with health and social care services to support autistic children and their families and about how autistic young people are supported in the transition from education to adulthood. Insights from the evidence provided will feed in to recommendations to the government on how to improve the implementation of the Autism Act.</p>
<p>Promoting Better Practice Around School Exclusions</p>			
		<p>In February 2019 Louise Gazeley was invited to speak at an event hosted by the Special Educational Needs Policy Research Forum (SENPRF). The theme of the session was <i>Exclusions, Barriers to Admission and Quality of Mainstream Provision for Children and Young People with SEND: What can be done?</i> Louise's talk addressed the question: When it comes to school exclusion processes who is accountable and for what? She argued that accountability is a complex and multi-layered construct and she highlighted the need for a stronger focus on ensuring that there is accountability for differences between as well as within schools when it comes to their exclusion policies and practices.</p>	<p>The presentation was subsequently written up as a policy paper that sets out the (sometimes conflicting) responsibilities placed on all those involved: young people and their parents and carers; teachers, head teachers and staff in Local Authorities; those ultimately responsible for systems and policies.</p> <p>In June Louise was invited to become a member of the Steering Group for a DfE funded evaluation of the Norwich Inclusion Charter Programme. The initiative is one of the DfE's five Opportunity Areas programmes. The aim is to reduce school exclusions in Norwich while also building the evidence base to inform practice developments in other areas.</p>

CTLR AT CONFERENCE

In May eight members of CTLR travelled to the TEAN Conference at Aston University, Birmingham. The theme of the conference was *Celebrating the Inspiration of the Professional Teacher Educator*. Prior to their visit members worked together to prepare presentations of varying types, enabling them to share and develop areas of mutual interest and expertise:

- **Jo Tregenza** (Senior Teaching Fellow and Director of Initial Teacher Education), **Sue Pinnick** (Lecturer in English Education) and **Sally Dudley** (Education Lecturer) delivered a presentation on their experience of *Working with Mentors* to inspire learning and impact on change in the classrooms. Building on their view that closer collaboration between teacher educators, teachers and trainees is a stronger foundation for future practice, they talked about the impacts associated with introducing whole day joint mentor training sessions for trainees and mentors (eg. to introduce new pedagogical approaches) and how this has fed through into improved retention rates and performance in assessments.

- **Irene Dallaway Gonzalez** (Teaching Fellow, Mathematics Education) delivered a presentation that focused on *Lesson Study*. Traditionally the approach involves collaboration between practising, experienced teachers or more recently between trainee teachers. The session incorporated Irene's reflections on the experience of adapting the approach for use with mentors and trainees' with a view to developing their pedagogical knowledge as part of an action research cycle, bridging the gap between theory and practice and ensuring that knowledge is co-constructed.
- **Louise Gazeley** led a Round Table discussion entitled *Preparing Beginning Teachers to Address the Intersection of Social with Educational (Dis)advantage*. The well-attended session included teacher educators and researchers from as far afield as Belfast, Manchester, London and Canterbury. It stimulated a lively debate around the importance of addressing issues of social class with trainee teachers early if persistent, unconscious and limiting preconceptions are to be challenged. Participants agreed that they would like to stay in touch in order to continue talking about these and similar issues in the future.

- Education Teaching Fellow, **Joan Williams** and **Marilyn Hall** led a Round Table discussion on the impact of the new Science curriculum on the time and resources available to teachers in both primary and secondary schools. Joan and Marilyn had both independently undertaken research with practising teachers that indicated that many had experienced these factors as problematic. The Round Table included four Secondary Science teacher educators and four Primary educators who specialised in Science and it prompted a lively discussion. Solution focussed conversations explored different approaches to how Teacher Educators might prepare new entrants to the teaching profession, enabling them to better manage the many factors that impact on their pedagogical practice in science.

- **Jacqueline Young** presented a session called: *Teaching for Creativity, Teaching Creatively and Teaching How to Teach Creativity: A case study of the preparation of early years teachers at the University of Sussex*. Her aim was to explore the various meanings and interpretations of creativity in the classroom, including what is understood by the term 'creative pedagogies' and to suggest how understandings of differences between teaching for creativity and teaching creatively might link into a discourse on teaching how to teach creativity in a teacher training context.

This was a first visit to TEAN for most of the CTLR team and they very much enjoyed the opportunity that the conference provided to participate in bespoke professional development workshops for teacher educators alongside presenting aspects of their own research and practice.



Presenting at a conference was a new experience for me and the TEAN Conference was such a great place to do this. The other delegates were so friendly and engaged, it made the whole process rewarding and much less threatening than I was expecting. I thoroughly enjoyed every aspect of this deeply interesting and thought-provoking conference.

New Publication: By recently retired Emeritus Professor of Education and CTLR member: **Hudson, Brian** (2018): 'Powerful knowledge and epistemic quality in school mathematics. *London Review of Education*, 16 (3). pp. 384-397. ISSN 1474-8460

Award: In July, **Irene Dallaway-Gonzalez**, Teaching Fellow: Mathematics Education, received a Sussex Spirit Award at the new Sussex Education Awards

CONTINUING TO LEAD DEBATES ON THE STATE OF MUSIC EDUCATION

In the summer of 2018 **Dr Ally Daubney** (Senior Education Teaching Fellow) and **Duncan Mackrill** (Senior Education Lecturer) undertook a second phase of their research into changes in Secondary School Music Curriculum provision in England. Altogether, 464 schools responded. As 210 had also completed the survey they undertook in 2016 they were able to demonstrate a further decline in provision. The results were quoted in Parliament, including in the Lords debate on Music Education in October 2018 and by the Department for Culture, Media and Sport Select Committee. Last year Ally and Duncan presented their research at three All Party Parliamentary Group sessions. The reach of the research has been substantial with Ally preparing a significant report with Gary Spruce of Birmingham City University entitled: *Music*

Education: State of the Nation. This synthesised the Sussex research and used the DfE's own data to highlight the decline of Music in English schools. Reports on the research have also appeared in national papers, on the radio, in online publications and even *Private Eye*! This year, Ally and Duncan also presented their research at a number of conferences. For example, in May 2019 they gave a symposium presentation at the European Association for Music in Schools conference in Malmo, Sweden entitled *Blindly Drifting Towards 'a World Without Music? Sounding the silencing of 'school music' in England*. They are hoping that the research, continuing media interest and political pressure will result in a rebalancing of the curriculum in the future.

Ally Daubney wins award for excellence



Keynote: In November 2018, Senior Teaching Fellow, Duncan Mackrill, was invited to speak at the Westminster Education Forum on 'Next Steps for the Curriculum at Secondary Level'

Award: In March, Senior Teaching Fellow, Dr Ally Daubney, won the 'Excellence in Primary/Early Years' award at the Music Teacher magazine 'Awards for Excellence' event in London for her work authoring the Primary Music Toolkit, published by ISM Trust and supported by the Schools Music Association.

MAKING CONNECTIONS INTERNATIONALLY

Visiting Academic: India

In June 2019 **Louise Gazeley** and **Julia Sutherland** co-hosted the two week visit of visiting academic **Dr Nupur Samuel** (Assistant Professor, Centre for English Language Education, Ambedkar University, Delhi). Nupur teaches English language proficiency and teacher education courses and during her time with CTLR gave a presentation entitled *English in India: Politics of inclusion and exclusion*. The event attracted a diverse audience, - including those with interests in India and/or language teaching - successfully bringing together students and researchers from across the Social Sciences.

Nupur's doctoral research focused on examining whether assessment and teaching could be seen as unified activities and it aimed at assisting students to develop their writing abilities while they were in the process of being assessed. During her time at Sussex, Nupur was therefore pleased to have the opportunity to meet with colleagues from across the Department of Education with shared interests in literacy teaching, assessment, critical thinking, writing pedagogy and teacher education. She also attended the 8th Annual Teacher Researcher Conference and participated in a Doctoral Research in Progress seminar. A key highlight of her time at Sussex was a visit to St Paul's Catholic College, a local secondary school with expertise in areas such as supporting students with English as an additional language, technology-enhanced learning and developing teachers through practitioner research. Her visit was hosted by Assistant Headteacher, **Dr Keith Perera** (PhD alumni and Education Tutor at the University of Sussex). The visit provided opportunities to interact with teachers and observe some English lessons, one teacher describing how Julia's work on reading had helped her develop students' reading skills.

Visiting Doctoral Researcher: Spain

In the autumn term of 2019 CTLR hosted **Maria Tenorio Rodriguez** from the Department of Research Methods and Diagnosis in Education at the University of Seville. Maria's visit was supported with an Erasmus scholarship. Her doctoral research focuses on the employability of non-traditional higher education students and graduates in Andalusia in the context of the contemporary job market and it is being funded by the Spanish Ministry of Education as part of a larger project. During her visit Maria worked under the supervision of **Tamsin Hinton-Smith** and presented her work at two CTLR hosted events: a Doctoral Research in Progress seminar and the *Critical Perspectives on Transitions Into, Through and Beyond Higher Education* conference.

Julia Sutherland, Nupur Samuel & Louise Gazeley



In March 2019, **Dr Christina Hancock**, Lecturer in Education, presented her doctoral research on functional play for autistic children to staff and undergraduate students as part of the Developmental and Clinical Psychology group Chat Lab

MAKING CONNECTIONS INTERNATIONALLY

Connecting Around the Teaching of History

This year **Richard Mc Fahn** visited colleagues at the University of Jyväskylä, Finland to support teachers in enquiry based history teaching. Some of the ideas developed through the visit are to be published in a co-authored book. Richard also visited South Korea to discuss history teacher training, teacher Continuing Professional Development and the teaching of the History Curriculum's 'wider world units' with the Academy of Korean Studies.

European Attitudes to Evolution Research

This year **Joan Williams** and Senior Education Lecturer **James Williams** have been involved with COST Action which aims to identify targeted strategies to raise levels of scientific literacy in Europe to maximise Europe's innovation potential. It involves 180 contributors from 35 different countries.

Joan and James Williams



To date two meetings have been held - the first at the University of Porto in Portugal involving all five established working groups and focusing on the various approaches to gathering data on the acceptance and communicating of evolution in educational and non-educational settings. The second meeting, which was held at the Museum of Natural History in Paris, involved two working groups who explored delivery of evolution in the various national and local curriculum requirements across the participating countries and the relationship between academics, science communicators and science journalists. As a member of the former group, Joan is currently carrying out an audit of the requirements for teaching evolution across the English national curriculum. James is a member of two groups and is (i) undertaking a survey of undergraduate acceptance of evolution across as many of the 35 participating countries as possible and (ii) looking at the communication of evolution and the outreach programmes of scientists and science education researchers.

Joan retired in August 2019 and her many and diverse contributions will be missed. In addition to working as a Teaching Fellow with a specialism in Primary Science, she has been a key member of the Childhood and Youth: Theory and Practice BA course team, being both a very active and dedicated placement co-ordinator and a skilled dissertation supervisor. Reflecting her passion for good science teaching, Joan recently conducted a survey of the (declining) time given to the teaching of Primary Science and the training needs of local teachers. CTLR wishes Joan well in her retirement and expects to stay in touch!

Public Lectures: **James Williams** delivered the Blackham Education Lecture for Humanists UK in Birmingham in October 2018 and spoke at the Royal Society of Biology in Shrewsbury in 2019

This summer many staff working in Initial Teacher Education were involved in hosting a two-week visit for a cohort of Spanish teachers, organised so that they could participate in a module on creative learning

Primary & Early Years Team Scoops Award

In July the Primary and Early Years Education BA team, **Denise Kingston** (Senior Lecturer in Primary and Early Years Education), **Dr Christina Hancock** (Lecturer in Primary and Early Years

Education) and **Matthew Westgarth** received a 'Learning Together Award' at the new Sussex Education Awards.



International Research to Support Development in Early Childhood

Dr Denise Kingston has been working for a number of years as Chief Investigator on three Australian intervention studies in Early Childhood Education and Care. This year she has been involved in the support for colleagues using the Sustained Shared Thinking and Emotional Wellbeing (SSTEW) scale in their research. This has included work with researchers based in Germany (ongoing) and will next year include supporting colleagues in Hong Kong, China and Singapore. Denise has also contributed to a number of impact events and co-authored publications.

Howard, S J; Siraj, I; Melhuish, E C; **Kingston, D**; Neilsen-Hewett, C; Rosnay, M; Duursma, E; and Luu, B (2018): 'Measuring interactional quality in pre-school settings: Introduction and validation of the Sustained Shared Thinking and Emotional Wellbeing (SSTEW) scale'. *Early Child Development and Care*. ISSN 0300-4430

Siraj, Iram, **Kingston, Denise** and Neilsen-Hewett, Cathrine (2019): 'The role of professional development in improving quality and supporting child outcomes in early education and care'. *Asia-Pacific Journal of Research in Early Childhood Education*, 13 (2). pp. 49-68. ISSN 1976-1961

Siraj, Iram; Howard, Steven J; **Kingston, Denise**; Neilsen-Hewett, Cathrine; Melhuish, Edward C; and de Rosnay, Marc (2019): 'Comparing regulatory and non-regulatory indices of early childhood education and care (ECEC) quality in the Australian early childhood sector'. *Australian Educational Researcher*. pp. 1-19. ISSN 0311-6999

MAKING CONNECTIONS LOCALLY

Primary Science Space Day Teaching of History

In September the Primary PGCE team worked with the Sussex Widening Participation team to give over 800 primary school children from Brighton and Eastbourne a rare opportunity to see a prototype of the Mars Rover in action. The event was the inspiration of Katherine Courtney founder of PrimarySpace, a new charity aiming to engage primary school children and teachers with careers in Science, Technology, Engineering and Maths (STEM) through the wonders of space. Trainee teachers from the Department of Education at Sussex, overseen by experienced teachers including Education Teaching Fellow **Claire Watts**, ran sessions with the attending children exploring what inspired them during the day and what they would like to be when they grow up.



This year the Primary PGCE team also led coordinator networks for English, Maths and Early Years to support local schools in considering how the latest research evidence can impact on children’s learning.

Lecturer in History Education **Richard McFahn** worked with the history departments of seven local schools on an action research project that focused on curriculum planning

Award: Part-time Senior Teaching Fellow John Parry, with Natasha Mansley from the Sussex Student Union, were joint winners of the University’s new ‘Better World Teaching Award’, in recognition of their collaboration on the Undergraduate Role Models elective.

Celebrating World Autism Awareness Week

In April **Jacqui Shepherd** chaired a question and answer event with two autistic women about their experiences of autism at The Depot in Lewes. The event was held to celebrate World Autism Awareness Week and attracted an audience of around 100 people. Jacqui’s session was followed by a screening of the film *Snowcake*, one of only a few films about an autistic woman. Screenwriter Angela Pell was also available after the screening to answer questions.

Supporting the Educational Progression of Young People from GRT Backgrounds

Dr Emily Danvers (Lecturer in Education) and **Tamsin Hinton-Smith** recently completed an outreach and research project funded by the Sussex Learning Network that aimed to improve progression to Further and Higher Education for young people from Gypsy Roma Traveller (GRT) backgrounds. The project was conducted in partnership with Hailsham Community College, Plumpton College and community organisation Friends, Families and Travellers (FFT), as well as with members of the University of Sussex Widening Participation team. Targeted, bespoke outreach has been developed based on GRT young people’s expressed career interests. A stakeholder event aimed to raise awareness and enhance the practices of professionals working with GRT young people.

End of Secondment with Sussex Learning Network

Tamsin Hinton-Smith and **Emily Danvers** recently completed a 22-month secondment to the Sussex Learning Network as Research and Evaluation Managers for the National Collaborative Outreach Programme (NCOP). Throughout this time they have led on developing and leading an evaluation strategy for NCOP funded activities run by partner schools, colleges, universities and community organisations, as well as carrying out more in depth targeted research into the experiences and

perspectives of young people, parents, teachers and widening participation professionals in Sussex around higher education progression opportunities and inequalities. Tamsin and Emily’s work as part of NCOP has included supporting the University’s WP team’s *Access Your Future* project, engaging young people as researchers of their own lives. They also developed training and resources aimed at supporting WP professionals in evaluating their own practice.

Making Connections via the CTLR Open Seminar Series

On 27 February invited speaker **Dr Eleanor Jupp** (Lecturer in Social Policy, University of Kent) delivered a research seminar which provided an opportunity for CTLR members and students enrolled on the Early Years Education MA course to hear about Ellie’s research on the closure of *Sure Start* children’s centres in recent years as a consequence of austerity measures. Ellie’s research was conducted in two Local Authority areas in South East England and she used the seminar to reflect on the policy discourses around service re-structures and closures, as well as the responses and campaigns run by service users in the face of such closures. Drawing on perspectives from human geography and feminist theory, Ellie argued that everyday forms and relations of care are made increasingly invisible under austerity and that activism by service users can render them visible in new ways. The seminar included an opportunity to view and discuss a short video that Ellie produced entitled *Save our Sure Starts*.

In March 2019 **Dr Nenadi Adamu** (Lecturer in Health & Social Care, University of Bedfordshire)

was invited to speak with CTLR members about her research into youth transitioning from challenging educational experiences to the informal economy. In recent years young people in England have experienced significant changes within the context of welfare, education, work and independent living. They also continue to face high levels of unemployment, limited job opportunities, and punitive conditions for claiming welfare benefits. In this seminar, Nenadi described the experiences of a group of young people from Luton and Cambridge who engaged in begging, drug dealing and sex work as alternative forms of ‘work’ in their transitions to adulthood. She explored the structural, cultural and biographical factors that influence their informal career decision-making processes, drawing on Bourdieu’s social field theory. A significant number of participants had challenging educational experiences, which could arguably be linked to their decisions to enter the ‘alternative economy’. Nenadi’s seminar stimulated a highly engaged, in-depth discussion around how to better meet the challenges presented.

Forthcoming Publication: **Webb, R. and Kirby, P.** (2019): ‘Modelling Transformative Education’, *FORUM: For Promoting 3 to 19 Comprehensive Education*, 61(1), 89-104, ISSN 0963-8253

DEVELOPING TEACHING AND LEARNING IN HIGHER EDUCATION

New Postgraduate Certificate in Higher Education Seminars

This year CTLR launched a new *Space to Share* seminar series to facilitate connections around Teaching and Learning in Higher Education across the University through the showcasing of dissertation research being undertaken by colleagues enrolled on the University's Postgraduate Certificate in Higher Education (PGCertHE), a professional development qualification open to the University's academic and professional service staff. The series is co-ordinated by **Tamsin Hinton Smith**, who also convenes the PGCertHE course. The first of these termly seminars was presented by **Jacqueline Young** in November. Jacqueline explored meanings and interpretations of creativity in the classroom and how better understanding of the difference between teaching for creativity and teaching creatively might link into a discourse on teaching how to teach creativity. The session included reflection on the implications for the embedding of creativity on the Early Years Education MA course that Jacqueline co-leads. In the spring term **Dr Jackie Grant** (Senior Teaching Fellow in Physics) discussed her research in a session that also made a contribution to the School of Education and Social Work's celebration of LGBT+ History Month. This was entitled: *Teaching in the University of Sussex Physics Department: Students' understanding, understanding students, and supporting inclusivity and diversity*. In the summer term Dr Arianne Shahvisi (Lecturer in Ethics and Medical Humanities) gave a presentation entitled: *Disclosing Moral and Political Views in the Higher Education Classroom* which critiqued presumptions around teacher neutrality and argued instead for the teacher as a creator of safe discursive spaces. Given the success of this series, we will definitely be running it again next year!

Higher Education, Curriculum and Pedagogy

Tamsin Hinton-Smith has been leading a project funded by the University's Research Development Fund (RDF) looking at *Mainstreaming Gender in Curriculum and Pedagogy in Higher Education*. **Dr Charlotte Morris** (Lecturer in Education) and **Rosa Marvell** are also working on the project, along with Dr Kimberley Brayson (Co-Director of the Sussex Centre for Gender Studies). The research focuses on selected disciplines from across the Sciences, Social Sciences and Humanities. In June the team presented their research at the University of Surrey Euro Student Conference and at the Gender and Education Association Conference at the University of Portsmouth.



Promoting Inclusion in Higher Education

During the course of this academic year **Jacqui Shepherd** has been working with Claire Annesley (Pro Vice Chancellor for Equality, Diversity and Inclusion, University of Sussex) on developing an autism friendly university. Several focus groups have already taken place with small groups of current autistic students and the National Autistic Society. Plans are in place to work with a framework devised and implemented by Dublin City University over the next three years.



Nigeria
A team of CTLR colleagues visited Abuja, Nigeria from 17-21 September 2018 to work with a group of senior academics from across the country as part of the second 'Leaders in Transformative Higher Education Pedagogy' training course. The team included **Simon Thompson, Tamsin Hinton-Smith, Rebecca Webb, Charlotte Morris, Tab Betts** and **Jackie Grant**. The team plan to run the training for a third year in October 2019, with a return visit to the School of Education and Social Work for Nigerian colleagues to participate in a bespoke, intensive version of the PGCertHE professional development course.

Cambodia
In February 2019 a team of CTLR colleagues including **Simon Thompson, Tamsin Hinton-Smith** and **Tab Betts** were invited by the parliamentary Institute of Cambodia to lead a training course for parliamentary staff in Phnom Penh. The group of 20 participants involved research staff alongside those responsible for training researchers. The group enjoyed participating in facilitated Lego serious play as part of their reflective work around their own professional development.

Tab Betts joined the School of Education and Social Work in June 2019 from the University's Technology Enhanced Learning team, taking on a maternity cover role as Lecturer in Higher Education Pedagogy. Tab teaches on the PGCertHE course and the new Fundamentals of Teaching and Learning in Higher Education module, as well as contributing across a number of international CPD projects. He is also a founding member of the Active Learning Network.



CONNECTING RESEARCH AND PRACTICE IN WIDENING PARTICIPATION

Alternative Routes to Change

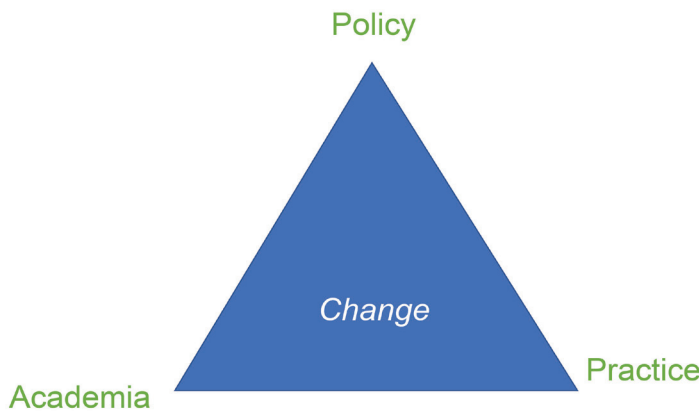
Critical Perspectives on Transitions Conference

Louise Gazeley received Impact Funding to run a CTLR seminar/workshop in London in July with colleagues from the Widening Participation (WP) teams at the Universities of Sussex and Lancaster. The event, *Connecting Research and Practice in Widening Participation: Exploring (alternative) routes to change* aimed to bring academics, practitioners and policy-makers together. Invited speakers were asked to draw on their diverse experiences and roles to show how a willingness to step outside established norms can open up new understandings of – and alternative routes to – positive change. Presentations therefore adopted a wide range of styles and foci:

- Dr Neil Harrison (Senior Researcher, Associate Professor and Deputy Deirector of the Rees Centre, University of Oxford) led a challenging and engaging session entitled: *Five Unanswered Questions in Widening Participation Revisited*. There were originally proposed at the 2012 Forum for Access and Continuing Education (FACE) conference. Neil reflected on them in the light of new evidence and approaches before proposing five new questions to move the debate forward into the 2020s.
- Chris Bayes (Outreach and Student Success Manager, Lancaster University) and **Gino Graziano** (Head of UK Student Recruitment and Widening Participation, University of Sussex) spoke about *Writing Across Research/ Practice Boundaries*, drawing on their experiences of the OFFA/Sheffield Hallam WP writing project. This encouraged participants to view their practical experience through a theoretical lens, giving academic grounding to tacit knowledge. Chris focused on the tensions, overlaps and opportunities between student recruitment and widening participation while Gino discussed the need for more participatory, co-constructed approaches to WP outreach: an ethos of ‘doing with, rather than doing to’.

- Dr Matthew Johnson (Senior Lecturer, Lancaster University) was supported by **Tamsin Hinton-Smith** in leading a discussion about the work of the Association for Academic Outreach.
- **Louise Gazeley** led a session on *Connecting Theory with Practice Through the University Curriculum* which involved former Education MA WP students, **Penny Longman** (Senior Careers Consultant, University of London) and **Ruth Squire** (Doctoral Researcher, Sheffield Hallam University). They were joined by Sussex Sociology undergraduate **Graham Young** who shared his reflections on the value of taking a newly developed elective in WP.
- Professor Colin McCaig (Sheffield Hallam University), **Rosa Marvell** and Alex Wardrop (Office for Students) finished the day with their reflections on the questions:
 - What change is needed?
 - How can this best be achieved?
 - What obstacles might need to be overcome?

The day successfully stimulated debate around how to develop closer links between policy, research and practice while also modelling and reinforcing the value of working together and setting an agenda for future collaboration.



In October CTLR co-hosted the *Critical Perspectives on Transitions into, through and beyond Higher Education* conference with the Centre for Higher Education and Equity Research (CHEER). The event, held at Brighton’s Jubilee Library, was attended by a diverse audience of around 60 delegates from research, teaching and widening participation backgrounds.

Dr Sarah O’Shea (Associate Professor in Adult, Vocational and Higher Education, University of Wollongong, Australia) opened the conference with a keynote presentation entitled: *Older and First: Navigating the transitions of older students who are the first in their family to attend university*. A second keynote was given by Dr Richard Waller (Associate Professor in Sociology and Education, University of the West of England) on *Critical Perspectives on Transitions into, through and beyond Higher Education: Learning from the paired peers project*.

The rest of the day was spent listening to a wide range of research presentations. Much of the thinking behind the day was done by Education doctoral researchers **Wendy Ashall**, Yasser Kosbar and **Rosa Marvell**. **Charlotte Morris** chaired a thought-provoking question/ discussion session towards the end of the day in which emergent themes were shared from their research regarding who is and is not positioned as ‘typical’ within higher education.

The opportunity it provided to learn from others working in similar areas, albeit in other sectors, made it clear to me that we would all benefit – in terms of research, policy and practice – from more regular cross-sector conversations.



New Publication: Johnson, Matthew; **Danvers, Emily**; **Hinton-Smith, Tamsin**; Atkinson, Kate; Bowden, Gareth; Foster, John; Garner, Kristina; Garrud, Paul; Greaves, Sarah; Harris, Patricia; Hejmadi, Momma; Hill, David; Hughes, Gwen; Jackson, Louise; O’Sullivan, Angela; ÓTuama, Séamus; Perez Brown, Pilar; Philipson, Pete; Ravenscroft, Simon; Rhys, Mirain; Ritchie, Tom; Talbot, Jon; Walker, David; Watson, Jon; Williams, Myfanwy and Williams, Sharon (2019): ‘Higher Education Outreach: Examining key challenges for academics’. *British Journal of Educational Studies*. ISSN 0007-1005

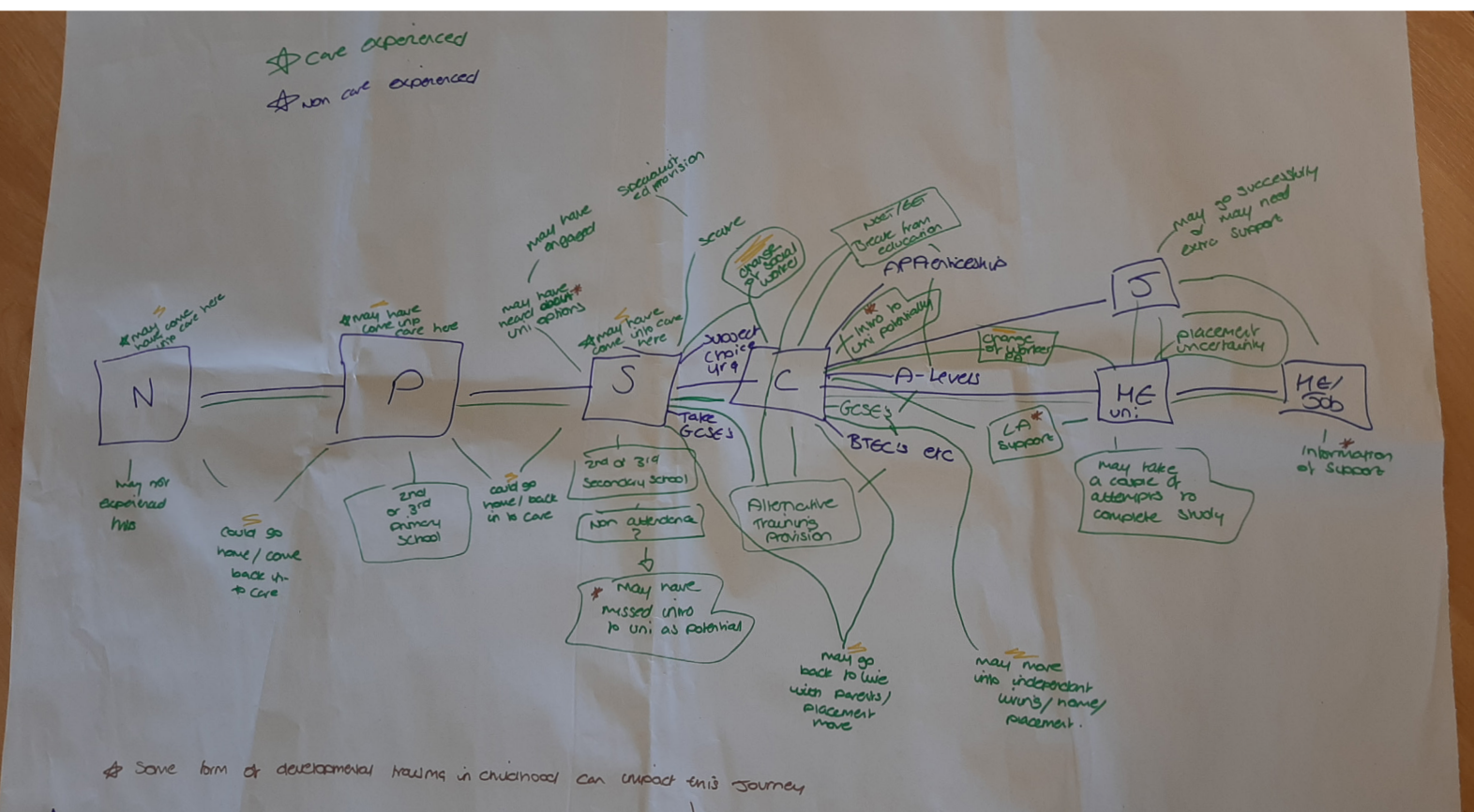
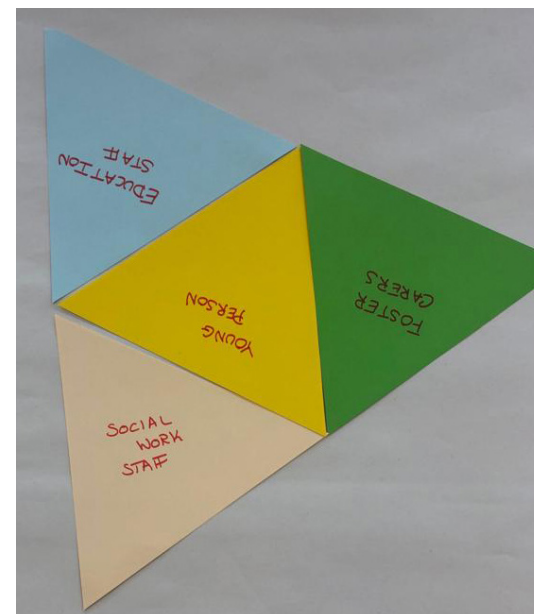
Supporting the Supporters

From January to July 2019 **Tamsin Hinton-Smith**, **Louise Gazeley** and Dr Tam Cane (Lecturer in Social Work) have been working with Anne-Marie Bird from the University's Widening Participation team on a new Sussex Learning Network funded project, *Supporting Supporters*. The project builds on the findings of an earlier evaluation of a coaching programme for care experienced young people interested in progressing to university that was commissioned by Aimhigher London South.

The *Supporting Supporters* programme has involved developing and delivering a series of targeted workshops for foster carers, social workers and education staff. These have facilitated a detailed exploration from different standpoints of how higher education progression journeys for care experienced young people can be better supported.

Insights from the groups were shared at the East Sussex Virtual Schools Conference in July 2019 and at the University of Brighton Annual Teaching and Learning Conference.

The team is now working to develop a toolkit of resources that can be shared with the different groups involved in supporting the educational pathways of these young people. Contact Tamsin to find out more about the toolkit and when it will be available.



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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