

ANNUAL REPORT 2017-18

CTLR

CENTRE FOR TEACHING AND LEARNING RESEARCH

us

UNIVERSITY
OF SUSSEX

INTRODUCTION

The Centre for Teaching and Learning Research (CTLR) is based in the School of Education and Social Work (ESW). Engaged with education in all its pedagogical and social complexity, it aims to foster the development of more holistic, contextualised and systemic understandings of education in all its many forms. Members' interests span local, national and international contexts and a range of formal and informal settings, running from Early Years to Higher Education (HE) and including Initial Teacher Education (ITE) and Continuing Professional Development (CPD).

This year CTLR hosted a lunch in January to express our thanks to previous centre director **Gillian Hampden-Thompson** who stepped down as director of CTLR in December in order to focus on her role as Head of School. Dr Louise Gazeley took over as Centre Director in January, being joined in the newly created role of Deputy Director by Dr Tamsin Hinton-Smith. Dr Sindi Gordon continues to develop the work of the centre through her role as CTLR Research Fellow.

Details of all of this year's activities, including slides for all research presentations discussed in this annual report, can be found on our refreshed website, alongside those for previous years. We would like to express our thanks to Heather Stanley for all her work on the CTLR website over the course of this academic year and in producing this annual report.

The Centre's strapline is *Making Connections*, reflecting its focus on bringing research, theory, policy and practice together with a view to promoting positive change. We are therefore really delighted that you are reading our annual report and hope that - recognising a shared interest - you will identify and explore new ways to connect with us as we are always pleased to welcome new opportunities to interact and collaborate.

Louise

Sindi

Tamsin



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ANNUAL CHANGE EVENT

Caring about Care: Promoting successful trajectories through the development of more human-scale systems

In July, CTLR hosted the first of its new Annual Change Events in the Attenborough Centre for Creative Arts on the University of Sussex campus. Generously supported by colleagues from the Centre for Innovation and Research in Childhood and Youth (CIRCY) and the Centre for Social Work Innovation and Research (CSWIR), the event successfully brought together around 40 researchers, practitioners and other stakeholders from across disciplines, with a shared commitment to improving outcomes for care-experienced young people.

Three morning sessions provided an opportunity to hear about the HE Champions Coaching Programme for Looked After Children - a widening participation intervention developed by Aimhigher London South and evaluated by Senior Education Lecturer and CTLR Director, **Louise Gazeley** with Senior Lecturer in Higher Education and CTLR Deputy Director, **Tamsin Hinton-Smith**.

Louise and Tamsin used their session to highlight the need to understand success as a series of small steps. They also emphasised the importance of developing more human-scale systems within universities to better address increasing student diversity.

Matthew Blood (London Borough of Islington) talked about the motivations behind the development of the programme and the role of the Virtual School in improving educational outcomes.

Insights into the nature and value of the coaching model utilised in the HE Champions programme were shared by Anita Sehdev (Kaizen Partnership) and Dembo Drame (coach).

In the afternoon, Lynn O'Meara and Karen Tucker (both University of Sussex) discussed how the University has developed its systems to better support care-experienced students through transition and beyond.

Dr Maggie Inchley (Queen Mary, University of London) and Dr Sylvan Baker (Royal Central School of Speech and Drama) presented a participatory action research project that involved gathering and sharing personal testimonies of care-experienced young people to heighten listening and provoke change.

Dr Fidelma Hanrahan (CIRCY, University of Sussex) ended the day with a presentation of findings from international research project, Against All Odds, which aimed to build more positive understandings of the experiences of young people and adults who have been in care by focusing on their often hidden successes.

Key learning points from the day were published in an Event Brief available from the CTLR website. These included remembering that care-experienced young people should not be seen as problems to be fixed but as coming from diverse backgrounds and with experiences that makes the quality of the relationships they experience really matter. There was a consensus that the need to measure their successes against milestones that take little account of more complex educational pathways is problematic.

Overall, the day highlighted the value of innovative and collaborative approaches that put young people's lived experiences at the centre.





New publication: Gazeley, L. and Hinton-Smith, T.
 'The 'success' of looked after children in Higher Education in England:
 Near peer coaching, 'small steps' and future thinking.'
 Higher Education Research and Development.

DEVELOPING PRACTITIONERS AS RESEARCHERS

Second Early Years Annual Conference

There is a strong focus in CTLR on promoting research informed practice, including through affiliated research-based Masters level courses that provide an extended opportunity to gain and apply knowledge of all forms of research. This academic year saw the work of students shared and celebrated in two annual conferences and the publication of a paper by three previous students in which they reflected on the value of such opportunities.

In February, CTLR hosted the second annual Early Years Education research conference building on the success of the previous year's conference at which graduates of the Early Years Education MA course presented aspects of their own empirical and practice-based dissertation work. This year, presentations focused on research studies most likely to resonate with new students and practice-based colleagues from local nurseries and schools. Attendees were able to select two workshops to take part in around key themes:

- Encounters with Nature:
Pre-schooler perspectives on Forest School
- Autism and Attachment:
Key person relationships within a special school context
- Making Sense of 'Quality Interactions':
Practitioner perspectives on practice
- Adult-Child Relationships:
Practical challenges explored

- Observation Unpicked:
Critiquing different methods within one setting
- Pedagogy, Space and Objects:
How children are affected.

Leading the workshops, required the presenters' engagement over several weeks, supported by Curriculum Tutor, **Meryl Williams**. Together, the small-scale studies presented highlighted the synergies between practice-based research and pedagogy and reflective practice. The keynote address was delivered by Dr Carla Solvason (University of Worcester) and focused on what constitutes 'good' Early Years Education research. Carla emphasised the need to reflect carefully on what it means to 'take' and make something of what others do and say but also the importance of an ethical commitment when writing and reporting on research for a wider audience.



The Early Years Education MA team won Student-Led Teaching Awards 2016/17 for Outstanding Support for the Learning Experience of Students AND a University Award for Excellence in Teaching 2017/18 - Outstanding Support for the Learning Experience of Students - which they collected at Summer Graduation.

Seventh Annual Teacher Researcher Conference

In July, CTLR hosted the seventh annual teacher researcher conference. During the conference, participants were able to hear fellow Education MA students – 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 the following themes:

- Innovative Pedagogies and Technology Enhanced Learning
- Special Educational Needs, Diversity and Social Justice
- Developing Engaged Readers and Writers Across the Curriculum
- Formative Assessment and Metacognitive Approaches

This year's conference included the 'public' handover of the leadership of the Education MA course from Senior Education Lecturer, **Julia Sutherland** to Education Teaching Fellow, **Andy Chandler-Grevatt**. To mark the occasion, Julia was invited to give the keynote address and thanked for her tireless commitment to the development of the MA, a range of specialist pathways having been carefully established over this period.

Lists were displayed showing the wealth and diversity of previously completed dissertation studies, many related to the research interests of their MA supervisors.

MA students continue to advocate for research-informed practice

Fay Lofty, Ruth Squire and **Penny Longman**, all of whom successfully graduated from the Widening Participation strand of the Education MA, have recently had a co-authored paper published in the *Journal of Further and Higher Education*.

The paper discusses the value of access to a research-based MA that allowed them to pursue their independently identified research agendas - promoting positive change at practice level outside of dominant evaluation frameworks.

Since graduating, all three have moved on to new roles:

- Fay is now Schools Liaison Programme Manager for the Sussex National Collaborative Outreach programme (NCOP) where she manages a Parent and Carer HE Ambassador project.
- Ruth is now an ESRC-funded doctoral researcher at Sheffield Hallam University working on third sector involvement in widening participation policy and practice.
- Penny has just taken up the new role of Widening Participation Careers Consultant at University College London. She recently presented the paper *Learning from Diverse Voices: Using practitioner research to improve outcomes for students from widening participation backgrounds* at the AGCAS Research Conference where the theme was 'Research for Change: Developing evidence-based practice for the benefit of individuals, institutions and society'.

Publication: Gazeley, L., Lofty, F., Longman, P. & R. Squire (2018)

'Undertapped Potential: Practitioner research as a vehicle for widening participation'
Journal of Further and Higher Education

Reflections on a decade of collaborative research with teachers on literacy teaching

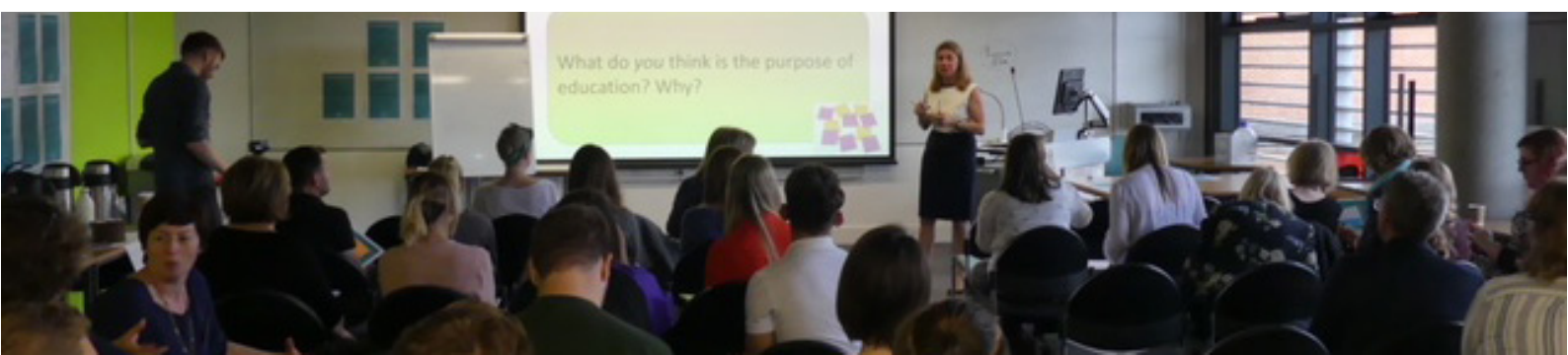
Julia Sutherland has been conducting research on literacy with secondary English teachers - locally and nationally - for over a decade. Her research has two aims: to generate fresh understanding about how to develop students' dialogic talk, thinking and reading comprehension, and to transform practice by engaging teachers in research. An overarching focus has been to support the literacy and voice of the most marginalised students. Consequently, research has often taken place in low sets with a high proportion of students who receive the Pupil Premium (PP) or have special educational needs and disabilities.

Collaborating with teachers and students in similar contexts over a series of participatory action-research and other studies has enabled teams to deepen collective, situated understanding over time. Informed by Bakhtinian dialogism in design and focus, a key project enabled students and teachers to reflect on developing group talk and thinking across schools - via video and face-to-face - using this dialogic space to deepen understanding. Publications have enabled this knowledge to inform national policy on the pedagogy and assessment of talk.

Julia's most recent, interdisciplinary work was undertaken in collaboration with Senior Education Lecturer, **Jo Westbrook**, and Professor Jane Oakhill (Psychology). This used a quasi-experimental, mixed-method design to investigate how to develop students' reading comprehension and engagement in reading, focusing particularly on weak readers in 'low sets'.

The project evaluated the impact of the 'faster read' model on students' reading comprehension using standardised pre-/post-tests, teacher interviews and observations. Marking a radical change from current practice, the model involved classes reading two challenging novels back-to-back across a single term, while their teacher supported comprehension through reading strategies, dialogic talk, group work and oral assessment.

In 12 weeks, students' mean comprehension increased by 8.5 months overall, and by 16 months for weak readers, as measured in standardised tests. Three years later, teachers are still using the 'faster read' model which, having spread through teacher networks and CPD events, is now being used in approximately 60 schools in London and the South East. Teachers report continuous improvement in their students' enthusiasm for reading and skills, especially weaker readers typically from less advantaged social backgrounds.



An important legacy of this decade of collaborative research is that teachers - including Education MA and doctoral researchers/ practitioners - have continued to extend collective knowledge, further developing practice through independent research in their schools.

In November 2017, a catch up meeting with a group of local teachers indicated that many have continued to enact dialogism in their practice, enabling often marginalised students in particular to develop their reading, widen their repertoire of discourses, and “move from the periphery of the classroom to the centre”.
(English teacher participant).

[Teachers should] remember it's our talk - so they mustn't dominate it, by saying what they think about things, otherwise pupils feel intimidated and feel 'Oh the teacher thinks that, so it must be right!'

(Sam, Year 8 student)

The other day, I caught myself mid-sentence and I realised I was speaking in a more tentative way than I used to, in front of the whole class, saying 'It might mean so-and-so, I'm not sure...', [being] less authoritative'

(Teacher, Anna).



New publication: Westbrook, Jo, Sutherland, Julia, Oakhill, Jane and Sullivan, Susan (2018)
‘Just Reading: Increasing pace and volume of reading whole narratives on the comprehension of poorer adolescent readers in English classrooms’
Literacy

DOCTORAL CONNECTIONS

New CTLR Doctoral Researchers

During this academic year we have sought to connect with doctoral researchers across the School, inviting them to share their research interests at an informal lunch held in April and to join the first meeting of our new Research Hub. We also welcomed a number of new researchers:

Rosa Marvell (CHEER/CTLR). Research aims to interrogate how social (dis)advantage influences trajectories into postgraduate taught study through the life-history narratives of first-generation Higher Education students enrolled on taught Master's programmes in English universities. Rosa is particularly interested in how structural, material and symbolic resources, networks and moments help, hinder or otherwise shape those journeys. She is studying the Education PhD full time.

Cath Oddhayward (CTLR). Research aims to improve understandings of the principles and benefits of youth mentoring with Autistic young people. Cath is an experienced specialist teacher interested in building on her professional experiences of mentoring with this group by supporting and researching the development of the approach in a small number of mainstream Secondary schools. She is studying the Education PhD part-time.

Jacqueline Young (CTLR). Research aims to explore the relationship between the development of creative thinking in Early Years settings and disadvantage through a focus on enabling environments. Jacqueline is co-convenor of the Early Years Education MA at Sussex, and studies the Education PhD part-time.



Research-in-Progress Seminar Series

Same Problem, Different Approaches: The muddle of mixed methods

Each year, doctoral researchers within the School of Education and Social Work can choose to present their work in monthly seminars held as part of the Research-in- Progress seminar series.

Marilyn Hall (CTLR) and **Wendy Ashall** (CHEER/CTLR), both of whom elected to combine methods, opted to utilise their presentation to explore the dilemmas associated with adopting a mixed methods approach. Whilst using a combination of different research methods - each generating specific types of data - can help to establish a more robust and layered knowledge base, there are also inherent risks and contradictions. The methodological literature also provides only limited guidance on strategies useful in ensuring that quantitative and qualitative data 'talk to each other' in a coherent way in order to generate new knowledge.

Marilyn's research focusses on the relationship between student attainment, science teachers' practice and government policies on accountability and the curriculum. The quantitative component involves the statistical analysis of secondary data on student attainment, via the National Pupil Database, concurrent with an exploration of classroom science teachers' attitudes and behaviours, generated through qualitative interviews and questionnaires.

In contrast, Wendy is conducting a longitudinal case study that focusses on the experiences and outcomes for students enrolled on a university Social Science Foundation Year course. Wendy's research uses multiple research strategies, including a focus group designed to feed into the design of a paper survey and qualitative semi-structured student interviews, along with accessing various sources of administrative data.

For both Marilyn and Wendy, the muddle of mixed-methods comes not out of the original design or collection of the data, but out of the analysis and integration of the data and subsequent depiction of the findings. Both explained that they are interested in moving beyond more usual binary understandings of research positions and approaches and in utilising their research to explore the complementary strengths of both qualitative and quantitative research approaches, avoiding the rabbit hole which conflates data with methodology.



Marilyn Hall



Wendy Ashall

Research-in-Progress Seminar Series

Making Connections on Schooling and Values

Doctoral researcher and newly appointed Associate Researcher, **Perpetua Kirby** (CIRCY/CTLR) and Education Lecturer, **Rebecca Webb**, used their contribution to the Research-in-Progress seminar series to discuss aspects of their separately conducted research studies in dialogue. Both had completed ethnographies of primary schools and they reflected together on the theme of ‘values’ and ‘valuing’ as they relate to the current English school system. This involved tracing the changing political shifts in the educational landscape from New Labour to the different Conservative governments and consideration of the implications of the policy terrain for everyday schooling practices. While they acknowledged commonalities in the broadly socialising aspects of school across the period, they also identified a shift away from a concern with children’s participation (their rights and responsibilities) to one emphasising the requirement of adults to ensure children’s conformity and resilience.

They concluded that a narrow construction of the purposes of education within the current political climate leaves little room for an engagement with values. The presentation facilitated an on-going conversation that has generated new ideas and writing, contributing to Perpetua and Rebecca, co-authoring a chapter on children’s participation for the Oxford University Press.



Image supplied by Perpetua Kirby, winner of the People’s Choice award in the Doctoral Research Image Competition



Perpetua Kirby



Rebecca Webb

LINKING RESEARCH AND PRACTICE IN INITIAL TEACHER EDUCATION

Leading National Debates on the State of Music Education

Successive governments have placed a high degree of importance on music education, with children between the ages of 5 and 14 entitled to play instruments, compose and listen to music in English secondary schools.

Research conducted by Senior Teaching Fellow, **Ally Daubney**, and Senior Education Lecturer, **Duncan Mackrill**, explored the reality of the state of music education through the completion of over 700 questionnaires from secondary schools across England, providing a longitudinal view of music education across the period 2012-2016/17.

Using a combination of quantitative and qualitative data, a range of factors having the potential to negatively impact on children's opportunities in music education within and beyond the classroom were identified, including the impact of school type and Ofsted grading on the level of provision, accountability measures and the structure of the school day.

Ally and Duncan presented their research widely throughout the academic year, including in January at a CTLR open seminar at Varndean School in Brighton which was followed by a panel discussion chaired by headteacher, William Deighan. Other presentations took place at the Music Education Council; Leeds Civic Hall as part of the Music Education Hubs North Conference; a Policy UK forum on the theme of 'A Future for Cultural Education Engagement, Collaboration and Developing a Rich Cultural Curriculum'. The research has attracted considerable attention.



Ally appeared in a BBC Radio Sussex interview on the Neil Pringle Sussex Breakfast show in January 2018 and it was subsequently the focus of a special feature on BBC South East Today.

In March, the Earl of Clancarty raised concerns about the 'increasing marginalisation of music in our schools,' citing their research as evidence.

A new survey with secondary schools in England to identify changes from 2016-2018/19 has just been launched. The results will be compared with data from previous years and will form part of a Westminster Forum debate in November 2018 about supporting a more creative curriculum in schools.



Developing Good Practice in History Teaching

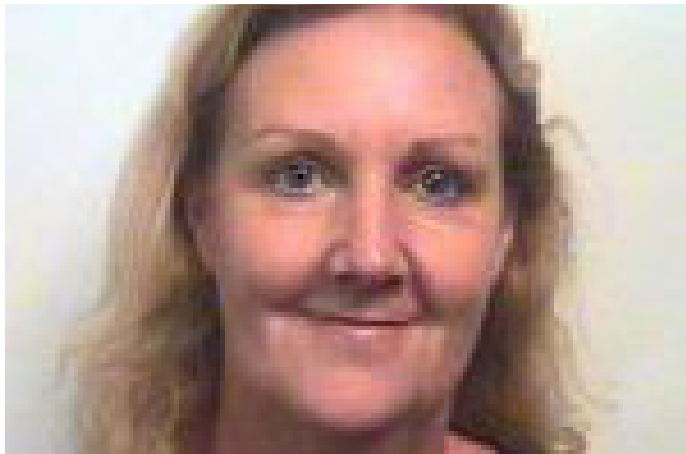
Secondary History Initial Teacher Education (ITE) Lead Tutor, **Richard McFahn**, has been working with Professorial Teaching Fellow (Education) and Head of the Department of Education, **Simon Thompson**, to look into beginning history teachers' professional and personal development and their beliefs about good history teaching.

The research uses visual drawings and interviews to contrast individuals' initial perceptions of good history teaching at the start of a pre-qualification course of subject teacher education with an exploration of the same issues before they graduate. Richard has also been exploring policy and research literature surrounding the origins, nature and purpose of teaching historical interpretations in English history classrooms.

Richard delivered the opening plenary session at the Schools History Project Conference in Leeds in July. His talk provided good practice guidance around the teaching of history at GCSE level, and highlighted the importance of resisting a narrowing down to the test at the expense of approaches that foster enquiry and engagement.



Jo Tregenza



Claire Watts

well as a mark of achievement and commitment to the teaching profession.

Supporting Local Developments in Primary Literacy and Maths

This year, Senior Teaching Fellow and Director of Initial Teacher Education, **Jo Tregenza**, has contributed significantly to the development of reading in schools in the Portsmouth area and beyond. She has also overseen the dissemination of 'Grammar in Context' materials to local partner schools.

CPD sessions recently led by Jo include 'Painting with Words' and 'Developing rich language and grammar through art'. Jo has also been made a 'Founding Fellow' by the Chartered College. Fellowship is an honour, as

Primary Teaching Fellow, **Claire Watts**, is interested in the focus on 'ability' in our culture and how the introduction of the mastery approach in primary maths may challenge this. For her MA dissertation, she interviewed experienced primary teachers and studied their planning and lesson resources to better understand what the term mastery means to the teacher, how they came to this understanding, and how their understanding impacts on their planning and teaching of maths.

The research has informed her teaching on the Primary PGCE and and Primary with Maths courses.

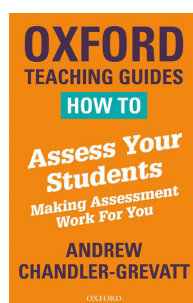
Claire has worked with the local Maths Hub to create resources to support maths teaching and learning in Reception classes and lead sessions on their maths courses for teachers in Sussex.

Addressing Key Debates in Science Teaching

The preparedness of Primary teachers in England to provide an exciting introduction to science is increasingly a subject of debate. Primary Science Tutor, **Joan Williams**, has been researching the length of time that local Primary teachers devote to teaching science in the curriculum - either as a stand-alone subject or as part of a cross curricular theme. Her research 'Inspiring the Future Scientists or Selling Them Short?' also considered the teachers' feelings towards the place of science in the curriculum, considering that it is still a core subject although no longer assessed in Statutory Assessment Test (SATs) exams.

The second part of Joan's research involved looking at Primary teachers' 'preparedness' to teach the science topics of the National Curriculum, a number of which formerly resided in the Key Stage 3 curriculum and were taught by science specialists. The study considered post-GCSE qualifications in science and the amount of science CPD undertaken since working as a teacher.

There is increasing concern in England around the recruitment and retention of teachers. This year, Education Teaching Fellow, **Andy Chandler-Grevatt**, authored and developed the Science Teacher SOS Campaign with the Association for Science Education. The publication aims to break the isolation of teachers thinking about leaving the profession and support them in making informed decisions about their futures.



Writing About Practice

Andy Chandler-Grevatt has been sharing his expertise in assessment, publishing a new book on the subject that aims to empower classroom teachers in using assessment as a tool to support learning.

He also delivered the presentation 'Training and Developing the Teacher Workforce to Fully Understand and Implement Assessment Reform' at the Inside Government. Qualifications and Assessments conference in London in December 2017.

Education Associate Tutor and PGCE Classics leader, **Rowlie Darby**, has contributed a chapter called 'Introducing Latin in a State-Maintained Secondary School in England: Lessons Learned' to an edited collection called *Forward with Classics*, edited by Arlene Holmes-Henderson, Steven Hunt and Mai Musié, Bloomsbury Academic. This is due to be published in August 2018.

Associate Tutor **Edwina Slater**, PGCE English, has recently had a co-authored paper published in Educational Review. The paper takes an innovative visual approach to the deployment of teaching assistants in secondary schools. It argues that it is important to move beyond notions of fixed models of deployment and recognise more fluid typologies in which TA/teacher dynamics are structured contextually, spatially and relationally.

New Publication: Chandler-Grevatt, A. (2018)
Oxford Teaching Guides: How to assess your students
 Oxford University Press

Spotlight on Vanessa Regan

Education Teaching Fellow and CTLR member, **Vanessa Regan**, is retiring after 10 years as PGCE Curriculum Tutor for Modern Foreign Languages at the University of Sussex.

Over this time, Vanessa has worked with a large number of beginning teachers and mentors in local schools and she will be greatly missed for her huge contribution to Initial Teacher Education in the locality.

In July 2018, Vanessa graduated with the Doctor of Education (EdD) for her thesis *Pedagogic Incongruities: A case of initial teacher education and speaking skills in Modern Foreign Languages*. Vanessa's innovative research found that even under favourable circumstances, the structures of schooling militate against the establishment of a

rich oral language environment. Her most surprising finding was that trainees' lesson plans included so few listening or reading activities.

The dominance of the culture of the host school in shaping trainees' practices was also confirmed - particularly in relation to trainees' use of the target language.

The role of speaking in the acquisition of a second language is disputed in the literature and Vanessa's research suggested that a narrow focus on students' performance may actually impede their mastery of the language, privileging what can be measured and observed over the more valuable development of an inner representation of language.



I'm really happy to have graduated and finally worn the red gown and had my hug from the Chancellor. Huge thanks to my supervisors, Julia Sutherland and John Pryor. It's a very strange feeling to graduate and retire from Sussex in the same week but family commitments have made this necessary. I hope to find some occasional academic work to do and to write an article for publication and I look forward to attending CTLR as an affiliate member.

(Vanessa)

New Publication: Slater, E and L. Gazeley (2018)

'Deploying teaching assistants to support learning: from models to typologies'
Educational Review

Researching Aspects of ITE Practice

In light of the 2016 Mentor Standards, Secondary English ITE Lead Tutor, **Sue Pinnick**, has been researching the use of pedagogical subject knowledge by mentors when observing trainee teachers and the impact of this on practice. Sue has also been exploring the use of drama to teach reading at Key Stage 3 and 4, in addition to current best practice in terms of teaching writing at Key Stages 3 and 4.

Sue recently presented her work on mentoring at the Annual Teacher Researcher Conference.

Education Teaching Fellow and leader of mentoring and partnership on the Early Years Education MA, **Deborah Brown**, has been researching the role of university-based mentors on her course. She has also been exploring how the definitions, frameworks and policy surrounding wellbeing affect practice for students and teacher trainers in the context of an Early Years teacher training course, following training she attended to become a mental health first aider.

Developing ITE Trainees as Researchers

The Annual Partnership Conference was hosted by the Sussex Consortium of Teacher Education and Research again this year.

Involving more than 25 PGCE graduates presenting their small scale research to their Professional tutors, the event began with a thought-provoking keynote presentation about undertaking assessment with kindness and care - a theme that will continue to be revisited.

The trainees presented their ideas professionally and with passion. In some instances, staff from schools other than those where the trainees were placed requested copies of the trainees' research, ensuring its wider impact and increasing its potential to make a difference.



The entire Initial Teacher Education (ITE) team won a University Award for Excellence in Teaching 2017/18 - Outstanding Support for the Learning Experience of Students - officially recognised by the Vice-Chancellor at Summer Graduation.



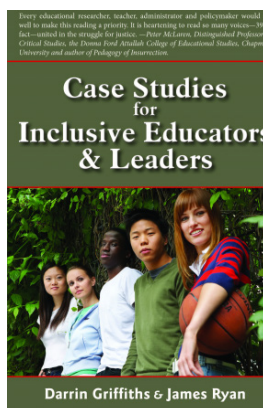
PROMOTING INCLUSION

Developing Teaching

Education Lecturer, **Jacqui Shepherd**, appeared in a BBC Radio Surrey interview on blue badges for autism that was followed in January 2018 with an article in *The Argus*: *Blue badges can change lives so much for the better*. Jacqui highlighted the limitations of stereotypical understandings of disability, emphasising how the scheme affords an opportunity to make a reasonable adjustment to counter the disabling effects of the social world.

This year, Jacqui also launched a new undergraduate elective (optional module) called 'Understanding Autism and Education'. Attracting 40 students from a range of degree courses and genres across the university, the module includes sessions led by autistic speakers. The students produced excellent coursework in response to a challenge to design an autism-friendly school and classroom.

Jacqui Shepherd has just started a consultancy project with the Queen Rania Foundation for Education in Jordan. The focus of the work is to understand the challenges and barriers for disabled children who are not in school, and to work towards increasing their participation.



Working with Lecturer in Primary Education, **Christina Kuegel**, Jacqui has also been seeking to enhance and develop the Special Educational Needs and Disability (SEND) and inclusion strand of the PGCE.

Christina has also been working on the new Primary and Early Years Education BA (with Qualified Teacher Status) and has developed new modules on SEND for our undergraduate trainees.

Further afield, **Jo Westbrook**, is continuing to work with Jacqui on a four year project funded by Sightsavers in Uganda. They have now developed and planned 10 modules on inclusive education with academics from the University of Kyambogo, Kampala. The modules have been taught to two representatives of all the (54) primary teacher training colleges and tutors will therefore now be able to train new teachers in inclusive education as part of their pre-service training.



Jacqui Shepherd

New Publication: Gazeley, L. (2018)

'Inclusion to Prevent Exclusion: A tale of two schools'

In *Case Studies for Inclusive Educators and Leaders*, edited by Darrin Griffiths and James Ryan
Word and Deed Publishing

Spotlight on Christina Kuegel

Christina Kuegel joined the Department of Education at the start of the current academic year and has contributed her expertise in SEND to a number of programmes, including leading a module on play in the Early Years.

In July, Christina graduated with a PhD from the University of Bedfordshire having completed her doctorate there part-time whilst working as Senior Lecturer. Her research was entitled: *Creating a functional play framework for children with autism and severe learning difficulties (SLD)*. The project worked with three schools across the country to develop a framework to support play for autistic children.

The framework was developed in collaboration with teachers and it was reported that they could use the framework to baseline play, set targets and measure play progression for children with autism and SLD.

Importantly, through the depth and detail established, the research enables small steps in functional play for children with autism to be identified and measured, something not previously possible.

It has been an exciting journey and I look forward to sharing the framework with schools and teachers to support the development and wellbeing of autistic children with severe learning difficulties.

(Christina)



CONNECTING WITH POLICY-MAKERS

Advocating for Change in School Exclusion

There is resurgent interest in school exclusions and alternative provision in the light of national data that suggests a deteriorating situation. Recognition of the continuing relevance of an earlier research study on good practice in reducing inequalities in rates of school exclusion, completed by a team of researchers from the University of Sussex and commissioned by the Office of the Children’s Commissioner for England, led to **Louise Gazeley** being invited to give evidence to the Education Select Committee enquiry into Alternative Provision at the UK parliament in May 2018. The committee’s report was published in July and incorporates Louise’s recommendation that young people and parents less powerfully positioned within school exclusion processes be given access to independent advocacy.

In July, Louise was also invited to participate in the Learning From Research Roundtable on school exclusions held at the offices of The Difference, a charity seeking to reduce school exclusions through improved support and provision.

The roundtable forms part of a review of exclusions being led by Edward Timpson, former Minister of State for Vulnerable Children and Families.



House of Commons

Education Committee

**Forgotten children:
alternative provision
and the scandal of ever
increasing exclusions**

Fifth Report of Session 2017–19

*Report, together with formal minutes relating
to the report*

Ordered by the House of Commons
to be printed 18 July 2018

HC 342

Published on 25 July 2018
by authority of the House of Commons

Identifying Good Practice in Mentoring for Social Mobility



The Diana Award, a charity set up in memory of Princess Diana, is working with staff from the University of Sussex on a review of mentoring and its potential impact on less advantaged social groups. The review is being delivered as part of an All Party Parliamentary Group led by the Birmingham Edgbaston MP, Preet Kaur Gill. To date, the group has met twice at the House of Commons and involved a wide range of organisations who run or offer mentoring services across the country. Mentoring is recognised by many organisations and employers as being beneficial for both the mentor and the mentee and previous research identifies four main phases: initiation, cultivation, separation, and redefinition. The initiation phase is crucial to how the rest of the process is perceived and acted upon. The aim of the research is therefore to identify good practice in the initiation phase. The study is being run and coordinated by Education Lecturer, **James Williams**, and is due to be presented in November 2018. The launch is being supported by a central team from the University of Sussex.

INTERNATIONAL CONNECTIONS

Spotlight on Brian Hudson



Professor of Education and former Head of the School of Education and Social Work, **Brian Hudson**, retired at the end of July. He will become an Emeritus Professor at the University of Sussex from 1 August 2018.

Brian has been a leading figure within CTLR since his arrival in 2013. His own research incorporates a strong international focus, reflecting the time he has spent in academia in England, Scotland and Sweden. Prior to entering higher education, Brian worked as a teacher of secondary school mathematics, completing his doctoral thesis on this subject.

Brian has written, spoken and published extensively, approaching knowledge not as given but as fallible and open to challenge through dialogue and debate. He is active in a number of professional networks, including being a member of the Organising Committee for the Teacher Education Policy in Europe (TEPE) Network annual conference which was held at the University of Minho, Braga, in May 2018. He was also a Conference Chair at the European Conference on Education, “Surviving and Thriving: Education in Times of Change” organised by The International Academic Forum (IAFOR) and held in Brighton in Summer 2018.



To mark the occasion of his retirement, Brian will be speaking at a CTLR-hosted talk at the University of Sussex in November at which he will draw on recent work on ‘Epistemic Quality and Powerful Knowledge across School Subjects’, bringing together two papers due to be published in the *London Review of Education* in November 2018.

Forthcoming Publication: Gericke, N., Hudson, B., Olin-Scheller, C. and Stolare, M. (2018) ‘Powerful Knowledge, Transformations and the Need for Empirical Studies across School Subjects’ Lambert, D. (Ed.) *London Review of Education: Special Issue on Knowledge and Subject Specialist Teaching*, Vol. 16, Issue 3, UCL IOE Press

Forthcoming Publication: Hudson, B. (2018) ‘Powerful Knowledge and Epistemic Quality in School Mathematics’ In Lambert, D. (Ed.) *London Review of Education: Special Issue on Knowledge and Subject Specialist Teaching*, Vol. 16, Issue 3, UCL IOE Press

Seminars Focusing on Teacher Development

Palestine

In November 2017, Education Lecturer, **Mariam Attia**, (CTLR/CIE) presented the seminar 'Teacher Education in a Context of Occupation and Siege: The Case of Gaza'. In it she reported on an international Arts and Humanities Research Council (AHRC) funded teacher education programme (2014-17). Dr Nazmi Al-Masri, a Senior Lecturer at the Islamic University in Gaza and the leader of the programme, joined the seminar via Skype. Caroline O'Reilly from Brighton and Hove Palestine Solidarity Campaign also provided some concluding remarks. The talk shed light on the humanitarian crisis in Gaza and the particularities and sensitivities of developing an online programme for teachers under military occupation and siege. The presentation addressed the stages of preparing the course, the ethical issues involved, the pedagogical theories used and the technological tools explored. It also foregrounded the value of including the teachers in Gaza in all stages of the course development and harnessing the passion of everyone involved to make it happen.

Nazmi's contribution offered invaluable insider insight into the context of Gaza, the conditions of teachers there and ways of supporting educational development in Palestine.

Finland

In February 2018, Dr Matti Rautiainen and Dr Anna Veijola from the Department of Education at the University of Jyväskylä, Finland, visited the University of Sussex as part of an ongoing collaboration with **Simon Thompson** and **Richard McFahn**, around the teaching of history. In addition to visiting ITE students to share practices associated with the professional development of new teachers, Matti and Anna led a seminar for CTLR entitled 'Everything You Ever Wanted to Know About Teaching in Finland!' This addressed a broad range of questions, including:

- The main characteristics of education in Finland
- What it means to work in an education system where teachers have autonomy at work and are highly respected across society
- The role of the teacher training school in Finland

The 'typical' curriculum timetable - with its focus on regular learning breaks and a wide range of craft activities - was a source of particular interest. Next year, Richard will teach history education students at the University of Jyväskylä.



Seminars Focusing on Teacher Development

Australia

In July, Pat Drake, Emerita Professor at the College of Arts and Education, Victoria University, Melbourne, Australia - and formerly from the University of Sussex - led the seminar 'Teaching Out-of-field, Australia and England: Implications and policy'. During the seminar, Pat identified the many different ways in which teachers come to teach out of field, not of all of which need to be constructed as a 'problem' to be fixed. Pat drew on her experiences of travelling to small, remote rural schools to explore how some came to leave their posts after relatively short periods of time. She concluded that teaching out of field is a systemic issue and needs to be repositioned as contributing to poor teacher retention, rather than being simply seen as a consequence of it.



Visiting Professor: Argentina

During the Spring Term of 2018, Dr Silvia Morelli, Professor and Research Chair in Curriculum and Didactics at the National University of Rosario, Argentina, was hosted by Brian Hudson as a visiting researcher in CTLR. Silvia's research is informed by that of Lee Shulman and his idea of 'the missing paradigm' and her questions address the relationship between content and teaching - in particular why teaching is so widely seen as a content-free domain.

In addition to her primary role, Silvia works as a curriculum policy-maker in her role as Director of Curriculum Development and Academic Relationships in the Ministry of Education of the Santa Fe Government.

In March Silvia gave a talk to CTLR members on teachers' knowledge, drawing on her experiences as both a researcher and policy-maker.



CONNECTING LOCALLY

Oral History Project

Improving Opportunities to Access HE



CTLR Research Fellow, **Sindi Gordon**, has been working on a project initiated by local community group, Bandbazi, in partnership with Brighton and Hove City Council called 'There's No Taste Like Home'. This multicultural 'elders' project involved looking at how learning emotional resilience could be supported. A second phase of the project involved the sharing of stories. These oral histories were recorded and included with photographs in an exhibition held at Brighton Museum as part of an African, Caribbean and Asian Diaspora Museum Takeover Day by the Black, Asian Minority Ethnic (BAME) Heritage Network. The group now goes by the name 'Spicy & Wise'.

Earlier this year, **Louise Gazeley** passed the role of academic lead for Arts, Humanities and Social Sciences for the University of Sussex strand of the national Realising Opportunities widening participation programme to **Tamsin Hinton Smith**. The programme involves selected Year 12 students (aged approximately 17) who are attending local schools and colleges being linked to an individual tutor who supports them in the writing of an extended essay.

Marilyn Hall (second year), **Rosa Marvell** and **Eddie Slater** (third year) have all been working as academic assignment tutors on the programme.

Free University Brighton

Emily Danvers, **Tamsin Hinton-Smith** and **Rebecca Webb**, have run three community writing workshops on Saturday afternoons in October, January and May. The sessions attracted a broad audience and covered topics such as creative techniques to get started with writing, how to develop a confident authorial voice and how writing can be used as a methodology to think through and produce ideas.

Developing Writers at Lewes Prison

Tamsin Hinton-Smith, and Reader in Criminology, **Lizzie Seal** (University of Sussex) carried out a series of creative writing workshops with men in Lewes Prison, funded by the University's Researcher Development Fund. Their work culminated in the publication of a collection of the men's writing, and an event at The Keep that included readings of the work to which prisoners' families, the prison's Governor, criminal justice agencies and representatives from voluntary organisations representing prisoners and their families, such as Clinks, were invited.

New Publication: Hinton-Smith, T. & Seal, L. (2018)

'Performativity, Border-crossings and Ethics in a Prison-based Creative Writing Project'
Qualitative Research

Better Connecting Research and Practice in Widening Participation

Emily Danvers and **Tamsin Hinton-Smith**, have been seconded to the Sussex Learning Network (SLN), a regional consortia of three universities - Sussex, Brighton and Chichester, seven further education colleges, 35 schools, and multiple community partners. Tasked with leading the development of the Research and Evaluation Strategy strand of an Office for Students funded widening participation project, NCOP, they have held three regional forums to discuss how to engage parents and young people in widening participation outreach activities and led CPD and research training for staff in schools and further education colleges to support their evaluation of widening participation activity.

Emily and Tamsin have also established a network for academics and an Innovation Fund, administered through the University of Brighton's Community University Partnership Programme (CUPP) that has funded 11 small scale research projects. Working closely with Gino Graziano (Joint Head of Widening Participation, University of Sussex) on the Access Your Future participant researcher project, they have co-presented

aspects of the project at national conferences over the summer period. They have also contributed to the development of the Association for Academic Outreach's 'guidelines for good practice' and a journal article led by Dr Matthew Johnson at Lancaster University: 'HE Outreach: Guidance on Good Practice for Academics'.

Interested in charting the impact of their involvement with a range of widening participation programmes over time, **Louise Gazeley, Tamsin Hinton-Smith, Emily Danvers** and **Jacqui Shepherd**, have been scoping a potential impact case study for the Research Excellence Framework (REF) with the support of **Perpetua Kirby**. The case study explores how connecting research and practice has highlighted the importance of the various forms of situated decision making associated with widening participation interventions and the need to strengthen approaches to the identification and conceptualisation of 'disadvantage' within such programmes.

New Publication: Gazeley, L. (2018)

'Unpacking 'Disadvantage' and 'Potential' in the Context of Fair Access Policies in England'
Educational Review

New Publication: Gordon, Sindi F (2017)

'The Potential of Creative Life Writing as a Liberatory Practice'
In Seedat, M, Suffla, S, Christie, D. (Eds.) *Emancipatory and Participatory Methodologies in Peace, Critical, and Community Psychology*
Springer International Publishing

DEVELOPING TEACHING AND LEARNING IN HIGHER EDUCATION

Advocating for New Spaces for Teaching and Learning

In April, CTLR Research Fellow, **Sindi Gordon** was invited to deliver a keynote address at the Bristol Black Students Conference with Shawn Sobers from the University of West of England. Their talk, 'Inclusive Teaching Practices and Pedagogical Innovation', involved students and academics exploring the importance of transformational social justice in everyday practice in Higher Education. Sindi and Shawn drew from a multicultural context that resonated and valued voices, experiences and knowledge often absent in mainstream educational spaces. Rejecting the notion of trying to change resistant spaces, it aimed instead to redirect energies to the creation of new, innovative and multiversal spaces.



Supporting CPD Across the University

This academic year, CTLR has strengthened its connections with staff following the launch of the University's Higher Education Academy accredited Higher Education Postgraduate Certificate. Aimed at faculty involved in delivering or supporting teaching and learning from across the University and its partner institutions, the course is delivered to those wishing to develop a relevant Masters level qualification alongside those taking the course as a probationary requirement.

A number of current and former course participants - from the School of Law, Politics and Sociology, the Science and Policy Research Unit (SPRU), The Library and Study Support at Sussex joined staff and doctoral researchers from ESW for the first CTLR 'Space to Write' event. Facilitated by **Rebecca Webb** and **Tamsin Hinton-Smith**, the session provided a collaborative and supportive space to meet the demands of academic writing, alongside the opportunity to share a picnic.



New Projects: Emily Danvers, Tamsin Hinton-Smith and Rebecca Webb were awarded £2,000 from the UK Council for International Student Affairs to run and evaluate a writing group focusing on researchers who are writing across cultures and languages.

New Publication: Hinton-Smith, T.

'Sociology, Inequality and Teaching in Higher Education'

In Matthews, C. (Ed.) *Teaching with Sociological Imagination in Higher and Further Education: Contexts, Pedagogies, Reflections*
New York: Springer

Supporting CPD in HE in Nigeria



In September 2017, **Tamsin Hinton-Smith**, **Simon Thompson**, **Emily Danvers**, **Mariam Attia** and **Jennifer Agbaire** (doctoral researcher), together with Professor Michael Davies (Pro Vice-Chancellor for Research), Professor Richard Follet (Director of International Recruitment and Development), and Tosin Adebisi (Senior International Officer), were invited by the Nigerian

Universities Commission to visit Abuja to deliver a bespoke CPD programme.

The intensive 'Leaders in Transformative Higher Education Pedagogy' programme was delivered at the University of the Nile to 80 academics from across Nigeria. The collaboration is ongoing, with opportunities to share practice continuing.

Re-thinking the HE Curriculum

In March, Professor Alvin Bird, director of the new Bristol Institute for Learning and Teaching at the University of Bristol, delivered a talk on the 'Bristol Futures' curriculum. Entitled 'Co-creating the Curriculum: A case study from Bristol', Alvin explained how the curriculum is intended to supplement Bristol's disciplinary programmes to ensure all students are equipped to address key global challenges around: sustainability; innovation and enterprise; global citizenship.

The initiative also established the 'Bristol Skills Framework' so that skills development becomes an explicit and consistent part of every programme of study. The Bristol Futures curriculum was conceived and co-created with students and employers and the process has led to a fundamental rethink of the way assessments are conceived across the University.

New Publication: Danvers, Emily (2018)

'Who is the Critical Thinker in Higher Education? A feminist re-thinking'
Teaching in Higher Education, 23 (5)

New Publication: Danvers, E., Hinton-Smith, T. and Webb, R.

'Power, Pedagogy and the Personal: Feminist ethics in facilitating a doctoral writing group'
Teaching in Higher Education

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.

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
UK

CTLR DIRECTOR

Dr Louise Gazeley
l.h.gazeley@sussex.ac.uk

CTLR DEPUTY DIRECTOR

Dr Tamsin Hinton-Smith
j.t.hinton-smith@sussex.ac.uk

CTLR RESEARCH FELLOW

Dr Sindi Gordon
sindi.gordon@sussex.ac.uk

CTLR ON TWITTER

@SussexCTLR

For further information about CTLR, visit:

www.sussex.ac.uk/education/ctrlr



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