SPOTLIGHT: Dr Louise Gazeley

The Higher Education (HE) Champions Coaching Programme

Dr Louise Gazeley, Senior Lecturer and Course Leader for the Education PhD, and Dr Tamsin Hinton Smith, Senior Lecturer in Higher Education, have recently completed an evaluation of the pilot phase of The HE Champions Coaching Programme, a widening participation intervention developed to provide support in accessing higher education (HE) to care-experienced young people. The programme provided a personalised but structured framework, and access to embedded expertise that also benefited the coaches. This was particularly important as some coaches were care-experienced themselves. The programme was considered to provide access to a valuable alternative source of support and information to the many adults that these young people often have in their lives. The overarching ethos of the progress was to empower the young people involved, one coachee noting that, “while the relationship with the coach had initially involved being challenged, it had ended with challenging myself”. For more details about the research, contact Louise [l.h.gazeley@sussex.ac.uk] or Tamsin [j.t.hinton-smith@sussex.ac.uk].

Overcoming Barriers to Participation in Higher Education

Louise and Tamsin with colleague Dr Jacqui Shepherd, Lecturer and Course Leader for the Childhood and Youth BA, are currently conducting a small-scale research project to inform current debates around the under-representation of young people from working class backgrounds in higher education. It aims to contribute to the development of good practice in targeting young people for inclusion in such programmes, and also provide understandings of the factors that young people consider when making decisions about progression to university. A consultative seminar was held at the University of Sussex in early November that provided an early opportunity to explore the findings emerging from the study with a group of local stakeholders. Full findings will be reported in January 2017. For more details about the research, contact Louise [l.h.gazeley@sussex.ac.uk].
Hampden-Thompson, Gillian
Shepherd, Jacqui
Hudson, B. and Akyeampong, K.
Hudson, B.
Sutherland, J.
Williams, J.D.
Marshall, N.A.
Hudson, B.
Williams, James

PUBLICATIONS / PRESENTATIONS / MEDIA

Publications
- Hampden-Thompson, Gillian and Galindo, Claudia (2016): ‘School-family relationships, school satisfaction and the academic achievement of young people’ Educational Review, ISSN 0013-1911
- Williams, J.D. (December, upcoming) It’s time to stop believing scientists about evolution School Science Review, Vol. 98(363), pp.119-122

Book Review

Papers & Presentations:
- Hudson, B. (24 October 2016): Invited seminar - Considering epistemic quality as a key issue in ensuring inclusive and equitable quality mathematics education for all Research on Subject-specific Education (ROSE) group, Karlstad University, Sweden
- Hudson, B. (30 September 2016): Invited seminar for Masters students in Educational Leadership and Management - Developing Blended Learning Communities of Inquiry: Issues of design, research methods and evaluation Department of Education Studies and Leadership, University of Ghana
- Hudson, B. (16 September 2016): Invited staff seminar - The Role of Scholarship in Teaching and Learning in Higher Education, School of Education and Social Work, University of Dundee
- Shibazaki, K. & Marshall, N.A. (2016): Promoting wellbeing in the elderly Women’s University of Tokyo, Japan
- Shepherd, Jacqui (16-18 September 2016): “I really do like socialising with my friends…” Social support for young people with autism Autism Europe International Congress 2016, Edinburgh
- Sutherland, J. (8 November 2016) A Faster Read The English Consultative Forum, OCR
- Sutherland, J. (7 February 2017, upcoming) Developing adolescent readers’ comprehension and engagement English and Media Centre, London
- Sutherland, J. and Westbrook, J. (March 2017, upcoming) Developing reading comprehension for weaker readers English ITE Mentors, University of Sussex

Media
• Williams, James (20 October 2016):
Unilever and Tesco spat shows real choice is just an illusion
• Williams, James (9 October 2016):
James was the ‘academic expert’
Radio 5 Live Investigates - ‘Academies in Debt’: http://www.bbc.co.uk/programmes/b07xhfo
• Williams, James (7 October 2018):
A patriotism which does not speak its name to me or for me
The Argus - ‘Daily Opinion’: http://www.theargus.co.uk/news/14788542.Daily_Opinion__A_patriotism_ which_does_not_speak_its_name_to_me_or_for_me/
• Williams, James (19 September 2016):
Celebrate paralympians but don’t forget the issues persist
• Williams, James (8 September 2016):
Why urban myths about education are so persistent - and how to tackle them
The Conversation: https://theconversation.com/why-urban-myths-about-education-are-so-persistent-and-how-to-tackle-them-60680

ITE UPDATE
Recruitment is currently in full swing for PGCE, School Direct and the new Primary and Early Years Education BA courses for which there has been a strong and steady flow of high quality applications. This year has seen a record 200 students accepted on the Pedagogy and Practice PGCE course alone.

Organised by Teaching Fellow, Dr Andy Chandler-Grevatt, the ITE team hosted a highly successful Newly Qualified Teacher (NQT) conference on 21 October which attracted over 60 delegates. A particular highlight included yoga sessions!

Lecturer and Course Leader for the Childhood and Youth BA, Dr Jacqui Shepherd, organised a SEND conference that welcomed partners from local schools to share their approaches to working with SEND and Mental Health.

On 2 December, behavioural expert Paul Dix will talk to teacher trainees and Pedagogy and Practice PGCE candidates in the Jubilee lecture theatre.

CURRENT RESEARCH
Dr Rebecca Webb:
Lecturer and Course Leader for the Early Years in Education MA, Dr Rebecca Webb, has embarked on a project with a south coast state nursery/family centre to define a piece of longitudinal, collaborative research.

To date, work has focussed on building trusting working relationships with practitioner colleagues within the nursery. Spurred on by the provokeon of data suggesting variations in the attainment of boys from base-line data collected in 2015-16, Rebecca facilitated a staff meeting in early September 2016 to encourage ideas and sets of questions about girls and boys learning and gender within Early Years educational provision.

Practitioners were subsequently invited to volunteer to work with Rebecca during the remainder of 2016 to fashion an area of work which may make a research bid in spring/summer 2017.

So far, four practitioners are on board, taking part in a ‘getting to know’ session and two investigation days. With Rebecca, they have formulated an ethnographic methodology to make some initial observations within the nursery, and to provide more talking and discussion points which will be shared with the rest of the nursery staff in the New Year. A similar cycle of ethnographic enquiry will be repeated in spring 2017.

Many questions have arisen and the research group is keen to share these with colleagues. However, the over-riding benefit of the process so far has been the celebration of the opportunity to take time to observe quality engagements and relationships, and the intricate work of craft, generosity, knowledge, patience and experience that goes into the deeply pedagogic practice of all those involved in caring and educating in this exciting state nursery.

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

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

In October, Ally and Duncan gave a webinar on the headline messages from the research for the ISM.

In November, they presented their findings at the Music Mark Annual Conference in Kenworth.

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

PARTNERSHIPS

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

• Head of the Department of Education, Dr Simon Thompson, recently secured a consultancy opportunity with Abai University, Almaty, Kazakhstan, to assist the development of an undergraduate degree in STEM (science, technology, engineering and mathematics).

• From January 2017, Simon will support the Sussex and Surrey Maths Hub with mathematical reasoning projects to help teachers research their practice through lesson study.

EVENTS

PAST

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

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

UPCOMING

• Making Meaning Reading Group
13 December 2016 / 1-2pm
Room 101, Essex House

The last group gathering was a great success, generating good discussion. We hope to continue the conversations with our next session facilitated by Senior Lecturer, Dr Julia Sutherland.

Article: Understanding Learning Culturally: Overcoming the Dualism Between Social and Individual Views of Learning, by Phil Hodkinson & Gert Biesta & David James

The group offers a chance to engage with literature and discuss the implications for your own research.

• Seminars in the City: Jubilee Library event
4 February 2017 / 10.30am-12pm
Dr Sue Lyle, Director of Dialogue Exchange, retired Head of CPD at Swansea Metropolitan University and blogger will give an interactive seminar on narrative understanding and children’s imagination, combined with an overview of the most recent research from Alison Gopnik which is summarised in her book, “The Carpenter and the Gardener” which is aimed at parents and teachers of the young child. It is about what kind of support the young child needs to become themselves based on research evidence from cognitive science.

• CTLR Open Research Seminar: Creating Safe Spaces for Discussing ‘Race’ in the Classroom
20 February 2017 / 4.30-6pm
Venue tbc

Dr Yaa Asare, School of Education, University of Brighton

Classroom discussions of issues of ‘race’ and ethnicity (both in schools and universities) are notoriously challenging for the tutor and such discussions are often viewed as being a “political minefield” to be avoided at all costs. Yaa will lead a session that offers an opportunity to explore some of these difficulties and to suggest that the social construction of ‘race’ is important area should be open to interrogation in a learning environment. She will draw on her research in ‘majority white’ schools in East Sussex of how cultural diversity teaching is approached, to consider what we can learn.

Yaa will also discuss the Unfolding Identities films (University of Brighton), a resource that opens up a more nuanced and less essentialised approach to engaging with diversity in the classroom. The session will be interactive and we will explore together how contentious views can be effectively challenged, while ensuring that the classroom remains a safe space.

• Research-in-Progress Seminar
27 February 2017
Venue tbc

Perpetua Kirby presents ‘Children’s agency in the classroom’

• CTLR Open Research Seminar: Research into Practice Group
24 April, 2017 / 4-6.30pm
Venue tbc

Research into Practice group has been meeting since March 2016. The idea for it emerged from a desire of many Teaching Fellows within the Initial Teacher Education (ITE) team and colleagues working alongside them in the Department of Education to support and champion research and writing undertaken with ‘Scholarship Time’. The group are working towards developing some school based empirical research which they will present in the Open Research Seminar Series.
SPOTLIGHT: Professor Bruno Leutwyler

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

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

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

Back in Switzerland, Bruno aims to contribute to clarification of how different actors in the educational system can cooperate in a productive way, the roles they can bring, and how their interplay can be designed for optimal mutual benefit. In this way, he hopes to contributes to the development of a framework positioning research as a core element of the educational system.

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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