

## Dr Kate Hatton

Head of Inclusive Education Programmes at the University of the Arts, London, Kate originally trained as a design historian (Manchester Metropolitan University, Liverpool University) then took a PGCE ; and a Doctorate of Education (University of Sheffield). Her thesis focused on Black students' experiences of art education in England. She teaches cultural and historical studies in colleges across the University of the Arts, London, working with diverse groups of students on a range of courses.



Kate has worked in art education for over twenty years as a curriculum manager, researcher and tutor and is particularly interested in developing staff debates around culture and creativity, together with promoting intercultural and interdisciplinary ways of thinking and making in art. She has been interested in the development of staff research cultures around 'race' and identity in art education for some time, particularly those enabling people to test their assumptions and promote more inclusive and progressive curriculum design. Kate was dissertation co-ordinator at Leeds College of Art for ten years and led the college research group for seven years.

Dr Hatton's work has enabled the development of collaborations between universities in Leeds, Nottingham, Lincoln, Birmingham, Manchester and she has worked with UKADIA and NALN and organised conferences on Diversity and the Student Experience (2004); Design, Pedagogy, Research (2007) and the forthcoming Towards a Progressive Arts Education: Inclusion, Change and Intervention (2013), in addition to contributing regularly to staff training days and research workshops.

Kate published on Design, Pedagogy, Research: Leeds 2007 (2008); whiteness and the arts curriculum (2012); and has contributed to journals on race and education ('Multiculturalism: narrowing the gaps in art education' Journal of Race, Ethnicity and Education, 2003, 'Considering Diversity, Change and Intervention: how the higher education curriculum looked in on itself' Journal of Widening Participation and Lifelong Learning'2012). She has presented papers on whiteness and inclusion to the EAN (European Access Network) in Zagreb and Amsterdam. She manages a staff research programme on diversity and the curriculum at UAL which is to disseminate some findings at an international research conference in London, November 2013. Kate is interested in engaging more with the wider research community in higher education to develop sustainable links for further research, for the benefit students, staff and the institution.