

# EducationCambridge

University of Cambridge Faculty of Education

March 2009 issue 2



## Library, Faculty of Education

Welcome to the second edition of EducationCambridge. The last few weeks have seen a preoccupation not only with snow and journeys-to-work, but with the outcomes of the 2008 Research Assessment Exercise. Whilst we await the tangible funding outcomes, it is good to share in the collective sense of well-being and celebration apparent in many University Departments of Education. The subject remains a major research field in UK universities, with around 75% submitted research activity of international standard, and a number of departments (including our own) identified as able to compete on equal terms with the strongest departments worldwide.

The scope of the educational research submitted is interesting, however. We read, for example, of a greater focus on work in community and domestic arenas, reflecting a policy-led emphasis on integrated children's service provision; more work on citizenship and globalisation, on applied linguistics and language education, and on critical approaches to school improvement. But equally we read that some more traditional areas were less strongly represented than previously, including teacher education, assessment, classroom learning, effective teaching in subject disciplines and school-based subject-specific research.

In one respect, this is odd, since many of these apparently under-researched areas are precisely those where teaching is so strong. Perhaps it is that our university teachers are too busy teaching? Or is it that there is a lack of synergy between teaching and research, with colleagues not publishing work on the essence of their own teaching? Perhaps we need to be more effective in supporting teachers to articulate and develop their own practice within research-based contexts? Whatever the reason, it is a serious omission which ought to be remedied with some urgency in the years ahead.

**MIKE YOUNGER, HEAD OF FACULTY**



**UNIVERSITY OF  
CAMBRIDGE**  
Faculty of Education

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# PERSPECTIVE

## Rethinking Teacher Education (Again)?

### Education Cambridge

issue 2 March 2009

#### Contents

Researching Practice.....	3
In Practice.....	4
Research News.....	6
FERSA.....	7
Inside Research.....	8
Courses News.....	10
People.....	12
Staff Profiles.....	14
News & Publications.....	15
Viewpoint.....	16

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Mike Younger, Head of Faculty

Here we go again (perhaps)! 17 years after Kenneth Clarke set out radical proposals for the reform of initial teacher training (ITET), we have a new inquiry into Initial and Continuing Teacher Training, undertaken by the House of Commons Children, Schools and Families Select Committee. This news, perhaps, is a little surprising ... unless we have read the Policy Exchange document *More Good Teachers*, co-authored by David Hargreaves, with its advocacy of the expansion of school- and employment-based routes, its assertion that training new staff within schools is the best way to teach them the skills that they need and its proposal that the undergraduate BEd route ought to be phased out.

The Select Committee calls for submissions and evidence, and this is what we must offer them. We must draw attention to the responses of successive cohorts of NQTs, 85–90% of whom have regularly evaluated their training experiences as very good or good. We must concur with the Training and Development Agency for Schools (TDA) which has talked of the substantial improvements in teacher quality that have been made over the last few years; over 94% (primary) and 97% (secondary) of ITET places are now allocated to good or very good providers.

We must acquaint the Select Committee with the Ofsted evidence which suggests that the long term success of ITET depends on the development of an effective and close working partnership between HEIs and schools, with the different contexts providing different perspectives, but equally valuable kinds of expertise. We must point to the development of M level PGCE courses which develop critically engaged teachers who strive to improve their teaching through rigorous and informed analysis of its impact on their pupils' learning. We must emphasise the way in which ITET allows the development of research-based subject communities of lecturers and mentors who collectively define and develop increasingly impressive benchmarks of high quality subject learning. Crucially, we must challenge the notion that high quality employment-based routes exist, because currently the evidence from Ofsted is ambivalent to say the least ... and we must reinforce the need to establish a teaching workforce for the future which is able to challenge orthodoxy and to offer different perspectives and cogent alternatives.

A handwritten signature in black ink that reads "Mike Younger". The signature is written in a cursive, slightly slanted style.

# Researching Practice



## The Understanding Shakespeare Elective

*'I found the Researching Practice course stimulating, motivating and innovative. It has allowed me to develop as a teacher, reflexive practitioner, researcher, and student.'*

*The Researching Practice Course is very thorough and the quality of the teaching is excellent.'*

STUDENT EVALUATIONS:  
RESEARCHING PRACTICE (07-08)

Evaluation comments such as these – and these are typical of the responses we have – demonstrate clearly the success of the innovative move to develop the Post Graduate Certificate of Education (PGCE) into the first year of a Masters course. Cambridge students can then complete a second year (within three years) to gain the prestigious Cambridge Master of Education degree (MEd). This year, over

seventy of our students elected to follow the Researching Practice course to complete their Masters, and with excellent results – the Researching Practice students gained over 50% of all the A grades awarded at MEd thesis level.

Based on a model exploring the place of research in developing teacher professional knowledge, combined with a model of focused classroom based small scale research tasks each week, the Researching Practice MEd enables students to contextualise and practice research methods and methodologies. In their second term students are also able to select from a range of electives, many subject or phase based, others, such a dialogic teaching or learning with out limits, topic focused. The students work with their supervisors over the year to develop their theses, and are offered supplementary study skills and thesis

writing sessions to support them in their research.

The innovation continues: from October 2009, we will be offering Researching Practice as a blended learning course, with a combination of Saturday and summer conferences, and a tutored online component. In part, this development is a response to the demands of our students, many of whom want to complete their Masters with the Faculty but who have teaching posts that have taken them outside realistic travelling distance. But it is also a recognition that teaching and learning at the Faculty of Education is in itself at the forefront of new and effective pedagogical approaches in Cambridge. So we finish on a final observation about Researching Practice from one of our students which reflects the essence of our course aims:

*'This is what I wanted – to be part of a thinking profession.'*

**Sue Brindley** is Senior Lecturer in Education and Co-ordinator of the Researching Practice MEd

For more information on Researching Practice see:  
[www.educ.cam.ac.uk/graduate/masters/](http://www.educ.cam.ac.uk/graduate/masters/)

# In Practice: Research Partnerships

## The Essex-Cambridge Partnership

A substantial history of partnership and relationship-building between the Faculty of Education and Essex Local Authority started in 1999 with conversations between Graham Handscomb (Essex), Professor Donald McIntyre (Cambridge), Paul Lincoln (Essex), and Dr Colin Conner (Cambridge). These led to the establishment of the MEd in School Improvement for All and practitioner professional development (PPD) programmes for Special Education Needs Coordinators (SENCOs). Teaching takes place at the Teaching Centre in Great Baddow, Chelmsford and at termly residentials at the Faculty of Education here in Cambridge.

At the heart of the Essex-Cambridge Partnership is a shared commitment to enhancing the conditions and quality of pupils' learning through continuing professional development (CPD) and inclusive processes of school improvement. In the partnership colleagues from the Faculty and Essex come together and develop a coherent professional development and school improvement journey by providing a structure for:

- 1 the accreditation of CPD and school improvement initiatives based on participants' school-based research activity;
- 1 helping schools and networks in Essex build synergies between CPD and school improvement priorities;
- 1 promoting enquiry-led approaches to CPD and school improvement;
- 1 making findings and research-based insights available to colleagues and schools across the County through course-based networking and through more formal opportunities such as Essex LA's Forum for Learning and Action Research/Enquiry – FLARE.

Students on our Partnership courses include classroom teachers, middle and senior school leaders and local

authority advisors. Their work is expected to lead towards some form of impact on practice or policy such as:

- 1 attempts to resolve issues and solve problems in relation to policy-making and/or professional practice;
- 1 some evaluation of impact or potential impact based on sound professional and research-informed judgments;
- 1 commitment to ongoing development and enquiry.

The Cambridge-Essex partnership programme carries benefits for both schools and the Faculty. It does so by building on the distinctive expertise of school or local authority-based staff on one hand and Faculty-based staff on the other. For teachers and leaders a particular benefit is through bringing an enquiry mode, structure, rigour and accreditation to professional development and school improvement programmes. Particular benefits for the Faculty arise through opportunities for sustained evaluation and ongoing development and refinement of research-based

understandings in the practice worlds of teachers and leaders in a wide range of classroom, school and regional/network contexts.

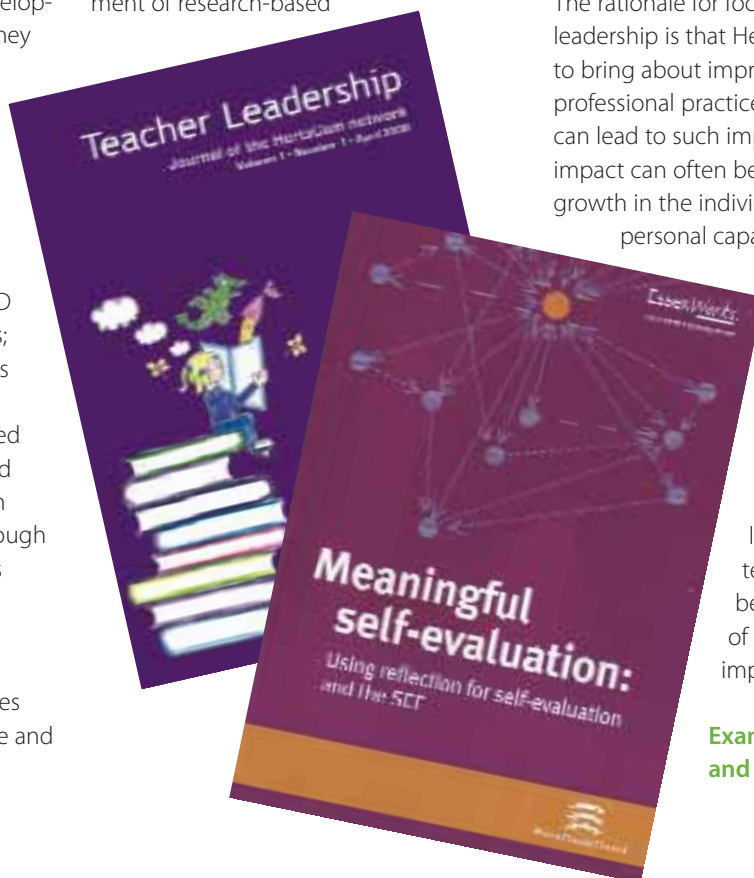
## HertsCam: from teacher research to teacher leadership

The HertsCam Network has evolved over a 10 year period. It now has a membership of around 530 which includes 160 teachers who are currently participating in the school-based 'Teacher Led Development Work' groups, 40 teachers and LA advisers currently pursuing the MEd in Leading Teaching and Learning, 32 teachers who have tutor roles, 10 who are members of the Leadership Research Group and hoping to take up the EdD when it begins, and many others who have been awarded their Masters or Certificates and simply want to continue to engage with the network. As might be expected, inquiry is central to what we do in HertsCam but over time the emphasis of our work has shifted towards teacher leadership.

The rationale for focusing on teacher leadership is that HertsCam exists to bring about improvements in professional practice and, while inquiry can lead to such improvements, its impact can often be limited to the growth in the individual teacher's personal capacities. By supporting

teachers to think strategically about how they can influence their colleagues and institutions, we endeavour to maximise the likelihood that teachers' projects will be the instruments of change and improvement.

## Examples of HertsCam and FLARE publications



This impact is extended through a knowledge building effort which involves termly network events, a newsletter and a journal. Through these we seek to disseminate inspirational stories of teachers leading change. These stories pass on some useful information about how to improve teaching and learning but perhaps more importantly, they inspire other teachers to see themselves as agents of change. Our approach has attracted attention from around the world and so we have recently developed the International Teacher Leadership project with active partners in Croatia, Greece, Portugal, Romania, Spain and Turkey as well as network links with colleagues further afield in Australia, New Zealand and Canada.



**Colleen McLaughlin presents at Faculty's SUPER conference**

### The SUPER Partnership

SUPER (Schools-University Partnership for Educational Research) began ten years ago. Local secondary school headteachers approached Professors Donald McIntyre and David Hargreaves to explore the possibility of a partnership between them, which would focus on the generation and use of useful educational research. It was and is a research and development enterprise. The group has been through different existences but its purpose is still the same. The partnership itself has always been researched. School and university colleagues continue to write and present their work locally and nationally. Some publications are listed below and a full list can be found on the Faculty website.

The current partnership comprises eight secondary schools in Cambridgeshire and Bedfordshire and the Faculty of Education. A MEd is run on behalf of the partnership. It was a response to the need to build capacity in the schools. Each school sends two colleagues to the course and they focus on becoming school-based research leaders, studying their practice and learning about school-based development. Other school

colleagues join in on seminar series and there is an annual conference in which we share our research findings. Each school has a Teacher Research Coordinator who meets with other TRCs twice a term to direct the school-based research. University colleagues act as critical friends to the schools by supporting in school, as well as on the Masters course, questioning and giving feedback. Head teachers also meet with the TRC group once a term.

The main research focus this year is on pupil engagement in school and in learning. A collaborative research project was begun in 2007–8 with a survey across all the schools and now each school is undertaking action research projects. We welcome new partners and the group is constantly developing.

**Dave Pedder** is Lecturer in Education and Co-ordinator of the Essex-Cambridge partnership MEd

**David Frost** is Senior Lecturer – Educational Leadership and School Improvement and Co-ordinator of the HertsCam network

**Colleen McLaughlin** is Deputy Head of Faculty and SUPER Co-ordinator

For more information on the Essex-Cambridge Partnership see: [www.essexflare.org/](http://www.essexflare.org/)

For more information on HertsCam see: [www.teacherleadership.org.uk](http://www.teacherleadership.org.uk)

For more information on SUPER see: [www.educ.cam.ac.uk/research/projects/super/](http://www.educ.cam.ac.uk/research/projects/super/)

### Some of the publications on SUPER

- McLaughlin, C., Black-Hawkins, K., Brindley, S., McIntyre, D. and Taber, K. (2006) *Researching Schools: Stories from a Schools-University Partnership*. London: Routledge
- McIntyre, D. (2005) Bridging the Gap between Research and Practice. *Cambridge Journal of Education*, 35(3), 357–383.
- Ebbutt, D. (2002) The development of a research culture in secondary schools. *Journal of Educational Action Research*, 10(1), 123–140.

# RESEARCH

## EED

### Education, Equality and Diversity

This term Diane Reay ran a series of Intersectionality workshops for postgraduate students focusing on different ways of theorising how gender, race and social class intersect. The Youth Series of Seminars has continued this term with lectures by Claire Maxwell of the Institute of Education, University of London, and Mary Jane Kehily of the Open University. A series of Social Theory Seminars is planned for the Easter Term, and Tuuli Kurki, a Finnish visiting fellow will be running sessions on gender and citizenship in the Finnish context. Colleagues from EED also work with the **Centre for Commonwealth Education and International Development**, led by Professor Christopher Colclough. The Centre seeks to explain patterns of access, quality and outcomes of education in developing countries, and to demonstrate how they can be improved. The Centre's current focus is the **Research Consortium on Educational Outcomes and Poverty (RECoup)** – a multi-disciplinary research team comprising seven institutions in India, Pakistan, Ghana, Kenya and UK.

## LLSI

### Leading Learning for School Improvement

LLSI's research interests, teaching commitments and consultancy programmes are broad and diverse. These are undertaken in a number of countries and range across the fields of school effectiveness and improvement, educational leadership, organisational leadership, the professional development of teachers, policy development and policy evaluation. A key focus of our work is the centrality of learning and the conditions that foster it. An important component of LLSI is the **Leadership for Learning (LfL)** network. This brings together a group of academics and practitioners connected through their interest in, and experience of, learning, leadership and their interrelationship



Qualitative fieldwork undertaken as part of the RECoup project

in education. Members of LLSI are also part of the **Centre for Commonwealth Education (CCE)** which was established in the summer of 2008 and is funded by the **Commonwealth Education Trust**. Over the period 2008–2010, the **CCE** is developing programmes which link learning and leadership in the countries of the Commonwealth. It is currently working in East Africa in partnership with colleagues in the Institute for Educational Development, Aga Khan University, Dar es Salaam, with the intention of building capacity through a network of partners in Uganda and Kenya. In West Africa, work in leadership in Ghana is being undertaken in collaboration with the University of Cape Coast.

## PNE

### Psychology and Neuroscience

Television cameras have been a regular sight for members of PNE in the last couple of months. Usha Goswami and David Whitebread were both filmed for an upcoming BBC Horizons documentary on early childhood education fronted by David Baddiel. Usha was filmed for a BBC4 programme on reading and David was filmed for a BBC2 programme looking at the educational claims made by companies selling products aimed at young children. PNE research was also made available to the wider public

via activities such as the **Centre for Neuroscience in Education's** open day during the Cambridge Science Festival and the **Thinking Together** project's recently launched new website, [thinkingtogether.educ.cam.ac.uk/](http://thinkingtogether.educ.cam.ac.uk/)

## STeM

### Science, Technology & Mathematics Education

Tim Rowland, Fay Turner, Anne Thwaites and Peter Huckstep have recently published *Developing Primary Mathematics Teaching: Reflecting on Practice with the Knowledge Quartet* (Sage). It is an outcome of an observational research project which began in 2002. The Knowledge Quartet is an empirically-based theoretical framework for the analysis of the role of teachers' mathematical knowledge in teaching. In the book, this framework is applied to the improvement of mathematics teaching by focused reflection on numerous 'real' lesson episodes. Members of the group have begun a closer collaboration with the **NRICH Project** and plan to undertake some joint research activities. On 28 February the group welcomed around 90 members from the **British Society for Research into Learning Mathematics (BSRLM)** when it hosted the society's termly national day conference.

For more information please see: [www.educ.cam.ac.uk/research/](http://www.educ.cam.ac.uk/research/)

## FERSA

### The Faculty of Education Research Students' Association

FERSA, the Faculty of Education Research Students' Association, is continuing to develop and expand support for the educational research student community. This year's goals include increasing inclusion, whether by developing partnerships with a wider set of universities; welcoming master's students to all of our events; or working to foster more opportunities for the involvement of part-time research students, who form a vital part of our community.

New this year is the Peer Researchers' Group, a well attended mentoring scheme organised by our Faculty Board Representative, Pamela Black to answer the needs of Masters students. Also for the first time, FERSA has a student representative from an academic group: Mihika Shah from PLACE. This coincides with Lara Ellman's work as the FERSA SIGs Coordinator to increase student participation and communication regarding special interest and academic groups as they develop within the Faculty.

Continuing a well received tradition of Work in Progress (WiP) exchange seminars with Oxford, this year's External Officer, Hannah Pincham, organised the Lent WiP seminar in Cambridge on Friday 20 February, inviting the participation of students from an expanded set of universities.

The seminar included a keynote address from

**Professor Madeleine Arnot**

and a session on publishing

led by **Sue Brindley**.

The lunchtime Student Research Seminars series is the heart of FERSA's activities in the Faculty. Maria Mama and Emel Thomas are the organisers for 2008–2009, and also coordinate FERSA's series of guest seminars. This term, guest speakers included Stephanie Thomas from Loughborough, Farid Panjwani from Oxford and Dr. Dana Hanesova from the University of Matej Bel, Slovakia.

As the association moves forward, Phil Kirkman is developing the FERSA online resources and working to provide better tools for online communication and collaboration, including discussion pages and a student generated wiki-handbook.

Finally, the FERSA committee also warmly thanks the many staff of the Faculty of Education for the time and help they have generously volunteered to foster a more vibrant research student community in Cambridge. FERSA depends not only on dedicated student involvement, but the active support of the Faculty's staff, and would not exist without the contributions of **Professors John Gray, Diane Reay** and the late **Jean Rudduck**, and the continued support of **Dr Dominic Wyse** and **Dr Darleen Opfer**.

If you would like to receive FERSA's weekly newsletter detailing events and issues of interest to the student community, please email Jennifer Saari ([jvrs2@cam.ac.uk](mailto:jvrs2@cam.ac.uk)).

**Jennifer Saari**, FERSA Chair

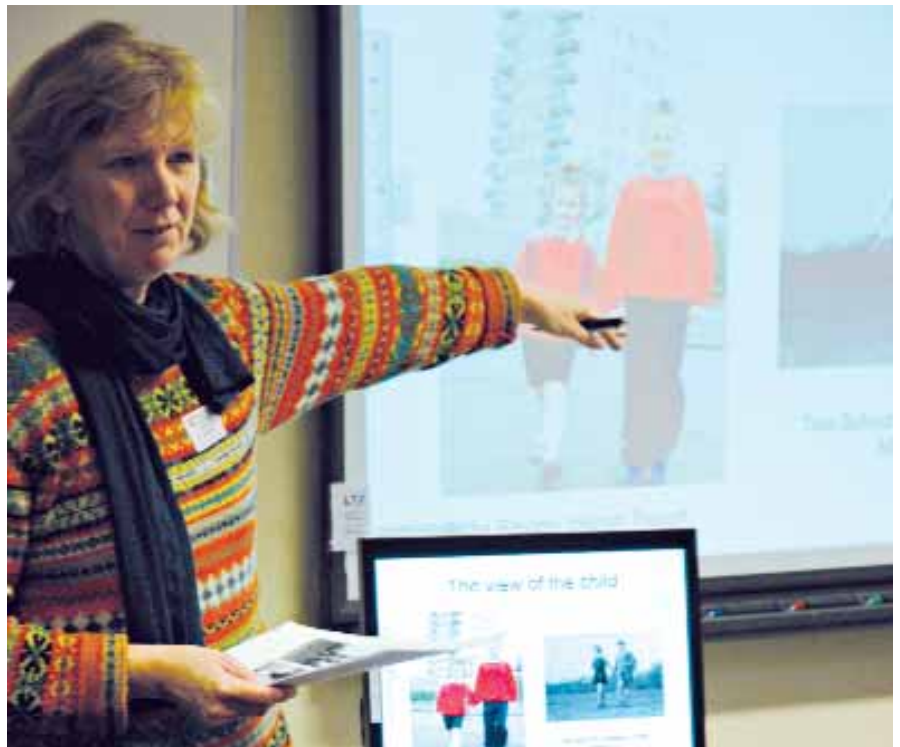
For more information please see the Faculty website: [www.educ.cam.ac.uk/services/students/research/](http://www.educ.cam.ac.uk/services/students/research/)



## Inside Research: Pedagogy, Language, Arts & Culture in Education (PLACE)

PLACE brings together researchers with a much wider range of subjects than any of the other academic groups. Our interests and expertise embrace a variety of overlapping disciplines including modern language learning; literacy with particular reference to the primary school and early years education; literary studies including children's literature; arts education with a focus on music, art, drama and creativity; geography; history of education, including that of girls and women; English, classics and religious studies in primary and secondary education. Examples of the directions of PLACE members' interests are reflected in the current seminar series such as *Histories of Education and Childhood* and *Arts, Culture and Education*. In January 2009, the group held a well attended symposium on the Rose Review, 'Rediscovering the Secret Garden'.

With its variety of subjects, a natural direction of PLACE research is interdisciplinary. **Richard Hickman** is currently engaged in a project concerned with effective teaching across the curriculum. This research will culminate in a book entitled *The Art and Craft of Pedagogy: Portraits of successful teachers (Continuum)*. Based on case studies of successful art and design teachers, the project is underpinned by the notion that art and design teachers – stereotypically 'maverick operators' within schools – are often very effective in terms of motivating their students and 'getting results'. This notion is strengthened by at least one recent Chief Inspector of Schools report in the UK which stated that 'the proportion of very good and excellent art teaching is higher than any other subject.'<sup>1</sup> Using qualitative research software, Richard is in the process of looking at both commonalities and differences amongst the teachers to identify what makes them 'effective', and he intends to explore the teachers' relationship with both their subject and with their students, looking in particular at strategies the teachers employ to



**Catherine Burke, Senior Lecturer in History of Education**

motivate students. Concepts related to teacher and student well-being, personal fulfilment, sense of self-worth and identity are emerging to give an added dimension to the research.

This term sees the completion of a major national study of government policy on foreign language provision at KS3 in schools in England, co-directed by **Michael Evans** and **Linda Fisher** and funded by the DCSF. The last few years have seen the implementation of fundamental structural and curricular policy initiatives affecting the teaching of languages in schools in England. Several policy initiatives have been designed to strengthen the position of languages, such as the development of foreign language teaching in primary schools, the growth of specialist language colleges and the introduction of the KS3 Framework for MFL. In contrast to those, the lifting of compulsory language study at KS4, and the subsequent dramatic fall in the numbers of pupils studying a

foreign language at GCSE have led to lively and often controversial public debate about the very concept and purpose of foreign language teaching (e.g. The Languages Review carried out by Dearing and King). Attempting to answer questions about the impact of these changes requires looking at processes of response to policy initiatives in schools rather than simply on outcome indicators. Are there any patterns emerging in teachers' thinking about policy implementation that indicate whether or not particular initiatives will be effectively espoused?

The findings suggest that status is a key factor that affects perceptions and quality of languages provision in school. For instance, pupils seem to have a clear idea of the status of language teaching in their school and relied on specific indicators (such as how much time was devoted to the subject on the school timetable and whether or not it was a 'core subject'). Examining the role of

specialist school status on language teaching and learning can also shed interesting light on the processes of subject provision in a school. With the exception of Specialist Language Colleges, which on the whole have a very positive effect on the quality of foreign language provision within those schools

.....  
**The project aims to assess the impact on key competences of new arts educational and cultural practices as evidenced in re-engagement and integration projects, virtual and private networks, and third spaces.**  
 .....

and on support for provision of languages in their feeder primary schools, there was very little evidence of headteachers thinking about how their school specialism could contribute to the development of languages within a school. Interestingly, some specialisms seemed to correlate more than others with positive language provision indicators (e.g. Art and Performing Arts specialist schools). Another important factor that emerged is that the extent to which curricular policy is in tune with teachers' existing pedagogical beliefs and preferences about language teaching. In some cases the KS3 Framework for MFL reinforced existing classroom practice, in others it seems to have transformed them. In others still, such as the question of the use of the target language as medium of instruction, it has had the unintended impact of reducing teacher use of the target language and therefore pupil exposure to communicative use of the language. The final report will be published in March this year.

Many PLACE members have developed vast international networks. **Pam Burnard** is currently engaged in three international research collaborations. The first, funded by the Hong Kong Research Grants Council, is a cross-cultural com-

parison of UK, Hong Kong and Australian assessment practices where creativity is a learning outcome in music and visual arts. This mixed method study will run for 2 years. The second, a recent submission to the EU FP7 Social Sciences and Humanities (SSH) programme, is a comparative study which aims to assess the impact on key competences – as identified in the EU 'Reference Framework 2010' – of new arts educational and cultural practices as evidenced in, for example, re-engagement and integration projects, virtual and private networks, and third spaces. This collaboration includes the Stord/Haugesund University College, Norway; University of Athens; St Patrick's College, Dublin City University, Ireland; Universidad de Complutense, Madrid, Spain; and University of Ljubljana, Slovenia. Pam has also applied, as UK host for a Visiting Fellowship application, to The British Academy to host a 3-month visit by co-investigator Professor Alexander Ruthmann, University of Massachusetts, USA. The focus of this collaboration is to examine the impact of music education on creativity in the lives of children, entrepreneurs and professionals.

**Bill Nicholl, Ros McLellan and Wafa Kotob** are the people behind the project *Subject leadership in Creativity in Design and Technology*. This three-year research project, funded by the GATSBY Charitable Trust, looked at Creativity in Design and Technology at secondary level (11–16



**Figure 1:** Students' work showing fixated thinking—students ideas and outcomes are similar to each other.

years). The first phase of the research focused on how students generated their early design ideas and drew on the literature from the emerging field of creative cognition (e.g. Smith, Ward and Finke, 1992, 1999). The project reported that students found generating ideas difficult, often using stereotypical images from popular culture such as love hearts and sports logos to inform their design thinking (see Fig. 1). This constrained way of thinking is called fixation, which is 'a blind, and sometimes counterproductive, adherence to a limited set of ideas in the design process' (Jansson and Smith, 1991). Using a number of different case studies, they investigated how eminent designers, such as Dyson, avoided fixated ways of thinking, by using metaphors, analogies and combining concepts. This work informed the second phase of the project, a two and a half year intervention in 8 schools in England, which focused on working with teachers as the 'gatekeepers' of creativity within a socio-cultural system (Sawyer, 2006; Csikszentmihalyi, 1999). To this end, a range of strategies were developed to help teachers, help students, overcome fixation and generate (and make) creative ideas (see Fig. 2).



**Figure 2:** Students' work showing creative ways of thinking—generating a range of ideas which lead to different outcomes.

For more information please see [www.educ.cam.ac.uk/research/academicgroups/pedagogy/](http://www.educ.cam.ac.uk/research/academicgroups/pedagogy/)

<sup>1</sup>HMCI (2005) Chief Inspector's Annual Report 2004/2005. London: HMSO.

# COURSES NEWS: Masters & PhD Study



*'I think the main thing I have gained is confidence in my ability to compete in the academic world. I have had excellent supervision over the course of my studies which has been crucial in shaping my ability to write for academic purposes.'*

PHD STUDENT RACHAEL LEVY

*'I was drawn to the MPhil in Educational Research because of the flexibility that the programme gave me to pursue my interests in the field of education.'*

MPHIL STUDENT WESTON HESTER  
(EDUCATIONAL RESEARCH)

*'I am gaining a greater depth of knowledge and skills through the reading and essay writing, lectures and practical assignments. But perhaps more importantly, the interactions with my fellow students and staff have been most beneficial and enjoyable.'*

MED STUDENT MARGO BRISTOW  
(PSYCHOLOGY AND EDUCATION)

Masters and PhD students come to the Faculty of Education from all over the world and add to the life and vitality of the Faculty's research culture as well as to its outstanding international reputation. Our postgraduate courses, which combine theory, research and practice, are aimed at anyone who wishes to follow a professional interest in education. In particular, but not exclusively, we aim to attract those who aspire to careers in some form of educational leadership, educational research or teacher education. Full-time and part-time students study alongside each other on most courses, attending sessions once or twice a week.

There are new and exciting developments in the Masters and PhD programmes. The new course **Politics, Development and Democratic Education** will be running as a Masters from October 09. The course encourages participants to engage critically with educational policy, practice and provision in global, national, institutional and temporal contexts, and to move between the macro, structural levels of historical change and development to psychosocial processes. It offers opportunities to consider a wide range of ameliorative and democratic educational reforms in the context of nations that are income-rich and/or in developing economies.

## The **Child and Adolescent Psychotherapeutic Counselling**

**Training** at the Faculty of Education is accredited by both the British Association for Counselling and Psychotherapy and the United Kingdom Association for Psychotherapeutic Counsellors. The course specialises in the aims, processes and skills of working with children and young people, thus there is an emphasis on working through play and with the arts. Other significant strands of the training include child and adolescent development, clinical skills, professional issues, ethics and child protection, child mental health, developing children's emotional well-being, multi agency work, working in a school setting, working with families and working with groups. This enables participants to become effective and ethical psychotherapeutic counsellors.

The Faculty has a large and active cohort of PhD students from over forty different countries, bringing a wide range of skills, experiences and interests together in a lively community. The doctoral research training programme is accredited by the ESRC and we have several fully funded ESRC PhD studentships and a Faculty funded studentship for Home/EU students for award each year.

[www.educ.cam.ac.uk/graduate/](http://www.educ.cam.ac.uk/graduate/)

## **Specialist Masters**

*The Faculty offers the following specialist Masters courses as well as the opportunity to conduct individual research.*

**Educational Research** – gives students the skills to become adept researchers and conduct research in an area of education of their choice.

**Arts Culture and Education** – examines issues in the arts from a range of perspectives, engaging with different discourses between arts and culture and the processes of teaching and learning.

**Critical Approaches to Children's Literature** – aims to understand children's literature through picturebooks, poetry, and media text as well as visual literacy and theories on childhood.

**Educational Leadership and School Improvement** – develops an understanding of leadership and school improvement on both theoretical and practical levels.

**International Perspectives on Mathematics Education** – focuses on the improvement of mathematics education through engagement with theoretical, political and pragmatic issues.

**Perspectives on Inclusive and Special Education** – Students engage with special and inclusive education via an examination of different theories, definitions, identification and assessment procedures.

**Politics, Development and Democratic Education** – demonstrates the relevance of educational theory to educational policy concerns and practices.

**Primary Education** – is for practitioners, professionals and others with an interest in Primary Education at various levels and at various stages in their careers.

**Psychology and Education** – focuses on developmental and cognitive psychology, cognitive neuroscience and social psychology within an educational context.

**Research in Second Language Education** – examines key theoretical perspectives and relates these to effective second language.

**Researching Practice 5–18 (Primary and Secondary Schools)** – is premised around the concept of teacher as researcher. (See page 3)

**Science Teacher Researchers and Practitioners** – aims to develop high standards in science teaching through ensuring that practice is rooted in a scholarly base.

**The Theory and Application of Counselling** – working with children and young people thus there is an emphasis on working through play and with the arts.

# COURSES NEWS

## Early Years and Primary PGCE

It is fundamental to the nature of this expanding Masters' level course that developments in provision are informed by the findings of research. Recently, for example, we have responded to recommendations of the government's review of the teaching of reading led by Sir Jim Rose, in the light of insights offered by Professor Usha Goswami's research in neuroscience and the views of Faculty literacy experts such as Dr Dominic Wyse. In the coming months the findings of the Cambridge Primary Review led by Professor Robin Alexander and the Subject Knowledge in Mathematics Project led by Dr Tim Rowland will similarly underpin our responses to the Rose Review of the Primary Curriculum and the Williams Review of the Teaching of Mathematics.

[www.educ.cam.ac.uk/pgce/eyp/](http://www.educ.cam.ac.uk/pgce/eyp/)



## Secondary PGCE

With Ofsted 'done and dusted' the secondary PGCE team has recently prioritised advice offered by both Ofsted and external examiners, namely the need to share the 'many examples of excellent practice'. Furthermore, the RAE noted that teacher education, assessment, classroom learning and effective teaching in subject disciplines were under-represented nationally in providers' returns; this was an opportunity to see just how much research is occurring within the secondary PGCE team in these areas and to note that several colleagues are presenting their work at the first international conference on Educational Research for Development, hosted by Addis Ababa University, in Ethiopia in May.

Hence, our recent Partnership Awayday concentrated on sharing practice in three focus areas:

- 1 The inter-relationship between teaching and research
- 1 Developing trainees' understanding and practice in working with learners who have English as an Additional Language
- 1 Exchanging ideas about current practice e.g. working across subject disciplines in the Faculty and in school; encouraging trainees to disseminate their own research; supporting trainees who present particular challenges

It proved to be stimulating and enlightening experience, which will be reported in fuller detail in the next issue of the Newsletter.

[www.educ.cam.ac.uk/pgce/secondary/](http://www.educ.cam.ac.uk/pgce/secondary/)

## PPD

This term Fay Turner took up post as PPD course manager, working for a term with the outgoing course manager Richard Byers. A specialist in primary mathematics, Fay brings a new perspective to PPD and is already involved in rejuvenating the website and literature so that anyone interested in continuing their professional development with the Faculty can find the course that suits them.

We are also delighted that in Easter Term we will be running a new Certificate of Further Professional Study for Educational Psychologists entitled **Research and Practice in Educational Psychology: how one informs the other.**

The Partnership PPD courses continue to flourish, and we are looking forward to seeing many of our partners on the partnership day held at the Faculty on 1 July.

[www.educ.cam.ac.uk/ppd/](http://www.educ.cam.ac.uk/ppd/)

## Undergraduate

The new undergraduate course in Education is now in its second year of teaching. Much innovative work has been initiated and directed by Joan Whitehead, as the Faculty establishes what is in effect a joint honours course, whereby students study Education alongside another academic subject. This brings together the Faculty's expertise in Education with the excellent teaching within the different university departments. The new degree structure has well and truly bedded down, and discussions are now under way about introducing a new route – Education and Psychology (with BPS accreditation) – alongside current subjects, to diversify and strengthen provision, and to attract students who wish to teach or to become Educational Psychologists.

[www.educ.cam.ac.uk/undergradstudy/](http://www.educ.cam.ac.uk/undergradstudy/)

## PEOPLE

### Kristine Black-Hawkins

I have worked in education for some thirty years and across a range of different settings, but throughout that time the focus of my involvement has always been on supporting the learning and participation of children and young people who are most vulnerable to processes of exclusion and marginalisation in schools.

I began my career as an English teacher and then later as head of a learning support department in a Cambridgeshire comprehensive. Whilst there I was given the wonderful opportunity to take a term's secondment to be a research associate at the then Cambridge Institute of Education. (I'm sure that very few teachers ever have such possibilities now.) The purpose of the research was to evaluate a local authority initiative which aimed to improve mainstream classroom support for students identified as having special educational needs. Of course, I was hooked: I was fascinated to find out what was happening in other schools, I enjoyed the challenge and collaboration of working with academic colleagues, and I relished the rigor of writing the final report. When the project ended I worked briefly for local government but my interest in and commitment to educational research was absolute. Twenty years, and many research opportunities later, the strength of those feelings continue.

A theme that has run throughout my research, during these past two decades, is that of school cultures and what helps to change them, particularly in relationship to developing more inclusive policies and practices. However, the pressure on schools and education systems to become increasingly inclusive remains controversial, raising dilemmas that are not straightforward to resolve. One enduring and widespread perception amongst policy makers and practitioners is that the inclusion of certain groups of children and young people, and in particular those who find learning



**Kristine Black-Hawkins (second left), Martyn Rouse (left) and Lani Florian with NASEN/TES award**

difficult, has a detrimental effect on the achievement of other children and young people, thus lowering overall 'standards'. With colleagues, Lani Florian and Martyn Rouse (now at the University of Aberdeen), I have recently completed a project that set out to challenge this assumption. To do so we examined schools which were highly inclusive in their student intake whilst also being successful in terms of national tests and examinations results. We explored these schools as institutions and considered how the values and beliefs within their cultures shaped the teaching and learning that took place, enabling staff to develop strategies to raise the achievements of all children, whilst maintaining their commitment to inclusion. We were delighted when our work was recently awarded the NASEN/TES prize for the 2008 academic book of the year.

The project is now at a second stage, and we have shifted our focus to classroom activities. Our key concern is the development of a deeper knowledge of inclusive pedagogy through understanding the day to day practices of teachers who work successfully with classes that include children and young people with a range of learning difficulties and disabil-

ities. A particularly exciting aspect of the research is our collaboration with practitioners as we aim to support the teachers to articulate their inclusive pedagogy in their own words (and not ours), and in ways that will be useful to others.

This concern with supporting the practice of teachers not only underpins much of my research but also my teaching: in terms of its content as well as the students I meet. Currently I contribute to the PGCE, the PPD programme, MPhil and MEd degrees, as well as supervise PhD students. Next year, I am looking forward to working with undergraduates. It has been particularly fulfilling for me professionally to see how the themes of inclusive and special education have threaded their way through all of these courses.

Writing this has given me cause to reflect on my time at the Faculty and especially the reward of working with colleagues from across academic groups and teaching teams, as well as students from widely diverse backgrounds. Who knows what the next thirty years may bring...?

**Kristine Black-Hawkins** is Lecturer in Inclusive and Special Education

## John Finney

After a good many years as a teacher of music in secondary schools I came to Cambridge in 1992 to lead the Postgraduate Secondary Course in Music at Homerton College and to establish a partnership with music teachers in the secondary schools of East Anglia. My experience of teaching music in four very different secondary schools along with higher degree study and part-time teaching at Reading University had provided a valuable platform from which to research music education and to teach those becoming a new generation of music teachers.

Homerton College had been one of the centres disseminating the hugely influential *Schools Council Secondary Music Project* (1973–1982) and, under the leadership of Barbara Pointon, music in the college had a great sense of progressive energy. I certainly felt privileged to become an inheritor of this with the opportunity to develop thinking in new directions based upon the best research evidence available. My arrival coincided with the introduction of a National Curriculum for Music. It was a time of considerable optimism amongst the music teaching profession. Music teachers had long been enthusiastic about finding a national consensus about their subject and now it was here. Although political interference had led to some loss of coherence in what was to be implemented, there was hope for the future in abundance.

This was a new era in music education in England and what fascinated me most at the time was the place of singing in the secondary school curriculum. Why was it that teachers found what had been the bedrock of school music for so long so difficult to manage? How could vocal activity find a place alongside and be integrated with other activities? This was a case that embraced questions of social and cultural change as well as change in teacher identities. In practical terms there



appeared to be a lost pedagogy in need of restoration. Over the intervening years vocal activity has again found its place, often propelled by the enthusiasm of pupils themselves. These were the kinds of questions that those learning to be music teachers could be challenged with and find solutions to as they sought to become agents of change.

However, while new music teachers might assist in bringing about change, I am reminded that the shape of music education in England has been driven not by new music teachers to the profession but by the ideas of a few iconoclastic individuals informed largely by philosophical or political argument. Ideology rules. Empirical evidence has rarely informed practice. This is certainly the conclusion to be drawn from reading *Music in Education Thought and Practice* written by Bernarr Rainbow and Gordon Cox. Historical perspectives offering a useable past may be of most help in coming to terms with the present.

Thus, my current research, while attending to solving problems of the present time such as grappling with the government's 'personalisation'

programme, the role of digital technologies and so on, is concerned to better understand how we have arrived at the present. The question of most significance appears to be: whose music education is this? The writing of a book covering the period 1950 to the present day examining progressive trends and their fate is my way of addressing the question.

Alongside this comes the great pleasure each September of meeting a fresh cohort of aspiring secondary school music teachers, with varied and conflicting ideas about what music is and what it is for largely derived from their undergraduate music courses. They come uniformly with a desire to make a difference to music in the school. Their early idealism is something to cherish.

**John Finney** is Senior Lecturer in Music Education

## STAFF PROFILES



### Linda Bott

Linda is Higher Degrees Course Administrator. Her main responsibility overseeing the administration of the MEd. The MEd is not centrally administered by the University but by the Faculty.

Linda started on six months maternity cover contract in the Courses Office at The School of Education in Shaftesbury Road in October 1999 and became a permanent member of staff in May 2000. Before working at the Faculty, Linda had worked for a family mediation and child counselling service. Prior to that she was fortunate enough to be able to spend a lot of time at home with her children when they were young but always finding a small part-time job to fit in with family life.

Linda has mainly dealt with the Master of Education programme and has always enjoyed the contact with students from application through to successful completion. 'It is always pleasing when a past student contacts the office and I am able to remember them and to hear how taking the MEd has opened up opportunities to progress in their career.'

The support that Linda aims to offer students and staff is both positive and supportive and it ranges from helping students find their feet within the Faculty through to contributing towards the changes that the Masters programmes are undergoing.

The New Faculty Building has brought changes to the Higher Degrees office, one of which enjoyed by Linda is that of the view – 'we have appreciated seeing many beautiful sunsets and skies from our office. Not forgetting that inside it offers viewing points to spot the sometimes elusive members of staff!'

One thing that has remained constant throughout the changes the Faculty has undergone is the friendly nature of the Higher Degrees and PPD Office. Linda feels very fortunate to work 'with friendly and supportive colleagues.'

At home Linda wishes that she 'hadn't pulled off that first little bit of wallpaper! If I had known what was underneath I would have just painted straight over it.'



### Sue Sadler

Sue is one of the Faculty's Custodians, looking after all aspects of the building, from making sure all rooms are set up properly, to line managing the cleaners and generally ensuring everything is running smoothly.

Sue joined the Faculty ten years ago, having spent time working in a variety of jobs from Attendant at the Fitzwilliam Museum to working on the factory floor. Based at Brookside, Sue was also responsible for Bene't Place and the Trumpington Street buildings, ensuring that everything was secure as well as clean and well ordered. The thing that

Sue immediately warmed to was the friendly and open nature of the Faculty. 'People laugh and joke, and everyone is friendly – from academic staff through to students. It really is a brilliant atmosphere to work in.'

It was the friendly nature of the Faculty, and the opportunity to befriend ever more people that Sue looked forward to most when moving to the current site. The new building made everything easier by bringing everything onto one site, but it also brought with it new challenges – not least the fact that the initial design had overlooked the need for a Custodian's office. As ever Sue rose to the challenge, commandeering with then co-Custodian Ron, GS7 which at the time was being used for storage (and is now split between the IT team and Custodians).

It was in GS7 that Sue had what ranks as the strangest of her experiences in the Faculty, when she was attempting to evade the dignitaries during the official opening ceremony. 'All of a sudden the door opened and HRH the Duke of Edinburgh came in. He asked why it said teaching room on the door, but was full of junk. So I told him – that it was because it was where all the hard work went on.'

When Sue isn't hard at work in the Faculty she reads voraciously, enjoying everything from crime fiction to Tintin, with Agatha Christie and Anne Perry being two of her favourite authors. Having been born and spent most of her life in Cambridge, Sue cycles everywhere – going out into the Fens when the weather is good, and into work every day regardless of the weather.

'It's the only thing that I guess you could call a downside: cycling across Coe Fen at 5.30 in the morning when it's dark and icy and snowing. Other than that it's a satisfying job.'

## UPCOMING EVENTS



**Morag Styles** is organising a 2 day international academic conference on *Poetry and Childhood*, to be held at the British Library on 20–21 April 2009, will accompany a British Library exhibition, *Twinkle Twinkle Little Bat! 250 Years of Poetry for Children*.

Professor **Maria Nikolajeva's** Inaugural Lecture *The Power of Language: Literacy, (mis)communication and oppression in literature for young readers* will take place on Wednesday 29 April 5.00–6.30.

*Kaleidoscope*, the **FERSA** run conference for discussing and disseminating educational research will take place on Friday, June 5 2009.

Professor **Peter Gronn's** Inaugural Lecture *Leadership: its genealogy, configuration and trajectory* will take place on Wednesday 10 June 5.00– 6.30

The International Conference on *Research Into Teaching with Whole class Interactive Technologies (RITWIT)* will take place on 29–30 June and is organised by **Sara Hennessy**.

This summer the Faculty will be running a **Sutton Trust Summer School** for Year 12 students from non-traditional backgrounds.

## PUBLICATIONS

### Books

*Communication, Language and Literacy in the Early Years Foundation Stage* (Routledge). Helen Bradford and Sandy Green.

*Developing Primary Mathematics Teaching*. (Sage). Fay Turner, Tim Rowland, Peter Huckstep and Anne Thwaites.

*Educating the Child in Enlightenment Britain* (Ashgate). Edited by Mary Hilton and Jill Shefrin.

*Excel at Maths* (CUP). Jennifer Piggott and Graeme Brown.

*Foreign Language Learning with Digital Technology* (Continuum). Edited by Michael Evans, includes chapters by Linda Fisher and two PhD students; Miranda Hamilton and Rachel Hawkes.

*Really Useful Creativity Book* (Routledge). Dominic Wyse and Pam Dowson.

*School* (Reaktion). Catherine Burke and Ian Grosvenor.

*School Based Research* (Sage). Edited by Elaine Wilson, with contributions from members of the PGCE teaching team.

*Creating Classroom Communities of Learning: International Case Studies and Perspectives* (Multilingual Matters). Includes a chapter by Sylvia Wolfe.

### Selected articles

Dominic Wyse and Usha Goswami (2008). Synthetic phonics and the teaching of reading, *British Educational Research Journal*, 34(6).

Richard Daugherty, Paul Black, Kathryn Ecclestone, Mary James and Paul Newton (2008). Alternative perspectives on learning outcomes, *The Curriculum Journal*, 21(3).

## NEWS BITES

The **Cambridge Journal of Education** celebrated its 35<sup>th</sup> Anniversary with a seminar in January on the future of journals.

**Madeleine Arnot** has been elected Editor in Chief of the British Journal of Sociology of Education, to take up position from June 2009.

**Pam Burnard** is acting as mentor to the Welsh Educational Research Network supporting their research into Music Education.

**Usha Goswami** has been awarded a Major Research Fellowship by the Leverhulme Trust for 2 years, starting 1 October 2009.

**Bill Nicholl** has been nominated for a fellowship of the Royal Society of Arts in recognition of his influential research on Design and Technology Education.

**Dave Pedder** talked about the State of the Nation's CPD at the Parliamentary Research Seminar: *Better Training Better Teachers?* on 10 February at the House of Commons.

**Abigail Rokison** has been elected chair of the British Shakespeare Association.

**Sue Swaffield** gave a keynote speech about her research into student-centred learning and how to implement it in the classroom to over 300 educators from schools across India.

For all the latest news check [www.educ.cam.ac.uk/news/](http://www.educ.cam.ac.uk/news/)

# VIEWPOINT



## Madeleine Arnot Human Rights for the Asylum Seeking Child: Teachers' Compassion

In September 2008, the UK government finally fully endorsed the UN Convention on the Rights of the Child after deciding to end its opt out on immigration policy. However there is still a major conflict between the asylum-seeking child's best interests and the interests of the state. In 2003 immigration authorities were excluded from the responsibility of 'safeguarding' children's well-being under *Every Child Matters*. The government prevents the integration of asylum-seeking families with children by denying them welfare benefits, forcibly dispersing, detaining and deporting them – even removing children during the night in handcuffs – and giving parents invidious choices of returning to danger or having their children taken into care. The damage both to the mental health and the wellbeing of the many children educated in UK detention centres is also well known.

In 2004 Dr. Halleli Pinson (Ben-Gurion University of the Negev) and I set up with the GTC, the NUT and the Refugee Council, a *Research Symposium on the Education of Asylum-seeking and Refugee Students*. The Faculty of Education funded two research projects: the first explored local authority and school policy responses ([www.educ.cam.ac.uk/people/staff/arnot/AsylumReportFinal.pdf](http://www.educ.cam.ac.uk/people/staff/arnot/AsylumReportFinal.pdf)) the second allowed Mano Candappa (IOE-London) and I to investigate whether the values of compassion, security and belonging were taught to British students in response to the presence of 'non-citizen' children and how 'host' and asylum-seeking students related to each other. Three secondary schools with different profiles of asylum-seeking youth and different approaches to inclusion participated in the study.

The presence of asylum-seeking students represented a litmus test of the ethos of each school. One Headteacher went as far as to announce on open day:

*'If you don't want your child sitting beside such students in class, befriending them, accepting them, making them welcome, but above all learning from them, then perhaps it is not a good idea to come to our school.'*

Teachers we interviewed describe how 'it is not our business to talk about children's immigrant status'. They saw compassion based not on pity but on a professional ethic of care. The lengths which schools go to helping such youth are extraordinary and are deeply appreciated:

*'The staff's brilliant, they're really helpful [they] taught me to be more independent, ... I can do all sorts now, and my life is just much better.'*

LENA, UNACCOMPANIED ASYLUM-SEEKING GIRL FROM NIGERIA.

For some, compassion is about social justice. Citizenship teachers see opportunities to teach all students about human rights by critically examining media responses to refugees. Students assess whether the government is honouring its 'pledge to promote social inclusivity' and whether the human rights agenda in citizenship studies is genuine. Teachers spoke of the contradiction of young people's feelings of a common humanity, and the reality of a world in which there is difference and rejection. Deportation cases also politicise teachers:

*'We have learnt about the system and how that affects our families. ... About the way they are sometimes treated, particularly the dawn raids. ... I find it hard to imagine that it's happening around me, in the country where I have always lived.'*

PRIMARY HEADTEACHER

Teachers' responses to asylum-seeking students reveal the humane political values which still underlie the professional ethos. However, particularly at a time of recession, we need to consider whether it is these values which are adopted by our young people rather than those embedded in hostile immigration policies, communities and the press. Our research to be published in *The Politics of Compassion: the education of asylum-seeking and refugee children* (Palgrave MacMillan 2009) throws some light on the issue. We welcome comments or observations from readers. Please send them to [mma1000@cam.ac.uk](mailto:mma1000@cam.ac.uk).

Madeleine Arnot is Professor in Sociology of Education

[www.educ.cam.ac.uk/people/staff/arnot/AsylumReportFinal.pdf](http://www.educ.cam.ac.uk/people/staff/arnot/AsylumReportFinal.pdf)