In mid June 2009, staff, students and guests from the Faculty of Education, the wider University, the education community nationwide and the McIntyre family gathered together to witness the naming of the New Faculty Building in Cambridge to commemorate the life and work of Donald McIntyre.

Over the period 1998–2001, Donald – as Head of the School of Education – worked closely with Dr Kate Pretty, the Principal of Homerton College, to establish a fully integrated Faculty of Education in Cambridge, so it was especially fitting that the Donald McIntyre Building was formally named by Donald’s widow, Anne, together with Kate, in her role as Pro-Vice-Chancellor of the University.

Donald worked selflessly and with great determination to secure the resources needed to bring together the activities of the Faculty of Education on to one site on Hills Road, and the quality of the building and the resources contained within it are testimony to his foresight, his diligence and his strategic skills. But the human resources located within the Faculty, the collaborative ethos prevailing here, and the determination to sustain a vision of education which enables individuals to maximize their own potential, free from the constraints of poverty, within a

continued on page 2
context of increased mutual understanding and global interdependence, is an equally remarkable legacy.

Donald formally retired from his Cambridge Chair in 2004 but for him ‘retirement’ was a fiction; he continued to offer advice, guidance and support to numerous colleagues and doctoral students, working tirelessly to ensure that teacher education and research in Cambridge was distinctive, research-informed and innovative.

Many people have written about how Donald touched their lives, of him being an inspiration whose legacy lives on, a model educator who made us feel and see things differently.
October and November have been interesting months in the Faculty of Education. On October 16, we witnessed the publication of the 608-page Cambridge Primary Review, the culmination of a three-year enquiry and consultation with diverse stakeholders, examining matters as diverse as childhood, parenting, learning, teaching, testing, teacher training and the impact of national policy.

The report ended with 78 formal conclusions and 75 recommendations for future policy and practice, all endorsed by the report’s authors and the Review’s advisory committee. The report found England’s primary schools under intense pressure but in good heart and in general doing a good job, with dramatic increases in investment, with many new policies having had a positive impact: ‘Highly valued by children and parents, primary schools provide stability and positive values in a world of change and uncertainty. Contrary to myth, schools are not in constant danger of subversion by 1970s ideologues and they do not neglect the 3Rs. As we know, though, the report’s recommendations were instantly dismissed, virtually overnight, by government as ‘woolly’ , ‘not up-to-speed’ , ‘unclear on how schools should be accountable to the public’, ‘a backward step’.

On a different note, two weeks later, Professor Pamela Munn, Past President of BERA, addressed the Global Student Education Forum in the Faculty, taking as her theme ‘Does Educational Research Make A Difference To Policy And Practice?’ Sometimes it does, she suggested, when the research is timely, when the evidence is clear and relevant, when the methodology is relatively uncontested, when the users are partners in the generation of evidence, when the outcomes have strong advocates.

Well, the Cambridge Primary Review certainly meets those criteria: it draws on more than 4000 published sources, both national and international; it is has initiated 28 specially-commissioned research surveys; it has taken 1052 written submissions from leading organisations and individuals; it has been written by a team of 14 authors, supported by 66 research consultants and a 20-strong advisory committee, under the editorship of the Review’s director, Professor Robin Alexander. It has been strongly welcomed by teachers and their unions, as ‘truly independent’; having the ideas to transform the Primary ethos and turn pessimism into hope; ‘an immensely rich report as a source of policy ideas’. Others have recognised it as being ‘the most thorough, research-based analysis of primary schools in over two decades’ and having the potential to ‘change English primary schools forever’.

But Pamela Munn made one further point in her presentation to the Global Student Education Forum, that educational research will make a difference to research and practice only when the outcomes and results support existing ideologies and are uncontentious to the powerful, that politics and ideology influence policy far more than does research. It is here, of course, that the Cambridge Primary Review offers challenge to government: Extend the Foundation stage to the age of 6 and postpone more formal teaching for a year? Replace the narrow focus of SATs with a system which reports on children’s attainment in all areas of their education? Enable teaching to be better informed by research, especially by pedagogical, psychological and neuroscientific evidence which clarifies the conditions for effective learning and teaching?

The early signs are that many politicians have neither the vision nor the insights to respond to the challenges identified by the Cambridge Primary Review. More blind alleys may be explored as a result; more children from deprived backgrounds may continue to underachieve; more mechanistic testing will distort curricula and teaching. Yet ‘good ideas are seldom easily dismissed’, as Peter Mortimore suggests, writing in the Guardian on November 3rd. We live in hope, then, that that the excellent research of the CPR will achieve its full potential impact, but we cannot afford to wait too long for its time to come.

Mike Younger is Head of Faculty
Inside Research: Education, Equality and Development (EED)

The EED academic group has 19 staff members actively engaged in research, each of whom are leaders in their respective fields of study, and 49 doctoral students. The group’s core areas of interest span the broad areas of Equity, Global Justice and Transnational Cultures in Education, focusing on the historical, sociological, emotional, philosophical, and cultural dimensions of education and the social sciences and humanities. The major interests of this group are grouped into eight main themes.

Inclusive, Special Education and Well-Being

The Inclusion Group (Richard Byers, Kristine Black-Hawkins and Nidhi Singal) have a strong track record of research exploring government policies and teaching and learning processes seeking to be inclusive, both in the UK and in the global South. Their work uses innovative methodologies to explore how schools develop strategies to raise the achievement of all children, whilst safeguarding the inclusion of those who may be are more likely to experience marginalisation. More recent research (with Caroline Oliver and Diane Reay) explores identities and constructions of self among Bangladeshi and Pakistani young people, identified as having special educational needs and/or disabilities, in mainstream and specialist settings. This research foregrounds young people’s voices and perspectives on their understandings of themselves, and their educational experiences as they relate to their aspirations for, and transitions into, adulthood. The intention here is to identify enabling educational experiences from the perspectives of young people, which inform and impact upon professional development, policy and practice. This work also seeks to generate new theories of young people’s identities at the intersections of disability, class and ethnicity. The theme of well-being is central to the research Colleen McLaughlin is conducting, focused on the impact of school experience on adolescents’ well-being. Her recent work, undertaken for the Nuffield Foundation with John Gray, Maurice Galton, Barbie Clark and Jenny Symonds, has been key in highlighting the power of meaningful interpersonal connectedness in schools: processes which connect young people to each other, to the adults in schools and to the community of the school.

Urban Youth Cultures and World Cities

Jo-Anne Dillabough is currently directing a study of racially and economically marginalised youth living in public housing and/or in low-income urban dwellings on the fringe of ‘global’ cities around the world (e.g. Melbourne, Australia; Aulney Sur-Bois, Vancouver, Canada). The Canadian case studies emerging from this work will appear in a forthcoming book ‘Lost Youth in the Global City’ (Feb. 2010, Routledge, with J. Kennelly). Whilst these young urban dwellers are increasingly invisible to the forms of mobility associated with global capitalism, they have emerged as the symbolic locus for the general breakdown of life in the late modern city. Some of the questions she asks are: Why does the spectral image of late modernity’s ‘lost youth’ sit so close to the core of public consciousness in the new global city? How do low-income minority ethnic young people navigate these new cultural fields of moral regulation in late modern cities? Caroline Oliver and Oakleigh Welpy are research collaborators on the European portion of this work.

History, Memory and Empire

Phil Gardner’s research on education and the British Empire concentrates upon the South African case, examining the origins of the South African education system as an expression of a distinctive imperial ideology. An ongoing development is the investigation of the expansive contemporary concept of ‘Greater Britain’ as it relates to education policy and practice, as well as to questions of identity, both domestically and across the Empire. Paul Goalen’s historical research on Palestine, Iraq, Sudan and East Africa also focuses on issues of empire, in relation to democracy and citizenship.

Policy, Pedagogy and Praxis

EED research has substantial and far reaching implications for policy and practice but some research is more directly concerned with its impact on teaching and learning. Richard Byers’ action research project “What about us?” has sought to develop bridges between inclusion and well-being. It has promoted...
emotional well-being and inclusion by working with young people with learning difficulties in schools and colleges. Similarly, Sue Brindley’s research has a practitioner focus examining both the impact of ICT across the curriculum and good pedagogical practice in English teaching.

**Citizenship Studies and Democracy in Education**

Nidhi Singal, Rob Moore and Jo-Anne Dillabough are examining, in different ways, how young people from socio-economically disadvantaged communities express their civic identities, engage with their communities at local, national and global level, and reflect on processes of participation. Particular emphases has been placed on building the capacity of schools and voluntary agencies concerned with active citizenship education to provide opportunities for civic action and learning that reflect the preferences and contexts of these young people. Democratic participation is also a major research concern of Rob Moore who works primarily in the sociology of knowledge. His recent work has involved examining the ways in which knowledge about equity emerges in the sociology of education and thinking through its application to democratic practice. Hilary’s work focuses specifically upon restorative justice and democratic practice.

**Education, Global Change and Development**

Madeleine Arnot, Rob Moore and Jo-Anne Dillabough are all members of the Research Consortium on Educational Outcomes and Poverty (RECOUP). Madeleine Arnot is overseeing an inter-generational gender study that spans Africa and Asia. It examines whether and how education helps male and female youth in poor communities achieve participatory citizenship, and investigates how education can help youth to protect themselves, make decisions, and participate in community life. Nidhi’s main project examines the impact of education in the lives of young people with disabilities living in poverty in rural and urban Ghana, Kenya, India and Pakistan. It also explores the different social and human outcomes as determined by the type of schooling accessed by these young people. Christopher, as an economist, has a more macro focus on understanding patterns of access, quality and outcomes of education in the Global South. Colleen McLaughlin, Mike Younger and Jo-Anne Dillabough are also conducting research in Africa. Colleen, for example, is exploring how primary school children’s everyday knowledges interact with HIV/AIDS education in the classroom, while Mike is developing research and intervention projects exploring gender processes and patterns in upper primary / lower secondary schools in Uganda and Tanzania, with particular reference to strategies which have potential to enhance the retention and achievement levels of girls in secondary education. Paul Goalen’s historical research into economic and political change in the Middle East and Africa since c.1890 also has a particular focus on development and, in particular, the role of education in initiatives for colonial development.

**Social Inequalities in Education**

A major focus across EED is social inequalities within education, work that crosses and engages with intersectionalities of gender, disability, race and class. It is an important thread linking Jo Anne Dillabough’s work on youth cultures, Natalie Heath’s research on teachers and students experiences of school choice, Phil Gardner’s historical analysis of teachers from working class backgrounds, Hilary Cremin’s research on student voice, Colleen McLaughlin’s psycho-social analysis of student well-being, the Inclusion Group’s more applied work on developing inclusive classrooms and RECOUP’s emphasis on the disadvantages that accrue from disability, gender and socio-economic positioning. It is particularly explicit in Diane Reay’s continuing research into working class relationships to education and Mike Younger’s work (together with Molly Warrington) on gender inequalities in UK classrooms. It is also a central underpinning of Diane Reay’s recently completed ESRC project on widening access and participation and the experiences of working class students in UK higher education.

**Social Theory**

EED members share a strong research interest in, and a commitment to, the rigorous study of social theory and its application to education. Jo-Anne Dillabough, Rob Moore and Diane Reay have all published widely on the sociological theory of Pierre Bourdieu, and Diane has operationalised his conceptual framework extensively in her empirical research on social class. Both Madeleine Arnot and Rob Moore have expertise in Basil Bernstein’s educational theories, with Rob’s interests lying particularly in relation to the sociology of knowledge, while Madeleine has utilised Bernsteinian concepts in her empirical studies of gender and class. Jo-Anne Dillabough has been working for many years on the social and political thought of Hannah Arendt and its application to research and methods in education. Nidhi Singal is engaged in theorising inclusive education debates for Southern countries drawing on the work of Nancy Fraser and Amartya Sen. Phil Gardner and Ian Munday are experts on the implications of Heidegger’s social theory. Phil’s research uses Ricoeur’s theory to explore both hermeneutics and oral history in order to elaborate the epistemological limits of the written and the spoken word for historical analysis, while Ian draws on the work of Judith Butler, Gilles Deleuze and Jacques Derrida in order to theorise performativity and performatives in education. Christine Counsell also takes a hermeneutics approach employing Gadamer’s theory to understand the impact of teacher training partnerships on teachers’ability to handle multiple historical perspectives within the classroom.

Diane Reay is Professor of Education

Jo-Anne Dillabough is Reader

in Education

5 Education Cambridge
LLSI
Leading Learning for School Improvement

LLSI convenes, on its own or in collaboration, a range of seminars: the LLSI series, CCE, LfL and an in-house Discussion series. For LLSI members term began mid August with a double-hander provided by Paul Richardson and Helen Watt of Monash University focused on profiles of beginning teachers, their motivations to teach, their expectations of teaching and anticipated career destinations. In September we hosted Ann Lieberman for a discussion of her work with particular reference to teacher learning and leadership. In addition Philip Woods (University of Gloucester) presented findings from his research on academy schools. For LfL Susan Lovett from University of Canterbury NZ facilitated a lively session on what enables early career teachers to survive and thrive. The latest of the in-house discussions series, was led by Caroline Lanskey, a recent graduate, and the group recently made a decision to include current graduate students in the ongoing series. In the meantime, there are ongoing discussions regarding the naming and possible re-naming of the group – to be continued.

PLACE
Pedagogy, Language, Arts and Culture Education

PLACE has continued to consolidate and to identify common interests of members in view of collaboration. After a successful awayday in July, the group came up with a number of ideas for mutual support. Two well-attended business meetings were focused on the group’s strategies for the coming REF. The TPRP project ‘Exploring place-based identities through reading and writing’ is completing its first phase. The group hosts three visiting researchers this term. Regular seminar series, ACE, SLEG and Children’s Literature, are flourishing. A new series, ‘Adolescence: rhetoric, representations, realities’, is to start next term, in collaboration with other academic groups.

PNE
Psychology and Neuroscience in Education

Christine Howe’s ESRC object motion project was showcased at the Faculty on 27th October, as part of the University’s Festival of Ideas. Hundreds of Cambridge school children tried out the teaching software. Members of the group continue to present at national and international events including: Linda Hargreaves, Ruth Kershner and Ros McLellan at the 2009 European Conference on Educational Research, Vienna. Usha Goswami was interviewed by Research Horizons for a feature on the Centre for Neuroscience in Education, being published Winter 2010 (Issue 11). Finally, the group welcomed new staff members Dr Michelle Ellefson, Dr Claudia Uller, Dr Gabor Stefanics and Odette Megnin, and student representatives Clare Killikelly, Silvia Guglielmi and Alizeh Batra.

STeM
Science Technology and Mathematics Education

Recent doctoral graduate Wai Yi Feng has been awarded the first Royal Society Research Fellowship in Education supported by the Ogden Trust. Her 5-year programme of research will examine STEM enrichment worldwide and develop measures for its impact. Sara Hennessy organised a very successful conference on Research into School Teaching and Learning with Whole-Class Interactive Technologies http://www.educ.cam.ac.uk/events/conferences/ritwit/ that attracted an international audience as well as many local participants. Collaborating with colleagues from Reading University, Keith Taber and Fran Riga have been awarded funding for a 3-year project exploring secondary students’ perceptions and understandings of the relationship between religion and science.

For more information see www.educ.cam.ac.uk/research/
The Faculty of Education Research Students' Association (FERSA) works towards the promotion of academic excellence and welfare within our student community. Along these lines, the 2009–2010 committee has both continued the example from previous years and initiated new activities. One of its first decisions was to modify, to some extent, the association’s executive positions, with the aim of improving its function. For that purpose, three new positions were introduced: discussion group organiser, treasurer, and secretary.

Following the successful example of our predecessors, the FERSA lunchtime seminars are organised on a regular basis. During these seminars, students in our faculty are offered the opportunity to present their work within a friendly and supportive environment, receive valuable feedback, as well as practise their presentation skills.

‘Discussion groups’ is a new idea, introduced this year. It brings people with similar research interests together, to share insights about various educational issues. Contrary to lunchtime seminars, in discussion group meetings there is no formal presenter. A topic is decided in advance and, with the help of a coordinator, students exchange their views, experiences and suggestions.

It is with great pleasure that I am writing about FERSA’s new website. All FERSA members (Masters and PhD students) can have access to the site, which provides a virtual platform for further communication among the members of our community. Apart from online synchronous discussion, everyone is invited to share ideas, comments, post information about conferences, academic and professional resources and so on.

Last, but not least, I’d like to make a reference to the steps taken towards transforming FERSA into a formal university society. This idea is still under consideration, as any possible effect should be carefully examined before further decisions are taken. Nevertheless, the 2009–2010 committee will attempt to compose a guiding document with useful information and ideas (a form of ‘constitution’) for the following committees.

Constantinos Xenofontos
FERSA chair 2009–2010

The Faculty of Education Research Staff Group (FERSG) continues to provide social contact and networking opportunities for Research Staff within the Faculty. This year, we are piloting an ‘action learning set’, using our meeting space as a time to reflect on how we can develop our own practice both now and in the longer term. This is important, because in the day to day business of research work, we often overlook the need to gain critical insight into what we do and why.

An ‘action learning set’ provided a good model of how to organically develop such a process, supported by staff members at the University’s Centre for Personal and Professional Development and the Careers Service. In short, this provides a method for collaborative learning, where a small group regularly meet to reflect on real work issues and draw on shared experiences to solve problems.

Since September, the first sessions of the action learning set have focused broadly on career development. David Carter, the Faculty’s Research Administrator attended the September meeting, to brief the group about the work of the research office, which includes circulating information about relevant funding opportunities to RS. We also spent time in small groups reflecting on our own career histories and where we would like to invest our energies in future.

The following session was attended by Dr Ruth Smith, the newly appointed careers adviser for postdoctoral researchers and research staff in Arts, Social Sciences and Humanities. She discussed her role and remit, introduced the careers service facilities and discussed university-wide fora for interdisciplinary postdoctoral networking. During the session, we were also joined by Professor Diane Reay and Dr Sara Hennessy, who were invited to broadly reflect on their previous experiences as erstwhile contract researchers. The discussion was lively and provocative, with both guest speakers offering sage advice around how to create the best opportunities in forging careers in research and academia.

The next series of meetings will focus on skills development, including assertiveness and writing skills.

For further information, please contact Rosemary Deaney (rld29@cam.ac.uk) or Stefanie Luthman (sl524@cam.ac.uk).
Leadership for Learning: The Cambridge Network

Leadership. Learning. Two ideas at the heart of education. Yet both are complex, open to widely differing interpretation and the subject of continuing debate among academics, policy makers and practitioners. Leadership for Learning is concerned with both concepts and particularly with their connection, seeking to understand and promote leadership in education that supports learning. Leadership for Learning goes far beyond the obvious work of institutional leaders to the less transparent and too little celebrated work of teachers, pupils and others.

The LfL network was established in 2001 to promote a discourse through partnerships with schools, local authorities, national policy makers and academics. Creating a values-based network rather than a physical centre emphasised an outward looking orientation, directing attention to the activity of leadership in a variety of locales and in many differing guises.

Developing our understanding about leadership, learning and their interrelationships is a continuing endeavour and takes place in different settings and through a range of media. Classroom based initiatives, school level reform, local authority projects, national programmes and international collaboration, stimulate, and feed into, ongoing research. They nourish a dialogue, enrich the intellectual canvas and effect changes in policy and practice. Dissemination is through academic journals and also, just as importantly, through publications that are accessible by busy teachers, overworked senior managers and impatient policy makers. There are also immediate returns through postgraduate teaching both within the Faculty and through locally based certificate and degree programmes.

Since LfL’s foundation the number of Faculty staff working in the area of leadership and school improvement has grown considerably. Exploration of the relationship and synergy between LfL and the more recently established Leading Learning for School Improvement academic group is ongoing.

Purposes and characteristics

Leadership, learning and their inter-relationship are LfL’s central concerns.

Purposes:
- To improve leadership practices for the benefit of all learners
- To explore leadership for learning in educational contexts nationally and internationally
- To support practitioners with advice based on research
- To help teachers, students and other stakeholders play an active role in improving learning in their schools
- To undertake and facilitate research and development focused on leadership for learning
- To contribute to a leadership for learning knowledge base
- To influence educational policy

The network and its activities are characterised by:
- a distinctive identity and an independent voice
- members of the network learning and working together
- sensitivity to policy issues but independence from transient priorities.

Leadership for Learning: conceptual framework and principles for practice

A centrepiece in the work of LfL between 2002 and 2005 was an international seven country project named Carpe Vitam after the Swedish sponsoring body. Its most lasting legacy has been a conceptual framework, a set of principles for practice, and a range of tools. These have made a major contribution in helping to shape, analyse and synthesise the linked and
varied activities that feed into a coherent and ever growing knowledge base about leadership for learning (see figure 1).

The more the principles for practice are applied and tested in different settings and different countries of the world the more we learn about leadership for learning as a distinctive form of educational practice, but also one which appears to transcend cultural and linguistic boundaries. The embrace and application of the principles by academics, ministers and headteachers in Ghana, for example, tells us much about the power of principles mediated through cultural understanding and reconfigured in school practice.

How can the first principle – a focus on learning – be used as a powerful lens through which to view, and to reframe, the activity of children in classrooms? How can it inform the learning activity of teachers and school leaders? What do we know and what can we learn about environments which are able to promote but also may inhibit learning (the second principle)? What is the meaning of ‘dialogue’ (the third principle) and what opportunities are there in highly pressurised and under-resourced situations for learning conversations? It is through the use of practical tools of inquiry that some of these questions find an answer.

Activities
As a network it is the people who make the connections, who exchange ideas through research and evaluation projects, courses and seminars, conferences and publication, linked to scholarly engagement with international researchers, and to the interface with policy makers. A group of Associates with backgrounds in policy, OFSTED, leadership, and research provide a reservoir of expertise and advice.

Examples of events
Supper seminars which take the form of debate with policy makers under Chatham House Rules are fuelled and inspired by a snack and a glass of wine; speakers (including two Parliamentary Undersecretaries David Normington and David Bell) come prepared to occupy the hot seat. Among the 22 seminars held since its inception key policy makers have represented the DCSF, OFSTED, GTC, QCA, TDA, DEMOS, the National Youth Organisation, and the NUT.

Visiting academics and other temporary guests have made vital contributions to thinking and development. Visitors have included academics from universities in Athens, Brisbane, Christchurch (New Zealand), Hong Kong, Oslo, Reykjavik, Seattle and the State University of New York.

Ongoing and recent projects include:
• Teacher Leadership
  Research and development focusing on teacher leadership features the HertsCam Network, the Teacher Leadership journal (www.teacherleadership.org.uk) and the International Teacher Leadership project with partners in 14 countries.

• The General Teaching Council
  The General Teaching Council for England commissioned the ‘Pupil Influence and Participation’ project and since submitting the report we have worked with them to take this agenda forward in the teacher networks they facilitate.

• The Children’s University
  Evaluation of The Children’s University – a rapidly growing organisation with over 50 centres UK wide and encompassing several hundred schools, offering an alternative space and form of learning for children and young people.

• Norfolk: Learning Catalysts and Family Work Stories
  A collaboration with King’s Lynn Borough Council working to raise aspirations among students and families in primary and secondary schools, focussed on the work of support assistants.

• HCD
  The London-based charity HCD (Highest Common Denominator) funds initiatives on pupil voice and pupil leadership, sponsoring workshops and annual conferences, latterly in collaboration with the NUT. (www.leadershipforlearning.org.uk/index.php/hcd-home/)

• The National Union of Teachers
  Collaboration with the NUT resulting in a number of conferences, publications, and the creation of Learning Circles in which teachers engage in leadership and learning activities often leading to certification through the Faculty.

International conferences
The Leadership for Learning Network has contributed to international conferences in more than twenty countries and has a regular presence at ICSEI and AERA.

For more information about Leadership for Learning: the Cambridge network, its activities and publications see: www.educ.cam.ac.uk/lfl/ www.leadershipforlearning.org.uk (includes papers for downloading and opportunities for interactivity).
COURSE NEWS: Early Years and Primary PGCE

Developing partnership, research and professional expertise

External judgements, such as those of Ofsted, have consistently highlighted the quality of the Cambridge Early Years and Primary (EYP) Masters PGCE course. Yet it might be argued that it is the views of our peers that should hold greater sway. In their final report for 2008–2009, the external examiners for the course stated the following as particular strengths:

- The quality of the course team, enabling trainees to feel well prepared to enter the teaching profession.
- The strength of the partnerships with schools.
- The progression within the course structure, through which trainees to have a good understanding of their progress and achievement throughout the course.
- The good progress made in embedding M-levelness within the course, characterised by trainees’ understanding of the relationship between theory, research and practice.
- The willingness of the course team to engage in critical reflection, development and improvement, ensuring that the course continues to build on its evident strengths.

Comments such as these are, of course, most welcome; in particular, they indicate the core elements of a course designed to educate, not simply train, our 175 PGCE ‘trainees’.

Yet we must look at what we have achieved in the light of on-going and emerging priorities. A PGCE must, of course, address the many practical essentials of preparing trainees to integrate into the life of schools and to face the immediate challenges of teaching and learning in classrooms. Yet, in pursuing the goal of teacher education, additional imperatives for those working on the Cambridge EYP PGCE are clear:

i. that teaching and learning within the course should be widely research informed;

ii. that trainees themselves should be prepared as reflective practitioners, capable not only of using the findings of research but also of carrying out classroom-based research to develop learning for themselves and their pupils;

iii. that the course should ‘look outwards’ with an aspiration of contributing to wider debates about teacher development.

These three aims are clearly inter-dependent and within this context this report will present considerations both of present practice and future aspirations.

The ‘hub’ of the Faculty-based elements of the EYP PG is the professional studies course, which is central to ensuring that research informs trainees’ emerging perspectives on classroom teaching and learning. To this end, David Whitebread gives three related lectures on Understanding Learning, Play and Learning and Independent Learning. These draw heavily on his recent research projects on play, metacognition and self-regulation (in particular the Cambridge Independent Learning, CIndLe, project in which Penny Colman is centrally involved, and ChAT, which is run with members of the PNE research group – Neil Mercer, Penny Colman, Christine Howe, Usha Goswami and Jane Warwick from the PLACE research group). Peter Cunningham draws upon his extensive research into the history of primary education in giving a lecture on ‘The Changing Curriculum’, a historical context that could not have been more important this year, which has seen the publication of both the Cambridge and Rose Reviews of the primary curriculum (for which Ruth Kershner, Chris Doddington and Linda Hargreaves – involved on the course as professional tutors – were co-directors). Input on behaviour management, teacher expectation and pupil motivation are embedded in the research of lecturer Roland Chaplain, internationally recognised for his work on teacher stress and classroom behaviour management. Roland also contributes to teaching on the research methods course (with Paul Warwick and Cathy Burke, who this year has rooted her input to Early Years trainees in her work on researching the perspectives of very young children). Sue Swaffield has also contributed to the professional studies course, bringing her knowledge of the field of assessment to the development of trainees’ understanding of the rapidly changing landscape of classroom-based formative assessment. Neil Mercer contributes a session on teaching and learning through dialogue, which reflects his success in rendering his own extensive research into classroom dialogue accessible to teachers (see page 18).

Finally, the professional studies course has theme days, which include research-evidenced input from Faculty staff on, amongst other areas, Achievement and Diversity (Mike Younger, Mandy Swann and Diane Reay), Enterprise (Penny Colman and the C.Ind.Le project), Inclusion (Kristine Black-Hawkins) and Museums and Artefacts Education (Philip Stephenson – see http://alternative-settings.educ.cam.ac.uk/).

The model of professional studies, which promotes and develops a model of research-informed practice, is one that is mirrored in subject and cross-curricular theme sessions. The longer courses are in English, mathematics and science. In mathematics, for example, Fay Turner, Tim Rowland, Peter Huckstep and Andreas Stylianides use their own research – in particular on Subject Knowledge in Mathematics (SKIMA) and Mathematical Knowledge for Teachers – to provide a rigorous examination of mathematics teaching (for example, through the analysis of research videos with trainees). They also
In developing the course in line with the expectation that research should be central to our endeavour, we have perhaps been less mindful of the need to project outwardly our vision of teacher education which is a key aspiration. There is work going on in this regard. Our partnership with schools goes from strength to strength, founded on a clear vision of the expectation that trainees should become genuinely reflective practitioners who have a secure understanding of the interconnectedness of pedagogical excellence and secure theoretical perspectives. The nature of this partnership is evolving as schools become an integral part of the Faculty's research community supporting students at all levels and becoming active participants in research projects of all scales. The context of primary education is changing at an unprecedented rate, a key aim of this course must consequently be to contribute to the development of a profession that is able to articulate and justify practice which is informed and underpinned by research and thus is able to engage critically with debates in order to secure the most effective learning experiences for children in primary education.

Jane Warwick is the Early Years and Primary PGCE Course Manager

For more information see www.educ.cam.ac.uk/pgce/
The other day I was looking at a photograph of myself in my first year as a schoolteacher – 1973 – surrounded by the boys and girls of my first tutor group, at a West Country comprehensive school. In the way of things, when I moved on to a new school some years later, the names of my very first pupils were soon forgotten, overwhelmed in the endless annual succession of student comings and goings. They might have been forgotten, but they were not lost.

One of the most striking things about growing older, and one of its few genuine pleasures, is the way in which those whom we have known in the past come easily to memory once more. Twenty years ago I could not have told you the names of the young people in that first photograph; now, as I gaze on it, they come to mind, one by one – Terry Walker, Nicola Turner, David Maxted, Leighton Mercer, Judith Chapman and most of the others. I wonder what became of them all? I don't know why memory works in this way, why names once forgotten suddenly bubble up, slip back into consciousness, to be re-unitied with the faces in an old photograph. But I am glad this does happen. It is both consoling and affirming. The past never really leaves us.

It is just this fact that, for me, makes oral history such a remarkable research tool, with unparalleled capacity to evoke, as well as to inform, corners of the educational past which are unreachable in any other way. Over a series of research projects which Peter Cunningham and I directed across more than a decade, we were privileged to be part of an interview team which visited and talked to many retired teachers in their eighties and nineties. In hundreds of hours of conversations in quiet, old-fashioned living rooms we found the intimate world of the elementary school classroom of the 1920s and 1930s opened to us through the recollections of its erstwhile teachers, from whom we still have very much to learn. Sometimes the memories we heard were reflective or critical, consciously reviewing the past from the here and now. And sometimes – the best times – an interviewee seemed to be actually back in the past, scarcely aware of any other presence in the room, musing to themselves rather than to their interlocutor: 'I can see it now, as if it were yesterday.'

From my earliest memory I have been intrigued by the idea of the past, compelled by it. One of the joys of reading comes in that moment of recognition and reassurance in finding a writer who expresses an inchoate idea or feeling which we are not yet capable ourselves of expressing. They say it for us. I remember such a moment in reading G.M. Trevelyan as a boy: 'The poetry of history', he wrote, 'lies in the quasi-miraculous fact that once, on this earth, once, on this familiar spot of ground, walked other men and women, as actual as we are to-day, thinking their own thoughts, swayed by their own passions, but now all gone, one generation vanishing after another, gone... as ghost at cock crow.' Trevelyan is unfashionable and unregarded now, but when I was young his romantic words spoke to the sense of the past as I then saw it. My thinking about history and its many complexities has changed a good deal since then, but that first poetic allure of the past has not faded.

And why history of education? Because, as for so many children of the post-war years, my life has been entirely shaped by levels of educational opportunity quite unknown to any previous generation of my family. The greatest benefits and the abiding pleasures of my life – and particularly those associated with the wonderful colleagues and unforgettable students with whom I have worked in nearly two decades at the Faculty of Education – have all flowed from the chances that were opened to me, many years ago, by education. When I was growing up, I took my educational opportunities for granted, giving no thought to the long and arduous history of how they had been won for me by the struggles of less fortunate others, not so very long before. Now older, and I hope, a bit wiser, I can think of no more important or more fitting field towards which we can direct our scholarship for a future in which the transformative power of education may continue be realised.

Philip Gardner is Senior Lecturer in History of Education
Linda Fisher

My career to date falls fairly neatly into two decades, one spent as a teacher in secondary school and one as lecturer here in the Faculty of Education.

After graduating from St Andrews University in Scotland, I started working life as a classroom teacher of French and German, becoming Head of German and then Head of Languages. Believing strongly in the comprehensive system (perhaps partially as a result of having gone through grammar school as a pupil), I taught in three different types – a boys’ school, a large city school and a village college. In all three I mentored trainee teachers through the Cambridge partnership, and was pleased to be able to channel my energies into teacher education, when appointed Senior Lecturer at Homerton.

After a decade, now in the Faculty, I still find co-ordinating the MFL PGCE course, and liaising with languages teachers in schools to offer the best training we can to the talented trainees who join the course each year, one of the most rewarding parts of my job. In the last couple of years it has been great to see so many of the trainees complete the second year of their MEd while still in their first or second year of teaching. For several years I enjoyed helping to co-ordinate mentor training for the Secondary PGCE as a whole, working with new and more experienced mentors to improve their and now have the role of Senior Examiner for the Secondary PGCE.

Teaching and supervising on other higher degree courses such as the MPhil Researching Second Language Education course (RSLE) and PhD has allowed me contact with students with a wide range of research interests in the field of second language education. One such student is, Yongcan Liu, my first PhD student, who gained his doctorate earlier this year and then a lectureship at Exeter University. Supervising his and others’ research has provided a window into the education systems of other countries and cultures, which has enriched my own research.

This focuses on secondary-age children’s learning of MFL in the classroom. I have been interested primarily in researching motivation for MFL study, and am currently investigating children’s beliefs about their learning, and how an understanding of these might be put to use by teachers to improve classroom learning. The last few years have also been spent co-directing (with Michael Evans) a large-scale, DES-funded, longitudinal study investigating the impact of policy changes on languages in Key Stage 3 in England. We are busy disseminating our findings from the study, which was published in July. Other projects such as CAFE (with Michael Evans and Edith Esch), have focused on using ICT for language learning by placing pupils from around the world in cross-cultural e-groups and analysing the learning that arose from their online interactions.

Out of work there’s a lot of football. Saturday morning is usually spent on the touchline supporting my football-mad 10-year old son and his team, and in the afternoon we’re often at Cambridge Utd. You’ll even find me in their yellow and black scarf (though only because it’s usually subzero). I’m also involved in lots of activities in my village such as the church, bookgroup, and sport and I’m a governor of the local primary.

I’m hoping the next decade (or two) working in such fantastic surroundings with my friends and colleagues in the Faculty, will bring as much personal learning and fulfilment as has the last.

Linda Fisher is Lecturer in Education (Modern and Foreign Languages)
Angela Cutts

Angela Cutts is Faculty Librarian

Angela began her professional career in a temporary post at the Cambridge Institute of Education, before going on to become Librarian of the School of Education in 1997. Her first task was to create a unified Library service from two physically separate and culturally different Libraries in the Institute and the old Department of Education. ‘We were one of the first Library services in Cambridge to become fully automated (catalogue, acquisitions, serials, circulation) and that was the key to our success.’

This prepared Angela of the biggest challenge of her career, when in 2004, she had to plan the move and integration of the two SOE libraries, plus the education collection from Homerton Library, into the new Library in the Donald McIntyre Building – and from there, develop a Library service for a large Faculty.

There are several reasons why Angela has been part of the Education Faculty for so long – ‘Education itself is such a fascinating subject – I’m not sure I would be so enthusiastic about my job if I worked in a library where I wasn’t interested in the subject – pathology for example! With two boys aged 15 and 9, I also have a parent’s keen interest in education. In addition, my job is also incredibly varied – no two days are the same – and one of the most rewarding aspects is to do with the people I work with and those who we provide the service for.’

It has always given Angela a sense of great personal satisfaction to see many ex-Education Library staff taking up promotions across Libraries in the University and elsewhere, she believes that ‘it is good to know that the Faculty Library provides a sound training ground.’

Angela is always eager to embrace technology, and she sees the continual expansion of electronic resources offering exciting opportunities ‘to deliver information at the point of need, and design tailored information services to meet the changing needs of this diverse Faculty in the future.’

Nikhil Gomes

Nikhil is the Faculty’s Recruitment and Publicity officer, working in conjunction with all the Course Offices to promote the study opportunities available at the Faculty, and with all colleagues to help publicise the fantastic research being done at the Faculty.

Nikhil has worked at the Faculty of Education for a year and a half, joining the Faculty after a very short stint working in the local library, work which he undertook to help pay the rent while he completed his Masters in Creative Writing at UEA. Before taking time to do his MA, Nikhil worked as a Schools Liaison Officer in the Widening Participation Team at the Cambridge Admissions Office.

Having worked his way through the statutes and regulations for all of the courses, from the Education Tripos to the Postgraduate Diploma in Education Research, in order to ensure that publicity materials are relevant and up to date, Nikhil says that he is constantly amazed at the scope of opportunities on offer at the Faculty – and the way that current research feeds into these programmes from undergraduate study upwards.

For Nikhil, one of the best things about working across many aspects of the Faculty has been the friendly and welcoming atmosphere, where ‘everyone is happy to stop and talk and to share their expertise in whatever area I need help with.’ He is also pleased at the chances he’s had to develop his design skills, learning everything from colour theory to InDesign.

Living in Peterborough with his fiancée, Nikhil spends a large proportion of his time outside of work on the train, and he tries to use the time to complete the cryptic crossword, to read and to continue his writing, although he claims that he often fails at all three. This overlooks the fact that he has recently finished writing a novel for which he currently seeking representation, and has had several short stories published, but in part may be attributable to his ongoing suffering as a loyal Manchester City supporter.
In Early November the Faculty held a successful Publishing Event for early career researchers and research students organised by Madeleine Arnot.

The Faculty successfully ran a wide variety of sessions for the Cambridge Festival of Ideas ranging from Children’s Poetry and Primary Science through to debates on Social and Emotional Aspects of Learning (SEAL) and Social Mobility all of which were extraordinarily popular.

The Faculty of Education has once again been ranked as the best place to in the country to get PGCE in the 2009 Good Teacher Training Guide.

An interactive exhibition which traces the history of teacher training in Cambridge has been launched and is online at http://www.educ.cam.ac.uk/about/timeline/

The Faculty of Education and Homerton College have approved the start of the Cambridge/Homerton Research and Training Centre for Children’s Literature.

Andreas Stylianides gave a plenary address on teachers’ mathematical knowledge for teaching at the 15th Annual Congress of the Association for Mathematics Education of South Africa (AMESA) in Bloemfontein, South Africa.

David Whitebread has been invited to join the LEGO Learning Institute’s Playful Learning Panel of academic experts. On 28 November he also gave an invited keynote lecture entitled ‘Metacognition and Self-Regulation in Young Children’ to the Pacific Early Childhood Education Research Association in Hong Kong (PECERA HK).

Mary James gave the lead keynote speech at the Westminster Education Forum on Assessment and Testing, filmed for Teachers’TV which has also interviewed Mary for a documentary on Assessment for Learning, to be broadcast in the Lent term.

Mark Winterbottom ran a course on ‘Student centred learning in science’ in Colombo, Sri Lanka, and Dehradun, India to local teachers in October.

In October Elaine Wilson gave the Keynote speech at the CIE’s 5th international teachers’ conference in Singapore.

Paul Warwick gave the Keynote Lecture at the Irish Association for Social, Scientific and Environmental Education (IASSEE) conference in June.

Cleo Puggian, a research student from Brazil supervised by Professor John Gray, received a prize for delivering the ‘best talk’ at the Cambridge 2009 Interdisciplinary Graduate Conference.

Teresa Quail, an MEd student supervised by Keith Taber was been named as the regional learner of the year by the ‘Signature’ organisation.

**Selected Publications**

- **Maria Nikolajeva** Power, Voice and Subjectivity in Literature for Young Readers Routledge.
- **Linda Fisher** and **Michael Evans** Language Learning at KS3: The Impact of the Key Stage 3 Modern Foreign Languages and Changes to the Curriculum on Provision and Practice, DSCF.
Neil Mercer
Working with teachers to develop children’s language and thinking

What life skills do we hope that children gain from education? One might be the ability to communicate and work well with other people; another might be the ability to think and reason effectively alone. These may seem very different kinds of abilities, but some research in which my colleagues and I have been involved (and still are) has demonstrated that they are closely linked. This ‘Thinking Together’ research has also shown how teachers can make an important contribution to the development of children’s language and thinking.

Through talking with other people, children learn how to make sense of the world and to get things done. They learn ways of thinking. However, research has shown that the amount and quality of the dialogue that children experience, both inside and outside school, is very variable. Without clear guidance and encouragement from a teacher, many children may not learn important ways of using language for reasoning.

My colleagues and I have worked closely with teachers to see what happens if children are helped to become more aware of how they talk together, and are given explicit guidance on how to collaborate. The kind of productive talk we want to encourage known as Exploratory Talk. Look, for example, at these three Year 5 children working together. They are predicting how many sheets of paper will completely obscure a light source.

Ross: OK. (reads) ‘Talk together about a plan to test all the different types of paper.’

Alana: Dijek, how much did you think it would be for tissue paper?

Dijek: At least ten because tissue paper is thin. Tissue paper can wear out and you can see through it … and light can shine through it.

Alana: OK. Thanks. (to Ross) Why do you think it?

Ross: Because I tested it before!

Alana: No, Ross, what did you think? How much did you think? Tissue paper. How much tissue paper did you think it would be to block out the light?

Ross: At first I thought it would be five, but second …

Alana: Why did you think that?

Ross: Because when it was in the overhead projector you could see a little bit of it, but not all of it, so I thought it would be like, five to block out the light.

Alana: That’s a good reason. I thought, I thought it would be between five and seven because, I thought it would be between five and seven because normally when you’re at home if you lay it on top, with one sheet you can see through but if you lay on about five or six pieces on top you can’t see through.

You will see that the children ask each other for information and opinions; they seek reasons and provide them, and evaluate any proposals that are made.

In Exploratory Talk all members of the group work towards a joint conclusion. Opinions are treated with respect, and each speaker has the opportunity to develop their ideas. However, most group work in school does not normally contain much Exploratory Talk. For it to happen reliably, we have found that a teacher needs to:

(1) model and guide children’s use of language for reasoning. They should ask children to give reasons to support their views, engage them in extended discussions of topics, and encourage them to see what makes discussion productive;

(2) establish a set of ‘ground rules’ for generating Exploratory Talk during group work, building on children’s own awareness of what makes a good discussion.

We have tested the Thinking Together approach with hundreds of children in primary and secondary schools, with positive results (which have been incorporated by DCSF, TDA and QCA into guidance for teachers). We often provide practical workshops on developing classroom talk for local authorities and schools.

For more information, including some resources for teachers, see:
http://thinkingtogether.educ.cam.ac.uk/

Neil Mercer is Professor of Education