Dare we hope?

Shortly after taking office in 1997, the new Prime Minister went to Morpeth School in Tower Hamlets. There, he spoke of education being the Number One priority, the passion of his Government… ‘the focus upon education is there for good… if there is one issue on which I wish to be judged above all, it is this one… I believe passionately in education as the key to the success of an individual and of a nation.’

So what is the judgement? What is the evidence upon which Ed Balls, Alan Johnson, Ruth Kelly, Charles Clarke, Estelle Morris and David Blunkett must be judged?

In the months preceding the 2010 General Election, most of the UK media was clear … Labour’s education policies were ‘undermining Britain’s aspirational middle-classes’; schools were ‘inflating examination results by forcing pupils to ditch GCSEs in favour of easier vocational courses’; almost 400,000 children were apparently being taught in ‘under-performing’ schools; the number of primary pupils receiving fixed period exclusions for violence was rising steadily.

In this Faculty, too, many colleagues shared a sense of disappointment, of lost opportunity, of ‘what might have been’… concerned about the obsession with markets and education as a commodity, the promotion of self-governing independent state schools, the emphasis upon parental power and choice without due regard for social justice and equality of opportunity, the imposition of various national curricula of differing degrees of prescription, detail and rationality, National Strategies, Literacy Hours and Numeracy Hour which spelled out in detail not only what children were to learn, but prescribed how children were to be taught. Recently, too, Tim Oates, Group Director, Assessment Research and Development at Cambridge Assessment spoke of arbitrary and ‘faddish’ changes to the examinations system, which led to ‘a problematic, subtle drift’ in the marks needed to achieve the highest grades.

In essence, New Labour ministers followed the same road map as their Conservative predecessors, inventing ever more types of secondary schools and further weakening the comprehensive principle.

On the one hand, then, the verdict is not encouragement … yet there are causes for celebration.

We have had a period of unprecedented investment in state education and much of the investment has been spent wisely, on Sure Start, on extended schools, on high-quality, free nursery provision. More students than ever before (64% of girls and 59% of boys) are achieving success in examinations at 16+; more students than ever before, from across our communities, from different social classes, from different ethnic groups, women as well as men, are participating in further and higher education; by the end of 2009, 36% of people in Britain were studying at a university by the age of 20. Levels of resourcing, the physical fabric of schools themselves, the number of teachers and teaching assistants employed in state schools, the achievement of students and teachers suggest that much has been achieved. We have lived through a period of real and substantial increases in funding per child in state secondary schools. More additional university places have gone to students from poorer neighbourhoods,

continued on page 2
and this in itself will probably be seen as the greatest social achievement of the 1997–2010 Labour governments.

Yet as we welcome Michael Gove as the 18th secretary of state since Margaret Thatcher (giving an average ‘life’ span of two years), we hope there is a recognition of what is most urgently needed: continued resource support for schools serving deprived inner city communities rather than a preoccupation with structures and yet more Academies; an acknowledgement that the Cambridge Primary Review has offered a vision about what our children need in their schooling, and suggested what kinds of learning and teaching might bring the curriculum to life; an acceptance that examining boards, teachers and researchers should have a real and effective voice in issues of pedagogy, curriculum, assessment and evaluation; a recognition that educational research sometimes offers uncomfortable conclusions that do not rest easily with political rhetoric yet must be acknowledged as valid.

Writing from one of the leading teacher education institutions, it is fitting perhaps to end with a word on teacher education. It is widely acknowledged, not least by Ofsted, the TDA and Gordon Brown, that we have never before had a better qualified teaching workforce in the UK. Much of this is due to the ways in which our systems of initial and continuing teacher education have evolved over the last twenty years. So let’s convince the incoming Secretary of State of the need to build and consolidate, rather than play around with apprentice-like schemes such as Teach First, Teach Next, Teach Last or whatever, which have more affinity with the 19th century than the 21st. Teachers deserve more, in their training and their education, so we look forward to a Secretary of State who places more trust in teachers’ professionalism and offers teachers more autonomy than they have had in the last decades.
PERSPECTIVE: Collaboration with Cambridge Assessment

Cambridge Assessment is a department of the University and was known until five years ago as the ‘University of Cambridge Local Examinations Syndicate’ or UCLES. It was established over 150 years ago with the twin aims of administering examinations outside the university and raising standards in education. These aims continue through its three exam boards – OCR (Oxford Cambridge & RSA), CIE (Cambridge International Examinations), and Cambridge ESOL (for learners and teachers of English) – and its other services including research, professional development and consultancy.

Members of the Faculty of Education have for many years worked closely with Cambridge Assessment, and the links between the two institutions continue to strengthen and develop. John Gray is a member of the Syndicate that oversees the work of Cambridge Assessment, and Sue Swaffield is academic advisor to the Cambridge Assessment Network helping shape their professional development programme for teachers and assessment professionals. A number of people including Mary James, John MacBeath, Bill Nicholl, Sue Swaffield, Paul Warwick and Jane Warwick have given keynotes and led workshops at Cambridge Assessment events in Cambridge and around the world.

One example of the growing collaboration between the Faculty and Cambridge Assessment is the CIADER (Cambridge International Advanced Diploma in Educational Research) a three term online course, written by the Faculty of Education and presented jointly with CIE. Led by Sue Brindley, CIADER is a University accredited course which supports teachers in learning about small scale qualitative research methods, thus enabling them to take part in research activities, such as interview, survey and questionnaire and observation.

Working in small groups of three and four teachers, supported by an experienced and knowledgeable online tutor, our teachers have engaged with course materials, rich in text, in video and audio, designed and written especially for our international audience, and have in turn contributed to lively online debates with tutors, with their own group members and across the wider learning community, bringing an international richness to the debates.

The success of CIADER’s pilot year can be seen in comments made by participating teachers:

CIADER, with its focus on teachers as researchers, is undoubtedly a wonderful opportunity to improve professional practice.

This is a welcome opportunity to share experiences on teaching and assessment in different national systems.

I really enjoy the video clips and I’ve recommended the course to my colleagues.

Another significant recent development is the new masters route ‘Assessment in Education’ that will start in October 2010. This unique collaboration between a Faculty of Education and an international assessment agency will bring assessment practitioners and examination professionals together to develop insightful understanding of assessment for and of learning to enable improvements in practice. This masters is being jointly coordinated by Paul Newton from Cambridge Assessment and Sue Swaffield from the Faculty, with Alison Fox, Mary James, Dave Pedder and Paul Warwick also on the Faculty team.

Sue Swaffield is Senior Lecturer in Educational Leadership and School Improvement

Sue Brindley is Senior Lecturer in Education

For more information please see: www.cambridgeassessment.org.uk www.educ.cam.ac.uk/graduate/masters/courses/routes/aie.html

Argentinian CIADER participants
Leadership for Learning (LfL) is one of five academic groups (research and teaching) in the Faculty. The two key words ‘leadership’ and ‘learning’ have been chosen carefully and sequenced quite deliberately. First, leadership has strong currency in a number of spheres of activity, including education, where its rise to prominence over the previous two decades or so has been meteoric. During this time, for many people leadership has supplanted previously ascendant words such as administration and management as the preferred way of describing and explaining the work of organisations and those responsible for them. In particular, leadership is useful for characterising conduct and engagement geared to the accomplishment of collective purposes. Second, learning is a, perhaps the, core component of education. Learning in a formally structured sense occurs in a number of institutionalised settings, including schools, colleges, universities, communities and in industry. Informally, learning is intrinsic to human development and is life-long. The work and interests of the members of LfL encompass all of these understandings of learning. In particular, the group is interested in the interface between leadership and learning, in individual and collective capabilities and dispositions with general leadership application, and in those capabilities and dispositions that may apply in specific domains of learning. The impact of leadership dispositions and capabilities on learning may be both direct and/or indirect. This alignment of leadership and learning reflects contemporary developments in the educational leadership field where, perhaps due to the policy emphasis on outcomes and the press for evidence-based understanding, the focus on ‘leadership effects’ is strong and growing.

The portfolio of activities provided by LfL members is diverse and has been long-standing. It includes postgraduate teaching, masters and doctoral research, student supervision, individual and joint research, and a range of activities arising out of networked consultancies and partnerships. In respect of teaching, a key LfL programme theme has been improvement, especially of schools, with the idea of improvement understood broadly. While the imperatives of national policy have provided a key stimulus for this improvement focus, LfL’s programme ingredients are also informed by wider global developments and encompass local implications for professional practice and processes. Historically, another important influence in shaping the group’s understanding of improvement has been the involvement of some LfL colleagues in the *Carpe Vitam* project. This project articulated a series of key principles on leadership and learning, and the relationship between the two domains. Two forthcoming new strands in LfL’s teaching portfolio will be in the significant area of assessment in education and in the new Doctorate in Education. LfL is highly committed to strengthened links between teaching and research. In this respect, it is careful to ensure that its teaching programme is as much as possible ‘research-driven’. Two key precepts which guide decision-making about teaching are:

- Awareness of the need to work with, and assist in the development of, the next-generation of educational researchers
- The influence of the research findings of colleagues, along with those of other leading scholars, in the determination of content, and classroom learning activities and pedagogy.

LfL academic group members are research-active. They are engaged in a range of leadership- and learning-related research projects, in which the focus is global, national and local. For the period 2008–2010, there have been about 25 such projects, the scale and scope of which have varied. Funding has been obtained through a range of government, philanthropic and competitive grant agency sources. In some instances, LfL members have worked as part of intra-Faculty groups, and also in inter-institutional and international research teams. In some instances, both the scholarly and national policy impact of project outcomes has been high. Examples of the key areas encompassed by these projects include:

- School self-evaluation and evaluation of learning in non-school settings
- Student voice, participation, influence, and learning how to learn in and beyond schools
LfL group members at a seminar given by Bill Mulford, Emeritus Professor, University of Tasmania

- Interest groups, politics and policy in education
- Student and teacher leadership
- Leadership for learning (in a number of international settings)
- School leader recruitment and development
- Teacher professional development
- Teaching as a career
- Influences of data and numbers on policy
- School autonomy
- University partnerships with schools and local authorities.

LfL members have been actively engaged with key international agencies, such as the OECD, in which they sought to influence policy. Nationally, members have maintained active partnerships with schools, local authorities, national organisations, and a range of key educational groups and interests. Significant examples include the National Union of Teachers and the National College for Leadership of Schools and Children's Services. Some members have given evidence to the House of Commons Select Committee on Education, and they have provided regular media interviews and commentary. LfL members have a high-level scholarly profile internationally, as evidenced by the group’s numerous contributions to advancing theoretical and research knowledge in the field, and very prominent presence on the editorial boards of several leading edge international refereed journals.

A strong and significant element which has shaped LfL’s commitment to professional outreach is ‘LfL: The Cambridge Network’. Rather than creating a centre in the more conventional university sense, the decision was made to establish a networked structure to facilitate global and national engagement with the wider educational profession. Over a number of years, the Network has created a strong programme of teaching and research projects, consultancies, partnerships, conferences and seminars. It has sponsored a number of academic visitors and it maintains an interactive website which provides links to a rich range of leadership and learning resources, such as papers, articles and reports.

LfL maintains strong links with the Faculty’s recently established Centre for Commonwealth Education. Here, under the auspices of the Centre, a number of LfL colleagues are undertaking research and teaching in a number of international settings. As part of its strong commitment to scholarly engagement and strengthening the capabilities of colleagues, the LfL academic group sponsors a number of international visitors, and it maintains a regular and active seminar programme, rendered more vibrant still by the active participation of doctoral students. In all of the above ways, LfL has developed a robust contribution to leadership and learning. As such, it has played a vital part in strengthening the Faculty’s global and national educational ‘footprint’.

Peter Gronn is Professor of Education

For more information see http://www.educ.cam.ac.uk/research/academicgroups/leadinglearning/ or http://www.leadershipforlearning.org.uk/
**RESEARCH NEWS**

**Education Equality and Development EED**

Hilary Cremin has led the first of five seminars on *Restorative Approaches to Conflict in Schools* funded by the ESRC in London at the House of Lords, and will lead the next in Cambridge on the 21st June. The seminar series aims to establish an inter-disciplinary group of academics from education, criminology, law, social work and social policy, and key figures from the public, legal and voluntary sectors to explore the benefits and limitations of introducing restorative approaches to conflict in schools. These approaches have been found to be effective in the criminal justice sector, and are increasingly being used in schools to reduce school exclusion and improve student wellbeing. The seminar series is a collaboration between Cambridge, Edinburgh and Nottingham Universities.

**Pedagogy, Language, Arts, and Culture in Education PLACE**

The major event of the year was the opening of the Cambridge/Homerton Research and Teaching Centre for Children’s Literature. In January, PLACE held a book launch to celebrate the members’ publications. We also hosted many well-attended research seminars with guest speakers, and an in-house seminar series *Adolescence: rhetoric, representations, realities* has attracted much attention. Several members of the group have been on study leave during the academic year, which hopefully yields substantial scholarly results. PLACE members are visible at international conferences and as guest lecturers all over the world. We are also proud of the successful recruitment of PhD students with Research Council funding.

**Psychology, Neuroscience and Education PNE**

PNE activities this term included a number of seminars and a book launch for Christine Howe’s books (see p15). Neil Mercer was invited onto an expert panel discussing *The Social Brain and the Curriculum* for the RSA’s Education Seminars, and was interviewed for a video by the Office of the Communication Champion. Usha Goswami appeared on Radio 4’s, *The Infant Brain on In Our Time* with Melvyn Bragg, and *Inside the Brain of the Five Year Old Child* presented by Claudia Hammond. David Whitebread gave a keynote lecture on *The self-regulating brain of young children* at the EARLI Metacognition SIG in Munster, and a talk on *the emergence of metacognition and self-regulation in young children* at the University of Neuchatel. He and Deborah Pino-Pasternak organised an international meeting of the EARLI Advanced Study Colloquium at the Faculty which was attended by a number of colleagues.

**Science, Technology, and Mathematics Education STeM**

STeM Education researchers have devised three new websites that aim to make accessible to practitioners the outcomes of recent research projects on teacher strategies for using interactive whiteboards (IWBs). The site at [http://dialogueiwb.educ.cam.ac.uk/](http://dialogueiwb.educ.cam.ac.uk/) focuses on using the IWB to support classroom dialogue; it includes teacher case stories plus CPD materials aimed at stimulating debate and reflection. The second site at [http://iwbcollaboration.educ.cam.ac.uk/](http://iwbcollaboration.educ.cam.ac.uk/) looks at how children use the IWB to share ideas, solve problems and build knowledge as they work together on primary science activities. Finally, [http://t-media.educ.cam.ac.uk/](http://t-media.educ.cam.ac.uk/) offers rich multimedia case studies of the ways in which secondary teachers of English, history, mathematics and science use IWBs within their teaching.

For more information visit: [www.educ.cam.ac.uk/research/](http://www.educ.cam.ac.uk/research/)
The Faculty Research Staff (RS) group has a continually changing membership as existing projects reach completion and new research funding is secured by different teams. The group now has a dedicated CamTools site, maintained by the coordinators. The site is open to all staff on research contracts during their employment within the Faculty and provides information about RS group meetings, plus links and resources relevant to researchers’ career development.

Our themed Action Learning programme has continued with three successful lunchtime workshops. In December, Steve Joy (Development Consultant) led an informative and practically-focused session on negotiating skills. The January workshop on writing skills, led by Stefanie Luthman and Rosemary Deaney, provided opportunities for participants to reflect on the writing process and to try out different writing strategies. Most recently, Ruth Smith (Careers Guidance Officer for Research Staff) ran an excellent session on CV improvement, including valuable discussion and peer feedback on individual CVs.

During March, continuing a series of meetings that have taken place over the past two years, Mike Younger, Head of Faculty joined the group for an open discussion focusing on research staff interests. These meetings have been instrumental in raising the profile of the group and recognising the potential of its members to contribute to development of research within the Faculty and beyond. This meshes well with the wider institutional aspiration to meet recommendations of the RCUK Concordat to Support the Career Development of Researchers (2008) and British Educational Research Association (BERA) charter.

In May the group was represented at CamERA by Stefanie Luthman, who outlined the theoretical ideas on which our action learning set is based, and presented a lively resume of the group’s activities this year. In addition to our Action Learning programme, the group holds regular business meetings to plan events and to receive updates from colleagues representing Research Staff on key Faculty committees. There are also social events each term.

For further information about the group, please contact Rosemary Deaney (rld29@cam.ac.uk) or Stefanie Luthman (sl254@cam.ac.uk)

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Selected Research Grants

**Multimodal imaging of parietal brain networks in adults and children with developmental dyscalculia**
Dénes Szucs, Usha Goswami and Tim Rowland
Medical Research Council £832k over 3 years.

**Rhythmic Perception, Music and Language – a new theoretical framework for understanding and remediating specific language impairment**
Usha Goswami
Nuffield Foundation, £149k for 2 years 9 months.

**Changing Practice through Dialogic Teaching**
Sue Brindley, Robin Alexander, Sylvia Wolfe and Anne Bowker
Esmée Fairburn, £110k for 2 years.

**Inclusive Design**
Bill Nicholl and Peter Clarkson (Department of Engineering)
EPSRC, £37k for 18 months.

**Evaluation of Community Service Pilot**
Hilary Cremin
Lincolnshire County Council, £32k for 1 year.

**Paintings, Curriculum and Pedagogy**
Dominic Wyse
The National Gallery, £25k for 10 months.

**British Academy Visiting Scholar Award**
David Whitebread and Dr Anies Al-Hroub
British Academy, £6k.

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Stefanie Luthman speaking at CamERA
Michael Fordham is a mentor with the secondary PGCE Partnership and a part-time PhD student at the Faculty of Education. In this summary of his keynote address to the secondary PGCE Professional Tutors conference on 19 October, Michael reflects on the research training that he received on the Faculty’s PGCE and MEd Researching Practice courses, exploring its role in his early development as a history teacher and as a mentor of trainee teachers.

For me, getting better at teaching depends on knowing how to evaluate and reflect upon one’s own practice. One hears talk of ‘natural’ teachers, but while we undoubtedly come to teaching with a range of characteristics, some more suitable for the profession than others, everyone has to go through a process of evaluation and reflection, whatever their starting point. My own story as a teacher is now in its fourth year. I began the Cambridge PGCE in 2006, and since 2007 I have been working at Hinchingbrooke School. In what follows, I identify how the work that I completed for the Cambridge PGCE and MEd Researching Practice courses moved my teaching on, and is now enabling me to help others make their own first steps.

A glance at an early lesson evaluation (Figure 1) from the first term of my PGCE course shows that I was still focusing on what was ‘happening’ rather than what was ‘going on’. My evaluation was superficial, and I benefited from my mentor and subject lecturer pointing this out. Later in that first placement, while working on the PGCE Section 1a assignment in November, I began to examine manifestations of student understandings in more depth (Figure 2). At this stage, the PGCE course started to draw together my thinking about epistemological issues (embedded Subject Studies sessions from the start) with the ontological questions that continuously shape a history teachers’ critical approach to planning. We had been encouraged to be in a permanent state of enquiry about the deep structure of concepts such as historical change or causality and their way of shaping our students’ experience of ‘doing’ history. In this extract, you can see how my assignment was starting to draw all this together, making me think more deeply about the fundamental essence of what I was requiring my students to do. From raising questions about the extent to which I was successfully teaching my students how to argue, I was now poised to develop a fascination with the nature of historical argument itself, and to theorise its properties.

This new curiosity planted the seed for my Section 1c assignment – a proto-thesis of 8,000 words, including literature review and research design – in my second placement. Trainees can ‘plateau’ in their second placement, especially if allowed to shift from quality to quantity. The careful evaluation and reflection engendered in the first placement can be lost. But the Cambridge PGCE has a particular way of avoiding this which my mentor, Dr Rachel Ward, at King Edward VI School, Bury St Edmunds, encouraged me to exploit. For her, the Section 1c assignment was a solution to the problem. The 1c, as a mini-dissertation, allowed me to go into great detail in my evaluation of how my students were engaging with historical argument. Drawing on a wide range of conceptual and evaluative tools provided by existing research into history education, and which I had been reading on a fortnightly basis with my mentor throughout the block placement, I was able to use interviews to dig deep into my students’ thinking. The 1c, although a considerable amount of work, became a focus for my reflection and evaluation throughout the second placement. My mentor encouraged me to prioritise this assignment and it became a vehicle for our challenging weekly discussions through which I improved my practice.

The trials that face the Newly Qualified Teacher are well known, and my experience was no different. Facing a near-full teaching timetable, four exam classes, an average bedtime past midnight and 8M1 last lesson on a Friday certainly kept me busy. I could understand, therefore, why some questioned the sanity of completing the MEd in the first year of teaching. Yet, for me, there was something comforting about joining fellow students and tutors to take part in the MEd sessions. Working with teachers experiencing the same challenges, and who had the same critical
and conceptual background supplied by our common PGCE, gave me ‘breathing space’ in which I could continue my reflection and evaluation.

The MEd thesis allowed me to whet tools I had forged during my PGCE. My focus on substantive historical concepts such as ‘revolution’ pushed me to explore how students used language in my lessons. I conducted focus group interviews where my students spoke about their work, and from this I was able to examine how substantive concepts such as ‘revolution’ are formed and deployed in emergent historical understanding (see Figure 3). Drawing upon literature from history, education and philosophy, I was able to theorise what was going on in my Year 8 lessons. I was continuing to refine the conceptual tools that allowed me to make sense of my teaching.

It was these methodological and epistemological tools which guided me in taking my first steps as a mentor for the History PGCE course from 2008. Having just finished my MEd, I found that all these tools could now be turned towards nurturing and supporting trainee teachers. I already had at my disposal a conceptual framework with which to analyse my trainees’ lessons. Did her lesson go well, I would ask myself, because she had successfully located this individual lesson within a more sophisticated wider journey? Had students become lost in their lesson because the trainee was confusing historical evidence with interpretation? Did the trainee fail to spot where a student had gone wrong because she had not reflected on the properties of historical change? What did the trainee now need to read if she was to think more creatively about how adolescents might acquire powerful explanatory ideas? Questions such as these, when asked during mentor meetings, engender the rigorous thinking trainees need if they are to analyse their own lessons.

In a political climate of targets and ‘ends’, it is easy to ignore the journey of professional learning as important in its own right. My experience as an early-career teacher has been fundamentally shaped by the critical, reflective and evaluative work that I completed in the PGCE, the MEd and now in mentoring my own trainees. I now meet the other PGCE, the MEd and now in mentoring my own trainees. I now meet the other

Figure 1: Evaluating an early lesson

Extract from PGCE lesson EVALUATION
Objective: Compare the experience of town life and country life
Responses were better this time round. Many students, in their responses during the plenary, could recall different jobs that people in towns and peasants could do, although there was weaker evidence that many could justify a decision from this about which was better except through their own presentist projection of concepts such as ‘freedom’ and ‘hard working’. On the whole, however, all students by the end of the lesson were able to give examples, and most were able to think more generally about life in the two environments.

Figure 2: Evaluating using the PGCE 1a assignment

From Section 1a: Exercise 3:
The essays were well structured with good supporting material. Argument, however, lacked in both, suggesting my teaching had failed to promote progression. Afterwards, I took a group of students away from their lesson for a ‘focus group’ discussion on what they thought of the structure in my model. Two students from the group said they found the structure useful as it allowed them to organise their thoughts clearly. Three, however, said that it had limited their freedom to try new ideas. Even by allowing a lot of variation within the structure, such as Banham (1998:13) used in his ‘burgers’, the structure itself had imposed limitations on what could be done with the question. Therefore, I wonder, in what sense had causal ‘argument’ occurred at all?

Figure 3: Evaluating using my MEd

Elijah begins by reflecting on where he gets his ideas from, talking about how he moves from a particular ‘story’ to locating that story in a wider framework or ‘web’. … Lauren seems to understand and draws upon Elijah’s thinking in her own answer. In her response, however, Lauren adopts the idea not as a form of meta-cognition, but rather as another means to explain what she thinks a revolution might be. What may, prima facie, look like an agreement between Elijah and Lauren is actually quite different in nature: Elijah is discussing his own thinking, while Lauren uses his idea to explain what she thinks a revolution is. An idea or way of reasoning was, therefore, taken from another student and used for her own purposes. This supported the theme that had been forming in my analysis for Research Question 1, where it seemed that the meaning students found in the concept ‘revolution’ varied depending on the dialogic context.
COURSE NEWS: Continuing Professional Development/Practitioner Professional Development (CPD/PPD)

• My understanding of trainees is much deeper and more based in theory and experience.

• I have learnt a lot from the course and therefore to use my knowledge to help the children in my class.

Exciting changes have been happening in the world of the Faculty CPD/PPD provision. This academic year has seen the introduction of new names for our awards and of new routes to the Diploma. The prefix ‘postgraduate’ has been attached to the names of awards acknowledging the level of study involved in the professional development work undertaken in our courses.

The Faculty supports teachers and other professionals working in the field of education to develop their understanding and practice through both taught courses and personal enquiry. Courses are run independently by the Faculty and also in Partnership with local authorities, schools and other institutions involved in education. Last year over 600 practitioners successfully completed one of 18 Faculty-based or one of 38 partnership certificate courses. These included taught courses in various aspects of SEN and inclusion, mentoring, subject studies, careers and counselling. These taught courses are known as Postgraduate Certificates in Professional Study (PCPS) and may be 30 hour or 60 hour courses with 2000 and 4000 word assignments respectively.

Many teachers who complete taught courses go on to complete further awards requiring supervised individual enquiry into practice. This may be for the award of a Postgraduate Certificate in Educational Enquiry (PCEE) which is equivalent to a PCPS, i.e. 2000 or 4000 words. Some practitioners wish to carry out a more substantial enquiry for the award of the Postgraduate Certificate in Educational Research (PCER) involving a report of 10-12000 words. Practitioners, usually those who already have some background in professional enquiry, may undertake PCEE or PCER work without having completed a taught PCPS.

Some practitioners take individual taught courses or carry out enquiry work as a means to develop their practice and see the awards as ends in themselves. For others, CPD/PPD courses provide an entry into more advanced study and they go on to complete a Postgraduate Diploma in Educational Studies (PDES), which is equivalent to half of a masters degree. Last year 27 students successfully completed a PDES. From this year there are two routes to the PDES. Practitioners may complete three 60 hour PCPS/PCEEs and write a commentary on their learning. Alternatively, they may complete one PCPS/PCEE and the longer PCER study. Students taking the latter route who gain a distinction in the PCER may proceed to the second (thesis) year of a Faculty masters course. Last year two students completed a Faculty masters degree by way of the CPD/PPD route. We hope to see an expansion in these numbers in the future.

• I feel that the students’ learning improved because of the strategies I was able to create.

• The strategies I gave my students have helped them become less needy. They are now more self reliant and show a greater level of perseverance.

The ever popular courses in careers, counselling and nurture groups continue to be a significant feature of Faculty-based CPD/PPD provision as are both Faculty-based and partnership courses in Special Educational Needs and inclusion. This year sees the third year in which CPD/PPD...
students have worked alongside second year PGCE to masters students in a number of elective courses. The bringing together of students more familiar with academic working and those with more teaching experience has been seen as mutually beneficial.

Recently the Faculty, working in partnership with the Eastern Leadership Centre (ELC), has won a bid to deliver the regionally based national training for new SENCOs. In addition to fulfilling the requirements of the national training, teachers undertaking these courses will achieve two PCPS awards and be encouraged to go on to further study in order to complete a Faculty PDES or masters degree. Such partnerships, in which the Faculty works with other institutions to deliver nationally recognised qualifications, are seen as an important way forward for our CPD/PPD work.

We are increasingly being asked to accredit courses for overseas practitioners and are careful to ensure that any such courses have a real Cambridge link through teaching, assessment and QA. To date we have been involved in two such courses; one with teachers in Ghana and the other in partnership with Cambridge International Examinations (CIE) with practitioners in Argentina. Future international work includes working with the University of Peloponnese in Greece to develop an enquiry based professional development course for primary and secondary teachers.

• This is the most fruitful course I have been on. It is the best way of developing my teaching.

• I have changed the leadership style within the learning forum, updated the anti-bullying policy and presented it to SLT and learnt how to be more confident about beliefs and sharing them with others.

Fay Turner is PPD Course Manager

For more information visit www.educ.cam.ac.uk/ppd/

PPD/CPD Courses 2010–11

• Certificate of Initial Teacher Education and Training (ITET) Mentoring
• Level 2 Mentoring – Early Years and Primary
• Science Teacher Researchers and Practitioners
• SUPER (School University Partnership in Educational Research)
• Understanding the Theory and Practice of Nurture Groups
• Cambridge Certificate in Leading and Managing Careers Work in Schools
• Developing Inclusive Classroom Practice
• Independent Study Unit (SENCO 4)
• Introduction to Child and Adolescent Counselling
• Leading Assessment for Learning
• Methods of Enquiry for Developing Teaching and Learning
• Qualification in Careers Leadership
• SEN and School Improvement (SENCO 3)
• Teacher Led Development Work Programme
• National Training for ‘New to Role’ SENCOs
• Access and Engagement: Key Challenges to Development of the Secondary RE Curriculum
• Cambridgeshire Independent Learning in the Foundation Stage (CINDLE)
• Extending Nurture Group Theory and Practice
• Planning for Innovation in the English Curriculum: Creativity and Critical Reflection
• Planning for Innovation in the Secondary Geography Curriculum
• Shaping Progression in the Secondary History Curriculum
• Teaching and Learning through Dialogue
• Teaching Shakespeare through Performance
• Autistic Spectrum Conditions: Asperger Syndrome
• Beyond Behaviour – Toward Relationship
• Leading ICT: a course for ICT Subject Leaders in Primary Schools
• Restorative Approaches to Conflict in Schools
Richard Byers

I am a lecturer in special and inclusive education at the University of Cambridge Faculty of Education where I teach and supervise at a range of levels. This year, I am co-ordinating the Perspectives on Inclusive and Special Education MEd route; until recently I was Course Manager for Practitioner Professional Development; and I am now managing the introduction of the EdD within the Faculty. During my earlier career as a teacher, I worked with children and adults with severe and profound and multiple learning difficulties in special schools; post-16 provision; and adult settings and I have subsequently developed a role as a commentator on curriculum and assessment for children, young people and adults with learning difficulties.

I regularly undertake consultancy, writing and research work for Government agencies in the UK and my contributions have directly influenced national policy. My work on the P scales, the UK’s highly differentiated assessment tools designed for use with students with learning difficulties, for example, carried out during an evaluative consultancy for the DfES in 2004, influenced the UK Government’s policy on Removing Barriers to Achievement and shaped the statutory gathering of assessment data on the attainments gained in the National Curriculum in the UK by pupils with learning difficulties.

I have subsequently been involved in developing guidance for all schools in the UK that supports the assessment of pupils’ progress through Using the P scales and that provides exemplification of outcomes for students with special educational needs. The suite of materials on Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties, which I recently updated, helps teachers to provide access for pupils with special educational needs to the full breadth of the curriculum and my book (with Richard Rose) on Planning the Curriculum for Pupils with Special Educational Needs is widely used nationally and internationally.

Materials like these have, with my support, influenced advancements relating to the development of an inclusive curriculum and the assessment of outcomes for pupils with intellectual disabilities around the world. I am currently working with the Education and Manpower Bureau in Hong Kong on the development of an inclusive curriculum for students with special educational needs under the new senior secondary academic structure. I recently worked on a project on inclusive curriculum design commissioned by the Ministry of Education in Botswana. I am the co-author of guidance on planning the curriculum for students with special educational needs prepared for the UNICEF school-based project for children with learning difficulties in Bosnia and Herzegovina. I also worked as a partner, in association with the British Council, the Ministry of Education and Kenyatta University, in a project developing inclusive educational responses and related opportunities for continuing professional development for education professionals in Kenya.

In addition to my teaching and administrative roles, I have extensive experience of managing funded research projects. The most recent of these, the What about us? project, focused on emotional well-being and social engagement for pupils and students with learning difficulties in inclusive schools and colleges. The project, conducted in partnership with the Foundation for People with Learning Disabilities, was characterised by the involvement of young people with learning difficulties working as researchers. There are plans to follow What about us? with a further Students as researchers (STAR) project in 2011 to 2012. I am currently working, with the National Children’s Bureau, the Department for Children Schools and Families and colleagues in the Faculty, on the development of responses, in terms of policy and practice, to bullying that targets students with special educational needs and disabilities. I am involved in research that looks at school improvement and professional development partnerships between schools and universities and the complex identities of young people with special educational needs and learning difficulties who come from minority ethnic communities. In the past, I have been involved in research into person-centred approaches, advocacy, interactive teaching and learning, personal and social development and the transition to adulthood. In my spare time, I am the editor of the British Journal of Special Education.

Richard Byers is Lecturer in Special and Inclusive Education and Course Manager for the new Doctorate in Education (EdD)
Darleen Opfer

My development as a researcher has been an ongoing quest to make a difference in the lives of underprivileged children. I became a special education teacher in pursuit of this goal and then went to graduate school to find answers for my helplessness to do so. When I began graduate school, I wanted to understand why it was so difficult for schools to meet the educational needs of the most disadvantaged children. During graduate school, I worked for state and national policymakers in order to understand how policies and politics structure and affect the actions of teachers and schools. My career as a researcher therefore started out being focused on the politics of educational policy as an explanatory framework. While this type of research has helped me to understand why things may happen as they do, it has rarely allowed me to achieve my original goal of impacting change for children.

Coming to Cambridge 5 years ago from the United States has led me to often reflect on how fortunate I have been in my educational career. The importance of having a more tangible impact has taken on more urgency as a result of this reflection. Thus, I have become more intent on achieving practical impact and, as a result, my work has shifted from research on policymakers to research for policymakers. I have also become more focused on studying those most capable of impacting the educational outcomes of children – the teachers. My current direction is on why people decide to join, and stay in, the teaching profession and how they best learn and improve their practice during their careers. This focus encompasses three strands – the recruitment and retention of educators, the motivations and persistence of those who go into teaching, and the professional learning most associated with change in teacher practice. These strands have led to a number of collaborations with policymakers in many countries and contexts.

This type of work is embodied in a study recently completed with my colleague at Cambridge, Dave Pedder, and colleagues at the Open University, Anne Storey and Bob McCormick. For Continuous Professional Development in England: The State of the Nation, we surveyed a national sample of teachers in England about their professional development practices for the Training and Development Agency for Schools. This research helped us and the TDA understand the types of professional learning activities in which teachers engage, the individual orientations and school conditions that support professional learning and when the combination of activities, individual orientations and school conditions lead to change in practice. Specifically our findings demonstrated that all too often, teachers engage in professional development activities that have little connection to their classroom practice. It also highlighted the crucial role of schools in providing systems and supports for teacher professional learning. This work was featured in a Parliamentary Study Session and led to changes in the strategic plan for the TDA. The instruments developed for the study have also been made available by the TDA so that schools may audit their own supports and systems for teacher learning. Unlike some of my earlier scholarship where I wondered whether anyone would ever read it, this study illustrates first hand the potential impact of research when it targets problems of policymakers.

It is this kind of work that has come to define who I am as an academic and a scholar. Every child deserves to have teachers who help them reach their intellectual potential, regardless of where they were born or the wealth of their parents. Hopefully my contributions through research, now and in the future, can help to accomplish this outcome.

Darleen Opfer is Senior Lecturer in Research Methods and School Improvement and PhD Course Manager

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STAFF PROFILES

Jay Pema

Jay Pema is IT and AV Manager and is currently Acting Facilities Manager.

Before coming to the Faculty as IT Manager eighteen months ago, Jay worked as IT Manager at the Department of Pathology. After the retirement of Ken Bingham, Jay took on responsibility for the Faculty’s AV provision. Coming to the Faculty was literally a breath of fresh air for Jay as ‘the pervading smell of the auto-claves and random chemicals is something that I do not miss’.

With a wide remit of responsibilities, Jay’s day to day work is varied and often unusual, with leaking basements, crashing IT systems and blown out projectors all competing for his time. ‘The energy and friendly nature of the staff members in my teams have made the extra responsibility manageable, if not always enjoyable.’

The friendliness of all the staff at the Faculty is been something that Jay particularly enjoys about his job, and he was touched by ‘the warm and friendly messages from Staff members wishing him well as I departed to get married in New York last summer.’

Outside of work Jay has two passions, sport and photography. While Jay prefers to play Hockey for the Cambridge Nomads (injuries permitting), he enjoys watching and playing Football, Cricket, Rugby, Tennis, Snooker and since visiting Boston last year, ‘I understand what Walter O’Malley meant when he said that Baseball isn’t a business, it’s more like a disease.’

Lyndsay Upex

Lyndsay is a Secretary providing support to a number of academics. She is also the Editorial Assistant to Pastoral Care in Education Journal, Administrator to the Teacher Leadership Journal; the International Teacher Leadership project; the HertsCam Network and a Secretary to the Leadership for Learning Academic Group.

Lyndsay joined the Faculty 6 years ago having previously worked at the University’s Health and Safety Division as a Receptionist.

Having originally started work at the old Shaftesbury Road site, Lyndsay remembers that when she first entered the building she felt a bit like being back at school because it was so old fashioned in style. However, she retains fond memories of her time there because ‘it was a very friendly place to work and you always knew everyone.’ Having worked in the new Faculty building for 5 years Lyndsay says that she is ‘amazed that there are always new people in the Faculty who I don’t know’.

The work that is involved in Lyndsay’s job has changed quite considerably compared to that which she started out doing when she worked at the Shaftesbury Road site, mainly because there were not so many academic staff to provide secretarial support for and she remembers the time when she only worked for three academics. Lyndsay enjoys providing secretarial support to more academics especially as they specialise in different subjects, ‘it makes my job a lot more varied and challenging and I always learn something new everyday.’

In Lyndsay’s spare time she enjoys going to Salsa classes, spending time with family and friends and is busy buying stuff for her new home.
Diane Reay was interviewed by Laurie Taylor on Radio 4’s Thinking Allowed on the 3rd May.

The Spring Edition of the ESRC’s magazine Society Now featured an article on the work on children’s collaborative use of the IWB in primary science which was carried out by Neil Mercer, Paul Warwick, Ruth Kershner and Judith Kleine Staarman.

Usha Goswami appeared on Radio 4’s, The Infant Brain on In Our Time with Melvyn Bragg, and Inside the Brain of the Five Year Old Child presented by Claudia Hammond.

The Faculty’s Education and the State Lecture Series featured talks from Stephen Ball, Estelle Morris, John Bangs, Phillip Blond and David Hargreaves. Lecture podcasts are available on the Faculty website.

Robin Alexander was the Mieguyah Distinguished Visiting Fellow at the University of Melbourne (February – March 2010). He also held the C.J. Koh Professorship, at the National Institute of Education, Singapore (March 2010) and received an AMIE Award for Services to Education in May 2010.

Andreas Stylianides’s paper ‘Proof and Proving in School Mathematics’ (JRME 38(3), 289-321), has been selected as the winner of the 2010 AERA SIG/RME Early Career Publication Award. Andreas was also awarded an Early Career Fellowship through the University’s Centre for Research in the Arts, Social Sciences and Humanities (CRASSH) for a term of research leave during Lent 2011.

Neil Mercer was part of an expert panel at an RSA seminar on the National Curriculum in April.

Vicky Panayi, who completed a PGCE in modern languages in 2003 and works at Notre Dame RC Girl’s School in Southwark has recently been awarded the London Secondary Teacher of the Year Award.


The first of Hilary Cremin’s ESRC funded seminar series looking at Restorative Approaches to Conflict in Schools took place at the House of Lords in February.

David Whitebread and Deborah Pino Pasternak hosted the 2010 EARLI Advanced Study Colloquium entitled ‘Motivation to Learn in Social Contexts: Integrating Individual and Social Perspectives’ in the Faculty from May 10–14.

David Whitebread gave the opening keynote lecture to the biannual conference of the EARLI Metacognition Special Interest Group held in Munster, Germany from 26–9 May.

Christopher Colclough received an honorary doctorate, during the Lent term, at the Katholieke Universiteit Leuven, Belgium, in recognition of his distinguished work on education and economic development.

For more information see: www.educ.cam.ac.uk/news/

Sue Brindley is commissioning Series Editor of MasterClass, published by Continuum, which targets in particular the PGCE to M level market. The Series consists of 16 volumes which are subject and phase specific.

Hermeneutics, History and Memory (Routledge) Phil Gardner.


Lost Youth in the Global City (Routledge). Jo-Anne Dillabough and Jacqueline Kennelly.


Peer groups and children’s development. (Blackwell). Christine Howe.


Technology, Pedagogy and Education special edition ‘Research Into Teaching with Whole class Interactive Technologies’. Sara Hen nessy and Paul Warwick (eds). The issue contains 14 papers, 4 of them authored by Faculty members, emerging from the international RITWIT Conference held in Cambridge in 2009.
Diane Reay
Social Class and the British Educational System

My work on social class in education tries to understand the dynamic between cultural and structural influences on class relationships to education. Over the past twenty years, I have tried to construct an academic mosaic that allows us to view the problem of social class within education from a range of different vantage points. Working on a series of ESRC projects the main unifying theme of my work has been a focus on the qualitative processes and practices of class, and how these get played out within the field of education. This effort has been greatly facilitated by the use of Pierre Bourdieu’s conceptual tools. Habitus allows for an understanding of class as deeply internalised but also as powerfully influenced by both history and place, while cultural capital foregrounds the importance of resources and assets in both cultural and educational practices.

In 2010 UK economic inequality is at its highest since records began in 1961. Educational failure becomes more prevalent as societies become more unequal. Yet, under the new educational hegemony we have all become personally responsible for our own educational success and social mobility. The irony is that the rhetoric of social mobility and equal opportunities within education has increased in volume and intensity as both have become less possible in practice. We cannot all succeed academically. If we did what counts now as educational success would lose its value. Neither is there any glimmer of recognition that the middle classes’ intense and increasingly anxious preoccupation with educational achievement can be as damaging as working class underachievement. Numerous studies indicate that one of the key lessons middle class children learn is that failure belongs somewhere else. We can see this clearly in what one of the white middle class young people said in my research project on the white middle classes:

Camilla: I had everything that the working class kids didn’t have. You know everything that my mum and dad had given me and I was more intelligent than they were and there was more going for me than there was for them. Being friends with these people made me feel like the one you know who was achieving and was superior to them.

Alongside a clear recognition of Camilla’s relative advantages is a more disturbing articulation of intellectual superiority that positions the working classes as the ‘inferior other’ within education. We can see how the educational system works to positively affirm white middle class identities. In contrast, the educational system is rarely about positive affirmation for the working classes. They are at risk of both being unable to construct a successful learner identity and feeling that their working class roots and sense of self have no value in a context where working class culture and identity is constructed as a hindrance to academic achievement. The repercussions of this growing educational elitism were evident in the large ESRC project on pupils’ perspectives on their teaching and learning that I participated in.

Danny: Some teachers are a bit snobby, sort of. And some teachers act as if the child is stupid.

Martin: Those teachers look down on you.

In both Danny and Martin’s words we can see how educational processes are simultaneously classed processes in which relations of teaching and learning too often position working class pupils as inadequate learners. Danny’s words are also infused with a sense of the righteous indignation that once underpinned a strong working class politics. In its absence cultural oppression has re-emerged with an almost Victorian middle class horror at the indignities of poverty, and the ridiculing of the working classes through portrayals of ‘Chav’ culture. It is against this inhospitable backdrop and the threat of an even more elitist government that I am trying to develop an intellectual project that not only makes better sense of the factors driving class inequalities in education but also starts to answer the question of how we might improve things.

Diane Reay is Professor of Education

For more information see http://www.educ.cam.ac.uk/people/staff/reay/