The Importance of Teaching

The eagerly awaited White Paper, *The Importance of Teaching*, has just been published. It is good to see that the DfE acknowledges that there is so much to celebrate in schools in England today - many excellent teachers, many outstanding school leaders, many schools which take seriously the task of raising students’ achievements – and recognises that the quality of those joining the teaching profession is higher than ever before.

In terms of teacher training and education, *The Importance of Teaching* offers some encouragement and reassurance. We are encouraged by the commitment to continue to work to raise the quality of new entrants to the profession. Already, 92% of our own trainees, for example, have a 1st or 2:1 degree, and over 90% are in a teaching post within six months of qualification. We are reassured by the insistence that initial teacher education must focus sharply on classroom practice and develop trainees’ key teaching skills. These are already a key part of many HEI’s current provision, and classroom practice constitutes a very substantial and integral component of many current PGCE partnership courses, giving trainees extensive opportunities to develop their practical teaching skills, under the guidance of experienced school mentors. We are pleased by the White Paper’s promotion of Finnish Training Schools which ‘act as a link between teaching and the latest academic research and innovation’ because identifying and developing synergies between practice and research is a key aspect of all our school-based partnerships, in both initial training and in continuing professional development, and is strongly supported in all our partnership schools by headteachers and teachers alike.

*continued on page 2*
This year, we have used our own resources to run an *Inspiring the Best* internship scheme, introducing Cambridge Maths, Science and Engineering undergraduates to classroom teaching in comprehensive schools, so we are delighted, too, that the White Paper wishes to produce stronger incentives for the best graduates to come into teaching, especially in the shortage subjects.

So at one level we have little quarrel with many of the priorities which Michael Gove has identified in this White Paper, particularly as the Faculty has already existing links with many of the countries identified as exemplifying international good practice; colleagues working with the relevant governments to support curriculum reform in Singapore, to improve teacher quality in Hong Kong, to evaluate Charter Schools in the United States.

So why are we uneasy, frustrated and a little disappointed? Perhaps because the White Paper seems to underplay the contribution already being made by universities and schools which are working closely together in very successful partnerships? Perhaps because Ofsted’s recent annual review, with its evidence that ‘there were more outstanding initial teacher education courses delivered by higher education-led partnerships than by school-centred initial teacher training partnerships and employment-based routes’ seems to have been ignored? Perhaps because it is not clear that what is proposed for the future funding of initial teacher training will enable leading universities to continue to sustain current high quality ITET partnership models?

Surely Mr Gove and his advisors are anxious to sustain and support the further development of high quality school-University partnerships? Surely there is no wish to damage existing excellent teacher training courses? Surely Mr Gove will place more value than many of his predecessors on evidence and be less driven by ideology? Please?

Mike Younger is Head of Faculty
The Cambridge Latin Course: Rock on, Caecilius

Stuck for gifts this Christmas? It’s not often that an educational publication makes into the Independent’s ‘50 Best Women’s Christmas Presents’. A few years ago, however, nestled comfortably in 15th place between a pair of Mulberry long gloves and Roja Dove perfume, was the (attractively presented and beautifully smelling) Cambridge Latin Course (CLC).

Still rarer is it that a school textbook should inspire an episode of Doctor Who (The Fires of Pompeii, 2008). And how many have a Facebook group with 10,000 members?

What lies behind the Course’s position in the public consciousness? When the CLC popped up in Charlie Connelly’s Attention All Shipping (2004), he touched on a few of the factors.

When I was at school, even Latin had progressed from the dusty likes of Kennedy’s Shorter Latin Primer... to a series of pamphlets featuring Caecilius and his streetwise, fashion-conscious children. The writers must have cursed the fact that advanced though the Romans were they hadn’t invented glam rock, hot pants and discotheques, but they struggled manfully to make this ancient, dead language hip to us kids. Their masterstroke was having the family live in Pompeii, so we kept reading purely in order not to miss the grisly, volcanic end that was inevitably heading their way.

Good storytelling, a focus on reading (not writing) Latin within a cultural context, relevance to students and the knowledge that learning can be fun – just some of the building blocks of what was, on its first publication in 1970, a revolutionary, controversial approach to Latin.

The Course was the result of the efforts of the Cambridge School Classics Project (CSCP), established in the University in 1966 as a three-year curriculum development project funded by the Nuffield Foundation and Schools Council. But in perhaps the most significant step for the long-term future of the Project, the Nuffield Foundation and the Schools Council gave their royalty rights to the CSCP. So too, very generously, have all the authors of the many Project publications to date. As a result, royalty money from the sale of materials goes not to individual authors or funders, but back into developing further support for teachers and students. A virtuous circle.

Since 2000, in combination with a range of digital developments to support the CLC, CSCP has increased the number of UK secondary schools offering Latin from 650 to 1,100. Almost without exception, the team has achieved that increase within the non-selective state sector – this term alone another 58 state schools started the subject. The great majority of teachers running the classes are specialists in other subject areas, so we provide specialist support which includes personal training sessions and free distance learning courses.

For situations where more direct support is required, the Project manages a network of 45 e-markers and e-tutors. We also deliver 17 hours of video-conference teaching to schools each week. Each month our websites (www.CambridgeSCP.com) are used by 36,000 students and teachers who generate over 13,000,000 hits. And at any one time we are responsible for the teaching and learning of 500 students on our distance learning courses, from beginners to A2.

In recent years we have partnered with the WJEC examination board, not only to open up the range of qualifications available to schools but also to ensure that formal qualification in Latin remains a viable proposition for students in all school sectors.

This year marks the CLC’s 40th anniversary. At a time when outreach and access have increasing significance for universities, Cambridge can be proud that the achievement of the CLC can be measured not by the 4,000,000 copies sold, but by the 8,000,000 students from every quarter of the globe in whose education it has played a part.

Of course, not all students agree with our approach. One recent Facebook groupie wrote, ‘Grumio and Ancilla kept GETTING IT ON, alot, it was embarassing to read aloud.’ At least she’ll be glad that we won’t be bowing to pressure from the latest document to hit our desks – a petition from 60 American students, demanding that we save Grumio (the cook) from the fires of Pompeii.

Will Griffiths is Director of the CSCP

A Video Conferencing Lesson
eNRICHing Mathematics

Find your way to the basement in E pavilion at the Centre for Mathematical Sciences and you’ll discover a hive of mathematical activity. Not the usual sort of pure and applied mathematics you might expect to find in such a prestigious institution, but the activities carried out by the NRICH team.

Many people have heard of NRICH but not everyone knows who we are or what we do! Firstly NRICH is a team of qualified teachers whose experience spans all phases of education from early years to university. We are all passionate about learning and teaching mathematics and believe that everyone is entitled to a challenging and engaging mathematical education. Over the years we have developed our thinking and expertise in designing ‘rich’ mathematical tasks, and we share these with pupils of all ages, and their teachers. Working with guest editors is an effective and inspiring way of bringing in fresh ideas and increasing our knowledge and expertise. We have already worked with Alf Coles, Jo Boaler and David Speigelhalter and have persuaded John Mason, Malcolm Swan and our own Tim Rowland to work with us in the future – quite a stellar list.

The website (http://nrich.maths.org) is our core activity and we average about 240,000 site visits each month. Each month takes a different theme that runs through all the activities, from early years to post 16. Sometimes this has a mathematical content title (e.g. Number Rules, Functions and Graphs); others are about different ways of working mathematically (e.g. visualising, generalising) and others still take pedagogical issues as a theme (e.g. working collaboratively). Whatever the theme, we try to design tasks which are ‘low threshold, high ceiling’, i.e. suitable for practically everyone to start on but with enough built-in flexibility for highly able or confident students to pursue some more sophisticated ideas.

Each activity is tagged and later archived which means that the site is searchable in lots of different ways. We have written ‘curriculum mapping’ documents which support teachers in finding suitable tasks to supplement their usual classroom menu and we know these are very popular! New sets of tasks this year include stemNRICH http://nrich.maths.org/stemnrich, which is a collection of problems and articles on the broad topic of scientific mathematics suitable for post 16 students; weekly short problems linked to articles and further mathematics; and a core workbook which provides an intervention/preparation strategy to better equip students to access the mathematical aspects of their Natural Sciences course at Cambridge. And at the other end of the scale the primary team has been trialling rich early years activities with local teachers.

All of the tasks we design are refined when we use them with teachers or students. We work in a variety of settings – in schools where we work with the whole staff or whole maths department, with local authorities where we work with leading teachers, in university education faculties, and in contributing keynotes or workshops to a huge number of conferences. The projects we enjoy the most, and which we know are the most effective, are those which span a period of time so that the teachers can do some action research and report back on it.

Some of these longer projects are funded externally. For example, Goldman Sachs have supported the Fast Forward (FF) and Teacher Inspiration (TI) days for the last three years. FF pupils are interested but disadvantaged year 10 students who visit

Delegates at a Teacher Inspiration Day

‘I have changed and adapted my general outlook on what my purpose is as a teacher. In particular what I hope to achieve when teaching Mathematics. As a year six teacher it can be very easy to focus on levels and enabling pupils to be able to pass a test. I have tried to maintain a focus that maths teaching and learning can be so much more to those in my care! It has become a primary focus that in my maths teaching, I provide a platform for motivating and engaging pupils and it is an aim that more children develop a love of maths and problem solving.’ Haringey teacher
Cambridge for three separate residential courses over the period of a year, and do maths with us all day and gain a (diluted) taste of student life at night. At the three TI days each year 120 secondary teachers from disadvantaged schools all over the country come together to do and talk maths. The feedback from these is that they really do make a difference.

Our research profile is improving! Funding from the Templeton Foundation opens up opportunities for us to work with colleagues in the faculty on the distinct focus of students of exceptional ability. **Dr Wai Yi Feng** is conducting an accelerated longitudinal study of exceptionally gifted students of mathematics. **Dr Steve Hewson** has gathered responses from over 700 University of Cambridge mathematics, science and engineering students in order to track back and analyse the mathematical learning experiences of this identified group of highly gifted students. And **Libby Jared**’s research focuses upon an analysis of usage of the AskNRICH discussion boards. All of these strands of research will also inform our own work in devising an appropriate curriculum and enrichment offer for able students.

And that’s just a sample of what we do. There’s lots going on in the basement of the CMS. If you’d like to know more, do drop us an email lm409@cam.ac.uk or come and visit!

**Lynne McClure** is Director of the NRICH Project

The NRICH team: Lynne McClure, Bernard Bagnall, Toni Beardon, Chris Clarke, Charlie Gilderdale, Steve Hewson, Alison Kiddie, Jenny Murray, Mike Pearson, and Liz Woodham

Follow us on Facebook, on Twitter @clm4d, @emw1001, @ajk_44, @sfh10 and our blogs http://sfh10.wordpress.com http://ajk44.wordpress.com
**RESEARCH NEWS**

**Education Equality and Development (EED)**

Madeleine Arnot has been invited by The John Dewey Society to give the highly prestigious John Dewey lecture at the American Educational Research Association Conference in New Orleans while Hilary Cremin has been selected to make the keynote address at the AERA democratic education SIG at the same event.

**Leadership for Learning (LL)**

We are delighted to have John Gray back playing an anchoring role in our activities, and wish him excellent good health now and in the future. Meantime, Peter Gronn has been spotted in a variety of archives 'down under'. Student numbers continue to increase in this group, while the cultural and ethnic diversity of their composition is an additional source of satisfaction and challenge. Our research seminar series continues also. Darleen Opfer lead the first one this term with a paper entitled 'Beyond Academic Outcomes' (Jadwig, 2010), a paper hot off the printing presses of the Review of Research in Education, and this was the basis of a wide-ranging and stimulating discussion in which graduate students also participated. Meantime, the next session will be lead by Mary James, and with a title of 'Assessment in harmony with our understanding of learning: problems and possibilities' this too promises to be a worthwhile conversation.

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

PLACE members are receiving excellent reviews of their books and generally wide international press coverage. Several group members have been awarded research funding, and many are involved in international research in a wide range of areas such as creativity, pedagogy and leadership, museums and education, and teaching poetry. The majority of the group members have attended major international conferences and been invited as guest lecturers. The number of PhD students is growing, and more PLACE members are involved in PhD supervision. One of the recent highlights was the international conference The Emergent Adult: Adolescent Literature and Culture on September 3–5, in which nine PLACE members and seven research students participated. This term PLACE hosts four visiting scholars.

**Psychology and Education (P&E)**

The P&E group staged a highly successful event as part of the University’s 2010 Festival of Ideas. Michelle Ellefson conducted scientific experiments for youngsters to observe, and provided scientific games on laptops; Amy Devine and Alison Nobes from the MRC dyscalculia project ran computer activities and maths games for children of all ages; Claudia Uller’s activity on how babies see the world attracted plenty of parents of infants aged between 2–12 months, with over 20 recruited for studies in the Infant Cognition Lab. Claudia Uller was guest speaker at the National Conservatory of Music in Brazil, where she also ran a workshop entitled The Origins of Music in Infancy. Neil Mercer’s lecture in September to teachers from 40 countries at the Cambridge International Assessment Teachers’ Conference — was quite widely reported in the print and broadcast media.

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

Teacher networks, teacher identity and teacher emotions are themes of recent research into early-career science teachers that Elaine Wilson has carried out with Rosemary Deane, Alison Fox and Helen Demetriou, supported by the Gatsby Charitable Foundation. Through the involvement of Mark Winterbottom, the Faculty has become a partner in Pathway to Inquiry Based Science, a European project led by Bayreuth University. A project funded by the Templeton Foundation will track young people with exceptional mathematical ability involved in NRICH online education programmes. Wai Yi Feng leads an accelerated longitudinal study of student engagement, while Libby Jared is focusing on the AskNRICH conference-board.

For more information on research at the Faculty of Education visit: [www.educ.cam.ac.uk/research/](http://www.educ.cam.ac.uk/research/)
In 1976 I was appointed Tutor in Curriculum Studies and the Philosophy of Education at the Cambridge Institute of Education under the direction of Joyce Skinner. The Institutes of Education at that time were Area Training Organisations (ATO’s) with responsibility for Teacher Education and Training. They validated the initial teacher training courses in the Colleges of Education and University Departments of Education and designed and staffed CPD courses for teachers in consultation with Local Education Authorities. All the Institutes of Education, with the exception of Cambridge, were based in universities and funded through them. The Cambridge Institute was directly funded by central government because the university refused to conform to national policy by establishing an Institute in its midst, although it had a Department of Education catering for the initial training of secondary teachers through a post-graduate Certificate of Education.

Joyce, a former Vice-Principal of Homerton College, was appointed Director of the Institute at a critical time. The Colleges of Education were increasingly merging with University Departments of Education, and Departments with Institutes. The ATO function of the Institutes in the field of initial training was becoming redundant and the Institute was feeling left out in the cold, since it could not award Masters Degree’s and Doctorates from its position outside the university system. All it could award were Advanced Diplomas and Certificates. Joyce by her own admission had been appointed with a brief to effect a merger with the Department of Education in the university, or if that failed to make preparations for closing the Institute down. Her first few years of attempting to negotiate with the University were met with increasing frustration, but she remained ‘cool under fire’, drawing on the social capital accumulated through the respect she commanded from the LEA’s in the area. She led the development of the Institute’s in-service courses, full and part-time, to meet the needs of local schools and teachers. This development included the selection of good staff that proved capable of building bridges between theory and practice in classrooms and schools. Under Joyce’s leadership the Institute established a network of out-centres within each LEA to deliver high quality CPD courses designed in consultation with their advisory services to meet local needs.

I shall never forget my experience of working under Joyce at the Institute. I was not only teaching in Centres as far flung as Ipswich and Luton but even on days back at the Institute I became immersed in meetings with LEA Advisers and Headteachers. Currently fashionable ‘Activity Theory’, which emphasises the importance of creating knowledge across boundaries and agencies, was a practical reality of life at the Institute in the late 70’s.

However, the future of the Institute depended on it finding a home within the university system. Frustrated by her attempts to negotiate that future with Cambridge University Joyce embarked on discussions with UEA and its newly formed School of Education. She told me that she had no alternative but to create a link with UEA in order to secure the Institutes future. Her decision resulted in the development of UEA post graduate degree programmes in Education at the Institute, and the appointment of staff with teaching and supervision responsibilities as external faculty of UEA’s School of Education. This development was not one that pleased Paul Hirst, then Head of the Education Department in Cambridge University, who was understandably in favour of a merger with his department. Hirst eventually managed to awaken his university to the consequences for his department of having high quality post-graduate studies for teachers based in Cambridge under the auspices of UEA.

Joyce’s move in the direction of UEA indirectly secured the conditions for a merger between the Institute and the Cambridge Department of Education. Who is to say it was not intentional all along? She was recognised nationally for her political skills and wisdom through her appointment to numerous national policy committees in the education field. For these services Joyce was awarded a CBE. She told people that her membership of prestigious national bodies was simply because she was the ‘statutory woman’. Those of us who had worked closely with her at the Cambridge Institute knew better.

John Elliott is Professor of Education at the University of East Anglia.
The Faculty of Education has been involved in the development of counsellors and counselling since 1985 when it began at the then Institute of Education. Twenty five years later the introductory course has grown into a 400 hour programme accredited by both the British Association for Counselling and Psychotherapy (BACP) and the United Kingdom Association for Psychotherapeutic Counselling (UKAPC). The counselling training programme has 56 students on the and a team of five major counselling educators: Carol Holliday, Hilary Cremin, Tracey Fuller, Fiona Peacock and Colleen McLaughlin (Course Director), with supervisory support from Joanne Waterhouse, Barbie Clarke and Isobel Urquhart.

The strong and particular features of the work at the Faculty are:

• That children's emotional wellbeing is an important educational aim
• That learning is at the same time deeply subjective and deeply relational involving being, doing and knowing
• That the Faculty's work should involve working with systems, individuals groups and individuals
• That the Faculty team engage in education, advocacy, research, practice and dialogue with other professionals
• The training is based on a framework which is that good therapeutic practice with children and young people is relational, developmental and ecosystemic

Becoming a counsellor at the Faculty

The course is one of a handful in the country that qualifies people to work with children and young people. This means that there is an emphasis on working with play and through the arts – story telling, drawing, sand play – all ways of working through and with the metaphor or image. The core theoretical model of the training is integrative and relational. This means that the course brings together elements from different theories to make a coherent and systematic whole. The view that we hold is that the quality of the therapeutic relationship is paramount for successful child therapy. The key theoretical perspectives that inform our approach are psychodynamic, humanistic and increasingly neuro-biological. Other significant strands of the training include child and adolescent development, clinical skills, professional issues, ethics and child protection, child mental health, developing children's emotional well-being, multi agency work, working in a school setting, working with families and working with groups. This training enables participants to become effective and ethical psychotherapeutic counsellors.

The course is a demanding one requiring course members to undertake 400 hours of training; demonstrate a capacity to know themselves and reflect on their practice; be in personal therapy during their training; meet a high examined standard in terms of practice; have a sound theoretical base; undertake 450 hours of supervised practice; and have a psychiatric placement (UKAPC accreditation only). It takes four years of sustained training. Course members tend to be those largely working in educational or connected settings who want to work therapeutically with children and young people or those who work in mental health settings which focus on this age group. Graduates of the programme have gained employment in schools, in the NHS, with the NSPCC and in the voluntary sector. Course members have built a knowledge and body of study on the needs of particular groups of children or on modes of working, such as sand play. Recently course members have engaged in important and under researched areas such as understanding the emotional world of children with sensory impairment and how to work within this world; the impact of bereavement; the emotional effect on refugee children of coming to the UK after a traumatic experience (this was published in the International Journal of Pastoral Care in Education); and assessment and child psychotherapeutic counselling. The majority of participants in the training programme are from the UK but we have also had students from India, Cyprus, Germany, Korea, China, Alaska, Taiwan and Singapore.

Members of the Counselling Team
The Cambridge Forum For Children’s Emotional Wellbeing

Eight years ago the Cambridge Forum For Children’s Emotional Wellbeing was inaugurated by Sir Richard Bowlby. The aim of this forum is to promote discussion of matters related to children’s wellbeing and to be a mode of ongoing professional development for graduates but also for the local professional community. The Forum has been very successful in bringing the latest thinking, practice and research to the community. Recent speakers and topics have included Professor Julia Buckroyd on eating disorders, Sue Gerhardt on the impact of early relationship on later psychological functioning, and Juliet Mitchell on thinking about the role and place of sibling relationships in psychology. These sessions are well attended and very stimulating.

Research

The team also undertakes research on counselling in schools. Colleen, Carol and Barbie are currently working on a systematic literature review for BACP on counselling outcomes for children and young people. Carol and Colleen are also writing a book with a working title of ‘Child Therapy in Schools’ to try to share their considerable learning after all these years. The book will articulate the approach they have developed and will include case vignettes from practice. Carol is currently undertaking a doctorate in the territory of teacher/child relationships. As part of this work she is working with graduates of the programme to investigate the impact that knowledge of counselling theory and practice can have on the teacher/child relationship.

Colleen McLaughlin and Carol Holliday

Faculty of Education Research Students’ Association

This year’s elected committee has been working to develop the events traditionally organised by FERSA, among which the Lunchtime Seminars are of particular importance. Aimed at all research students in the Faculty, these seminars offer a great opportunity for students to present their work and receive constructive feedback from their peers. Starting with Michaelmas 2010, the Lunchtime Seminars are organised weekly and also invite students from other universities to present their work.

Another event that has become a tradition is Kaleidoscope, the graduate conference in education. Taking place annually since 2004, the conference has attracted students from a variety of educational institutions, working on a wide range of topics and has become a broad platform for interaction between graduate students, Faculty members and researchers. The 2011 edition will take place June 3rd and estimates to attract around 90 postgraduate students and researchers from the UK and abroad.

A more recent addition to the FERSA events is the Peer Learning and Writing Group, set up during Easter 2010. Based on the same notion of peer support, the Group has developed rapidly, with the beginning of the new academic year marking a threefold increase in the number of graduates attending the student-led sessions and the creation of several accountability teams within which students manage their workloads together.

In addition to the regular events, FERSA is also routinely engaged with the student representatives to the Faculty Board, the Standing Committee for Higher Degrees, the PhD Management Group, and the MPhil/MEd Management Group. This collaboration aims to address the academic, social and welfare-related concerns of the graduate student body. For the future, FERSA hopes to increase its visibility among graduate students, to expand its range of activities, and to more effectively provide the supportive environment the graduate and research students of the Faculty can rely on.
The Faculty’s Centre for Commonwealth Education began its life in its present form in July 2008, as a result of a funded agreement between the Commonwealth Education Trust (formerly the Commonwealth Institute) and the University of Cambridge. Since then the CCE has developed programmes and links in nine African countries, in the Caribbean and in India, and has run summer colloquia in Singapore and Mauritius for delegates from different parts of the Commonwealth.

For the Cambridge Faculty, a formal centre such as this is a relatively new initiative, but it builds on long-standing traditions and expertise in school leadership, in pedagogy and in teacher education within the Faculty, to establish partnerships with colleagues in Commonwealth countries. The prime purpose of the CCE is to help to develop research-informed policy and practice which is appropriate for specific locally-based needs, but is also able to offer constructive challenge in a spirit of collaborative inquiry. Such collaborations, we hope, will help to ensure that initiatives become embedded in thinking and in routine practice so as to ensure longer term sustainability.

A variety of initiatives have been developed within this context. Colleen McLaughlin and colleagues have been working on a three-country study, in Kenya, the Republic of South Africa and Tanzania, which has focused on understanding how primary aged pupils acquire sexual knowledge, in what contexts and how this relates to the HIV education received in schools. The ASK AIDS – African Sexual Knowledges of AIDS project aims to inform curriculum development and, in particular, what Bernstein called the development of a ‘hybrid’ curriculum project – one that incorporates the official discourses of school programmes and the unofficial or out-of-school discourses and knowledge of young people and their communities. The hybrid project is engaged in bridging school knowledge or public knowledge and the students’ own cultural knowledge, and thus encouraging students to analyse this interaction and then use the knowledge learned to take charge of their lives.

In Kenya and Uganda, Molly Warrington, Sue Kiragu and colleagues are working in collaboration with FAWE (the Forum for African Women Educators) and colleagues from UNICEF and local universities on gender-based projects investigating factors which sustain girls in school. Working with four schools in case-study areas in each of Kenya and Uganda, the project team are conducting longitudinal studies exploring why girls from poor backgrounds, or from families and communities where education for girls is under-valued, remain in school ‘against the odds’. Alongside this is a sub-project targeting adult women in each country who have themselves succeeded ‘against the odds’, in order to explore the significance of mentors and/or role models in their lives and the extent to which they have played such roles in relation to other females. Another CCE gender project is based in the Caribbean where, in partnership with the Antigua Ministry of Education, CCE staff are focusing on identifying and trialling intervention strategies which appear to have the potential to raise achievement of pupils in primary schools in Antigua, with a particular focus initially on pupils in the lowest performing schools amidst communities of greatest socio-economic deprivation.

In Ghana, an ambitious Planning for Leadership and Learning programme is directed by John MacBeath and Sue Swaffield, in close collaboration with George Oduro at the University of Cape Coast, and with the Ministry of Education, Science and Sports. The programme, which aims to strengthen the leadership capacity of basic school headteachers in Ghana and to improve the quality of learning through school and classroom leadership, has so far worked to develop Professional Development Leaders as agents of change in their own regions, and to establish a cadre of basic school headteachers equipped to implement school changes to improve pedagogy and professional development. Despite enormous challenges of distance, cultural differences within Ghana, teacher and headteacher absenteeism and a pedagogy which often means that it is a feat of endurance for children to stay awake or concentrate during long didactic lessons, the programme has made significant progress in creating and sustaining
local professional development support networks, and in incorporating Leadership for Learning principles into the newly revised Ghana Education Service headteacher handbook.

In sub-Saharan Africa schools, many existing initiatives have provided technology tools and open educational resources, but without clear guidance about how they will actually be used in the classroom. Often teachers are motivated to use technology, but lack effective pedagogical strategies and ready access to resources linked to their own curriculum and locally contextualised for rural, deprived or otherwise challenging settings. Thus in Zambia, Sara Hennessy and Björn Haßler – in collaboration with (amongst others) the University of Zambia, OER Africa and TESSA, are developing and trialling uses of ICT and Open Educational Resources combined with new interactive pedagogical approaches for teaching mathematics in primary schools. This project implements concrete pathways leading from providing equipment, digital materials and skills training to actually helping teachers and learners to develop activities which use them in effective, interactive ways, and to share their new subject practices and curriculum resources with others. The aim is to use technology to support teachers to support learning; it develops a multimedia resource, embedded in a teacher education programme, to stimulate change in thinking and practice.

On a different scale, CCE staff (Alicia Fentiman, Ciaran Sugrue, and Dominic Wyse) have worked intensively over the last two years with the principal and staff of a typical urban school in a high density, heterogeneous community in Dar es Salaam, where teacher pupil ratios are typically 100:1. The main focus of the work with Ukombozi Primary School, in partnership with the Ministry of Education at Ward, and District, has been on the teaching of English, aiming to improve the quality of teaching, learning and leading throughout the school, and to diffuse the outcomes to other schools in Dar es Salaam. Teacher confidence and morale have improved, school leadership is more proactive, and a ‘can do’ attitude is much more evident, buoyed up by increases in school performance in standard 7 results in the most recent national examinations.

A different dimension of the Centre’s work is shown in the Caribbean Poetry Project. This is a collaboration led by Morag Styles, and aims to promote achievement through learning and teaching of Caribbean poetry in schools in the Caribbean and UK, and to incorporate links with the Poetry Archive established by Sir Andrew Motion, the former Poet Laureate. The CPP is being developed in partnership with colleagues at the University of West Indies, and aims in the first instance to set up a course on Teaching Caribbean Poetry for both trainee and experienced secondary English teachers in universities in Jamaica, Trinidad and Cambridge to run in 2011 and 2012. Discussions about twinning schools involved in the CPP through the Global School Partnerships network have also begun with the British Council in Trinidad and with Haringey Local Authority.

Despite international goodwill and considerable expenditure, the achievement of the millennium goals of basic education still remains elusive, and in essence, the issues are probably greater now than they were at the time of the EFA Conference in Senegal in 2000. The work to be done in international education is almost limitless, although the efforts of NGOs, governments, international agencies, have made significant in-roads in some localities. Funding from the Commonwealth Education Trust has enabled the CCE to contribute, in the first years of its existence, to different projects at different scales in different countries. The next challenge for the CCE is to define its own identity, to establish its own positioning within development education, so that it does not become simply yet another agency implementing projects and undertaking research. Not to put it too glibly, the next two-years can be ones of challenge and opportunity for the Centre.

Mike Younger is Director of the Commonwealth Centre for Education

For more information visit: http://www.educ.cam.ac.uk/centres/cce/
I had a somewhat chequered career before settling into the nearly constant cycles of institutional change that have characterised my work here in Cambridge, first at Homerton College and then in the Faculty of Education.

I began my adult life studying to become a biochemist, dropped out of a degree course at Sussex University, lost my way for a while, re-emerged studying English, first at Stirling University and later as a postgraduate in medieval literature at Oxford. Then I moved sideways and worked in a therapeutic community for severely emotionally disturbed adolescents for six years, before picking up a PGCE in Further Education teaching. This unusual background actually served me well when I applied for a lecturing job at Homerton, which combined a specialism in medieval literature with a requirement to contribute to the education degree. I feel like I’ve been growing into the job ever since.

The centre of my work – throughout all the changes – has always been the undergraduate degree (in all its various manifestations) and teaching the undergraduate English and Drama students in particular. I moved rapidly from a base in medieval literature to teaching across nearly the whole range of literary periods, and, in the late 1990s, contributed to the development of a film course, the first of its kind in Cambridge, which continues to thrive under the leadership of Pam Hirsch. Both Pam and I also contribute to the MPhil in ‘Screen, Media and Cultures’, which draws on expertise from several of the Cambridge Faculties. At about the same time as we were developing the film course, Morag Styles invited me to join the team teaching the Children’s Literature paper. This became a kind of second home for me and I increasingly centred my research in this area; it seemed to offer a natural gravitational pull for a literature specialist working in an Education Faculty. Children's Literature has now grown into a thriving Masters degree to which I also contribute, and, particularly in the wake of the leadership offered by Maria Nikolajeva’s appointment as professor, also attracts talented doctoral students from all over the world.

A major part of my energy continues to be focused on the development of the undergraduate degree, to which I am passionately committed. Two areas – poetry and environmental issues – are of particular concern for me. Poetry is often seen as rather marginal and effete in our functionalist age, but I’ve come to believe it is fundamental to all human experience. I recently got a small grant from the British Academy to explore what underlies the problematic status of poetry, in a local study that involves interviewing teachers at all levels from primary school through to university. I have also recently co-edited a volume on Poetry and Childhood, which breaks new ground in a neglected field. The second area that preoccupies me profoundly is our damaged relationship with the natural world, and a substantial element of my research is focused on how this is mediated and reflected on within the arts. The book I published a couple of years ago, for instance, The Idea of Nature in Disney Animation, considered how even popular forms, that are often critiqued as falsely sentimental, may be capable of forging positive imaginative links with the natural world for young viewers. Like many others, I feel there is no greater challenge that we now face than the issues that are bound up in this area; but it is still not sufficiently recognised how much the arts – especially poetry and film – have the capacity to reconnect our feelings, as well as our understanding, with the whole complex web of life on earth.

David Whitley is Lecturer in English
Joan Whitehead

I am a psychologist in the Faculty of Education and have taught that subject to undergraduates, PGCE and masters students during my time in the Faculty. My main area of interest is in attitude formation and change particularly in the area of gender.

I have carried out a number of national surveys looking at 16-18 year olds attitudes to gender stereotypes in relation to school subjects, occupations, personality traits and roles traditionally associated with women and men. In analysing this data I have looked primarily at how individuals define themselves in relation to gender stereotypes and how this influences their level of academic achievement, their aspirations and the choices they make within the education system. In addition to this research I have been involved in a ten year research project looking at the factors that influence decision making about entry, or otherwise, into higher education, including financial considerations and the impact of bursaries on the recruitment of ‘non –traditional’ students. The research team also looked at how financial factors, particularly hardship, impact upon students’ sense of well-being, their level of achievement and the strategies they use to cope with financial constraints. Gender differences have emerged very clearly from this research with male and female students adopting very different attitudes towards debt and different coping strategies – those adopted by women being more effective (i.e. do not lower their level of achievement) than those adopted by men.

I have, however, not just been involved ‘academically’ with gender issues but have been an activist on these issues within the Faculty and the University. When I arrived in the Faculty in 1976 none of the courses included any consideration and discussion of emerging concerns about the underachievement of girls and women in the education system, so I became the first person to teach this topic to undergraduates and PGCE students. The topic frequently caused controversy – the idea that women may be the intellectually equal, if not superior to, men being difficult for many male students to contemplate let alone accept. I little thought then that this issue would still feature in all our teaching. The success story of changing the attitudes and achievement levels of girls leading to concerns about the achievement levels of boys.

At University level I have been active in the area of equal opportunities. I was, for a number of years President of the Cambridge branch of the union – then AUT now UCU – and one of the main campaigns in the early eighties was about the underrepresentation of women among academic staff in universities. Nowhere was this more obvious than at Cambridge where, in 1985, out of 901 tenured academic staff only 65 were women. To further the campaign for equal opportunities I stood for, and was elected, to the University Council, the main executive governing body of the university. It was definitely an uphill struggle, way back then, to convince people that there was discrimination against women and that the university did need to scrutinise its practices and have an equal opportunities policy. Meetings to discuss this issue frequently left me with a headache – seeing ‘Made in Dagenham’ recently brought it all vividly back to me! Problems still remain, despite being on the same pay scales recent equal pay audits within the University show that women are paid less than men, particularly academic women this is a situation that exists across many professions in the UK. So the battle goes on.

I shall be retiring soon and I will certainly be able to say that during my career at Cambridge I have ‘lived through interesting times’.

Joan Whitehead is Lecturer in Psychology
Anne Johnson

Anne is Early Years and Primary PGCE Courses Administrator, responsible for overseeing the administration of both courses, ensuring that all runs smoothly and that the trainees are supported from the start of their course until they finish.

Anne has been a stalwart of the Faculty and before 2001, Homerton. Anne joined the college in 1988 as the Homerton Union of Students office manager, moving across to her current role in 1998, having previously done a range of jobs from thesis typing to updating the King’s College Alumni book.

Having spent many years in Queens Wing in Homerton, Anne has many fond memories of the early years ‘when if you wanted to speak to someone you’d have to pop out of the office and find them.’ The type of work that Anne has undertaken has changed dramatically over the years, with both changes to the PGCE courses and the advances in technology having had a huge impact. ‘Assignments used to be handwritten and almost as thick as books, now I can get all of the assignments in to a single box where before I used to need ten!’

One thing that has remained constant is the nature of the the Early Years and Primary Courses – the friendly and cohesive atmosphere that encompasses all staff – both academic and administrative and the trainees. This community is Anne’s favourite part of her job as she feels it means that anyone coming onto the course finds it a ‘warm, supportive and respectful place to train.’

Outside of work, Anne’s life is a whirlwind of activity; she has an active social life, enjoys travelling, walking and gardening, and has managed to remain active in the Guides and Scouts for over 20 years.

Paul Rogers

Paul started his scientific career many years ago ‘at the Technical College Cambridge under the legendary Dr Pate’, where he was responsible for the induction training of laboratory management and scientific practical procedures. After gaining experience there he moved over to the University of Cambridge Department of Chemistry, and worked his way through the system to become supervisor of the inorganic teaching laboratory under the auspices of Prof Brian Johnson. ‘With around 400 students at a time, it was an interesting time!’

After realising that he needed more variety in his work, while still holding onto his science background, Paul found an ideal position at the Department of Education and was launched into a busy and active department life! With a strong background in Health & Safety, Paul took on the roles of assistant safety officer and radio protection supervisor which he found very interesting and rewarding.

In this role he has just finished his IOSH courses qualifying in working and managing safety to add to a plethora of certificates gained over the years.

On the home front Paul is passionate about WW2 aircraft and at the moment has ‘spent 600,000 hours in our hangars’ restoring the only survivors of the battle of France – 1939 Hawker Hurricanes/Hawker Furies. ‘We are in talks with the RAF museum at Hendon London for the final resting place of these very rare aircraft in a new exciting exhibition in the future!’

Paul is also an avid musician playing lead rhythm guitar and bass, and over the last 10 years also drumming and writing songs. The bands he has played in have supported groups like Ruby Turner, Imagination and Trapeze. He is still playing today so watch this space!

Paul has a number of friends in the music game: ‘legendary artists like Terry Read, who was going to be lead singer in Led Zeppelin; Rick Wills of Foreigner Jack and Bruce from Cream just to name a few.’

Paul’s working career for the university will be coming to an end ‘hopefully in June 2011, allowing me to pursue all my interests – finances permitting – you could say resipe finum!’
The Cambridge Primary Review National Primary Network was officially launched in October. The Network was formed as a direct response to requests from teachers and following publication of the Cambridge Primary Review’s final report.

Professor Robin Alexander gave the 2010 Brian Simon Memorial Lecture on 6 November to a capacity audience at the Institute Of Education. His theme was Legacies, Policies and Prospects: one year on from the Cambridge Primary Review.

Hilary Cremin took part in a lively debate ‘Teachers and parents: enemies or allies?’ as part of the Battle of Ideas in London.

Over 150 children and adults attended three hands on workshops at the Faculty of Education run as part of the 2010 Festival of Ideas.

The three day conference The Emergent Adult: Adolescent Literature and Culture attracted over 70 children’s literature specialists from across the globe.

Mary James has been elected Vice President (President Elect) of the British Educational Research Association (BERA).

Neil Mercer has been appointed to the National Advisory Panel for The Communication Trust, which is responsible for the planned 2011 National Year of Speech and Communication.

The Education Tripos was rated as the top Undergraduate Course in Education by the Guardian, Times and Independent newspapers.

The Faculty of Education PGCE has been recognised as the top teacher training provider for the fourth year running in the Good Teacher Training Guide 2010.

Linda Hargreaves gave a keynote on the Status of Minority Ethnic Teachers in the teaching profession in England at the Heinrich- Böll Foundation Conference in Berlin on September 24th.

David Whitebread and Neil Mercer have been awarded a Current Trends Conference grant by the British Journal of Educational Psychology, to organise an international conference on Self-Regulation and Dialogue in Primary/Elementary Classrooms.

Mary James has been elected Vice President (President Elect) of the British Educational Research Association (BERA).

Neil Mercer has been appointed to the National Advisory Panel for The Communication Trust, which is responsible for the planned 2011 National Year of Speech and Communication.

The Education Tripos was rated as the top Undergraduate Course in Education by the Guardian, Times and Independent newspapers.

The Faculty of Education PGCE has been recognised as the top teacher training provider for the fourth year running in the Good Teacher Training Guide 2010.

Linda Hargreaves gave a keynote on the Status of Minority Ethnic Teachers in the teaching profession in England at the Heinrich- Böll Foundation Conference in Berlin on September 24th.

David Whitebread and Neil Mercer have been awarded a Current Trends Conference grant by the British Journal of Educational Psychology, to organise an international conference on Self-Regulation and Dialogue in Primary/Elementary Classrooms.

The Jacqueline Wilson Award in Children’s Literature Research has been made possible through a generous donation by Dame Jacqueline Wilson.

The Charles Fox Awards for Outstanding Contributions to the Early Years and Primary PGCE course were awarded to Gordon Gibbens and Emma Miles.

The Charles Fox Awards for Outstanding 1(C) Assignments on the Secondary PGCE course were awarded to Hannah Sassoon and Katy Ambrose.

Martina Kuvalja & Mohini Verma were the first recipients of the new LEGO Cambridge Studentships, working on PhDs in the P&E academic group.

John Finney and Chris Harrison (Eds) Whose Music Education Is It? – the role of the student voice (NAME)

Morag Styles, Louise Joy and David Whitley (Eds) Poetry and Childhood (Trentham)

John Bangs, Maurice Galton and John MacBeath, Re-inventing Schools, Reforming Teaching: from Political Visions to Classroom Reality (Routledge)

Alison Fox, Robert McCormick, Patrick Carmichael and Richard Procter, Researching and Understanding Educational Networks (Routledge)

Pam Hirsch, The Constant Liberal: The Life and Work of Phyllis Bottome (Quartet),

The December issue of The Curriculum Journal is a special issue reporting policy-related findings from the Schools and Continuing Professional Development in England – State of the Nation research study including articles written by V. Darleen Opfer and Dave Pedder
Most years, the run-up to Christmas finds mathematics and science education in the news. For this is the season when the results of international comparative studies are released; rarely a matter of good cheer as far as the British media are concerned. Typical is the BBC’s 2007 headline: ‘UK schools slip down global league table’. In December 2008, however, Santa called early at the Department for Children, Schools and Families, with the BBC trumpeting: ‘England’s pupils in global top 10’. Watch out for the next episode in December 2010!

As usual, a more complex story lies behind such headlines. The 2007 rankings were based on the PISA\(^1\) survey which has a particular emphasis on how well young people are able to formulate practical problems in mathematical or scientific terms and then interpret the resulting solutions. The 2008 rankings came from the TIMSS\(^2\) survey of a slightly younger cohort, which focuses more on content knowledge and skill. And, while England has participated consistently in these regular surveys (repeated every 3 years for PISA, 4 years for TIMSS), many other countries have not, which means that rankings can be deceptive. Fortunately, however, the underlying assessment scales are anchored so that comparisons can be made between successive surveys of the same type. This allows a more nuanced interpretation of the English results.

Welcoming the TIMSS findings in 2008, the English minister for schools attributed them to the impact of the National Strategies, introduced nearly a decade earlier at primary-school level, then secondary. The core pedagogical approach of the Strategies was avowedly research-based, drawing particularly on a substantial body of American work on effective mathematics teaching conducted during the 1970s. Nevertheless, recognising that this research had focused largely on teaching content knowledge and skill, the proponents of the Strategy’s model of interactive whole-class teaching towards detailed curricular objectives acknowledged that other processes might be necessary to develop more flexible mathematical thinking. This is what seems, in effect, to have been confirmed by the contrasting trends in mathematical achievement of English pupils under TIMSS and PISA; overall, the teaching approach promoted by the Strategies has improved pupils’ content knowledge and skill, but at the expense of their practical problem-solving capability.

Indeed, recent research has described multiple strands of mathematical proficiency: not just procedural fluency in skills, or even conceptual understanding of relationships, but also strategic competence in problem solving, and adaptive reasoning as well as productive disposition towards the subject. The PISA and TIMSS assessments of achievement, then, take different cognitive cross-sections of this multidimensional proficiency.

Overall, these PISA and TIMSS results indicated that there had been little recent change in either aspect of science achievement amongst English pupils. In mathematics, however, the overall results suggested an improvement in content knowledge and skill (registered in TIMSS 2008) alongside a decline in practical problem-solving capability (revealed in PISA 2007).

Moreover, both these international surveys highlight the often neglected affective dimension. It is of particular concern that they have reported marked decline in the attitudes of English pupils towards both mathematics and science, well beyond a wider international trend.

Against this background, I currently lead a team within the Faculty’s Science, Technology and Mathematics Education group that has been working with colleagues in partner schools to redesign key aspects of the teaching and learning of mathematics and science at the early-secondary stage. Drawing on insights from several social scientific fields – concerned with conceptual growth, identity formation, classroom dialogue, collaborative learning, and relations between everyday and formal understanding – the epiSTEMe project has developed a principled teaching approach that is expected to be more effective in engaging pupils and guiding them towards understanding. Over the present school year, a randomised field evaluation is taking place in 25 further schools of a teaching intervention designed to be suitable for widespread use in normal school settings.

Kenneth Ruthven is Professor of Education

For more information see http://www.educ.cam.ac.uk/people/staff/ruthven/ and http://www.educ.cam.ac.uk/research/projects/episteme/