



Faculty PGCE students – in 2011, Ofsted concluded our PGCE was outstanding on every one of the 22 inspection criteria

## Reclaiming Pedagogy

What is pedagogy? Why might it need to be reclaimed? Considered historically as a feature of English schooling, pedagogy has tended to be conspicuous by its absence. Three decades ago (1981), the historian Brian Simon wrote a landmark essay which was entitled: *'Why no pedagogy in England?' Simon's query has attracted attention from a number of scholars, including David Hamilton, Robin Alexander, Mary James and Andrew Pollard. Pedagogy had central focus at*

the recent Teacher Education seminar in this Faculty, which occurred thanks to the sterling work of my predecessor, Mike Younger (and which is discussed later in these pages).

Simon's question still demands an answer. Moreover, if he is right about pedagogy as being missing in action, then perhaps the main way in which this word has discursive currency in English educational circles is in relation to the notion of PCK, or pedagogical content knowledge. Simon defined pedagogy as the science of teaching and he was critical of the fact that, with a few notable exceptions, English educators – unlike their European

counterparts – mostly attached no credence to pedagogy and ignored it. His explanation for this antipathy invoked a number of well-known English cultural themes, including a disdain for anything that smacked of training (itself a product of the well-rehearsed English amateur tradition); instrumentalism and a resistance to theory; and a schooling heritage with a strong emphasis on character formation – for which he fingered the traditional dominance of the public schools and their links with Oxbridge. To revive pedagogy, Simon pinned his hopes on recognition of humans' capacity for learning and an acknowledgement that learning

*continued on page 2*



# Reclaiming Pedagogy

*continued from page 1*

processes are similar for all human beings. On this basis, he thought, a body of general or universal principles of teaching might be identifiable.



Fast-forwarding three decades, Simon's question continues to pose a challenge for the profession. In light of the torch-bearing efforts of Simon and others, the question is: Has anything changed since he wrote which may have elevated pedagogy to the status that he wanted? There is a number of ways to answer that question and maybe the jury is still out. On the other hand, if little or nothing has changed, then that is a serious professional omission. Perhaps the profession itself has been culpable in dropping the pedagogical ball, so to speak. With the popularity of such shorthand ways of expressing classroom and educational engagement as 'Teaching and Learning', for example, it is all too easy to concentrate on the learning side of that couplet and to assume that teaching reduces to little more than the facilitation of learning. Teachers, teacher educators and teacher education researchers, however, are the people who know best about pedagogy and yet, in the absence of initiatives by them in respect of pedagogy, other interests will step in and occupy the vacuum. Governments in this country and elsewhere have tried to do so by presuming to mandate how teachers ought to teach.

Apart from Teacher Education seminars, another way in which the profession might begin to reclaim pedagogy is by taking seriously the idea of evidence-based profession-driven standards of teaching. These would be standards devised by the profession, for the profession. In this connection, a key pedagogical question which a growing number of scholars are asking is: What do teachers need to know, if they are to be proficient in teaching their subject fields at accomplished levels? In relation to standards for classroom practice, the contrast between the USA and this country is strong: here, governments have taken the initiative in setting standards, while across the pond the pressure for standards has tended to come from within the profession itself, particularly in the guise of the National Board of Professional Teaching Standards. There are some powerful lessons to be learned from the two decades-long pioneering work of the NBPTS. In relation to Simon's reclamation mission, the NBPTS provides a precedent which might stimulate a similar initiative by the profession here in England.

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the right.

**Peter Gronn** is Head of Faculty

## Education Cambridge

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# CamStar – a professional Learning Community

**CamStar – Cambridge, School Teachers and Research** – is a group of some 18 schools who work together as a learning community to support school-based teacher research. CamStar has grown from a small group of English teachers who decided to undertake some research into their own practice 11 years ago, to a research network where over 100 teachers are researching at any one time, some on individual projects, some in departments, and more recently in research projects between schools.

## How Does CamStar Work?

CamStar schools identify a research co-ordinator who works with Sue Brindley to organise and support research within the school. This strategic planning allows research to be positioned so that it develops schools' and teachers' professional priorities. Additional support then comes from school-based visits. CamStar supports teachers who want simply to explore their practice in a small-scale way, or who wish to undertake a CPD programme, or indeed, who wish to progress on to a masters (we have several teachers taking the blended learning **Researching Practice MEd**) or a doctorate. Research can be accredited against published criteria, and many of our teachers opt for that route. CamStar schools are also involved in meta-level research, co-ordinated through the Faculty, into the impact of school-based research on classroom practice.

*The really seductive thing about CamStar is its inclusiveness. All levels of research are valued, be it small-scale research or a postgraduate project. It is great that teachers of every status can have their research disseminated at a conference level, and the networking of ideas between schools is a model of excellence in an increasingly competitive and divisive environment.*



CamStar teachers at a recent conference

There is almost no limit to the research undertaken. Some teachers decide to undertake very focused classroom-based research; others have opted for highly creative projects which have involved the whole school. Most recently, we decided to offer an inter-school project on dialogic teaching and learning, with conferences featuring both **Professors Robin Alexander** and **Neil Mercer**. The research emerging was fascinating and as a result, we applied and were fortunate in gaining a research grant from the **Esmée Fairbairn Foundation** to develop the research further. We are currently running an online professional development programme – **CamTalk** – which involves 30 teachers in a practitioner research approach to dialogic teaching and learning, using an e-portfolio to capture and record data and analysis.

Our next inter-school theme for research is Conditions for Excellence, which has just begun.

## How is CamStar research disseminated?

CamStar holds two dissemination conferences a year, hosted by CamStar schools, and we welcome teachers

interested in research at those conferences. All CamStar schools also produce a newsletter with research in progress and outcomes news and these are usually on the schools' websites.

*CamStar gives you the opportunity to discuss and explore a plethora of teaching skills with others in the same profession; a rare opportunity in the busy teaching world.*

We've also presented at a number of national conferences, and in addition we have presented research at international conferences in Vienna, Melbourne Australia, and Barcelona. It's particularly exciting to meet with international colleagues and to share our research not only with teachers from UK schools, but also with colleagues from a wide variety of countries.

**Sue Brindley** is Senior Lecturer in Education

For further information or to apply to become a CamStar school visit, contact **Sue Brindley (sb295@cam.ac.uk)** for details.

# The Cambridge Homerton Research and Teaching Centre for Children's Literature

The Open Day hosted by the Cambridge Homerton Research and Teaching Centre for Children's Literature in May attracted well over 100 visitors. These were prospective masters and doctoral students, aspiring children's authors and illustrators, former undergraduate and postgraduate students, librarians, teachers, artists, scholars – people who are passionate about children's literature and want to learn more. With so much interest in the subject, the need for a centre in Cambridge seems obvious but what exactly are we trying to achieve through it?

The idea of a children's literature research centre in Cambridge has a long history. The first undergraduate course in children's literature was offered as part of the Education Tripos as early as in 1979. An MEd was instituted (2001), then in 2007 a full-time masters course on children's literature was added. Since 1990, Homerton College and the Faculty of Education have hosted about a dozen prestigious international conferences whose influence continues to reverberate. Two major exhibitions on the history of reading and contemporary picturebooks at the Fitzwilliam Museum were curated by Homerton/Faculty staff in 1995 and 2000, followed by a British Library exhibition in 2009 on the history of children's poetry. Many distinguished edited volumes, literary guides, journal articles and monographs have been produced so that our work has reached a wide international audience. An impressive catalogue of distinguished authors and illustrators have visited over the years, offering our students the opportunity to find out more about the art of writing and illustrating for a young audience.

We have been lucky in appointing outstanding devotees of children's literature as lecturers and supervisors and our current team has attracted several young scholars. In 2008, we appointed the first Cambridge professor of children's literature whose vision included establishing this international

Centre, building on the reputation already earned of Cambridge as a place of excellence in children's literature. Its creation indicates the presence of a vibrant research community, something that we are very proud of with a remarkable group of masters and doctoral students. Those who visited our Open Day will testify to the quality of our students' research and their enthusiasm for the subject. Indeed, it was the students, led by Debbie Pullinger, who did most of the work in producing the delightful exhibition and who spoke so memorably at the event.

Research in children's literature is a vast, diverse and complex area. While humour is often an important element, children's literature also delves into the most profound questions about social, educational, aesthetic and ethical values, as well as considering changing representations of childhood through the literature. Most importantly, it considers what it means to be human. The best of it, while simple enough for the young to appreciate, is anything but banal. And children are a most discriminating audience; if they are not quickly amused,

captivated or inspired, they will reject the offerings without a backward glance!

We begin our masters course by asking the obvious question: 'What is children's literature?' We cannot neglect the fact that the consumers of children's books have a different social and cognitive status as compared to those who produce and disseminate books and thus have the power to decide what is good for young readers and what is not. The ongoing debate about the so-called '50 books every child should have read' is a conspicuous example. Fortunately, most children seem to be more than willing to make their own minds up and, if necessary, read against the text of didactic or over-worthy authors. Far from being intimidated by the complexities of postmodernism, for example, we have overwhelming evidence of very young children relishing its challenges, in picturebooks, fiction and graphic novels.

On our courses, we take account of new technologies, popular fictions, crossover texts that adults love too, as well as being interested in what children actually choose to read, how



Students on the MPhil in Critical Approaches to Children's Literature

they read, and their views on that reading. Many of the same issues that permeate adult literature concern us too, and certainly we analyse texts, draw on critical theory and scrutinise the quality of writing and artwork with as much avidity as any other scholars. We explore many of the same genres and categories as in adult literature – from historical fiction to postcolonial literature, realism and fantasy, modernist and postmodernist texts, ecocriticism and post-human literature and much more, considered through the lens of gender, class, race... We also invite our students to try their hand at writing for children in a wide range of genres in a supportive environment.

When launched, the Centre had a declared set of objectives, and in just over a year, amazing results have been achieved. Apart from regular research seminars, the annual Philippa Pearce Memorial lecture, a popular children's literature reading group, and a fruitful collaboration with the masters programme in children's book illustration at Anglia Ruskin School of Art, the Centre has hosted several visiting scholars who have brought to it their particular knowledge and cultural background. Thanks to our visitors, who return to their home countries as our ambassadors, we have networks spreading through Finland, Norway, China, Canada, USA and Iran, the latter especially difficult to penetrate because of the political situation. Three more visiting scholars are coming next year, two from Spain and one from Brazil, and a queue is building rapidly for 2012–2013. Our visitors confirm that the research community in Cambridge is indeed unique, with its friendly, encouraging atmosphere, high intellectual level of activity and, not least, excellent resources such as the Faculty, Homerton and University Libraries.

In September 2010, the Centre hosted its most recent international conference – *The Emergent Adult: Adolescent Literature and Culture* – featuring as keynote speakers the renowned



**Michael Rosen giving a lecture at the recent Centre Open Day**

professor Shirley Brice Heath and the highly acclaimed young adult author, Meg Rosoff. Over 60 scholars from 20 countries came to Cambridge to participate in this event, and a volume based on a selection of conference papers is in press. In April 2011, five of our PhD students and two visiting scholars participated in the high-profile international graduate conference 'The Child and the Book', on this particular occasion hosted by the University of Oslo, Norway. Such was the strength of our presence that the students were asked to organise the next conference, which will take place in Cambridge in March 2012, with the Centre as the formal host.

From the start, it has been the Centre's vision to raise funds to support research and graduate study. While we cannot yet offer studentships or research fellowships, we have received a generous donation from Dame Jacqueline Wilson, one of the most popular British children's writers, with the purpose of giving an award for the best masters thesis of the year. The first Wilson award was presented in December 2010 to Clémentine Beauvais, now a PhD student with AHRC funding.

It is perhaps less remarkable that the established scholars of the Centre produce high quality research, but we are especially proud that our PhD students have already published or have had their work accepted in major journals and edited volumes. The range of topics is wide: from picturebook series to poetry to comic books to politically committed children's books, from character formation and cultural self-definition through literature, to a study of young people's reading

habits in Lebanon. Soon, we hope, the international community will refer to us as 'the Cambridge school' of children's literature research. The Centre has already grown considerably in international prestige; for instance, it was recognised as a nominating body for the Astrid Lindgren Memorial Award, the largest children's literature prize in the world. Recently, the PhD students started a blog that has already become hugely popular in cyberspace.

The heart of the Centre is the masters course 'Critical Approaches to Children's Literature', the think-tank and hothouse of future research, the main source of PhD recruitment. Of the current Centre-affiliated doctoral students, only one has not entered through our masters route, and next year, at least four more students will join this energetic doctoral group. Almost every week the Centre receives inquiries about research on children's literature in Cambridge. We have become one of the most popular institutions in which to study children's literature in the UK. Setting up this Centre is a recognition by the Faculty of Education, by Homerton College and by Cambridge University of what the teaching team and our students have achieved in the study of children's literature. It is an invitation to the world to consider us as a place of excellence for research and teaching.

**Maria Nikolajeva** is Professor of Education

**Morag Styles** is Reader in Children's Literature and Education

# RESEARCH NEWS

## Education Equality and Development EED

In the run-up to the royal wedding **Diane Reay** did interviews with French, Spanish, Dutch, Danish and South Korean press as well as a live interview on BBC News – all about whether the royal wedding meant social mobility was alive and thriving in the UK.

**Phil Gardner's** book *Hermeneutics, History and Memory*, is selling really well. **Jo-Anne Dillabough's** recent research on boys working in the global tourist industry in Morocco was featured in a Canadian University report. This research has led to a new cooperative programme for undergraduate students on the politics of global tourism.

## Leadership for Learning LfL

The LfL group is delighted to say that **Dr Megan Crawford** will be joining the Faculty later in the year as a Reader. She is currently at Oxford Brookes. Her most recent book is entitled *Getting to the Heart of Leadership: Emotion and Educational Leadership* published by Sage. Meanwhile, the group is sad to announce that **Dr Darleen Opfer** is returning to the USA where she will head up the prestigious Education directorate of the Rand Corporation, which operates worldwide.

The Leadership for Learning Network now publishes a bi-monthly e-bulletin offering comment and updates on some of the latest thinking and research, plus news of events and publications. The network's *Inform 10 (A Game Changing Summit* by **John Bangs**) was published in May. *Inform* aims to capture significant ideas and events that enhance understanding of leadership, learning and their interrelationship. *Inform 11* (to be published in June) will focus on the recent LfL seminar *Knowledge in the Blood* by Jonathan Jansen, South Africa's first black Dean of Education. Join the LfL mailing list to keep in touch: [lf@educ.cam.ac.uk](mailto:lf@educ.cam.ac.uk).

## Psychology and Education P&E

**Michelle Ellefson** chaired two paper symposia at the biennial meeting of the Society for Research in Child Development in Montreal: Executive Functions and Education, and Reasoning and Science Education. She also hosted an event at the 2011 Science Festival on chemistry learning that involved over 40 children and their parents. **Ros McLellan** presented (with **Joanne Waterhouse**) a paper at AERA on the work of the SUPER partnership. She has also been awarded a small Newton Bursary to develop work with Shima Barakat at the Judge Institute on entrepreneurial self-efficacy. **David Whitebread** and

**Linda Hargreaves** (with **Ruth Kershner & Rocio Garcia**) recently gave papers at the ICPE conference in Valladolid, Spain, respectively on early self-regulation and children's personal epistemologies. David also presented an invited research seminar in the Department of Psychology, Universidad Autónoma de Madrid, Spain entitled *Metacognition & Self-regulation in Young Children*.

## Science, Technology and Mathematics Education STeM

Working with groups of teachers in the UK and in Geneva, **Sara Hennessy**, **Neil Mercer** and **Paul Warwick** are constructing professional development and video materials for teachers wanting to use the interactive whiteboard to support classroom dialogue. There was a strong Cambridge presence at the *Seventh European Mathematics Education Congress* in Poland, with contributions from **Tim Rowland**, **Paul Andrews**, **Andreas Stylianides** and **Lynn McClure**, and eight Masters students attending. **Zsolt Lavicza** has been awarded the National Technology Leadership Award by the National Technology Leadership Coalition in Washington D.C. for his work with GeoGebra. *Mathematical Knowledge in Teaching*, edited by **Tim Rowland** and **Kenneth Ruthven**, was published by Springer in January. The book includes chapters by Paul Andrews, Andreas Stylianides and **Fay Turner**. Kenneth Ruthven has also co-edited a Special Issue of the *International Journal of Science and Mathematics Education* on 'Enhancing the participation, engagement and achievement of young people in science and mathematics education', including papers by **Christine Howe** and Kenneth himself.

For more information on research at the Faculty of Education, visit: [www.educ.cam.ac.uk/research/](http://www.educ.cam.ac.uk/research/)



Launch of the New Directions for Voice, Civic Action and Learning guide

# Children's Capabilities and Human Development: Researching Inside and Outside of Schools

On the 11–12 of April the Faculty of Education hosted an international conference on the capability approach in relation to children and education. The conference was the first time the **Children's and Education** thematic groups of the **Human Development and Capability Association** had come together for dedicated collaboration. In addition members of the recently established **Capability Interest Group (Cambridge University)** were able to participate. The event was attended by over 60 national and international delegates as well as offering the opportunity for Cambridge staff and students to engage in debates on the potential of the capability approach.

Following a welcome from the new Head of the Education Faculty, Professor **Peter Gronn**, keynote papers were given by Professor Melanie Walker (Nottingham University) and Dr Tania Burchardt (London School of Economics). Dr Burchardt discussed her innovative work, undertaken with Dr Polly Vizard, on operationalising the capability approach as a basis for multidimensional inequality/deprivation analysis in Britain, whilst Professor Walker examined the arguments for and against adopting a capital or capabilities policy perspective in a world of inequalities. Both papers raised energetic debate and the themes permeated the conference discussions elsewhere. Meanwhile Professor Peter Gronn put forward a number of issues for analysis, particularly drawing attention to James Heckman's (University of Chicago) work on the importance of early interventions with young children in addressing inequalities in later life. There was passionate discussion on the merits of Heckman's work and Martha Nussbaum's new book, *Creating Capabilities* (2011), in which she draws on Heckman's analysis. The capability approach was founded by Professor Amartya Sen (University of Harvard) and is also associated with Professor Martha Nussbaum who has been a key academic in developing and operationalising the approach. Both of



Photos by **Maninder Pal Singh Thind**, Indian Institute of Technology Roorkee

## Student initiative for integrated rural development to enhance children's capabilities in Charba, India

these individuals have become familiar names in economics and international development over many years but they have only gained widespread familiarity in educational academic circles in recent years. The capability approach has also gained recent popularity and interest in political arenas, as politicians search for an alternative to economic evaluations of progress and well-being, in response to the emergence of difficult economic circumstances.



An education initiative in Charba, India, introducing children to information and communication technology

Overall 26 academic papers were presented along with five round-table discussions involving academics from institutions in Europe, Africa, India, the Caribbean, the United States and the United Arab Emirates. Sessions were planned to allow ample discussion time following the paper presentations, and this stimulated both debate and avenues for the pursuit of future research. It is anticipated that some of the papers presented will be published in special issues of the *Cambridge Journal of Education* and the *Journal of Human Development and Capabilities*. Many of the delegates at this conference will meet again in September in The Hague where further research papers relating to children and education will be presented by thematic panels. These presentations will form part of the annual conference of the Human Development and Capability Association where both Amartya Sen and Martha Nussbaum will be present.

**Caroline Hart** is coordinator of the Politics, Development and Democratic Education Course

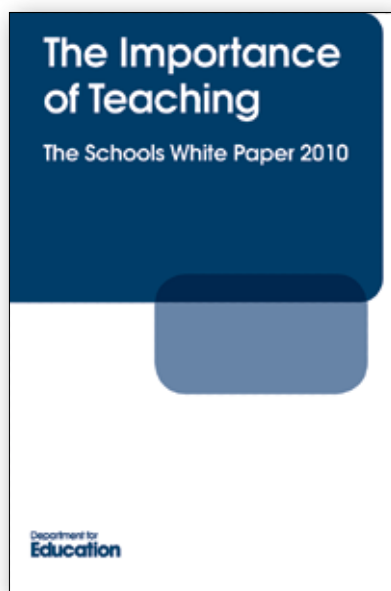
Further details can be found by visiting [www.capabilityapproach.org](http://www.capabilityapproach.org)

# Pedagogy and Teacher Education

## Formulating an Agenda for the Future

*The Cambridge Symposium on Pedagogy and Teacher Education* which took place over the 24–25 March brought together a number of leading educational scholars from across the UK and internationally to examine the current situation and possible future directions for school pedagogy and teacher education in local and international contexts. The symposium offered a forum for discussion and open exploration of views, in which participants debated the future of teacher education and pedagogy, and explored how the government might best maintain a world-class teacher education system in the UK.

The opening session featured talks from Professor **Andrew Pollard**, Director of ESCalate (the Education Subject Centre of the UK's Higher Education Academy at the University of Bristol) and the University of London Institute of Education, and Professor **Robin Alexander**, Director of the Cambridge Primary Review. In their talks, Andrew and Robin highlighted the key link between pedagogy, professionalism and government policy. There is an opportunity for a renewed focus on pedagogy and professionalism created by the current Secretary of State's repeated emphasis on teachers' freedom and professionalism.



**Trainee science teachers with school students**

Following on from this UK-focused session, **Pam Grossman**, Nomellini Olivier Professor of Education, Stanford University, and **Lily Orland-Barak**, Head of Department of Learning, Curriculum and Teacher Education, University of Haifa, delivered talks which brought forward ideas and experiences in teacher education internationally. Pam's session looked cross-professionally at the lessons that could be learned from the professional education of the clergy, teachers and clinical psychologists and the concepts of representation, decomposition and approximations of practice. This linked with Lily's focus on the intersection between two interrelated discourses of practice: professionalism and professional learning.

The first of the keynote lectures in the final session on the first day was delivered by **Phil Scott**, Professor of Science Education, University of Leeds. He was followed by **Paul Cobb**, Peabody Chair in Teaching and Learning, Vanderbilt University. Their talks focused on the learning of content knowledge and the scaling-up of effective research-based interventions in science and mathematics respectively. Phil Scott queried the lack of a disciplinary dimension in much pedagogical discourse, suggesting that consideration of issues relating to the place of subject knowledge and dialogic interaction in teaching, and

teacher professional development offers a practical and potentially fruitful approach to expanding current interpretations of pedagogy. Paul Cobb's talk focused on the importance of improvements in scale, and the need for grounded approaches and theories which promote actions designed to guarantee large-scale impact.

The second day of the conference focused on the current UK policy environment and on professional preparation at Cambridge. The final two keynote lectures were delivered by **Andy Hobson**, Associate Professor in the Centre for Research in Schools and Communities, University of Nottingham, and **Jean Murray**, Professor of Education, University of East London. Andy's talk disputed part of the claim of the current government about the importance of in-school training. He argued that the initial preparation and continuing professional development of teachers must facilitate their access to out-of-school as well as school-based sources of support and on-the-job training. This lecture was complemented by Jean's analysis of the impact of a range of government policies on teacher education and its implications for providers.

Following the keynotes, a team of Early Years and Primary, and Secondary PGCE colleagues at Cambridge provided an outline of the Faculty of Education's unique school-partnership-based model of initial teacher preparation. The



# Tim Everton (1951–2011)

Tim Everton became the first Dean of Educational Studies in the Faculty of Education in August 2001, following the convergence between the School of Education and the research and teaching activities of Homerton College. He succeeded Donald McIntyre as Head of the new Faculty, and led it with distinction and vision through its formative years. Tim was a strategic thinker and a superb manager, who commanded respect throughout the University for his energy and his ability to take tough decisions with grace and care. In October 2006, he resigned to pursue a new career in pub management, a dream he had nurtured from his student days onwards.

Born on 28 March 1951, Tim attended Queen Mary's Grammar, Walsall, winning an Open Exhibition in Mathematics at Keble College, Oxford in 1970. After a brief period as a Research Assistant, he took up mathematics teaching posts, first in Walsall and then in Shrewsbury. Following a masters degree at the University of Keele, Tim began a career in teacher education at the New University of Ulster, subsequently moving to the Leicester School of Education in 1983. Here Tim revitalised the Mathematics Education programme, and as Head of the University's large PGCE course, he played a central role in developing the highly innovative Leicester Partnership Scheme, which saw the university tutor share the teaching and its evaluation with the student and the school mentor, thereby connecting this activity with the lifelong professional development of teachers and the process of school improvement.

Tim played rugby for the local Aylestone club until the age of 40, took part in the fiercely contested University inter-departmental cricket cup, where his contribution was largely motivational, and gained an encyclopaedic knowledge of the local hostleries in the city. In 1992 he was appointed as Deputy Principal of Homerton College, Cambridge, becoming a founding Fellow of the

reconstituted College in 2001 and Emeritus Fellow in 2007. Together with Kate Pretty, the new Homerton Principal, he worked dynamically to establish the College as the leading national provider of teacher education, with outstanding Ofsted grades, and as an outstanding centre of educational research.

In 2001, all teacher education provision in Cambridge was merged in a new Faculty of Education, and Tim was a natural successor to Donald McIntyre as Head of Faculty. Bringing together different groups of staff, with different priorities, interests, eccentricities and talents, was no easy task but Tim addressed the task with enthusiasm and sensitivity, displaying an inner toughness and resilience which made him slow to anger. His natural authority and presence, his quick grasp of complex and multi-faceted issues, made him popular with students and colleagues alike, and in 2005, he led the move of the Faculty into splendid new buildings on the Hills Road site. Throughout his time as Head of Faculty, Tim worked assiduously to establish the reputation of the Faculty within the wider University, and proved to be a shrewd, dedicated and inspirational advocate for Education.

Tim's contribution to teacher education was widely acknowledged beyond the

three different institutions in which he worked for over 25 years. He was Treasurer and member of the Executive Committee of UCET for a time and sat on national working parties and focus groups. His family life was a great source of strength when coping with difficult times at work. He met his wife, Val, when they were sixth-formers and perhaps this experience led him to be very protective of his three daughters when they reached a similar age; indeed, on the occasion of one of their birthday parties, he donned his dinner jacket and insisted on acting as a bouncer at his own front door to ward off undesirable suitors.

Tim was an enormous presence in Cambridge teacher education for over 15 years; he continued as an education researcher, despite his heavy administrative loads, on projects linked to developing the expertise of beginning teachers and exploring teachers' status. Tim was a calm, reflective presence; his love of real ales and red wine, his commitment to *real* rugby where forwards dominate and backs rarely see the ball, his commitment to his colleagues and his students, all combined to make him an enormously engaging and human educationalist.

**Mike Younger** March 2011



**Tim Everton (back row left) at the opening of the new Faculty building**

# Rex Walford (1934–2011)

OBE BSc (Econ) BD MA MA PhD PGCE FRGS

Rex Walford, who died tragically in the recent boating accident on the Thames, was a man who took enjoyment of life seriously; whether teaching or learning, whether in church or on the stage, whether at Fenner's or presenting workshops about musical theatre, he displayed a sheer passion for living which was infectious and exhausting for those around him.

Rex was University Lecturer in Geography and Education at Cambridge from 1973 until 1999, and served as Head of the then University Department of Education in the early 1990s. He became a Fellow of Wolfson College in 1988 and an Emeritus Fellow in 1999. Rex ran the postgraduate (PGCE) teacher education course for geographers for 25 years, providing the country with a constant stream of young enthusiastic geography teachers, and the University with a regular supply of wicket-keepers, opening batsmen and Footlights performers. Indeed, it was often remarked that the PGCE Geography timetable was constructed with an eye on the Wisden fixture list and the demands of play rehearsals!

Rex has been a leading international name in geographical education over the last three decades, contributing to the transformation of the teaching of geography in secondary schools throughout the United Kingdom. Many of his former students became teacher educators themselves, and the high quality of geography teaching in many secondary schools today owes much to Rex. He was a very effective and very enthusiastic advocate of geography and a key bridge between geography in universities and in schools, working with a missionary zeal to convince people that geography is not only important but also fun. An early advocate of the use of games and simulations in geography, he used his love of drama, music and the arts to inspire and motivate teachers and taught alike. Rex was a man of seemingly endless energy and extraordinary humanity. His contributions to the world

of geography, through Geographical Association Committees, the Charney Manor conferences, the GA Worldwide Quiz, his work as President of the Geographical Association (1983 – 1984), and his enlightened role on the National Curriculum Geography Committee, were boundless and immense.

At Cambridge, Rex started the transformation of the teacher education course by the introduction of 'Situation and Themes', a course set in the fictional Coldstream secondary school, which introduced students to education theory and practice through role play, analysis of classroom situations presented on video and problem-solving of real school situations. Such a practice-based approach, based on active participation and simulation, was innovative and revolutionary at the time, a landmark innovation in teaching education students, which alerted successive cohorts of students to the relevance and application of educational theory. Whether in the seminar room or a primary classroom, Rex was a talented and innovative teacher, inspirational and energetic, with the most extraordinary use of humour to engage, stimulate and challenge. That he was beloved by his students is beyond doubt, but he also offered much kindness and generosity to his colleagues, as well as his ideas and resources.

Retirement to Rex was fictional. A PhD linking his interests in religion and space and place, focused on the role of the Christian churches in suburban London in relation to the poor, and was only started in retirement when he had the time really to enjoy it. Alongside his academic career, Rex had a great love of the theatre, and was very actively involved, along with his wife Wendy, in amateur drama groups, largely as a writer, producer and musical director, producing performances of a high standard. A Dorothy L Sayers fan, Rex wrote a 'one woman' play about her life, which he took to the Edinburgh Fringe Festival in 1985 with the Head



of Department's secretary, Miriam Rundle, as Dorothy. He also produced a theatre performance of her radio play 'The Man Born to be King' as well as a dramatisation of 'Murder must Advertise'. Since retirement, Rex expanded his life-time interest in theatre as a co-founder of Cameo Theatre Company, and at his death was a Council member of the Guild of Drama Adjudicators and Chair of the Cambridge Drama Festival. He regularly worked with soprano Gabrielle Bell in presenting programmes and workshops about musical theatre, and frequently led courses for the University Institute of Continuing Education on music, theatre and film. In all of these activities, and in his steadfast Christian faith, Wendy stood beside him and with him, encouraging, supporting, challenging, in a wonderfully reciprocal relationship.

Rex's strong Christian faith pervaded all his work, and sustained his belief that all children should be offered the opportunity to succeed, whatever their background and circumstances. A truly brilliant teacher, Rex will be missed by so many colleagues, friends and teachers, across the world, for his intellect and knowledge, his understanding of geographical and educational issues, his dynamism and his warmth.

**Mike Younger and Joan Whitehead**  
January 2011

# PEOPLE

## Mike Younger

It's been a long journey, over 40 years, and one I would probably have been unable to make in the emerging higher education fee regime of the twenty-first century. The first from my family to enter university, I have been eternally grateful to those teachers in a small Suffolk boys' grammar school in the mid-60s who inspired me, challenged me and virtually *told* me to go to University. Less than a decade later, a social science degree at Leicester, a PGCE at Keswick Hall at Norwich, a few highly enjoyable years teaching geography (and – believe it or not – coaching football), and I arrived at Homerton College on a temporary contract to lecture in geography. Thirty-eight years later, I am still here, having been College Admissions Tutor through the 80s, Director of PGCE courses through the 90s, and – following the convergence of the research and teaching interests of the College with the University School of Education in 2001 – Dean of Teaching and subsequently Head of Faculty.

It is difficult, of course, to pick out highlights from four decades' work in one place, but looking back, my career and work have been influenced by some remarkable people: **Alison Shrubsole**, Principal of Homerton, when I was first appointed, who cared deeply for her staff and whose leadership was forward looking and challenging; **Kate Pretty**, one of her successors, who instilled self-belief and demanded excellence; **Jean Rudduck** and **John Gray**, who asked uncomfortable questions about the teaching-research synergy at Homerton and offered collaborative support and encouragement for those of us who needed to do better; and inevitably, **Donald McIntyre**, who offered vision, energy and the belief that one education institution in the University was far better than three. But over the years, too, I have been so enriched by the colleagues here with whom I

have worked: initially in the geography department within Homerton, more recently with the whole Faculty, and most recently as Head of Faculty, where I have learnt so much from all colleagues, whatever their role, and been supported so richly by the Senior Management Team (in its various guises!).

Ensuring that our teacher education courses have been excellent in all respects has given me a continuing sense of mission. It has been so rewarding to contribute to the development of outstanding partnership courses at secondary, primary and KS2/3 levels, to work with colleagues and teachers throughout East Anglia and beyond, and to establish courses which consistently gain brilliant Ofsted grades without compromising our vision that teacher education is a holistic process that prepares new teachers for the future as well as the present. It was so affirming to read the most recent Ofsted report, to see the outstanding nature of colleagues' work recognised so forcefully, and to witness the progression of successful PGCE students to masters courses.

My research on gender, rooted initially in work on boys' apparent 'under-achievement' with partnership schools in the mid-90s, has offered me intellectual stimulation, the challenge of integrating



theoretical and practice-based approaches, and has brought me into an international sphere, which has been fulfilling, demanding and richly satisfying. If I have made any real contribution here, though, it has been due to the probing and support of colleagues, and especially to Molly Warrington, with whom I have worked closely in so many places for so many years: following Jean and John, Molly has asked uncomfortable questions, not been prepared to accept the recuperative masculinity agenda, brought feminist thinking across my horizon, and demanded we explore strategies which are inclusive and meet the needs of invisible girls and 'other' boys.

Finally, my ongoing work as Director of the Centre for Commonwealth Education has given me the opportunity to work with colleagues from so many diverse backgrounds, particularly in Africa and the Caribbean, but also in the Faculty itself (and I am so grateful to colleagues in the CCE who have offered me such support, commitment and encouragement). This work has brought me back to what attracted me, 40 years ago, to the social sciences and to human geography: the desire not merely to study the world but to help in some small way to change it, to challenge injustices and inequalities, and to make schooling and education liberating and worthwhile for children.

I am fond of rhetoric, as colleagues know, so it seems entirely appropriate to conclude with words from TS Eliot's *Little Gidding*:

*We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time.*

To so many colleagues who have helped me in my exploration over so many years, thank you.

**Mike Younger** is Director of the Centre for Commonwealth Education

## Michelle Ellefson

My new interdisciplinary project, Young Children's Reasoning about Everyday Chemistry combines cognitive psychology paradigms with education and chemistry approaches and aims to explore children's knowledge of how substances mix prior to systematic chemistry instruction. More specifically, the project, which I am leading alongside **Dr Anne Schlottmann** (University College London) and **Dr Keith Taber** aims to study children's earliest understandings of chemistry, with experiments on how 4- to 11-year-olds understand what happens when substances / materials mix. When a solid is mixed with a liquid, it might dissolve, forming a solution, with the solid disappearing in the liquid, or it might be suspended in the liquid, with particles diffused throughout, or it may do nothing, just floating/sinking, or the two might be involved in a chemical reaction, forming new substance(s). The outcome depends on the various chemical properties of the different substances, including substance-kind (roughly, different molecular structure and bonding within molecules) and form (roughly, depending on bonding between molecules).

We focus on mixing, because it is one of the earliest chemistry concepts children are deemed capable of grasping. Very little work – either in cognition or education – concerns such young children. Most existing studies of chemical understanding used interviews, suggesting little or no conception of the particulate nature of matter, with primary school students attending to macroscopic properties of substances instead (i.e., what they can see). Briefly, by particulate nature of matter we mean



Children seeing reactions that occur when they mix everyday substances

the idea that substances are made up of invisible, sub-microscopic particles, with molecules being the smallest particles of most substances. Some knowledge of the particulate nature of matter is necessary to understand substances and how they interact with each other. Therefore investigating the emergence of this level of understanding is important for effective science teaching.

Children's chemistry understanding is usually studied in a qualitative manner, leading to an impression of fairly late emerging knowledge. Instead, this project will use quantitative and largely non-verbal cognitive psychology methods because of their effectiveness in uncovering early understanding in other areas. For example, research from intuitive psychology and biology indicates that limits on children's explanations reflect limitations of their vocabulary, not limits to their understanding. We know this because more sensitive, less verbal, experimental psychology paradigms unearthed substantially earlier understanding from pre-school age. We

focus on everyday materials rather than strictly chemical substances (sand, stone, wood, plastic, metal, spices, flour, vitamins, sugars, salts, baking soda/powder, instant coffee, cocoa, soap, dye etc.), because children may reason better about familiar content (and also for reasons of safety).

The aim is to learn about children's natural approach to chemical phenomena before instruction. The value of our approach is threefold. First, we focus on children younger than those typically studied. Second, this is possible because of sensitive experimental paradigms. Third, our interdisciplinary approach involving researchers in cognitive psychology, education and chemistry will allow us to apply insights from the behavioural sciences to a technically distant topic. Hopefully, the results of this project will shed light on how very early chemical understanding relates to understanding in other domains, with implications for science and chemistry education.

**Michelle Ellefson** is Lecturer in Psychology and Education

# STAFF PROFILES

## Fay Turner



After working as a primary school teacher in Cambridgeshire for nearly 20 years, **Fay** came to Homerton College in 1998 to contribute to the Primary PGCE. She began by teaching curriculum mathematics and professional studies as well as supervising trainees in school. Before long, she became coordinator of the professional studies programme and then one of the managers of the Early Years and Primary PGCE. Fay moved to managing the Graduate Teacher

Programme (GTP), which at that time was part of the Faculty's ITE provision and entailed working with secondary as well as primary schools and teachers. Most recently, Fay has taken on the role of manager of the Continuing Postgraduate Professional Development (CPPD) programme.

Each of the steps in her Homerton/ Faculty career has involved steep learning curves but also the rewarding opportunity to work with, and learn from, new colleagues. At present, in addition to her role as manager of CPPD, she coordinates and contributes to the mathematics teaching on the early Years and Primary PGCE, contributes to teaching of the Mathematics MPhil and supervises students from the CPPD, Primary MEd and Psychology masters programmes. The teaching of curriculum mathematics has been a constant in Fay's

ever-changing roles and this, as well as the professional development of teachers more generally, is at the centre of her teaching and research interest.

The focus of Fay's PhD thesis, which she completed in 2010, was developing the mathematics content knowledge of primary school teachers. Through completing the PhD and with the support of her supervisor, **Tim Rowland**, she has enjoyed becoming involved in the mathematics education community and has presented her work at a number of national, European and international conferences. In addition to the publication of papers from her research, Fay has co-authored a book for new teachers of primary mathematics and mathematics tutors. She has also co-authored a chapter in a handbook concerned with the mathematics content knowledge needed for teaching.

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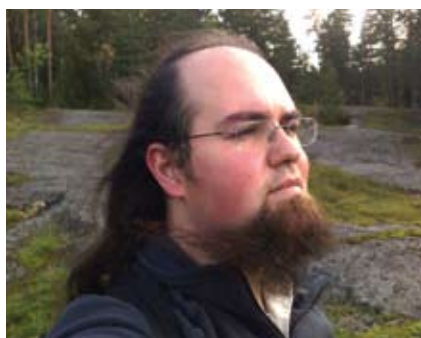
## Peter Miles

**Peter** is one of those members of staff often seen running around the site, but whose role many people are unaware of. As a member of the Audio Visual Support service, he is one of three technicians who support teaching and research within the Faculty. He is also the Drama Technician, with his specialist knowledge and skills in the world of theatre helping to underpin undergraduate and secondary PGCE Drama.

Having studied contemporary popular music at college, Peter started his role as AV technician with Homerton College on a temporary basis in 2001. After ten months learning the ropes, Peter took up the position of Drama Technician and joined the Faculty of Education. It was from that point, with his passion for learning, musicality and willingness to push himself, that his steep curve of acquiring skills really

began, culminating in him being able to operate and coordinate all aspects of theatre craft, from lighting, sound and set-building to front-of-house and stage management. Now, it is during the practical examinations that he is at his busiest, catering for all requests from the multiple shows.

Peter has worked on a number of external productions, including a Japanese version of Hamlet at Queen's



College, a touring production of 'Clare's Walk', written by former drama lecturer Steve Waters, and last April a production of, and conference on, 'Hamlet' with the British Shakespeare Association at Kronborg Castle in Denmark.

Outside the realm of theatre, Peter is an active charity volunteer, having been a member of St John Ambulance for over four years, assisting at many events that take place around the county. His most recent project is his involvement in a charity expedition for the special care baby charity, Bliss, in the Lake District this May, and he will also be participating in The Big Life Ride in August. On a more personal level, when he's not busy with work or charity, Peter has a passion for nature and the great outdoors, and in his rare spare moments likes nothing more than relaxing in his caravan with the windows wide open and a good book.

## NEWS BITES

The recent Ofsted inspection of its Early Years / Primary and Secondary PGCE initial teacher education / training (ITET) provision, concluded that the course was outstanding on every one of 22 inspection criteria, and uniquely, offered no recommendations for consideration or further action.

In May **Professor Robin Alexander** gave the keynote lecture at a major conference in Dublin attended by leading Irish educationalists and addressed by the President of Ireland.

In June **David Whitebread** and **Neil Mercer** hosted the **British Journal of Educational Psychology, Psychological Aspects of Education Current Trends Conference 2011** in the Faculty of Education. David is giving the opening talk on *The Characteristics, Identification and Assessment of Self-Regulation in Young Children*.

In April **Madeleine Arnot** gave the annual **John Dewey Lecture** on *Gender Democracy and Education in a Neo-Liberal Age: Individualisation, Secularisation, and a Global Collective Conscience* at the American Educational Research Association Conference.

**Maurice Galton** is speaking on *Why Can't Teachers Change the Way They Teach?* as part of the Distinguished Public Lecture Series being held by the University of Hong Kong to celebrate its first 100 years.

**Christine Howe** gave an invited talk at a conference on the National Curriculum reforms that was organised by SCORE, which aims to improve science education in UK schools and colleges. Christine's remit was to take a psychological perspective on science curriculum reform.

The **Education Tripos** has once again been acknowledged as the best undergraduate degree in Education in both the Guardian and Complete University Guides.

The National Union of Teachers, at their 2011 Annual Conference, presented **Professor Robin Alexander** with the Fred and Anne Jarvis Award for Campaigning for Education, with particular reference to the **Cambridge Primary Review**.

The **NRICH Project** (<http://nrich.maths.org>) continues to go from strength to strength. The website is currently attracting around 3 million visits, and 18 million page views, per year. The majority of NRICH users (around 60%) are in the UK, but the website also attracts a significant international audience.

**Christine Counsell** gave keynote addresses in December at the International Patterns of Research in Social Science Didactics Conference at the University of Karlstad, Sweden; and in March at the Lebanese Association of Educational Studies Conference, Beirut.

## AWARDS

**Michelle Ellefson** has received a three-year grant from the **Leverhulme Trust** to explore young people's reasoning about everyday chemistry. She had earlier gained a conference grant from the **British Academy** to present two papers at the Biennial Meeting of the Society for Research in Child Development in Montreal, Quebec, Canada.

**Dominic Wyse** has been awarded the contract to evaluate the national roll-out of London's **National Gallery Picture in Focus** initiative.

There have been two recent winners of **Newton Trust Small Grants**: **Mark Winterbottom** is considering *Darwin's Correspondence: Using Social Networking to Role-Play in the Science Classroom* and **Ruth Kershner** and **Linda Hargreaves** are continuing their study of *Children's Awareness of Learning and Knowledge*.

**Mihika Shah's** PhD research has been awarded the United Kingdom Literacy Association prize for the best PhD. She was supervised by **Dr Dominic Wyse**.

## PUBLICATIONS

**Diane Reay**, Gill Crozier and David James, *White Middle Class Identities and Urban Schooling* (Palgrave Macmillan)

**Morag Styles** and Martin Salisbury, *Children's Picturebooks: the Art of Visual Storytelling* (Lawrence King)

Tony Townsend and **John MacBeath** (Eds) *International Handbook on Leadership for Learning* (Springer) featuring **David Frost** and **Sue Swaffield**

**Tim Rowland** and **Kenneth Ruthven** (Eds) *Mathematical Knowledge in Teaching* (Springer) featuring **Paul Andrews**, **Dolores Corcoran**, **Marilena Petrou**, **Andreas Stylianides** and **Fay Turner**

**Dominic Wyse** (Ed.) (in-press). *Literacy Teaching and Education*: SAGE Library of Educational Thought and Practice (London: Sage)

**Emma Charlton**, **Dominic Wyse**, **Gabrielle Cliff-Hodges**, **Maria Nikolajeva**, **Pam Pointon** and **Liz Taylor**, Place-Related Identities through Texts: From Interdisciplinary Theory to Research Agenda. *British Journal of Educational Studies*, 59(1), 63–74

**John Finney**, *Music Education in England, 1950–2010* (Ashgate)

**Christine Counsell**, Disciplinary Knowledge for All, the Secondary History Curriculum and History Teachers' Achievement *The Curriculum Journal (Special Edition)*

# VIEWPOINT

## Mary James



My work, at the messy interface between research and policy, began when I was a contract researcher working on a national evaluation of records of achievement schemes in the 1980s and continued through work associated with the Assessment Reform Group in the 1990s and 2000s. It has been a particularly prominent feature of my work on the ESRC Teaching and Learning Research Programme. Through these experiences I have learned some important lessons about the need to: consider the needs of potential users from the very outset of research work; build in dialogue throughout the process of the work; be prepared to respond to rapidly changing policy agendas to stay relevant without losing criticality; take the time to translate research findings into forms that can be readily understood by lay people; think through and communicate ideas for practical implementation.

One of the biggest dilemmas is to decide when it is possible to be adaptable in the face of changing policy contexts, in order to achieve some degree of research impact, and when it is necessary to stick to some fundamental principles that risk leaving researchers out in the cold. This question has never been more challenging than in relation to the Expert Panel (EP) on the Review of the National Curriculum, which the Coalition Government asked me to join towards the end of 2010.

For years, I, and other colleagues on the EP, have argued that policy-makers should take note of evidence from research in framing policy. So, when asked to help with this review, it seemed that I should at least try to influence the outcome of the review for the benefit of education.

Before we were recruited, each member of the EP was called separately for a

conversation with the Minister for Schools. In preparation, I sent a letter setting out the grounds on which I stood. An edited version is reproduced below. I will hold myself to account on these points when my involvement is at an end.

**Mary James** is Associate Director of Research

*Dear Minister*

- *A chief task of the review should be to achieve a better balance of responsibilities between central government and schools.*
- *After more than two decades of NC development, and constant change, the Review must reflect on what has been learned and therefore what ought to be retained, what ought to go and what might be changed.*
- *Time and effort have been invested in various recent reviews pertaining to the curriculum. Their lessons should be considered.*
- *Most reviews agree that a framework for a National Curriculum is required, (although this should be a minimal entitlement and not a specification for a whole curriculum). There is also some agreement that it should identify essential content in terms of the big ideas, key processes, modes of discourse.*
- *However, there should be no attempt to recreate detailed attainment targets and statements of attainment that were intended as assessment criteria but have come to define the curriculum itself.*
- *How pupils are expected to progress through programmes of study should be considered in relation to what is known about cognitive development, physical maturation and social and emotional development, as well as the structure of subjects. Allowance needs to be made for different patterns and trajectories of development by different learners in different subjects.*
- *Curricula in other countries should be investigated but assumptions that they can be transported into the English context should be treated with caution.*
- *Beyond NC subjects, there should be an expectation that schools provide for personal, social and health education but these (and other areas which aim to provide a broad and balanced curriculum) should properly be seen as a focus for local decision-making.*
- *The NC framework should not prescribe how the content is taught, either in terms of curriculum organisation or in terms of pedagogy.*
- *In order to encourage innovation, an information service needs to be created, although this should be the responsibility of the profession, probably in partnership with universities.*
- *The NC will have implications for assessment, teacher education and professional development, school leadership, local governance and accountability, and educational research. These will need to be coherently aligned if curriculum entitlement is not to be undermined.*



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