We want to keep in touch with our alumni and so this newsletter has been produced in order to inform you about exciting new developments in the School and to feature updates about our students. We hope you will enjoy reading the newsletter and we would like to encourage you to pass it onto friends and colleagues in your own networks who may be interested in opportunities to come and study with us here at Sheffield. You know how much you enjoyed your time with us but don’t keep it to yourself, why not tell others about the Sheffield experience!
Welcome to the School of Education Alumni Newsletter 2012

This is our sixth annual Alumni Newsletter and I am delighted to write the Foreword to it. Indeed, I initiated the first Newsletter in 2006 when I was the Director of Teaching and Learning in the School and so it is dear to me. I very much enjoy reading about the achievements of our past students and I hope that you all like to keep in touch with us.

This year has been an incredibly busy and fruitful one for us. We launched our new programme, the BA Education, Culture and Childhood, in September and this has been highly successful. We look forward to this course going from strength to strength. We have also introduced a new suite of full-time masters programmes, including a Masters in Educational Studies and a Masters in Psychology and Education, and these are receiving many more applications than we anticipated. We look forward to welcoming students from around the world on to these courses next year. Our overseas work continues to be successful, with programmes in the Caribbean, Dublin, Malta and Singapore. However, this year will see our final intake to the EdD programme in the Caribbean. We have been involved in Caribbean programmes for over twenty years and have now reached a stage in our partnerships at which we feel it is right to change direction. So, over the next eight years we will see our final cohorts of students progress through our Caribbean programmes and we will ensure that at the end of that process, we will have a fitting celebration of a programme of work of which we are justifiably proud. The Caribbean Programme Director, Dr Jennifer Lavia, returned to Trinidad this year, but she will continue to maintain links with us and we are pleased to welcome Themesa Neckles as the new Caribbean Masters Programme Director. She will work with Professor Pat Sikes, the Caribbean Doctoral Programme Director over the years ahead to ensure that our Caribbean students receive the highest quality provision.

I would also like to take this opportunity to announce changes with regard to the Institute for Lifelong Learning (TILL). From September 2012, TILL will no longer be part of the School of Education or the Faculty of Social Sciences. It will be an independent academic department serving the University as a whole and better able to make connections across all Faculties. This is a much better place for TILL to be; it will raise TILL’s visibility within the University and enable TILL to work more closely with other departments, given that TILL’s programmes range across social sciences, science and engineering and arts and humanities. It will also enable TILL to be aligned closely to the University’s civic mission. TILL has been a part of the School of Education since 2001 and so this will not be straightforward on a personal level, as we shall miss working closely with our TILL colleagues. However, we are sure that there will be many opportunities for future collaborative work and we wish TILL every success for its future.

Finally, this is my last year as the Head of the School of Education. I have been very proud to lead such a dynamic and forward-looking School and to have worked with our fantastic staff and students over the past three years. Professor Cathy Nutbrown takes on this role in September 2012 and I know that she will lead us all on to further successes and achievements – so please do continue to watch this space!

Professor Jackie Marsh
Head of School
Our Alumni Share their Experiences

Rachel Birds (EdD, Graduated 2012)
I was driven to consider undertaking a doctoral programme by intellectual curiosity and a vague sense that 'it might be good for my career'. So I registered for the EdD in 2007 without really knowing what I was letting myself in for! I thought it would be hard work and that I would have to sacrifice weekends and evenings to study, and I realised that it would have to be a labour of love if I was going to stick it out. What I didn't realise at the time was just how much I would love it and what a life-enriching experience it would prove to be.

I successfully defended my thesis on 22nd March, subject to a couple of amendments, so I'm still a very new doctor at this stage. Although I have welcomed the chance to get my life back, I wonder how many other alumni feel, as I do, that the experience gave back so much more than it demanded? That's why I was absolutely delighted to be invited to deliver a session on the programme in February and share with others my passion for academic capitalism (or the critique thereof!)

The EdD has in fact given me numerous opportunities to broaden my horizons and challenge myself to go beyond my professional comfort zone. Participation in the programme bolstered my confidence and general skills development, such that I felt brave enough to write for publication (I've now had two papers accepted) and speak at academic conferences. Gareth Parry encouraged us to join the SRHE and this opened up new professional networks for me. As a result, I have been invited to speak at a conference in Australia this summer, which is really exciting.

However, the absolute highlight of the programme for me was the spirit of community which we all enjoyed. I have made contacts with staff, students and their families from around the world and spanning different cultures. Social media help us to stay in touch across time zones and whilst juggling our busy lives. I've made friends as well as professional contacts: last year I had a wonderful holiday visiting a fellow student in Vancouver.

I cannot claim to have done great and marvellous things as a result of the EdD but I certainly feel that the potential is there and I hope that you all feel the same way about your own experience.

Prof Renato Cesar Ferreira de Souza, (PGCE, graduate 2005)
I am Tutor in the course of Architecture of the Federal University of Brazil, a free university which is now changing and expanding massively, increasing its number of new courses and offering more positions to students.

Certainly this Brazilian situation was different from the standards of Higher Education in UK. But PCHE opened my mind to understand that the differences from teaching in Brazil do not necessarily mean recreating brand new methods. Quite the opposite, I got the means to adapt what I learnt in UK and pragmatically apply in my classes. The international standard of PCHE probably is achieved by considering not methods but focusing on the personal student processes of learning.

When I finished my PhD in The Sheffield University by the end of 2008, I returned to Brazil and in 2009 I occupied the post of Coordination of the first nocturnal course of Architecture, for a year, just to help to adapt the new format of modules and the pedagogical approach. In 2010 I published my first book, about my thesis at the University of Sheffield (Information Technology in Urban Places: A theoretical framework for the development of IT applied in the space, distributed by Amazon and others).

I integrated the Post-Graduation Team (NPGAU) of my school, tutoring some students aligned with my research. By this time, I founded a research team to create a data bank about Brazilian Industries which produce technology components. This research was founded by FAPEMIG, a County Agency to support research. Also in 2010 I published a chapter to the book Eco-Architecture III: Harmonisation between Architecture and Nature, published by Witpress (www.witpress.com/978-1-84564-430-7.html).

This year I won a scholarship for productivity in research, given by CNPQ (National Council for Research). This will help me to dedicate more to other projects. At the moment I am helping the pro-rectory of graduation as consultant to management of space in the new buildings, dedicated to theoretical classes and auditoriums. Finally, since I arrived in 2008, I was the architect in charge to refurbish the School of Arts, including a new administrative building. This project is still being built.

Dr Andre R. Hill
(EdD, graduate 2012)

Dr Andre R. Hill has been appointed as the new National Literacy Coordinator for Jamaica. He graduated with a Doctorate in Education, with a dissertation focus on boy’s achievement in schooled literacy in Jamaica in 2010 from the University of Sheffield.

As Regional Literacy Coordinator, Dr. Hill was responsible for managing all MOE Literacy initiatives in the Region, both at the Primary and Secondary levels of the education system, as well as supervising twelve Cluster-Based Literacy Specialists, who worked with critical schools across the region. During his tenure as Regional Literacy Coordinator for Region 4, Dr. Hill saw to the generation and implementation of several literacy initiatives and specialized documents for literacy, which are currently being used system wide.

After devoting service to the MOE’s national Literacy Strategy for over three years, Dr Hill then went on to serve as acting Principal of the Brimmer Vale High School, in Port Mary, St. Mary for a year.

In addition, Dr. Hill has worked as a part time Literacy lecturer at the Northern Caribbean University for two years and as a Research Methods lecturer in Education for three years at the International University of the Caribbean, where he engaged in training teachers at both the bachelors and masters levels.

Dr. Hill is a Trainer of Trainers for the Literacy 1-2-3 programme and represented the MOE as a country delegate at the Caribbean World Bank Regional Conference on Youth at Risk in 2009. He is also a member of the National Association of Teachers of English and is a member of the International Reading Association.

As National Literacy Coordinator Dr Hill is responsible for coordinating all literacy initiatives in Jamaica’s public education system at the primary, secondary and tertiary levels. He supervises a cadre of six Regional Literacy Coordinators, and twenty Literacy Support Specialists island-wide.

Dr Azian Abdullah, head of the ASEAN Regional Centre for Science and Mathematics in Penang Malaysia is to take up the post of Deputy Director of the Curriculum Development Division in the Malaysian Ministry of Education on 16th March 2012 (Azian is a former Doctoral student of Jon Scaife).

Hon Shawn Edward, one of our St Lucian Masters students has recently been elected to the new government there.
School of Education prizes

Post graduate prize – award winner Jill Smith (MA Ed Res)

Jill Smith received the School of Education Postgraduate Student Prize. Her dissertation, drawing on research from a wide variety of areas, social disability, childhood studies, multimodal methods and sensory ethnography, was deemed as being on the edge of ground-breaking methodology by the awarding panel.

Rutland prize winner Joanne Lamb (MA ECE)

The Rutland Prize for Early Childhood Education 2011 was awarded to Jo-Anne Lamb who graduated from the University of Sheffield with the MA in Early Childhood Education this year. Jo-Anne impressed the panel with her research into Forest schools which was deemed academically outstanding and she proved a worthy winner of the Rutland Prize.

St. Catherine’s High School and The University of Sheffield School of Education were proud to be able to host a Graduates’ Presentation Ceremony at the Westin Dragonara Resort on Saturday 21st January 2012. On this occasion, the first cohort of Maltese MA in Early Childhood Education graduates (following the Malta programme) celebrated their graduation with a memorable ceremony and a dinner with their families and friends.

The University of Sheffield’s Head of the School of Education, Professor Jackie Marsh, addressed the audience speaking of the high calibre of the Malta based students, whilst the Director of the MA ECE Malta Programme, Professor Cathy Nutbrown hailed the richness and diversity of the studies undertaken by students and their desire to understand children and their work with them in a deeper way.

All the 17 students were presented with memento certificates on the day, and a Special Westin Dragonara Resort Prize for Early Childhood Education was presented to Ms. Victoria Bugeja for her dissertation which explored aspects of childhood in post war Malta.

On receiving the award, Ms. Bugeja commented on the fact that she felt that she was “still living the dream” and the award gave more meaning to her research and she was grateful to Dr. Page, her supervisor, and Professor Nutbrown, the Director of the Malta programmes, who opened the door for her to try such innovative research.

A special Westin Dragonara Resort Prize for Early Childhood Education was presented to Ms. Victoria Bugeja. In her dissertation, Victoria used innovative research to explore aspects of childhood in post war Malta.
Becci Glanville (BA Education, Culture and Childhood)

Tell us a bit about yourself ...
Hi I’m Becci, I’m 20 years old and just finishing my first year at University of Sheffield! I consider myself to be a chatty, confident person and I love making new friends and meeting people.

Where are you from?
I’m from a little village in Hampshire, just outside of Portsmouth, South England.

What course are you studying?
I’m studying BA (Hons) Education, Culture & Childhood. It’s the first undergraduate degree offered by the SOE at University of Sheffield, so I am very excited to be involved in this brand-new and exciting course. The degree programme is very rich and diverse, spanning many different areas from education policy, through to constructions of childhood in this new digital age. It also includes work placement opportunities and projects.

Why did you decide to take this course?
I had a year out between finishing A-levels and studying at university, during which I gained work experience in an infant school. It wasn’t a planned gap year, as initially I had hoped to study English Literature at university, but I didn’t achieve the required A-level grades. I therefore decided to re-sit some exams and spend another year at home. I also started work as a Lunchtime Supervisor at a local infant school. This experience changed my life, as I realised that working with children was something I really enjoyed. Going to work never felt like a hassle or a chore, and I loved being in school so much I volunteered in the classrooms as well, before or after my lunchtime shift. This made me realise that I wanted to work with children in the future, and so reached the decision to reapply for a more relevant degree.

I immediately started researching the different degrees available, and was so excited at the prospect of spending time studying concepts I find so interesting. The reasons I chose the course offered by the University of Sheffield are due to the broad nature of the degree programme; not focusing solely on any particular aspect of education or age range. This means that not only are my options for future careers left open, but also means that I will gain a varied knowledge and understanding.

Is the course what you expected?
Yes, I was really looking forward to starting the course, and it hasn’t disappointed! The only aspect that did surprise me was the style of the lectures. It was a relief to come to university and have interactive lectures with group discussions and input, not sitting in silence passively absorbing information in large lecture theatres.

What are you enjoying most about the course?
It’s hard to pinpoint one aspect which I am enjoying most, as I have loved my time at Sheffield so far. The lectures are all very interesting, but in particular I have enjoyed the module ‘Social and Historical Constructions of Childhood’. It’s lovely to be able to relate past memories of my own childhood to grander concepts and scholars’ research. Spanning ‘childhood’ across times, countries and ages, it has been a very rich and diverse module. It was especially interesting when we discussed artifacts we remembered from our own childhood, and reminisced about our favourite teddies!

I’m also really looking forward to starting work placements next year. It’s going to be great to have the opportunity to gain valuable experience and relate to my degree.

Have you found the dept supportive?
I have been overwhelmed by the amount of support I have received from the staff at the SOE. Lecturers are always happy to discuss assignments and other worries at any time, not just in their open office hours, and I have had prompt responses to emails even at evenings and weekends. All my work has been returned within a reasonable timescale with helpful and constructive feedback. Also, the department are very supportive on a personal level. Darren Webb (Course Director) organised a special meeting with each of us at the start of the second semester to ensure that we were all coping with the workload and that we had settled well. I feel very much a part of the department, and know that if I have a worry about anything, I can run straight to the SOE and will receive help and advice!
What is it like studying in a relatively small cohort (28 students on the course)?

It’s been so comforting to have a small cohort, as we are all very close despite only having 7 contact hours a week. Within the group, it is only natural for people to segment into smaller friendships, but I feel we are far less cliquey than some other degree programmes. It’s lovely to be able to walk in to a lecture and sit with anyone, and immediately be able to get on well. Also, it means that our lecturers know us all personally, and during lectures we can easily carry out group work and have discussions. We can put our points forward and debate without fear of judgement, because we are all friends.

You have started the Education Society at the SOE, what are your aims and objectives with the group?

In September, all our flatmates were signing up to societies, including departmental ones. This meant that they could bond with people from their course at organised socials and events, whereas we didn’t have this opportunity due to being a new undergraduate course. Therefore, I started the Education Society to try and help bring us together as course mates, and further identify as education students. It’s important to note however that it is open to all students from all degree programmes, so anyone interested in working in education can join. We aim to create a welcoming and inclusive network of like-minded people, and organise events to help people socialise, especially if they are shy and find it difficult to make friends. Furthermore, we organise relevant volunteering opportunities, for example we recently held a session about the Olympics at a local brownie group. We also want to organise guest speakers that could benefit our members, for example a talk from an education psychologist about what the job entails. Other ideas for the current academic year include raising money for children’s charities and collaborating with other departmental societies to cater for overlap between subjects such as psychology and human communications.

What do you hope to do after you graduate?

At the moment I ultimately hope to work with children with special behavioural needs, either in a conventional school or in a special setting. I am planning to train as a teacher first, then, after gaining some experience, continue with further postgraduate studies in behavioural psychology. I hope then to be qualified enough to fully commit to a career in this sector, but I am unsure yet what specific role I would like to have or which age range I would like to work with.

Abi Hacket (PhD Student)

After ten years working in museum learning, I came to the School of Education in Sept 2010 to study full time for a PhD. With a background in archaeology and museums, choosing the School of Education meant moving from Arts and Humanities into Social Sciences. The focus of my research is the informal learning that takes place for preschool children with their families in museums. Coming from the museum sector into the School of Education has been brilliant for helping me to think in new fresh ways about learning in the cultural sector. My supportive supervisor Dr Kate Pahl, colleagues in the department and the literature I am working with take learning of young children rather than museums themselves as a starting point; I feel the research I am producing will be enriched and quite different from my earlier perspective working within a museum studies department.

My research is ethnographic, and so my fieldwork involved many months of making visits with families and their two year old children to museums. It was brilliant to be able to spend so much time in the field, and I understand doing a PhD is one of the few times I am likely to have the luxury of so much time to collect data! Now I am writing up my research, but still maintaining close contact with the families who participated in the fieldwork, as I want them to have a sense of ownership and a say in the final findings.

Being involved in networks across the School of Education and further afield in the university has been invaluable to my research. I am a member of the Centre for the Study of Literacies (CSL), which has further enhanced my thinking about the role of literacies and communicative practices in the experiences of young children in the museum. I have also found the Centre for the Study of Childhood and Youth (CSCY) a great network to be involved in, as it brings researchers interested in childhood together from across all university faculties. There is lots going on in the School of Education, and many opportunities to get involved; as well as helping to organise the CSL conference, and postgraduate events for the CSCY, I have been successful in securing some funding through the University of Sheffield Enterprise fund to organise a series of seminars looking at the potentials of collaborative ethnography for public engagement.
My future plans are to continue writing my thesis, and hopefully finish my PhD on time! Beyond that, I hope to continue doing research, particularly in the field of early childhood. I would love to look at the experiences of young children and their families in other community and non-formal learning settings, and to continue in academia. Doing a PhD seems to me to be a huge privilege, to have time set aside within your career to read, think, develop your thoughts and decide what your view of the world is. Being at the School of Education has certainly changed my perspectives on the world, and my future career plans.

Research Centres
The activities of our Research Centres has continued to be very productive and we have had another successful year fostering the sharing of ideas, and collaborative and interdisciplinary initiatives. We outline some of our achievements this year:

Centre for the Study of Children, Families and Learning Communities

Children, Young People and Research
More than 100 children, young people and adults from across South Yorkshire came to the University of Sheffield on Tuesday 1st November to explore how educational research relates to young people’s everyday lives.

Organised as part of the ESRC Festival of Social Sciences, the event brought together children and young people, teachers, researchers, parents, policy-makers and many others.

Researchers from the School of Education and young research participants presented a range of educational research projects covering diverse and fascinating subjects including playground games and rhymes, emotions in education and learning in museums.

Participants of all ages also called upon their artistic talents to create an installation, constructed from old boxes, as they reflected on the presentations they had heard. Everyone drew or wrote their views on certain aspects of research involving children and young people on as many boxes as they liked, and added it to the structure to represent the research process. The installation was exhibited throughout the week of the Festival.

Nutbrown Review on early education and childcare qualifications
Professor Cathy Nutbrown has now published her final independent report – Foundations for Quality – on early education and childcare qualifications.

Professor Cathy Nutbrown was commissioned by Government to lead an independent review to consider how best to strengthen qualifications and career pathways in the foundation years.

Professor Nutbrown has set out 19 recommendations in her review to improve the quality of the early years sector and ensure all young children receive a high standard of care and education.

The review looked at qualifications and training – both for young people who are new to the early education and childcare sector, and for those already employed there. It also considered how to promote progression through an early years career and into leadership roles.

A large-scale public consultation was conducted to gather evidence. The report of this call for evidence was released alongside an interim report in March 2012.

Government will now consider Professor Nutbrown’s report Foundations for Quality in detail, working with the sector and others, before responding later in the year.

The Foundations for Quality final report pdf and further information relating to the report can be found on the government website:
www.education.gov.uk/nutbrownreview
Professor Cathy Nutbrown, Director for Research at the Sheffield's School of Education, said: “Today was a wonderful celebration of the many research projects in the School of Education which involve children and young people. We are delighted to have the opportunity to welcome primary and secondary school pupils to the University to recognise their achievements with us.”

Attachment matters: International views of infant and toddler relationships in day care settings

In April the CFCFLC held a one seminar examining attachment issues. The debate about whether young babies should be cared for in nurseries has been ongoing for several decades. Within this, emerging evidence from the global interest in day care suggests that when babies and young children are securely attached to their primary caregiver they are better equipped to cope emotionally and socially. In keeping with this, there is growing recognition of the emotional dimension of nursery work, with calls for much greater levels of support for professionals in these roles. However, other studies challenge this apparent target of close adult-child relationships, claiming that an overemphasis on interactions with adults may inhibit the development of children's engagement with their peers.

In the wider context of Australian and UK social policies, the seminar presented aspects of ongoing research into the contexts and effects of attachment interactions in day care settings.

Dr Jools Page (University of Sheffield), Dr Peter Eifer (University of Roehampton), Dr Sheila Degotardi (Macquarie University, Sydney, Australia) and Dr Liz Brooker (Institute of Education, University of London) all took part in the seminar.

Knowledge Transfer Project

‘Developing an on-line data-base of expert witnesses’ was a Knowledge Transfer Project between Tom Billington, Mike Pidd (Arts and Humanities Digital Research Unit) and Merseyside Family Justice Council. It has recently received Ministry of Justice approval.

The REAL Project

The last year has seen an exciting new phase of the REAL Project (Raising Early Achievement in Literacy). Funded by the ESRC and led by Cathy Nutbrown, with assistance from Julia Bishop, this latest project has involved 21 practitioners from across England in a range of early years settings. The practitioners have worked with the ORIM Framework, developed as part of the original REAL project to support parents’ provision of Opportunities, Recognition, Interaction and Models for children across various strands of literacy. The practitioners’ varying uses of ORIM included home visiting by foundation teachers, walks and resources around environmental print done by childminders and by nursery staff and parents, images in the environment, parents’ ways of recognising children’s achievements in literacy, and supporting early learning through play for 2-year-olds. The practitioners’ stories are told in a series of posters available on the REALOnline website. Their ideas and resources are also being made available for the use of others via the website www.real-online.group.shef.ac.uk/

Other research events focusing on children and young people are planned for November, March and June. For details of upcoming events, please check the news pages on our website: www.shef.ac.uk/education/news
Centre for the Study of Higher Education

The Centre for the Study of Higher Education has just completed a one-year research study for the Department for Business, Innovation and Skills (BIS) on Understanding Higher Education in Further Education Colleges. The work was undertaken in collaboration with the Institute of Education University of London. A 200-page research report is due to be published by BIS in June with a launch event for government and other agencies in the same month. The findings of the research will inform policymaking and legislation on the role of college systems in higher education.

Centre for the Study of Literacies

SPARKS

SPARKS is an AHRC Connected Communities funded project on language and interaction in public parks. SPARKS: /Urban green-space as a focus for connecting communities and research/ funded by the AHRC Connected Communities programme which brings together anthropology, geography, linguistics, contemporary science and environment science to look at the role of public parks in language development. A Youtube video of the project is available here: http://youtu.be/7m27DmiBHFQ

Language as Talisman

Kate Pahl (Education), along with Richard Steadman-Jones (English), Jane Hodson (English) and David Hyatt (Education) have secured an AHRC Connected Communities Development grant on the subject of ‘Language as Talisman’. Their aim is to work with the youth service in Rotherham and two schools to look at the power of language as a source of resilience and to explore language in use from the point of view of young people, alongside a scholarly literature review, to be conducted by Research Assistant Hugh Escott. The community study is being conducted by Steve Pool, artist, with Family Literacy practitioner Deborah Bullivant. The team includes poet Andrew McMillan and artist Cassie Limb. So far they have had a tea party in the park, which has involved afternoon tea with scones, and poetry broadcast on loud speakers in the park, and a number of creative events in two schools, which will culminate in a dvd together with a book of poems. The project is being tweeted by Andrew McMillan and Kate Pahl on Hash language as Talisman. Watch this space!

Childhood and Play

Professor Jackie Marsh and Dr Julia Bishop have been successful in their bid to achieve British Academy Research Project status for their project ‘Childhoods and Play: An Archive’. This was a highly competitive process and the project was one of five out of 33 applications to be funded. The award is for 2012-2017. The principal aim of the project is to develop an infrastructure that will facilitate the conduct of research into the recent history of play and child cultures in the UK using the archival collection of Iona (1923–) and Peter Opie (1918–1982) relating to the play and traditions of children. This internationally significant collection contains information contributed by some 20,000 British children, as well as the Opies’ own observations and sound recordings. It is currently located at the Bodleian Libraries and The Folklore Society, with some of the sound recordings now available at the British Library Sound Archive. Drawing on academic, public, and professional participation, the project will surface this material via the creation of a free online resource that brings it together and makes it available for research across a wide range of disciplines. Source criticism by the project team will add value to the resource and allow informed use by scholars in a wide range of disciplines. This critical resource will, in turn, underpin research by the project team into the history of children’s play over the past sixty years, with particular reference to the impact of changes in media and commercial markets. The project builds on previous successful research on play conducted by Jackie and Julie and their collaborators, which can be found at the following websites:

www.sheffield.ac.uk/education/research/groups/csnl/relationmedia
www.facebook.com/MemoriesofChildhoodPlay
http://projects.beyondtext.ac.uk/playgroundgames/
www.bl.uk/playtimes
DeFT: Digital Futures in Teacher Education project

The "DeFT: Digital Futures in Teacher Education" project is part of a larger UK Open Educational Resources initiative, led jointly by the Joint Information Systems Committee and the Higher Education Academy on behalf of the Higher Education Funding Council for England. The aim of the project is to develop guidance on practice in teaching and learning in the school sector involving digital literacy. The key goal is raised status of teaching as well as increased level of digital literacies and enhanced (re)use of Open Educational Resources [OER] in the teaching workforce, where OER are materials freely available online which can be reused for teaching and learning. The project is a collaboration between Sheffield Hallam University and the University of Sheffield.

The team is working collaboratively with participating schools and PGCE tutors to develop an online-based open textbook “Digital Literacy for Open and Networked Learning”. The textbook will incorporate resources addressing the opportunities and challenges of embedding digital literacies within teacher education at all levels as well as a set of tools and resources for embedding open educational resources within the school sector. The project team at SHU (Project Lead Richard Pountney, Research Lead Guy Merchant and Project Manager Anna Gruszczynska) and the University of Sheffield team (Julia Davies and Jackie Marsh) are joined by project partners from local secondary and primary schools, together with representatives of creative digital industry in Sheffield, including Learning Connections, SmartAssess, Yorkshire and Humber Grid for Learning and Sheffield Children’s Festival.

For further information about the project http://deftoer3.wordpress.com/about/

Centre for the Study of Educational Development and Professional Lives

The Centre for the Study of Educational Development and Professional Lives hosted a high profile seminar series this year, supported by the Philosophy of Education Society of Great Britain. Monthly seminars have been very well attended. The seminar series was launched in October by Stephen Kemmis from Charles Sturt University, Australia who spoke about “On being “stirred” into practices: observations of learning to get on” and ended last week with a seminar entitled “Wanted, dead or alive: educationalists”, led by Gert Biesta, University of Stirling. Podcasts of key points presented by some of the speakers are available on the website: www.shef.ac.uk/education/research/groups/csedpl/csedplsemi

Everyone is welcome to attend the seminars. Do keep an eye on the website for next year’s programme.
Sheffield Institutions Collaborate to Lead Transformational Change

Over the past two years, we have been involved in the Leading Transformational Change project, which is funded by HEFCE. The aim of this project was to explore ways of strengthening collaboration and partnership between the University of Sheffield and Sheffield Hallam University to support the business strengths and aspirations of the Sheffield region. These new ways of collaborating reflect the distinctive profile, identity and heritage of the two institutions. The project was timely because of the significant changes that have taken place in educational policy over the last few years. The new landscape offers opportunities for different kinds of collaboration to enhance educational provision at all levels. The two Schools of Education at Sheffield Hallam University and the University of Sheffield are already involved in extensive partnerships with schools in relation to both initial teacher training and continuing professional development. As part of the Leading Transformational Change project, the Schools collaborated on a range of activities to support educational development in the City region. This included developing research briefs, which aim to provide a summary of key research on a range of educational topics. The titles of the research briefs are:

- Gender and reading
- What are the attributes and practices of motivational teachers?
- Successful strategies for enhancing the educational achievement of looked after children (LAC)

The research briefs can be downloaded at: [www.collaborationsheffield.co.uk/education.html](http://www.collaborationsheffield.co.uk/education.html)

We have also established the Regional Educational Expertise Forum (REEF) in which the two Schools of Education can engage with educational providers within the city region, in order to establish shared agendas and collaborative action of value to the city region.

Finally, also as part of the Leading Transformational Change project, we also undertook a project on ’Boys and Reading’. There has been a collaborative project done by the two universities focusing on boys and reading. The project made use of a ‘reading buddy’ system, whereby Year 7 boys (aged 11-12) from a local secondary school were teamed with Year 1 boys (aged 5-6) from within 3 of its feeder primary schools. The rationale for adopting this approach was largely to allow the Year 7 boys the opportunity to take the role of ‘expert’, as their participation and contribution to the project was highly-valued. As the Year 7 boys had recently completed their primary education, they were asked to reflect on their experiences in terms of reading education, and to advise the research team about ways in which they feel young boys can be encouraged to engage with reading today. They were also asked to reflect on the ways in which their home reading practices matched, or did not match, with their school reading practices and the implications of this on their own confidence as readers. Over the course of several sessions, each pair of boys was asked to participate in a number of activities, some of which were related to reading and some were not. They will also be asked to produce a short film to help teachers and parents understand what motivates them to read and what discourages them from wanting to read. The films included their suggestions for texts that other children may enjoy and for books that teachers and parents may want to read to children. The children all really enjoyed working together and teachers reported that both the Year 1 and Year 7 boys were highly engaged with the project and looked forward to their sessions. The boys produced films, using flip cameras, which recorded their own interviews with each other and footage of them reading together, as well as tours of their schools and other activity. The films were collated and edited and used to make a DVD. This DVD was shown at a celebratory event at the end of the project. Teachers, children and parents attended this event along with staff and students from the University of Sheffield, and Sheffield Hallam University.
New School of Education staff Members

Professor Dan Goodley from October 2012
Dan Goodley joins the School of Education as Professor of Disability Studies and Education. Dan was previously Professor of Disability Studies at Manchester Metropolitan University. His research and teaching aim to theorise and challenge the conditions of disablism (the exclusion of people with impairments from mainstream life) and he is interested in the intersections of education, sociology and critical psychology.

Professor Liz Woods from October 2012
Elizabeth joins us from the University of Exeter. Her research interests centre around: the nature of professional knowledge in early childhood education; the relationship between teachers’ thinking and classroom practice; policy analysis in national and international contexts and progression and continuity between the Foundation Stage and Key Stage 1. She is also interested in the role and value of play within and beyond early childhood and children’s social, symbolic and communicative competence in play.

Penny Fogg, DEdC Psy tutor from September 2012
Penny Fogg is an Educational Psychologist and works with Kirklees MBC. From September she will join the teaching team on the DEdPsych course as Associate tutor. Her areas of interest are ‘parenting (theory and practice)’ and social and emotional development.

Dylan Yamada Rice from July 2012
A former ESRC funded student of the School of Education, Dylan will join us as Lecturer in Early Childhood Education. Her research interests concern young children’s emerging literacy and multimodal communication practices. Her most recent research has focused on young children’s emerging understanding and interaction with the visual mode. This responds to how contemporary multimodal communication practices brought about by digital technologies foreground the visual mode.

Professor Jackie Marsh’s trip to China
In September 2011, I visited Southwest University in Chongqing, China, to present a keynote lecture on teachers’ professional development at a conference and to discuss potential future collaboration over teaching programmes. In addition, I gave a talk to students on their initial teacher education and masters programmes on my research on new literacies. I found the visit to be a stimulating one as it enabled me to develop a greater understanding of the Chinese educational system. I was very impressed with the facilities at Southwest University for the Education students, facilities that included a play therapy room for students to try out the latest equipment. I also visited the impressive primary school linked to the University and found that it had bespoke science laboratories, excellent provision for this age group. The staff at the University were wonderful hosts and they even arranged a trip for us to visit the Dazu Rock Carvings, carvings of Buddhist statues that date back to the Tang and Ming dynasties. My visit to Chongqing was, therefore, very rewarding and we look forward to future collaboration with Southwest University.
Staff publications


This frontline volume contributes to the social study of education in general and literacy in particular by bringing together in a new way the traditions of language, ethnography, and education. Integrating New Literacy Studies and Bourdieu's sociology and ethnographic approaches to the study of classroom practice, it offers an original and useful reference point for scholars and students of education, language, and literacy wishing to incorporate Bourdieu's ideas into their work.


Literacy and Education (2nd Edition) with Jennifer Rowsell and published by Sage is a completely re-written version of Kate Pahl's original book, published in 2005. The new 2012 edition includes chapters on ecologies of literacy, place and space, digital domains and updated teaching and learning vignettes. New theoretical frameworks are explored and the book introduces the reader to the most cutting edge theory in New Literacy Studies and shows how teachers can draw on this in classroom settings.


This collection of research essays brings together the work of Maltese educators who have been studying at Masters level with the University of Sheffield. Together these chapters offer a unique insight into young children's learning in early childhood education and care settings and at home in Malta. This book will be an important text for our future students, not only in Malta, but also those who study with us from many parts of the world.

The book can be downloaded from our website: www.shef.ac.uk/education/courses/international/malta


Science Learning, Science Teaching provides a scholarly and systematic review of research in science education over the last two decades, much of it conducted by the authors themselves. The key areas covered are: the nature of learning in science; different approaches to and purposes for assessment; the use of technology to enhance learning; the role of science education in promoting literacy and language development; and the growing importance of science teaching in developing citizenship and sustainability. Each chapter is based on past and current research and provides a rich literature base to encourage the reader to engage in reflection and further research themselves.


The third edition of this hugely popular text provides students with straightforward principles and frameworks for understanding methodology. Clough and Nutbrown are adept at making methodology meaningful for beginners and more advanced readers alike. Their book clearly demonstrates how methodology impacts upon every stage of the research process, and gives readers all of the tools that they need to understand it.
Publications & articles by our current students and alumni


Laurette Bristol is the previous holder of the Vice-Chancellor’s Caribbean Studentship, this book is based on her PhD.


**CHILD magazine.** March 2012 featured an article ‘Make home the first school for reading’ based on Caroline Bonavia’s research carried out for her Malta MA ECE degree.


Maria Gallo is an EdD graduate, currently acting as Development Manager, NUI Galway Partnership. She says ‘This is my first academic article and I am delighted that it is also based on my EdD thesis research ... I wish to acknowledge the great support from Simon Warren, my supervisor, too, for the encouragement to publish and throughout the EdD process. Also since graduation, I am delighted to announce I had a baby son Luca in June. 2011 was a wonderful year.’

Director of Part-time Studies, The Institute for Lifelong Learning

As TILL moves out of the School of Education, it is a fit time both to look back to all we have achieved, and to look forward to what we can accomplish in future. Throughout the last year, the achievements of our students have been consistently impressive: we have worked with adults who are single parents, carers, and community workers, and helped them reach their goals of becoming nurses, social workers, accountants, computer scientists, and indeed, occasionally, academics. Our students have been busy beyond the department, and are often found sharing their experiences and talents in University-wide initiatives – a TILL student stood for Union president, and another two have participated in a scheme offering them first-hand experience of academic research, including presenting at a national conference. These successes have been shaped by our closely-integrated work as a School of Education, as aspirations for higher study are raised, and students and staff collaborate in teaching and research; our separation from the School, therefore, is shot-through with sadness.

Yet there is also much to look forward to. We are appointing a new director to lead TILL towards opportunities made possible by changes in higher education funding. The University is offering a package of financial support for part-time students that is one of the most generous in the country, and is committed to reviving its history as a civic institution – a university founded by and for local communities, bringing world-class education to the region. Our new position within the University will help us work across subject areas to maximise opportunities for part-time students, opening up exciting possibilities for local learners across a range of academic disciplines. In a year’s time, much will have changed, but our students’ successes will continue to inspire; and we will continue to be part of their process of changing their lives.
Final Words…

We hope that you have enjoyed reading this Newsletter. We aim to produce the Newsletter on an annual basis, so please do let us have your news for the next one. If you have any contributions or questions for us, or wish to talk to us about further study in the School, please contact us using the details below or by taking a look at our web pages:
http://www.shef.ac.uk/education/

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