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!
The School of Education has been much in the news this year as government policy has an impact on Higher Education generally, and of course I have been centrally with the Coalition Government’s Review of Early Years Qualifications.

It is sometimes said that research is remote from practice, and that any effects are slow to arrive, but I do feel that this year we have again shown how relevant our work is, and how it really can engage with practice to make a difference. Our academic team is actively involved in research, and a privilege of being Head of School means I am well placed to know about and celebrate their achievements; I’m genuinely proud of the work staff in the School of Education do, and I hope you enjoy reading about some of these things in this newsletter.

We can celebrate the many books published, journal articles written, and research grants awarded. Our technical and support staff, in addition to the immensely important role they play in supporting students and staff in teaching and research, have formed a Green Team and were successful in winning a Bronze Award for their efforts in making us all in the School of Education more environmentally conscious.

As a School we grow and grow; both at home and overseas, we have now seen the graduation of our first MA students from our Malta-based programme. Our full time MA programme goes from strength to strength and we are adding new subject areas in the coming year. Our BA in Education Culture and Childhood also adds to the vibrancy of our teaching culture with full- and part-time students studying together. We now have a suite of continuous programmes from Certificate and Diploma work, through first and Master’s degrees to EdD and PhD programmes.

We have welcomed three new Professors into the School, Elizabeth Wood who is our Director for Research, Dan Goodley, Professor of Disability studies and Education, and Kathryn Ecclestone, who directs our EdD in Higher Education. We have also welcomed Dylan Yamada Rice who, having completed her PhD with us, is now a Lecturer in Early Childhood Education and teaching on our growing suite of Early Childhood Education courses.

Awards and honours have come thick and fast this year and you will be able to read about some of them in this newsletter, but I want to mention Dr Terry Lamb’s Senate Award for Learning and Teaching, a richly deserved recognition of his sustained excellence in teaching, learning and leadership. It was my privilege to receive an award from the ESRC for research involving 20 early years practitioners, the recognition of their work was very exciting! Our collaboration with the National Children’s Bureau resulted in a national award for the best Early Years project. We were also able to enjoy celebrating the presentation of an Honorary Doctor of Letters to Dame Gillian Pugh who has been a friend of the School and collaborator for some time.

One of the things I find hard to believe is how quickly the year has flown: it seems like only yesterday that Jackie Marsh was inducting me into the role just before she stepped down from her term of office. I recall welcoming around 100 PGCE students on a rainy day in September, and in only a few weeks time they will be leaving us to be the strong, able and committed teachers that the School has a reputation for. No day is the same for me, but every day is filled with important conversations with colleagues and with students. Perhaps most satisfying for me have been the opportunities I have taken to continue to teach across our programmes, and seeing our many students grow during their time with us, and of course, celebrating those achievements at the Graduation ceremonies.

We have done a lot of work this year on developing and enhancing our international links and look forward to developing new teaching and research collaborations in the coming year.

Two photographs taken this year remind me of the School of Education community: the Christmas Party where our full time MA students (including many from China) met Father Christmas in his traditional red suit, and the Terracotta Children workshop run by Dr Alex Hallowes (a graduate of our EdD programme) which is why I now have some 70 small clay figures on my office window sill.

I want to thank all staff in the School for their work this past year, and our hundreds of students and alumni who, around the world, form part of this exciting learning community. It is wonderful to hear news of our graduates, and to learn of their successes, so do stay in touch and send us your news from wherever you are in this small world of ours.

With good wishes

Cathy Nutbrown

Professor Cathy Nutbrown
Our Alumni Share their Experiences

GLADSON CHIKWA

Becoming a doctor was my dream! Having worked as a university lecturer in my home country I understood the benefits of having a higher degree such as PhD. After being offered a scholarship by the university, I registered for an MPhil/PhD degree course in October 2008 and I successfully defended my thesis in June 2012.

By setting my eyes into the future and seeing the opportunities that lay ahead of me in terms of career development, I was highly motivated to engage with PhD studies. I had no illusions about the course; I knew the journey I had embarked on was not going to be an easy ride. I purposed in my heart that I was going to work hard to reach my destination and I never doubted that this was an excellent opportunity to develop myself and become employable. I was busy but it was possible to spare some time to socialise too! I had time to make new friends from different parts of the world, expanding my cultural experiences!

I had an excellent relationship with my supervisor Dr Jon Scaife. He helped me to crystallise my research ideas and acted as an important conduit linking me with important professional contacts. During the course of my studies, I presented my research at different conferences resulting in the development of important presentation and networking skills. I became more confident in presenting my work to different audiences, an attribute that I find to be an asset in my current job which involves working with different stakeholders.

I am currently employed as a Learning and Teaching Officer at Nottingham Trent University. While PhD was not an essential requirement for this job, it constituted a big competitive advantage. I am also contributing on different MA programmes as an Associate lecturer in our department at the University of Sheffield. Previously, I worked for nine months as a lecturer in Research and Evaluation at Sheffield Hallam University. I got this job during the time I was finalising the writing of my thesis. The job was closely related to my PhD work, it involved conducting institutional research in Technology Enhanced Learning.

To my colleagues who are currently studying or thinking of embarking on a PhD course, I would say, 'PhD is hard work but you will not regret the time and effort you invest in the course when you start enjoying the benefits!'

HAZEL BRYCE

I finished my MA in Working with Communities in the summer of 2011. Since then I have continued my work as an Occupational Therapist for one of the NHS community mental health teams. The MA helped me to be able to better articulate what I am doing in my day to day work life, and confidence in the work I am doing. During the course I developed my skills in research and I have continued to have opportunity to practice these as part of service evaluation projects. I feel that I am better able to be creative with research and involve wider participation. I have successfully had a paper published including research that I did as part of my MA. I hope to continue to develop my research skills and work in partnership with the University as opportunities arise.

MARTINA OSBURNE - A CAUTIONARY TALE OF CARE

Martina Osborne, MAECE student, with co-author Nicola Cassidy, (NPIC) and illustrator Louise Osborne on the occasion of receiving Ireland’s National Health Literacy Award for Health Promotion, 2013.

I am Martina Osborne, I live in the South East of Ireland and I am a second year student on the MA Early Childhood Education distance learning course. In 2012 I designed and co-wrote a poisons prevention programme for practitioners in childcare settings. The ‘Say NO to Poisons’ book and learning resources are aimed at pre-school children. The programme was initiated by the National Poisons Information Centre (NPIC) who identified an increase in accidental poisonings in children under 5 years. The idea was to design a learning programme which would teach pre-school children that some things are not safe to eat or drink and that they should always check with a grown-up before tasting or drinking anything. Previous poison prevention campaigns were targeted at parents so this was the first time in Ireland that poisons prevention.
resources were designed specifically for young children. Initially it was daunting to take on a project that might expose a child to potential health risks so a cautionary method of providing information had to be used. It was decided that a storybook with two short stories would be the best medium and so ‘Ben and Amy,’ two inquisitive children, were designed as the central figures in the stories. ‘What’s a poison?’ and ‘That’s a poison’ are written in short sentences and are accompanied with clear illustrations and a repetitive catchphrase.

To ensure children’s safety, a lesson plan was devised for practitioners that suggested methods of delivering the materials with each storybook containing a reader’s poisons information page. A slide show of poisonous household goods and plants, along with activity worksheets, helped to reinforce the central message of saying ‘NO’ to poisons and to always ask a grown up if it is safe to eat or drink anything. Parents of children in a childcare setting were invited to an information session on the poisons prevention and with their permission the programme was piloted. Feedback from practitioners and parents was very positive and it was therefore decided to launch the project nationwide. The project was funded by the Health Services Executive (HSE) and the books were made available to 6000 childcare services in Ireland with the learning resources available to download on the website www.poisons.ie. The project was supported by Early Childhood Ireland and was launched by the Minister for Children Ms Frances Fitzgerald, at their conference in April 2012.

“Say NO to Poisons!” has received three Irish national awards during its first year since publication. At the Irish Medical Times Healthcare Awards it was the recipient of a Commendation Award for Best Patient Lifestyle Education Project: “for its focus on improving patient care, innovation and collaboration”. At the Astellas Changing Tomorrow Awards it received a Commendation Award which individual or teams who “are changing tomorrow through innovation”.

In May 2013 I was delighted that the education programme received the National Health Literacy Award for Best Health Promotion Project 2013 with judges stating that “the ‘Say NO to Poisons’ project showed a clear understanding of the importance of using age-appropriate communication tools and a simple, effective catchphrase to communicate a message in an innovative and quantifiable campaign”.

Continuing feedback from practitioners has indicated that the resources are a very beneficial tool in educating children about potential dangers in a safe planned method. I never envisaged when I and my co-author first started on the project how popular and, more importantly, how beneficial the project would be to children and practitioners in early years services.

Martina Osborne, MAECE student. Carlow, Ireland.

SUSAN FRAWLEY

In September 2008, as a response to the adverse social and economic situation that was prevalent in Limerick City, Ireland, twenty-two DEIS schools were invited to take part in a two year scheme, which would facilitate them to open their schools for activities outside of school time. This scheme was funded through a Government Initiative called Dormant Accounts.

I was principal of one of these schools and was asked by my principal colleagues to write the report together with Dr Ann Higgins from Mary Immaculate College when the initiative ceased in 2012.

The findings in the report were based on an analysis of documentation provided by schools over the course of the scheme and on findings from focus groups. The Dormant Account Funded scheme to ‘Maximise Community use of Premises and Facilities’ was a success story within the City of Limerick. It changed the perspectives and perceptions of the use of schools within the community. The potential of the school to provide an effective venue for learning and development beyond traditional school hours was realised through this scheme. Schools were now better equipped to open to the community and provide a positive focal point for children and adults in the local area. For children and adults, it positively enhanced their attitudes towards school, leading to a positive outlook and insight into education. This scheme is an example of good practice, and represents an effective and practical response to the needs of learners living in communities served by DEIS schools in Limerick City. This report was my first real attempt at academic writing after finishing the EdD in the University of Sheffield in 2010. In the beginning, it was daunting and a little intimidating and I found myself wondering would I be up to such a task. I was also expected to write with a co-author Ann Higgins and the Department of Education and Skills were also involved. This writing partnership was different from writing my EdD thesis. As I immersed myself in the research, however, I found that my years in the University of Sheffield underpinned the way I undertook the research. I found myself returning to books, articles that were recommended during the EdD and sometimes my own thesis for guidance. Writing this report was a new and wonderful experience for me and I hope not my last.


Dr Susan Frawley Student in University of Sheffield from 2005-2010

* Delivering Equality of Opportunity in Schools (DEIS) is the Department of Education and Skills policy instrument to address educational disadvantage. The Action Plan for Educational Inclusion focuses on addressing and prioritising the educational needs of children and young people from disadvantaged communities, from pre-school through second-level education (3 to 18 years).
School of Education Awards and Prizes

Research with Outstanding Impact in Society

PROFESSOR CATHY NUTBROWN is winner of the Society category of the ESRC Celebrating Impact Prize 2013. She received her ESRC Impact Award from Dr Hilary Emery of the National Children’s Bureau and Evan Davies of the BBC.

The ESRC Celebrating Impact Prize recognises and rewards the successes of ESRC-funded researchers achieving outstanding economic and societal impacts.


Dr TERRY LAMB won a Senate Award for Sustained Excellence. The panel recognized Terry Lamb as an inspirational teacher, who promotes positive relationships, and supports students in their development. They further commented that his leadership and support is valued by colleagues and his influence extends beyond Sheffield in many ways through promotion of language learning and development of PGCE provision in a variety of countries.

In September ANSGAR ALLEN was presented with the BERA Dissertation Award 2013 at the BERA Conference in Manchester. A book based on this dissertation, titled After Fairness, will be published by Palgrave MacMillan later in 2013.

Honorary Degree

DAME GILLIAN PUGH, a pioneer in childcare services and former Chief Executive of England’s oldest children’s charity, has received an honorary degree from the University of Sheffield.

For the last two decades Dame Gillian Pugh has been an important contributor to Government thinking on the education, social care and health services support for disadvantaged children and has a 30 year association with the University of Sheffield’s School of Education.

Whilst working for the charity The Coram Family, which supports the most vulnerable children, young people and families in the UK, Dame Gillian increased the number of children and young people benefitting from their services from 300 to 6,000 a year.

Postgraduate Research Prize winner

At our recent graduation event we celebrated the achievement of MARK PULSFORD, who was awarded the School of Education Postgraduate Research Prize. Mark’s dissertation is of the highest academic standard for this level of study and clearly demonstrated his academic strengths. Both markers awarded him the highest grade of 100. The external examiner said that Mark’s dissertation was the best MA dissertation she had ever read and commented on the importance of the adopted approach and novelty of the findings for the field of identity construction in teacher education.

On receiving the award, Mark said “I feel honoured to have been awarded this prize. I know that there is a lot of interesting, important and high quality research being conducted by students on the master’s programmes here and I’d put that down to the nature of the support we receive from the tutors and supervisors. Additionally, the mixture of students from different countries and academic and professional backgrounds, led to many critical conversations which fed in to our research projects. The master’s course allowed me to pursue and develop my own educational research interests in an environment that was both critical and supportive.”
MA in Early Childhood Education award winners

ROBERTA BONNICI, who received the St Catherine's High School Postgraduate Student Prize in Malta and VIRGINIA HUMPAGE, who was awarded the Rutland prize for Early Childhood Education were presented with their prizes at the graduation event. Roberta and Virginia studied for the MA in ECE course parallel to each other - Roberta attended the Study weekends in Malta while Virginia travelled from Hong Kong to study on the UK programme.

Roberta’s study focused on how young children learn to read at home and at school. The judges applauded her attention to detail and the ability with which Roberta handled her research and commended the high standard of her dissertation.

Virginia’s dissertation was built on the transitional needs of children in international schools, who are growing up in a culture that is neither native to them or their parents and who are also schooled in a language not their first. This is an area lacking in research and one that Virginia addressed well. In particular, Virginia worked hard to overcome potential language barriers to represent the voices of the children in her research and their families. The judges felt that her findings are useful to all those working in international school settings and for this reason worthy of wider dissemination.

Research Centre News

Centre for the Study of Literacies

KATE PAHL is the lead Co-Investigator for The Social, Democratic, Historical and Cultural Making of Civic Engagement: Imagining Different Communities and Making them Happen. The project is funded by ESRC/AHRC Connected Communities programme with Sheffield University leading on the Cultural Making of Civic Engagement. The focus is on imagining better communities through the arts and humanities. This brings together arts organisations from the City Region (Museums Sheffield, Site Gallery, Hepworth Wakefield) with academics across two Faculties (Arts and Humanities and Social Science) together with community partners from the Youth Service and British Asian communities in Rotherham. The aims are to create visions of better imagined futures, focusing on Park Hill Flats, arts practice and the imagined future and writing, resilience and transformation together with shared histories of silk and steel in Rotherham. The bid was co-produced with community partners and represents the Civic University in action with a broad public engagement sweep and vision.

Everyday Language, Everyday Literacies was an International Conference which the Centre for the Study of Literacies hosted in June 2013. The focus was upon literacies as they are practiced in everyday life, embedded in social contexts. The conference recognised literacy as a part of human behaviour; as a culturally situated act amongst individuals relating to identity and context. The conference celebrated literacy as a diverse concept, as pluralised. Local, community and domestic practices were at the fore, with an emphasis on how literacy is embedded in particular everyday identities. Keynote speakers included Janet Maybin, Popular texts and the nature of reading and Øystein Gilje Exploring literacy, identity and learning lives in educational transitions.

Dr DARREN WEBB has been successful in securing funding from the New Directions Scheme to support the development of an ESRC Research Grants bid. The proposed research will be a two year ethnographic study exploring the construction of hope in educational sites and settings. The project will establish an inter-institutional research network and will develop a new field of study exploring the relationship between education, hope, citizenship and power.
Centre for the Study of Higher Education

In 2012-13, the Centre for the Study of Higher Education (with the planning and strategy department of the University) launched the Higher Education Policy Network (HEPN), with high-profile contributors presenting on contemporary debates in higher education.

The Launch Event took place on 15 October 2012 with guest speaker Bahram Bekhradnia, founding Director of the Higher Education Policy Institute (HEPI). The second event of HEPN was held on Thursday 11 April 2013, with Professor Roger Brown presenting on the theme of ‘Higher Education and the Market: The Myth of Student Choice’. Finally, Dr Celia Whitchurch will be presenting her talk on ‘Universities Responding to Change: The Rise of Third Space Professionals’ on 10 July 2013.

The events are attended by the Vice-Chancellor and members of the senior management team as well as by academics and administrators from across the University.

On 15th February, The Centre for the Study of Higher Education ran a successful 3rd Annual Doctoral Research Conference entitled ‘Comment, Critique and Contestation: Emerging Voices in Higher Education Conference’. The conference was open to all EdD and PhD in HE students (current and alumni). PhD and EdD students and alumni presented 25 papers on all aspects of higher education, domestic and international. Professor Linda Evans (University of Leeds) presented a keynote address on the topic of The Ps and Qs of researching academic working life.

In March 2013, Dr VASSILIKI PAPATSIBA visited the Finnish Institute for Educational Research (FIER) at the University of Jyväskylä in Finland. During her visit, Vassiliki worked with Professor Jussi Välimaa and colleagues at the Institute on an international study funded by the European Science Foundation (http://ktl.jyu.fi/ktl/cinheks). The project titled ‘Change in Networks, Higher Education and Knowledge Societies’ (CINHEKS) aims to illuminate the nature of linkages between academics, Higher Education Institutions and crucial actors within distinct knowledge societies within - and across - Europe, the USA and Japan. The collaboration expands beyond the visit. A book is currently in preparation with an expected publication date of November 2013.

During her visit, Vassiliki experienced the peaceful pace of Finnish life. What a surprise to see everybody reading the paper during coffee breaks (two per day)! Equally surprising was to live in well-insulated buildings. Indoors temperatures of +22/23 Celsius were typical, and remained stable indeed throughout day and night, even when external temperature dropped to -25 Celsius! The landscape was overwhelmingly white to the point that Vassiliki lost her direction more than once (she remembers once being just outside of a building asking for directions to that very building!), however she is pleased to report keeping herself safe (in order to comply with UK work legislation). No fall or accident occurred during her month in Finland and this despite walking for over an hour every day from home to University and back, often on icy pavements.
Research Centre News

Last year the School of Education appointed three new Professors, Dan Goodley, Elizabeth Wood and Kathryn Ecclestone. Here is an outline of the research activity they have been engaged in since joining us:

**PROFESSOR DAN GOODLEY**

Dan Goodley presented a keynote speech at the Nordic Network of Disability Research, Turku, Finland. His paper was entitled *The psychopathology of ableism: Or, why non-disabled people are so messed up around disability.*

In October he gave a keynote presentation, Dis/entangling critical disability studies at Contact Zones Conference: Disability, Culture and Theory, University of Cologne.

Dan Goodley is involved in a new ESRC funded project ‘Big Society? Disabled people with intellectual disabilities and civil society’ beginning in July 2013. You can obtain further details about the project from the website, http://bigsocietydis.wordpress.com/.

Dan is a founding member of Disability Studies @ The University of Sheffield a new inter-disciplinary research community, led by the School of Education, interested in the inter-disciplinary and trans-disciplinary process of theorising disability and challenging the conditions of disablism. Please visit the website for further information, http://disabilityuos.wordpress.com

**PROFESSOR ELIZABETH WOOD**

Dr Sabine Little and Professor Elizabeth Wood are working on the evaluation of the Cutlers’ ‘Made in Sheffield’ Initiative. This project focuses on enthusing and motivating students and their teachers by connecting learning in schools to the world of industry and future work. Students are learning about the different roles and occupations that people hold in large organisations, and are documenting their experiences and skills to help their transitions to further education or into work.

Professor Elizabeth Wood is the convenor of the Special Interest Group for Early Childhood in the British Educational Research Association (BERA). She is working with Dr Jane Payler, Chair of TACTYC, to bring together early childhood specialists from the four UK regions. The aims of this initiative are to develop policy advice for the main political parties, and to produce a review of research, focusing on a number of key themes such as pedagogy, learning, play, professionalism and and multi-agency collaborations.

**PROFESSOR KATHRYN EGGLESTONE**

Kathryn Ecclestone, Professor of Education, is co-investigator in a project funded by the Arts and Humanities Research Council which is exploring the effects on educational goals and practices when ‘mutual recovery’ for mental health becomes a goal for courses and programmes in adult and community education.

In March 2013, the School of Education funded a month’s Visiting Fellowship for Dr Kristiina Brunila from the School of Education and Learning Sciences at the University of Helsinki to work with Kathryn on a project that is looking at the effects of ‘therapeutic culture’ on educational ideas about social justice. This is leading to funding proposals for projects to take this area of work forward.

In May 2013, the University of Stockholm invited Kathryn Ecclestone to do a keynote presentation on ‘Instrumental assessment and the rise of the ‘fragile’ learner’ to a European network of researchers in vocational education.
New staff in the School of Education

This year we have welcomed several new members of staff in the School of Education:

Dr Paul Allender Teaching Associate
Ms Lisa Procter Teaching Associate
Dr Dave Vanderhoven, Research Associate on *Making Meaning Differently*
Mr Hugh Escott, Research Associate on *Connected Communities*
Mr Philip Goodall Business Development Manager (Teaching Partnerships)
Dr Helen Barber Business Development Manager (Research Partnerships)
Dr Amanda Simon Teaching Associate in Early Childhood Education
Mrs Abigail Hackett Teaching Associate in Early Childhood Education
Dr Ioanna Palaiologou Teaching Associate in Early Childhood Education

MA Christmas Party

In December we held a Christmas party for our students on the MA programme. Everyone got into the festive spirit, even Father Christmas and his elf made a guest appearance bearing gifts for the students.

TERRACOTTA CHILDREN

In September 2012, Professor Cathy Nutbrown launched her Terracotta Children project inspired by the Terracotta Warriors of Xi’an, and Anthony Gormley’s ‘Field for the British Isles’. In celebration of young children, and of our teaching and research in early childhood education Terracotta Children will be a visible accompaniment to ‘raising the voices’ of young children and create a tangible reminder of children and childhoods in the School of Education.

Our students, alumni, staff, visitors, and partners in our teaching, learning and research at the School of Education, are invited to be part of our project:

Make a terracotta clay figure of a young child which stands as high as your hand (using air-dry terracotta-coloured clay). Send it with a short note about you and your association with School of Education, and give your figure a name and a story if you wish to. Your figure will join a growing collection of Terracotta Children, and their accompanying stories will eventually find their ways into a published account of the project.
Staff Publications 2012-2013

We were delighted to see that Essential Reading Plus, the Early Years Newsletter features a top five for April 2013 made up of Early Years authors from the School of Education. The list includes:

**Working with Babies and Children: From Birth to three**
(2nd Ed. London: Sage)
by Jools Page, Cathy Nutbrown, Ann Clare.

**Inclusion in the Early Years**
(2nd Ed. London: Sage)
by Cathy Nutbrown, Peter Clough.

**Understanding Schemas with Young Children: From Birth to Three**
by Frances Atherton, Cathy Nutbrown.

**Creating A Learning Environment For Babies and Toddlers**
by Ann Clare.

**Play, Learning and the Early Childhood**
by Elizabeth Wood

For a comprehensive list of all staff publications, please visit the staff profiles on our website [http://www.shef.ac.uk/education/staff/academic](http://www.shef.ac.uk/education/staff/academic)
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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