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University  
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Sheffield.



# The School Of Education Alumni Newsletter 2014

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!

# A Message from the Head of School

**Welcome to this 2014 Alumni newsletter. As you read through its pages you will see that those who have studied with us over the years are still active and successful in their chosen careers, with many getting their work published. As Head of School this gives me an opportunity to celebrate our very many achievements and to thank everyone for their important contributions.**

This year seven students who began as students on our MA in Early Childhood Education have completed their Doctorates in Early Childhood Education – that's quite an achievement! The success of our Masters students is marked by the awards they have won - congratulations to Esther Painter, Candida Azzopardi and Marek Mackiewicz on their student prizes. And throughout this newsletter we can see that our Alumni leave us, not only with their academic award, but also with new friends that they have met during their courses of study.

I am hugely proud of our students on the *BA in Education, Culture and Childhood*. As they graduate in July, we will be sure to celebrate their achievements in being the first to complete this course. It has been a joy to teach this cohort and we all wish them well in their future careers. We hope to welcome some of them back to study for post graduate degrees in the future.

In January we celebrated the achievement of staff, with two colleagues being honoured in the same graduation ceremony. Emeritus Professor Peter Hannon received an Honorary Doctor of Letters (LittD) for his lifetime's work in family literacy, and Terry Lamb received his Senate Award for Sustained Excellence in Teaching. Terry became a Professor in this year – another richly deserved recognition of his contribution and achievements in languages and pedagogy.

In November the School of Education spent a Saturday in the Winter Gardens in Sheffield with literacy activities for young children and their families. They were joined by fifteen students who, despite having only been with us for six weeks, got involved in a range of activities which made a great impact on those who attended. Our students are central to our School of Education community and it's wonderful when staff and students work together on research dissemination and impact.

Our staff have been engaged in many interesting projects and conferences throughout this year and continue to work collaboratively across the University and beyond.

One of the things that characterises the School of Education here at the University of Sheffield is our relationships. We value the people that we work with whom we teach, and the buzz of conversation around the building is testament to the emphasis we place on those relationships. This 'buzz' is enriched by the many different languages that our students bring from around the world making us an international School of Education in an International University in this small city of ours. Wherever you are in the world, reading this newsletter, do remember that we at Sheffield are indeed proud to be international and I hope you are also proud to be a member of our growing international Alumni family.

Do stay in touch with us and send us your news.



With good wishes  
Professor Cathy Nutbrown



# Our Alumni Share their Experiences



## **Jackie Musgrave, EdD in Early Childhood Education**

Four and a half years after starting my doctorate, on the 5th March, I passed my viva. I described it as being like waiting for childbirth - I knew that I had done everything that I could possibly do to ensure that there was a positive outcome, in this case, instead of ante-natal care, I had engaged closely with the teaching and support that was available and tried to follow guidance. However, there is always the possibility that things may not have gone as expected. I am so delighted that the outcome was better than I could have hoped for or imagined possible. And returning to the childbirth analogy, the only bodily fluids that were in evidence were tears of absolute joy and relief. I was very lucky to have Rachael Levy as my supervisor, and as I said in my acknowledgement for my thesis, I can genuinely say that I can't think of a way that our supervisor/supervisee relationship could have been improved. Rachael is wise and supportive and has a great way of making complex issues appear straightforward. Back to the viva, I was definitely grilled by my examiners who were Jools Page and Carol Aubrey, but this rigour helped to give me assurance that I know my work inside out and I feel as if I deserved the award of doctorate. My family were very important in helping me to achieve my doctorate, so if I could carve it up and share the award with them, that would be a wonderful way of showing my appreciation to them. Although I was anxious about my viva, and I took quite a lot of Rescue Remedy beforehand, it was a joyful event.

I have enjoyed my doctoral journey immensely and can highly recommend the Sheffield course. I am now looking forward to writing some more journal articles based on my thesis. I will be thinking carefully about how I can 'dine

out' on my research as broadly as possible in order to write some (hopefully) interesting publications. Thank you to all of the EdD team at TUOS - it's been great.

## **Julie Gigman, M.Ed in Literacy**

My children were just starting to spread their wings and make their own lives when I saw an advertisement for the M.Ed in Literacy at the University of Sheffield in 1994. I loved



## > Our Alumni Share their Experiences continued

every minute of the course, from the stimulating residential weekends to the mental gymnastics of writing a dissertation. My main focus was on Early Literacy and working in partnership with parents, so it was evident from the start that I had come to the right place. Looking back after 20 years (hard to believe!) I've been reminded of just how influential the course has been in my life.

I recently finished my book, *Supporting Boys' Writing in the Early Years*, which draws on case studies and feedback from four projects that I have run with schools and pre-schools. When I needed research evidence to back up the project findings, I went, of course, to current research and recent articles, but I was surprised to see how often I went back to reading what I had discovered as part of my M.Ed. (I still have folders of handouts and journal articles that we were given, a fantastic resource from the days before everything was available on the internet!) Re-reading the literature reminded me of how much my educational philosophy and my professional practice was moulded during the M.Ed course. I experienced plenty of new learning, but also discovered research evidence to support a way of working that I was doing instinctively, and thinking 'Ahh, so that's why I've been doing that!'

Working with Cathy Nutbrown and Peter Hannon, and learning about the ORIM framework, also led me into some fascinating work with PEEP, a programme supporting parents and children to learn and play together, which was being set up in Oxford while I was doing my Masters. Recently, I have had some consultancy work with them again, and have had the delight of working with another Sheffield Masters alumnus, Kathy Brodie.

*Supporting Boys' Writing in the Early Years: Becoming a Writer in Leaps and Bounds* by Julie Cigman  
[www.routledge.com/books/details/9780415826112/](http://www.routledge.com/books/details/9780415826112/)

### Jaime Chung, MA in Education

While I was working as an accountant in the business sector in South Korea, I made time available to teach my colleagues who wanted to learn 'Business English'. This opportunity led me to finally realise that what I really wanted was to be a teacher.

I followed my dream, made a career change, and became an English language tutor. I then thought I needed proper education to be the teacher I truly want to be; I decided to come to the UK and pursue my studies to be a better educator.

Choosing Sheffield was the best decision I have made. The MA in Education course was challenging, yet truly engaging and interesting. I have learned to collaborate and

communicate effectively with classmates while preparing for group presentation and during student-led discussions. I was impressed with the creative ideas my classmates had and how everyone willingly shared their thoughts enriching the discussion and contributing various views in different angles. The numerous seminars and conferences offered to the students have boosted my interest and motivated me to pursue my studies further on into the PhD programme.

The most valuable assets I have gained from MA programme are the friendships made with a diverse pool of classmates and the support given by my tutors and supervisors. I believe the special bond I have built with my peers and tutors were the reason I have decided to stay for 3 more years. I not only grew academically but also learned a lot about different beliefs and values by interacting with diverse cultures. I very much enjoyed my MA course and am more than sure that the experiences I've had in Sheffield will only benefit my future career as a teacher.



# News from our Current Students



**Anna Caitlin-Woof**  
Third year, BA Education,  
Culture & Childhood

I can honestly say that choosing to study this course has been the best decision of my life. It has been such an amazing learning experience, in a wonderfully welcoming and supportive department.

Being on such a small and intimate course has meant that I have got to know my course-mates really well, and I truly feel that I have made lifelong friendships through this experience. Our whole cohort have supported and encouraged each other throughout our university experience, congratulating each other's successes and consoling each other when we haven't done quite so well. When I look back at my university experience I think one of the main things I will remember and cherish are the friendships I have made within my degree course.

Sheffield is one of the most friendly cities I have ever been to, and it is really student friendly. There is always something going on, whether its through Uni, or through the wider community, there are always things to get involved in, and there's a safe but fun nightlife too - always a bonus!

For my second year placement I chose to work for Sheffield MAST. My placement was such a valuable experience, it gave me a thorough insight into a service that I would really like to work in when I graduate. My tutor and the course director were really supportive throughout the

placement, and it really felt like both the course designers and the placement provider had gone to a lot of effort to give us the best placement possible. I have since used the contacts I made within my placement to apply for a job in my placement setting for when I graduate, and I've got an interview, so fingers crossed!

When I graduate I am hoping to go into employment, hopefully in the area of family support or prevention and intervention work. I have already started doing job searches and applying for jobs, and I am very pleased to see that there are still plenty of interesting jobs I can apply for within the sector for young people's services and education - which is comforting considering the current jobs market. I have not yet ruled out further study, and I may apply for a Masters or PhD once I've gained more work experience.

I am really proud to be a Student Ambassador for our course, and I always get really excited for the prospective students who get to start the course from the beginning and who are just starting out on their university experience as mine comes to an end. The more I do tours and speak to people about our course the more I realise I love not only my degree course but also my university, I'm proud to be a part of both of them.



> News from our Current Students  
continued

**Sophie Shaw**  
Third year, BA Education,  
Culture & Childhood



I have had only positive experiences of the course and being such a small course has not only enhanced my learning, but given me some great friendships and a real sense of community. I have loved being a student in Sheffield, it is a really friendly and fun city to live in and not being too far from home made the transition a lot easier. Sheffield has so much to do, I have never been bored! For my placement, I went to a local primary school in Sheffield and worked with the year five class for my entire placement which I really enjoyed as I was able to form a good relationship with the class teacher and the children and really make the most of the placement project.

For the year following my graduation, I am taking a gap year where I will work for a number of months to save up money to go travelling, hopefully around North America, Australia and New Zealand. I also hope to gain some work experience in different areas to allow me to make a decision about the following years of my career as I am not sure which direction I want to take. Being a student ambassador has been great for me as it has increased my confidence in talking to different people and I have really enjoyed helping with the process for prospective students coming to Sheffield. It has definitely made me feel more valued as a student in the School of Education and I would recommend anyone to be ambassador if they get the chance! Overall, I don't think I would change anything about my time at University except perhaps try out a few more societies. I have made some friends for life and will definitely miss the student life, it has been such fun!



# Awards and Prizes

## **Cathy Nutbrown** **Lifetime Achievement Award**

In September Professor Cathy Nutbrown was awarded the Lifetime Achievement Award at the Nursery World Awards Ceremony in London. This was in recognition of her work - with and for - young children and those who work with them.

Her co-author and colleague, Professor Peter Clough, said in a speech prior to making the award,

*"Cathy is an inspiring but always modest teacher (she was nominated by her university students as 'inspirational'), and one keen to 'bring on' the next generations of teachers, researchers and policy makers. Through the development of the Masters and Doctoral programmes at the University of Sheffield, she - and the team, as she would hasten to point out - have encouraged and enabled innumerable practitioners to become critical in their practice, and to bring research insights to their daily work. An emerging generation of researchers learned their publishing skills under Cathy's guidance, several of her students have gone on to publish their own books, and a growing number of teacher-educators and policy developers are similarly graduates of the Sheffield early childhood programme."*



*Cathy Nutbrown*



*Professor Peter Hannon*

## **Emeritus Professor Peter Hannon** **Honoured**

In January our colleague, Peter Hannon, received an Honorary Doctor of Letters (LittD) from the University. He has been with the School for 35 years, from Lecturer to Professor to Head of School and, since retiring, has been Professor Emeritus. Peter's research is mostly in the overlapping fields of literacy and early childhood education where it has had an impact nationally and internationally.

Many alumni who have studied in those fields have met him in MEd and MA programmes, which he helped establish, or as research students.

It is unusual for the University to confer honorary doctorates on former staff. Peter is only the second from Education in over a century. The honour is not for longevity, research or leadership but for going beyond the usual remit of his job.

In his acceptance speech at the degree ceremony, Peter said that he felt honoured but also a little surprised because he felt it was within his remit to engage with practitioners and families outside the University. He had always wanted to combine research and theory with social action. He expressed gratitude to his many collaborators and thanked the University for giving him the opportunity to do the work it recognized.

> Awards and Prizes  
continued



Terry Lamb

**Terry Lamb**  
**Senate Award**

I am thrilled to receive a Senate Award for Sustained Excellence. Gaining such recognition in your own institution means an enormous amount, and I am honoured that I was put forward by my colleagues and then selected by a University panel. When we had a celebration before the most recent Graduation ceremony, I made the point that 'excellence', whatever that may mean, in teaching is really only possible when you are surrounded by excellence. I am grateful to all of my colleagues, academic and support, and to my many wonderful former and current students, for providing me with the inspiration to continue to try to do my best and to find new ways of supporting learning.

I was asked to write something for the website where information on all Senate Fellows can be found, so thought you may be interested in reading this here:

*'Student voice is central to both my teaching and my research. I strive to provide learning opportunities for students to have a voice in their own learning, identifying their own learning needs and negotiating ways of meeting them individually and collaboratively. The use of portfolio assessment, the centrality of students' critical reflection, the encouragement of action research, and the facilitation of active learning in groups are all examples of this. As most of my students are themselves teachers, I encourage them to reflect on their own learning and its implications for their professional practice, with a view to encouraging them to listen to their own learners' voices. This is fundamentally about inclusion, and the creation of a learning environment in which learners understand that they can learn from each other and that diversity provides a rich opportunity for learning and enjoyment. As a linguist, this extends to the promotion of inclusive, multilingual spaces, in which plurilingualism can be valorised and celebrated.'*

## Student Prize Winners

**Marek Mackiewicz was awarded the School of Education Postgraduate Student Prize 2014 for his work on the MA Psychology and Education.**

His assignments achieved consistently very good to excellent marks during the Masters culminating in his writing of a superb dissertation that not only combined academic prowess but also demonstrated the importance of developing a critical disability studies analysis of education and wider culture. Marek managed to write this dissertation even when faced with a number of impairment-related issues.

His position as a disabled researcher and writer, alongside his endless enthusiasm for debate in teaching sessions and his willingness to extend his scholarship (through, for example, being the only MA student to give a paper at the inaugural Disability Studies at TUOS symposium) inspired staff and students throughout the 2012-13 academic year. Add to this that English is his second language and one can only admire his desire for learning.

Marek is now undertaking his PhD at the School of Education.



Marek Mackiewicz



## > Awards and Prizes continued



*Esther Painter*

### **Esther Painter is the 2013 winner of the Rutland Prize for Early Childhood Education**

Esther's assiduous attention to detail in her postgraduate studies from the very first module right the way through to the submission of her dissertation marked her out to be a very thoughtful, creative and innovative student. Esther's dissertation considered what constructions of children and childhood are shaping contemporary practices and beliefs in an English early years setting in 2013. The tensions that she experienced during the execution of her dissertation are testament to her ability to critically analyse both the subject matter as well as the research literature to bring about her scholarly evaluation. She handled the ethical dilemmas that occurred during the data collection phase with a great deal of sensitivity and awareness that research can sometimes go awry. The research was grounded within an appropriate theoretical and methodological framework, and demonstrated a sophisticated understanding of some of the current tensions between theory, policy and practice. Her dissertation was an extremely high quality, original and distinctive research study that examined a topic at the forefront of current debate in Early Childhood Education and is worthy of publication in the wider domain. In spite of having to face a number of personal and professional challenges during her MA journey, Esther remained determined and enthusiastic, always putting every effort into her work.

### **Candida Azzopardi is the 2013 winner of the St Catherine's High School Postgraduate Student Prize in Malta**

Candida's dissertation study considered the response of five Maltese Children to the Book "Where the wild things are". Her work was innovative and distinctive and above all a very engaging read. The dissertation was exemplary on all levels. Throughout she drew on a wide range of literature to ensure that she used a theoretically robust framework and that she conducted her study as a researcher both sensitive to listening to children but also ensuring that their individual interests in the book were conveyed in the write up. The dissertation furthers understanding of the role of images in children's literacy practices, as well as how children interpret texts in relation to their cultural and personal background. This was a fascinating study worthy of further dissemination and it points to the need to allow children to access high quality books in schools and be allowed the chance to respond to them in a variety of ways. Candida's dissertation illustrates outstanding academic performance which is the culmination of her work throughout her postgraduate study at Master's level making her a very worthy winner of the 2013 winner of the *St Catherine's High School Postgraduate Student Prize in Malta*.

I feel deeply honoured to have been awarded this prize. For me personally, it represents the culmination of my studies with the School of Education, which I can only describe as a wonderful, life-affirming experience. I am grateful to have had the opportunity to explore such a broad and eclectic range of research topics, both through online access to journals and publications and the many lively discussions with lecturers and peers. The support I received from my tutors and supervisors gave me the confidence and encouragement to pursue my own research interests. Additionally, I was intrigued to see the extent to which my studies informed my own practice as an educator until it was hard to see where one ended and the other began. In this sense, my Sheffield experience led to professional growth as well as academic qualification and I feel both privileged and humbled to be part of it.



*Candida Azzopardi*

# ESRC Festival of Social Sciences Event



**Our academic staff hosted several events at this year's ESRC Festival of Social Sciences in November. We like to encourage our students to participate in activities at the School of Education and within the first six weeks of term our 1st Year students on the BA in Education, Childhood and Culture were involved in this major research event.**

#### **Family Literacy Fun**

**Around 150 families, and a total of 400 people aged from 3 months to 80+ years attended the School of Education Family Literacy Fun Day at the Winter Garden in Sheffield on 2nd November 2013.**

Sheffield Winter Garden was filled with literacy-oriented activities for parents, carers and their young children to do and enjoy together. Activities included a 'literacy trail' which included making recordings of rhymes and songs, a story corner run by Sheffield Library service, a nursery rhyme trail where children looked for the Three Bears, Bo Peep's sheep and the Wolf from Red Riding Hood.

The topic focused on research at the University of Sheffield, which has demonstrated the impact of working with families when children are very young in

order to support effective early literacy development. This particular element of Social Science research was promoted by the information about work carried out in a recent ESRC funded project *A Framework for Early Literacy Development with Parents: Opportunities, Recognition, Interaction and Models* for which Cathy Nutbrown was recently awarded the *ESRC Prize for Research with Outstanding Impact on Society*.

#### **Why Languages Matter!**

##### **Multilingualism throughout the Sheffield City Region**

Sheffield is a vibrant multilingual city, in which over 120 languages are spoken in our varied communities. These range from languages used in the home or learnt at school, to those spoken by the many visitors who are welcomed here for work or study.



> ESRC Festival of Social Sciences Event continued



Last November, as part of the ESRC Festival of Social Sciences, a small exhibition was put together in Sheffield city centre, to celebrate South Yorkshire's multilingualism. The exhibition, organised by Professor Terry Lamb and supported by doctoral students researching in the field of language learning, consisted of writings and drawings produced by children and adults describing why languages are important to them and how knowing another language has made a difference to their lives. Local primary and secondary teachers encouraged their pupils to contribute, and these exhibits stimulated the general public, passing through the Winter Gardens one Saturday, to add their thoughts. The exhibition then moved to the University of Sheffield Students' Union, where it continued to attract contributions from our multilingual student population.

What was really exciting was that the exhibition stimulated many conversations about languages and language learning, and also revealed many fascinating stories.

Why Languages Matter! drew the attention of the press, and was featured in the Guardian newspaper which focused on the ways in which universities can promote and support language learning. A website, [whylanguagesmatter.org](http://whylanguagesmatter.org) was also set up, and we are continuing to add to this. Future plans include expansion of the project to other countries, via FIPLV, the International Federation of Language Teacher Associations, and the collection of multimedia stories of the interplay between languages and identities.

# Research

## Centre News

### Centre for the Study of Children, Families and Learning Communities

#### Developing videogames and play for hospitalised children

Dr Dylan Yamada-Rice and Professor Elizabeth Wood are working with a team of hospital play specialists, academics, videogames designers and artists, to explore creative ways of developing videogames and play for hospitalised children. Currently, hospital play tends to be based on 'traditional' toys and games, with limited innovation in digital play, such as children using tablets/smart phones brought in by family visitors to access videogames.

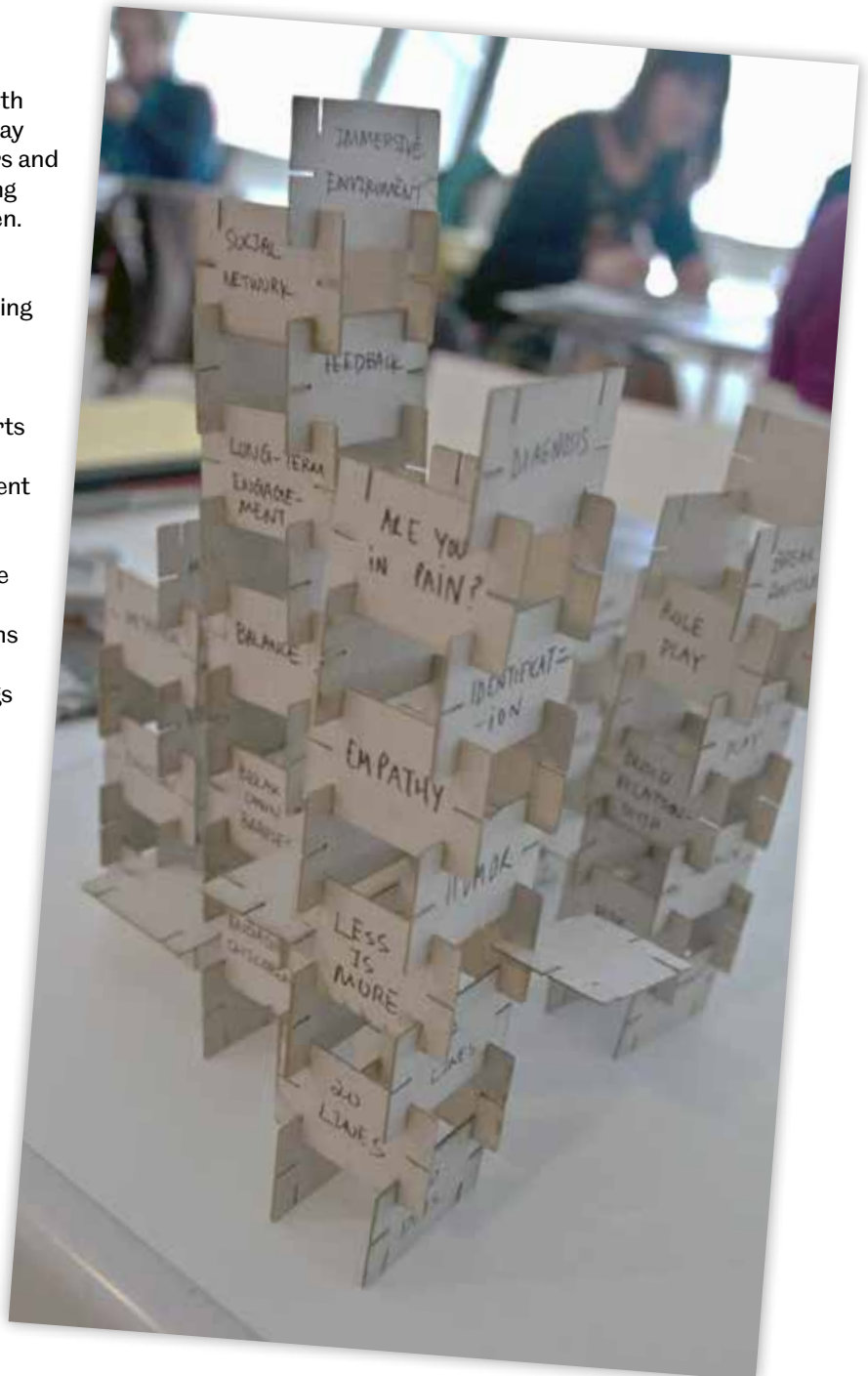
The videogames network is funded by the Arts and Humanities Research Council, and this project is exploring the scope for development in the videogames industry, using expertise from the arts and humanities, to co-create digital play opportunities that respond to the specific needs of hospitalised children, to stimulate their play experiences, imaginations and creativity when confined to medical and recovery spaces, and to connect with siblings and friends.

We are organising a series of workshops, using multi-modal and arts-based approaches. Working with Caroline Claisse and Xinglin Sun from the Royal College of Art, our first workshop explored ideas about hospital spaces, isolation, and missed opportunities for play. Caroline and Xinglin are Information Experience Designers and represented the different knowledge and perspectives of the participants through a prototype for a card game called 'Hospital Heights'.

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> Research Centre News  
continued

**Big Society?**

Disabled people with learning disabilities is an ESRC funded project that is exploring the impact of welfare cuts and austerity on the lives of disabled people with learning disabilities. The project brings together TUOS and Manchester Metropolitan University and a host of university and civil society partners. More details can be found at the following website which includes a regular blogspot:

**New ESRC funded research project:**

**Big Society? Disabled People with Learning Disabilities and Civil Society'**  
<http://bigsocietydis.wordpress.com/>

also,

Disability Studies research at TUOS continues to grow:

<http://disabilityuos.wordpress.com/>

evidenced further by us hosting the 5th International Conference: **Theorising normalcy and the mundane.**

**More Questions of the Human 7th - 8th July 2014, University of Sheffield**

<http://disabilityuos.wordpress.com/normalcy-conference/>



> Research Centre News  
continued

## Centre for the Study of Educational Development and Professional Lives

### Foucault and Education conference

On 29 January 2014 the School of Education hosted a free 1 day conference jointly funded by the international journal *Pedagogy, Culture and Society*. This conference offered a space in which the extensive influences of Michel Foucault on educational research could be critically reviewed and challenged. The conference sought to ask whether Foucauldian critique retains value only to the extent that it remains marginal, able to upset convention, common sense and popular perception. In other words, it both evaluated the various contributions to education made by Foucault inspired research, whilst also assessing the potential costs of Foucault's popular appeal for the radical philosophical project Foucault had in mind. The conference included two excellent keynote presentations from renowned scholars Professors Stephen Ball and Erica Burman.

Source: [www.michel-foucault.com/gallery/pictures/foucaulta43.html](http://www.michel-foucault.com/gallery/pictures/foucaulta43.html)



> Research Centre News  
continued

## Centre for the Study of Higher Education

### Research conference

The 2014 *Research Conference on Higher Education* for present and past Doctoral students attracted a wide range of research and scholarly papers. This annual conference is organised by the Centre for the Study of Higher Education. It enables students at different stages of their Doctoral studies to try out ideas, present emerging findings, pose arguments and discuss new lines of inquiry. This year, the conference included two keynote presentations: the first from Professor Roger King on *Models and Power in Global Higher Education Networks*; and the second from Professor Gill Valentine on *Learning Encounters in an Era of Globalisation*. The abstracts of all the papers are on the Centre website:

[www.shef.ac.uk/education/research/groups/cshell](http://www.shef.ac.uk/education/research/groups/cshell)

If you want to participate in our 2015 conference, please contact Karen Kitchen ([k.kitchen@sheffield.ac.uk](mailto:k.kitchen@sheffield.ac.uk)).



## Centre for the Study of Literacies

### Research for Community heritage - Portals to the Past

Kate Pahl was involved with the 'All Our Stories' Research for Community Heritage AHRC/HLF project as a co-investigator. Bob Johnson, archaeology, led the project. This has involved supporting a project called 'Portals to the Past'. Young people in Rawmarsh worked with song writer Ray Hearne, together with academics from the University of Sheffield, the local archives, libraries, Youth Service and schools to explore the heritage of Rawmarsh through literary texts, archaeology, drama, poetry and visual art. The young people, with artist Steve Pool, created films of better imagined pasts through the portal. Young people from the surrounding area including Manor Farm estate in Rawmarsh also took part in the project.

For more information about the project see here:  
[http://issuu.com/rchsheff/docs/final\\_portals](http://issuu.com/rchsheff/docs/final_portals)



Photographs: Steve Pool



> Research Centre News  
continued

## Centre for the Study of Literacies

### Imagine Project

Kate Pahl is one of four lead co-investigators on the **Imagine project**. This is a consortium research project with The University of Sheffield leading on the theme of the Cultural Making of Civic Engagement. The other universities are Edinburgh, Durham, Brighton and Huddersfield.

The Sheffield project is led by Kate Pahl, along with Jessica Dubow, Geography, Clare Griffiths, History, Susan Reid, Russian and Slavonic Studies and Richard Steadman-Jones, School of English. Louise Ritchie and Matt Collins are the RA's on the project. 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 to create visions of better imagined futures. The project runs from January 2013 - end 2017.

The projects include:

- **Art, practice and the imagined future (The Site Gallery)**
- **Revisiting the Modernist Dream (Park Hill Revisited with Museums Sheffield)**
- **Imagining Futures (The Hepworth Wakefield)**
- **Writing resilience and transformation (Grimm and Co and Rotherham Libraries)**
- **Silk and Steel (Tassibee Women's Centre)**
- **Bridge project (Rotherham Youth Service)**



The research is co-produced with artists, cultural organisations and many community partners including Steve Pool, artist, Zahir Rafiq, Artist, Deborah Bullivant, Grimm and Co, Khalida Luqman, Tassibee, Marcus Hurcombe, Rotherham Youth Service, Zanab Rasool, Rotherham United Community Cohesion team, Shirin Teifouri, School of English, Chrsti Kettle, Mowbray Gardens Library, Alnaar Clayton, Mowbray Gardens Library together with Natalie Walton, The Hepworth Wakefield, Kim Streets, Museums Sheffield and Cassie Kill with Laura Sillars, The Site Gallery.

The project is concerned with ways of re-imagining the future through art and literacy and thinking about how young people in particular can make sense of the world through art and literature.

More information about the project can be found here: [www.imaginecommunity.org.uk/](http://www.imaginecommunity.org.uk/)

The project is part of the Arts and Humanities Research Council's Connected Communities programme and is also part funded through the Economic and Social Research Council.





> Research Centre News  
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## iPad Project

### Jackie Marsh & Dylan Yamada-Rice

A small-scale study funded by the Collaboration Sheffield Initiative involving researchers from the University of Sheffield and Sheffield Hallam University was undertaken to investigate the iPad's potential contribution to the development of literacy for very young children. Ipad containing story apps were given to very young children between the ages of 0 and 3-years within two early years educational settings.

The project defined literacy in its broadest sense as a multi-modal means of communication that combines reading and writing with image, gesture and sound. The findings indicated that there were aspects of using iPads that young children found to be easy, but that the quality of apps and their ease of use was important in maintaining children's interests.

The findings have been analysed and publications are to follow that consider the potential role of the iPad in young children's learning.



## Centre for the Study of Literacies

### Literacies Conference

It has now become a regular date in the calendars of literacy scholars, to attend the International Literacies Conference at Sheffield. The Centre for the Study of Literacies@Sheffield hosts this annual event with a new theme each year - **'Everyday Language, Everyday Literacies'** being the subject in June 2013. Keynote speakers were:

- Diane Mavers, Visiting Research Associate, The Institute of Education, UK;
- Janet Maybin: The Open University UK;
- Mary Hamilton: The University of Lancaster UK;
- Members of the 'Language as Talisman' project - University of Sheffield, UK;
- Ola Erstad, Oystein Gilje, Oslo University, Finland;
- Victoria Carrington: University of East Anglia, UK.

In addition parallel sessions provided a rich source of further debate on issues related to language and literacy practices in everyday life.

This year's conference is focussing on Space, Literacies and Culture. See our website for further details: [www.sheffield.ac.uk/education/research/groups/csnl/space-literacies-culture](http://www.sheffield.ac.uk/education/research/groups/csnl/space-literacies-culture)



# Research Publications

## The Malta Book

The book features a collection of research essays focusing on various aspects of early childhood education in Malta. Published by the University of Sheffield and edited by Peter Clough, Cathy Nutbrown and Jools Page of the School of Education, it is a useful resource to gain an understanding of the cultural, social and educational underpinnings that contribute to early childhood education and care in Malta.



[www.shef.ac.uk/education/internationalcourses/malta/ma-ece](http://www.shef.ac.uk/education/internationalcourses/malta/ma-ece)

## Ansgar Allen, Benign Violence: Education in and beyond the Age of Reason Palgrave Macmillan, 2014

Setting education in its political context, this book offers a history of good intentions, ranging from the birth of modern schooling and modern examination, to the rise (and fall) of meritocracy. In challenging all that is well-intentioned in education, this book reveals how our educational commitments are always underwritten by violence. Our highest ideals have the lowest origins.



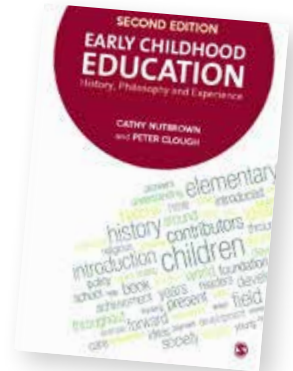
## Dan Goodley, Dis/ability Studies Theorising disablism and ableism Routledge, 2014

In this ground-breaking new work, Dan Goodley makes the case for a novel, distinct, intellectual, and political project – dis/ability studies – an orientation that might encourage us to think again about the phenomena of disability and ability.



## Cathy Nutbrown and Peter Clough, Early Childhood Education: History, Philosophy and Experience (2nd Edition) Sage, 2014

This book emphasises the historical roots of in early childhood education. Firmly grounded in current policy from across the UK, the text features a series of imagined conversations with key figures and pioneers, which exemplify various philosophical positions in early childhood. It is supported by 4 recorded conversations, by the authors themselves, which can be downloaded from the books supporting website.



## Patricia Giardiello, Pioneers in Early Childhood Education: The roots and legacies of Rachel and Margaret McMillan, Maria Montessori and Susan Isaacs Routledge, 2014

Rachel and Margaret McMillan, Maria Montessori and Susan Isaacs have had a major impact on contemporary early years curriculum theory and practice. This book, discusses the ideas, philosophies and writings of these early thinkers in early childhood education and show how they relate to quality early years provision today.



The book explores the influences that shaped the ideas, values and beliefs of these four women and examines these in the context of current policy.

Dr Patricia Giardiello, graduate of our EdD in Early Childhood Education.

# International Students



At the School of Education we welcome every year a large number of students from countries across the globe. Our international students greatly enrich the learning and teaching experiences of students and academics alike, and we are passionate about the opportunities which this internationalization of our community and curriculum offers to us all.

We also value our collaboration with partner institutions in Malta and Singapore. It is the diversity of our community of students and staff which helps to make the School of Education such a rewarding place to be.

We are always delighted to hear from our alumni around the world. We hope you will keep in touch and send us photos and updates on your professional lives.

We are also proud to support the We are International campaign initiated by the University Of Sheffield. If you would like to learn more about this campaign, please visit the website: [www.weareinternational.org.uk/#](http://www.weareinternational.org.uk/#)



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## 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: [www.shef.ac.uk/education/](http://www.shef.ac.uk/education/)

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