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 2011

It gives me great pleasure to write the foreword to our fifth Annual Alumni Newsletter. I welcome our newest graduates to the Newsletter, in addition to greeting all of our ‘older’ alumni. We very much appreciate the ongoing contact with you all and feel that it is very important to keep you informed of developments in the School. We have had a very busy year, and of course a productive one. We were very pleased when The Institute for Lifelong Learning (TILL) relocated from West Street to the Husband Building, the home of the Department of Educational Studies for many years. This has numerous benefits, including ensuring the closer proximity of staff and students across our varied programmes. These programmes continue to thrive and we are extending our courses in Singapore and Malta this year. We have revised our full-time Masters programme in the UK and now offer an integrated suite of courses, which includes an MA in Education and an MA in Psychology and Education. This year also sees the launch of our new BA Education, Culture and Childhood, which we are very excited about. We know that all of our new programmes will enjoy the same successes that we have achieved with our long-standing courses. The high quality of our learning and teaching was confirmed in our recent Periodic Review, a two-day, thorough review of teaching quality, which was conducted by a panel that included external experts in education and lifelong learning. The panel awarded us nine commendations, including commendations relating to the quality of our feedback to students and the excellent, supportive relationships that our staff form with students. We could not have wished for a better outcome and we have all of our students to thank for that – the evaluations you completed when you were students here all contributed to the quality indicators we put forward to the panel. The School’s research also continues to grow from strength to strength. Staff are involved in a wide range of externally funded projects, some of which you will learn about in the pages of this newsletter. Our publications continue to inform the courses that we teach and that our colleagues teach in institutions elsewhere. Finally, we welcomed this year the news that the Faculty of Social Sciences had been awarded ESRC Doctoral Training Centre (DTC) status, as part of the White Rose DTC. So as you can see, 2010-11 has been a very busy and successful year for the School and I am immensely proud of the achievements of our staff and students, past and present. I look forward to the year ahead and hope that we hear from many of you through our alumni networks - please keep in touch!

Professor Jackie Marsh
Head of School
The Institute for Lifelong Learning has Moved to the School of Education

In the March 2011 issue of Overview, the University’s staff Newsletter, Malcolm Roberts, the Internal Communications Officer for the University, published an interview with Darren Webb, Deputy Director of TILL, highlighting the importance of the move and raising awareness of the role of the Institute for Lifelong Learning. He has kindly given us permission to reproduce it in this Newsletter.

This month we talk to Darren Webb, Deputy Director of the Institute of Lifelong Learning (TILL), as the Institute prepares to move to its new home at 388 Glossop Road.

Can you give me a rundown of TILL’s background?

The mission of The Institute for Lifelong Learning (TILL) is to provide a high quality, rigorous, Russell Group University education to adults who, for whatever reason, did not have that opportunity when they were younger.

TILL has its roots in the University Extension movement of the mid-nineteenth century and formally began life in 1910 as the University Joint Committee with the Workers’ Educational Association. We’ve gone by various names since then – the Department of Extramural Studies, the Division of Continuing Education, the Division of Adult Continuing Education. We became The Institute for Lifelong Learning in 1999. In 2000 we linked together with the Department of Educational Studies to establish The School of Education.

TILL operates in the field of adult education and opens up the resources of the University to people who may not otherwise have considered becoming a student. All our programmes are offered on a part-time basis only and are generally taught in the evenings and at weekends. Our student body consists of mature learners with work, family or other commitments that prevent them from studying full-time during the day. We don’t have any formal codified entry requirements and interview almost every applicant. This is extremely time consuming but it enables us to identify whether applicants possess the capacity to study and potential to succeed at University level.

TILL is a multi-disciplinary institute with around 650 students. We offer honours degrees in Social and Political Studies, Natural and Human Environments, Spanish and Latin American Studies, IT and Organisations, French Language and Cultures; a Foundation Degree in Working with Communities; undergraduate Certificates in Archaeology, Music and Creative Media, and Creative Writing; and a Level 0 Foundation Programme. Many of our modules are also open to members of the public to study on an individual basis for interest.

What are your key priorities?

We have recently moved from West Street to 388 Glossop Road to create a better integrated School of Education. The Department of Educational Studies is already based at 388 Glossop Road, so the relocation of TILL means that the School occupies a shared space.

This is a positive move because recent years have seen an increase in cross-School collaborative provision. The most recent example of this is the development of a new full-time BA in Education, Culture and Childhood. With the first cohort beginning their studies in September, having all the teaching and clerical staff in the same building should make co-ordinating the programme an awful lot easier.

What are you, as an Institute, most proud of?

We are proud of the fact that TILL keeps alive the link between the University and the working people of the Sheffield city region. Strategic statements such as The Sheffield Academic and The draft University of Sheffield Proposition rightly acknowledge the University’s distinctive origins as an institution set up by the people of Sheffield for the people of Sheffield. TILL gives these acts of institutional remembering a concrete material footing. Our entire body of students is drawn from the city region and, in opening the doors of the University to mature learners who otherwise would have been unable to study, we ensure that the University remains accessible to the working people of Sheffield whose forebears set it up.

What are your main challenges right now?

The present juncture is a difficult one for adult education. Indeed, a number of adult continuing education departments have closed down over the last few years. Over the same period we have had to restructure the programmes due to staff changes, but we are pleased that we have managed to maintain provision during these difficult times for the sector and we see this as indicative of TILL’s ability to adapt to changing times.

The immediate challenge now, of course, is 2012. Although the Government’s funding reforms are being trumpeted as providing a fair deal for part-time students, they also present significant challenges. It is true that students studying part-time will be able to access the same loans for learning as students studying full-time, but if the quid pro quo is that students studying part-time pay the same level of fees pro-rata then the market for part-time study may well shrink.

The supposed levelling of the playing field for part-time students is premised on a misunderstanding of why many adults choose to study for a degree. The assumption seems to be that part-time students, like full-time...
students, are motivated by instrumental calculations regarding future returns on their investment. If this is untrue of full-time students, as many have argued, it is especially untrue of part-time students in TILL. Many of our students choose to study in order to gain a better understanding of their environment and the world, to develop new skills outside and beyond the workplace, or to simply prove to themselves that they can. The challenge faced by TILL is that potential students may be unwilling to take out a loan of up to £27k to fund the development of their personal skills and critical understanding.

What would you most like to do as an Institute?
In the present context, what we need to do is ensure the survival, and strive to promote the reinvigoration, of adult education across the region.

What does the future hold for TILL?
One key strength of TILL is that it is the only adult education provider in the region to offer part-time HE provision in the evenings and at weekends. This could prove a source of resilience in the face of future challenges. Another positive is the government’s stated commitment to supporting mature students and those wishing to study part-time in higher education. A lot depends, however, on the level of fees set for part-time study in TILL from 2012. Much also depends on the extent to which the University promotes part-time provision more generally across the institution. As these issues have yet to be addressed at an institutional level, the outcome is impossible to predict.

How is TILL reacting to Project 2012?
A coordinated response to, and preparation for, the new funding regime is essential. Project 2012 is therefore a vital initiative. The key workstream addressing the work of TILL is workstream 3, ‘Widening participation, diversity and the Access Commitment’. TILL has a presence on this workstream and has been involved in discussions regarding the way in which the University’s Access Commitment addresses provision for mature students and part-time study.

Sylvia Dunkley
A message from the new Lord Mayor of Sheffield, a former TILL student and employee

I am delighted to provide some details about my past links with the University, as I would never have got where I am today without my time at the University of Sheffield, as a student, a postgrad and an employee in the then Division of Adult Continuing Education (now The Institute for Lifelong Learning).

I often regretted that I hadn’t gone to University when I left school, so after having children and moving to Sheffield, I did a one year access course in the Division of Adult Continuing Education and was successful in winning a place at the University of Sheffield to read History from 1984-87. I then went on to do a PhD in women’s history and helped finance it by taking a part-time clerical job in the Division where I enjoyed working with members of the public who were looking to enrol on adult education courses and with other members of staff. On completing my PhD I became a part-time tutor in the Division where I taught social and women’s history on the first degree programme and also ran a research group which carried out an oral history project talking to women who worked as live-in domestic servants in Sheffield during the inter-war period. After becoming a City Councillor in 1995, I eventually had to give up teaching… but I still miss it!
Joanne Harris

Joanne Harris, celebrated author of many novels including *Chocolat* (1999) and *Blueeyedboy* (2010) is an alumna of the School of Education and once worked as a tutor in the Institute for Lifelong Learning (TILL). Joanne's mother was also a tutor in TILL. We were very proud to host Joanne's visit to the School on 24 November, 2010 and she kindly took some time during her visit to answer a few questions. Here is the interview Professor Jackie Marsh (Head of School) and Dr Jools Page (Editor of the School of Education Alumni Newsletter) conducted with Joanne.

*Professor Jackie Marsh and Joanne Harris*

Jackie: You completed a PGCE with us before you became an author, Joanne, which is delightful!

Joanne: Yes I wanted to go into teaching and because I was living locally, I applied to Sheffield. I knew Sheffield pretty well anyway because my parents had both done MA's there and they had a lot of friends at the University and so as a child I’d been used to particularly going into the big glass Modern Languages building, which I knew very well. And so I felt at home at Sheffield and I liked it.

Jackie: And did you enjoy your PGCE course with us?

Joanne: Yes I had a great time, the lecturers were terrific and I think I got a lot from it. Following the course I got a job in Dewsbury and taught there for a couple of years, and then another job in Leeds, and there I stayed for about 12 years.

Jackie: Do you think teaching has changed very much since then?

Joanne: Oh it’s changed enormously... obviously teacher training has changed but also the demands made upon teachers have changed and the emphasis on administration has changed, and the fact that now schools have to be so much more independent and self-governing than they used to be, and there’s so much emphasis on that. And so it’s a different business in a lot of ways but I think the essence of it is still the same and the impact that you have as a good teacher on the pupils you have is still obviously the same too.

Jackie: I don't know if you'll want to answer this, but did you draw any of your characters in your books from the time you were teaching?

Joanne: Well, inevitably. I think, you know, when you are writing and you are teaching full-time there is very little opportunity to go off and do research, and so you tend to draw upon the characters that are around you. I mean I would defy anybody to actually say, “This is so and so” but I think the kind of human interaction that you get in a school is actually quite a creative thing, and so it’s quite a stimulus I think for a writer to exist in that kind of community.

Jackie: And so you were writing from the beginning of your teaching career, were you?

Joanne: Yes, I was writing. I had three books published before I left teaching, so I was doing all that and keeping my head below the parapet because I mean, obviously, my first two novels didn’t make an enormous impact and so it was perfectly possible for me to teach and write at the same time. After Chocolat it became less easy.

Jackie: Did you share your writing with your pupils?

Joanne: No, I think one of the secrets to being an effective teacher is that you share as little of your personal life with your pupils as possible. So no, no they didn’t know much about it at all. In fact until my first book came out they didn’t even know I’d written any books. When my first book came out they had to know because eventually they would have found out. It was quite funny because when the book was launched, I went into my first class at Leeds Grammar School and they were my form, they were a third year form that I got on pretty well with, and I came in, said “Good morning”, smiled and they all stood up and smiled back - and every one of the boys was wearing little vampire teeth!

Jackie: A fantastic moment, I’m sure! So can I ask you also about the time you worked for the School of Education in The Institute for Lifelong Learning?

Joanne: Yes, I taught a module in French Literature, it was a post-graduat...
But it was very rewarding and I found them very interesting people to work with.

Jackie: And, of course, your mum worked at The Institute for Lifelong Learning also?

Joanne: Yes she did, she taught several modules as well. She taught for rather longer than I did and she enjoyed it enormously as well, and I think would have kept on for longer too but she moved to Huddersfield, so it’s not quite as easy to get there when you don’t drive. But she speaks very fondly of her time here and still sees quite a few of the pupils she taught, in fact she tends to bring them to see me as well. So she’s still in touch with them, and in touch with a lot of the lecturers that she’s been friends with since I was a child.

Jools: I was just interested to know, Joanne, where you tend to do your writing. Do you find that you do it on your travels?

Joanne: Well I don’t like working when I’m travelling around. Sometimes I do get hotel time and airport time which is actually useful, but most of the time the travelling is demanding enough in itself and it’s so full of events that I wouldn’t get a great deal of time. So I like best to work at home when I can, I’ve got a library where I work - and I’ve also now got a shed.

My husband has built me a shed where I can now escape from things like the wireless because, you know, as soon as you’ve got wireless you log on and before you know it you’ve kind of fallen into the internet and you haven’t done any work. So I’m away from the wireless and the phone, so that’s quite nice. So you have to be kind of tough on yourself really in terms of the space and the time that you give yourself to work. I’m still not terribly good at this. I still have rather similar working patterns to the ones that I had when I was a teacher, because my time is taken up by all sorts of things which are not writing but which are somehow writing related, and so I end up having to grab the time back and hope that I can do some writing in my spare time.

Jools: So, have you got a number of sort of projects on the go, or do you tend to sort of stick to one at a time?

Joanne: No I always have more than one project on the go because it takes time for me to think projects out, and during the thinking time I tend to work on something else... things like short stories, which I tend to write for magazines and anthologies. Plus journalism, which is one of those constant things that you are asked to do, and sometimes I’ll say yes and sometimes not. And screenplays tend to pop up occasionally. I’ve been writing stuff for radio recently on King James’ Bible. It’s the 400th anniversary and so they’re doing a huge thing on Radio 4 about King James’ Bible and how people relate to it. So I’ve been writing some stuff on that, which I quite like doing because it’s out of my usual area. I always say yes to things which are outside of what people expect me to be doing because I get terribly bored just talking about food all the time.

Jackie: Yes, you must have been asked so many questions about Chocolat!

Joanne: It’s not just that, people keep wanting me to front cooking shows and things, and really there’s nothing that I would hate more really. So I always say no to things like that, and say yes to the interesting things.

Jackie: So what about screen writing, are other books likely to hit the screen?

Joanne: Who knows? The likelihood is always fairly minimal, but they’ve always been optioned and people are always coming and wanting to buy options. This time I thought I might as well write the screenplay myself. So I’m writing the screenplay for Lollipop Shoes.

I’ve actually got myself an Arts Council grant for it, weirdly. I keep forgetting that I’m being paid, because nobody ever gets paid for writing a screenplay, you’re expected to do it for free. So I’m doing that. And after that I will see if I can approach my director of choice and see if he’s at all interested.

Jackie: Oh that’s wonderful, we look forward to that project. So what about the time when Chocolat was made into a film, it must have been very exciting for you?

Joanne: Actually I didn’t pay any attention to any of it until the film actually started shooting.

I think it’s usually the sensible thing to do, because film people talk interminably and if you believe what they say then you can get invested in a project which will never happen. And so I just never listened to any of it really and just let them have their meetings, and given that they’d been given the option and therefore had pretty much cut me out of the equation, I thought, “Well let them get on with it”. And then it happened - and that was nice.

Jackie: And were you happy with the adaptations?

Joanne: Yes, it wouldn’t have been the way I would have done it necessarily but I wasn’t invited to do it and I wouldn’t have wanted to at the time.

Jackie: Well, unfortunately we have run out of time for further questions, Joanne, but we would like to thank you very much for your time and hope to tempt you back to the School for another visit one day!

Joanne’s website is at: www.joanne-harris.co.uk/index.html
Since 1987, I had been teaching advanced level physics at a pre-university college in Malta. At the same time, I gave some part-time lectures to BEd [science] students at university of Malta with the Faculty of Education. In 2003, I decided to apply for a university sponsorship for a doctorate degree in science education, I was given the scholarship and started my doctorate at Sheffield university in 2004. During the duration of my studies I was supported and ably guided by my two tutors Dr Jon Scaife and Professor Jerry Wellington. The years at Sheffield can only be described as ‘a true learning experience’ as the interactions with my tutors provided me with new insights that challenged, enriched and widened my vision of science education. In April 2010, I successfully defended my thesis and in July 2010, I graduated. Obtaining the PhD was a pre-condition to apply for a post at University and in September 2010 I took up a post as lecturer in Science Education at the University of Malta. I currently teach B.Ed. science, PGCE science and MEd (Science Education). I look forward to the coming years of lecturing, administration and research with enthusiasm and passion as these few months spent at University have shown me that in this field there never is a dull moment!

I retired from full-time teaching in 2008 after 38 years at Lincoln Christ’s Hospital School, Lincoln (formerly Lincoln School). I was Head of Chemistry and Deputy Head of Science where I was in charge of behaviour management within Science when I retired.

During the 1990s, our School was at the forefront of student-teacher training in schools and I was our school’s chief mentor and liaison officer with Sheffield Hallam University. After coaching other staff to take on that role, I became involved with mentoring NQT’s in Science. Many of my former mentees still contact me to ask about things as I always told my mentees “mentor is for life, not just for Christmas” and I am pleased they still hold me to that.

In 1997, I got to the final 13 in the Salter’s ‘Chemistry Teacher of the Year’ award and in my penultimate year of teaching, I was awarded a ‘Lifetime Achievement Award’.

I created my website http://www.jimbakersonlinelearning.co.uk initially to promote independent learning amongst my Chemists, but my site quickly grew to cover links to many subjects and areas including Teacher Training. It is now used worldwide by students, teachers and parents as can be seen from the comments in my guest book.

In addition to mentoring/advising less experienced colleagues, areas of expertise are knowledge of Chemistry, maximizing potential and advising students and teachers on ‘what really works’. I have been at the ‘chalk-face’ of the teaching profession for 38 years with just 3 weeks’ absence in all that time.

I have a passion for education that continues during my semi-retirement. I have Chemistry students world-wide emailing me for advice and help.

I am now a ‘freelance educational consultant’ and an associate with LSN on their ‘Starting Out’ programme.
Carol Dixon  
(PGCE, Graduated 1990)  
Geography PGCE: Inspiring a love of routes and roots  
Since completing my PGCE at Sheffield in 1990 I have carved out a very rewarding and multifaceted career path - that commenced in secondary schools as a geography teacher, and then progressed into peripatetic advisory work – addressing issues of equality and diversity across the curriculum for clusters of schools at the local authority level. After a ten year teaching career I took a bold decision to move away from schools and align my professional work with a lifelong passion for researching and celebrating the arts, culture and heritages of the African diaspora – an interest initially inspired by my parents’ personal journeys as post-war, “Windrush-generation” migrants to Britain from the Caribbean, and my own cross-cultural life experiences as a British-born member of Sheffield’s African-Caribbean community.

For the next decade I embarked on a creatively stimulating journey into the field of education project management – taking on the challenges of designing, developing and delivering a succession of high-profile, national arts, heritage and education initiatives for young people: including the Who Do We Think We Are? project on identity, diversity and citizenship on behalf of the Royal Geographical Society with IBG, the CASBAH (Caribbean and African Studies: Black and Asian History) research programme for the Institute of Commonwealth Studies, and the Trading Faces: Recollecting Slavery theatre-in-education scheme for Talawa Theatre Company (specifically designed to deliver schools projects to commemorate the bi-centenary of the abolition of the Slave Trade). When compared to the relative security of a permanent teaching post the decision to negotiate my way through the somewhat precarious world of fixed-term contracts and freelance commissions has, at times, been financially risky. However, the positive trade off has been the acquisition of a broad portfolio of transferable skills that enable me to access innovative and varied employment opportunities across a range of sectors.

My current role as associate director of Positive Steps - an arts education charity delivering projects about Black British performing arts history and heritage to young people via theatres, museums and archives – is one that provides opportunities to fulfil my professional and personal interests with the added benefits of greater creative freedom, autonomy to draft project blueprints and see them through from inception to final evaluation, and the flexibility to combine work with further academic study into the politics, cultural pluralities and poetics of the African diaspora.

In many ways the University of Sheffield – significantly situated in the city of my birth, and the place where I chose to pursue my vocational postgraduate studies – was catalytic in inspiring my love of “routes” and “roots”: the geographical routes and inter-cultural roots that have characterised my lived and learned experiences, and which continue to influence the type of educationalist and enthusiast for lifelong learning I am today.

Carol Dixon is currently completing an MA in Cultural Studies at Goldsmiths College, University of London.

Du Man  
(MA Education, Policy and Practice, Graduated 2011)  
Chinese Student gave New Perspectives on Learning  
During her time at the School, Du Man contributed with fresh insights into curriculum in Sheffield as part of an innovative Knowledge Transfer project. She worked with the Development Education Centre (South Yorkshire) on the project. DECSY’s charter aims to promote a stronger global dimension in educational practices.

Her Engagement Project, which was funded by the Higher Education Innovation Fund through the Student Engagement in Knowledge Transfer scheme, supported collaboration between the University and the DECSY. The director of her MA, Dr Tim Corcoran said the Project had opened discussion regarding potential future collaborations and created the opportunity for community engagement on a global scale.

Du Man said: "The placement was fabulous! I had the opportunity to work with local schools and apply my learned knowledge from the MA programme to real educational work. It made my studying in the UK as an international student more colourful and practical. I also found the topics really interesting as we were working on a global poverty curriculum in which we hope students can understand what poverty means, how poverty affects people’s lives and national policy and the global justice issues. This working experience will also help a lot with my future career because I will work as an educator in China after graduation”.

Rob Unwin, from the DECSY, wrote: It has been so interesting talking to Du Man about the nature and approach to education, both here and in China. Her lively interest and fresh perspectives have engaged both teachers and children in Sheffield schools.

Rosaleen Joyce  
(MA in Early Education, Graduated 2010)  
Rose is due to have her book titled Outdoor Learning: Past and Present published in March 2012 by Open University Press, McGraw Hill Education.
School of Education Prizes

The School’s Inaugural Undergraduate Dissertation Prize was awarded to Christine Carnall, who graduated with a BA (Hons) Social and Political Studies. The dissertation demonstrated a sophisticated understanding of the Skinnerian approach to the history of ideas and Christine simultaneously applied and critiqued the approach through a detailed study of two seventeenth century texts and an exploration of the question as to whether they could be considered “feminist”.

When I received an email advising me that I had been awarded a first class degree in Social and Political Studies ‘I was absolutely delighted’ said Christine. When I continued to read the email and discovered I had also won the School of Education Undergraduate Dissertation Prize, I had to re-read it several times over to make sure I had understood it correctly! I was shocked – but in a good way – and really delighted that the project I had sweated over for so long had been judged by others to be worthy of this award. I don’t think I stopped smiling for weeks after! It was a fantastic ending to a long journey which had begun several years earlier when I had decided to return to education in order to broaden my career options.

All of my adult life I had regretted not going to university and had often wondered what I might have achieved. I will be forever grateful to TILL for providing me with the opportunity to find out. I accomplished much more than I ever thought possible. Not only have I learned so much about the subjects I studied, I feel that I have grown in confidence and have realised that it is possible, with plenty of hard work, persistence and sometimes a few sacrifices, to tackle almost anything I put my mind to. I know that everything I have gained by studying at the University of Sheffield will stand me in good stead for the future.

Adele Ward, who graduated with an MA in Working with Communities, was awarded the School’s Inaugural Postgraduate Student Prize. Adele’s dissertation was on how to resolve conflict between young people in one area of Sheffield. Adele is a probation officer and community worker on a voluntary basis and she has worked with both Somali and African-Caribbean young people to support them in the community. Her dissertation addressed this issue in a scholarly manner, and demonstrated how the work of our students contributes to the civic responsibility of the University.

When informed about her award Adele commented: “I commenced the MA Working with Communities in October 2008. My reasons for enrolling onto the course were due to my involvement with a community group at that time, and I wanted to gain a better insight and understanding in working with communities. The course was extremely beneficial in terms of developing my knowledge about working in a community setting, and I was able to conduct such work with much more confidence. I completed the course in September 2010, and was awarded the School of Education Postgraduate Student Prize, which I was extremely proud and honoured to receive. Since completion I have continued to work in the Community on a voluntary basis, mainly working on issues regarding young people and gang affiliation. If I was to consider further study, the University of Sheffield would be my preferred establishment, given that I enjoyed the MA Working with Communities and gained immeasurably in undertaking the course”.

The Rutland Prize for Early Childhood Education 2010 was awarded to MA in Early Childhood Education graduate Verity Gardiner and was announced at a graduation ceremony in January 2011. Verity said: “I feel very privileged to receive this award from the University of Sheffield and The Rutland Hotel. I have learnt so much and grown both personally and professionally during my time studying for the MA in Early Childhood Education. It has been wonderful to work with Dr Jools Page, Professor Cathy Nutbrown and all the team and to be able to engage in professionally challenging dialogue and discussion with fellow students at the weekend study schools. I have been thoroughly supported throughout by everyone at the University. I would recommend this course to anyone with a passion for early childhood who wants to develop their analytical and reflective skills further.”

Verity Gardiner
News from our Current Students

Rebecca Austin
(EdD Literacy and Language in Education)

Congratulations to Rebecca who won the School of Information’s 2010 Photo Competition for her image, “Science and Nature”.

Colleen Eccles
(EdD Educational Studies)

Neighbourhood Challenge: Leading change and innovation

Colleen has seen much change in the final year of her doctorate, including changing jobs and taking on a new role on as Project Director for Shiregreen in Sheffield. Colleen was recruited by Sanctuary Housing Association to develop creative and innovative plans for the Shiregreen Estate, a 5000 unit family housing estate in the North East of the city. Sanctuary had invested over £80 million in improving the homes and physical environment and it is Colleen’s job to work strategically to bring socio-economic investment into the area. Five months in and Colleen explains how her experience on the EdD has helped her achieve success for the Shiregreen area.

Having worked at the University of Sheffield until 2010 as Deputy Director for Research in Practice within Sociological Studies, I will always be dedicated to making research useful and accessible. In urban regeneration, it is essential to work plans up with the community and this is easier said than done. One of the first things I identified working in Shiregreen is that there was a need to open up new channels of communication across the neighbourhood and invent innovative ways of capturing people’s skills, talents and ideas. This is one reason why I applied for NESTA (New Economics Foundation for Science Technology and the Arts) funding. Out of 600 applications, Shiregreen was one of 16 chosen Neighbourhood Challenge areas to benefit from an intensive year of grass-roots innovation.

I put the success of the bid down to three main things; the collective of community investment partners identified as delivery partners (which includes the University of Sheffield), innovative ideas and high aspirations (which includes drawing attention to the area from organisations such as the Jamie Oliver Foundation) and an emphasis on the real value of local. In a high octane year we will be developing on-line media to enhance communication across the estate and enable skills share. Giving life to local ideas led by talented, local people is key. We have a year to test out new ideas - the value of the collaboration with NESTA is that pushing boundaries is actively encouraged.

Colleen concluded: “The EdD has helped refocus my career towards learning and working with communities – it is what I am passionate about and it is what makes me feel excited about going to work each day. It is fantastic that the University of Sheffield is a partner in this process”

Keep in touch with our progress at: Shiregreen.wordpress.com

(Shiregreen Neighbourhood Challenge Partners including Left Professor Mike Holcombe, David Barrie of Camden People’s Supermaket, Colleen Eccles, Karl Barton)
Ling Feng (PhD)

Has had a paper titled 'Teacher and student responses to interdisciplinary aspects of Sustainability Education: What do we really know?' published in *Environmental Education*

Ali Hayward (BA/LCM, Combined Studies)

A TILL student appeared in the Sheffield Star after receiving a regional award as part of Adult Learners' Week.

The article was written by the education reporter of The Star, Mike Russell, under the heading "**Inspirational student wins top honour**". He described how a disabled mature University of Sheffield student received national recognition for encouraging others to give learning a go - after transforming her own life through education. Ali Hayward, a student in the Institute for Lifelong Learning, received an individual regional award as part of Adult Learners’ Week.

The awards honour remarkable individuals who have made a difference to their lives through learning and inspired others to return to education. Ali returned to studying after leaving school in her early teens due to her disability and later suffered post-natal depression after the birth of her child, who was diagnosed with cerebral palsy. To overcome this Ali decided to volunteer with a disability charity and then embarked on a creative writing course. She then went on to enrol on TILL’s part-time degree in literature and creative media. Ali received her award from writer and broadcaster Ian Clayton in Leeds. Ali said: "My life has changed beyond anything I expected. I’m excited about my future. I am hoping to be able to use the award as a platform to encourage others, but particularly other disabled people, to believe that education is not only a viable positive option, but a realistic and life changing one too. It’s powerful and for me is a privilege I never thought I’d have".

Burama Jammeh (FT PhD)

A University of Sheffield Student Awarded Insignia of Member of the National Order of the Republic of The Gambia (MRG)

On the occasion of the 46th Independence anniversary of the Republic of the Gambia, the country’s President conferred upon Mr Burama Jammeh, a Gambian student at the Department of Educational Studies, School of Education, one of the country's highest honours. The award is in recognition of his contribution to education and humanity in Gambia.

Mr Burama Jammeh joined the University of Sheffield in January 2008 as a full time MPhil/PhD student. Six months after his registration, his government re called him back with an ultimatum to either get approval from the University to be available for the service to nation for six months of each calendar year or abandon the course. It was thanks to his supervisors Dr Chris Winter, and Professor Jerry Wellington (Head of Research Degrees) and the entire university administration who supported Mr Jammeh that he was able to continue his course while at the same time fulfilling the requirements of his government.

Due to his constant support to national development endeavours, Mr Jammeh has been recognised for this award. In response to the question of why he has received the award Mr Jammeh said "It is an honour for doing what I consider as my national obligations".

Mr Albene Mendy, a Chartered Accountant resident in the UK and a long term friend of Burama, had this to say "This is not the first time that Burama’s contribution has been recognised in education". In 1999, the Islamic community in the Gambia unanimously awarded him a full package to visit the Muslim holy land (Mecca) to perform hajj rites in recognition of his immense contributions towards organising and building capacity of Madrassah (Islamic faith schools) education providers under one main body thus enabling them to have collective bargaining power to negotiate and receive government recognition and support. Madrassah Curricular has now been improved to the level that those children whose parents chose Islamic education are no more excluded from the general education being provided to all Gambian children.

The children are now benefitting from both Islamic and secular knowledge including English Language, Science, Mathematics and Social and Environmental Education with government making payment of such teachers in the Islamic schools.

Burama was in charge of educational statistics at the educational planning unit which at the time of his employment was a small unit and has now grown into a fully fledged Directorate. In this post Burama launched a campaign to tackle reading difficulties in schools through national coordination of Early Grade Reading Assessment, learning materials development and teacher training. The Gambia is now recognised as one of the most successful countries implementing the Early Grade Reading Programme.
Jackie Musgrave  (EdD ECE and 2010 Graduate MA Early Childhood Education and awarded the School’s inaugural Rutland Prize for Early Childhood Education)

Has had a paper titled ‘Educating the Future Educators: The quest for professionalism in early childhood education’ published in Contemporary Issues in Early Childhood. 11(4).

Sandra West  (EdD Educational Studies, Caribbean)

Friends in High Places
Dame Deborah-Mae Lovell is Antiguan Ambassador to the US and takes her sister, Sandra West, to functions as her consort.

Recent Successes

In September 2010, following a nomination by BERA, Emeritus Professor Peter Hannon was made an Academician of the Academy of Social Sciences. For further information, please visit: www.shef.ac.uk /mediacentre/2010/1752

Grace Hoskins, PGCE Tutor in the School of Education, said she was ‘surprised and flattered’ to be nominated by a student for the Personal Tutor of the Year (Social Sciences) award in the University Academic Awards 2011. Grace and other nominees attended a special awards ceremony at the University on 12 May 2011 hosted by Joe Oliver, the Education Officer with special guest speakers the Rt Hon David Blunkett MP and Professor Keith Burnett CBE.

Dr David Hyatt was granted a Senate Award for Excellence in Learning and Teaching in the category of ‘sustained excellence’. Professor Jackie Marsh said “This is very well-deserved and an appropriate recognition of David’s work on a range of teaching and learning issues over the last 15 years”.

Dr Terry Lamb was invited to Canada in April this year, to speak at two events. First he spent a day at OLBI, the Official Languages and Bilingualism Institute at the University of Ottawa, where he held a research seminar entitled Engaging learners in language learning: learner motivation, learner voice, learner autonomy. He then spent two days in Montreal at a conference called Languages without Borders, organized by CASLT, the Canadian Association of Second Language Teachers, where he contributed to a round table discussion called Promoting multilingualism and plurilingualism: European perspectives, as well as a plenary on Listening to learners’ voices: developing learner autonomy in the language learning classroom.

Professor Cathy Nutbrown has contributed to the Tickell Review of the Early Years Foundation Stage. She has also recently been invited to be an Academic member of the OFQUAL Early Years Advisory Group. Cathy’s research into curriculum, parental involvement, literacy, the arts and inclusion means that she is well placed to offer advice on the curriculum and assessment policy and practice.
**Inaugural Gathering of the School of Education Malta Alumni**

Thursday, 5 May 2011 marked the Inaugural gathering of the University of Sheffield, School of Education, Malta Alumni hosted by Professor Jackie Marsh and academic staff from the School of Education at St Catherine’s High School, Pembroke. The event was attended by graduates from Malta who have successfully studied with us at Sheffield. It was followed by a public lecture entitled: ‘Feelings, thinking and learning: Neuroscientific narratives’ by Professor Tom Billington of the School of Education, University of Sheffield. Professor Cathy Nutbrown, Director of the Malta Programme said: “This first Alumni gathering for our students in Malta is an important recognition of the contribution that students from Malta make to the School of Education. We are very proud of their achievements at Masters and Doctoral level, and look forward to welcoming more Alumni to next year’s gathering as students successfully complete their studies on our Malta based programme”.

**Research Grants**

**Professor Gareth Parry** (with Peter Scott and Claire Callender from the Institute of Education) were successful in their invitation to tender for a research project funded by BIS at £200,000 on ‘Understanding Higher Education in Further Education Institutions’. The work will be led by Gareth, based in Sheffield and with contributions from Dr Sammy Rashid and Dr Anne Thompson. The research will address a range of questions posed in the forthcoming White Paper on higher education.

**Dr Chris Winter** won a grant from The BERA Meeting of Minds Fellowship which exists to provide a targeted programme of mentoring with a more experienced colleague. Chris chose to spend her funding over a 5 month period, working under the guidance of Stephen Ball at the Institute of Education with the aim of writing two papers and developing a research funding application.

**Dr Kate Pahl** won an award, along with Richard Steadman-Jones from the English Department and William Gould, Department of History, Leeds University, to do a year-long research project called ‘Writing in the Home and in the Street’ from the Arts and Humanities Research Council Connected Communities Programme. Three artists were also involved in the project. At the end of May a two week exhibition was held with a number of academics from across the University, called ‘Inhabiting Space’. The exhibition, which was held at Jessop West, showcased the findings of the research. Called ‘Writing Materials’, the interactive display explored the materialities of writing in the home and in the street.

**Dr Jon Scaife** was invited to lead for the South East Asian Ministers of Education Organisation for Research in Science and Mathematics Education (SEAMEO RECSAM for short!) at Penang, Malaysia in June 2010. Participants were teacher educators and lead teachers from Uganda, Zambia, Indonesia, Malaysia and elsewhere. The Director of RECSAM is Dr Azian Abdullah, who completed her doctorate with us twelve years ago. (Her daughter has recently completed a Law degree in the University too.)

**Professor Cathy Nutbrown** has been awarded an ESRC follow-on funding grant of £85,000 to work with the National Children’s Bureau on promoting family literacy.

**Professor Jackie Marsh** has been awarded a British Academy small grant to undertake work with Dr Julia Bishop on the working papers of Iona and Peter Opie, located at the Bodleian Library.

**Children’s Playground Games and Rhymes in a New Media Age**

Last year we told you about this exciting project involving Professor Jackie Marsh and Dr Julia Bishop. For an update on the project please visit www.shef.ac.uk/mediacentre/2011/1845-children-playground-games-rhymes.html
Staff Publications


In this volume researchers from Asia, Europe, the Middle East, North America, and South America employ a variety of theoretical perspectives and methodological approaches in order to investigate the links between identity, motivation, and autonomy in language learning. On a conceptual level, the authors explore issues related to agency, metacognition, imagination, beliefs and self. The book also addresses practice in classroom, self-access, and distance learning, sustaining motivation in distance learning, pop culture and gaming, study abroad, and the motivation of pre-service teachers.

‘Through the use of qualitative research methods, the authors explore the complex, contingent and dynamic nature of motivation, identity and autonomy... This is precisely the integrative approach that should be encouraged as we seek to understand the lived experience of individuals.’ Diane Larsen-Freeman, University of Michigan, USA.

‘Readers will find that the issues are covered in impressive breadth and depth: there is something for everybody in this useful and insightful volume and I am convinced that nobody will leave it ‘empty-handed’. Highly recommended.’ Zoltan Dörnyei, University of Nottingham, UK.

Young Children Reading: At home and at school. Sage Publications

Developing and supporting literacy is an absolute priority for all early years settings and primary schools, and something of a national concern. By presenting extensive research evidence, Dr Rachael Levy shows how some of our tried and tested approaches to teaching reading may be counter-productive, and are causing some young children to lose confidence in their abilities as readers. Through challenging accepted definitions and perspectives on reading, this book encourages the reader to reflect critically on the current reading curriculum, and to consider ways in which their own practice can be developed to match the changing literacy landscape of the 21st century.

Placing the emphasis on the voices of the children themselves, Rachael looks at:

- what it feels like to be a reader in the digital age
- children’s perceptions of reading
- home and school reading
- reading in multidimensional forms
- the future teaching of reading

The book is essential reading for all trainee and practising teachers, this critical examination of a vital topic will support all those who are interested in the way we can help future generations to become literate. This book will encourage researchers and practitioners alike to redefine their own views of literacy, and situate ‘reading literacy’ within the digital world in which young children now live.

Threads of Thinking: Schemas and Young Children’s Learning – now in its 4th Edition

In her new edition of this popular book, Professor Cathy Nutbrown presents evidence of continuity and progression in young children’s thinking. She shows, with detailed observation, that they are able and active learners. She considers aspects of children’s patterns of learning and thinking - or schemas - and demonstrates clearly how children learn in an active, dynamic and creative way.

This book makes schema theory explicit in practice. Supported by numerous detailed examples and the discussion of difficult theoretical issues, it illustrates children’s learning in areas such as literacy, maths and science.

Key Concepts in Early Childhood Education and Care – now in its 2nd Edition

This new edition of Professor Cathy Nutbrown’s much loved book explains the key ideas and issues in Early Childhood clearly and concisely, keeping students up-to-date with the latest developments in the field. The book has also been thoroughly updated and revised, and includes coverage of heuristic play, Early Literacy Development and Parental Involvement. The book offers starting points which provide a clear focus, further reading and discussion of research on thirty-five key topics. It is a must for students following courses in early childhood education and care.

Dr Kate Pahl has recently published a book with Jennifer Rowsell called Artifactual Literacies: Every object tells a story (2010, Teachers College Press). The book is for all those interested in ways of engaging young people in writing through stories and objects and will be useful to primary and secondary school teachers, museum educators and literacy professionals.
NEW Full-Time Masters Programmes for 2011

In 2011 The School of Education is introducing a new suite of full-time Masters courses. These will build upon our existing and highly successful courses in Educational Research and Globalising Education: Policy and Practice. This will further develop our high quality Masters programmes which are suitable for both International and UK students.

The new MA in Psychology and Education is designed for professionals across the globe working in education or with young people in a variety of contexts. With a particular focus on psychological theory, it is aimed at prospective students who are seeking to develop their understanding of the challenges facing the education-related world of the 21st century.

A Successful MA for Working Professionals:
MA in Applied Professional Studies in Education (APSE)

The Sheffield MA in Applied Professional Studies in Education is an exciting programme which is run in partnership with Subject Associations and local authorities. It has been designed to allow working professionals to study alongside their full-time employment and is suitable for teachers at any stage of their career as the content is negotiated with tutors. Any teacher can apply, and it is particularly popular with those who bring Masters credits from their PGCE and other postgraduate courses. Here is what some alumni have written about it.

The chance to research classroom practice and the theory underlying this directly supported the development of best practice both within my own classroom and across my school. Having opportunities to research Assessment for Learning and trends in boys’ under-achievement helped me to lead learning teams of practitioners from many different subjects in developing and enhancing practice. I enjoyed the action research into improving boys’ writing in Geography and found it enhanced student outcomes and added to my toolkit of teaching strategies.

Dean Jones - Director of Teaching and Learning, Wickersley School, Rotherham

The MA APSE helped me to develop my knowledge of theory and practice in the first couple of years of teaching, which has been invaluable in enabling me to get involved in various projects. I also feel more confident of my abilities and able to engage in professional dialogue as a result. The staff at the University were very supportive and the course was ideally suited to the activities that you have to do as an NQT. It also helped me to look at different perspectives, collect my thoughts and share my experiences. I would thoroughly recommend the MA APSE to other teaching professionals looking to go the extra mile and gain the additional professional respect that having a MA provides.

Emma Archer, Languages Teacher, Ossett School, West Yorkshire

The new and more general MA in Education creates an over-arching qualification with enough flexibility for students to specialise in specific areas and follow their interests. It is for prospective students with a general interest in the context, practice and future of education. A new practical module will also be offered as part of this course. This will allow students to gain first-hand experience of educational institutions during a placement in a school or college.

Overall, there will be a new focus on integrated study between these four courses at The School of Education. Students from all four routes will be given the opportunity to share experiences and conversations between the different strands and to participate in the overall research and learning culture of the School.

For more details please visit:
www.shef.ac.uk/education/courses/masters/fulltime

"The MA APSE built up my confidence and self belief that I can make a difference in the classroom. The course developed my pedagogy and made me not just a reflective practitioner but a reflexive one. I found it fascinating reading the academic literature, having discussions and philosophising with university tutors and other MA students. My dissertation was very fulfilling, all the hard work was very worthwhile and I feel proud of my achievement. I also believe the course has helped me to progress quickly in my career. I couldn’t recommend the MA APSE more!"

Dannii Waller, Science Teacher and Head of Physics, Notre Dame School, Sheffield

The course gifted me with enough structure to be manageable and understandable, but enough freedom to be able to research the issues that interested me. Conducting primary research in my classroom about issues that I wanted to know more about was interesting and exciting. Regular meetings, deadlines and communication provided by the tutors alongside the supporting friendships of peers made the two years fly by.

Lorna Bradford, Teacher and International School Co-ordinator, Swanwick Hall School, Derbyshire.

BA Education, Culture and Childhood

In September 2011 the School launches a new undergraduate degree in Education, Culture and Childhood. The degree brings together the teaching and research strengths of the School and offers students a varied interdisciplinary programme. This is an exciting development for the School and we have been delighted with the number and quality of applications received.
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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