‘Advancing Education’ 2016–17

Education at the University of Birmingham is ranked 6th in the Guardian University Guide 2017.

The School of Education is ranked 10th in the Complete University Guide 2017.

Globally in the 2016 QS World University rankings, Education at the University of Birmingham is ranked 28th.

Top 3 for HEI provision in the Good Teacher Training Guide 2015.

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Head of Department of Disability Inclusion and Special Needs: Professor Graeme Douglas
Head of Department of Education and Social Justice: Professor Jane Martin
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Who we are

The original Department of Education was founded in 1894 and became the School of Education in 1947.

It has a long-standing reputation as a centre of excellence for teaching and research in a wide range of areas of educational practice and policy. The School has expertise spanning a broad range of disciplines including disability inclusion and special needs; education and social justice; and teacher education. It is building upon its strengths as one of the best Schools of Education in the UK by expanding into areas of research, teaching and consultancy that are truly distinguishing the School of Education in terms of leadership, visibility, excellence and innovation.

It is a diverse community of scholars, educators, staff and students committed to improving teaching and learning through innovative and inquiry-driven programmes, research, reflection and critique in partnership with its communities.
Welcome

Message from Head of School

Julie Allan has been Head of School since 2015 and is Professor of Equity and Inclusion.

The School of Education has had an extremely successful year and I have been proud to lead such an exceptional group of academic and professional services staff and students, and to witness their many achievements. Among these, we saw twenty eight students being awarded Doctorates at the summer graduation.

The success of the School of Education has been recognised in several league tables. The QS World University Rankings by Subject 2016 ranks education at Birmingham as 28th in the world and as joint 7th in Europe. We are ranked 10th in the Complete University Guide 2017, moving up eight places from last year, and 6th in the Guardian University Guide 2017 (up 31 places). The Good Teacher Training Guide 2015 puts us among the top three University providers for teacher education with Oxford and Cambridge.

Our teaching continues to be highly valued by our students and this year we achieved an outstanding score of 96% in the National Student Survey for overall student satisfaction. This represents a rise of 43 places and puts us in 4th place among the Russell Group Universities for student satisfaction.

We are delighted to see the continued growth and success of the University of Birmingham School, one of only two University Training Schools in the UK, and continue to work with the School on a range of teaching, research and partnership activities. Together we have been jointly developing an innovative model of teacher education that we hope will provide some leadership and stability within the sector.

The research undertaken in the School of Education continues to address areas of concern within education and society that affect the lives of young people and families, and to focus on social justice, race and education, inclusion and disability, and character education. The foundational disciplines of sociology, philosophy and history also continue to play an important part in the School’s research. Many of our research projects have attracted significant national and international media attention, with members of staff giving interviews on television and radio. In addition, several colleagues have been involved with government departments and Select Committees of the Houses of Commons and Lords, reporting research findings and giving policy advice.

Academic and professional services staff have been actively involved in developing the School of Education’s strategy for the next three years. Using the College of Social Science Strategic Framework, with its four ‘pillars’ of education, research, influence and resources, staff have produced relevant and School-specific plans for the next three years. These are ambitious and will strengthen our School even further, securing our reputation as one of the top Schools of Education in the UK.
New Appointments

The School of Education is committed to providing the resources and conditions to encourage staff and students to achieve their professional and academic aims. We are delighted to welcome a number of new staff members during 2016.

Keith is the Operations Manager.
Prior to joining the School of Education, Keith served for thirty years as a Police Officer in the West Midlands Police, retiring as an Inspector. He then worked at the OCR Examination Board before joining the University of Birmingham. He holds an MA in Managing and Leading People and a PGDip in Public Sector Leadership. He is a member of the Association of University Administrators.

Joseph is a Research Assistant/Impact Officer in the Jubilee Centre for Character and Virtues.
Joseph provides dedicated research support to the Centre Director and also works with the Centre’s research team to support the delivery of strategies for impact, influence and communication activities. Joseph holds an MA in Political Science and has previously worked on a number of projects at the University on assessment and feedback practices, and innovative teaching methods.

Emily is a Research Associate in the Jubilee Centre for Character and Virtues.
Emily works on the Schools of Virtue project which aims to explore schools that place character and virtue development at their heart. The project will look at the ways that schools can focus on character education and will work to establish a body of evidence to support these approaches.

Richard is a Research Administrator in the Jubilee Centre for Character and Virtues.
Richard supports the research activities of the Centre and recently graduated from Birmingham City University with a First Class BA in English and Creative Writing – also winning the Jim Crace Award for Fiction from the exam board. He is proud to be able to support the Centre and its work in the interest of human flourishing.

Laura is the Programme Administrator for Severe, Profound and Multiple Learning Difficulties; Language, Literacies and Dyslexia; Social, Emotional and Behavioural Difficulties; and Special Educational Needs and Disabilities.
Laura joined the Department of Disability Inclusion and Special Needs following the completion of her BA Music at Keele University. She has a range of both administrative and customer facing experience which she has gained in a variety of settings.

Ryan is a Research Fellow in the Autism Centre for Education and Research.
Ryan is working on the Erasmus Plus funded Transforming Autism Education research project with partners in Greece and Italy to support the development of training materials, quality indicators and a competency framework for professionals working with children with autism. Ryan is also completing his PhD studies within the Department of Disability Inclusion and Special Needs.
Gemma is the Programme Administrator for Education for Health Professionals; School Improvement and Educational Leadership; and Teaching Studies.

Prior to working at the School of Education, Gemma gained a Masters with distinction in Criminology. Alongside her studies she worked part-time as a receptionist at an adult education college.

Sarah is the Research Administrator for the TLANG project.

Sarah graduated from the University of St Andrews with a MA Honours degree in German and French.

Carolyn is the Programme Administrator for Autism Children (Distance Education).

Carolyn joined the University from a public sector background where she gained a significant amount of administration experience in a variety of roles.

Frances is Head of the Department of Teacher Education (Interim).

Frances is also the Vice Principal of the University of Birmingham School. After working in comprehensive secondary schools as head of MFL and then deputy head teacher, Frances led numerous school improvement projects in the Midlands and previously ran the King Edward’s Consortium SCITT, the highest-ranked ITE provider nationally.

Dan is the Senior Research Administrator.

Dan works closely with the Director of Research to support research activity across the School. Dan holds an MRes in Political Science specialising in the effects of campaign finance reform on the US House of Representatives. He is currently studying for a PhD in the Politics of Education.

Vikki is a Teaching Fellow on the Language, Literacies and Dyslexia programme.

Vikki has taught in mainstream and special schools, further education colleges and universities. She is a member of the University’s Learning Support Team where she works with a range of students with specific learning difficulties and delivers CPD. Her research interests include inclusive learning and listening and responding to the student voice.

Emmanouela is a Lecturer in Deafness and Hearing Impairment, and Programme Coordinator for Teaching Children with Hearing Impairment.

Emmanouela is a qualified Teacher of the Deaf in Greece with postgraduate qualifications in special needs and counselling studies; and a PhD on deaf children’s imaginative writing. She has previously worked on externally funded research projects at the University of Oxford, the University of Southampton and Oxford Brookes University. She has published widely in the field of literacy development of deaf children, and has presented at a number of national and international conferences.

Becky is a Research Fellow in the Department of Disability Inclusion and Special Needs.

Becky is Project Manager of the Transforming Autism Education research project which is developing training programmes for teachers in Greece and Italy in order to facilitate the inclusion of autistic children in mainstream primary schools. The focus of Becky’s doctoral research is also on the inclusion of autistic children in mainstream primary settings in the UK.

Rachel is the Team Leader for Undergraduate and Postgraduate Programmes.

Rachel has a background in local authority and NHS training programme administration and events management in Cumbria and Nottingham. She has a BA (Hons) in Heritage Management and a City & Guilds Preparing to Teach in the Lifelong Learning Sector (PTLLS) Level 3 Award. In her previous role Rachel managed cohorts on the National Care Certificate Programme for Clinical Bands 2–4 staff, and provided events training sessions for NHS administration staff in Nottingham.
Research Excellence

With over 100 research and lecturing staff, at the School of Education we are one of the largest research-led Education faculties in the UK with a distinguished reputation for excellence in research both nationally and internationally.

Continued success for the Voices of War and Peace WW1 Engagement Centre

The Voices of War and Peace WW1 Engagement Centre recently awarded 11 projects funding from its community research fund. Members of the Research Network could access up to £15,000 to enable projects co-designed in partnership with community organisations to explore the legacy of the Great War. Funded projects range from exploring the development of the Women’s Peace Crusade in the North-West in 1917 and 1918, to comparing chaplaincy and faith from the Great War with more recent campaigns in Iraq and Afghanistan, to researching the Quaker experiences of the First World War and its legacy. The Centre is now monitoring those projects to gather evidence around the benefits and challenges of academics and community partners working collaboratively.

The Centre continues to add content to its website. New articles include Professor Maggie Andrews’ (University of Worcester) on the Pershore Women’s Institute, the oldest WI in Worcestershire set up in late 1916, and a piece on Belgian refugees in Birmingham during the war contributed by Jolien de Vuyst, a doctoral student at Ghent University. The Centre also worked with the Careers Network to support an undergraduate History student to work on a project called ‘On This Day’ as part of the new Professional Skills module. Maeve Scally worked with the centre from October 2015 to May 2016 to research and transcribe content from local newspapers based on the Centre’s research themes of Gender, Childhood, Belief, and Cities at War, which was then uploaded to the website 100 years after the event: www.voicesofwarandpeace.org/category/on-this-day

The Centre hosted another of its discussion events for community groups in September 2016. ‘Diverse-city and the Great War’ which took place at the Library of Birmingham engaged with a number of culturally diverse HLF projects from across HLF regions. We also discussed an extension to the community research fund which opened for applications in August 2016. Priority in this additional call will be given to projects that diversify engagement in centenary activities, including, for example, engagement with minority or marginalised groups in society, including BAME, and/or projects that seek to uncover hidden narratives or that strengthen the coverage of under-represented or hidden narratives or unheard/disregarded voices relating to the centenary.

For more information on the Centre please visit: www.voicesofwarandpeace.org or contact Dr Nicola Gauld, the Centre Coordinator at n.gauld@bham.ac.uk

Caroline Benn: a comprehensive life, 1926–2000

The final event for this project was held in the School of Education on 5th February 2016. An invited audience heard Professor Jane Martin and the UCL Institute of Education’s Alison Chaney, project researcher, share reflections on the life and work of leading educational reformist Caroline Benn.

Reconstructing the story of Caroline’s life and the historical landscape in which that life was lived through the use of oral history and archive and documentary analysis on the Comprehensive Education movement, the planned biography will offer a fresh reappraisal of a critical period in education politics and policy-making. It will be argued that Caroline was a very important propagandist and scholar, whose tenacious campaigning brought the educational causes she championed into the general culture.

For more information, please visit our website: www.birmingham.ac.uk/caroline-benn-society
Professor Deborah Youdell leads collaboration on Biosocial Education

Professor Deborah Youdell was awarded a 2015–16 British Academy Mid-Career Fellowship to bring together insights from sociology and new biological sciences for education. This work has been investigating the possibility of getting over nature versus nurture and instead thinking biosocially in education.

She has been building cross-disciplinary networks that include researchers from education, sociology, molecular biology and neuroscience and generating a cross-disciplinary research agenda. In November 2017 she will lead a team of education and science scholars from the University of Birmingham on a visit to University of Illinois at Urbana-Champaign (supported by the BRIDGE partnership), for a workshop that aims to develop bio-social and bio-humanities research methods. She has also been working with educators to think about what a new field of biosocial research might offer to schools.

Deborah is writing an interdisciplinary book, Biosocial Education, co-authored with molecular biologist Dr Martin Lindley (Loughborough University) due for publication by Routledge in late 2017.

Collaborative investigation into women’s leadership preparation within the senior leadership team

Dr Kay Fuller (University of Nottingham formerly University of Birmingham), Dr Joanne Cliffe (University of Birmingham) and Dr Pontso Moorosi’s (University of Warwick, formerly University of Bedfordshire) small scale research project: An investigation into women’s leadership preparation within the senior leadership team, was cited in the 2016 Department for Education’s White Paper Educational Excellence Everywhere.

The project detailed England’s educational workforce and female secondary school leadership. Despite making up 60% of the secondary school teaching workforce, women continue to be underrepresented in secondary school headship. The Report focused on the experiences of women working in the Senior Leadership Team (SLT) as a site for headship preparation. Survey findings from a study of women’s and men’s work in the SLT and, their leadership preparation and development in schools in three pairs of geographically adjacent local authorities. Findings suggest there were differences in the local authorities with respect to the gendered composition of SLTs, the length of time senior leaders had been in post, their experiences of discrimination, opportunities for flexible working practices, and the way they described senior leadership as it was done in the school. There were also differences with respect to sustained aspiration to headship, access to expanded leadership repertoires, availability of mentoring and coaching programmes, and access to networks. The Report gave rise to arguments that as an important site for leadership development and preparation for headship, the working practices of the SLT might impact on women’s achievement of headship.

With reference to the report, The White Paper (Department for Education, 2016, page 49) indicated schools would be supported ‘to develop a strong and diverse pipeline of great school and system leaders, funding activity aimed at groups who are under-represented in leadership positions, like women and LGBT candidates and those from a BME background’.

Educational Review

Educational Review is the academic peer-review journal owned by the School of Education. Here are some facts about it:

- the journal was established 66 years ago, making it one of the longest-established and most authoritative journals in the field of education inquiry
- it is published by Routledge and is listed in the Social Sciences Citation Index
- with an impact factor of 0.873 (and rising) we stand above most other generalist education journals internationally, and nearly all UK generalist journals
- more than 2000 HE institutions across the world subscribe to the journal and in 2014 there were more than 70,000 downloads from the journal
- we now have an ‘Article of the Year’ award, whose winner receives a prize of £250 from Routledge
- we are now commissioning articles from doctoral students on hot topics, which will be fast-tracked in such a way that they can contribute to contemporary debate
- the income and royalties from the journal contribute significantly to the School budget every year
- we have recently created a new post funded from the journal’s income – a Journal Development Manager – and Gemma King (pictured below), who was appointed to the post, is working hard to promote the journal nationally and internationally.
ACER leads the way in research and teaching in education and care for individuals on the autism spectrum.

Dr Lila Kossyvaki visits Yale University and the University of Valencia

Dr Lila Kossyvaki visited the Technology and Innovation Lab (TIL), Yale Child Study Center, Yale University in November 2015. The purpose of the visit was to give a presentation about ACER and her work on the effect of adult interactive style on the spontaneous communication of young children with autism at school. During her visit at Yale, Lila had the chance to talk to the TIL director, Dr Frederick Shic, and some other members of his lab about their research projects and also get their feedback on her work. Lila’s visit aimed to strengthen the connections between ACER, DISN and TIL as University of Birmingham’s PhD student, Marilena Mademtzi, and visiting scholar, Patricia Pérez-Fuster, work currently for TIL as a post-doctoral fellow and short term scholar respectively.

Lila was also invited to the University of Valencia in July 2016 to present two papers ‘Effects of Reciprocal Imitation Training on brain and behaviour in children with autism’ and ‘Developing an adult interactive style to promote spontaneous communication in children with autism at school’. Dr Supriya Malik from the School of Psychology, University of Birmingham accompanied Lila on the visit which was part of her role as a PhD supervisor for Patricia Pérez-Fuster (School of Psychology, University of Valencia).

Early Years Autism Support project

Dr Karen Guldberg was commissioned by Oxfordshire County Council to evaluate an innovative project across health and education services that sought to improve outcomes for pre-school children with autism and their families. The project used principles from the Social Communication Emotional Regulation and Transactional Support (SCERTS) approach to provide targeted support and training for the children, families and early years settings. Dr Guldberg used a participatory action research approach to enable the project team to evaluate their work; identify the data the team will draw upon in the evaluation; develop their reflective and evaluative skills; and to collate material and data about the project. Key findings from the evaluation of the 18 month project called Early Years Autism Support (EYAS) included:

- The children all made progress in spontaneous communication and initiation, in regulating their emotions and learning to use others a source of support
- The families reported a more coordinated approach to support and feeling more empowered to support their child
- Staff reported increased confidence and understanding of autism and how to support children in their settings

Dr Guldberg’s evaluation report will be used by Oxfordshire to guide the future development of provision for early years children with autism within the county.

The ACER blog

The ACER blog (https://acertheblog.wordpress.com) was launched in April 2015 to coincide with World Autism Awareness Day, and featured in an interview with the internationally renowned psychologist, writer and autistic speaker, Dr Wenn Lawson.

It also included a report about a ground-breaking autism education project on location in India, from ACER Director, Dr Karen Guldberg. Since then, the ACER blog, which is edited by Research Fellow Becky Wood, has featured a number of interviews and reports from significant figures in the arena of autism and disability research, as well as highlighting different aspects of debate and work in the field. By the beginning of July 2016, 15 months after its launch, the blog had received over 3,800 views from 2,500 visitors, from over 50 different countries.
AuVision: a university-wide consultation with autistic students

Over the past year, a participatory project has been running from the School of Education, consulting with autistic students from all parts of the University about their educational experiences. Through this CLAD-funded project, known as AuVision, a team of autistic University students and alumni were recruited to design and undertake interviews and focus groups, in order to gain ‘snapshots’ of the students’ educational experiences over one academic year.

One of the project’s main challenges has been to manage everyone’s different schedules, given that both project assistants and participants were University students with significant study obligations and pressures. However, the participatory approach allowed for a unique perspective. Ken Searle reflects on the experience of being a peer consultant:

‘Through being on the autistic spectrum, we found that undertaking the interviews and focus groups was challenging work, but advantageous in that the researchers could empathise with the concerns raised by respondents.’

Participants indicated that being interviewed by a peer with similar experiences alleviated anxieties and allowed for a relationship of trust. The next stage of the project will be to create a multimedia resource, using the student perspective to offer University staff autism awareness in an accessible and concise format. DISN is also looking at ways in which the project findings can be used more broadly to inform the Inclusive Curriculum across the University.

Transforming Autism Education

The Transforming Autism Education (TAE) project is a collaborative scheme which aims to harness the best research and practice in the field of autism education research in the UK in order to generate teacher training programmes in our partner counties, Greece and Italy. Funded by the European Commission through their Erasmus Plus programme, the aim of the project is to promote equity and inclusion for autistic children aged five to ten in mainstream schools by enhancing the knowledge and skills of all school staff who support them. Using the training programmes of the Autism Education Trust (AET) as a model (of which members of ACER were central in developing in the first instance), the project employs a Communities of Practice methodology with an emphasis on knowledge co-creation. The purpose is not only to ensure that a range of partners with a stake in the education of autistic children are enabled actively to participate, but that the training materials are suitably adapted for the participating countries.

The TAE scheme is already making a marked impact in Greece and Italy. In Greece, our partners are in discussions with the Greek Ministry of Education about accreditation of the training, with a view to setting up training hubs in the 50 educational districts across the country, while in Italy, the Ministry of Education has funded the development of a hub in Monza and Brianza (in the region of Lombardia).

Dr Karen Guldberg is the Principal Investigator and other members of the UK team from ACER are Becky Wood (Project Manager), Ryan Bradley (who is leading on the development of a website which will be a free-access resource base) and Dr Lila Kossyvaki (mentor for the Greek team and responsible for Ethics). Further information about the project can be found at: www.birmingham.ac.uk/generic/transform-autism-education. There is also a TAE blog (https://transformautismeducation.wordpress.com), which contains regular updates and which highlights different aspects of the project through interviews and reports. By July 2016, six months after it was launched, the blog had received over 1,500 views, with over 45% from Italy alone.
CRRE is a world renowned centre for critical research on racism and race inequality in education.

New Research on Race Inequality in English Schools

In 2016 CRRE successfully completed a new study that charts the scale and nature of race inequality in the English education system. Funded by the Society for Educational Studies (SES), ‘Race, Racism and Education: inequality, resilience and reform in policy and practice’ was a major two-year project that combined qualitative and quantitative approaches in order to understand how much (and how little) has changed in the years following the racist murder of Stephen Lawrence in 1993.

The project will generate a series of publications in the future and has already made front-page news in the Times Educational Supplement (TES). The cover article, ‘The unconscious bias blighting our schools’, by Simon Creasey, highlights the project’s findings on the continued disproportionate use of permanent exclusion against students of Black Caribbean ethnic heritage. Our analysis of official data revealed that since the late 1990s Black Caribbean students’ chances of permanent exclusion (expulsion) have rarely been less than three times higher than the rate for their White peers.

Changing Debate about Race and Racism

A key part of CRRE’s mission is to initiate and contribute to more informed debate about race inequalities in policy and practice internationally. Centre members play a leading role in international organisations and frequently present to conferences around the world. CRRE has an especially high profile in the USA and, during 2016, members presented in Washington DC, San Francisco and Chicago. The centre’s work also addresses the wider public – where we try to inform debate and challenge negative stereotypes about race and education. In addition to challenging the rise of xenophobia around the Brexit vote, for example, CRRE also contributed to items on TV. Among numerous international contributions this year, in June Centre Director David Gillborn gave a featured address at the National Conference on Race and Ethnicity in American Higher Education (NCORE) in San Francisco. Professor Gillborn examined the role of racism in universities in the US and UK.

NCORE 2016 was held in San Francisco, California.
This year saw the launch of the Equality Challenge Unit’s Race Equality Charter, which aims to encourage universities to take seriously and improve the experiences, representation and success of faculty and staff from Black and minority ethnic backgrounds. The sector continues to face challenges, for example, with regard to the lack of senior Black academics and the gap in degree attainment between Black and White students.

Dr Nicola Rollock was closely involved in the development stages of the charter - including assessing university applications in the first round - and is one of five Patrons from across the UK appointed to bring their expertise in race equality to help increase awareness of the charter and its principles. Her appointment as Patron is especially significant given that she is the only non-Professor to hold the role.

Dr Paul Warmington on Black History Month

Black History Month has now been celebrated in the UK for nearly 30 years and yet there is a persistent debate over the value of Black History Month and whether black history and culture are well served by the annual event. ITN’s Central News focused on the debate with a series of items including an extended interview with CRRE Deputy Director Dr Paul Warmington. Drawing on his longstanding research on black educators and intellectuals, Paul commented that BHM’s ultimate aim is ‘its own abolition’; in striving to create a culture in which a single month’s celebration is no longer needed because Black culture is represented in the work of schools, universities, galleries and arts centres ‘twelve months a year’.

Dr Nicola Rollock appears on The Big Questions

Dr Nicola Rollock (CRRE Deputy Director) appeared on the BBC One’s The Big Questions in June 2016 to discuss the motion ‘Are white working-class boys discriminated against?’ Nicola argued against the motion, insisting that while there were serious issues affecting the social mobility of white working class boys, the debate needed to address wider considerations of what was meant by ‘discrimination’ and how privileged groups in society obtain and protect their positions.

Dr Nicola Rollock made a Patron of the Equality Challenge Unit’s Race Equality Charter

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The Jubilee Centre for Character and Virtues is a pioneering interdisciplinary research centre focussing on character, virtues and values in the interest of human flourishing. It promotes a moral concept of character in order to explore the importance of virtue for public and professional life.

Centre Blog: Virtue Insight

The Jubilee Centre launched its own blog in March 2016 – Virtue Insight: Conversations on Character. Featuring a new blog each week, Centre staff reflect on issues that are close to their hearts and to the work that the Centre is undertaking across the field of character and virtues. The blog also enables the Centre to engage with a wide audience in response to the public, social-media and academic discourse on character and character education.

2016 Character Awards

In 2015, the DfE recognised schools across the country for their efforts in promoting and cultivating character in young people through its Character Awards. The awards were repeated in 2016. Professor James Arthur was part of the judging panel for the awards in both years. The 2016 Character Award winners were announced by Professor Arthur and presented by Ed Timpson MP at the inaugural conference of the Association for Character Education (ACE) in June 2016, supported by the Jubilee Centre for Character and Virtues.

Shaping Education Policy

The Jubilee Centre continues to inform and help shape education policy in the UK. In September and October 2015, the Centre co-hosted fringe events at both the Conservative and Labour party conferences in collaboration with think-tank DEMOS. The work of the Centre has featured in parliamentary discussions, including in evidence presented to the Social Mobility Select Committee in the House of Lords in December 2015, and Centre staff have advised the DfE on new character education initiatives during ministerial roundtables. The DfE’s commitment to character education is demonstrated by the White Paper Educational Excellence Everywhere, which emphasises a focus on building character and resilience in young people over the next five years. Dr Tom Harrison presented at the Liberal Democrats Education Association (LDEA) conference in February 2016, helping to inform the party’s position on character.
World’s first MA in Character Education

To meet the growing interest in character education across the globe the University of Birmingham has launched the first ever online MA in Character Education. Designed to equip students with knowledge of the latest theory and research in character education, and the tools for delivering character education in practice, the distance learning programme will be run by the Jubilee Centre and will be taught by some of the best known names in the field, both in Britain and internationally.

The launch of the MA follows the overwhelming interest in the Centre’s free online course What is Character? Virtue Ethics in Education. The Massive Open Online Course (MOOC), which is run in partnership with FutureLearn, has attracted more than 15,000 learners internationally, since January 2015. The course has generated extensive discussion about character education, with more than 19,000 comments posted by learners on the course discussion boards.

Distinguished Visiting Professors

The Centre’s Distinguished Professors Programme has continued to bring esteemed academics from around the world to the Centre to further explore its work and collaborate on various initiatives. Most recently, this has included Michael McCullough, Professor of Psychology at the University of Miami; Howard Curzer, Professor of Philosophy at Texas Tech; Candace Vogler, Professor of Philosophy at University of Chicago; and Blaine Fowers, Professor of Counseling Psychology at the University of Miami. During their time at the Centre, each guest presented as part of the Centre’s bi-weekly seminar series and provided their expertise as consultants on various aspects of the on-going research.

New Appointments

Over the past year the Centre has recruited a number of new staff members to its interdisciplinary team. These include two professorial appointments with Robert C. Roberts joining the Centre as Professor of Ethics and Emotion Theory, a joint Chair with the Royal Institute of Philosophy, and Steve Thoma as Professor of Moral Psychology and Psychometrics. The Centre has also appointed two Senior Fellows, Lord James O’Shaughnessy, Founder and Director of Floreat Education, and Benjamin Perks, a diplomat specialising in human rights in low and middle income countries. The Centre continues to invite teachers to undertake fellowships and has been delighted to welcome teachers Michael Fullard and Kyle Davison to work on bespoke projects during the course of the year.

Senior Fellow Awarded Peerage

In August 2015, Senior Fellow James O’Shaughnessy, was awarded a peerage. Lord O’Shaughnessy is also Founder and Senior Adviser of Floreat Education. In November 2015, Lord O’Shaughnessy gave his maiden speech in the House of Lords, emphasising the role of character in primary schools.

Jubilee Centre features in Heroes campaign

The Jubilee Centre for Character and Virtues was delighted to be selected to feature in the University of Birmingham’s Heroes campaign for 2015. The campaign celebrates research at the University that is impacting on the lives of people regionally, nationally and globally. Recognising the impact of the Centre’s pioneering research and its significant contribution to setting the national agenda for character and virtue in society, the campaign saw the Centre promoted on local public transport, and the London Underground, throughout November 2015.
VICTAR, based in the Department of Disability Inclusion and Special Needs (DISN) is a unique centre in the UK dedicated to the study of education and visual impairment.

Longitudinal study has influence

Our Longitudinal Transition Study commenced in 2010 and has been following the experiences of over 80 young people with visual impairment as they have made the transition from compulsory education into Further and Higher Education, apprenticeships and the labour market. The Thomas Pocklington Trust recently confirmed an extension of project funding for another year until December 2017 through a £62,000 grant.

This has been a significant year as this important research is starting to have an impact and attract stakeholder attention. In April 2016 we launched guidance material to help students with visual impairment navigate what can be an extremely complex transition into Higher Education. The development of these resources was funded by the National Sensory Impairment Partnership and the Department for Education, and the resources are being hosted on the Royal National Institute of Blind People website. In just four months the resources have received over 1,500 unique views.

In autumn 2015, the team was invited to share research findings with members of the Children’s Services Analysis and Research group at the Department for Education. More recently the research featured in a Radio 4 documentary entitled Too Many Helping Hands?, exploring the nature of educational support for blind children (due for broadcast in 2016/17).

PhD students making a difference in Turkey

Önder İğlek has been carrying out his doctoral research exploring the educational experiences of visually impaired students in Turkey. The research was funded by a scholarship from the Turkish Ministry of Education and Önder will be submitting his thesis in autumn 2016. We are delighted that Önder’s important work has led to a second scholarship and we welcome Kübra Akbayrak who has recently started her doctorate research on specialist teacher training in the area of visual impairment. Kübra had previously gained a distinction for her Masters in Special Educational Needs and Disability (SEND) here at Birmingham.
‘Tikule Limodzi’ (Let’s Grow Together) – Innovative ways of improving teaching for children with disabilities in Malawi

Dr Paul Lynch, Professor Mike Linden and Dr Anita Soni are in the second year of an ESRC-DFID funded research project for a collaboration between the UK, USA and Malawi which seeks to improve the quality of early childhood development and education (ECDE) services for children with disabilities. The project builds upon earlier important work on visual impairment education led by Paul and the strong partnerships between universities and non-government agencies he has developed. We plan to identify approaches to mainstreaming disability inclusion in ECDE policy and training of pre-school caregivers in Malawi. Findings from the project are also being fed into a Comic Relief funded project which is being led by Sightsavers.

Working with volunteer researchers as part of our community based participatory approach, we are currently piloting a ‘toolkit’ of assessments which will be deployed during a one-year trial starting in January 2017. What is particularly innovative is the toolkit has been developed into an ‘app’ which is being field tested by a team of researchers in Malawi using android smart phones. The app software also carries out a spatial mapping using GPS technology. The resulting database will be used to develop a number of physical maps which will be used to locate key ECDE services in the study area.

Research on braille and employment increases its reach

Research funded by Big Lottery led to the development of the RNIB employment assessment toolkit and action plan for professionals who work to help blind and partially sighted people find employment. The toolkit has been adopted by many organisations in the UK, but has also been introduced across New Zealand, and by organisations in Poland and Florida. Research carried out by VICTAR which formed part of the centre’s outstanding REF 2014 Impact Case Study led to a European standard on braille presentation on medicine packaging. Since then the research has also been cited in a similar international (ISO) standard.
MOSAIC provides a forum for the development of new, interdisciplinary lines of enquiry related to bilingualism/multilingualism, multilingual literacy, bilingual education, second language learning, and contemporary discourses about linguistic and cultural diversity.

Research

Headlines from the TLANG Project

‘Translation and Translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities’ (TLANG) is a research project funded by the Arts and Humanities Research Council as a Large Grant in the ‘Translating Cultures’ theme. We are a large, multi-site, multi-sector, multi-lingual and multi-disciplinary team of 33, working across six UK universities, three European universities and seven non-academic partners.

Led by MOSAIC members Professor Angela Creese and Professor Adrian Blackledge, this four-year project seeks to understand how people communicate in city contexts. We investigate people’s willingness to understand each other across social differences. We are finding that communication is not hampered by multilingualism. On the contrary, business, advice, information, and leisure pursuits are all aided by an openness and willingness to engage with linguistic, social and cultural difference. Linguistic diversity in contexts of social diversity coalesces easily around difference. In Birmingham, Cardiff, Leeds and London, linguistic diversity can be a unifying resource.

In the Birmingham case study, Adrian Blackledge, Angela Creese and Rachel Hu conducted research in Birmingham Bullring Indoor Market, the Library of Birmingham, and in University of Birmingham sport halls.
TLANG asks the central question, ‘How do people communicate in increasingly diverse city settings, and what are the implications for policy and practice in public, private and third sector organisations?’ Central to addressing this question are our partnerships with non-academic partners. We work with seven national and city level organisations to address issues of inequality, exclusion, and marginalisation. We make films about those who participate in our research to promote better understanding of how linguistic diversity benefits public life in city contexts. We organise high profile public engagement events which bring together people from across the city who have different professional roles and responsibilities. We co-organised a Network Assembly with Birmingham Museums Trust at Thinktank Museum in Birmingham city centre. It brought together academics, students, teachers, councillors, artists, poets, and professionals from cultural and community organisations.

We hold assemblies like these in order to cross disciplinary boundaries and explore new and creative ways of thinking about communication in the city. We run workshops, give public lectures, curate e-seminars and make openly accessible our publications, working papers, and presentations. We run a project blog (https://tlangblog.wordpress.com/) and Twitter account (@TLANGProject). Through our collaboration with academic and non-academic partners we make our work available to wider audiences; a TLANG film is on permanent display in the Birmingham Galleries, Birmingham Museum and Art Gallery. TLANG informed the All Party Parliamentary Small Shops Group’s Everyday Entrepreneurs Inquiry. We regularly contribute to arts festivals including Bloomsbury Festival and Utopia and we run poetry workshops and readings.

For more information, please visit our project website: www.birmingham.ac.uk/tlang
Teaching Excellence

The School of Education has a proud record in the education of teachers for nearly 120 years and we continue our innovative approaches to teaching and learning across undergraduate, postgraduate taught, postgraduate research and post-experience and professional development degrees and programmes.

Educational Psychology team achieve re-accreditation from the British Psychological Society

In March 2016 the educational psychology tutor team was pleased to receive confirmation of continuing accreditation of the doctoral training programme from the British Psychological Society. Accreditation is a mark of the quality of a programme and ensures that graduates from accredited programmes are eligible to become Chartered Members of the Society, alongside their eligibility to apply for registration with the Health and Care Professions Council (the regulatory body for all the practitioner psychologist professions).

The accreditation team spent two days reviewing documents and meeting with stakeholders from within the University and from the wider community. The educational psychology team and programme were commended for a number of strengths, including consistently creating applied psychologists who make a difference at all levels, maintaining collegial relationships with key stakeholders, and providing a high quality training experience for trainees. Additionally the visiting team noted that the educational psychology training programme is held in high regard within the School and University, as well as by its stakeholders, service users and trainees.

The principal recommendation was that the programme team should more fully celebrate the excellence of the work completed by trainees, strengthening their publication output: a recommendation which the tutors and trainees are fully committed toward implementing, building upon an existing strong foundations of research and scholarship and their communication and application to a wide range of colleagues and service users, through a range of media, to which an educational psychology programme blog will be added later in the year.
As part of the 2015–2016 Whole School Issues programme, trainees from across the secondary subject areas were invited to take part in a PSHE award. This invaluable award, which focuses on Personal, Social, Health and Economic (PSHE) education, provided a platform for trainees to develop their confidence in teaching young learners about the knowledge, skills and attributes to stay healthy and safe as young adults.

Over the year, the secondary PGDipEd trainees were able to engage in sessions as wide reaching as Prevent, FGM, forced marriage, drug education, homelessness, E-Safety and sex and relationship education; they were able to use their learning to deliver 4 drop-down days in local partnership schools. On these days the trainees ‘took over’ the school and the trainees wrote and delivered sessions to all year groups on a range of topics including bullying, bank accounts, mindfulness, breast cancer, forced marriage, contraception, friendship, and drug abuse.

The feedback from all the partnership schools involved, and more importantly from the young learners, was just how ‘amazing’ these days were. Moreover, the level of reflective, purposeful and open discussion that was facilitated, which had at its heart young people’s wellbeing, was very impressive from those who are just at the start of their teaching career. The level of professionalism of the trainees was most notable as was their commitment to ensuring young learners experienced quality and purposeful PSHE.

The trainees had to complete a folder of evidence for the award and took part in an examination discussion day; 8 partnership schools who helped to set up the award were in attendance as were representatives from the PSHE Association. The PSHE Association Chartered Teacher (NQT) is a new award; the University of Birmingham is the only University to approach the award in this way and to have such a large cohort of over 60 trainees receive the award. The model adopted by the Secondary PGDipEd programme is such being used by the Association as an example of best practice and it is hoped that this success can be built on further with the 2016–2017 cohort.

The advent of the teaching excellence framework will see the government monitoring and assessing the quality of teaching in England’s universities. Within this context the Department of Teacher Education has a long standing reputation as a high quality provider of teacher education and prides itself on being at the heart of innovative practice within teaching and learning. Dr Chris Szwed, as a HEA National Teaching Fellow, has led a project in conjunction with CLAD (the University’s Centre of Academic Practice) to seek recognition through the HEA of the high quality teaching within the Department. Several colleagues participated in the scheme in which they received support from within the School but also from external mentors.

We are delighted that five colleagues have now become Senior Fellows of the Higher Education Academy and we offer our congratulations to Dr Celia Greenway, Martine Delbauve, Dr John Kirkman, Dr Despina Papoudi and Alison Broad.
The University of Birmingham School is a comprehensive school for children who are of compulsory school age (ages 11-16) recruited from four admission ‘nodes’, and an academically-selective Sixth Form open to students from across Birmingham and its surrounding communities. We opened in September 2015 with intakes into Years 7 (150 pupils) and 12 (200 students), and will grow to our full capacity of 1,150 pupils by 2020.

A University Training School

The University of Birmingham School, as the first secondary University Training School (UTS) in the country, now offers a unique enhancement to activity in the University of Birmingham School of Education and in the wider University. This year students have made visits to lessons in state-of-the art laboratories and classrooms; practising teachers have been engaged in continuing professional development activities at the School; and the School already provides a location both for the sharing and generation of research, linking practising teachers to the world-leading research of the School of Education. The comprehensive nature, the focus on inclusion and the distinctive character education focus of the School echo some of the key educational research specialisms of the University.

Initial teacher training

During its inaugural year, collaborative work between the University of Birmingham School and the School of Education has already begun to benefit School of Education students.

Examples of activity include:

- Geography PGDipEd students joined a Year 12 residential field trip to Preston Montford during the Spring term, working with AS level students and teachers to learn more about this important aspect of their teaching specialism
- Physics and Chemistry PGDipEd students spent a series of days in the School exploring the A level curriculum, observing Year 12 teaching, planning their own micro-teaching and reflecting on the experience
- History PGDipEd and PGCE students explored the new A level specification and then prepared small group tutorials for all Year 12 History students on the Russian Revolution
- Jack Swanston, subject leader for English, led taught sessions on the new A level specification and on teaching methods for PGDipEd English students in the School of Education
Continuing Professional Development

The School has welcomed colleagues from a wide range of partner schools to join our staff learning and development programme and the School is frequently a venue for the sharing of practice between professionals from different educational settings and between teachers and University academics, both in the School of Education and across the University campus.

Examples of activity include:

- Shared staff development session on transition from Year 6 between the University of Birmingham School, St Mary’s Primary School and Nishkam Academy
- GCSE masterclasses for staff and pupils from Queensbridge School and from Balsam Wood Academy in mathematics and biology
- ‘Rush hour research’ seminar (The Biology of Learning) with Professor Deborah Youdell and staff from the University of Birmingham School, Weoley Castle Nursery, School of Education, Nishkam Academy and the University of Birmingham

Research

Interest in undertaking research in partnership with the University of Birmingham School has been significant during 2015–16. The following research projects were agreed and are now underway:

- The Schools of Virtue project with the Jubilee Centre for Character and Virtues
- Exploring Newness: settling in, transition and space – a joint project between staff and pupils of the University of Birmingham School and academics in the School of Geography, Earth and Environmental Sciences
- Motivation, physical activity and health in children and adolescents with the School of Sport and Exercise Science
- Our School – Our Space with Disability Inclusion and Special Needs (DISN)
- In June 2016 the School hosted a significant Public Engagement in Research conference for all year 12 pupils in partnership with academics from the College of Social Sciences.

During 2016–18 the mathematics department at the School will be part of the large national Increasing Competence and Confidence in Algebra Study (ICCAMS) with the Educational Endowment Foundation.
Community and International Engagement

Making a vital contribution to social and economic well-being by engaging communities in research, learning and debate about their issue of concern.

Jubilee Awards for Service

In July 2015, the Jubilee Centre for Character and Virtues held the Jubilee Awards for Service, hosted by The Baroness Massey of Darwen in the House of Lords. The ceremony awarded and recognised 12 public sector employees, including firefighters and NHS workers, for their outstanding service. Young people were also honoured with a Jubilee Youth Award for their outstanding practical action in the service of others through volunteering, campaigning, and fundraising.

In July 2016, the Centre held the Jubilee Youth Awards, hosted by Lord James O’Shaughnessy of Maidenhead. Twelve young people were awarded across three programmes run by the Jubilee Centre, including the Jubilee Youth Awards for Service, Thank You Letter Awards and Why Virtue Matters essay contest.

Dr Matthew Schuelka and Graeme Dobson travel to Tamil Nadu, India in June 2016 to participate in the International Summit on Inclusive Education along with partners from the University of Minnesota. They also engaged in research planning talks with representatives from the Tamil Nadu Ministry of Education and Avinashilingam University.

Dr Matthew Schuelka also travelled to Bhutan in June 2016 to assist in research capacity building and teacher training activities at the Royal University of Bhutan. He also participated in research planning and future institutional collaboration discussions with the Royal University of Bhutan, UNICEF, and the Ministry of Education.

Doctoral student Jing Huang has been honoured with a ‘Gold Award’ by the Department of Education in the Chinese Embassy in London. This award is in recognition of an essay (in Chinese) that Jing had written for a Symposium Report Competition in 2015. The main theme of the 2015 symposium, which was collaboratively organised by the Chinese Embassy and the Chinese Educational Research Association-UK, was ‘comparative research on UK-China education’ and there were also 39 other sub themes. The aim of the discussions and essays arising from the symposium were to help inform the current policy making in China’s education system reform.

In her prize winning essay (‘Hegemony and diversity: the current language ecology in Britain’) based on her own research interests on multilingualism in globalisation, Jing reported on the historical and current use of research on English and minority languages (such as Welsh, Gaelic, and ethnic languages) in the UK. Jing’s essay, together with the other two gold-awarded reports, will be published on China’s leading educational journal in due course.
Over 40,000 young people took part in the Jubilee Centre for Character and Virtues’ 2016 Thank You Letter Awards; the competition invited young people to write a letter to thank a person, a group or organisation that has really inspired them, made their life better or improved their local community, Britain or the world. On 11 May 2016, the Centre held a celebratory event showcasing some of the letters written by young people from across the UK and internationally. Many thanked their closest family members, friends, teachers, charities and inspirational figures. At the event, the finalists, runners up, and winners were announced and awarded their certificates and prizes.

Collaborative Project with UNICEF Montenegro

The Jubilee Centre has been working collaboratively with UNICEF, the Ministry of Education, and the Bureau for Education Services in Montenegro on enhancing character education provision across the country since spring 2014. The ‘My Character and Values’ initiative has been structured around the Jubilee Centre’s research and has seen Centre resources translated into Montenegrin; the first report on the project was delivered in May 2015.

Visits by Centre staff to Montenegro have been integral to this collaboration. Centre Manager, Aidan Thompson, spoke at the ‘Quality, inclusions and innovations – foundations for the future’ conference in Podgorica in October 2015 about the ‘call for character’ and education policy in the UK. The conference was attended by over 250 people, including the Montenegrin Minister for Education and the British Ambassador to Montenegro.

Additionally, in November 2015, Professor James Arthur and Dr Sandra Cooke were invited to a UNICEF conference for Central and Eastern Europe in Geneva, to speak on building character and resilience in adolescents. In February 2016, Her Royal Highness, the Duchess of Cornwall, visited schools in Montenegro to see how the ‘My Character and Values’ project is being implemented. Colleagues from the Ministry of Education and the Bureau for Education Services in Montenegro visited the Jubilee Centre in June 2016.

BA Education students host local school children on campus

The BA Education programmes demonstrated their commitment to future students from the local area by welcoming onto campus children from St Mary’s Primary School in Selly Oak. Thirty Year 6 pupils from the school got an early introduction to university life, meeting students and lecturers and seeing some of what goes on in university classrooms and libraries. Introductions like these can help young people understand why university is a great opportunity to learn and get where they want to go in life. Sophie Hall from Student Recruitment and Outreach assisted by organising the experience.

As well as spreading opportunity by encouraging more young people to aspire educationally, the day was also an important opportunity for our current undergraduates. Two students, Raashida Begum and Abbie Wilson, taking the BA Education Teaching and Learning in Schools module took part in the visit, working with pupils and helping to introduce university life. This is just one example of how we involve students in practical experiences that give them the skills to apply their knowledge in relationships, with educational organisations and with practical problems.
It is with great sorrow and sadness that we announce Zellah Bennett (Jones) passed away on Sunday the 24th of July 2016 after a long and courageous battle with cancer.

Zellah was appointed as Lecturer in Science Education in January 2014 after working as a teacher and Head of Department in a number of our partnership schools in Birmingham. It is while she was at one of these schools, Holy Trinity Catholic School in Small Heath that Zellah started to work with our PGDipEd students as a Subject Mentor, a role in which she helped students to develop into passionate and effective teachers of science.

This experience meant that Zellah was able to make an immediate impact on the programme in helping students to see the links between theory and practice.

Zellah was admired and respected by both students and staff and she will be remembered for the positive contributions that she made to both the PGDipEd and the Education for Health Care Professionals programmes. The Department has lost a positive, warm and dedicated colleague and friend. Zellah is survived by her husband Kelvin and her two children Anthony and Jasmine.

The School of Education believes it is important to recognise and reward staff for their achievements. The School would like to congratulate and thank all staff for their diligent attitude and commitment to producing high quality work.

Professor Angela Creese was awarded the 'Award for Excellence in Doctoral Research Supervision' for the College of Social Sciences. Angela was nominated by her doctoral students, past and present including, Dr Jing Huang, Dr Ildegrada Costa Cabral, Nahoko Mulvey, Rosicler Reinboldt Borges, and Sarah Knee. Professor Julie Allan and Professor Michael also endorsed the nomination.

The award ceremony took place at the University’s Graduate School in June 2016 and certificates and prize money were presented by Professor Tim Softley, Pro-Vice-Chancellor for Research. A celebratory lunch followed in the sunshine and gardens of Westmere.

This endorsement of Professor Creese’s outstanding contribution to doctoral supervision followed as a result of exceptional student evaluations. Her nominating students wrote: ‘We all believe that Professor Angela Creese is an outstanding supervisor with all the qualifying assets required for this award.’ To date, Professor Creese has supervised 14 students to successful completion. She continues to work with six doctoral researchers at different phases of their research. Angela was delighted, adding ‘a student nominated award is the highest accolade of academic life.’

Professor Tim Softley, Pro-Vice-Chancellor for Research presents Professor Angela Creese with her award

Professor Angela Creese celebrates her award with other prize winners in Westmere Garden
CRRE Director Honoured

Professor David Gillborn (CRRE Director) has been admitted to the Laureate Chapter of Kappa Delta Pi (KDP), the US-based International Honor Society in Education. Founded in 1911 to foster excellence in education, and promote fellowship among those dedicated to teaching, KDP has an initiated membership that exceeds 1.2 million. Membership of the Honorary Laureate Chapter is limited to 60 living scholars who have made ‘a significant and lasting impact on the profession of education’. John Dewey was the first nominee and subsequent KDP Laureates include Albert Einstein, Margaret Mead, Eleanor Roosevelt, Jean Piaget, and George Washington Carver.

Dr Nicola Rollock honoured as a 2015 Woman of Achievement

Dr Nicola Rollock was selected as a 2015 Woman of Achievement by the Women of the Year Council. The Council recognises and celebrates ‘truly extraordinary and inspirational women who have made a significant achievement’. Dr Rollock was selected for her work on race equality. As part of the celebrations, she attended the 60th Women of the Year luncheon held on London’s Park Lane where the guest of honour was the actor Nicole Kidman.

Nicola is also honoured to have been made a trustee of the British Education Research Association. She will make a particular contribution to the work of the committees on membership and publications.

Dr Rollock was delighted to give the opening address, in September 2015, at the Ministry of Justice’s PROUD (one of the MoJ’s equality groups) conference about race in the workplace before the Permanent Secretary Richard Heaton. She also presented, later in the year, as part of a Ministry of Defence conference on how to improve the experiences and success of Black and minority ethnic employees.

Success for academic staff

The School of Education is delighted to congratulate Graeme Douglas who has been promoted to Professor, Kevin Myers who has been promoted to Reader and Ben Kotzee who has been promoted to Senior Lecturer. John Ryan, Andrea McLeod, Becky Morris and Tom Perry successfully defended their doctoral theses and were awarded their PhDs.

Professor Michael Hand has been appointed as the Director of the University of Birmingham’s ESRC Doctoral Training Centre and will be working on the development of the new Doctoral Training Partnership bid (a planned consortium with the University of Warwick, the University of Nottingham and others).

Doctoral Research Poster Competition

DISN doctoral students were invited to spread knowledge and understanding of their excellent doctoral research by entering a poster competition in 2015. The criteria was to produce a poster outlining the student’s own research, including showing its potential for challenging and/or changing the way that education researchers conceive of an issue, and its promise for making an original and lasting contribution on a topic of interest to educators. The winning poster was produced by Dr Faye Morgan-Rose, titled ‘Nurture Groups: Building the ‘Ideal’ Classroom with Personal Construct Psychology and Lego®’
School hosts successful Doctoral Research Conference

The School of Education welcomes The Right Honourable Lord David Blunkett as its guest speaker for the annual Priestley lecture in November 2015. The event, which was introduced by the Vice Chancellor, Professor Sir David Eastwood, attracted around 200 students, staff, alumni, partnership schools and guests. David Blunkett delivered an engaging and challenging lecture entitled ‘Democracy without education for citizenship equals a road to extremism’, and underlined the important role of education in helping young people to develop as responsible citizens. The lecture was followed by a Q & A session, chaired by Professor Saul Becker, Pro-Vice-Chancellor and Head of the College.

Events

The School of Education hosts a number of fantastic events each year, which highlight the vast connections our current staff have and the wide-ranging projects with which they are involved.

Priestley Lecture

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Birmingham Education Partnership and Public Service Academy Seminar Series

Birmingham Education Partnership (BEP) in conjunction with the School of Education and the Public Service Academy (PSA) at the University of Birmingham were delighted to host ‘What do we know about?’, a seminar series for headteachers and senior leaders between January and June 2016. Guest speakers included Professor Geoff Whitty (UCL Institute of Education), Professor Johanna Wyn (University of Melbourne), Professor James Arthur, Dr Christine Szwed, Dr Celia Greenway, Professor Adrian Blackledge and Professor Angela Creese.
New staff publications

School of Education scholars have produced a number of exciting books this year and launched a new international journal.