School of Education

‘Bringing Vision to Life’
2015–16

www.birmingham.ac.uk/education
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
James Arthur has been Head of School since July 2010 and takes up his new appointment as Deputy Pro Vice Chancellor for Staff on 1 October 2015. He will continue as Director of the Jubilee Centre for Character and Virtues.

It was most appropriate that in the year we celebrated our 120th year as a School of Education we received visits from Nicky Morgan, Secretary of State for Education, to deliver our annual Priestley Lecture, and from Tristram Hunt, the Shadow Secretary of State for Education. Our 120th year has also been one of our most successful years ever with some truly outstanding achievements. As I stand down as Head of School, the School of Education is in fine shape with the recent VC Review full of commendations about our ‘excellent academic reputation across several areas’, our ‘inclusive, collaborative ethos’, and our ‘very committed and proud Professional Services Staff’. I am extremely proud to hear the two externals on the panel say that they benchmarked their Schools of Education in Durham and Leeds against ours. The motto I have used on the front of all the annual brochures published since 2010 has been ‘Bringing Vision and Values to Life’ and this is exactly what I believe we have achieved as a School and I gratefully thank all of you. All our successes have been hard fought, but we are well prepared for the battles to come, especially with an inspirational Head of College – Professor Saul Becker.

Our very strong performance in REF 2014 was in some ways spectacular with our School ranked second only to the University of Oxford in 4* outputs. In the QS World University Rankings our School is now ranked 27th and is 4th in Europe. Only Oxford, Cambridge and UCL (the Golden Triangle) are above us – but for how much longer I ask? With almost the highest research grant capture rate in the UK, outstanding teacher education, and now the highest National Student Survey scores ever achieved by the School, we are running ahead of the rest of the University and the overwhelming number of other Schools of Education in the UK. Our high-status research centres continue to thrive and represent the School internationally exceptionally well, producing outstanding academic work and real impact. This year, international scholars have delivered prominent lectures such as Professor Michael Apple, who delivered the CRRE annual lecture and Professor Angela Duckworth who gave the Jubilee Centre Lecture at the Sunday Times Festival of Education. The MOSAIC Centre has also provided us with a series of international stars. My own Founders’ Award for Excellence in the area of Policy Advancement, recently given at the Chancellor’s Dinner, modestly adds to these successes. However, the success I am personally most proud of is the establishment of the University of Birmingham School, which I initiated and have solidly worked on for the last four years. The School is open and proving popular and will flourish under Michael Roden’s inspiring leadership – I will continue to serve the school as a committed governor.

2015 is certainly the ‘Year of Women’ in the School of Education. Our individual academic successes have been especially marked this year with some incredibly prestigious awards given to three outstanding women. Professor Deborah Youdell has been awarded a British Academy Fellowship and Dr Nicola Rollock has been elected a 2015 Woman of Achievement by the Women of the Year Council. Dr Chris Szwed has been awarded a National Teaching Fellowship by the Higher Education Academy. All three deserve our warmest congratulations.

It is also a great pleasure for me to see Professor Kathy Armour achieve outstanding results in the REF as the Head of the School of Sport, Exercise and Rehabilitation Sciences – Kathy became a professor in our own School of Education in 2011 and left to become the new Head of School with 12 academic staff from our own School in 2012. Her School is ranked first in the UK for Sports Science. It is particularly pleasing to me that yet another female education professor appointed during my period of office is to take over as Head of School and become the first woman to be appointed by a Vice Chancellor as Head of the School of Education in 121 years in Birmingham. Professor Julie Allan has my unreserved backing and will have all of our support in taking the School of Education to the next phase of development which I am sure will include challenging the current dominance of the Golden Triangle.

Message from Incoming Head of School
Julie Allan joined the University of Birmingham in April 2013 and has been Head of the Department of Disability, Inclusion and Special Needs since July 2014.

It is a great honour and privilege to step into the role of Head of the School of Education and to be leading a School which has been enormously successful under the strong and confident direction of Professor James Arthur. Our warm thanks go to Professor Arthur and we wish him every success in his new role as Deputy Pro Vice Chancellor.

The successes of the School of Education have been clearly recognised in the VC’s review which highlighted the strong performance in REF 2014, the outstanding Ofsted grading for our Initial Teacher Training programme and the establishment of the University of Birmingham School. These successes also reflect significant strengths within the School. Excellent and highly relevant research and scholarship (in, for example, race, language and communication, special needs and character) is carried out by staff who seek to make a difference to the lives of children and young people. This was recognised by the REF panel which judged one of the impact case studies, from the Visual Impairment Centre for Teaching and Research (VICTAR), to be outstanding. The excellent teaching within our professional education programme, but also in our undergraduate and postgraduate programmes, is delivered by staff who are committed to the highest standards for the students and who have a deep understanding of teaching and learning. The establishment of the University of Birmingham School, led by James Arthur and with the full support of the senior leaders of the University, is now, with its full complement of highly competent, energetic and creative staff, ready to forge new pathways as a school that ensures every child achieves their potential and as a University Training School.

I will build on these strengths and improve the School of Education further to enable it to become a serious challenger to the Golden Triangle. I will seek to develop a School that is renowned for its excellent research and is capable of climbing even higher in the research rankings; to strive for an exceptional student experience by supporting and encouraging staff to provide challenging and stimulating teaching and learning; to expand engagement and influence by increasing collaborations with key stakeholders at local, national and international levels; and to create an exciting intellectual environment within the School. I look forward to the challenges of the year ahead.
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 2015.

Frances is Vice Principal of the University of Birmingham School and Director of School-Led Initial Teacher Education for the University of Birmingham.

Frances is currently working in comprehensive secondary schools as head of MFL and then deputy head teacher, Frances led numerous school improvement projects in the Midlands and, for the last seven years, has run the King Edward’s Consortium SCITT, the highest-ranked ITE provider nationally.

Matthew is a Research Fellow in the Jubilee Centre for Character and Virtues.

Matthew is currently working on a project looking to explore interventions, as applied as part of a training course, which best enable medical, teaching and legal professionals to explore their own virtues and if required transform them. Matthew possesses a PhD in Electronic Learning and Dentistry, an MSc in Health and Nutrition, a BSc in Biological Sciences, and an Introduction to Learning and Teaching in HE for Doctoral Researchers.

Josie is a Lecturer in English on the PGDipEd General Primary and Early Years programme.

Josie previously worked as a Senior Lecturer at Birmingham City University. She has a PhD in English in Education and an MA in English Literature and Language. In the past, she has taught across a range of education programmes (BA (QTS), MTL, EdD) and she is keen to engage in educational research alongside her teaching.

Maria is the Lecturer and Coordinator for the Language, Literacies and Dyslexia programme.

Prior to this post, Maria was a Research and Teaching assistant at the University of Manchester. Her work focuses on dyslexia, language learning and inclusion. Maria has also worked with students with moderate, severe and profound and complex learning difficulties at FE level.

Binish is a Research Fellow in the Jubilee Centre for Character and Virtues.

Binish is currently working on the Virtuous Practice in Nursing project within the Centre taking on board insights from nursing, philosophy and social science. She is a registered nurse and a teacher with the NMC. Her previous experience is in nursing, clinical and nursing education and clinical research.

Jinu is a Research Fellow in the Jubilee Centre for Character and Virtues.

Jinu is currently working on the Virtuous Practice in Nursing project within the Centre taking on board insights from nursing, philosophy and social science. She is a registered nurse and a teacher with the NMC. Her previous experience is in nursing, clinical and nursing education and clinical research.

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Dr Binish Khatoon

Dr Matthew Sinnicks

Dr Frances Child

Dr Jinu Varghese

Dr Maria Reraki

Dr Josie Brady

Dr Maria Sinnicks

Dr Jinu Varghese

Dr Matthew Sinnicks

Dr Frances Child

Dr Maria Reraki

Dr Josie Brady

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Dr Josie Brady
Tom is a Lecturer on the Secondary Mathematics PGDipEd (QTS) programme.

Tom previously worked for many years as a Head of Mathematics and most recently at King Norton Girls’ School in Birmingham, winning the TES Award for ‘Maths Team of the Year 2015’.

Lila is the Lecturer and Coordinator for the Severe, Profound and Multiple Learning Difficulties programme.

Lila joined the Autism Centre for Education and Research in the School of Education as a research fellow. She completed her PhD studies here and prior to this worked for a year in a research centre at the University of Athens.

Graeme is the Teaching Fellow for the Special Educational Needs Co-ordination (SENCo) programme.

Graeme was previously the Lecturer and Coordinator for the Language, Literacies and Dyslexia programme and has extensive experience of working in a wide range of schools across the West Midlands.

Gemma is the Educational Review Journal Development Manager.

Gemma is currently working towards her PhD in the University of Birmingham’s English Literature Department and has enjoyed teaching undergraduates alongside her research. She has a range of administrative and governance experience, developed through employment and voluntary positions in higher education and the charitable sector.

Sarah is a Programme Administrator for Multisensory Impairment, Visual Impairment and Teachers of Children with Hearing Impairment (Distance Education).

Sarah joined the Department of Disability Inclusion and Special Educational Needs following a background in administrative and customer service roles in a variety of settings. She is currently studying for her BA (Hons) in Theatre Studies (distance learning) at Rose Bruford College of Theatre and Performance and works as a professional actor.

Joy is a School Hub Administrator.

Joy worked as a Programme Administrator for Initial Teacher Education prior to joining the School Hub. She has a solid background in administration, having worked for several different organisations and projects in addition to achieving a number of qualifications in Business, Administration and Computing.

Clare is a Programme Administrator for Autism (Children) Distance Learning.

Clare has a vast amount of experience in administration and customer service, which she has gained through a variety of settings.

Nasir is a Student Support Officer.

Nasir has gained a vast amount of customer service experience from a diverse range of settings. He possesses an NVQ in both Customer Services and Security.
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

Since the Centre was established we have added over 40 articles to the website, topics range from Joseph Southall and Pacifism, to Caring for the Wounded in Local Communities, and The Fighting Warwicks and the South Staffs to Labour Unrest amongst Female Workers. The Centre also organised an event as part of the AHRC’s Connected Communities Festival in June: ‘Making sense of Community Engagement in and with History and Heritage Based Research’ brought together Heritage Lottery Funded projects (completed or live) to have conversations around the issues of legacy and working with academics and HLF.

European Commission funded project for Transform Autism Education

Dr Karen Guldberg is leading a three-year research and development project funded by the European Commission, through their Erasmus Plus programme, Key Action 2, Strategic Partnerships. The project is entitled ‘Transforming Educational Practice in Autism: enhancing the skills, knowledge and understanding of teachers in the UK, Italy and Greece’, also known as ‘Transform Autism Education.’

Our overarching objectives are to gather a community of researchers, policy makers and practitioners in the UK, Italy and Greece to research current educational practices in autism in those respective contexts and to create professional development programmes in Greece and Italy.

We are modelling ourselves on the successful Autism Education Trust (AET) national partnership between Universities, local authorities, voluntary sector organisations, and schools in England. Funded by the Department of Education (UK), commissioned by the AET, and with the content developed by the University of Birmingham’s Autism Centre for Education and Research (ACER), it consists of quality indicators describing the key factors common to current good practice in settings, three levels of training materials in autism education and a competency framework for practitioners.

The AET programme was developed through an innovative partnership model that included researchers, local authority personnel, schools, voluntary organisations, individuals on the autism spectrum and a creative agency, all of whom developed a shared ethos and a vision for autism education, which linked the public, private and voluntary sector together. The programme has received excellent evaluation, with clear evidence of enhancing the knowledge, understanding and practice of autism practitioners.

Finally, the Centre recently announced details of its community research fund. Members of the Research Network can bid for funding up to a maximum of £15,000 for projects which involve the co-design and co-production of research with community groups around the legacy of the First World War. It is this area in particular that will address issues around cultural learning as we monitor each project to try and build up an evidence base of what happens when academics form research partnerships with community groups. For more information on the work of the Centre, please visit: www.voicesofwarandpeace.org
Visual Impairment Centre for Teaching and Research (VICTAR)

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.

Outstanding research impact
In REF 2014, VICTAR’s collective research was recognised as having ‘outstanding impacts in terms of their reach and significance’, which is the highest possible grade. Of particular significance was:
- our work on braille literacy and contributions to the introduction of braille onto all medicine packaging across Europe;
- our sustained work on educational outcomes and its relationship to employment which has influenced national policy and campaigning by the UK charity sector;
- our research in improving educational opportunity for visually impaired students in low-income countries which led to changed practice in educational management in several East African countries and reference made to the work by UNESCO.

In July a project conference took place which attracted an audience of over 100 professionals from across the UK and proved a great success.

Rethinking the educational provision in Ireland
Professor Mike McLinden contributed to a major consultation and review of the role, organisation and management of visiting teachers for children with hearing and visual impairment service in Ireland. The review was undertaken with Professor Wendy McCracken from the University of Manchester and their report makes eleven recommendations for the development of services. The significant report promises to help the Irish Department for Education plan their provision for pupils with sensory impairments and also raises important issues for services in the UK and beyond.

Innovative longitudinal research: a national conference and new research grants
Since 2010 VICTAR has been tracking the transition experience of 80 young people with visual impairments as they have finished compulsory education. The young people were 14–16 years old when we started and now they are 19–21. During that time they have shared their experiences of transition with us. The phased research has received funding from RNIB and £174K in grants from the Nuffield Foundation. Also in autumn 2015, the Thomas Pocklington Trust will be funding £58K for the first year of a planned three year continuation project which will focus on experiences of entering the labour market and transition into independent living.

Rachel Hewett, a researcher on the project says: ‘This is especially exciting because the project aims to develop guidance to help support young people with visual impairments through the complex transitions they have to navigate. The guidance will be evidence-based drawing upon the stories the young people are sharing with us.’

Funding for research into early childhood services for children with disabilities in Malawi

A project team at the School of Education, has recently been awarded approximately £500,000 from the Economic and Social Research Council (ESRC) and the Department for International Development (DFID). The grant will fund a three year study to investigate ways to improve the early childhood curriculum and teaching methods of pre-school carers, to increase the quality of early childhood development and education provision for young children with disabilities in Malawi. The project will develop and test a set of tools: training programmes for pre-school carers, assessment checklists sensitive to different skill areas, guidelines for developing individual developmental plans and monitoring and evaluation tools for early childhood development and education (ECDE) providers. The package of tools will be trialled to measure the effectiveness of ECDE interventions and children’s assessment scores in the selected study areas. Dr Paul Lynch (principal investigator), Professor Mike McLinden (co-investigator) and Sue Morris (co-investigator) will work with colleagues from Arizona State University and the University of Malawi.'
Putting race back on the agenda: CRRE’s Annual Lecture 2014 Education (CRRE)

In November, CRRE hosted its second Annual Lecture. Professor Saul Becker, Head of the College of Social Sciences, and Dr Paul Warmington, Deputy Director of CRRE, introduced the guest speaker: award-winning journalist and broadcaster Yasmin Alibhai-Brown. In a thought-provoking address Ms Alibhai-Brown argued for the need to put issues of race and racism back on the political and public agenda in the UK.

Her lecture considered why, in comparison with areas such as feminism and environmentalism, there often seems to be a lack of high profile leadership on issues of race, and how to redress this imbalance. The lecture was attended by a diverse audience of staff, students and external guests, representing academia, schools, parent groups and social enterprises. The lecture was followed by a question and answer session chaired by Dr Nicola Rollock, CRRE Deputy Director, and a well-attended drinks reception.

Dr Nicola Rollock visits the University of Wisconsin–Madison

Dr Rollock was invited to the University of Wisconsin–Madison in September for a weeklong series of activities including a university-wide address and guest teaching. She was hosted by global scholar Professor Mike Apple and the Director of the University’s Wisconsin’s Equity and Inclusion Lab Professor Jerlando Jackson. One of the exciting results of the visit was an invitation by the leading scholar and former AERA president Professor Gloria Ladson-Billings to contribute to an edited collection on the legacy of the Critical Race Theorist Derrick Bell.
Dr Paul Warmington speaks at Martin Luther King’s alma mater

In October, CRRE’s Deputy Director, Dr Paul Warmington, was invited to give a keynote address to the Crown Forum at Morehouse College, Atlanta, USA – a rare distinction for a UK scholar. Morehouse is one of the USA’s oldest and most distinguished liberal arts colleges. Among its alumni are Dr Martin Luther King, Spike Lee and Samuel L. Jackson. Dr Warmington addressed several hundred Morehouse students in the Chapel Auditorium, on the same stage on which Martin Luther King spoke on a number of occasions. The keynote was part of the International Colloquium on Black Males in Education, organised by the University of Wisconsin–Madison’s Equity and Inclusion Lab, in conjunction with Morehouse College.

CRRE Director in top 40 list of landmark studies

David Gillborn, Director of the Centre for Research in Race and Education, has been named among the authors of 40 landmark studies that have had a significant impact on educational policy, educational practice, research methodology and/or educational theory over the past 40 years. The list has been compiled by the British Educational Research Association (BERA) to mark its 40th anniversary.

Professor David Gillborn giving a public lecture as part of TLI’s series in Budapest


Race Equality and Roma Activism in Europe

David Gillborn recently visited Budapest to work with the Tom Lantos Institute (TLI), an independent human and minority rights organisation with a particular focus on social justice issues and the experiences of the Jewish and Roma communities. TLI is named to honour and continue the legacy of Tom Lantos, a Hungarian-American and the only Holocaust survivor ever elected to the United States Congress. David’s visit included a workshop, with leading Roma scholars and activists, where participants discussed the usefulness of Critical Race Theory (CRT) as a framework for further research and community action. Several activists are already drawing on CRT to inform their work and further follow up visits are anticipated.

While in Budapest Professor Gillborn also gave a public lecture as part of TLI’s series ‘From the courtroom to the street: creating a popular culture of human rights’. His lecture, ‘Race, Rights and Education: a critical race perspective on Europe, xenophobia and everyday racism’, examined the growth of racist political sentiment across Europe and looked at the role of education as a policy domain where racist inequality is made and contested.
The Jubilee Centre for Character and Virtues is a pioneering interdisciplinary research centre focusing 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.

The Centre has produced high quality films exploring character in Britain, in communities, and in education. These documentaries capture the importance of character and virtues in everyday life. A Question of Character?, a documentary produced by award-winning One Two Four, explores approach to character education in schools in both the UK and USA. Gratitude in Britain, produced by Hark Pictures, presents case studies showcasing the various benefits of practising gratitude and includes interviews with key academics from the Jubilee Centre. The Give Thanks-Give Back documentary looks at the ways in which people ‘give back’ to their community in the Birmingham and Coventry area.

Programmes of Study

The Centre has developed primary and secondary programmes of study, presenting a systematic approach to a taught course in character education. These programmes clearly illustrate the role taught sessions can play in shaping the character of young people, and provide teachers with the tools needed to encourage young people to build virtue into different aspects of their lives. Both programmes are available to download for free from the Centre’s website.
From Gratitude to Service: Engagement, Influence and Impact

In April, the Jubilee Centre for Character and Virtues launched From Gratitude to Service, a report detailing its impact, influence and reach. The report features figures and infographics which demonstrate the breadth of the Centre’s work to date and highlight the influence the Centre has achieved on the ground since launching. The report explores all aspects of the Centre’s work including research, influence and engagement with policy, partnerships and international collaborations, its work with schools and the community.

Exploring Service in Britain

Now embarking on new research projects with a second major grant from the John Templeton Foundation, the Centre is exploring aspects of character and virtues in the professions, education, voluntary sector, families, media, young people and in parents. These projects will strive to answer some of the big questions around the place of service in British society and will include studies with the army, parents, trainee student teachers, lawyers and doctors, young people not in education, training or employment, and business and nursing professionals.

Research Reports

Since its launch in 2012, the Jubilee Centre for Character and Virtues has carried out several major research projects focusing on gratitude, character and virtues, and the professions. The findings and recommendations drawn from this research are now published and are informing policy and practice across different areas of character and virtues education, moral development and professional ethics. The research generated extensive media coverage from a range of channels including The Guardian, the Times, the Independent, and numerous radio stations.

Online Learning

In January the Centre launched its first online course, What is Character? Virtue Ethics in Education, delivered in partnership with the University of Birmingham and FutureLearn. The course introduced character education and offered a platform for learners to debate their own views about the place of character in education. More than 7,000 people registered for the course and 11,000 comments were posted on discussion boards. The course will run for a second time starting 26 October 2015. The School of Education is currently in the early stages of developing distance learning MA programmes in Character Education and in Positive Education, due to commence in September 2016. To register your interest please contact Dr Tom Harrison t.j.harrison@bham.ac.uk.

Centre Holds Conference at Roosevelt House

In June, the Jubilee Centre for Character and Virtues held a conference on character, non-cognitive skills and K-12 education, in partnership with CUNY Institute for Education Policy, a leading education think tank in New York. The conference took place at Roosevelt House, New York, and brought together leading authorities from a variety of backgrounds including research, school leadership, teaching, the voluntary-sector and policy. The conference examined the theoretical basis for character education, explored its application to policy and practice, and generated much debate about the terminological variance between fields in both the UK and USA. The launch of the report by Demos with the Jubilee Centre, Character Nation, also took place as part of the conference, highlighting some key recommendations for policy-makers in the UK.

Centre Awarded Department for Education Grant

The Centre is pleased to announce a new project, forming part of the Department for Education’s (DfE) character grants scheme, which has seen 14 organisations awarded funding for initiatives that help instil character in young people. The grant will work with 28 teachers from 28 different state-funded schools across England to create an innovative resource for building character within the school curriculum. This project will further develop the Teaching Character Through the Curriculum publication, which presents suggested learning and teaching activities that develop key character virtues in the classroom.
MOSAIC Centre for Research on Multilingualism

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.

MOSAIC activity this year has focused on the following areas: securing external funding; publishing high quality academic research related to multilingualism; providing research leadership; engaging in knowledge transfer; organising national and international seminars and workshops; making an international contribution to research training; attracting and supporting doctoral and post-doctoral researchers; consolidating existing research networks and attracting visiting scholars; collaboration with researchers at University of Birmingham and other institutions who have an interest in research on multilingualism; collaboration and knowledge exchange with those outside of academic contexts who have an interest in research on and practice of multilingualism, including policy-makers and educational practitioners.

Particular highlights of the recent period have been:
- the award of a four-year project funded as an AHRC Large Grant, Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities
- the award of an ESRC Seminar, The Multilingual University: The Impact of Linguistic Diversity in Higher Education in English-dominant and English Medium Instructional Settings
- the shortlisting of Maggie Kubanyiova’s book, Motivating learners, Motivating teachers: Building vision in the language classroom for HRH the Duke of Edinburgh English Language Book Award
- the award of ‘Excellent’ from European research councils for the Final Report of a research council-funded project, Investigating discourses of inheritance and identity in four multilingual European settings
- an award from AHRC to fund a public engagement event as part of the Being Human Festival of the Humanities

MOSAIC has been awarded a Large Grant as part of the AHRC Translating Cultures theme (Principal Investigator, Angela Creese; Co-Investigator Adrian Blackledge, Research Fellow Rachel Hu). The 4-year research project, Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities, began in 2014. It is a collaboration between academic researchers, non-academic partners, and community stakeholders. It is also a partnership between four UK universities and the private, public, and third sectors. The interdisciplinary research programme will develop new understandings of multilingual interaction in cities in the UK, and communicate these to policy-makers and communities locally, nationally, and internationally. The award is for £1,973,527.

Angela Creese is the College of Social Sciences lead for the University’s strategic relationship with the University of Illinois at Urbana Champaign. In 2015 Angela was invited to give the Seventh Annual SLATE Graduate Research Symposium Keynote Lecture. The title of her talk was, ‘The Ideal ‘Native Speaker’ Teacher: Negotiating Authenticity and Legitimacy in the Language’. Angela met with colleagues and students from four UIUC Departments, including: Dr Melissa Bowls (Linguistics); Dr Michele Koven (Communication); Dr Adrienne Lo (Anthropology); Dr Silvina Montrul (Linguistics); Dr Liv Thorstensson Dávila (Education).
The impact of MOSAIC research beyond the academy is evidenced in media coverage, in take-up from policy-makers, and in active collaboration with non-government organisations. MOSAIC research has been presented in newspaper and online articles in, among others, The Guardian (UK), Manjitt Times (India), and Helsingin Sanomat (Finland). MOSAIC members have been interviewed live on BBC TV, and on national BBC radio. Outcomes of research have been cited more than once in the House of Lords. Adrian Blackledge has been invited to discuss his research with the Home Office Chief Scientific Advisor, and he was invited to present evidence from the TLANG project in the House of Commons.

MOSAIC’s Translation and Translanguaging project extended its gaze to include literary translation. The research centre hosted an event in which poet Simon Armitage came to the Library of Birmingham to hold a Master Class on translating poetry, and to give a public reading of his poems.

The School of Education’s Teaching English as a Foreign Language (TEFL) programme has been ranked 4th in the UK as part of the EL Gazette Research Excellence Framework (REF). The ranking has been compiled on the basis of research strength (outputs and impact) of lecturers involved in the teaching of the programme as well as on the overall research of the Department/School in which the programme is offered.

A new book from Dr Maggie Kubanyiova (co-written with Zoltan Dörnyei, University of Nottingham) ‘Motivating Learners, Motivating Teachers: Building Vision in the Language Classroom’ (Cambridge University Press) was shortlisted for a prestigious HRH the Duke of Edinburgh English Language Book Award. This award, convened by the English Speaking Union, is based on innovation, originality and substance in the field of English Language and English Language Teaching. Maggie received a ‘Highly Commended’ Award which was presented by HRH The Princess Royal in February, at Dartmouth House in London.

New book from Dr Maggie Kubanyiova shortlisted for prestigious Book Award

Professor Adrian Blackledge and Professor Angela Creese with Simon Armitage

Dr Maggie Kubanyiova and Zoltan Dörnyei meet with HRH The Princess Royal

TEFL programme ranked 4th in the UK according to the EL Gazette
The School encourages a lively and engaging student community, providing an exceptional student experience founded on best practice. It promotes learning experiences through a combination of teaching, research and outreach activities in undergraduate and postgraduate programmes.

New ESRC-funded PhD students in the School of Education

Four School of Education candidates were successful in the 2015 competition for doctoral studentships from the Economic and Social Research Council (ESRC). These prestigious awards are highly sought after and this is the first time four awards have been made to School of Education candidates in the same year. We're pleased to introduce our new studentship-holders:

Holly Henderson (supervised by Ann-Marie Bathmaker and Deborah Youdell) will research the experiences of students following Higher Education courses in Further Education colleges. She is interested in how these courses are marketed and depicted in popular culture, and how they are understood by the students who enrol on them.

Joshua Heyes (supervised by Tonie Stolberg and Sarah Hall) will research the impact of sex education in schools on Christian young people and how it interacts with the information about sex and relationships they receive from other sources.

April-Louise Pennant (supervised by Nicola Rollock and David Gilborn) will explore the development of the educational identities of Black British females. Her research will pay close attention to the intersection of race, gender and age in relation to the experiences and interactions of these young women.

Rosie Saloan Reinboldt (supervised by Angela Creese and Adrian Blackledge) will investigate how female residents of a refuge for victims of domestic violence construct their identities and perceive violence, and how master narratives of gender, race, culture and religion are interwoven with their own personal narratives.

School of Education student named as one of the University’s top alumni

The University of Birmingham has been challenging and developing great minds for more than a century, and this year our 300,000th graduate completed their degree. To celebrate the occasion, the Development, Alumni and Business Engagement Department requested nominations of inspirational current students. Due to the impressive submissions, a total of twelve students were selected to best represent the spirit of the University in 2015. The School of Education is delighted that Hannah Bevington, a final year Education student was chosen as one of three representatives from the College of Social Sciences.
Initial teacher education students achieve academic excellence

Rebecca Green, a primary PGDipEd student has been acclaimed nationally for her ability to write at Masters level. Rebecca has been awarded the postgraduate prize for critical writing by Educational publishers ‘Critical Publishing’. Her essay discussing the ‘Simple View of Reading’ was praised for its ‘literature formed approach’ and ‘conclusions well-based on logical premises’ (Di Page, Critical Publishing). Alongside her National Prize Rebecca was also awarded the Elizabeth Cadbury Award for best written work on the primary initial teacher education programme. Rebecca has secured a job teaching at Gig Mill Primary School, a key partnership school where she undertook a placement; she intends to return to the School of Education to undertake the MA in Teaching Studies.

Another Primary student has also achieved outstanding academic success. Amy Russell was awarded the Clarence Greg prize for best overall contributions to the course. Amy is one of the first cohort of School Direct students who have undertaken an innovative programme in partnership with the SoE and Chadsgrove Special School to train as teachers in special educational needs. The course has been highly successful and acclaimed nationally – all of the students were graded as outstanding at the end of the course. Amy gained a distinction for her assignment in which she researched the use of eye gaze technology for children with SEND. Amy has gained her first teaching position at Chadsgrove School where she has made an excellent start to her teaching journey. The School of Education intends to extend this programme further to support other special schools for the academic year 2016/17.

Education students invited to judge UKLA Book Awards

The UK Literary Association (UKLA) Book Awards celebrate children’s books in order to encourage teachers to increase their professional and personal knowledge of recently published high quality children’s books, and promote the place of books for young people in all educational settings from nursery to key stage 4.

Six students (Christopher Marland, Amie Hawkley, Ryan Knott, Eleanor Howes, Rachel Tucker and Laura Basterfield) from the PGDipEd Primary programme have been shadowing the UKLA Book Awards this year, judging the books in the ‘3–6 year old’ category. The group, led by Dr Josie Brady, have been discussing their reading with each other and with other students and tutors nationally (29 universities across the country are involved). The winning authors were announced during the 51st UKLA International Conference at the University of Nottingham.

School of Education’s success at the University of Birmingham’s Three Minute Thesis (3MT)

The Three Minute Thesis (3MT) is a research communication competition developed by the University of Queensland in 2008, in which doctoral researchers have just three minutes to deliver an engaging presentation on their thesis topic, its originality and its significance. This year one of the finalists was from the School of Education: Ricky Ricky. Ricky’s title was ‘Servant Leadership in Higher Education: A Case of Academic Leadership in a Faith-Based University in Indonesia.’ Ricky participated in this prestigious competition to learn how to communicate his thesis to a wider audience and overcome his nerves. Despite not winning, Ricky’s presentation entitled ‘Servants in the Ivory Tower’ was very well received and the video will be made available online shortly. This follows the success of Beverley Maynard and Jesvir Mahil who were finalists in the 2014 competition, also representing the School of Education.
Staff News

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.

Dr Nicola Rollock recognised by Women of the Year Council

Dr Nicola Rollock has been selected by the Women of the Year Council as a 2015 Woman of Achievement. Women of the Year is in its 60th year and recognises and celebrates “truly extraordinary and inspirational women who have made a significant achievement.” Sandi Toksvig OBE is President and Nicola will be honoured alongside fellow inspirational women in a ceremony at the InterContinental Hotel, Park Lane in October.

Success for academic and professional services staff

Congratulations to Tom Harrison, John Kirkman and Russell Manning who all completed their PhDs and Karen Turner-Brown who gained her BSc (Hons). Dr Paul Warmington has also been promoted to Reader in Education and Social Justice and Dr Nicola Rollock has been promoted to Senior Lecturer. Karan Horton has become Student Services Centre Manager, Dr Lin Mackenzie has been promoted to Education Strategies Manager and Caroline Baxter is the School Hub Manager.

Dr Penny Lacey

Dr Penny Lacey passed away peacefully in January, with her family by her side. As a valued member of the Department of Disability Inclusion and Special Needs within the School of Education for over twenty one years, Penny was truly committed to improving the learning opportunities for children with learning disabilities, and she forged strong relationships with many local schools to ensure that her theoretical work was converted into real practice. In so doing, she changed the lives and improved the life chances of many vulnerable children. We will remember her as a colleague who was admired by both her students and the community for the contributions that she made to the field through her teaching and research. We lose a dear colleague and friend; Penny is survived by her husband, David, and her daughter, Joanne.

Universitas 21 success for Dr Maggie Kubanyoiva

Dr Maggie Kubanyoiva has been awarded a U21 Staff Fellowship Award to visit the University of Auckland’s Department of Cultures, Languages and Linguistics in spring 2016. The project title is: Language teaching and learning: Advancing collaborative research and practice between Auckland and Birmingham and the purpose is to explore collaborative research networks/partnerships for advancing high-quality research in educational linguistics with the focus on language learning and teaching, and to explore innovative approaches to the delivery of research-led teaching on PG programmes.

Exciting collaboration with Birmingham Education Partnership

The School of Education along with the University’s Public Service Academy is developing a new partnership with Birmingham Education Partnership, a membership organisation bringing together the city’s schools. We will be contributing to professional development activities, developing joint research and co-hosting a seminar series on the theme “What do we know about…?”. BEP’s Alastair Falk will have a part-time base in the School of Education during 2015–16. Alastair can be contacted by email on alastair@bep.education.
Dr Chris Szwed awarded National Teaching Fellowship

Dr Chris Szwed, Director of Primary Education in the School of Education, University of Birmingham has been awarded a National Teaching Fellowship by the Higher Education Academy (HEA); the most prestigious awards for excellence in higher education teaching and support for learning.

Chris was one of just 55 successful National Teaching Fellows (NTFs) chosen from over 180 nominations submitted by higher education institutions across England, Wales and Northern Ireland.

Chris will be presented with her award at the 2015 National Teaching Fellowship Awards Ceremony at Liverpool Cathedral in October. This is a well-deserved addition to Chris’ recent promotion to a Readership.

DISN staff nominated for Disability and Learning Support Services’ Excellent Practice Award

The late Dr Penny Lacey, Dr Graeme Douglas, Professor Mike McLinden and Alice Elkwood were all nominated for the University’s Disability and Learning Support Services’ Second Excellent Practice Awards. Students who registered with the service were asked to nominate staff of the University they felt had been particularly helpful, cooperative, calm and useful in ensuring that they had the best possible experience whilst at the University.

The nominees were presented with a certificate by Professor Jon Green, Deputy Pro-Vice-Chancellor for Education at an informal presentation and buffet in December.

Professor Adrian Blackledge announced as the new Birmingham Poet Laureate

Adrian Blackledge, Professor of Bilingualism at the University of Birmingham’s School of Education, was announced as the new Birmingham Poet Laureate at a special event in October at the Library of Birmingham to mark National Poetry Day.

The Birmingham Poet Laureate is an honorary position awarded annually to raise the profile of poetry across the city, and to inspire experienced and new poets to engage in writing and reading poetry. Adrian was selected from more than 40 entries to this year’s awards competition, which invited poets across Birmingham to submit poems to a selection panel.

As Birmingham Poet Laureate Adrian will perform his poetry at a range of events and also take commissions to write poems, for example to celebrate or commemorate special events and occasions. Adrian Blackledge is the recipient of an Eric Gregory Award, and has won prizes in the National Poetry Competition, The Blackwell Poetry Competition, Cafe Writers Poetry Competition, and The Poetry Business Competition. His poems have been published in a wide range of journals, including The Spectator, London Magazine, Encounter, Orbs, and The Reader. A volume of his poems, Green Eyes, is published by Pikestaff Press.

Professor Deborah Youdell awarded British Academy Fellowship

Professor Deborah Youdell, Director of the College of Social Sciences Public Service Academy (PSA), has been awarded a British Academy Mid-Career Fellowship to undertake research which will embrace biological, neurological and social sciences.

The scheme, which supports outstanding individual researchers with excellent research proposals to promote public understanding and engagement with humanities and social sciences, attracted 323 applicants, of which only 35 were awarded, emphasizing the outstanding achievement this prestigious award represents. Professor Youdell comments: ‘This is an amazing opportunity to tackle a particular research interest of mine, and I am very grateful to the Academy and to the University for making this possible.’

Professor Youdell will take up the Fellowship in September 2015.

Professor Lynn Davies presented with the Sir Brian Urquhart award

Professor Lynn Davies has been awarded the Sir Brian Urquhart award for Distinguished Service to the UN and its goals by a UK citizen. This was in recognition for her work in international education, support to UN agencies and contribution to building social cohesion in fragile states. The award was presented by UNA-UK on United Nations day in October at a reception in London hosted by the Embassy of the Kingdom of Morocco and UNA-UK.

Professor Lynn Davies with Sir Jeremy Greenstock
School of Education moves up QS World Rankings

The School of Education has moved up more than 20 places in the 2015 QS World University Rankings. The league table shows the School of Education is now ranked 4th in Europe and the UK and 27th in the world. The rankings are based on employer reputation, academic reputation and research impact. This follows its success in the 2014 Research for Excellence (REF) and its 2013 Outstanding Accreditation by the Office for Standards in Education, Children’s Services and Skills (Ofsted).

Professor James Arthur receives University Founders’ Award for Excellence

We are delighted to announce that Professor James Arthur has won the 2015 Founders’ Award for Excellence in the area of Policy Advancement for his outstanding work with the Jubilee Centre for Character and Virtues which has directly contributed to policy development in the area of character education. The award was presented at a dinner hosted by the Chancellor in July.

Now in their sixth year, these awards celebrate the very best academic work in the University. The four award categories are Academic, Policy, and Business Advancement, and an award for Outstanding Early-Career Academic. Whilst each award recognises a different area of expertise, all recognise work which has contributed to the advancement of the University’s reputation both nationally and internationally.

The Founders’ Awards are named after some of our most influential founders and benefactors, and demonstrate that their principles and vision of a ‘great school of universal instruction’ where ground-breaking research has true benefits locally, nationally, and internationally, are as alive today as they were in 1900, continuing to guide and inspire the University.

New Student Services Centre in the School of Education

The School of Education is taking student services to the next level with the creation of a Student Services Centre, operational from August 2015. With a forward-facing student services counter based in the reception area, the Centre and its staff will be based on the ground floor and first floor mezzanine. This new, cohesive and coordinated approach to student services and teaching support will not only ensure the highest quality service provision but provide a dynamic and engaging environment for its staff. Congratulations to Karan Horton who has been appointed as Student Services Centre Manager to lead on this exciting new venture.

School of Education achieves outstanding NSS results

The University of Birmingham’s School of Education was announced as one of the best schools in the UK for its areas of research in the Research Excellence Framework (REF) 2014. In the Education Unit of Assessment, we came 9th in the rankings, up 15 places on the RAE2008 results. The School of Education’s research centres carry out important, cutting-edge work in areas such as autism, character education, race and education, access to higher education, multilingualism, and visual impairment. The School was also integral to the establishment of the University of Birmingham secondary school which opened in September 2015.

REF success for the School of Education

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New staff publications

School of Education scholars have produced a number of exciting new books this year.
Community Engagement

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

Thank You Letter Awards

The Jubilee Centre for Character and Virtues invited young people across the UK to take part in a national thank you letter competition, encouraging those between the ages of 5 and 16 to write a thank you letter to someone who has inspired them, improved their community, or made Britain or the world a better place. The competition saw more than 20,000 young people involved from 100 schools. Letters thanked parents, charities, teachers and athletes and were displayed during the event. During an award ceremony celebrating those shortlisted, special guest Olympic athlete Greg Rutherford MBE, spoke about who he is grateful to, before presenting the winners with their prizes.

Professor Gary Thomas welcomes young researchers

In January, Professor Gary Thomas welcomed some young researchers to the University. The Year 2 children from Chilcote Primary School, were working on their research project ‘What rewards work’. They had already visited local schools in the area to gather data by questioning other children on the rewards they had at their school. As the author of the book ‘How to do your research study’, Gary provided advice on the best way to do their research. He discussed what constitutes a reward, how rewards might change as children got older, what kinds of reward could be used in school and other aspects of the research question.

Celebrating Youth Social Action

The Jubilee Centre for Character and Virtues, working alongside Step Up to Serve’s #iwill campaign celebrated the achievements of 50 inspiring 10–20 year olds who lead fantastic social action in their communities. They were invited to attend a special boat trip in London and rewarded with a certificate and prize by Paralympic gold medallist Liz Johnson. Liz spoke about her character traits and explained how they have contributed to her success. A brochure was produced showcasing the commitment to youth social action demonstrated by the 50 young ambassadors.
In February, the Jubilee Centre for Character and Virtues invited University of Birmingham students to hear about why character matters in public and professional life, with Dame Kelly Holmes, David Blunkett, John Sergeant and Lord Robert Winston taking to the stage at the Elgar Concert hall to share their own personal experiences on why character matters. Dame Kelly Holmes encouraged the 300 students who attended to ‘be the best you can be’ and spoke about the importance of a role model in helping you to build character and resilience. Students were given the opportunity to pose questions to the panel and to meet them during a reception following the event.

In June, the Jubilee Centre for Character and Virtues exhibited and presented at the Sunday Times Festival of Education, held at Wellington College. Professor Angela Duckworth, of the University of Pennsylvania, gave the lecture and her speech focussed on the performance virtue grit. At the Festival, the Centre gave a series of talks introducing its work on character education in schools, with a focus on the ‘taught or caught’ debate. Presentations were given by Dr Tom Harrison and Ian Morris and Dr Sandra Cooke. The Centre engaged with a wide and varied audience and shared its extensive range of teaching resources with teachers, educationalists and other stakeholders who were attending the Festival. The Centre’s team also ran an interactive activity, which encouraged people to write down what they believed their greatest character strength to be.

The Centre has been hosting a series of study days exploring a range of topics. The first of these, on injury, trauma and medical advances, involved speakers from the Royal Centre for Defence Medicine at the Queen Elizabeth Hospital, an artist who has produced a series of drawings of injured soldiers influenced by the work of Henry Tonks (an artist who illustrated soldiers with facial injuries for the pioneering surgeon Harold Gillies), Professor Jonathan Reinarz, Director of the History of Medicine Unit at UoB, and a community researcher who worked on an HLF project about blinded soldiers.

In January a group of academics, practitioners and community researchers gathered to discuss Black soldiers and the legacy of their involvement the First World War. The following month saw the Centre explore the Asian contribution to the War and included academic speakers, military personnel and community workers. Finally, we considered the involvement of women in WW1 and heard fascinating talks from academics, archivists and community researchers who have delivered HLF projects on this area. The last three of these events were filmed and will be added to the Voices of War and Peace YouTube channel over the coming months.
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.

School of Education hosts very successful Teach Meet event

The School of Education welcomed 200 teachers and other education colleagues to a ‘Teach Meet’ event in June. The Teach Meet was an impressive example of the collective endeavour, expertise and creativity of teachers from across the Midlands with punchy, brief and succinct inputs from a range of colleagues through which they shared their practice and ideas. The sheer energy of all involved was impressive with Sir Tim Brighouse and David Cameron, the education presenter, trainer and consultant, inspiring and framing colleagues’ inputs magnificently. The event was organised by colleagues from South Bromsgrove High School, Haybridge High School and Sidney Stringer Academy, representing a wider collaboration of schools with which the School of Education and the University of Birmingham School have been working alongside Hays Recruitment.

School of Education welcomes the Secretary of State for Education as its guest speaker for the annual Priestley Lecture

In November, the School of Education welcomed the Rt Hon Nicky Morgan MP, Secretary of State for Education as its guest speaker for the annual Priestley Lecture. The event which attracted around 180 staff, students, alumni, partnership schools and guests including Michael Roden, the Principal of the new University of Birmingham School, was introduced by Professor James Arthur, Head of the School of Education.

Nicky Morgan delivered a 45 minute speech addressing ‘Our plan for Education’ and discussed a national mission which must be a partnership of teachers, governors, parents, businesses, unions, government as well as many others. Her presentation was followed by a Q&A session chaired by Professor Saul Becker, Pro-Vice-Chancellor and Head of the College of Social Sciences. We look forward to welcoming you to the next Priestley Lecture in November with guest speaker the Rt Hon David Blunkett.

Developing Outstanding NQTs Conference

To continue to forge effective relationships with local primary schools, a Newly Qualified Teachers (NQT) Mentor training conference was organised in October in partnership with Birmingham City University and the University of Wolverhampton. The main aim was to outline strategies to support the transition for student teachers to full time employment. The conference was a great success as evidenced by comments from the delegates in our primary partnership schools: ‘Really useful day – I now feel more confident about supporting and mentoring NQTs.’ ‘Very informative day – useful to hear update on Ofsted in relation to Initial Teacher Training.’ ‘Thank you for a great day, really helped me reflect on my role as NQT mentor.’ It is anticipated that another NQT conference will take place next academic year following the success of this initial event.
Dyslexia in the spotlight: Matthew Scurfield brings his autobiographical play to the School of Education

In November, Matthew Scurfield and the Maltese actress and TV presenter Clare Agius gave a dynamic and engaging performance of ‘I Could Be Anyone: Life With Dyslexia’ for staff and students at the School of Education. Directed by Lena Scurfield, the drama focused on the effect on Matthew Scurfield’s education and aspirations as an undiagnosed dyslexic in post-war academic Cambridge, and the profound change to his life when he discovered a voice through his acting talent. The play, based on Matthew’s autobiographical book, captures the feelings of isolation and inadequacy experienced as a result of dyslexia, and also celebrates the eventual finding of a successful path. This led to an energetic debate with audience and panel at the end of the performance with Professor Jane Martin and Professor Julie Allan. A short film entitled ‘We want to start a conversation’ by Dr Isabelle Gatt and Clare Agius was also shown. The film grew from a series of workshops with Maltese children exploring drama, dyslexia and self-esteem.

Tony Benn: Will and Testament

In October, the School of Education was delighted to host a screening of Tony Benn: Will and Testament. This moving and informative tribute to Tony Benn presented his own personal reflections on his childhood and youth, marriage and family, political career and retirement through intimate, confessional interviews wonderfully illustrated by his personal photographic and film archives. The screening was attended by special guest Melissa Benn, the daughter of Tony Benn and Caroline DeCamp Benn, who hosted a Q&A panel alongside Professor Jane Martin and Dr Marion Bowl.