As a world-class School of Education, our vision is to set standards and expectations for other Schools of Education to follow. We will build upon our strengths and expand into areas that will truly distinguish us in terms of leadership, impact, visibility, excellence and innovation.
We have 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.

We are 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.

The original Department of Education was founded in 1894 and became the School of Education in 1947.
The School of Education has had another hugely successful year as one of the top schools of education in the UK and our success is reflected through our continued high position in several league tables. Education at Birmingham is ranked fifth in the 2018 Complete University Guide and is 39th in the QS World University Rankings.

The excellence of our staff’s teaching has been recognised in a number of ways. Tom Harrison was awarded the prestigious National Teaching Fellow Status; a Higher Education Authority Beacon Fellowship was awarded to Tom Perry, and Nicola Smith has become a Senior Fellow. David Foster was presented with the College of Social Science’s Outstanding Teaching Award.

Professor James Arthur’s contribution to education was recognised by being made an Officer of the Most Excellent Order of the British Empire (OBE) by Her Majesty The Queen.

The University of Birmingham School has had a successful third year and had its first – and highly successful – Ofsted inspection. The inspectors commended the school’s vision for a highly inclusive environment, the good relationships among pupils, its respect for diversity, and the character education programme in place. The close partnership with the University of Birmingham, and in particular the School of Education, as well as the governance of the school, were both also instrumental in leading Ofsted to reach a ‘Good’ judgement. Staff and students said a fond farewell to Principal Mike Roden, who has led the school magnificently in its first three years, but we will welcome Mike into the School of Education as Honorary Senior Lecturer and look forward to working with him.

Research within the School of Education continues to make a difference to the lives of young people and researchers have produced an array of high-quality publications which will stand us in good stead when we have the next assessment of research quality (the Research Excellence Framework). Researchers from two of our research centres have also led responses to government consultations on race and education and on special educational needs and disability. Our students have continued to excel and this year we saw another 16 students graduate with doctorates, together with students who had successfully completed a range of academic and professionally oriented programmes.

We look forward to another highly successful year in 2018–19.
MAKING A DIFFERENCE IN AUTISM EDUCATION

Insight into ACER from Professor Karen Guldberg, Director of Autism Centre for Education and Research.

Staff at the Autism Centre for Education and Research (ACER) focus on making a positive difference to the lives of autistic people, their families and those who work with and care for them. Research focuses on educational provision and practice across the lifespan, so ACER academics study good autism practice from early years through to adulthood.

In recent years, academics at ACER have conducted research studies that have examined the evidence base for educational approaches in education, therapy and care for autistic people. Much of this work is informed by theories around social learning and communities of practice.

COLLABORATIVE RELATIONSHIPS

Most of ACER’s work is based on participatory methodologies, with members of the research centre working in a collaborative way with practitioners, autistic people and their families. ACER has strong collaborative relationships with many organisations, including:

- Autism Education Trust
- Birmingham City Council’s Communication Autism Team (CAT)
- Universita del Sacro Cuore in Milan
- Aikaterini Laskaridou Foundation in Athens
- World Innovation Summit for Education (WISE) in Qatar

This commitment to participatory and collaborative methodologies has enabled research to ‘land quickly’, to make a difference and lead to positive outcomes for autistic people. One strand of ACER’s work, for example, has been to create professional development for education staff. ACER recognises the importance of developing the knowledge and skills of teachers and school staff to improve outcomes for the students. We were therefore delighted to win funding from the Autism Education Trust (AET) back in 2011 to create professional development programmes for early years provisions and schools. These consisted of three tiers of training, a national competency framework and national standards for settings, as well as a guide for parents. ACER developed these programmes collaboratively with training providers, autistic people and practitioners.

DISCOVER THE AET PROGRAMME

The AET programme has been very successful and 170,000 staff in England have taken part. It is mentioned in the Special Educational Needs and Disabilities Code of Practice, 2014, and is highly commended by the All-Party Parliamentary Group on Autism. Colleagues at the University of Warwick have conducted evaluations to examine its impact on practice. They found that change was brought about by participation in the AET programme and was evidenced at the individual, class and school level, leading to improvements in:

- Schooling experiences for children with autism
- Confidence and skills on the part of school staff
- Behaviour management and outcomes
- Learning opportunities
Change has happened at school and local authority level too. Birmingham City Council has produced a Local Authority Guide, which shows that the national standards have informed its strategic work with the 420 schools. The national standards have:

- Facilitated the evaluation, planning, monitoring and review process
- Ensured senior leaders can analyse the extent to which the needs of pupils with autism are addressed through policies, systems and whole school development work
- Allowed schools to plan accordingly and provide a shared language and framework for talking about the next steps

Building on this work within the UK, ACER has implemented this model in working with partners from other countries. Through EU-funded work, the collaborative model and way of working was extended to Greece and Italy by undertaking research on good autism practice and the needs of school staff in those countries, and then using findings from this to adapt and translate the AET programme. ACER members have also worked in Qatar to investigate how to improve autism education there. BRIDGE funding is now enabling ACER colleagues to work with partners at the University of Illinois to investigate the needs of culturally and linguistically diverse families and to produce professional development materials that are underpinned by this research.

Most importantly, ACER’s work is leading to new ways of thinking about autism and is influencing pedagogy in the classroom. Practitioners are encouraged to think about the inter-relationship between themselves and the pupil, and to consider how they can change and adapt their own interactions and practice to the child. Key underpinning concepts and values include that autism is seen as a different way of being, rather than a disordered way of being. Staff are encouraged to focus on building on the strengths and capacities of the individual and to understand the world from the perspective of the autistic person.

ACER’s work focuses on bridging gaps between research and practice in autism education. The initial research is coming full circle now as ACER is moving forward with conducting research on the impact of the professional development on the work of four local authorities in England. ACER will also be conducting further research in Greece and Italy to investigate the impact of the programme on the practice of school staff and on outcomes for pupils in the coming year, and has received funding from the College of Social Sciences impact fund for this. By consolidating and extending work with partnership organisations and a range of different stakeholders, ACER hopes to continue playing a significant part in transforming autism education.
CRRE IS A WORLD-RENOWNED CENTRE
FOR CRITICAL RESEARCH ON RACISM AND RACE INEQUALITY IN EDUCATION

INAUGURAL CRRE INTERNATIONAL CONFERENCE

In June CRRE held its inaugural conference. The theme of the conference, ‘Race and Education in the Trump/Brexit Era’, raised challenging questions about the role of education and social justice in the current political climate.

The conference attracted more than 100 attendees from near and far. The featured keynote addresses were given by leading US scholars Thandeka K. Chapman (University of California, San Diego) and Laurence J. Parker (University of Utah). The conference also included panel sessions focusing on current research exploring how discourses of race and education are understood in the Trump/Brexit era, and included presentations from Rowena Arshad (University of Edinburgh), Sundeep Lidher (Runnymede Trust), Katy Sian (University of York), Carol Vincent (UCL) and members of CRRE. The conference closed with the launch of Kalwant Bhopal’s new book, White Privilege: the myth of a post-racial society.

CRRE MEMBERS ADDRESS MAJOR NEW YORK CONFERENCE

The annual meeting of the American Educational Research Association (AERA) brings together leading researchers from around the world. The 2018 meeting, held in New York City, was attended by more than 15,000 scholars and included contributions from several CRRE members. Kalwant Bhopal hosted a session on her journal the ‘Women’s Studies International Forum’, Claire E. Crawford presented a critical analysis of the ‘Fundamental British Values’ policy and David Gillborn spoke about the increasing attacks on antiracist scholars in universities on both sides of the Atlantic.

COMMUNITY AND INTERNATIONAL ENGAGEMENT

Dr Dina Kiwan, Reader in Comparative Education, was invited to speak at the United Nations Office in Geneva on March 20–21 for the occasion of the 2018 World Social Work Day which focused on the topic of youth inclusion and participation. The expert panel, ‘Promoting Youth Inclusion for Sustainable and Resilient Communities’ examined the issue of youth inclusion from a variety of perspectives, looking at key challenges such as marginalisation, youth extremism and unemployment, as well as possibilities for promoting youth inclusion and specifically engaging youth in participatory processes.

Dr Kiwan has contributed to the prestigious International Panel of Social Progress (IPSP): Rethinking Society for the 21st Century. This is a network of around 300 outstanding international scholars working in an interdisciplinary manner to provide expertise for social change to social actors, policy-makers, decision-makers etc. It is chaired by Nobel Prize winner Amartya Sen, with the coordinating secretariat at Princeton University. They have produced a report, after consultation across society, that has gone through several revisions and which is in press (Cambridge University Press, July 2018). Dina Kiwan was the lead author on a chapter on human rights and citizenship.
**STAFF CHANGES IN CRRE**

The centre welcomed two new members to the team in 2017, Dr Reza Gholami and Dr Dina Kiwan.

Dr Reza Gholami
Reza joined the School of Education in September 2017 as a senior lecturer. Previously, he held a lectureship in sociology of education at Keele University as well as being a Visiting Research Associate at the UCL Institute of Education. He earned his PhD in the Department of Anthropology and Sociology at SOAS, University of London, where he also conducted post-doctoral research funded by the AHRC.

Dr Dina Kiwan
Dina Kiwan is Reader in Comparative Education, having joined the University in January 2017. Her research focuses on citizenship and inclusion, and is interdisciplinary and comparative in scope. Her interests centre around sociological and politico-philosophical examinations of inclusive citizenship through the lens of education policy, naturalization policy and migration policy, in particular in the context of pluralist/multicultural societies, and also societies in conflict. Her work engages with the inter-relationships between theory, research, policy and practice. Her interests in critical policy analysis are complemented by an interest in how those deemed to be ‘marginalised’ and ‘vulnerable’ constitute themselves as political actors.

**ADVANCING EQUALITY IN HIGHER EDUCATION**

Professor Kalwant Bhopal

Professor Kalwant Bhopal was awarded a British Academy/Leverhulme grant to explore ‘Advancing equality in higher education: an exploratory study of the Athena SWAN and Race Equality Charters’ (from January 2018 – December 2018). This project explores whether participating in equality schemes results in good practice in higher education institutions. Its research objectives are: to explore the impact of the charter marks on work practices; to explore good practice and how it can be improved; and to identify key themes and issues for future research and policy-making.

Events
- Professor Kalwant Bhopal presented the annual Race Equality public lecture at the University of Cambridge as part of the Festival of Ideas in October 2017
- In November 2017, she was the keynote speaker at the annual University and College Union Equality and Diversity conference
- In March 2018, she was also an invited panelist for a House of Commons seminar exploring ‘Equality, Diversity, Inclusivity: do universities reflect society enough?’
THE JUBILEE CENTRE FOR CHARACTER AND VIRTUES

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 is a leading informant on policy and practice in this area and through its extensive range of projects, contributes to a renewal of character virtues in both individuals and societies.

INTERNATIONAL COLLABORATION ON CHARACTER

The Jubilee Centre’s work has achieved a sustained impact both in the UK and internationally, with an established network of partner institutions across all continents. As well as continuing to build upon existing partnerships, the Jubilee Centre has explored new opportunities to collaborate, extending its reach into different international contexts.

Mexico
Professor James Arthur and Dr Tom Harrison presented to over a thousand parents, teachers and policy-makers from Central and South America at two conferences in Guadalajara, Mexico in November 2017. Professor Arthur gave a keynote address on character education in adolescents at the Interaxion National Congress at Universidad Panamericana, where Dr Harrison also presented about educational approaches to cultivating cyber-phronesis in children and young people.

Macedonia
UNICEF and the government of Macedonia invited members of the Jubilee Centre to share work on character education with over 400 invited guests at the Quality Education conference in December 2017, in Skopje. At the conference, which was opened by the Prime Minister of Macedonia, Mr Zoran Zaev, Professor James Arthur gave a keynote address on the importance of character education in schooling. The implementation of character education in schools in the country was discussed with the Minister of Education and her advisors; further meetings were held with representatives of the World Bank and UNICEF to discuss the growing significance of character education globally. Building on the successful partnership with UNICEF, Jubilee Centre staff members Aidan Thompson and Joseph Ward spoke as expert guests at the #inno4edu SmartUp social innovation lab in Skopje, Macedonia where they gave a workshop about character education to participants working on social innovation projects in education.

Dubai
Professor James Arthur and Research Fellow Paul Watts met with Dr Bushra Al Mulla, Director of Education and Social Affairs Department in the Prime Minister’s Office of the United Arab Emirates (UAE) in Dubai, in February 2018. At the meeting, Professor Arthur and Mr Watts discussed strategy and policy in regard to character and happiness initiatives in UAE. They also gave the first public lecture at the new University of Birmingham Dubai campus on character education, to an audience of school leaders. This was followed the next morning by a visit to the prestigious Sunmarke School, which uses the Jubilee Centre’s curriculum in its teaching.

Argentina
Professors James Arthur and Kristján Kristjánsson, together with Research Fellows Michael Fullard and Paul Watts, travelled to Buenos Aires in June 2018 to share ideas about researching character education in the context of schools within Latin America. As well as presenting current Jubilee Centre research, the group visited a local school, the Colegio Buen Consejo, which already explicitly promotes the intellectual, moral and civic virtues that the Jubilee Centre champions and which will become a focus for character research and development. Professor Arthur met Gabriel Sanchez Zinny, Minister of Education in Buenos Aires, during the visit to discuss the potential for character education to be introduced into Argentinian schools.
SHAPING POLICY AND PRACTICE

The Jubilee Centre continues to be the leading informant on character in education policy and has made a major contribution to two reports by the Department for Education (DfE).

The Developing Character Skills in Schools report, which explored how schools in England develop desirable character traits among pupils, cites Jubilee Centre work, including A Framework for Character Education in Schools, as its underpinning research and policy rationale.

The Jubilee Centre’s Framework has been adopted by educational institutions around the globe to provide a foundation upon which they can build their approach to character education. Professor James Arthur and Aidan Thompson spoke at the launch of the Virtue Ethics Foundation at the University College London Great Ormond Street Institute of Child Health in March 2018. The event launched the ‘Handbook for Parental Responsibility and Commitment towards Creating a More Ethical World’, which draws heavily from the Framework. Professor Arthur and Mr Thompson introduced the Framework to an audience of Muslim scholars and practitioners, and spoke about its application within different contexts as examples for how Muslim schools can use it for the development of their pupils.

In May 2018, the #CharacterEd2018 conference took place at Lichfield Cathedral School, Staffordshire, where Jubilee Centre Research Fellow Dr Catherine Darnell presented the Jubilee Centre’s current research into phronesis. Other speakers included former Secretary of State for Education the Rt. Hon. Nicky Morgan MP and Sean Harford, National Director, Education at Ofsted. In his speech, Mr Harford spoke about whether it is either possible or desirable to measure character development and cited the Jubilee Centre’s ‘Building Blocks of Character’, calling it one of the most comprehensive definitions of character currently being used in education.

LAUNCH OF CHARACTER RESOURCES FOR PARENTS

The Jubilee Centre has developed a range of materials freely available to parents/guardians who are seeking to actively engage in character education with their children. The resources offer practical tips for parents/guardians to read and write stories with their children at home that encourage discussion and learning about a range of virtues. The materials enhance routine activities for children, such as bedtime reading, to focus on a particular virtue. See the resources at: www.jubileecentre.ac.uk/parents

TEACHER SURVEY REVEALS SUPPORT FOR CHARACTER EDUCATION

A survey of over 450 practising teachers across the UK revealed that 80% feel that a greater focus on character education in schools would have a positive impact on pupil attainment. The poll, conducted by Populus and the Jubilee Centre in April 2018, asked teachers about current character education provision within their schools, and the potential impact a greater focus on character might have. Participants in the survey were representative of the diverse composition of British schools, and included those from local authority, academy, free, special, alternative provision and independent schools. The results of the poll featured on both Sky News’ Sunrise programme and BBC WM radio.

JUBILEE CENTRE PUBLISHES NEW RESEARCH REPORTS

The Jubilee Centre’s second phase of research (Service Britain 2015–17) concluded in November 2017 with the publication of nine major research reports. The research built upon the findings and recommendations of the previous Gratitude Britain research (2012–15) to explore the virtues of gratitude and service in the professions, education, voluntary sector, media and in parents. The research specifically examined: the role of character virtues in the professional education of nurses, business professionals and the British Army; the impact of virtue ethics-based training in undergraduate lawyers, doctors and teachers; the character education provision of three local Birmingham schools; marginalised young people’s perceptions of character and the effectiveness of teaching materials bespoke to non-mainstream settings in developing their character; the conceptual relationship between the virtues of gratitude and compassion; the factors that influence the formation of a habit of service among young people, and the impact of social media on young people’s character development and the role parents play in this.
PHILANTHROPIC RESEARCH PROJECT 2018

Dr Paul Lynch’s project was selected as one of three finalists for Philanthropic Research Project 2018 for a funding application to propose a practical and innovative approach to training staff working in nurseries to support young children with disabilities in Malawi. The Development and Alumni Relations Office will work with Alumni to raise funding for the project which aims to make enormous changes to the lives of children with disabilities and their families. It would provide training, advice and support to encourage parents to include their children in community schools. Children with disabilities would be able learn through play, which is essential for their development.

RESEARCH EXCELLENCE

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

PROFESSOR MICHAEL HAND

Professor Michael Hand’s important new book A Theory of Moral Education was published by Routledge in 2018. Described as ‘an instant classic’ (Professor Johannes Drerup), ‘a marvel of clarity and cogency’ (Professor Eamonn Callan) and ‘essential reading for anyone interested in moral education’ (Professor Harry Brighouse), the book addresses the problem for moral education posed by reasonable disagreement about morality. Published symposia on the book’s arguments will shortly appear in Journal of Moral Education, Journal of Philosophy of Education and Journal of Beliefs and Values. To make the key ideas accessible to a wider audience, Michael has written articles for Aeon, Philosophy Now and The Conversation.

DR LILA KOSSYVAKI

Dr Lila Kossyvaki published her research monograph ‘Adult Interactive Style Intervention and Participatory Research Designs in Autism: Bridging the Gap between Academic Research and Practice’ with Routledge. Building on the author’s cutting-edge research, the book explores the impact that the interactive style of neurotypical individuals could have on the spontaneous communication of children with autism. More importantly, the book provides clear and detailed guidance on how to conduct research into autism in real-world settings while critically evaluating a wealth of relevant case studies and focusing on a number of methodological issues that researchers are likely to face when carrying out research of this nature. It is essential reading for academics, researchers and postgraduate students in the field of special needs.
GROUP FOR RESEARCH ON MULTILINGUALISM

As a departmental centre, 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 IMPACT THROUGH THE ARTS

TLANG commissioned a theatre company, Of Women and Theatre to produce an original piece of theatre in response to outcomes of the research. Performed by a multilingual cast, the show, ‘Summer Times’, was delivered 22 times across 19 different settings in Birmingham, Cardiff, Leeds, and London, including in mental health facilities, community centres, elderly day centres, residential homes, theatres and retirement villages.

Janice Connolly, Artistic Director said:

“The partnership with TLANG brought a new, sharper perspective to our work around how we communicate. The opportunity to engage with the research findings was hugely beneficial. Women and Theatre values the deepening of its understanding and increasing awareness of the rich impact of superdiversity on communication, and we aim to apply this knowledge to the company’s work in all future projects.”

Angela Creese and Adrian Blackledge were invited to Birmingham Museums Trust (BMT) to give a presentation to BMT directors, managers and other staff about the wider relevance of TLANG research to society and cultural heritage.

Toby Watley, Director of Collections, Birmingham Museums Trust, said:

“TLANG research provides an incredible insight into how people and communities get on and communicate within ever-changing superdiverse cities, demonstrating the importance of providing “safe social spaces”, like museums, where people of diverse backgrounds, cultures, faiths and ethnicities can come together to share experiences, learn and be inspired.”

Overcoming Barriers to University Education in South Africa

University of Birmingham and University of Cape Town

Adrian Blackledge and Angela Creese (University of Birmingham, UK) are working in collaboration with Mbulungeni Madiba and Carolyn McKinney (University of Cape Town) to conduct research that informs equitable language policy and practice in university education in South Africa. ‘Overcoming Barriers to University Education in South Africa’ is a collaboration not only between researchers at the University of Birmingham and University of Cape Town, but also with Universities South Africa, a non-profit organisation representing South Africa’s public universities. The research project is generating new knowledge to inform the implementation of multilingual policy for teaching and learning in universities in South Africa.

Images (left to right): Women and Theatre ‘Summer Times’ production, (x2), Map of South Africa
VICTAR is a well established research and teaching centre in the School of Education which focuses on the social and educational inclusion of people with vision impairment.

**CHANGING LIVES IN MALAWI**

Case studies of children with disabilities in Malawi

In February 2018, Dr Paul Lynch and Dr Anita Soni carried out some case study fieldwork as part of a three-year ESRC/DFID-funded project that is seeking to promote the inclusion of children with disabilities in community-based child care centres (CBCCs) in a rural district of Southern Malawi.

With the support of a research team from a project partner – Chancellor College, University of Malawi – and three community volunteers, they visited five CBCCs to conduct some small in-depth work to understand the lived experiences of 11 children with disabilities attending the CBCCs. The visits consisted of observations of the children using a child tracking tool as well as in-depth interviews with the CBCC volunteers and the parents of the children at each centre.

Anita has some reflections on her visit:

> The buildings were small and often windowless and roofless if they existed at all – at some, there was only a tree to provide shade from the scorching African sun. None had running water or toilets. However, what was striking was how much joy many of the children got from being with their peers. This wasn’t universal. A ten-year-old boy with a physical disability spent much of his time lonely and sad. His face lit up only when another boy he was particularly friendly with was near him, or if he was able to play with the single bike that was available to the 70 children. Conversely, a nine-year-old girl, who had macrocephaly, was completely involved by staff and other children, helping to lead activities and adapting games so she could participate. A stark illustration of the difference made by true inclusion.

It led me to reflect that the whole world over, regardless of social and medical issues, everyone has their own normal, and focusing on getting everyone to do the same things leads to exclusion and therefore isolation. Children are children and that’s something to celebrate.

To learn more about the project, please go to: www.birmingham.ac.uk/schools/education/research/victar/index.aspx

**FUTURE INSIGHT**

Dr Liz Ellis and Prof Graeme Douglas shared their evaluation findings of RNIB Cymru’s Future InSight project, at a celebration event at the Millennium Centre in Cardiff in July 2018.

This special event was designed to commend the achievements of the five year project, funded by the Big Lottery, in supporting vision impaired young people across Wales into education, training and employment.

**VICTAR INTERNATIONAL CONFERENCES AND EVENTS**

Members of VICTAR were invited to present their research at several national and international conferences during 2017–2018. Highlights included:

- Professor Mike McLinden was a keynote speaker at the 2018 Texas Focus Conference. Mike presented an overview of recent work within VICTAR.
- Dr Paul Lynch presented on ‘School readiness for children with disabilities in Malawi’ at the ESRC/DfID funded ‘Impact Initiative’ at the United Nations in Addis Ababa.
- Professor Graeme Douglas was an invited speaker at the 2018 Mary Kitzinger international conference in London. Graeme presented a paper on adolescence and transition to adulthood with reference to the findings from the Longitudinal Transitions Project.
- Rachel Hewett was invited to present to an international conference on inclusion in higher education in Barcelona.

**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 vision impairment.**
LONGITUDINAL TRANSITIONS STUDY

The Longitudinal Transitions Study has now entered its ninth year and has recently received additional funding from Thomas Pocklington Trust to continue the research until June 2019. The project, which is being led by Graeme Douglas (PI) and Rachel Hewett (Co-I), is tracking the post-16 transition experiences of 80 young people with vision impairment.

A significant output from the project this year includes a Department for Education funded publication, aimed at professionals supporting students with vision impairment in higher education. Rachel Hewett has received funding through the ESRC-IAA scheme to develop the impact of this resource as part of the VICTAR REF impact case study, including presenting the resource and key findings from the study at the Advance HE EDI Conference.

We have also worked with UK charity Royal National Institute of Blind People to develop a resource called ‘Bridging the Gap’. This is designed to support young people with vision impairment and their families as they navigate various different pathways after leaving compulsory education, including further education, higher education, apprenticeships, employment and training.

The project team are also working with Birmingham Vision Impairment service to help improve opportunities for young people with sensory impairment to obtain work experience across the West Midlands.

Evidence from the research has been used to respond to government consultations into the experiences of young people with SEN and disabilities and into the importance of access to assistive technology for people with disabilities in the workplace.

These responses have resulted in Steve McCabe MP visiting VICTAR as part of a Work and Pensions Committee consultation, and Rachel Hewett being invited by the Department for Education to discuss the role of the Disabled Students’ Allowance in supporting students with vision impairment in HE.

MANDATORY QUALIFICATION FOR TEACHERS OF CHILDREN AND YOUNG PEOPLE WITH VISION IMPAIRMENT

Over 100 students are registered on programmes that are designed for specialist teachers of children and young people with vision impairment making the University of Birmingham the largest teacher training provider in this area within Europe. The programme team ran two successful residential study weekends at the University this year with contributions from all staff within VICTAR. Keeping connected with schools and services that support children who are blind and vision impaired, is crucial in ensuring programme content remains current.

Jane Thistlethwaite, who joined the MQVI Teaching team in 2017 has visited and collaborated with colleagues at a number of the schools for children and young people with vision impairments, including New College Worcester, Joseph Clarke School London and Royal Blind School, Scotland. Internationally, the VI programme team, has made connections with the NAS (National Assessment Service) at BLENNZ (Blind Low Vision Network New Zealand). An important outcome of this connection is the inclusion of new Talking Heads videos from members of the NAS team, which are now embedded within the vision impairment programmes.
The School of Education is proud to be offering our highly commended PGCE programmes as a key strand of the inaugural provision at our University of Birmingham Dubai campus.

Activity during this development year has been heavily focused on recruitment of high-quality students and building up the partnership schools for student placements. We have been delighted with the interest and support demonstrated by school leaders and are pleased to report that we expect around 20 to 30 students in the first cohort. To support these programmes, we have made three new staff appointments with two based at the Dubai campus. Ensuring access to high-quality teacher education is one of the UAE’s central aims and we have experienced great interest in our programmes and research. While teacher education has been the first area of development, CPD and research opportunities are also in demand. The Inclusion and Special Educational Needs programme has now been approved for 2019 and we are considering offering other CPD programmes such as School Leadership and Improvement and TESOL/TEFL. We welcomed our first cohort of students to our campus in September 2018.
COMMUNITY AND INTERNATIONAL ENGAGEMENT

THE VOICES OF WAR AND PEACE FIRST WORLD WAR ENGAGEMENT CENTRE

The Voices of War and Peace First World War Engagement Centre, a consortium of universities funded by the AHRC and led by Professor Ian Grosvenor, continues its collaborative work with community and academic partners. A series of ‘showcase’ events were held across the UK in 2017. The first event was captured on film and can be viewed on the Voices of War and Peace YouTube channel. The Centre is now working on organising a series of mini-festivals that will be in held in 2019 in Birmingham, Belfast, Cardiff and Glasgow. Each event will focus on the processes of community engagement and the creation of new knowledge around the First World War. For more information on the festivals, please contact Dr Nicola Gauld, Voices Centre Coordinator, n.gauld@bham.ac.uk or visit www.voicesofwarandpeace.org

RESEARCH PARTNERSHIP ESTABLISHED WITH WASEDA UNIVERSITY

Dr Matthew Schuelka was awarded a travel grant from the Japan-Birmingham Joint Research Initiative, and travelled to Tokyo to establish a research link with Professor Kazuo Kuroda and his colleagues at Waseda University. Joint publications and research bids are currently in progress as a result of this research partnership. Dr Schuelka gave a lecture to students from the Graduate School of Asia-Pacific Studies and also attended the Japan Comparative Education Society Conference at the University of Tokyo.

INCLUSIVE EDUCATION INITIATIVE IN MALAYSIA

Dr Matthew Schuelka travelled to Kuala Lumpur to set up an inclusive education research and development partnership in Malaysia. During his visit, he met with representatives from the Hong Leung Foundation, Khazanah Nasional, UNICEF and visited several schools. Along with other colleagues in the department of Disability Inclusion and Special Needs, Dr Schuelka hopes to begin a project in 2019 to support inclusive education development in Malaysia.

CONGRATULATIONS TO OUR FELLOWS

Professors Julie Allan and Kalwant Bhopal have been admitted as Fellows to the Academy of Social Sciences. The Academy conferred the award of Fellow on 88 leading social scientists at a ceremony in London on 28 June 2018. The new Fellows are drawn from academics, practitioners and policy-makers across the social sciences. Announcing the new Fellows, Professor Roger Goodman FAcSS, Chair of the Academy said:

“Each new Fellow has made an outstanding contribution in their respective field and together they demonstrate the vital role played by social science in addressing some of our most pressing public issues.”

Dr Matthew Schuelka receives the award of Fellowship from Sir Ivor Crewe FAcSS, Chair of the Academy of Social Sciences.
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 post-experience and professional development degrees and programmes.

TEACHING EXCELLENCE

In 2018, Dr Tom Harrison was awarded a National Teaching Fellowship (NTF). The scheme celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession in higher education.

We are delighted that Dr Tom Harrison, Senior Lecturer in the School of Education and the Director of Education in the Jubilee Centre for Character and Virtues, has been awarded NTF in recognition of his outstanding contribution to higher education.

BIRMINGHAM EDUCATION FELLOWSHIP

Dr Tom Harrison was also awarded the Birmingham Education Fellowship (BEF) in 2017–18. Only three BEFs are awarded each year to recognise and celebrate individuals whose expertise makes an outstanding contribution to the student learning experience. The BEF was awarded to Tom in recognition of the new Masters in Character Education that he helped to establish as well as his work as Director of Education at the Jubilee Centre for Character and Virtues.

Dr Maria Reraki, Language Literacies and Dyslexia Programme Lead

SCHOLARSHIP FUNDING

ESRC student, April-Louise Pennant, supervised by Dr Dina Kiwan and Professor Deborah Youdell, has been awarded the University’s Westmere Scholarship Award (£25,000) for 2018–19. The role of the Westmere Scholars is to ‘engage with postgraduate researcher communities, initiate and deliver researcher development activities and advocate and promote the postgraduate research hub, Westmere.’

PhD student, Subikaha Krishniah, supervised by Dr Dina Kiwan and Dr Gerasimos Tsourapas (Dept of Government and Society) has been awarded scholarship funding (£2,000) by Westmere for 2018–19 ‘to focus specifically on distance and part-time PGRs and PGRs with families for the 18–19 academic year.’

Dr Maria Reraki, Language Literacies and Dyslexia Programme Lead

MAJOR DEVELOPMENTS FOR DYSLEXIA PROGRAMME

The Language Literacies and Dyslexia programme has recently undergone a major review and successful reaccreditation with the British Dyslexia Association.

This programme has been running in its present form at the University of Birmingham since 2013. In this time, the programme was changed from a blended model to being delivered purely online. This has enabled a wide range of domestic and international students to participate with ease. Based on student feedback, the programme was redesigned. New units including supporting learners with dyslexia who speak more than one language (bi/multilingual, FL/SU/AL environments) were added to expand the offer. Following accreditation, the programme is now the only purely online course which is accredited by the British Dyslexia Association.
CURRICULUM ENHANCEMENT IN SECONDARY INITIAL TEACHER EDUCATION

This year, both Sally Hobday (Secondary English ITE Tutor) and Donna Dawkins (Secondary Biology ITE tutor) made successful bids to the University-wide Curriculum Enhancement Fund, being awarded approximately £3,000.

The fund enabled secondary English student teachers to take part in a full-day workshop provided by the Royal Shakespeare Company. During the workshop, active approaches to teaching pupils Shakespeare were explored through the pedagogy of drama.

Biology ITE students spent a day at the Field Studies Council Centre in Stourport developing their practice in using fieldwork to enhance their knowledge of teaching the A level Biology curriculum.

The students from both subjects were able to apply this learning in their teaching placement schools and the work undertaken will benefit partner schools and pupils across the West Midlands.

OUTREACH AND ITE WORKING TOGETHER

ITE have teamed up with Outreach in order to provide mathematics support to students from lower socio-economic backgrounds. Students signed up to the University’s Access to Birmingham (A2B) programme have often been unable to take up their University place due to under-achievement in mathematics. Dave Coglan from the School of Education Mathematics team provided twilight sessions for current Year 13 students on the A2B programme. The sessions had a positive effect on students’ attainment and their feedback from the sessions was very positive. In a focus group one student said:

“I feel more confident to go into the exam and get the grades I need to come to Birmingham.”

BIOSOCIAL RESEARCH NETWORK

The School of Education is home to this newly launched network led by Professor Deborah Youdell. Deborah recently completed a British Academy Fellowship exploring the potential to bring sociological analyses of education together with new biological sciences. The Biosocial Research Network comes out of that work, bringing together researchers from across the University of Birmingham and elsewhere to explore the sorts of new questions that transdisciplinary biosocial research might be able to ask and to develop cross-disciplinary and hybrid methods for doing this work. The Biosocial Research Network was recently visited by Professor Hillevi Lenz Taguchi (Stockholm) and Professor Jerry Rosiek (Oregon) for a seminar by Professor Lenz Taguchi on learning-brain-practice: exploring transdisciplinary studies in preschool.

MIXED-ATTAINMENT MATHEMATICS CONFERENCE

Tom Francome has been recognised nationally for his work on mixed-attainment mathematics teaching and over the last year has worked with a group of like-minded teachers and other educationalists to set up the mixed-attainment mathematics conference. There have now been four national conferences and Tom has presented sessions at each one. Teachers attend for free of charge and the first conference was hosted in our own School of Education. The aims of the conference are to promote mixed-attainment teaching in schools, develop a community of teachers who share a common belief in mixed-attainment mathematics teaching and support their collaboration. This is founded on the firm belief that grouping according to some notion of a fixed ‘ability’ represents a social justice issue and that no mathematics learner should be limited by their prior attainment.
UNIVERSITY OF BIRMINGHAM SCHOOL

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.

UNIVERSITY OF BIRMINGHAM SCHOOL APPOINTS NEW PRINCIPAL

The University of Birmingham School has welcomed a new Principal this year, following the retirement of Mike Roden in the summer of 2018. Colin Townsend has joined the School from Denbigh High School in Luton, a co-educational all-ability secondary school with around 1,200 students, where he was Headteacher.

Colin attended the University of Kent where he studied mathematics, before completing a Masters at the University of Southampton. He holds a PGCE from the University of Oxford and has 26 years of experience in education – firstly as a mathematics teacher, and latterly in senior leadership.

His role is to lead the School community, delivering the vision for University of Birmingham School, ensuring that there is outstanding achievement, behaviour, leadership and teaching and learning across the school. He will work in close collaboration with the University, ensuring that the activities developed between the two organisations meet the strategic vision for the School, and that the School continues in its mission to positively enhance the educational landscape in the city of Birmingham.

He said: ‘At University of Birmingham School, standards and expectations are very high as we want our young people and staff to be exceptional.

As a University Training School we work closely with the University School of Education collaborating in areas such as initial teacher education, educational research, evidence informed practice and CPD – recognising that our staff flourish as life-long learners, and when we are inquisitive and outward facing.’

I am honoured to lead our ambitious and distinctive learning community.

#ENGAGEDINRESEARCH

#engagedinresearch: a sharing of research projects at the University of Birmingham School

On 12 June 2018, the University of Birmingham School held an event to celebrate the research projects that had been undertaken in the School since opening in September 2015. There were a series of Lightning Talks from the teachers and academics from the University of Birmingham and beyond.

Staff of the University of Birmingham School shared their Masters research alongside colleagues who had worked with academic partners on a wide range of topics, such as notions of democracy, creating a positive reading culture and differentiating for students in a mixed environment.

To find out more about the research undertaken at the University of Birmingham School, please visit: www.uobschool.org.uk/collaboration/research
PRAISE FOR UNIVERSITY OF BIRMINGHAM SCHOOL’S CHARACTER EDUCATION PROGRAMME

In its first Ofsted inspection, the University of Birmingham School’s bespoke character education programme has been singled out for praise.

In the report, Ofsted highlighted the School’s focus on ‘character education’ and recognised that the programme ensures that leaders promote pupils’ personal development well, commenting that the programme has ‘rightly received national and international acclaim’. The Jubilee Centre worked with the School to create a bespoke character curriculum when the School launched in 2015, and has recently conducted a lengthy case study of the School’s focus on character in its Schools of Virtue research report.

The Vice-Chancellor of the University of Birmingham, Sir David Eastwood, said:

‘Character education has been woven into everything the School does […] and I am pleased to see the value of this approach recognised and celebrated by the Ofsted inspection team.’

A-LEVEL SUCCESS FOR UNIVERSITY OF BIRMINGHAM SCHOOL STUDENTS

Students from University of Birmingham School are celebrating their A-level results, as they become the second cohort of young people to gain their grades at the three-year-old School.

Almost half of the School’s entries hit the top grades, with 48% of entries achieving at least a B grade. Over 23% of entries were A* and A grades, and 7% of entries were A’s.

And over 20% of the 142 students who sat A-levels at the School this year achieved a minimum of AAB grades, with at least two of their passes in facilitating subjects – so-called because taking two or more of these traditional academic subjects leaves a wide range of options for university study open to students.

Many of the School’s students will be heading to top universities this autumn – including 19 who will take up their places at University of Birmingham. A further 27 students have earned places at other Russell Group universities.

This includes Saade Mohammed who will be studying Medicine at Birmingham after achieving grades of AAA in biology, chemistry and mathematics. She said:

I’m incredulous, absolutely over the moon, it’s been such a lot of hard work. In May I felt ready to give up at times, but I didn’t, I kept going, and this is why. My teachers here have been really supportive – without them, I wouldn’t be here where I am today.  

Six students achieved at least three straight A’s in their courses, with a further two scoring two A’s and seven achieving at least one A*. 

Students from University of Birmingham School are celebrating their A-level results, as they become the second cohort of young people to gain their grades at the three-year-old School.
EVENTS

PGR CONFERENCE CHAIR 2017–18

Kristina Gruzdeva writes:

“The School of Education was proud to host our 16th Annual PGR Research Conference on 26 November 2017. The conference is special because it is organised and led entirely by our research students here in the School. The conference theme this year was “New Challenges in Education”. Dr Jo-Anne Dillabough, Reader in Education at the University of Cambridge, gave the keynote presentation. In her keynote, Dr Dillabough spoke of how ethnographic research can present challenges in educational research. Following the keynote, we heard 57 papers presented by postgraduate research students from 27 different universities. As always, our conference offered the opportunity to develop ideas, get inspired and meet research students from around the country.”

NATIONAL TUTOR DAY

In October 2017 the educational psychology team hosted the National Tutor Day for the educational psychology training courses in England. This annual event is one of the few opportunities that tutors have to meet, network and share ideas. The event provided an opportunity to showcase some of the leading-edge research taking place at the University of Birmingham. This included Dr Juliane Kloess from Forensic Psychology talking about her research investigating the online grooming of children.

From the Jubilee Centre, Dr Tom Harrison presented his research on the influence of social media on the character virtues of secondary school pupils, while Professor Graeme Douglas and Rachel Hewett from VICTAR spoke about their longitudinal research, following the pathways of visually impaired pupils when they leave school. The relevance of this research for the work of educational psychologists is apparent, as several of our speakers have since been asked to present their research at other events.

MOSAIC SEMINAR SERIES

MOSAIC hosted a successful, and very well attended, research seminar series in 2017–2018.

Speakers included:
- Dr Francis M Hult
- Lund University, Sweden
- Dr Alfonso Del Percio
- University College London, UK
- Professor Stanton Wortham
- Boston College, USA
- Deoksoon Kim
- Boston College, USA
- Professor Maggie Hawkins
- University of Wisconsin-Madison, USA
- Dr Karin Tusting
- Lancaster University, UK
- Dr Elisabeth Barskos
- Aston University, UK

THE ANNUAL PRIESTLEY LECTURE

The School of Education welcomed Professor Colin Diamond CBE as its guest speaker for the Annual Priestley on 27th April 2018. Each year we invite a leading national speaker on education to the University to give this lecture, named after Sir Raymond Priestley, a member of the Shackleton and Scott expeditions in the Antarctic and the first salaried Vice-Chancellor of the University of Melbourne. The lecture which was introduced by the Head of School, Professor Julie Allan, was well attended by staff, students, alumni and members of the public. Professor Diamond, at the time Executive Directive for Education in Birmingham City Council (BCC) is a renowned educational leader and national figure in education. He gave an extremely engaging lecture entitled ‘Why authentic education leadership is needed more than ever: the counterweight to populism and extremism’ and offered some inspiring illustrations, from within the City of Birmingham, of schools which were creating cultures of belonging and safety. Professor Diamond has now joined us in the School of Education as Professor of Educational Leadership and will lead the establishment of an Educational Leadership Academy.
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 2018:

- **Noshaba Anbreen**
  Lecturer in Secondary Teacher Education:
  Science (Dubai)

- **Bene Bassetti**
  Senior Lecturer in Educational Linguistics

- **James Birchwood**
  Academic and Professional Tutor (APT) in Educational and Child Psychology

- **Kamal Bodhanker**
  Lecturer in Secondary Teacher Education:
  English

- **Paula Boomer**
  Research Associate

- **Karen Brodie**
  Lecturer – Primary Teacher Education

- **David Coglan**
  Lecturer in Mathematics Teacher Education

- **Daniel Cottle**
  Lecturer in Physics/Secondary Education Physics

- **Catherine Darnell**
  Research Fellow

- **Colin Diamond**
  Chair in Educational Leadership

- **Katy Dineen**
  Research Fellow

- **Stephen Earl**
  Research Fellow

- **Michael Fullard**
  Research Fellow (Schools)

- **Reza Gholami**
  Senior Educational Studies

- **Vanessa Gregory**
  Programme Team Leader

- **Marc Hayne**
  Programme Administrator

- **Karen Henry**
  Senior Research Administrator

- **Beth Marley**
  Lecturer in Primary ITE

- **Ryan May**
  Programme Administrator

- **Olivia Metcalf**
  Programme Administrator

- **Jason Metcalf**
  Research Associate

- **Daniel Moulin-Stozek**
  Research Fellow

- **Jawiria Naseem**
  Lecturer: BA Education

- **Jacob Nash**
  Research Administrator

- **Panagiotis Paris**
  Research Fellow

- **Jodie Pennacchia**
  Research Fellow

- **Tom Perry**
  Lecturer in Educational Leadership

- **Professor Andrew Peterson**
  Chair in Character and Citizenship Education

- **Sophie Reckless**
  Editorial Review Journal Manager

- **Charlotte Rennie**
  Research Officer

- **Victoria Saunders**
  Lecturer in Primary Teacher Education

- **Rebecca Shales**
  Learning and Teaching Manager

- **Kyle Smith**
  External Partnerships Manager

- **Nicola Smith**
  Lecturer in Primary/Early Years Education

- **Mike Tantram**
  Programme Administrator

- **Matt Waterhouse**
  Deputy Head of Operations

- **Paul Watts**
  Research Fellow

- **Sanam Yaqub**
  School Partnership Strategies Manager
NEW STAFF PUBLICATIONS

School of Education scholars have produced and contributed to a number of exciting books this year.

- Adult Interactive Style Intervention and Participatory Research Designs in Autism, by Lila Kossyvaki
- Adult Education in Neoliberal Times, by Marion Bowl
- A Theory of Moral Education, by Michael Hand
- Teaching and Learning in Higher Education by Elizabeth Cleaver, Maxine Lintern and Mike McLinden
- The Routledge Handbook of Language and Superdiversity, edited by Angela Creese and Adrian Blackledge
- Cultivating Moral Character and Virtue in Professional Practice, edited by David Carr
- The Theory and Practice of Virtue Education edited by Tom Harrison and David Ian Walker
Thinking in Education Research, by Nick Peim

Words and Deeds, by Nicola Gauld

Global Citizenship and Education, edited by Ian Davies, Li-Ching Ho, Dina Kiwan, Carla L. Peck, Andrew Peterson, Edda Sant and Yusef Waghid

White Privilege, by Kalwant Bhopal

Home Schooling and Home Education, by Kalwant Bhopal and Martin Myers

Secularism and Identity, by Reza Gholami

Education and Extremisms, edited by Farid Panjwani, Lynn Revell, Reza Gholami and Mike Diboll
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