‘Advancing Education’
2017–18

EDUCATION AT THE UNIVERSITY OF BIRMINGHAM IS RANKED

TOP 25 in the World in the 2017 QS World Rankings

TOP 5 in the 2018 Complete University Guide

JOINT 6TH in Europe in the 2017 QS World Rankings

4TH in the 2018 Guardian University League Tables

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Who we are

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

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

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

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

The School of Education has had another hugely successful year as one of the top schools of education in the UK and our success is reflected in an improved position in several league tables. In the QS World University Rankings, Education at Birmingham is now ranked 25th in the World and joint sixth in Europe. We are ranked fourth in the Guardian University League Tables 2018 and ranked fifth in the 2018 Complete University Guide. The Good Teaching Guide puts us among the top three university providers for teacher education after Oxford and Cambridge.

Our teaching is highly valued by our students and this year we achieved an outstanding score of 93% in the National Student Survey for overall student satisfaction. The excellence of our staff’s teaching has also been recognised with the award of Higher Education Academy Beacon Senior Education Fellowships to several individuals, taking the number of Senior Fellows in the School to 11, along with two Principal Fellows.

The University of Birmingham School continues to expand with the very first cohort of pupils entering Year 9 in September and with huge successes for the pupils over the last year and an extremely impressive first set of A level results. Pupils have won a whole host of awards, including the Rotary Club’s Young Person’s Award for Design and Craftsmanship, Bronze Crest Awards for projects on energy and Why Character Matters Awards. We continue to work with the School on a range of teaching, research and partnership activities.

Research within the School of Education seeks to make a difference to the lives of young people and families and the significant impact of two of our research centres has been recognised in awards from the College of Social Science (CoSS). The Jubilee Centre for Character and Virtue recently won the CoSS Prize for Outstanding Impact in Public Policy and the Autism Research Centre was Highly Commended in the Outstanding Impact in Society Prize.

Several colleagues have been engaged in high-level influence work with government departments, reporting research findings and giving policy advice.

We have also had significant research grant success over the last year. Most notably, the Arts and Humanities Research Council awarded additional funding to two existing projects led by Professor Ian Grosvenor and Professor Angela Creese with a combined value of over £500,000 and the Jubilee Centre secured further funding of £4.5 million from the Templeton Foundation. Many of our current research projects have attracted significant media attention, including translation and translanguaging: investigating linguistic and cultural transformations in superdiverse societies and transforming practice in autism.

The School of Education Building has recently had a much-needed facelift, with the transformation of the former library into a student facing service, with comfortable working and social spaces and a new café. We hope this will make the School a more welcoming environment for all.
Transform Autism Education project reaching completion

It’s hard to believe that the Transform Autism Education (TAE) project, which has been running for nearly three years, will have come to an end in its current form in August 2017. Combining teams from Greece, Italy and the UK, and led by Principal Investigator Karen Guldberg, it is a vast project which has seen numerous meetings, seminars, training sessions and conferences in each of the three countries, as well as the launch of its own, custom-built website. Already, over 1,600 school staff in Greece have been trained in how to support autistic children in primary schools. Meanwhile the Italian team launched their own, bespoke training programme at a packed final TAE conference with over 400 participants in June 2017. The focus of the project is now on publishing its methods, findings and outcomes, involving partners across the three national teams.

AuVision project

The AuVision project used a participatory framework to consult with students and alumni across the University about their experiences of study and life at the University of Birmingham. It is now drawing to a close and shortly we will be producing a set of recommendations based on its findings, which will be available on the ACER website. Alongside Julie Foster from the web team, the project team has also developed an online resource to support staff who teach or work with autistic students. The resource offers first-hand video accounts and practical tips on how to offer a more inclusive curriculum which can benefit all students.

ACER launched the resource with a half-day seminar on inclusive approaches for autistic students in HE, which was attended by 130+ delegates, including attendees from 24 HEIs across the UK.

AuVision project logo

Dr Katerina Antonopoulou visits the University of Birmingham

Dr Katerina Antonopoulou, Assistant Professor in Communication and Learning at the Harokopio University in Athens, Greece at the Department of Home Economics and Ecology visited the University of Birmingham, School of Education, Department of Disability, Inclusion and Special Needs, and ACER as an Academic Visitor during February 2017. ACER lecturer Dr Despina Papoudi was her host and Katerina and Despina worked together on writing a literature review of the existing limited research on fathers of children with autism and designing a comparative study on the same topic with data from England and Greece. This work was presented at the 39th Annual Conference of the International School Psychology Association, 19–22 July 2017, in Manchester. Katerina also participated in DISN’s seminars and visited the Disability Services of the University of Birmingham. It was a great pleasure hosting Katerina’s visit which has been productive for academic writing and research, but also an excellent collaboration between the two universities.

WISE project in Qatar

ACER has been commissioned by the World Innovation Summit for Education (WISE), an initiative of the Qatar Foundation, to examine current access to and quality of education provided to individuals with autism in Qatar. Dr Karen Guldberg (Principal Investigator), Dr Lila Kossyvaki (Co-investigator), Dr Elaine Ashbee, Ryan Bradley and Dr Abdullah Basulayyim have undertaken a literature review, and have conducted interviews and focus groups with a sample of 70 key stakeholders in Qatar, including professionals (teachers and therapists), parents, spiritual leaders and people working for the Ministry of Education. A number of fascinating themes have emerged so far with the work resulting in a report that will be presented at the WISE Biennial Summit between 14 and 16 November 2017 in Doha. This study builds on the work ACER has led with the Transform Autism Education project in Italy and Greece and broadens the understanding of provision and practice for pupils with autism internationally.

WISE project logo

A visual aid created by a teacher at the Ralleia School as a result of the TAE training
The Archers

If you’ve never been to a conference where the audience is already in place before the start of the first early morning presentation, where their responses and reactions show they’re listening to your every word, and questions show an in-depth and detailed knowledge of the subject matter, then – clearly – you’ve never been to an Academic Archers conference. Gathered together at the University of Lincoln in February 2017, researchers from all disciplines teased out different issues and themes from the Radio 4 soap ‘The Archers’ and subjected them to close, analytical scrutiny. Rebecca Wood joined Dr Katherine Runswick-Cole of Manchester Metropolitan University, to discuss how disability is represented in the programme, with a particular focus on the much-reviled character of Rob. Their co-authored book chapter on the same theme will be published in ‘Academics on Life with The Archers: Custard, Culverts and Cake’ by Emerald Publishing in October 2017.

Understanding difficulties for children with SEND and Autism

Research evidence tells us that children with Special Educational Needs and Disabilities (SEND), and autistic children in particular, experience high levels of exclusion from school, perform poorly in tests and exams, and have impoverished longer term outcomes. In Rachel Wood’s PhD study, informed by theories of language, inclusion and difference, and based in five mainstream primary schools in England, Rachel seeks to shed some light on this situation by spending time in the classroom, talking to school staff, autistic children, their parents and autistic adults. The findings from Rachel’s research, which show that despite numerous problems, there are still reasons to be hopeful, will be published in September 2018 in a book commissioned by Jessica Kingsley Publishers.

iPads used to enhance learning for autistic pupils

Recent research findings suggest that individuals with autism show great interest in technology, such as computers and tablets. Consequently, many studies have focused on the benefits of Technology Enhanced Learning (TEL) interventions for people with autism. However, most of the research is limited in scope and does not explore the effectiveness of TEL strategies in real-world classrooms, creating a persistent disconnect between theory and practice. Alexia Achtypi’s PhD study aims to contribute to the growing area of TEL research, by investigating how iPads can be effectively used in the classroom to support the social communication and emotional regulation of children with autism. In addition, it will examine the extent to which the use of iPad practices impact on children’s level of motivation and engagement.

Autistic children as peer mentors

Ryan Bradley recently completed his PhD research on a new programme developed to promote the inclusion of autistic students as peer mentors in mainstream secondary schools. A mixed methods multiple case study design was used to evaluate the programme’s effectiveness in five secondary schools in the South East of England. Semi-structured interviews were used to record the views and experiences of the mentors and staff participating in the programme. Autistic mentors also completed questionnaires on levels of social satisfaction, bullying, and social competence, with all showing improvements over the course of the programme. These findings highlight the importance of the full inclusion of autistic students in peer mentoring programmes and the use of approaches promoting social competence. The study also has wider implications on the way educational approaches for autistic students are developed and implemented in mainstream secondary schools.
CRRE is a world-renowned centre for critical research on racism and race inequality in education.

Professor David Gillborn profiled in The Times Educational Supplement

In January, the influential *Times Educational Supplement* (TES) carried a three-page feature on Professor David Gillborn, Director of the Centre for Research in Race and Education, and his research on racism in education. In the article, he explained why he believes there is ‘institutional racism’ in schools meaning that black pupils are less likely to be in top sets, less likely to take GCSEs in academic English Baccalaureate subjects, more likely to be in trouble with teachers and even more likely to be excluded. The full article is available at www.tes.com.

Harvard honour for Professor Kalwant Bhopal

In July, it was announced that Professor Kalwant Bhopal will be a Visiting Scholar at the Harvard Graduate School of Education for 12 months from September 2017. She will use the opportunity to meet students and staff, present seminars based on her work on BME experiences in higher education in the UK, undertake research with students and staff on their experiences of higher education at an elite university and form collaborative partnerships with colleagues. In particular, the scholarship will give Kalwant an opportunity to work with Professor Natasha Warikoo who is working on similar issues of inequality in the USA. Whilst at Harvard, Kalwant will be giving seminars and lectures, as well as discussing possibilities for future research with staff and students.

Decolonising Higher Education: Professor Kalwant Bhopal at SOAS

Professor Kalwant Bhopal, Professorial Research Fellow, was the featured speaker at a key event held at SOAS, University of London. ‘Decolonising SOAS: Fresh Perspectives, New Approaches’ featured Kalwant in conversation with Baroness Valerie Amos, Vice Chancellor of SOAS at their annual Equality and Diversity Conference. Professor Bhopal discussed her research on intersectionality and academic careers in higher education.

Researching race equality in universities

Professor Kalwant Bhopal has received funding from the University and College Union (UCU) to conduct a case study analysis of higher education institutions and their views on the Race Equality Charter (REC). The research will be based on examining aspects of good practice in universities that have been recognized in the Race Equality Charter initiative. The research contributes to UCU policy making and future strategy on equity and inclusion in higher education institutions.
Dr Claire E Crawford speaks at major US conference

Dr Claire E Crawford was an invited speaker at a Michigan State University Conference in June addressing inequalities, mobility and dislocation: Insights from international and domestic research and practice. The conference attendees represented faculty, researchers, practitioners, students and policy makers from more than 60 universities, school districts, government and agencies across the world. Claire argued that on both sides of the Atlantic, white people are being mobilized through political and media rhetoric as a fearful racialized group, who told that they are under threat. From a critical perspective, Claire outlined that it is not the movement of people that is the problem; it is how those movements are presently being used to fuel racial and ethnic hatred, spawn very specific forms of nationalism, and advance white nativist policies in schools and societies more broadly.

Staff changes in CRRE

Professor Kalwant Bhopal joined us in January 2017 as a Professorial Research Fellow in Race and Education. Kalwant was previously Professor of Education and Social Justice at the University of Southampton. Her areas of interest and expertise are centred around the achievements and experiences of minority ethnic staff and students. Her research specifically explores how intersectionality, processes of racism, exclusion and marginalisation operate in predominantly white spaces with a focus on social justice and inclusion. She is Visiting Professor at the University of Wisconsin-Madison and has recently been appointed Visiting Professor at Kings College London (Department of Education and Professional Studies).

Dr Claire E Crawford has been appointed as BRIDGE Research Fellow in Diversity, Race and Education, as part of the University’s BRIDGE agreement with the University of Illinois, Urbana-Champaign. Previously Claire taught at Cardiff University and lectured in FE. Her doctoral research focused on the racialized processes of selection and exclusion in a US High School. Claire’s BRIDGE research will critically examine U.K. and U.S. attainment statistics and related policy pronouncements, building into a detailed cross-national study of how the ‘achievement gap’ is constructed, managed and policed on either side of the Atlantic.

FAREWELL As the Centre welcomes Kalwant and Claire, it has also said farewell to Dr Paul Warmington, who moved to the University of Warwick at the end of 2016, and Dr Nicola Rollock, who has taken up a Readership at Goldsmiths, University of London.

Dr Nicola Rollock interviewed by PRECIOUS online as one of their ‘movers and shakers’

Dr Nicola Rollock was the proud winner of the 2016 PRECIOUS award for Outstanding Woman in Professional Services for services to race equality in November 2016. Following the award Nicola was interviewed by the PRECIOUS online magazine, network and resource publication as part of their ongoing series of profiles of women making their mark in leadership, business and work.
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.

Character Matters II

In November 2016, the Jubilee Centre hosted four former Secretaries of State for Education or Shadow Secretaries of State for Education at Character Matters II. The Rt. Hon. Michael Gove MP, the Rt. Hon. Nicky Morgan MP, the Rt. Hon. Baroness Estelle Morris, and the Hon. Tristram Hunt MP all spoke on the subject of Why Character Matters in Education. The sold out event for staff and students of the University of Birmingham was a great success, with the speakers forming a panel to answer questions from the audience on the importance of character in education.

Key academic partner to Prince William Awards

The Jubilee Centre was chosen as the key academic partner for a groundbreaking new award programme that was launched by HRH the Duke of Cambridge on 1 March 2017. The Prince William Award aims to help 6-to-14-year-old school children build character, confidence and resilience to help them flourish. The development of the award was shaped by research conducted by the Jubilee Centre in 2015, which assessed the evidence for a national award programme to help young people, particularly primary school-age children, to explore their own values and guiding principles. The Jubilee Centre’s Professor James Arthur and Dr Tom Harrison joined the Duke at the launch of the Award, where they were able to talk with him about his interest in character education, and specifically the work of the Jubilee Centre. The Duke publically thanked the Jubilee Centre in his speech at the launch.

Professor James Arthur pictured with Tristram Hunt, Nicky Morgan, Professor Sir David Eastwood, Michael Gove, Lord James O’Shaughnessy, Baroness Estelle Morris, and Professor Sir Anthony Seldon

Character Matters on the tube

In November 2016, the Centre ran the ‘Character Matters’ quotes campaign that saw advertisements put up on the London Underground and in Birmingham promoting the Jubilee Centre and the subject of character. The posters featured quotes from philosophers, Plato, Aristotle, Socrates, and Cicero, and were designed to challenge readers to consider why character matters to them.

New Framework for Character Education in Schools

In June 2017, the Jubilee Centre launched a revised version of A Framework for Character Education in Schools, which was first published in 2013. The revised Framework was shared with schools across the UK, and includes ‘A Neo-Aristotelian Model of Moral Development’, which attempts to demonstrate the pathways to Virtue Action and Practice. The new version of the Framework consolidates the Jubilee Centre’s work over the past five years and draws together the theory and practice of how character is caught, taught and sought in schools.

Professor James Arthur with HRH the Duke of Cambridge at the launch of the Prince William Award

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New institutional partnerships in Latin America

The Centre has begun to establish institutional partnerships with a number of different organisations across Central and South America that are active in the area of research and policy in character education. In March 2017, the Centre’s Director of Education, Dr Tom Harrison, met with the Colombian Minister of Education, Yaneth Giha Tovar, to discuss the work of the Jubilee Centre. Dr Harrison also spent time working with the Florecer Institute in Colombia, and discussed plans to roll out character and positive education programmes in Colombian schools. The Centre has also established additional collaborations on a number of research projects across Latin America in the field of character and virtues. The most significant of these is Niños Protagonistas, an applied research project funded by the Italian Government, which aims to prevent violence among and against children in El Salvador through character education activities. There are also collaborations on projects in Argentina and Paraguay and in the northern triangle of Central America.

Influencing policy

The Jubilee Centre continues to influence and inform education policy makers in the UK. In March 2017, Centre Director Professor James Arthur was invited to a reception at No. 10 Downing Street by Prime Minister Theresa May, where he discussed with her the character building activities in the new University of Birmingham School and the work of the Jubilee Centre more broadly. Also in March, Dr Tom Harrison gave a presentation about the Jubilee Centre and its relation to current education policy to the Liberal Democrat Parliamentary Education Group. Professor Arthur has continued as a member of HRH Prince Charles’ Advisory Board on volunteering, and continues to brief the Prince about the work of the Centre. The Jubilee Centre has made a major contribution to two reports launched by the Department for Education. The Developing Character Skills in Schools report considered the provision of character in 880 English schools. Research conducted by the Centre is referenced in the underpinning research and policy rationale of the report. Dr Tom Harrison was a member of the project steering group.

Poll reveals parents’ concerns about social media

A poll commissioned by the Jubilee Centre in 2016 revealed that more than half of UK parents think social media sites hamper their children’s moral development. The ‘parent poll’, which was carried out as part of the Centre’s research project on the impact of social media on young people’s moral character, was the first of its type conducted in the UK, and provided a unique insight into the way moral values are portrayed on social media. Other key findings from the poll revealed that only 15% of parents agreed that social media supports or enhances a young person’s character. Parents also felt that anger, arrogance, ignorance, bad judgment and hatred were the top negative character traits, or vices displayed on social media. The results of the poll generated a huge amount of media interest across a range of news outlets both in the UK and internationally and were featured as the lead story on the BBC Education website.

Professor Kristján Kristjánsson awarded book prize

In November 2016, the Jubilee Centre’s Deputy Director, Professor Kristján Kristjánsson, was presented with the 2016 Society for Educational Studies Books Prize, for his book ‘Aristotelian Character Education’. The Society for Educational Studies Books Prize has a long-standing tradition and is awarded to the best books in the field of education studies published each year. The award was made at the 2016 SES Fellows’ Dinner, and was presented by the Chair of the Books Prize Sub-Committee, Professor Andrew Peterson from Canterbury Christ Church University.
ENGAGEMENT, INFLUENCE AND IMPACT

- Over 120,000 participants in our research
- Over 17,000 sign up to online course
- Over 56 films made
- Over 600 million people reached through Jubilee Centre work
- Over 159 newspaper articles
- Over 29 radio interviews
- Over 222 web articles
- Over 20 international partner organisations
- Over 50 research and policy digests distributed
- Over 85,000 young people and 400 schools involved in gratitude schools contest
- Over 1 million UK students have used our resources
- Over 120,000 webpage views
- Over 230 academic publications
- Over 600 publications on character and virtues
- Over 107 peer-reviewed articles
- Over 500,000 newspaper articles
- Over 34 chapters in edited volumes
- Over 23 books
- Over 191 countries reached through website
- Over 75,000 visitors to website
- Over 41,000 YouTube views
- Over 100,000 people surveyed
- Over 7,000 schools received our framework for character education
- Over 4,000 research and policy digest subscribers globally
- Over 1,075,000 people reached through Jubilee Centre work
- Over 207,000 comments posted by learners
- Over 4,000 publications on character and virtues
- Over 107 peer-reviewed articles
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.

MOSIAC Summer School

In June 2017, MOSAIC ran a five-day residential course for researchers engaged in research on communication in multilingual contexts. Fifty-five researchers from 19 countries attended. The summer school was organised as part of Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities (AH/L007096/1), a research project funded by the Arts and Humanities Research Council (AHRC) under its Translating Cultures theme. The project is a collaboration of seven universities and seven national non-academic partners. It aims to investigate how people communicate in increasingly diverse city settings, and what the implications are for policy and practice in public, private and third sector organisations. The residential summer school was taught by world-leading scholars in the field of researching translanguaging, including colleagues from the University of Cape Town.

AHRC award for international research on translanguaging

Professor Adrian Blackledge and Professor Angela Creese have been awarded £186,227 to conduct research which will inform equitable language policy and practice in university education in South Africa. ‘Overcoming Barriers to University Education in South Africa’ is a collaboration between researchers at University of Birmingham, University of Cape Town (UCT), and Universities South Africa, a non-profit organisation representing South Africa’s public universities. The research project, funded by Arts and Humanities Research Council as part of the Global Challenges Research Fund, is generating new knowledge to inform the implementation of multilingual policy for teaching and learning in universities in South Africa. Benefits of the project will be increased access to, and success in, higher education for currently disenfranchised sections of society in South Africa. The project builds on and extends existing research by Blackledge and Creese into translanguaging as pedagogy and multilingualism in society.

Researching Multilingualism

January 2017 saw the publication of Researching Multilingualism: Critical and Ethnographic Perspectives (Routledge, edited by Marilyn Martin-Jones and Deirdre Martin). The volume provides an overview of the new research landscape in the study of multilingualism, showing how research practice is being re-imagined to take account of the new social and cultural conditions of our times. The chapters were written by international scholars who contributed to a three-year research capacity-building project, led by the members of the MOSAIC Centre, which was funded by the Economic and Social Research Council. In the words of Monica Heller (OISE, University of Toronto): ‘This is a pathbreaking volume, linking theory and method to recast language as a social practice’.

Honorary degree

In August 2016, Emeritus Professor Marilyn Martin-Jones was awarded an honorary doctorate at the University of Jyväskylä, Finland.

Emeritus Professor Marilyn Martin-Jones at University of Jyväskylä, Finland
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.

Young people’s experiences are changing policy and practice

The Longitudinal Transitions Study has been tracking the experiences of 80 young people with visual impairment as they leave school. Other research undertaken by VICTAR has demonstrated that employment outcomes are very poor for young people with disability and particularly for those with visual impairment. This unique piece of research — now in its seventh year — seeks to identify enablers and barriers to successful transition into adult life. The research is currently funded by the Thomas Pocklington Trust.

VICTAR recently published a summary report called ‘Transition to Adulthood’, which is having influence in a range of sectors. VICTAR research evidence has been drawn upon by the Disability Experts Panel of the Office of Independent Adjudicators for students in higher education. They have used this evidence to develop a good practice framework for students with disabilities, and in particular students with visual impairment. The Royal National Institute of Blind People (RNIB) also drew upon the research evidence to develop a resource called ‘Tough Talks’ which supports parents in talking with their child about their visual impairment.

The wider dissemination of the project is being supported by an ESRC Impact Acceleration Account (IAA) award which is funding the secondment of Rachel Hewett to work with RNIB. As part of this project VICTAR will develop a package of resources which can be used by specialist teachers and voluntary sector workers supporting young people with visual impairment through post-16 transitions.

Doctoral students with international reach

Congratulations to three VICTAR doctoral students who graduated in July 2017. All are carrying out important work around the world in the field of vision impairment: Dr Sariat Adelakun carried out research into access to science education in Nigeria; Dr Önder Işık carried out research into independence education in Turkey; and Dr Helen Frank carried out research into access to university physiotherapy courses in the UK.

Research excellence rewarded with Birmingham Fellowship

Rachel Hewett has been awarded a prestigious University of Birmingham Fellowship which will support her important work on post-16 transition for five years. This is a hugely significant opportunity which will enable Rachel to continue this work with VICTAR’s network of stakeholders who generously fund VICTAR’s work. It also reflects the quality of the research to date and the impact it is having.

New VICTAR blog

The Visual Impairment Centre for Teaching and Research has recently launched a blog. The aim of “VICTAR news” is to improve the communication of research activities to key stakeholders including professionals working with children and young people with visual impairment and voluntary sector organisations. You can find the blog at: victarnews.wordpress.com
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.

Voices of War and Peace WW1 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, has received two further research grants from the AHRC: £100,000 for community projects in 2016–17 and core funding of £500,000 for the period 2017–19. The final six projects have now been funded from the community projects fund. These range from exploring how the war affected disabled people, with particular focus on the protests organised by blind people that culminated in a mass demonstration in London’s Trafalgar Square, to working with refugees and asylum seekers to research the experience of Belgian refugees during WW1.

In addition, two supplementary bids were also awarded to the Centre, to deliver a series of showcase events in partnership with the Heritage Lottery Fund in 2017 and to run a series of festivals across the UK in 2019, which will celebrate collaborative work around the WW1 commemorations.

In this second phase, the Centre will continue to focus on the themes of Gender and the Home Front, Faith in the Great War, and Children at War but will also explore Peace and Conflict more widely by refocusing historical debates on the legacies of the Great War in more contemporary settings. The Centre will also organise an exhibition of photographs by Käthe Buchler from the Museum of Photography in Braunschweig. Buchler’s photographs, never exhibited in this country before, show the German home front during 1914–19. These will be on display at Birmingham Museum & Art Gallery and on campus in the Rotunda Gallery in Aston Webb from October 2017 until January 2018.

Prestigious Global Challenges scholarship awarded

The School of Education has been successful in securing one out of only 11 awarded Global Challenges PhD scholarships funded by the University of Birmingham starting September 2017 under the theme of ‘Migration and Displacement’. Ms Wen-Yu Wu was selected in a highly competitive process of over 60 applicants for the project, ‘Syrian refugees and higher education’ to be supervised by Dr Dina Kiwan, Reader in Comparative Education, ESJ (School of Education), and Dr Gerasimos Tsourapas, Lecturer in Middle East Politics, School of Government and Society. The project aims to map access to higher education in the surrounding region and internationally, as well as taking a transnational, comparative and ethnographic approach to the lived experience of refugees as they navigate this access in relation to a wide range of socio-political issues, immigration and asylum policies and educational policies at national and international levels of the system.

Educational Review

Educational Review is the academic peer-reviewed journal owned by the University of Birmingham. Here are some facts about it:

- The journal was established 69 years ago, making it one of the longest established and most authoritative journals in the field of education inquiry
- It is published by Routledge and is listed in the Social Sciences Citation Index
- With an impact factor of 0.873 (and rising) we stand above most other generalist education journals internationally, and nearly all UK generalist journals
- More than 200 HE institutions across the world subscribe to the journal and in 2016 there were more than 121,000 downloads from the journal
- We have an ‘Article of the Year’ award, whose winner receives a prize of £500 from Routledge
- In addition to general research papers and literature reviews, we also publish special issues, fast-tracked commissioned articles on hot topics, and an ‘Influential Readers’ feature of book reviews by doctoral and early career researchers
- The income and royalties from the journal contribute significantly to the School budget every year
Community and International Engagement

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

The School of Education goes to Dubai

In May, the School of Education announced that it will be offering postgraduate provision at the University of Birmingham’s Dubai campus, which will open in the autumn. Staff within the School of Education have been working closely with the Knowledge and Human Development Authority (KHDA), which is responsible for the growth and quality of education, to develop high-quality Primary and Secondary teacher education programmes. The programmes, which have been approved by KHDA, will support the Ministry of Education’s aim of enhancing the status of teachers in the United Arab Emirates and provide opportunities to share the School’s ‘Outstanding’ provision internationally.

In launching the campus, the University of Birmingham will become the first global top 100 and Russell Group university to establish a campus in this rapidly growing international education hub. The first phase of the campus will open in autumn 2017 and the first students will commence their studies in September 2018.

Dr Chris Szwed has been appointed to the role of Strategic Director of Overseas Programmes (Dubai) and is looking forward to continuing to develop the international provision for the School of Education through this exciting venture.

Teaching controversial issues in Ethics education

Professor Michael Hand gave a public lecture in January at the University of Malta about ‘Teaching controversial issues in Ethics education’. Michael Hand explained how Ethics teaching helps foster students’ competence and skills enabling them to exercise integrity, morality and social responsibility as well as showing compatibility with other persons.

UNESCO consultation seminar in Seoul

Dr Dina Kiwan, Reader in Comparative Education, was one of 15 experts globally to participate in a high-level UNESCO consultation seminar in June on ‘Nationalistic perspectives and implications for global citizenship education’ in Seoul, South Korea.
Dr Dina Kiwan, Reader in Comparative Education, participated in a Leverhulme International Network meeting in Toronto, Canada in May on youth activism, engagement and the development of learning spaces, as a partner of a six-country international network (Australia, Canada, Hungary, Lebanon, Singapore and the UK) funded by the Leverhulme Trust (2016–19). The aim of the network is to explore how youth activism is changing, why and with what implications.

Dr Dina Kiwan was invited to participate in the Andrew W Mellon Foundation (AWMF): Colloquium on Difference, Diversity and Inclusion, in June in the Netherlands. The Colloquium brought together leading global scholars to consider the importance of diversity to sustaining inclusive, equitable, democratic societies. This Colloquium is part of the AWMF strategic Presidential initiative entitled ‘Our Compelling Interests’ (OCI) directed by AWMF President Earl Lewis, and Nancy Cantor, Chancellor of Rutgers University-Newark. OCI includes a book series published by Princeton University Press, the first volume of which has just been published.

Dr Matt Schuelka joins British Academy researchers in Bhutan

In April and May, Dr Matt Schuelka travelled to Bhutan to conduct research in conjunction with the British Academy-funded project: ‘Non-Cognitive Skills, Curriculum, and Teachers in England and Bhutan’. At the same time, he also conducted research seminars and workshops, and launched his book, Education in Bhutan: Culture, Schooling, and Gross National Happiness. In February, Matt’s Bhutanese collaborators – Dr Kezang Sherab and Ms Tsering Nidup from Paro College of Education – visited us here in Birmingham.

Dr Huw Williams, Educational Psychologist, is supporting the Pamoja (‘Together’) Project in Kenya with Sightsavers International through the development of Education, Assessment and Research Centres (EARCs). Recent work in Kenya has involved consulting with Assessment Teachers and other key stakeholders to identify through consultation and the application of thematic analysis the minimum standards that EARC should achieve in order to enhance assessment and intervention practices.

Dr Anita Soni is supporting the ‘Let’s Grow Together’ in Malawi with Dr Paul Lynch and Professor Mike McLinden. The initial assessments have been completed, and the next stage is the delivery of training to enable caregivers to be more inclusive of children with disabilities in the Community Based Childcare Centres.

Leverhulme International Network

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Education in Bhutan Panel Discussion (From left to right: Dr Matt Schuelka, Dr Kezang Sherab (Paro College of Education), Dr Tshering Wangmo (Paro College of Education), Dr Janet Schofield (Royal Thimphu College), and Dr Akiko Ueda (Nagoya University))
Teaching Excellence

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

Cultivating student expectations of research-informed teaching

Trainees from across the secondary subject areas have again been awarded national accreditation as teachers of PSHE. The PSHE Association Chartered Teacher (NQT) award focuses on Personal, Social, Health and Economic (PSHE) education and develops trainees to be confident in teaching young learners about the knowledge, skills and attributes to stay healthy and safe as young adults.

In this the second year of working with the PSHE Association, the award has gone from strength to strength with over 60 trainees being awarded the accreditation. The University of Birmingham remains the only ITE provider to approach the award in this way and to have such success in terms of numbers of awards achieved.

Saiqa Jabeen, one of the PGDipEd trainees who undertook the award, is very clear about the importance of this learning opportunity:

‘I enjoyed researching and teaching a range of topics that contribute to PSHE. Teaching these in relation to current world issues allowed students to really develop their understanding of the world and people around us.’

Another year of PSHE success

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 English as a Foreign Language 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.
Outdoor adventures in Physical Education

The PGDipEd Physical Education cohort carried out their annual engagement in Outdoor Adventurous Activities (OAA) at the Raymond Priestley Centre in Coniston. Sitting on the Western shore of Coniston Water, the Centre gave opportunities for learning through experiencing climbing, bouldering, abseiling, hill walking, canoeing, orienteering and sailing.

Whilst having expertise in some areas, the wide-ranging activities took the students out of their comfort zones and highlighted the importance of OAA for schools. Such experiences can help pupils to develop their physical, social and personal skills such as teamwork and leadership in challenging situations, allowing deep levels of learning to ensue, thus embedding subconscious learning.

Throughout the time at the Raymond Priestley Centre, the trainees gained an understanding of the planning processes behind educational visits, including risk assessments, transport, accommodation types, teacher to pupil ratios, route maps, changing weather, contingency plans and how to gain additional qualifications.

Whilst a component of Physical Education, OAA has a distinct identity and a unique educational contribution for the curriculum. There is an essential need for lifelong and authentic learning through adventure, risk and challenge in the education of young people.

Tribute to Thomas Hawkshaw

Tribute by Mary O’Connor

Thomas Hawkshaw joined the School of Education Mathematics Subject Knowledge Enhancement Course in September 2014. On successful completion of this course he transferred to the Mathematics PGDipED course in September 2015. During his two years at the University of Birmingham, Tom was a very popular student, who made many good friends. He worked hard and qualified as a Mathematics teacher in August 2016. Sadly, Tom passed away on 11 December 2016. He will be remembered by his fellow Mathematics students and tutors as a very pleasant, fun loving and caring young man. Rest in Peace Tom.

Tom Francome awarded prize for lesson material

In 2016, Tom Francome contributed lesson materials for the EEF funded project on Best Practice in Mixed Attainment Teaching. This work was awarded the 2016 BCF-BERA Routledge Curriculum Journal Prize. This annual prize recognises the importance of collaborative work to encourage excellence in curriculum development in schools and colleges.

Refurbishment project to improve student experience

Over £2 million is being invested in the School of Education to develop its facilities ready for autumn 2017. This will include a new student space for self-study and socialising, an improved catering offer and a Professional Services open plan office space for programme administration.
The highly successful exhibition Empires of Emptiness: Fortresses of the Sahara and the Steppe was presented on the grounds of the University of Birmingham School from January to May, after its first highly conclusive showings on the University of Birmingham campus and at the Jackfield Museum in the Ironbridge Gorge (last year).

Dr Berny Sebe is developing the impact that this project might have on teaching, on pupils and on the wider community through a wide range of activities at the School.

Empires of Emptiness showcases the research project ‘Outposts of Conquest: the History and legacy of the fortresses of the Sahara and the Steppe in Comparative Perspective, 1840s to the present day’, undertaken with funding from the Arts and Humanities Research Council and led by Dr Berny Sèbe as principal investigator. It analyses the ways in which European empires expanded into deserts and arid spaces in the nineteenth century, comparing and contrasting, through the case study of military fortifications, the Russian conquest of the Central Asian Steppe and French expansion into the Sahara desert.

Throughout the duration of the exhibition, the University of Birmingham School has organised a series of pedagogical events involving teachers in Modern Languages, History, Geography, English literature and Arts. School Principal, Michael Roden, commented that ‘initiatives such as this one will change the relationship between schools and universities, and even beyond, create links between secondary education and academic research in ways which had never been explored before.’
Collaboration between the School and University

For 2016–17, the second year in the life of the School, the School continues to utilise both staff and facility resources provided by the University. There have been over 25 lectures and workshops provided by academics from the University for pupils, highlights included:

- Human Evolution delivered by Professor Jeremy Pritchard to the Year 12s in a 20-minute assembly
- Farhat Khanim provided an inspiring lecture on how she researches into recycling drugs to treat cancer to Year 7s and 8s.

Workshops have included:

- 7A took part in ‘Polli:Nation’ a Heritage Lottery funded biodiversity and education project at Winterbourne Gardens
- Dr Jonathan Willis gave a talk on the Tudors to Sixth Form History students
- Sixth Form Modern Languages students had a talk from Dr Elizabeth Benjamin who delivered a workshop on Camus L’Etranger supporting revision in A level French

Several trips have been run to University, the Lapworth Museum, Winterbourne and the Barber Institute as part of My Local Area Enrichment, and there have been three Year 8 trips to visit the University of Birmingham Racing team in the School of Engineering.

The PE department continue to work closely with UoB Sport & delivered a ‘Challenge Week’ which utilised the new University of Birmingham Sport and Fitness centre and coaching staff to deliver a range of activities from swimming to American football.

There have been good links made with Careers Network staff and we have had talks on Careers in Engineering, the Humanities and Healthcare and we are looking forward to talks on finding work experience in the West Midlands, and creating a LinkedIn profile.

Links have also been made with University Library staff, with honorary membership being provided for senior staff and subject leads, access agreed for teachers and pupils and tours provided for staff both at Main Library and the OLRC. We are providing tours and talks at the University for library staff in July.

Developing the next generation of teachers

For the academic year from 2016/17, we have had over 40 applications for work experience from potential future teachers. Examples of those who have joined the School included:

- Third-year Geography student, Alex Pod, had a work experience day with the Geography department
- Former Biological Sciences student and career changer, Salma Kousar, had a work experience day with the Biology department that included a field trip and also one lesson observation in Maths
- Amy Knight, University of Birmingham final-year Chemistry student, helped with ‘Crest Science’ enrichment activity and was invited back to observe lessons
- Lauren Day, University of Birmingham English student helped with A level revision classes in the English department

The Rush Hour Research Series has been a huge success with each event attracting over 50 staff from schools across the region, with some travelling from as far as Oxford to attend. The sessions this year have been:

- Teaching Controversial Issues – Professor Michael Hand
- The Brain and Learning – ‘Emotions, Aggression and Antisocial Behaviour’ – Dr Jack Rogers
- BME Students in Higher Education – Professor Kalwant Bhopal
- School of Virtue (Jubilee Centre for Character and Virtues)
- Making Wiser Choices Online (Jubilee Centre for Character and Virtues)
- Increasing Competence and Confidence in Algebra (Education Endowment Foundation)
- Exploring Newness: settling in, transition and space (School of Geography, Earth and Environmental Sciences and Ruth Till, Subject Leader for Geography)
- Our Place: Our Space (DISN, School of Education)
- Collaborative Artist Teacher Practice (University of Birmingham and Jessica Quinn, subject leader for Art and Design)

Interest in undertaking research in partnership with the University of Birmingham School has been significant during 2016–17. The following research projects were agreed and are now in progress or completed:

- School of Virtue (Jubilee Centre for Character and Virtues)
- Making Wiser Choices Online (Jubilee Centre for Character and Virtues)
- Increasing Competence and Confidence in Algebra (Education Endowment Foundation)
- Exploring Newness: settling in, transition and space (School of Geography, Earth and Environmental Sciences and Ruth Till, Subject Leader for Geography)
- Our Place: Our Space (DISN, School of Education)
- Collaborative Artist Teacher Practice (University of Birmingham and Jessica Quinn, subject leader for Art and Design)
Events

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

Priestley Lecture

The School of Education welcomed Professor Dame Alison Peacock as its guest speaker for the annual Priestley Lecture on 28 March 2017. The event, which was introduced by the Head of School, Professor Julie Allan, attracted staff, alumni and guests alike. Dame Alison, a British educator, columnist and Chief Executive of the Chartered College of Teaching, delivered an engaging and inspiring lecture on ‘Creating learning without limits’ where she discussed the importance of research-informed education. She responded to questions from a lively audience which included how best to motivate teachers to enter and stay in the profession.

Bhutanese guests join British Academy Seminar

In February the School of Education hosted British Academy collaborators from Bhutan for a seminar exploring the role of teachers, curriculum measures, and policy trends in promoting ‘non-cognitive skills’. The expert panel included Dr Kezang Sherab and Ms. Tsering Yangzome Nidup from the Centre for Educational Research and Development, Paro College of Education, Bhutan, alongside Dr Matthew Schuelka, Dr Liz Gulliford and Dr Christine Szwed.

Doctoral Research Conference

Saturday 26 November 2016 marked another successful School of Education Doctoral Research Conference. The conference attracted attendees from within the university as well as from institutions across the country. Dr Kate Carruthers Thomas opened up the conference with a reading of two of her poems, and Professor Kalwant Bhopal’s keynote presentation discussed BME academic ethnic minority flight from UK Higher Education. Throughout the day, papers and posters from doctoral researchers showcased the exciting range and diversity of current educational research. The day closed with an expert panel focused on ‘education and inequalities’. Professor Graeme Douglas, Professor Una Martin and Professor Karen Rowlingson shared their thoughts on the future of education in the UK, considering inclusive education, the Athena SWAN agenda and growing income and wealth inequality. This year also saw the introduction of undergraduate student volunteers who, through their various roles, assisted with the smooth running of the conference.
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 commitment to producing high-quality work.

The New Staff Voice Working Group

The School of Education established a new Staff Voice Working Group in 2016. The main purpose of the group is to discuss and address issues raised by staff within the School. The group has representation from academic and professional services staff. The Chair of the Group for 2016–17 is Dr Lila Kossyvaki. The group reports to the School Senior Management Team and to the School Forum.

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 2017:

- Dr Clara Jørgensen, Research Fellow
- Dr Donna Dawkins, Lecturer in Secondary Science (Biology)
- Jacqueline Perry, Programme Administrator
- Laura Bethell, Departmental Administrator
- Katherine Burley, Programmes Team Leader
- Jane Thistlethwaite, Teaching Fellow in Education of Children & Young People in Visual Impairment
- Mathew Butcher, Communications & Web Officer (Jubilee Centre)
- Amandeep Bahia, Student Experience & Engagement Officer
- Professor Kalwant Bhopal, Professorial Research Fellow
- Dr Wendy Symes, Lecturer
- Robert Bateman, Centre Administrator (Jubilee Centre)
- Dr Damian Milton, Research Fellow & Project Consultant
- Dr Thomas Perry, Teaching Fellow: MA SI EL
- Adrian Leech, Student Welfare, Learning & Support Officer
- Dr Sian Roberts, Teaching Fellow: BA in Education
- Joan Shaw, Science & Primary Teaching Support Technician
- Penelope Hannant, Lecturer in SENCO & LLD
- Francisco Moller, Research Fellow (Jubilee Centre)
- Jakob Stollberger, Research Fellow (Jubilee Centre)
- Dr Claire Crawford, BRIDGE Fellow
- Dr Dina Kiwan, Reader in Comparative Education
- Dr Nicola Smith, Lecturer in Primary
- Dr Adam Cooke, Lecturer in Modern Languages
New staff publications

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