

Education Matters

Welcome to *Education Matters*

Ask what work a School of Education does and people will generally identify teacher training and research to develop school curricula and teaching. Of course, these are core parts of the work of the School, but I hope this publication also allows a glimpse of a much wider and more varied portfolio in education and sport. Our students and clients include not only those who work in all phases of education throughout the world, but educators and trainers in the wider public sector and many areas of business and industry. This publication provides examples of the innovative teaching and learning you would expect of a School of Education and a snapshot of our vital connection with partner individuals and organisations regionally, nationally and internationally. It shows something of our work with other disciplines. With our partners we contribute an education perspective to research key aspects of the future: how people will work, the health of future generations, securing the flow of those with science, technology, engineering and mathematics skills, achieving an inclusive society. Also included are examples of Sport and community development-related work, both national and international.

Education remains the powerhouse of a healthy, dynamic society and economy. We hope this publication will communicate something of how we are contributing to this process.

Professor Jacky Lumby
Head of School of Education



The future of work

Professor Alison Fuller and colleagues across the university are investigating the changing nature of work and employment.

In October 2009, the University of Southampton launched the Work Futures Research Centre (WFRC). Our leading reputation and research capabilities mean that we are very well placed to address the Work Futures agenda, which will be steered by top academics from the Schools of Education, Social Sciences and Health Sciences.

WFRC brings together specialists and researchers from across the University to explore the changing world of work. The focus will be on challenges such as the present economic recession, the emerging digital economy, workplace learning and development, environmental pressures, public sector restructuring, the ageing workforce and shifting patterns of economic migration. These challenges raise important questions for academic, public and policy debate, and demand innovative multidisciplinary and multi-method projects involving partnerships between employers, trade unions, policy makers and researchers.

www.southampton.ac.uk/wfrc/



Participation

Family and friends: a barrier to widening participation?

A study by Professor Alison Fuller and colleagues from the School of Education investigated how a person's decision to participate – or not – in higher education is affected by their network of family and friends.

The study examined the extent to which HE is viewed as being 'within the bounds of the possible' for non-participants, and explored how decisions about whether or not to participate are embedded within 'networks of intimacy' comprising family members and close friends.

The research was in two stages. Stage one drew on existing large-scale survey data to develop an account of (non)participation in HE in the general population and a critique of the literature on educational decision-making. The emerging issues were explored

in stage two, which examined 16 'networks of intimacy'. The researchers identified non-participating adults at different stages in their life to provide entry points to each network. Focusing on non-participants helped to generate evidence from networks with a wide range of attitudes to and experience of HE and a variety of socio-economic backgrounds. An initial interview with each individual determined their educational and employment history, family composition and details of their self-defined networks of intimacy. This was followed by a further

interview with the individual and with members of their network who had been identified as sources of influence in their decision-making.

Existing research has tended to focus on non-traditional participants and on adults under the age of 30. This research is distinctive in its focus on non-participants at the macro- and micro-levels and on adults at various stages of life.

www.education.soton.ac.uk/nphe

Why young people don't participate

Professor Anthony Kelly and Chris Downey ask why some young people do not continue with education and training after the age of 16.

Much attention is given to the futures of young people over the age of 16. While the spotlight often falls on those not in employment, education or training, NEETs as they are often known, there are also significant numbers of young people employed in jobs with no element of nationally recognised training (JWTs).

Dorset Children's Services commissioned Professor Anthony Kelly and Chris Downey to lead a wide-ranging research project on the patterns of non-participation in education and training by young people in Dorset.

The first phase of the research used data from the local Connexions service, which gave details of the post-16 destinations of over 8,000 young people and their pre-16 academic and demographic profile. From these data, Tony and Chris were able to establish patterns of participation and non-participation in education and training as influenced by factors such as gender, where the young people lived and attended secondary school, their academic achievements, educational needs and socio-economic status. They identified a group of young people who had embarked on full-time education at 16+ but had moved into the NEET or JWT categories by 17+.

In the second phase of the research, focus groups with these young people were held to identify their reasons for moving on to non-participation in education and training after only a year. Although responses are still being analysed it is clear that the quality of support and guidance given to young people to inform their choices at 14 and 16 and when embarking on their post-16 studies is crucial.

Strong themes emerging from the research are already informing the future policy of Dorset's 14–19 team.

For further information contact
Chris Downey at
C.J.Downey@southampton.ac.uk

Social Inclusion

Gypsy and Traveller communities: challenging stereotypes

Dr Kalwant Bhopal is working to promote culturally appropriate education provision for Gypsy and Traveller families.

Gypsy and Traveller communities are among the most marginalised and misunderstood groups living in the UK today. Politicians looking for easy votes and newspaper editors hoping to increase sales all too often turn to stories of Gypsy criminality and lawlessness. These stories tap into a deep vein of prejudice. Alternatively, the 'true Gypsy' is seen as a colourful character living in close harmony with nature. But behind these stereotypes most Gypsy and Traveller families lead quiet, productive lives, often in difficult circumstances, and, like many families, their children's future is one of their most pressing concerns.

Kalwant has worked with Gypsy and Traveller communities for over a decade, promoting inclusive educational practice. In 2008, Hampshire County Council asked her to research why increasing numbers of Gypsy and Traveller families were electing to home educate rather than send their children to school. One of the most striking findings to emerge has been that the stereotypes of Gypsies common in wider society are also experienced within schools.

Bullying, racism and fears for their children's safety mean that many parents feel they have little choice but to withdraw their children from school.

Home education is an increasingly popular option for many, including some middle-class families and religious groups. But Kalwant's research indicates that Gypsy and Traveller parents feel pressured to home educate and that schools are failing to meet their educational needs.

Social justice and inclusion is a key stream in the School of Education's work. Kalwant's research promoting non-discriminatory education provision for Gypsy and Traveller families is an important contribution to this area.

For further information contact Kalwant Bhopal at K.Bhopal@southampton.ac.uk

Access for all: creating a 'buzz' out of going to university

Dr Jane Seale and Professor Melanie Nind have demonstrated how advocacy, done well, can support people with learning difficulties to access what might appear to be the most daunting of places.

Issues of access are at the heart of inclusive educational practice and theory. But social, cultural, physical, intellectual and sensory barriers often prevent people with learning difficulties from accessing a wide range of experiences and environments.

A series of seminars, organised by Jane and Melanie, brought together people with learning difficulties, professionals and researchers to question the concept of 'access'. *Understanding and Promoting Access for People with Learning Difficulties*, recently published by Routledge, includes positive accounts of the seminars by Darren, Drew and Wayne and their advocacy support workers, Claire and Judith.

Claire and Judith explain how they supported Darren, Drew and Wayne to prepare for round-table discussions: "We went to the pub to talk about what they wanted to say and the informality of that worked really well. They felt really valued. There was a buzz about it on the way home." For Darren, Drew and Wayne, the experience has helped them feel that they belong in a university environment and that the university belongs to them: "It was amazing to have the chance to be around normal people and normal conversations (whatever they are!). People treated us with respect. We were happy as we were treated like everyone else."



Inclusion and access.

For further information contact
Jane Seale at J.K.Seale@southampton.ac.uk or
Melanie Nind at M.A.Nind@southampton.ac.uk

Promoting mental health and wellbeing in schools: what works?

Professor Katherine Weare and Professor Melanie Nind are researching interventions that support child wellbeing in European schools.

Throughout the world, schools are engaging in initiatives that attempt to promote the wellbeing and mental health of children. While there is considerable debate in this area, much of it is not based on hard evidence and that which does exist is often not widely understood.

The EU-funded DataPrev project aims to increase understanding of mental health promotion policy and practice in four key settings – parenting, schools, the workplace and older people. The result will be a database describing best practice and translating evidence into guidelines. Katherine is leading the work on schools, and she and Melanie are researching current European interventions and looking for the principles that underlie effective approaches.

A surprisingly large number of effective approaches are to be found across Europe, with a wide range of titles that include the terms ‘mental health’, ‘violence prevention’, ‘anti-bullying’ and ‘social and emotional learning’ (such as the English SEAL programme). Well-designed programmes can have a wide range of positive impacts, on mental health, behaviour, social and emotional skills and learning. The most effective are those that are supported by the whole-school environment and build explicit links between skills and features of school life. These are supported by a whole school culture which supports mental wellbeing by being, for example, warm, caring, respectful, ordered, inclusive, creative and positive. Staff development is essential – the best programmes are supported by extensive, in-depth professional development for the staff involved.

For further information contact Professor Katherine Weare at S.K.Weare@southampton.ac.uk

Embracing diversity

Wendy Sterling-Mannings has been funded by the Training and Development Agency for Schools (TDA) to advise our Secondary PGCE team on recruiting and retaining teachers from black and minority ethnic communities.

Recruiting teachers from black and minority (BME) communities in southern England remains a challenge. While the TDA diversification targets of 12 per cent are achievable in metropolitan areas, our recruitment rates have stalled at around 7 per cent.

Our Secondary PGCE team is determined to find ways of improving the recruitment and retention of secondary school teachers from a diverse range of backgrounds. We enlisted the support of BME teachers and formed a group to look at the issues. From this group, we recruited Wendy Sterling-Mannings, a teacher from Gosport’s Bridgemary School, to work more closely with us.

Wendy will run a series of short seminars that will look at the culture of English schools, behaviour management and how racist incidents in school are dealt with. Though primarily aimed at teachers from BME communities, these courses will be open to all teachers interested in the issues. Wendy will offer advice on applying for jobs and preparing for interviews and will provide online support and additional tutor visits where needed. Wendy will also gather data on the experiences of BME teachers and evaluate our support systems through an end-of-year impact study.

For further information contact Kate Domaille at K.A.Domaille@southampton.ac.uk

Women leading education

Professor Jacky Lumby is directing research to map the number of women in school leadership throughout the Commonwealth and to build an archive of data reflecting their experience.

Across the world, women have less chance than men of becoming leaders of schools, colleges and universities. This is true even in infant and primary schools where women form the majority of the workforce. Data on representation are sparse, even in developed economies. Yet, without comparable data, it is difficult to know the extent of the under-representation of women or whether there is progress over time. We also know little about how women actually ‘do the work’ of leading, particularly in developing economies, or if they manage differently, not only from men, but also from their western female counterparts.

The Commonwealth Council for Educational Leadership has an ambitious aim: to map the number of women in school leadership throughout the Commonwealth and to build an archive of data reflecting their experience. Jacky is directing an international effort to achieve this aim.

A pilot study is underway in South Africa on women principals of schools in different contexts – townships, rural areas and metropolitan cities – and work will follow in Melanesia. Affiliated organisations in other Commonwealth countries will contribute to building a global picture and providing data to the hub – the University of Southampton.

The project contributes to several global targets: the millennium development goal of promoting gender equality; the Commonwealth Foundation’s aim to understand how education/training for leadership might serve both men and women better; and the need of education ministries to develop research-informed gender policy.

Education needs to fully utilise the talent of half the population. This project is making an important contribution to achieving this.

For further information contact Jacky Lumby at JLumby@southampton.ac.uk

Learning effectively

Transforming Education and Training Services

Alan Harding explains how the School's post-compulsory education programmes have transformed the training of instructors in the Armed Forces.

Since 2004, the School of Education has been involved in an important initiative with the British Army, which has significantly improved standards of instruction and training.

Army recruits have often expressed dissatisfaction with their training, and the Army recognises that the training of instructors has been inadequate in the past. Consequently, in 2003, the Educational and Training Services (ETS) branch of the Adjutant General's Corps asked Southampton's School of Education for professional support. Anybody wishing to enter the ETS is now required to take the University's Post Graduate Certificate in Education (Post-Compulsory Education).

Over 140 officers have enrolled on the programme. They are taught at the Army School of Education and the University, while practical teaching experience takes place wherever the Army operates, from Afghanistan to Brunei, from Catterick to Cyprus. Career planning has been introduced, which enables officers to progress up the academic ladder, from PGCE to postgraduate diploma to masters. Several officers have embarked on doctoral study.

The success of the arrangement has led other units to approach the School. In 2008, the Royal Military Academy Sandhurst, which has an international reputation for military training excellence, asked us to provide teacher education for its staff. The Royal

Signals and the Royal Logistics Corps have subsequently approached us. The reputation of our Post-Compulsory Education team has encouraged the Police and other uniformed services, and those in the region's further education and private training sectors to seek initial teacher training.

Post-compulsory education and training remains one of the most vibrant areas of education provision in the UK today. For further information contact Alan Harding at AHarding@southampton.ac.uk

An Army instructor investigates new teaching methods for use in the field.



An effective student voice

A programme for Learning Monitors, developed by Dr Julie-Ann Edwards, aims to improve the teaching of mathematics and science in secondary schools while improving students' confidence and self-esteem.

The importance of the student voice in secondary schools has long been recognised, often taking the form of representation on student councils and participating in interviews for new members of staff. An innovative programme for Learning Monitors in Southampton is taking the notion further and involving students in the professional development of trainee teachers.

Julie-Ann's research, funded by the Training and Development Agency for Schools, has developed a programme for Learning Monitors in five local secondary schools, which is being promoted nationally. Students in Year 8 (12- to 13-year-olds) observe trainee teachers, give feedback on what works well in lessons, and offer constructive advice on how the learning environment might be improved. For some students, the experience of being offered this responsibility has been a turning point in their personal development.

In training sessions for Learning Monitors, students analysed a video of a lesson, devised a set of questions about the lesson and offered feedback. The trainee teachers were pivotal in this process. They guided the students on how to give appropriate feedback through role-modelling the scenarios and recognised how the process developed their own reflective practice.

The programme is continuing. Guided by a mentor in each school, established Learning Monitors train new groups of students, while former trainee teachers now teaching in partnership schools present their experiences to new cohorts of trainee teachers.

For further information contact Julie-Ann Edwards at J.S.Edwards@southampton.ac.uk

Bringing cutting-edge science into the classroom

The Science Learning Centre South East seeks to re-engage science teachers with the roots of their chosen profession.

The Centre delivers courses covering all aspects of science, using up-to-date technologies such as audience response systems, data-logging, video-conferencing and interactive white boards.

Participants could find themselves carrying out fieldwork in a research vessel on the Solent, using the Faulkes robotic telescope to study the solar system or carrying out experiments they believe have been banned.

The Centre jointly organises Fun-da-mental Science Day with the Association for Science Education. This popular annual event celebrates National Science and Engineering Week and is suitable for primary and secondary teachers and technicians from a variety of subject areas.

The Centre, which is based in the School of Education, works with the National Oceanography Centre, Southampton, and the Schools of Chemistry, Physics and Astronomy, Biological Sciences, and Engineering, bringing teachers into contact with researchers across the University at the forefront of their fields. We also work with local authorities and key partners across the South East including INTECH in Winchester, the Rutherford Appleton Laboratory in Oxfordshire, Pfizer in Sandwich and the Royal Horticultural Society at Wisley.

For further information email: enquiries@southeast.slcs.ac.uk

Making it all add up

Dr Charis Voutsina is investigating the difficulties some primary school children have with simple addition with the aim of preventing long-term disadvantage.

"Mathematics empowers people" emphasises the UK Advisory Committee on Mathematics Education in its latest report, *The Mathematics Education Landscape in 2009*. People with strong mathematical skills have more employment options while those with difficulties are disadvantaged. What is more, those with difficulties in mathematics have more disadvantages than those with weaknesses in other subjects. A key issue facing education is to find ways of helping learners struggling with maths to progress.

Charis is leading the Mathematics Learning Difficulties project, which is investigating the understanding of simple addition among primary school children. The research is focusing on pupils with low achievement in mathematics.

Findings from the project will contribute to a better understanding of children's difficulties with arithmetic and how these difficulties differ between individuals. This will allow the development of appropriate teaching materials and educational interventions that could minimise long-term problems.

For further information contact Charis Voutsina at C.Voutsina@southampton.ac.uk

Archaeologist cleaning a mammoth's tooth.



Have you held the tooth of a woolly mammoth?

A collaborative venture between the PGCE Primary programme and the Hampshire and Wight Trust for Maritime Archaeology is exploring the educational potential of maritime artefacts.

Change in primary education is a way of life. The recent Rose and Cambridge reviews advocate a primary curriculum organised into areas or domains of learning and the development of coherent cross-curricular links that allow subject knowledge to be applied in meaningful and engaging units of work. These reviews reflect exciting work that is already taking place in many of our partnership schools.

Attracted by the wealth of educational opportunities afforded by Southampton's maritime history, the PGCE Primary team responded to the offer of a collaborative venture with the education team at the Hampshire and Wight Trust, which has allowed our trainee teachers to tap into their excellent resources. An English/history lesson has already been taught using Trust artefacts recovered from shipwrecks and dredging. The woolly mammoth's tooth is quite amazing – though, unfortunately, not on general loan.

The Trust welcomes feedback on its resources, from trainee teachers in particular, in order to develop the work. A wiki will be set up and it is hoped that trainees' vodcasts and podcasts will be part of the Trust's roadshow – alongside the woolly mammoth's tooth of course.

For further information contact Kathy Mason at K.M.Mason@southampton.ac.uk

Miraculous journeys

Ronda Gowland and our trainee teachers are working with local children to create an exciting exhibition with a seafaring theme.

Ronda, Head of Education and Access at our John Hansard Gallery, is working with primary PGCE trainees and class teachers from Cherbourg Primary School to develop a cross-curricular art-based project. The project, called Miraculous Journeys, is funded by Watch this Space and run by the charity Engage, which aims to promote enjoyment of the visual arts.

Miraculous Journeys is inviting children to a workshop on Zineb Sedira's Seafaring exhibition at the Gallery. They will also study *The Miraculous Journey of Edward Tulane*, a book by Kate Di Camillo, and visit historic Portsmouth. Using the idea of Portsmouth harbour as a gateway, the children will create an exhibition using painting, film, 3D structures and textiles. A 3D sculpture will be the focal point of the exhibition and will be displayed at the school and then in the Gallery. The artwork will link with the common themes of the sea, literal and metaphorical journeys, and emotional catharsis.

The trainees were selected for their enthusiasm and experience and will cascade their experience of the project to their peers. Involvement in this project is part of our commitment to providing

a personalised approach to teacher education. Cherbourg Primary School has a longstanding commitment to the arts and is currently working towards its gold Artsmark.

www.engage.org/projects/watchthisspace.aspx



Portsmouth Historic Dockyard.

A visual approach

Professor Melanie Nind and Dr Gill Clarke are using visual digital media to support the educational and social needs of girls excluded from mainstream education.

The Serendipity Centre is a small, independent secondary school for girls excluded from school for behavioural, emotional and social difficulties. Melanie and Gill are working as part of a Knowledge Transfer Partnership part funded by the Economic and Social Research Council with researcher Georgie Boorman and the Centre to develop a model that addresses both the educational and social needs of these girls. In addition to examining published materials, their research incorporates the perspectives and opinions of the students gathered using innovative visual digital methods. For girls whose experiences of education often comprise rejection and conflict, visual media offer effective alternatives to traditional approaches, while for the staff involved, they provide exciting ways to open up communication and to respond to the active identity work involved in the visual activities.

The model and supporting materials will be disseminated via a web platform, while an exhibition at the Ashcroft Arts Centre, supported by the Hampshire Museums and Galleries Edge project, will communicate the work of The Serendipity Centre to the wider community.

www.serendipity-education.com/



Behind the mask: artwork by students of the Serendipity Centre.



BLOODHOUND

an engineering adventure for the twenty-first century

Deputy Director of the Science Learning Centre South East
Ian Galloway hopes the BLOODHOUND SSC project will inspire the
next generation to pursue careers in science, technology, engineering
and maths.

BLOODHOUND SSC (supersonic car), a collaborative project between the Universities of Southampton, Swansea and the West of England, is building a car to be driven at over 1,000mph, smashing the world land speed record.

The idea for the project originally came from former Minister of State for Science and Innovation, Lord Drayson, who suggested that building and driving a car to break the world land speed record might have a similar effect as the Apollo programme, stimulating young people to study STEM (science, technology, engineering and maths) subjects. The record currently stands at 764 mph. Pushing it to the headline figure of 1,000 mph, exceeding the current low-level air speed record, represents considerable engineering challenges.

Ian is responsible for ensuring that project materials for schools are available on the website, and to date more than 2,000 schools have registered their interest. Continuing professional development (CPD) courses are also being piloted to teachers across England.

www.bloodhoundssc.com/education.cfm

“We desperately need more smart young people to become scientists and engineers to tackle the big issues of the twenty-first century. Moving towards a low-carbon economy is a massive challenge, and a big part of the solution is new technology. The youngsters of today are the ones who can step up to the plate and help create this new world.”

Dr Kenji Takeda, Senior Lecturer in Aeronautics



Imaging by **curventa**

Using performance data in schools: reconciling conflicting aims

Professor Anthony Kelly and Chris Downey are investigating the use of value added performance data in schools, hoping to resolve the tension between the use of attainment data for accountability and improvement purposes.

The present contextualised value added (CVA) measures are considered to be a fairer way to assess school effectiveness than raw examination scores because they account for factors beyond the control of the school. While the explicit aim of CVA is to foster a culture of intelligent accountability among teachers, the implicit assumption is that its use can improve teaching and raise educational outcomes. School leaders and teachers are encouraged to use the data to monitor pupil progress, set targets and evaluate effectiveness. However the same data is used in performance tables and Ofsted inspections, which are used to hold schools publicly accountable, and there is little evidence that teachers use the data to best effect. This national project is researching awareness of CVA data in secondary schools, gauging the extent to which they are used for improvement purposes, and describing school data-management structures and how they are impacting on data usage.

This is an under-researched area. What little research has been done has focused on school leaders, not on teachers, and has not accurately represented data culture as it affects practice. Tony and Chris suggest that one obstacle to the development of a data-supportive culture lies in the difficulty of the terminology involved. 'Data literacy' is therefore an important question for their research.

The project, funded by CfBT Education Trust, will have a long-term impact on schools' policy in England and Wales, especially in resolving the tension between the use of attainment data for different and perhaps conflicting purposes.

For further information contact Anthony Kelly at A.Kelly@southampton.ac.uk



Teaching and learning in new formats.

Nobel Prize winners in video-conferences

The Science Learning Centre South East and Southampton's Chemistry Department host live video-conferences featuring Nobel Prize winners in chemistry.

A group of 15-year-olds from local schools and colleges watched the seminars taking place in Lyons, France, and put questions to the Laureates. Schools in Eindhoven, Toulouse and Paris also took part. Questions included "If I study chemistry at university now, what sort of jobs might there be later in my career, for example in 2030 and beyond?" and "Is it really possible for scientists to

get governments to change their policies, or do other factors always have a stronger influence?"

Following the conferences, students were given the opportunity to question scientists about their research and what had inspired them to study chemistry and were given guided tours of the Department.

What can we learn from the Net Generation?

Dr Julie Price is leading a project that is investigating whether Net Generation technology can motivate and support undergraduates.

When developing innovative methods of teaching and learning in the twenty-first century, it is essential that the potential benefits and limitations of new technology are explored. The Net Generation has adopted mobile and Web 2.0 technologies for leisure, entertainment and communication. Julie's project aims to tap into these to provide new ways of reaching, motivating and teaching students. Using second-year students to help her produce materials for first-years taking the Exercise physiology module, she will be looking at how new technology can encourage students to adopt a professional approach to scientific laboratory report writing and improve their standard of work.

The findings of this project will be useful to tutors teaching in all disciplines in the School and across the University. For further information contact Julie Price at J.Price@southampton.ac.uk

The DALEST project: exploiting new technologies

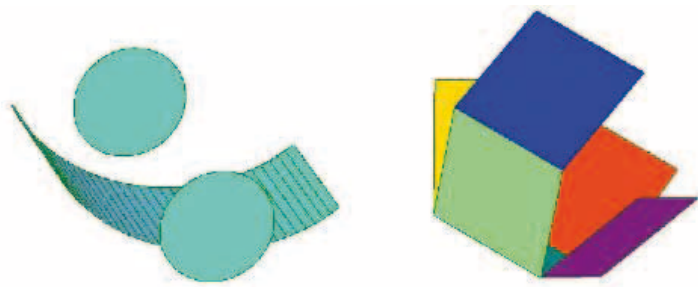
Keith Jones explains how computer-based tools can support the teaching of three-dimensional geometry, a crucial area of mathematics in the digital age.

With contemporary media becoming increasingly visual, for example, computer-animated films such as *Toy Story* and *Monsters Inc.* a good understanding of three-dimensional geometry is even more crucial. Improving the teaching of geometry – and, in particular, three-dimensional geometry – has therefore become a key focus for research.

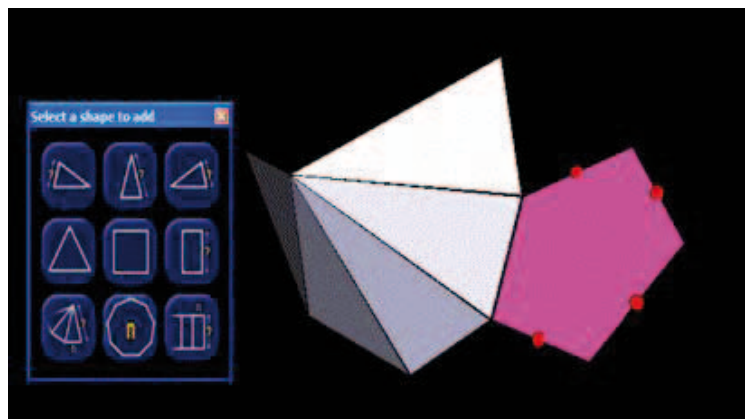
The DALEST project combines the efforts of mathematicians and mathematics educators at the Universities of Southampton, Athens, Sofia, Lisbon and Cyprus. Funded by the European Union and supported by the five institutions involved, the project is developing computer-based teaching resources that maximise the capabilities of new technologies to make the all-important link between three-dimensional geometrical objects (such as cubes and cylinders) and geometrical theorems.

Keith, who leads the UK's contribution to the project, is reviewing existing research on the teaching of three-dimensional geometry in the middle school years, preparing a comparative analysis of geometry curricula across a sample of European countries and designing pedagogical approaches that exploit the potential of the computer-based tools developed by the project.

The project is now producing materials for teachers to use in classrooms. For further information contact Keith Jones at D.K.Jones@southampton.ac.uk



Constructing a cube and a cylinder with DALEST software.



Using DALEST software to make 3D shapes.



Enterprise and Partnerships

Supporting teacher training across Europe

The Pestalozzi programme's Education for the prevention of crimes against humanity module, led by Richard Harris, will generate new training materials for European teachers.

The Pestalozzi programme, funded by the Council of Europe, is supporting teacher training through a series of workshops or modules. The modules, which are being developed across Europe, focus on Council principles such as the promotion of democracy, human rights and respect for the rule of law.

Richard is leading the Education module, which focuses on the prevention of crimes against humanity. A meeting has already taken place in Strasbourg, with European teacher trainers participating in activities and discussions over a period of a week. They have now been tasked with developing new training materials which they and other members of the group will pilot.

Richard is writing a book about the theoretical underpinnings of the programme, aspects of which will be presented to Council ministers. For further information contact Richard Harris at R.J.Harris@southampton.ac.uk

Evaluating innovation in Croatia

Dr Tim Cain has been working with education professionals in Croatia to introduce and evaluate innovations in the curriculum and management of the country's schools.

Tim worked with advisors from the Agencija za odgoj i obrazovanje (Agency for Education and Teacher Training) in action research projects involving schools throughout Croatia.

In the projects looking at curriculum development, an advisor supported two or three teachers in a single school to introduce innovations such as constructivist learning in science, creativity in geography, cross-curricular links in mathematics and science, and the use of aerobics in physical education. Results were communicated to other teachers through regional conferences. In the management projects, advisors worked with school managers to implement changes at school level. In one school, for example, an advisor worked with the entire staff to canvass views on their development needs and to implement with the headteacher a programme to meet those needs.

Sharing a conference platform with Croatia Minister for Education, Radovan Fuchs, was a highlight of the visit for Tim. He commented: "The education system in Croatia is recovering from many years of stagnation as a result of the former Communist regime, but my impression is that the recovery is fast and occasionally furious. The advisors I worked with were extremely dedicated and fantastically hard-working."

For further information contact Tim Cain at T.Cain@southampton.ac.uk

Increasing the value of vocational education

Professor Alison Fuller is working with European colleagues to explore the value of hybrid qualifications.

The project, involving four countries, the UK, Germany, Denmark and Austria, will examine the relationship between HE, vocational education and the labour market, with a particular focus on opportunities for transition for those with vocational qualifications.

Alison's research will explore the availability and currency of 'hybrid qualifications' – those designed to provide vocational preparation for the labour market and entry to HE. The development of the European Qualifications Framework raises questions about the ease with which individuals can move between sectors and the transparency and permeability of different routes through the system.

The international context for the research will provide the basis for cross-national comparisons and recommendations.

For further information contact Alison Fuller at A.Fuller@southampton.ac.uk

Students developing science skills.



LifeLab Southampton: An innovative hospital-based classroom which seeks to improve the health of city students

Research has highlighted the importance of young adults taking responsibility for their health, not only for their own interests but for the sake of their future children. Alongside this is a concern that school students are not sufficiently inspired by science. LifeLab Southampton is an innovative hospital-based classroom set up to address these issues. It is a unique collaboration between the School of Education, the School of Medicine, the Science Learning Centre South East, the Medical Research Council Epidemiology Resource Centre, Southampton University Hospitals NHS Trust, Southampton City Council and local schools. The project aims to help Southampton's secondary school students gain a better awareness of how the lifestyle choices they make now will impact on their future health and that of their children. The initiative is currently being trialled with funding from the Wellcome Trust.

The long-term goal is to provide all students in Southampton (boys and girls of all abilities) with a permanent classroom at Southampton General Hospital, where they can see world-class science research happening in their city, appreciate how maternal and childhood

nutrition influences health, develop hands-on skills using some of the latest technologies, and experience procedures such as ultrasound that are commonplace in biological research but difficult to teach in schools. The approach enhances rather than replaces the school experience, enables students to appreciate the relevance of modern science and, we hope, will inspire them with the excitement of research and the possibilities for future careers.

The research team is evaluating this pioneering scheme as it runs, to see how to maximise its impact. Dr Marcus Grace comments: "The LifeLab initiative gets young people thinking about health and lifestyle issues and gives them the information they need to make choices now and in the future. We believe that this project will make a real difference, especially in addressing problems such as poor diet and obesity."

For further information contact Marcus Grace at M.M.Grace@southampton.ac.uk

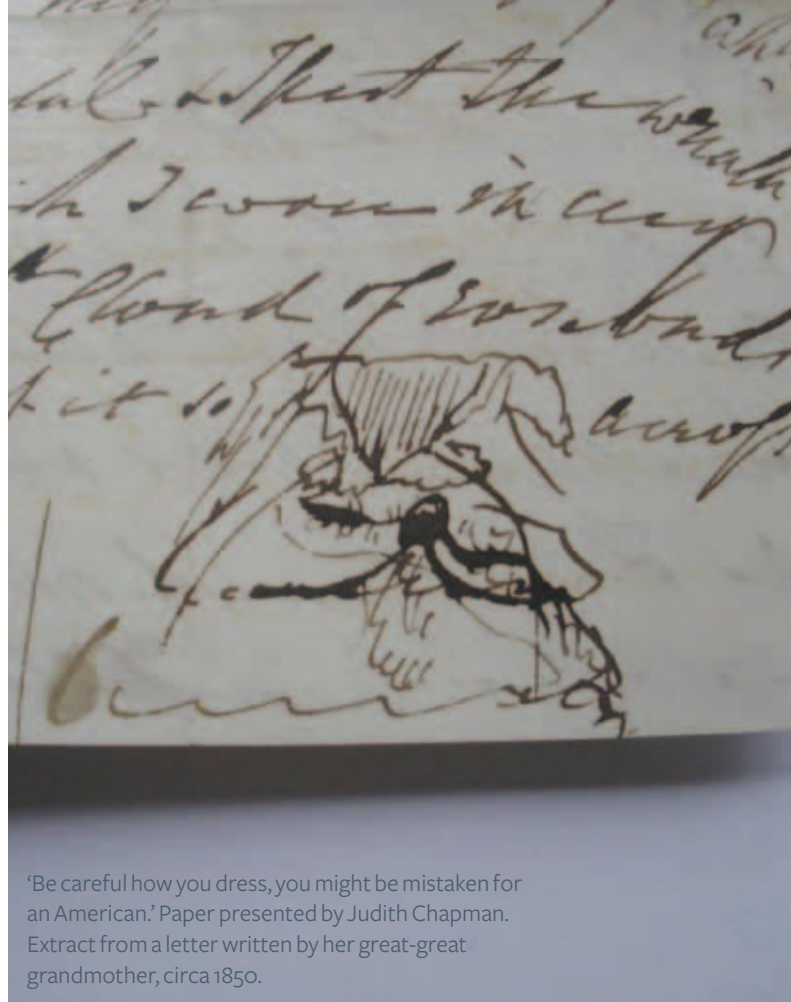
Dress and undress

An international conference held at the British Library explored the links between dress, identity and self.

'Women's reflections on clothing and age', 'Quentin Crisp and the "great dark man"' and 'An Arab Sheikha' were among the papers presented at *Dress and Undress*, a one-day conference run by the British Sociological Association Auto/Biography Study Group and the School's Centre for Biography and Education. The conference also saw the launch of the first auto/biography monograph, *The Angel in the Office: the Life and Work of the Office Secretary in Victorian and Edwardian Times*, by Josie Abbott, a former School of Education PhD student.

The Centre for Biography and Education was set up in 1995 to develop the research and teaching of biographical studies and to provide a focus for biographical research across the University. We also have strong links with the Centre for Life History at the University of Sussex and the Centre for Narrative Research at the University of East London. Our concern is with the studied use and collection of life histories and the nature and meaning of individual lives within their social and cultural context.

We will be holding an international one-day conference at the University of Leicester entitled *Legacies* in 2010. For further information contact Gill Clarke at G.M.Clarke@southampton.ac.uk



'Be careful how you dress, you might be mistaken for an American.' Paper presented by Judith Chapman. Extract from a letter written by her great-great grandmother, circa 1850.

Dr Martin Polley has been commissioned by English Heritage to write a history of the Olympic Games in Britain as part of its acclaimed Played in Britain series.

Great Britain has a unique place in Olympic history. In 2012, London will become the first city to host the summer Olympics for a third time. On the two previous occasions, in 1908 and 1948, many events were held away from the capital, including sailing on the Solent and the Clyde in 1908, and the 1948 modern pentathlon in Aldershot. Martin's research explores these earlier Games and looks at the locations used, the buildings commissioned and adapted, and what happened afterwards. He reveals: "What is particularly striking is how the two main locations – White City and Wembley Stadium – have been demolished, and how each site contains only minimal evidence that the Olympics were ever held there."

Martin's book will also examine the key role played by Stoke Mandeville Hospital in the Paralympics. Wheelchair sports for servicemen with spinal injuries were first organised there in the 1940s, which led to the inclusion of wheelchair sports at the Rome Olympics in 1960 and subsequently to a full Paralympic programme.

The British backstory of the modern Games will also be explored, including the numerous events called Olympic, Olympian and Olympick that took place long before the International Olympic Committee was established in 1894. The most famous of these are the Cotswold Olympicks, which started in the early seventeenth century and are still going strong, and the Much Wenlock Olympian Games in Shropshire, which date from 1850. Martin says: "It's anachronistic to see these simply as forerunners of the modern Games. It's all about inventing a tradition and creating a classical legacy."

As well as researching these events in archives, Martin took part in the Much Wenlock Olympian Games this year. "Historians don't often get the chance to participate in the events they are researching," he notes, "so when I saw that the Games had a seven-mile road race I had to run it. I hadn't raced for years, but it was great to compete, and I'll be back next year to beat my time."



Martin Polley competing in an alternative Olympic Games

For further information contact Martin Polley at M.R.Polley@southampton.ac.uk

The impact of globalisation

A survey of the impact of globalisation in HE conducted by Dr Felix Maringe and Professor Nick Foskett suggests that there may be significant implications for the sector.

Globalisation has replaced postmodernism as a philosophical backdrop for analysing society. Its impact on international relations, the economy, socio-cultural issues and the world ideological capital has been profound. Higher education has come under its direct influence too. Findings from a recent world survey conducted by Felix and Nick suggest that the characteristics of a new global system will have implications for government and institutional and HE strategy.

The global HE system might have the following characteristics:

- A highly differentiated and diverse system of universities representing hierarchies of excellence, in which institutions aspire to work collaboratively and in partnership on a self-selecting basis
- A system that will increasingly come under the influence of international organisations
- A system in which academic talent moves from the less developed world to developed countries and from the least performing institutions to the best performing ones
- A system in which demand for HE will increase owing to a shift in emphasis by world governments towards wider participation
- A system that prioritises the teaching of global capabilities for global citizenship for a global labour market
- A system in which competition for global talent and resources will increase
- A system that seeks to work more closely with multinational and international organisations in the corporate world

For further information contact Felix Maringe at F.Maringe@southampton.ac.uk

Welcoming international partners

Dr Gary Kinchin is leading a new partnership with King Faisal University. The ongoing relationship is focusing on research and the professional development of staff.

Gary recently visited Saudi Arabia to initiate a partnership with King Faisal University (KFU). Following his visit, the School of Education welcomed a group of senior academic staff from KFU who completed an intensive five-day training programme. The programme focused on research and professional development, and included contributions from academics, support staff and research students. The visitors were able to pick up new research techniques in the workshops, and participated in meetings with staff across the University, social activities and tours of the campus and local area.

Dr Kathryn Chang- Barker, Director of the Department of Skills Development at KFU says: "We are looking forward to a long-term partnership with Southampton."

For further information contact Gary Kinchin at G.D.Kinchin@southampton.ac.uk



Youth, communities and development in Lusaka

There are many challenges when developing community-based youth development programmes in Zambia. Dr Alan Grattan and Dr Iain Lindsey are investigating ways to improve partnership and collaboration.

Soon after joining the School of Education, Alan and Iain realised they shared an interest in youth development in Zambia. Through University funding, they developed this interest into a research project, 'Perspectives on local partnerships in youth and community development in Lusaka, Zambia'.



The contribution of sport to building and developing communities.

Alan and Iain embarked on a month of fieldwork in Zambia's capital, Lusaka. Supported by two indigenous non-governmental organisations, Sport in Action and Edusport, they interviewed over 40 representatives of organisations involved in youth development programmes in two communities, Chawama and Kamwala, and were hugely impressed by the commitment of those working to improve the lives of young people affected by an array of social problems. While data from interviews are still being analysed, particular themes have already emerged: the contribution of sport to youth development; the challenges of developing sustainable community-based organisations with little external support; and the community ethos that can both support and inhibit partnership working.

Workshops being organised in Zambia will include a DVD of the researchers

presenting their findings and will allow project participants to discuss how youth development work might be collectively improved. Feedback will contribute to the final research report. In the UK, a School of Education seminar will initiate the dissemination of the research.

In the longer term, it is hoped that the contacts, networks and friendships developed in Zambia will benefit all concerned. Links between Zambian and UK-based organisations have already been made, and Alan and Iain have integrated the research into their teaching and are investigating how student learning opportunities might be developed. Finally, and perhaps most important, the project's collaborative ethos provides a sound platform for Alan and Iain to develop future research.

For further information contact Iain Lindsey at I.Lindsey@Southampton.ac.uk or Alan Grattan at A.Grattan@southampton.ac.uk



Demography training in southern African HEIs: the STARND project

The STARND project, led by Professor Nick Fosskett, aims to deliver high-quality education in demography in five countries in southern Africa.

STARND (Strengthening Training and Regional Networks in Demography) is a major three-year research collaborative project between the University of Southampton and higher education institutions (HEIs) in the South African Development Community (SADC). The key aim is to strengthen demography training and promote inter-institutional networking in southern Africa.

The 2008 SADC Declaration on Poverty Eradication and Sustainable Development identifies the need to “develop and sustain human capabilities through increased access of the population to quality and appropriate education”. STARND will therefore identify

areas in the HEIs where training in academic leadership and strategic development is needed, while, in a parallel stream, social and development planners will be interviewed and poverty reduction strategies and population policies reviewed to establish how demography training can be better aligned to the development priorities of the region.

Through embedding these priorities in the SADC curricula, training programmes will be responsive to the labour market and contribute to the region’s strategies for development. Graduates of the participating HEIs will take up positions as planners, government officers, teachers

and managers, contributing to the design and implementation of development plans. Ensuring that the curriculum is informed by employers’ perspectives will mean that graduates will be more employable and effective in their first jobs.

Although STARND is primarily targeting academic leaders, teaching staff and students, the project will benefit a much wider community, including planners in SADC countries, the extended academic network and the general population of southern Africa.

For further information contact Nick Fosskett at N.H.Fosskett@southampton.ac.uk

An international approach

A close partnership between China’s Xiamen University and the School of Education has led to effective mutual support and the internationalisation of teaching strategies.

Twenty students are studying English at masters and pre-masters level at Xiamen University through a new initiative by the School of Education that provides individual support and preparation for their study in the UK.

School of Education lecturers make regular visits to Xiamen, working with staff and supporting students to make the transition

to the University of Southampton. Our specialised pre-masters programme provides customised language preparation for postgraduate study and enables students and tutors to get to know each other from an early stage.

Xiamen students make a valuable contribution to our programmes and enrich the learning experiences of both students

and staff. The partnership has led to the internationalisation of teaching in both universities and dramatic improvements in the ease with which students transfer to Southampton for overseas study.

For further information visit www.xmu.edu.cn/english/ or contact Martin Dyke at M.Dyke@southampton.ac.uk

Teaching and Learning in the School of Education

The School of Education provides a broad range of teaching programmes for full time students and a significant number of part-time students based in partnership organisations across the region. The School has a commitment to excellence and innovation in its teaching. The portfolio of education programmes provides professional development for educators, trainers and education managers across the range of education sectors: early years, primary, secondary, post compulsory, Further Education and Higher Education, as well as for educators and trainers who work in other public and private sectors. We offer Postgraduate Certificates in Education (PGCE) for primary, secondary and post compulsory teachers, a range of masters programmes leading to the awards of MA(Ed), MSc(Ed),

MA or MSc and research degrees, including PhD, EdD and MPhil (Research Methods). We also engage with informal continuing professional development, for example, through the Science Learning Centre. The School contributes to the development of education in the University more widely through the work-based Postgraduate Certificate in Academic Practice for academic staff within the University. The School currently has an annual intake for two undergraduate programmes related to sport. Strategic partnerships, for example with regional Colleges, the British Army and overseas universities, and with local, national and international organisations are a keystone of our educational programmes.

Engaged in learning.



Research in the School of Education

Research at the School of Education is structured in five Research Centres, providing all research active members of the school, whether internationally renowned professors or first-year PhD students, with a rich and robust environment for creative discussion.

Centre members explore current national and international thinking in their fields, working as a team to develop, challenge, present and extend their expertise and engagement. Centres support members (including PhD students nearing completion) in the publication process and undertake commissioned / funded research for a wide variety of organisations.

- The **Centre for Leadership, School Improvement and Effectiveness** researches ways to deliver better outcomes for students. The group has extensive national and international experience in assessing the impact of interventions, programmes and policy changes on educational outcomes in schools, and in Further and Higher Education.
- Research in the **Centre for Professional Practice and Pedagogy** relates to subject teaching with a focus on innovation and evidence-informed practice. Research is founded on classroom practice and curriculum design, and contributes widely to learning and pedagogic theory linked to the needs of the disadvantaged in society.
- Research in the **Centre for Lifelong and Work-related Learning** is located in the changing relationship between education, the economy and society. Members are particularly interested in shifting patterns of participation in, and transitions between, Further, Higher and Adult Education, and in the opportunities individuals at different life-stages and from different socio-economic, educational and employment backgrounds, have for personal, educational, vocational and professional development.
- The **Centre for Mathematics and Science Education** focuses on how people, communities and cultures acquire and use knowledge in mathematics and science. Research in this centre aims to develop theories and methods that contribute to equity for all learners, inform new visions for student achievement, and explore the professional development of mathematics and science educators.
- Research in the **Centre for Social Justice and Inclusive Education** explores issues of equity, entitlement, access and participation, with a particular focus on race, ethnicity, gender, sexuality, and disability, and developing knowledge, theories and methods that contribute to equality of opportunities and outcomes for all learners.

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