Welcome to the latest issue of the Research and Enterprise Bulletin for the Institute of Education. The Bulletin appears once a term, reporting on research and enterprise activity of the previous term. Its principal aim is to increase awareness among all staff of research and enterprise activity within the IoE, by highlighting staff publications and conference involvement, research bids made and grants received, reporting on seminars held at the IoE and providing information on support available for research and enterprise. If you have an item of news that you would like to appear in the Bulletin, please send it to me at s.j.graham@reading.ac.uk

Suzanne Graham, Director of Research and Tony MacFadyen, Director of Enterprise

Events, Spring term

We welcomed a number of external speakers to discuss their research with us last term, including Professor Steve Rayner, Oxford Brookes University on ‘Managing leadership in the UK university: a case for researching the missing professoriate?’ Speakers from other parts of the University were warmly received, both from Psychology and Clinical Language Sciences; Bhismadev Chakrabarti, on ‘Neuroscience, empathy and autism’ and Theo Marinis on ‘Using sentence repetition tasks to assess the language abilities of sequential bilingual children and children with Specific Language Impairment’. Institute colleagues gave seminars that were very well attended – Richard Harris on ‘Diversity and the history curriculum: An action research approach to help trainee history teachers embrace cultural and ethnic diversity in the curriculum, Tony Macfadyen on ‘Heads of Department attitudes towards their role and to leadership in particular’, and Andy Kempe on ‘Self, role and character: developing a professional identity as a drama teacher’.

Please remember that the majority of seminars are available for viewing on Mediasite: at http://mediasite.reading.ac.uk

Alan Floyd, who convenes the British Educational Leadership Management and Administration Society (BELMAS) Higher Education Leadership and Management Research Interest Group, organised a successful research seminar (funded by BELMAS) at London Rd on 26th March. We welcomed two high profile speakers to the campus, namely, Professor Sir David Watson (Principal of Green Templeton College, Oxford) and Professor Alan Bryman (Professor of Organisational and Social Research, University of Leicester). Colleagues from several UK institutions attended, enabling some useful networks to be made.

Research and Enterprise Day 14 June

Research Groups have been allocated time on the IoE Research and Enterprise Day to present their work. There is also an Enterprise slot. Please contact Tony Macfadyen to take part in the latter, and your Research Group Convenor if you would like to present your research on the day. Convenors and their details are as follows:

- Equity, Inclusion and Improvement: Alan Floyd: alan.floyd@reading.ac.uk
- First Language: Michael Lockwood: m.j.lockwood@reading.ac.uk
- Second Language: Jeanine Treffers-Daller: j.c.treffers-daller@reading.ac.uk
- Values, Practice and Curriculum: Berry Billingsley (b.billingsley@reading.ac.uk) and Gill Hopper (g.w.hopper@reading.ac.uk)

We are always looking for research students and members of staff who would like to give a seminar, so please get in touch with me if you would like to be involved. s.j.graham@reading.ac.uk
Research funding

**IoE funding opportunity**

A reminder that the deadlines for the internal funding competition are as follows this academic year:

**10 May 2012**

For details of how to apply, please see the IoE Staff Blackboard site, in the ‘Research’ folder. **Please note that any funding allocated this year needs to be spent by 31 July 2012.** The same Blackboard folder also contains details of the IoE Research Output prize, for which the deadline is also 10 May.

In last term’s competition, one project was funded:

Treffers-Daller, J., Hyder, E., Powell, D., & Stainthorp, R. ‘The impact of vocabulary size and reading on the academic achievement of BA Education students’.

**External funding won:**

**Floyd, A., Fuller, C., & Rattray, R.** Leadership development in a Small Island Developing State: the Jamaican context. BELMAS International Partnership Grant. This project aims to examine the ways school leaders from Jamaica (6 Heads and 12 middle leaders) experience a leadership development programme set up by the University of Reading in collaboration with the Jamaican Mutual Building Societies Foundation (Creating Centres of Excellence Programme). Drawing on data from three sources - focus groups, semi structured interviews and an on-line questionnaire - the project will explore the context within which the leaders are working and will examine the effectiveness and impact of the programme from their perspective.

**Floyd, A.** (with Tash Kahn-Davis and Dilly Fung, University of Exeter). Investigating the newly formed role of “Academic Lead” at a research-led University. The Leadership Foundation for Higher Education. The project aims to find out why ‘Academic Leads’ have taken on the role, what are their experiences of being in the role, and how they perceive the role as contributing to their future careers. Data are being collected using a two staged, mixed-methods approach using semi-structured interviews and an on-line questionnaire.

**Treffers-Daller, J.** (with Dr Jim Milton and Dr Michael Daller). Funding from the British Association of Applied Linguistics/CUP to host a BAAL/CUP seminar on vocabulary.

**External Research proposals submitted:**

**Harris, R.** What role does the choice of curriculum topics play in promoting a sense of identity and social cohesion amongst young people? A first stage application to the Nuffield Foundation.

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**Conference news**

**Presentations:**


**Stakelum, T.** (2012, April). Documents of Irish music history in the long nineteenth century: national and international contexts. Invited symposium guest speaker, University of Limerick.
Enterprise news

Enterprise continues to grow within the IoE and thank you to everyone who is contributing for their efforts. Please remember that all enterprise activity needs to be channelled through the Director of Enterprise so we can support you to wherever possible, ensure University procedures are followed and we have a record of the exciting things going on. Colleagues can bid for enterprise funding through the Enterprise committee. The latter also now has one or two spaces available on it if you would like to join it.

Colleagues may have seen elsewhere the success of the ‘Heritage Trail’ on London Road with the Friends of the University in March. Blessed by lovely weather, guests received a tour of the site and the opportunity to hear talks on local history, our research in Education as well as hands on activities in art and science as well as story telling in NCLL. [co-ordinated by Ellie Francis-Brophy & Berry Billingsley].

Enjoying Science during the Heritage Trail in March

Staff publications


Li, D. (2012). Out of the ivory tower: the impact of wider social contact on the values, religious beliefs and identities of Chinese postgraduate students in the UK. *Race, Ethnicity and Education*, 12, 241-258.


Other research news

Berry Billingsley reports that a LASAR Conference will be held at St Edmonds’ College, Cambridge on 19th May, 2012: Creativity, creation, and a big bang: Science and religion in the school curriculum. For details visit www.faradayschools.com

Carol Fuller has been invited to Hammersmith Academy to discuss her research on educational aspirations with students

Richard Harris reports that the 4th Historical Association survey went out nationally at the end of March to all schools in the UK and its focus is on the impact of the EBacc on history provision.

Mary Stakelum led the second Doctoral Student Forum of the European Association of Music in Schools (EAS) on April 18th and 19th, during the 20th annual conference of the EAS which was held at the Royal Conservatoire of Music, The Hague, on a theme of Artistry and Craftsmanship. She was also part of a panel of three international expert respondents at a symposium on ‘Artistry in Content and Method of Music Teaching in Dutch Secondary Schools’ at the same conference.
James Garnett reports that the IoE, funded by the Higher Education Academy, recently hosted ‘Becoming a Music Teacher: Musician as teacher’ in collaboration with the National Association of Music Educators and the National Association of Music in Higher Education. Attended by students from all over the UK, workshops included routes into teaching, portfolio careers, non-formal pedagogy and a discussion on the identities of musician and teacher. James has also been representing us on the Interim Steering Group of the Berkshire Music Hub; Music Education Hubs are being established to deliver music education through local partnerships. Benefits to the IoE will be opportunities for consultancy and CPD provision to school music departments.

Andy Kempe was asked to run a workshop for staff at Westgate School, Slough, on how to use their voice effectively. This is a great example of using existing expertise, developed on the PGCE, to ‘export’ to schools. Andy also contributed to the Geoffrey Field Junior School on how the techniques known as ‘teacher in role’ could be used in the school’s schemes of work.

March 27th saw the inaugural meeting of the Reading Arts Education Forum at London Road, instigated by Andy Kempe. Over 30 guests from local schools and arts organisations attended to see the new facilities and discuss how the IoE might become instrumental in the development of arts education locally. Andy Kempe also introduced the site to the organisers of outside:inside, a ‘pop-up’ multi-media arts festival who are submitting a proposal to us for an arts education event.

Continuing the journey: A Mathematics and English conference for Primary NQTs

As our ITT students come to the end of their time with us, we discuss with them the fact that the ‘end’ of their training is actually the beginning of their story as a teacher. Despite this, to date we have not had systematic contact with them beyond the end of their training. This changed in March with our inaugural NQT conference. This was attended by 40 NQTs; the conference comprised a balance of keynote inputs, updates and emerging DfE priorities. We also explored key resources for teaching phonics alongside developing a love of reading, and explored low-resource, high-gain activities to support mathematics teaching. Comments by delegates indicated they would value further opportunities for both networking and ongoing support from the University. We are now exploring the possibility of putting together an NQT network to support them at this key stage in their professional careers, as well as establishing a strong link with local schools for the University as a CPD provider. Well done to all those involved.

Primary Networks – Catherine Foley and Eileen Hyder

The initiative to develop the IoE as a hub for providing ongoing professional development for subject leaders and classroom practitioners has continued into the spring term. Events were held during February and March for English, Mathematics and Music, attracting up to 40 teachers at each session and encompassing a wide range of local schools and LAs. We are considering a membership model for future events - one school enquired whether they could send their entire staff to the meeting, so there appears to be a market for this type of CPD.

Daguo Li and Jeanine Treffers-Daller have substantially revised the MA English Language Education in Guangdong for re-submission to the Chinese Ministry of Education and we hope for a positive outcome later in the year.

Last term NCLL organised: An English experience, a four week course for Korean undergraduate students based on immersion in British culture and the English language. Similar courses are planned for Chinese undergraduates and postgraduates in the summer. Congratulations are due to NCLL who have been awarded another three-year contract with the China Scholarship Council and the Ministry of Education to offer a three-month CPD courses for Chinese University Administrators (with support from the University’s Student Services).

Cathy Wardale led a drama workshop on Guy Fawkes for Year 5 children in a primary school, using TAEDS Year 3 volunteers in November.
Post-graduate research students

The Spring term seminar was held on Saturday 25th February in Old Whiteknights House, which is home to the University Graduate School. During the day, there was a mixture of peer-led discussion and a series of oral presentations, with contributions from researchers at all stages of the doctoral research process. Topics included 'English at the workplace in Bratislava' presented by Denisa Velasquez (supervisors Professor Viv Edwards and Professor Naz Rassool), 'Chinese A-level students' experiences and reflexive decision-making in UK colleges of further education', presented by Rosemary Reynolds (supervisors Professor Naz Rassool and Dr Carol Fuller), 'The understanding of guided reading by year 1 teachers in a southern UK local authority in 2003 and 2010 by Liz McCabe (supervisors Dr Margaret Perkins and Dr Mary Stakelum) and 'Investigating spelling practice in Greek and English orthographic systems' by Anna Tsakalaki (supervisors Professor Rhona Stainthorp and Dr Daisy Powell).

The Summer term seminar is scheduled to take place on Saturday May 19th.

As a group, the doctoral researchers have been very proactive during the Spring term. They organised an afternoon tea event, and invited staff and students of the Institute to join them in celebrating the move to the long-awaited doctoral research base on London Road. This was planned to coincide with a Thursday afternoon seminar, thus providing them with an opportunity to meet with research active colleagues from the IoE and other schools across the University. Future plans include the setting up of a doctoral learning community which will become a forum for discussing and sharing research-related issues on a regular basis.

A speaker at the Spring PGR seminar

The IoE was also represented at the Language Studies conference day for PGR students held by the Department of English Language and Literature on March 26th.

Zdislava Siskova (supervisor Jeanine Treffers-Daller) spoke about her work on lexical richness and cohesion among Czech learners of English.

Zdislava Siskova
5 minute interviews

Doctoral students in Education

The Institute of Education has a vibrant and diverse range of doctoral students in both our PhD and EdD programmes. These short interviews give you a snapshot of some of our dynamic students.

Chiu-Ling Liu

Tell us a bit about yourself (who you are and where you are from):

My name is Chiu-Ling Liu. I’m from Taiwan. I was a special education teacher in Primary school in Taiwan.

What inspired you to do doctoral work?

I enjoyed my student life as a masters student at the University of Reading. I was impressed by the school environment, harmonic atmosphere and the excellent supervision. This great experience motivated me to continue my PhD study.

What is your research about?

My research is about how inclusive educational programs are implemented in Primary school in Taiwan and how practitioners and parents react to this. I focus on several essential factors such as society, school, classroom and family, with a view to understanding whether they have made a contribution to the implementation of inclusive policy in Taiwan.

Why did you choose Reading University?

I selected the University of Reading because I found the school can provide me with much professional training in Inclusion. After spending several years in study, I deepened and widened my theoretical knowledge about inclusion through intensive reading and heated discussion. Studying at Reading University makes me feel comfortable because the lecturers and school staff are always nice to me.

What aspect of your doctoral studies (so far) are you most proud of accomplishing?

After receiving a series of PhD courses and trainings, I become a confident research student. For instance, I have made several presentations both at school (seminar) and at conferences (BERA, British Educational Research Association). I couldn’t have made these achievements if I had not conducted my PhD study at Reading.

What groups or organisations do you belong to?

I am a member of the postgraduate research group (IoE) and of BERA (British Education Research Association).

What tips would you give to other students?

1. It is vital to participate in courses at Graduate School for Social Science. It is very helpful when you engage in a number of intensive discussions in seminars and receive feedbacks from lectures and classmates.

2. As PhD research usually involves several years, one has to learn how to adjust oneself to various learning situations. Patience, relaxing, friends and so forth are the keys to success.

3. To have a good supervisor is also critical; she or he will give encouragement and support that you need.

On a scale of 1 to 10 (best) how would you rate your student experience at the IoE?

8 out of 10
My name is Fiona Curtis and I’m a maths teacher at a local Secondary school. I trained to be a chartered accountant, but when I had children I wanted a career that allowed me to see more of them, so retrained as a maths teacher via the GTP scheme, which at that time meant hands-on training in school and no theoretical work. As I gained experience I realised that the theory was essential, and so took a masters degree in Teaching and Learning, which I found so useful and stimulating that I wanted to go on to study more. I couldn’t do a PhD full time, but when the part time EdD became available it fitted my needs exactly.

My thesis will be about how children learn maths, with a particular focus on what goes wrong that causes many secondary school children to have such problems in understanding. I will be observing young children to see how they progress, and particularly what they do when they face situations that they don’t understand.

I chose Reading University because it is local, it has a good reputation, and it offered the flexibility and support of the EdD programme. We meet on three weekends over the year, and as time goes on we get to know each other better and look forward to meeting up. Although it can be quite intensive and tiring, the lectures are really accessible, and the discussions are stimulating – I describe it as like a dinner party without the wine!

I’m pleased that I have been able to keep up with the course demands to date – I have been pretty disciplined about studying doing the school holidays as it is very hard to get much done during term time, with teaching commitments and the demands of hobbies and the family. I don’t find it hard to write essays, but getting them to EdD standard is challenging, particularly the methodology – my tip to other students would be to get this sorted early on, as it is central to everything that follows.

The EdD course is very well run – the course director anticipates any problems and facilities are perfectly satisfactory. The staff show respect for our experience and knowledge, and are not just helpful but enthusiastic about developing our understanding. I’m actually a grumpy cynic in most aspects of my life, but have nothing but praise for the experience at Reading.