



> Centenary Conference Reports

> What is autoethnography?

> Where's daddy? Parents in children's picture books

> UNICEF Rights Respecting Schools

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Editorial

This latest issue of R.Ed continues to reflect on some of the events of our busy Centenary Year in the School of Education. We are particularly grateful to Graham Ogilvie and Gareth Calway, whose creative outputs from the Centenary Conference add another dimension to this issue.

However, it is now time to look forward across all phases of education, as we embark on a sustained period of uncertainty for all. Questions remain, regarding how government policies will play out across the education landscape. From changes that could impact on the youngest learners across the country's Sure Start centres to significant shifts in the philosophy towards Higher Education, there is much uncertainty.

As this issue amply illustrates, in a climate of uncertainty, education research is even more vital in providing an evidence base for our work across professional settings. It offers a firm foundation for challenging the assumptions we uncover whether in our own professional practice, educational theory or government policy.

It is in this spirit of academic quest that we hope you enjoy this issue of R.Ed.

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Voices & Visions



Pamela Lewis, Senior Lecturer from the School of Education reports on the Centenary Conference held on the 17th September 2010, to culminate a year of celebrations as the School of Education reaches its 100-year milestone.

Pamela Lewis

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Colleagues from the School of Education were joined by partners and associates from across the South-East for a day of celebration at the 'Voices and Visions' conference held at the University's brand new Checkland Building on 17th September. The past 12 months had seen a range of events run to celebrate the School's achievements and the VOICES AND VISIONS conference was an opportunity for all involved in the School's work to come together to reminisce, discuss and debate educational issues.

Conference aims

One of the aims of the conference was to celebrate the School of Education's impressive history in teacher education. Delegates were treated to a fascinating exhibition of archive materials curated by Research Fellow, Suzanne Hyde. Suzanne had successfully gathered together memorabilia, documents, papers, and student records, as well as hundreds of photographs documenting the School's history. Each decade was displayed across the entire foyer area on Level One in Checkland, documenting the chronology and growth of one of the country's first teacher training establishments. Starting out on Richmond Terrace as Brighton Municipal Training College, the College's identity became intrinsically connected to the town as it expanded its accommodation into more seafront buildings. It was clear from the exhibits the close relationship between the town's own history and the contribution made by the students during the past century.

Also present at the conference were past members of staff and students, many of whom had contributed their own memories in a collection of oral histories which played onto video screens throughout the day. The exhibit

was a perfect backdrop to the conference and helped attendees discover the historical roots of the School's identity.

The second aim for the day was to celebrate the School's current role with its many successes and achievements within a growing portfolio. As well as leading in the field of teacher education, from its humble beginnings, the School now confers a diverse range of awards, from diplomas to doctorates. Its work now extends beyond teacher training and includes early years provision, CPD, work with young people, and studies that includes multi-agency working across the professions.

The conference was opened by the University's Vice-Chancellor, Julian Crampton, who welcomed delegates and

congratulated the School on its success. The programme was designed to stimulate, reflect and consider the School's distinguished history, It was also an opportunity to share thoughts and ideas with others, and to consider our future aspirations and goals as the School begins to face new enterprises and challenges ahead.

Cartoons and poetry

To help participants reflect on the day's discussions and experiences, delegates had the help of an appointed 'conference cartoonist.' Graham Ogilvie used his skills in drawing, observation and listening, in order to identify and capture the essence of the activities throughout the day. He distilled the discussions, concepts, ideas and key messages gathered throughout the day and presented them in an interactive gallery of



Graham Ogilvie in action



Exhibition of archive materials curated by Suzanne Hyde. Read about the Centenary Research Project on page 17

cartoons. Graham worked continuously to create a unique visual representation of the day's events. The many cartoons he produced became part of the way the conference proceedings were recorded and will contribute to part of our archive. Indeed, readers can see an example of his cartooning on the cover of this edition. The thought-provoking drawings are designed to keep and revisit for use in further professional development, or to reflect on how delegates responded to their experiences of the day. These have now been digitally archived and can be accessed by clicking on the link in the cartoon on this page (opposite).

Language was also employed creatively to capture the essence of the conference throughout the day. Gareth Calway was the official conference poet. He reflected on what he observed throughout the day to produce a final poem at the wine reception. This encapsulated the mood, energy and passion demonstrated by those present across the conference. Readers can find a link to Gareth's conference poem here on the back page of this issue.

Keynotes and conversations

The University welcomed two distinguished speakers to the conference, Andrew Pollard, a leading figure in teaching and professional

development, and the other, Sir David Watson, no stranger to this institution as a past Vice-Chancellor. Andrew opened the conference with a keynote that addressed our views of teaching and learning and the importance of professional reflection in our work. David's keynote was the concluding event of the day. He drew on his expertise in the sector of Higher Education and Universities' evolving role in a stormy economic climate. Each spoke with authority and conviction about their own work and research, providing the conference with insights and new understandings.

The 'learning conversations' held throughout the day afforded delegates the chance to discuss important issues raised through the conference activity. Supported through 'facilitators' the themes and focus of each conversation was negotiated by the group, which then proceeded to debate key points relevant to their current roles in education. Roger Homan, Emeritus Professor, spoke over lunchtime recalling his days as a student, then member of staff at Brighton spanning 35 years. In a very personal address, historic, honest and often incredibly funny, Roger was able to capture the unique atmosphere of an institution during the 60s and 70s with witty anecdotes and insight. The afternoon was given over to creative

workshops, supported by a team of artists and practitioners. Groups worked in a range of mediums including photography, film-making, music and visual arts to create their own archive in order to leave a 'trace' for future professionals to perhaps become exhibits in another Education Conference to be held in the next 50 or even 100 years time. Now that's a thought.

Graham Ogilvie

Autoethnography: Making Memory Methodology



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Dr Mike Hayler from the School of Education examines the case for autoethnography.

Introduction

The purpose of this paper is to provide an introduction to memory and autoethnography as a methodology in the context of narratives of learning. I also explain my reasons for selecting some of the powerful, if unwieldy, tools from this particular research toolbox in my own research which drew on analytic autoethnography.

While there is nothing especially new about self-study or various types of autobiography and autoethnography, these tools are increasingly being applied and used in new ways. As more traditional research approaches and notions of knowledge are questioned and sometimes perceived as less-reliable or less-certain than they once were, there has been a growing interest in and support for the study and examination of one's own experience as an empowering way of examining and learning about constructions of identity, while simultaneously developing opportunities for scholarship within practice (see for example: Denzin and Lincoln, 2000; Ellis, 2004; Flyvbjerg, 2001; West et al, 2007)

Within educational research, auto/biographical, life-history and narrative methodologies have moved from the margins to become established, although not unchallenged. Pioneering studies with teachers in various contexts by for example Ball and Goodson (1985), Elbaz (1990), Huberman (1993) and Erben (1998) among others, form a rigorous and widely-respected foundation in demonstrating the valuable insights that are gained into teachers, students, schools and pedagogy through the examination of participants' life-histories. Through her longitudinal study of primary school teachers Nias (1989)

demonstrated that practitioners' lives are not easily separated from their craft, making the now well-established argument that 'the self is a crucial element in the way teachers themselves construct the nature of their job' (Nias, 1989, p.13).

Memory and the Self

Kierkegaard (1938) argued that while we must live our lives forwards we can only understand them, and therefore ourselves, backwards. The links between the stories we tell ourselves about ourselves and our own identities seem clear, but the power of narrative memory comes not from precision or accuracy but from how we relate to our constructions and re-constructions of the past. T.S. Eliot identified the working of unconscious selection in the process of remembering: 'such memories may have symbolic value but of what we cannot tell, for they come to represent the depths of feeling into which we cannot peer' (Eliot, 1933, p.148).

Peering into those depths to extract meaning and to examine the process itself has become more popular and possible than it seemed to Eliot although some of his literary peers were exploring this in his day: Woolf begins *The Waves* (1943) with a series of what Craig Raine (2008, p.22) describes as 'ordinary epiphanies', and Joyce opened a new era for the novel with an anthology of almost subliminal memories like snapshots in *Portrait of the Artist as a Young Man* (1916). Nabokov, who argued that the true purpose of autobiography is to follow thematic designs through one's life (1951), evoked the past through what Field (1977) calls 'puppets of memory' such as his own teachers who became characters in his books. Deploying the fictional with the factual in retelling differing versions to create the ever-shifting text of his autobiography, Nabokov suggested that the 'reality' of a life retold cannot be possessed by 'the esteemed visitor' of the reader and is continually revised and recreated by its author, suggesting a recursive dialogue between the 'core' and the situated self as between the self as individual and the self within a community. Rosen develops the concept of 'making memory' from Stephen Rose (1992) and the role of social memory from Fentress and Wickham (1992) through his own stories of childhood (Rosen, 1993) and the wider study of autobiographical discourse (Rosen, 1998). He uses an intricate web of narrative to describe and examine the centrality of autobiography in learning, including the learning that comes from research.

Memory and Education

While life-history approaches have been widely and productively employed in researching student, beginning and senior teachers' lives (e.g. Bullough, 1989; Bullough et al, 1992; Cohen, 1991; Goodson, 2003) and have often examined central issues such as gender, race and class in relation to education, culture and identity through this lens (e.g. Basit, 1997; Merrill, 1999; Osler, 1997; Weber, 1998) they have rarely been employed to examine the lives of teacher educators. Ball and Goodson (1985) advocate life history research methods in education because they can highlight the political and ideological climates in which teachers' lives are embedded. For Antikainen et al (1996) the subjective life history located within context holds the key perspective 'through which, and also in which, the social finds expression' (p17).

If as argued here, identity and pedagogy are constructed through a self-narrative of lived experience within all its historical, social and cultural contexts, it follows that the experiences of teacher educators offer insight and illumination in this key area of education.

Teacher educators can sometimes be heard reflecting upon their careers in schools within the research and writing about the professional lives of school teachers (Goodson, 1988, 1992, 2003; Hargreaves, 1998; Sikes et al, 1985) but these studies do not follow the story through to examine participants' work in ITE, the focus being upon their former careers in schools. Noel (2006) does examine the experiences of those new to working in teacher education in the learning and skills sector, while Murray (2005) and Murray and Male (2005) also draw on evidence from novice teacher educators themselves when considering the process of induction into higher education.

Self-Study in Teacher Education

From 1986 Clandinin and Connelly have highlighted the use of narrative and story in the education of teachers in Canada. Drawing from both Polkinghorne's psychological research (1988) and from the philosophical ideas of Paul Ricoeur (1984, 1985, 1988) Connelly and Clandinin (1990) developed their research to demonstrate how practitioners' narrative ways of knowing become the primary form by which they make meaning of their experiences. This body of research shows how teachers use and construct knowledge that is experiential, narrative and relational, and how this shapes and is further shaped by, the contexts of their professional lives (e.g. Clandinin and Connelly, 1986, 1987, 1991, 1995, 1999; Connelly and Clandinin, 1988, 1990, 2001; Connelly, Clandinin and He-Ming-Fang, 1997). The role of narrative is central:

"Narrative for us is the study of how humans make meaning of experience by endlessly telling and retelling stories about themselves that both refigure the past and create purpose in the future. Deliberately storying and restorying one's life or a group or cultural story is, therefore a fundamental method of personal and social growth: it is the fundamental quality of education" (Connelly and Clandinin, 1990, p. 24).

The focus upon the use of students' and tutors' own narratives of experience and self-study in order to make meaning of that experience relevant to themselves as teachers and teacher educators led to the formation of the Self Study of Teacher Education Practices (S-STEP) special interest group in 1993. The focus here has been largely upon the use of narrative to support the education and professional development of teachers through reflective self-study (Russell and Munby, 1992; Russell and Loughran, 2007). The narrative approach makes transparent and active the ways in which a personal/professional past is linked to a personal/professional future



Graham Ogilvie

for students preparing to be teachers. Clandinin sees this as a particular kind of knowledge:

"We see personal, practical knowledge as in the person's past experience, in the person's present mind and body and in the person's future plans and actions" (Clandinin in Russell and Munby 1992, p.125).

Recent research using S-STEP methodology has included seeking to develop practice by placing teacher educators' own narratives at the centre of the process in order to examine the role of collaboration in self-study (Chryst et al, 2008; Crafton and Smolin, 2008) and exploring the tensions between teaching, methodology and theory in teacher education (Hamilton, 2008). Kitchen's (2008) study of his own experiences of moving from school teaching towards tenure as a university professor reveals the struggle of balancing teaching and scholarship for teacher educators, which was a prominent issue for the participants of my own research. These lines of research argue for recognition of alternative theories of knowledge including relational, narrative, and embodied ways of knowing and stress that teacher development policies and practices should recognise and support teachers' and teacher educators' inquiries into practice.

While my approach has been strongly influenced by the ways in which the methods used in the S-STEP special interest group bring narrative inquiry together with teacher education, my central aim was not as theirs is to directly investigate and change methodology within the practice of teacher education (Heston et al 2008). My aim was rather to develop an understanding of how the professional identity of teacher educators is both formed and represented by narratives of experience. Clearly this has implications for practice and policy informing my work as a teacher educator and educational researcher. I also wanted to contribute towards professional knowledge by using a method of sharing and gathering

responses to my own autobiographical writing as a way of exploring how professional lives develop.

West et al (2007) argue that by questioning the ways in which we conceptualise knowledge and learning, educational research approaches that focus upon the autobiographical challenge both policy and practice in education, as they foreground notions of agency and the making of meaning from experience in opposition to deterministic instrumentalism (West et al, 2007, p.12).

The various approaches that come under the autobiographical, life-history and narrative banners commonly challenge forms of research which marginalise and abstract the perspectives of participants. They have been employed to examine learning in traditional and alternative settings and in studies of learning and professional identity (Brookfield, 1995; West, 1996). While each of these studies carries a different emphasis and preoccupation and draws upon a range of various intellectual sources they hold in common an interest in the participant as person.

My own research technique was to construct and then to share my own story with other teacher educators as a way of gaining access to and new understandings of our experiences, beliefs and practice. Our discussions and writing revealed the ways in which we gain 'access' to memory and how that makes us who we think we are.

Autoethnography: Self-culture research

Autoethnography has increasingly become the term of choice for a range of methods of research, analysis and writing that employ personal experience as a way of investigating and understanding the sub-cultures and the wider cultures of the societies we live and work within. I imagine autoethnography as a toolbox within the qualitative research workshop. In common these methods and research tools focus upon the memories of events, feelings, thoughts and emotions which contribute through varying methods of recall, collection and analysis towards different types of systematic introspection in order to illuminate and to facilitate understanding.

Hayano (1979), who coined the term 'autoethnography', used it to refer to the work of 'insider' anthropologists, researching their 'own people' (p101) arguing that in a post-colonial era ethnographers need to study their own social worlds and sub-cultures. It has evolved and widened from there to include a sometimes bewildering rubric of research approaches, methods and techniques. Within all of these approaches the researcher is deeply self-identified through explicit and reflective self-observation.

Bochner (in Ellis and Bochner, 2000) describes a variation of emphasis among autoethnographers as they move along what he calls three axes of the self (auto), culture (ethnos) and descriptive research (graphy) adopting one and/or other of many available terms and tools within the autoethnographic approach. My approach was to use a number of research methods (writing, sharing, interview/discussion) that come from this particular toolbox because I wanted to examine some of the commonalities that arise in the experiences of teacher educators while recognising the individual nature of experience. I wanted to examine and construct my own story towards and within teacher education in collaboration with and reference to others. As the study developed and I continued to examine the various tributaries which feed into the autoethnographic stream, I was drawn towards Anderson's (2006) concept of analytic autoethnography as a framework within which to examine and present my research for a thesis.

Analytic Autoethnography

Anderson (2006) makes the case for analytic autoethnography rather than what he calls 'evocative autoethnography.' Writing with research students who may be contending with the pull of various approaches

to qualitative inquiry partly in mind, Anderson argues that there has always been an autoethnographic element in qualitative social research, citing classic studies from Chicago School ethnography such as Nels Anderson's *The Hobo* (1923), Roth's *Timetables* (1963) and Davis's study of *The Cabdriver and His Fare* (1959). However these authors did not explicitly identify themselves as reflective self-observers in the style of contemporary autoethnographers. Deegan (2001) agrees that the Chicago school students often lived and worked in the settings they studied while acknowledging that the self is not the primary source or focus within these studies in the ways suggested and demonstrated by more recent evocative autoethnographers as Ellis and Bochner (2000, 2006).

Denzin (2006) and Ellis and Bochner (2006) oppose such a structure arguing that it simply returns to a positivist research agenda leading towards the negation of the post-structural, anti-foundational elements which they see as central in autoethnography. While I am convinced by much of this argument, acknowledging the revelatory strength of the evocative approach, I adopted a version of autoethnography that sits more within Anderson's framework for this research project.

Building upon the key principles, Anderson proposes five features for an analytic autoethnography that is grounded in self-experience while reaching beyond it as well:

Complete member research
Analytical reflexivity
Narrative visibility of the researcher's self
Dialogue with informants beyond the self
Commitment to theoretical analysis
Anderson (2006, p.378)

This is the methodological framework I adopted and adapted for my research. However, this framework was not without its issues either, as in some ways the limitations of autoethnography are closely related to its virtues. This is a theme I will explore in the next issue of R.Ed when I will consider the advantages and drawbacks of examining my own narrative of experience alongside those of six other teacher educators.

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Where's daddy? Researching what parents do in children's picturebooks

Dr Matt Adams

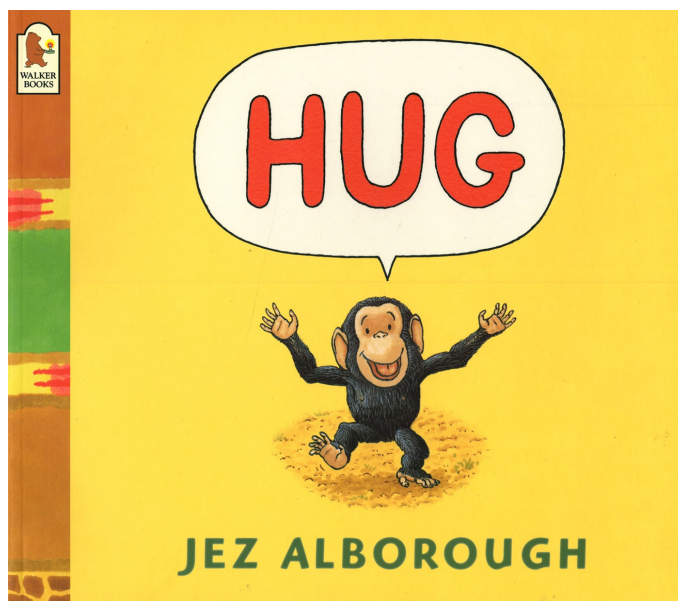
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Dr Matt Adams, Senior Lecturer in Psychology from the School of Applied Social Studies, looks at parental roles in children's picture books. 'From fairy tale to adventure story, what society provides for its children reflects those values which it interprets as central to its continuity' (Lees and Senyard, 1985: 174).

Reading bed-time stories to my young children not so long ago I started to notice that 'mummy' rather than 'daddy' was nearly always the source of comfort and affection for child characters in the books we were reading. In HUG by Jez Alborough (2001) for example a young monkey is disconsolate after seeing lots of other animals hugging. The finale is the monkey's joyful reunion with 'mummy' - the only word used in the book apart from the eponymous 'HUG'. 'Daddy' is nowhere to be seen. In Monkey Puzzle from the best-selling author-illustrator partnership of Julia Donaldson and Axel Scheffler (2000) an infant gorilla also appears to have lost its mother and enlists a butterfly to help find her. After numerous mistakes, she eventually finds 'daddy' first, who is not shown holding the found infant, but instead takes him to 'mummy': again the final scene is the affectionate embrace of mother and child.

My academic interest was awakened. In contemporary Western societies where rigid gender roles have supposedly been brought into question, there is increased acknowledgment for the idea that,

fathers, as well as mothers, should have a caring and nurturing relationship with their children (Bowers Andrews et al., 2004); that both mothers and fathers can be earners and carers; and that both boys and girls should be brought up encouraged to consider a shared role in caring for children as normal, to the extent that being a 'caring and present father' has become 'a new ideal' (Johansson & Klinth, 2008, p.42). Ideals have notoriously unstable relationships to reality of course; still statements like 'a new generation of fathers [have] become concerned with developing closer relationships with their children' seem reasonable (Brannen & Nilsen, 2006, p. 347). If this is the case, are picturebooks reflecting this emerging reality; are they encouraging it or holding it back? I started to take notice of when mothers and fathers appeared in the books we were reading and the contrast between the way mothers and fathers were depicted. There seemed to me to be a different world presented to children here than that portrayed in discourses of progress in gender relationships, 'involved fathering', 'working mothers' and the gradual dissolution of gender traditions in parenting. Thus what started out as a passing observation became an academic interest, forming the basis for an ongoing project.



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Gender stereotypes in best-selling picturebooks

I wanted to focus in on best-selling picturebooks aimed at pre-school children, and images of parents in particular, for numerous reasons. The content analysis of gender stereotypes is important if stereotypes have an impact on reality; a plethora of social psychological theories say they do: schema theory and social cognitive theory appear to be the most widely drawn upon, and they repeatedly emphasise the importance of the first few years of life for developing ways of seeing the world and one's self that underpin later development. Add to that the fact that picturebooks have long been utilised for their educational and interactive dimensions, and we have a form capable of contributing to, not merely reflecting gender norms (Karrass and Braungart-Rieker, 2005; Whitehurst, Falco and Lonigan, 1988). Thus gender stereotypes and their analysis do not represent a merely descriptive exercise, 'summarizing socially shared expectations about how women are or what they do, but prescriptive, expressing expectations about how women [and men, girls and boys] ought to be or what they ought to do' (Eckes, 2002, p.111).

Cultural representations of parents

There has been a fair amount of work on gender stereotypes, and a fair amount on picturebooks, but there have not been many studies of parenting – despite the fact that parental figures are clearly vital carriers of social norms for children. My feeling was that cultural representations of parents carry an important residue of this influence in their engagement with young children. This is not a contentious claim in the emphasis placed on both parental figures and mass communication in most theories of child development. However, the study of gender stereotyping has rarely taken parents as a specific object of study.

Getting started

The School of Applied Social Sciences provided me with some seed funding which enabled me to get started. I settled on content analysis as the most appropriate method. It is the method of choice for quantifying patterns in the number and nature of the representation of 'things'. I have very little experience in quantitative methods in general or content analysis so I found out as much as I could, and enlisted the help of Carl Walker, my colleague and an expert in the processes of quantification. Once we had established a narrow enough list of best-sellers we set about buying, borrowing and begging enough books to amount to a meaningful sample on a small budget, scouring second-hand shops, 3-for-2 deals etc. with Research Fellow Paul O'Connell. Paul and I then set about designing a coding sheet, drawing on existing practice in content analysis and our own initial readings of the picturebooks. We ended up with 150+ aspects of content to look for in each book, focusing on number of appearances, who parents appear with, the type of interaction they were involved in, and related types of activities undertaken, emotions expressed and mentions in text. We then set about coding independently - a very strange way to read books, with all sorts of limitations I will not go into here - but the results were undoubtedly interesting and concrete. We found that fathers were significantly less likely: To appear than mothers; to be mentioned by characters or narrators; to appear with their children; to appear in or around the home; to be involved in physical contact with them; to be portrayed as expressing any emotion, or; to be involved in any kind of domestic activity. If you think about the kind of composite image of both mothers and fathers that these significant differences convey, traditional stereotypes still seem to hold some sway.

Yet there were additional findings which run contrary to this conclusion. For example we attempted to differentiate 'touching' activity into subcategories that might reflect gender stereotypes. The fact that fathers were less likely, but not significantly so, to appear engaged in stereotypically maternal touching (hugging and kissing) perhaps suggests a portrayal of fatherhood which concedes

some ground to the 'involved' ideal. The finding that mothers are significantly more likely to be portrayed carrying out domestic activities, but not those specifically defined as routine childcare activity may support this observation. The finding that fathers were not significantly more likely to appear in stereotypically paternal 'play' touching (tickling and swinging) could also be read as a further indicator of a loosening of the grip of traditional stereotypes.

Taking this research forward

Of course picturebooks are read with adults who actively negotiate meanings in communication with children, in a cultural context saturated by a plethora of media portrayals of every aspect of reality, so caution is vital in making claims about the effect of stereotypical representations upon children - the traffic between is likely to be fraught with structural, situational and idiosyncratic translations. I want to take this research forward and to that end I am applying to the ESRC for a small grant to look at pre-school television programming, perhaps in cross-school or cross-university collaboration with researchers in education. Necessary caution aside, if representations of parents in children's picturebooks are an important resource in shaping cultural norms approaching anything like the extent suggested by the opening quote, obstacles to egalitarian parenthood remain, and the quality of life of children and parents of both sexes are truncated as a result.

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Unicef UK and Rights Respecting Schools



Dr Carol Robinson discusses her evaluation work with Unicef UK and the Rights Respecting Schools Award. She also provides an update on the Cambridge Primary Review.

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For the past three years I have been involved in evaluating the Unicef UK's Rights Respecting Schools Award (RRSA). The evaluation aimed to assess the impact of the award on the well-being and achievement of children and young people (CYP). Throughout this article I outline the key elements of Unicef UK's RRSA programme, give an overview of the methodology used in the evaluation and present a summary of the key findings.

What is the Unicef UK's Rights Respecting Schools Award?

Unicef UK's RRSA programme helps schools to use the United Nations Convention on the Rights of the Child (UNCRC) as their values framework. In order to achieve RRSA status, schools work towards set standards as outlined by Unicef UK, they self-evaluate their progress, and when they believe they have met the standards, an external assessment takes place. If standards are met, a certificate is awarded to the school.

The award has four overarching standards as follows:

Standard A: Rights-respecting values underpin leadership and management. The best interests of the child are a top priority in all school actions. Leaders are committed to placing the values and principles of the UNCRC at the heart of all school policies and practice.

Standard B: The whole school community learns about the UNCRC. The Convention is made known to children and adults in school and, where possible, in the community. Young people and adults use this shared understanding to work for global justice and sustainable living.

Standard C: The school has a rights-respecting ethos. Young people and adults collaborate to develop and maintain a rights-respecting school community, based on the UNCRC, in all areas and in all aspects of school life.

Standard D: Children are empowered to become active citizens and learners. Every child has the right to say what they think in all matters

affecting them and to have their views taken seriously. Young people develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.

When schools first embark on the RRSA programme they work towards achieving RRSA Level 1 status. This usually takes about 18 months and broadly involves meeting the standards listed above. Schools then work towards achieving RRSA Level 2 status through thoroughly embedding the standards into the culture of the school.

As an example of what children and young people in schools involved in the RRSA programme should be expected to do, UNICEF UK suggest that by 10 years of age, most children in Rights Respecting Primary Schools will be able to...

- give examples of how their own actions have consequences – positive and negative – for the rights of others globally
- talk about the articles of the UNCRC
- give a range of examples of rights abuses from the immediate context of the school to the global context
- use the UNCRC as a framework for making moral judgements across a range of issues including justice and sustainability
- understand that their own rights are linked with a wide range of personal responsibilities
- critically evaluate the actions of those with power, including governments, through reference to human rights

Unicef UK's RRSA started in 2004 and more than 1,600 primary and secondary schools are now registered for the award in England, Wales, Scotland and Northern Ireland.

How did we collect the data for the evaluation?

In 2007, the Department for Education [then] DCFS funded UNICEF UK's Education Department to expand the RRSA pilot in partnership with five local authorities (Durham, Rochdale, Bracknell Forest, Hampshire and Dorset) and to conduct an evaluation of the impact of the award. Judy Sebba, from the University of Sussex, and myself conducted the evaluation. Twelve case study schools across these five authorities were visited annually for three years. At the request of the DCFS the study was expanded in March 2010 and a further 19 schools in ten additional authorities were visited once between March and June 2010. Schools involved in the evaluation included a mix in

terms of primary, secondary and special schools, schools in urban and rural areas, number of pupils with free school meals, and number of pupils with Special Educational Needs. When selecting schools for the additional sample of 19 schools, priority was given to schools with a high proportion of ethnic minority pupils as these schools were under-represented in the three year sample.

For each of the 31 schools involved in the evaluation, descriptive quantitative data were collected on attainment, value-added, attendance and exclusions. Interviews were conducted with the head teacher, a range of teachers, teaching assistants, midday supervisors, pupils, parents and governors in each of the schools; documentary analysis of school policies, staff development materials, learning resources and pupils' work were also collected.

Unicef UK developed indicators for success for the RRSAs, and these provided the key criteria for the evaluation. The six indicators of success on which we based our data collection were: Knowledge and understanding of the UNCRC; Relationships and behaviour; Pupils feel empowered, to respect the environment and rights of others locally, nationally and globally; Pupils demonstrate positive attitudes towards inclusivity and diversity in society; Pupils actively participate in decision-making in the school community; and Pupils show improved learning and standards.

At the beginning of the evaluation, most schools had just started on their journey towards RRSAs and by the end of the three years, nine of the schools had achieved RRSAs Level 2 and 18 had achieved RRSAs Level 1.

What did the findings tell us?

According to the adults and young people in the majority of the evaluation schools, the RRSAs had a profound positive influence on their school ethos, relationships, inclusivity, and on children and young people's understanding of the wider world, as well as on the well-being of the school community. For some schools there is evidence that it has been a life-changing experience, for example, the head of one primary school commented:

'After 16 years as head teacher at [...] school, I cannot think of anything else we have introduced that has had such an impact.'

Given the multitude of initiatives introduced in the last 16 years, including several major national primary strategies, this speaks volumes.

The main findings relating to each of the six indicators are outlined below.

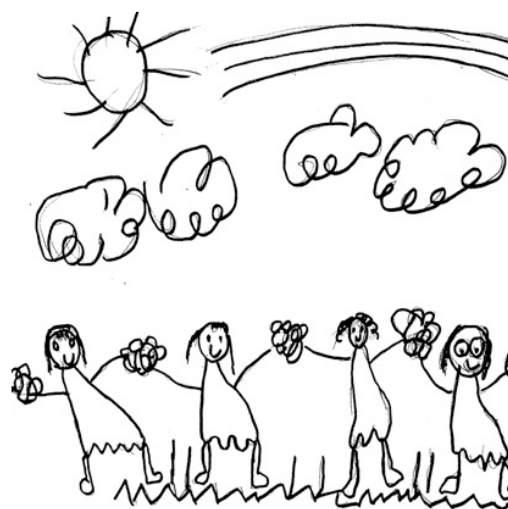
1. Knowledge and understanding of the UNCRC

All 31 schools reported that the RRSAs work had resulted in rights and responsibilities being made more explicit in lessons, displays and, in particular, in peer interaction and conflict resolution. There was an increasing emphasis on responsibilities as well as rights, as schools embedded an RRSAs way of working in their school ethos.

In over three quarters of the evaluation, schools, pupils and staff used a rights-respecting language, that is a language which showed an understanding that individuals have a responsibility to respect their own rights and the rights of others.

There was a tendency for schools to develop class and school charters based on mutually agreed generic rights and responsibilities of those within the school community, and all but one of the schools emphasised the positive impact of the RRSAs on empowering pupils through increasing their understanding of rights. Even very young children in infant schools and reception classes knew about their

rights, as illustrated in this Year 1 pupil's calendar. The writing on the calendar states: Article 31: All children have a right to relax and play and to join in a wide range of activities.



February

Mon	Tues	Weds	Thurs	Fri	Sat	Sun
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

(Year 1 pupil, primary school)

2. Relationships and behaviour

All 31 schools were characterised by very positive relationships between pupils, between staff, and between pupils and staff. Staff and pupils also reported experiencing a strong sense of 'belonging' to the school. Relationships and behaviour were considered to have improved as a result of better understanding by pupils and staff about rights, responsibilities and respect. There was little or no shouting in any of the schools, and pupils and staff alike all reported incidents of bullying to be minimal and that pupils were more likely to resolve conflicts for themselves.

3. Pupils feel empowered, to respect the environment and rights of others locally, nationally and globally

In all 31 schools aspects of respecting the environment, sustainability, community cohesion, and global citizenship were addressed. This included addressing issues of recycling, self-sufficiency, climate change and fair-trade, contributing to the local community through voluntary work, and active partnership with schools in other countries.

4. Pupils demonstrate positive attitudes towards inclusivity and diversity in Society

Positive attitudes towards diversity and inclusivity were a strong characteristic of nearly all 31 schools. Staff, parents, governors and pupils reported an improvement in this since the RRSAs was introduced. As one parent / TA commented:

...the children are far more tolerant of each other, and of each other's difficulties and understandings of things.

5. Pupils actively participate in decision-making in the school community

In all 31 schools pupils and staff recounted activities illustrating pupils' participation in decision-making and how this had increased since the introduction of the RRSAs. Their involvement in some schools was more likely to be focused upon playground and lunchtime arrangements. In the majority of schools pupils were also involved in the governing bodies, staff appointments or evaluation teaching and learning. However, only a few schools involved pupils in all of these activities.

6. Pupils show improved learning and standards

Pupils and staff saw the RRSA as contributing to their learning, for example, through the reduction in disruptions in lessons that reflect pupils' increased understanding of their right to learn and their responsibility to ensure they do not prevent others from doing so. The attainment of pupils in almost two thirds of the schools increased over the period 2007–10. Fixed-term exclusions decreased in 13 schools and stabilised in a further three schools for which data are available. Our findings also show that from 2007-2010, eight of the 14 schools that had more than 20 percent of children eligible for free school meals (FSM) improved their attainment; seven improved their attendance, and six reduced their fixed-term exclusions. Three of the four schools with over 50 per cent FSM increased attendance and attainment and reduced their fixed-term exclusions. However the typical fluctuations seen in test results and changes in units of measurements for attendance and exclusions made overall trends in these data unclear.

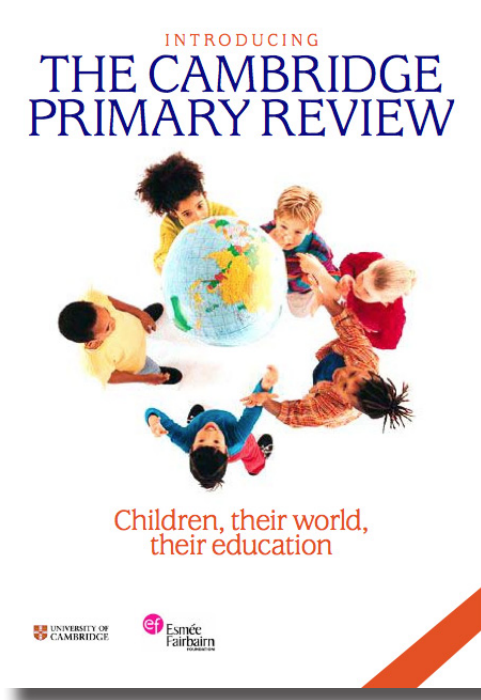
The overall findings from the evaluation were, therefore, extremely positive. However, we found that in some schools, especially secondary schools, students considered that supply teachers had only a limited understanding of the UNCRC, and in one case the young people reported that supply teachers did not interact with students in a respectful way. We also found that in four of the schools children had experienced feelings of sadness and responsibility for global injustices and climate change issues that are beyond their capacity to change. Thus these schools needed to consciously approach such discussions in a way that would ensure that children were not overwhelmed by such feelings. When presenting global issues to very young pupils (Reception and Key Stage 1) this challenge can be magnified. One school commented that the main challenge was to address the RRSA issues in an appropriate manner for the child's age and with an understanding of the young children involved.

Given the positive outcomes and the low cost associated with the RRSA, we have recommended that Unicef UK and the DfE discuss how it should be publicised to schools and LAs as a way of encouraging take-up. We also suggested that consideration should be given to how schools which have achieved the RRSA Level 2 award can act as ambassadors for the RRSA in a way that does not overburden them with visitors, or with requests for staff and students to talk about their RRSA work which results in them being taken out of school for significant amounts of time.

Further details of the award can be found at:

<http://www.unicef.org.uk/rrsa>

The final report can be found by clicking on the link in the logo below:



UPDATE: The Cambridge Primary Review South Central Regional Network

Carol Robinson is also leading the Cambridge Primary Review (CPR) South Central Regional Network. There are eight CPR Regional Networks throughout England, which were set up in response to the positive feedback from schools, local authorities and other educational organisations to the Cambridge Primary Review report. The networks have a limited amount of funding from Esmée Fairbairn to run for two years in the first instance. The establishment of the networks comes at a time when schools have exciting opportunities to develop their work with, what appears to be, less prescription from government. The networks are primarily aimed at encouraging schools, local authorities, universities and other educational organisations to work together to develop areas of the curriculum in the spirit of the CPR, to share good practice and to empower teachers. The South Central Regional Network includes, although is not confined to, Sussex, Brighton and Hove, Hampshire, Oxfordshire and Wiltshire. Our network is specifically looking to develop case studies of innovative and evidence-based practices in schools which empower learners and teachers. To find out more about the CPR networks visit <http://www.primaryreview.org.uk/>

The CPR South Central Regional Network is in its very early stages. A conference to celebrate the launch of the network will be held on 10th March 2011, 2-5pm in Asa Briggs. Robin Alexander will be speaking at the conference. Details of the conference will be sent to staff early in the New Year.

In conversation with Peter Coyne



Peter Coyne discusses some of the issues facing Information Services with Keith Turvey, as library services are influenced more and more by online innovations.

Keith: Good morning Peter and thank you for your time. It's a good opportunity to discuss developments in library and information

services and I'd just like to start with asking you to reflect on some of the changes you see happening in the way that students use the library to support their work.

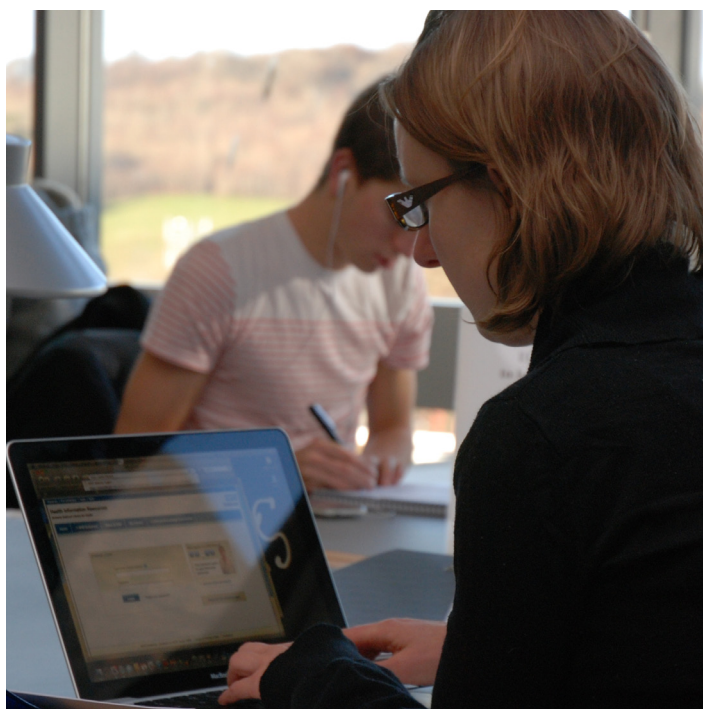
Peter: *The major change has been the ubiquity of online access and how that's changed people's access to information but also their behaviour. Through Google, people have access to literally millions of web pages and texts online, which is empowering in many ways. Whereas before the librarian was perhaps more of a gatekeeper, now students have many more options and a significant number don't actually see the need to visit the library. Similarly there's research to show that researchers are also visiting the library less. So in a sense libraries are in competition with Google in providing access to information, and students have been shown to display a high degree of trust to the Google 'brand'. The issue with this is that students are not always aware of how the quality of information varies. So much of our work has been to take a step back and try to make colleagues and students aware of this issue, and encourage working with the library to use more appropriate sources. That's not to say Google is a 'bad' source of information - it's just that users need to know its limitations for academic work.*

Keith: What other issues have you noticed in terms of impact on behaviour and use?

Peter: *Well another issue coming from the whole Google revolution I think relates to people's expectations. There's a simplicity and ease associated with Google, whereas historically library systems have been very clunky, and it may take a little longer to find what you want. Studies show that when users are looking for information they evaluate websites in a fraction of a second, and if they're experiencing frustration, they will quickly look elsewhere. So we're looking at ways to streamline our systems whilst also trying to promote the skills needed to make more effective use of the library and its systems; essentially to tell students why they need to look at library-based resources, and not rely on Google. In fact we've been doing some work recently with the School of Education and programme leaders like Richard Wallis to try and develop students' critical understanding of the way they use information and the different types of information from Wikipedia to online peer-reviewed journals.*

Keith: It's interesting this divide you described before between the physical library and the virtual library that is the World Wide Web. Those students and researchers that do make use of the library, what are some of the traditional ways you continue to support their work?

Peter: *Well access to books, journals and support through the enquiry desk are the core of what we do. But there's also weekly workshops about how to make effective use of various resources. So getting people into the library to make use of the face-to-face services is vital. Another approach is through the range of induction sessions that we run where the aim again is to increase effective engagement with the resources in the library. We've done some interesting work with course leaders in the School of Education looking at the patterns of borrowing and library-use amongst education students. It's interesting that what you see when looking at data is that a small group of borrowers at the top of the table have taken out 20 books over the course of the year and there's a long*



New technologies and traditional approaches to research used side by side in the library



tail of users who haven't taken out any books. The early data I've looked at reflects the Pareto principle where 20% of your users account for 80% of your use. Then you have a 'long tail' of more 'regular' users. I'm interested in looking at how the lower-volume users use information; whether it's something we need to address, and how to do so.

Keith: So are these findings something you feed back to students through induction?

Peter: Yes, definitely. So using inter-library loans as an example, I talk to students about how when I was a student like many, I often had the approach that as long as I can find something that is of general relevance immediately then that will be preferable to coming in to the library and requesting an inter-library loan. I explain that's fine but you're selecting the knowledge and information that goes into your work on its immediacy and perhaps not its quality or relevance. So yes I use this example to encourage them to make that bit of extra effort and use the inter-library loan. Again I think by the third year of the course they make more use of this service but we want to encourage students to see the benefits to their work earlier on in their courses.

Keith: Yes, I suppose there are lessons here too for students about managing their time to allow for the selection of appropriate resources, but also for us as lecturers setting deadlines that enable enough time for reflection on the quality and relevance of the information they select. OK, in terms of web-based resources and changing tack now, what resources would you draw researchers' attention to?

Peter: Mendeley is a very interesting tool now available online. You can use it to create an individual profile and then link to other researchers. It enables researchers to share work, interests and papers across international boundaries. So it provides new levels of connectivity which could potentially help researchers to think outside of their key areas and forge interesting collaborations. It's still early days though and whilst I understand you can upload various papers and articles, there are issues about copyright there

Keith: Yes. What other tools do you think we could be making more use of perhaps in research?

Peter: RSS feeds are very useful I think. So if a researcher is interested in five particular journals. Rather than checking the journals periodically, RSS feeds push stuff which is relevant to you onto your desktop, turning the process on its head and keeping you up to date with what's current. I must say though what we're keen to do is to bring researchers back into the physical library space as well. In recent years we have seen a disconnect between libraries and the research community as they explore other web-based options, but also I think research has shown that researchers often see libraries as an undergraduate space.

Keith: How do you think this issue can be addressed?

Peter: Well there are initiatives. Sussex University have opened up a researcher space inside the library which is glass-proofed, with a soft-seating area for researchers to meet and network. So you have an environment within the library that's dedicated for this purpose. At Falmer, we run a series of workshops for researchers and as you know there's the REF, and so we're trying to examine the issues around bibliometrics and impact factors and citation indexes.

Other initiatives, of course we have StudentCentral but we have been discussing whether we need something similar for researchers. So there's really many different approaches from the online resources and workshops on the technology side, but also the physical side which I feel is very important too. It's really about connecting all of these; simplifying this aspect to make it more appealing and user-friendly.

Keith: OK Peter. Many thanks. It's been really interesting talking with you. You have given us a useful insight into the issues we all face and plenty of food for thought.

From Municipal Training College to University School of Education



Suzanne Hyde reflects on the Centenary Research Project, which has been carried out during the School of Education's centenary year.

Note: this article is adapted from a presentation made to the School of Education Centenary Conference, Visions and Voices.

The task: finding and leaving a trace of the School of Education

In September 2009 I took up a part-time contract as Research Fellow for the Centenary Year of the School of Education at the University of Brighton. My remit was to work in parallel with colleagues who were already engaged in the planning and delivery a series of events to mark the Centenary Year, culminating in an end-of-year Centenary Conference, Visions and Voices. The research process involved the collection, organisation, analysis and generation of material that illuminated the history of a Municipal Training College and an institutional journey from Municipal Training College to College of Education through to Polytechnic and now University School of Education.

In common with many other Universities there is no official overall University, or in this case too, departmental archive. I set out to find and leave a trace, through approaches to local and national archives, and begging and borrowing materials from previous and current students and staff.

My other goal was to generate new material - through filmed reminiscence interviews with 50 students and staff, including colleagues currently working in local schools and informal provision for young people. Edited highlights of the film material were played in the temporary exhibition staged for the Centenary Conference, themed into five films: student memories, staff memories, partnership, research, and visions for the future. The film process involved a partnership between myself asking the questions and a colleague, Sina Krause, doing the filming.

Although I have worked with the University of Brighton in a direct and indirect research capacity since 2003, I was a relative outsider to the School when embarking on this project. I had a background in Social Anthropology and Life History work and was used to taking the role of the 'professional outsider'. I have spent much of the year listening to colleagues reminisce about previous practice and ruminate on hopes for the future, as well as being immersed in photographs, press cuttings, magazines, and minutes of official meetings of the day. As a result, I now find myself saying 'we' instead of 'you' when I talk about the history of the School.

The topic: revealing official, unofficial and contested histories

Beyond the School history, our emerging archive tells a story of wider social, cultural and political continuity and educational change. Continuities include concerns about Government inspections since the 1930's. The international dimension to School life including a rich diaspora of student and staff activity is there for us to see across our history. There is much evidence within the archives of what we today call 'partnership working', with student placements, teaching practice and a range of formal and informal relationships with local providers for children and young people documented in a range of written records and remembered in filmed interviews.

Within the material gathered, we can see different types of histories in evidence. Official history is present in the minutes of meetings and in the official photographs that were part of College life until the mid-1960's. We can see evidence of unofficial histories and the everyday rituals of College practice in many of the unofficial photos and in the memories of time, people and place in the filmed reminiscence interviews.

Changes in practice include the type and content of curriculum offered, from developments in undergraduate curriculum through to the addition of early years practice, youth work education, PGCE,



Brighton Municipal Training college class of 1909-1911

MA, EdD and PhD study sitting alongside the type of teacher education the college set out to offer when it opened its doors in 1909. The College saw over forty years of women-only provision after male students and staff left for war in 1917. The move to Falmer in 1964 coincided with a period of massive social change that for the College meant the return of male students, an increase in mature students, as well as a range of student protests and sit-in's. Recently, staff and students have been party to the move into the new Checkland Building at Falmer, now home to all of the components of the School of Education.

Throughout the emerging archive there is evidence of contest and debate. A review of a local newspaper, the Brighton Herald (held at Brighton History Centre) reveals coverage of the setting up of the Municipal Training College in 1909 including some strong objections to the opening of the College on the basis it was a waste of rate payers' money, and would be raising expectations of employment for many trainee teachers likely to be unable to find work on graduation. Press coverage and minutes of official meetings (held at University of Sussex, Special Collections) document lively discussion, debates and campaigns from the 1970's about whether the College of Education should have merged with Brighton Polytechnic or the University of Sussex, with many colleagues at the time arguing for the latter.

The filmed reminiscence interviews with colleagues and school and community partners were largely positive, polite and politic. Although there are silences and absences within our emerging archive, I have attempted to conduct a critical research journey - what we presented at the Conference was a small sample of our emerging archive that honoured the purpose of the event, namely a day for reflection and celebration.

Reflections on the conference

The temporary conference exhibition that we erected in the foyer of the new Asa Briggs lecture theatre contained a range of material culture (press cuttings, photos, magazine articles etc) organised

by the decade and by topics (including, changing faces, changing places, theatrical productions, Jubilee celebrations, Centenary celebrations).

In addition, we displayed photographs taken in local schools in the 40's and 50's - schools that hosted student teacher placements. The photos show the marking of key rituals in the school year such as harvest festivals, school sports days and plays. We asked, 'is this you?' as although most schools were named, in most cases individuals were un-named.

We included five TV sets, each showing memories and reflection on different aspects of College life.

The exhibition acted as an aide-memoire as people remembered time, people and place together. One student who said he was on his 'third time of being here' pointed to a picture of Eastern Terrace and said 'that was my hall of residence in the 80's' (years after the day to day life of the college had relocated to Falmer). Another colleague realised that the old College is next door to where he lives today.

I received a phone call a few days before the exhibition from a woman who said she had knowledge of the College on the seafront so I invited her to the conference. When I finally got a chance to sit and chat to her, she said that her mum had been a student at the college in 1917! She had brought some memorabilia for me and we looked to see if we could see a photo of her in the student magazine of the period. Sadly we couldn't find her amongst the few images we have from the early part of College history.

I was keen that we use the opportunity to generate new material for our colleagues in the future as well as a chance to reflect on the past. The conference poem and cartoons will go into our emerging archive, as will photographs and all the associated memorabilia from the conference.



Staff and students - Centenary Year 2010

Saying hello to the future

A key aim of the research journey has been to look forward and back and to add to our trace, actively saying 'hello to the future'. A central emotional feature of my journey through collecting and attempting to understand and articulate a sense of the history of the School has included the notion of listening to history and actively wanting to talk to future colleagues who may be reviewing the School in 2059 for their 150 year celebrations. This was born of my experience of uncovering material gathered for the 1959 School of Education Jubilee Celebrations where previous colleagues had brought together photographic and other representational evidence of 50 years of School history.

Just as I and others have subjected to scrutiny the documents, photographs, press coverage, magazines and other material culture of the day, we will be under similar scrutiny. In looking at the wonderful photos across the years - the changes in hairstyles, clothes and fixtures and fittings of place - at the 150 year celebrations in 2059, what will colleagues make of us? In reviewing the filmed interviews as well as paying attention to what colleagues and alumni were saying, I noticed the books and files on the bookshelves in colleagues offices and wondered whether 50 years further into the digital age these may look like strange ancient artefacts?

In order to leave a trace, we are currently in the process of digitalising a portion of the material gathered so that we can tell and illustrate parts of our history online. In the future this might include using the images for permanent exhibition - imprinting a trace of ourselves on the Checkland Building.

There is certainly scope for more activities that enable us to learn from our past and to capture our present for future generations of educators and students.

The physical material will be housed in the Education Research Centre for now unless and until a central University archive is developed. Copies of the five edited films will be archived at the Screen Archive South East and copies will be available on loan from Falmer library from the end of January 2011.

At a recent departmental seminar I presented some of the issues raised in the research journey and asked questions about 'what is our history good for?' As colleagues consider the implications of the recent White Paper on Education (The Importance of Teaching, November 2010) and await more announcements on teacher education in the New Year, I thought it was important for us to reflect on if and how an understanding of institutional histories and the biographies of those who have passed through the institution might help us to negotiate the next phase.

I have proposed some ways in which the material could be taken forward - there is certainly scope for more activities that enable us to learn from our past and to capture our present for future generations of educators and students. As my contract draws to a close I am still working on progressing funding for a follow-on project that might allow us to add depth and breadth of understanding to our institutional history and in turn, our future. I am also going to continue with my own research around the material.

Donations of memorabilia or memories are still welcome. What might seem trivial, ordinary or boring to you including reports, magazines, flyers, anything that might have been gathering dust - might seem like fascinating time pieces in 50 years.

I would like to take the opportunity to offer a heartfelt thank you to all who have contributed their memories and memorabilia and to those colleagues who have supported me in this research process. And a big thanks to our colleagues who collected so much wonderful stuff for their jubilee celebrations in 1959 and to Mr Brent who wrote a short history of the College in the 1960's - I have plagiarised you shamelessly.

References:

Brent, C. E. (1968) *Almost Sixty Years of Teacher Training: a short history of Brighton College of Education*, Education Committee for the County Borough of Brighton

Conferences

British Early Childhood Education Research Association (BECERA)

Inaugural Conference
23 - 24 February
Midland Arts Centre, Birmingham

British Educational Research Association (BERA)

6 - 8 September
Institute of Education, London

European Conference on Educational Research (ECER)

12-16 September
Freie University, Berlin

School of Education events

Celebrating Writing - Book Launch with Jackie Hannay and Maggie Carroll

With contributions from other School of Education authors
2 February, 5-6.30pm

Cambridge Primary Review Conference

With Professor Robin Alexander
10 March, 2-5pm
See Update on page 14, this issue

School of Education Postgraduate Student Conference

18 June, 9-5pm

Annual University of Brighton Learning and Teaching Conference

15 July, 9-5pm

ERC seminars

A series of seminars has been planned with invited speakers, which take place at the School of Education, 5-6.30pm:

19 January

Enhancing Professional Learning in Teacher Education, with Keith Turvey and Brian Marsh

16 February

Young Children's Learning and Digital Technologies, with Professor Lydia Plowman, University of Stirling

2 March

Curriculum Making: subject imaginations and curriculum narratives with Professor David Lambert, Institute of Education London, and Dr John Morgan, Bristol University

23 March

Body and Soul: Avril Loveless, Suzanne Hyde and Jen Colwell focus on the narratives of creative practitioners who teach

12 May

Creativity in Education, with Professor Christine Hall, University of Nottingham

Congratulations to Colin Lawlor who was successful in his EdD viva recently. He will soon be Reverend Dr Lawlor! Congratulations, are also due to Carlyne Jacobs, who has been awarded her EdD after a successful viva. Well done Carlyne and Colin!

British Early Childhood Education Research Association (BECERA) is a new independent organisation for early childhood practitioners, researchers and practitioner researchers working in the British Isles who want a space to meet, enquire and discuss issues relevant to their work with young children and families. The inaugural conference will be held in Birmingham in February 2011 and is focused on methods, knowledge and participation.
<http://www.becera.org.uk/>

Dr Sandra Williams gave a paper: 'Rupturing the Past: disturbing family relationships in Hugh Scott's Why Weeps the Brogan' at the 17th IBBY/NCRCL MA Children's Literature Conference: 'Conflicts and Controversies' held at Roehampton University on 13 November 2010.

David Baboulene is a new MPhil/PhD student. His research focuses on how stories work. He is particularly interested in developing an objective method of evaluating the quality of a story through measuring the presence and extent of subtext. He has also recently had a book published in this field. Click on the book cover for more details.

Back copies

Back copies of R.Ed can be viewed online at:

www.brighton.ac.uk/education/red

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Research in Education

University of Brighton
1909-2009
A century of learning

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Notes for contributors

We are now looking for contributions for the next issue Vol.3 No.2, which will be published in July 2011. Contributions should be sent to Sylvia Willis by 19 May, 2011 at:

sylvia.willis@brighton.ac.uk

Short pieces should be approximately 1500 words, and longer pieces between 2500 - 3500 words.

If any article contains photographic images of people or children please ensure that you have their consent for publication on the web.

Harvard referencing conventions should be followed.

Copyright for all published articles remains with the author. By submitting to R.Ed authors acknowledge that all submissions are their own work and that all sources have been acknowledged.



University of Brighton

School of Education

“Young teacher, look 20 years ahead.
Have the confidence to risk and even fail
Rather than be outstanding inside a
template that makes you stale.
Change will change and change and
change in this, the oldest profession.
To teach is to learn and vice versa. Here
endeth the lesson.”

Extract from our centenary conference poem
'Impressions of the day' by Gareth Calway.

Read the full poem here:
www.brighton.ac.uk/education/conference