1. Barbara moves on!

We are already keenly missing Barbara Zamorski’s input on the MA Education and within CARE, as she made the decision to retire from full-time employment earlier this year. Barbara has worked with immense dedication, insight and imagination on all the varied activities she has undertaken within EDU and CARE over a period spanning more than twenty years. A respected researcher beyond UEA, Barbara initiated and led the European Educational Research Association (EERA) ‘Research in Higher Education’ Network, co-ordinating with convenors in six European countries. She has conducted many innovative research projects, including the HEFCE-funded Research-led Teaching and Learning Higher Education, where she trained and employed third year undergraduate students as part of the research teams. This project continues to have a great impact on UEA’s efforts to develop research-led teaching today. More recently, Barbara is often to be found – especially over the summer period when the rest of us had disappeared – discussing and supporting international students on the MA Education as they worked to complete their dissertations. In her approach to teaching and learning, Barbara certainly practised what she preached and responded to her students’ diverse needs to ensure they got as much as possible from the course.

We would like to wish Barbara all the very best for a happy retirement from full-time work and thank her for all her energy and efforts over the years in building the CARE community and research profile. We hope that she will now have the time and space to follow through with all those ideas for future research and writing - and some time to enjoy that long awaited cruise too!

2. Doctoral successes!

Congratulations to the following doctoral students who successfully passed their degree and graduated this summer. If you would like to read their theses, please contact Dawn for the key to the cupboard.

Dheeba Moosa PhD
Exploring action research as a tool for improving English language teaching (ELT) in the Maldives: potential and constraints.

Patrick Joseph Kavanagh EdD
Disclosing the reality and conflict of 21st century policing: an analyst view

Ma-Theresa Cunanan HKPhD
Dividing classes: segregation of the ethnic minorities in Hong Kong schools.

Kimin An PhD
The focusing-orientated approach applied to couple therapy.

Michael Collins PhD by Pub
Spiritual emergence and spiritual emergency: The complementary relationship between doing and being in the transformative journey from crisis to renewal.
Lee Christopher Beaumont  EdD
PE teachers’ and pupils’ perceptions of the delivery of health-related exercise in physical education.

Christine Harrington  PhD
The space between: performance, the body and scholarship.

Marios Ioannou  PhD
Conceptual and learning issues in mathematics undergraduates’ first encounter with group theory: A commognitive analysis.

Makiko Mikuni  PhD
‘My soul needs to be washed’: an explanation of the basic encounter group in Japan.

Claire Nicola Meade  EdD
Catching the learning: A case study of a youth and community project

3. Poster competition

We are delighted to report that two doctoral students from the School of Education and Lifelong Learning won awards in this competition. Every year, an exhibition showcasing doctoral students’ research takes place at the Forum. Congratulations to Gina Lontoc – Identity and writing: A road less travelled, awarded 1st place, and Maria Papaefstathiou – Elite child athletes’ welfare issues in Cyprus track and field sport, awarded 2nd place.

4. New publications by CARE members

Alan Rogers has just published (with Brian Street, Visiting Professor at UEA) a new book Adult Literacy and Development: stories from the field Leicester: NIACE. It is available in paper format, as an e-book and on Kindle. He also has contributed a chapter entitled ‘Rhetoric and implementation: the folk high school tradition and the folk development colleges of Tanzania’ to a forthcoming book edited by Ann-Marie Laginder, Henrik Nordvall and Jim Crowther Popular Education, Power and Democracy: Swedish Experiences and Contributions (Leicester: NIACE).

Kathleen Lane has just published an article with Penny Lamb and David Aldous: Enhancing the spaces of reflection: A buddy peer-review process within Physical Education Initial Teacher Education. European Physical Education Review. (forthcoming) – this is an output from the Teaching Fellowship that Penny, Kathleen and David held, 2010-2011, on promoting self-reflection among PE trainee teachers.

Aisha Al-Thani has published an article based on her PhD research: Aisha Al-Thani & Judy Moore (2012): Nondirective counselling in Islamic culture in the
Middle East explored through the work of one Muslim person-centered counsellor in the State of Qatar, *Person-Centered & Experiential Psychotherapies*, 11:3, 190-204

5. Academic Visitors

**Dr. Tesfay Tsegay**, Assistant Professor and Director of the Research and Publication Coordination Office, Ethiopian Civil Service University, will be based in CARE from September 2012 to February 2013. Tesfay will be mentored by Anna Robinson-Pant and will be working on academic literacies, so linked with the Literacy and Development Group. Tesfay explains that: ‘I am coming to write books on University Writing for Ethiopian students (both undergraduate and postgraduate). In doing so, I would like to incorporate the ideas of academic literacies into my writing. This would, I think, make my contribution pragmatic and of importance to the needs and challenges of students of varied first languages using English for academic and professional purposes’. Tesfay also presented a paper with Anna (‘Academic literacies in transition or collision?’) at the BAICE Conference at Cambridge as part of the Literacy and Development Group Symposium on ‘Literacy, Texts and Migration’.

**Professor Alan Rogers** is currently working with Professor Abedi in Iran on a research project into agricultural extension and non-formal education. Professor Abedi’s visit to CARE has been postponed until mid 2013.


Lawrence Stenhouse was the founding Director of the Centre for Applied Research in Education from 1970 until his death in 1982. At CARE Stenhouse created a team who forged new directions in curriculum research and practice that attracted a wide following in this country and internationally.

The book, edited by UEA/ CARE Professors John Elliott and Nigel Norris, contains articles on different aspects of Stenhouse's work by distinguished curriculum researchers and theorists, who knew Stenhouse and acknowledge his influence on their own academic work. In addition to contributions from the editors there are articles by Professors Mary James (University of Cambridge), Richard Pring (University of Oxford) and Ivor Goodson (University of Brighton). The book also includes Stenhouse's Inaugural Lecture as Professor of Education at UEA, entitled ‘Research as a Basis for Teaching’.

Over 25 invited overnight guests, who had worked with Stenhouse or been influenced by his ideas attended a dinner, and two-day programme of seminars, to which the academic staff of EDU were also invited. Each contributor to the book presented material from their articles on the first day, while on the second day written statements from those in attendance formed the basis of discussions about the relevance of Stenhouse's work to-day. A document containing these statements and participants’ experience of the event is being prepared for distribution and will be made available on the EDU website.

The contributors to the book are also contributing to a Keynote Symposium on the work of Stenhouse at the Annual Meeting of The British Educational
Jean Rudduck

7. Teaching Fellowship News

Kathleen Lane’s and Judy Moore’s teaching fellowship project, February-July 2012, looked at the impact of counselling on undergraduate retention and student experience at UEA. In early May, they read a work-in-progress paper at the research conference of the British Association of Counselling and psychotherapy; in July, Judy presented the findings at the conference of the World Association for Person-Centred and Experiential Psychotherapy and Counselling. The final report on the teaching fellowship was submitted on 31 July. The project has been extended in a second, six-month phase in order to explore in greater depth the experience of undergraduates in Humanities at UEA.

8. UNESCO Education for All

In celebration of the tenth year of the Education for All Global Monitoring Report, the UNESCO team have invited guest bloggers each month to contribute their thoughts on progress towards the Education For All goals and ideas about what goals might be set post-2015. To mark International Literacy Day on September 8th, Anna RP was invited as a former member of the advisory group for the 2006 EFA Global Monitoring Report, Literacy for Life to reflect on global progress on adult literacy and to consider how to formulate a successful literacy goal after 2015. The current goal of achieving a 50% improvement in levels of adult literacy by 2015 has been the most problematic of the six Education For All goals. You can read Anna’s contribution - ‘Literacy: let’s listen to what adults want to learn’ - on the UNESCO World Education Blog.

Jean Rudduck

“The Gate” by Christine Fox

Presented by Jean Rudduck to the School of Education in memory of Lawrence Stenhouse

Jean Ruddock wrote:

“This sculpture, The Gate, I give to the School of Education in the University of East Anglia, in memory of Lawrence Stenhouse, Director of CARE since its foundation in 1970, and Professor of Education.

Christine worked on the sculpture, knowing Lawrence and something of his life, talking with John Elliott about him, and with a photograph pinned up on her studio wall! To me that sculpture captures the intense struggle of his life and work as he battled for intellectual freedom for children, teachers and researchers. For me it is a statement of triumph and optimism - but the forces of opposition are there.”
9. Montessori Parenting Classes

Teresa Belton (lead investigator) and Kathleen Lane are evaluating the parenting classes run by Montessori as part of a national pilot of parenting classes. The first two classes ran in June-July. Montessori resumes its parenting classes in September.

10. New Project: EHISTO (European history crossroads as pathways to intercultural and media education)

Terry Haydn has obtained EU funding for a project across five countries (University of Augsburg, lead organisation) on the reception of history in popular media. Kathleen and Teresa will provide research for UEA’s input on the two-year project which begins in October.

11. Women’s Literacy Campaign

As part of a small team called the UK Literacy Working Group, CARE members Anna Robinson-Pant, Alan Rogers and Brian Street (Visiting Professor) have contributed to writing an advocacy document published by NIACE (National Institute of Adult Continuing Education) and coordinated by Jan Eldred. The booklet is called ‘Women’s Right to Literacy: Advocating women’s right to access learning literacy through international development’ and marks the beginning of a campaign to call on national governments and donor agencies to prioritise resources for women’s literacy programmes.

12. News from CARE members

Alan Rogers reports: I am visiting South Africa at the request of the Ministry of Labour to participate in a meeting on the development of skills training for adults with a view to including literacy learning into the skills training programme and in the accompanying national skills qualifications framework. I aim to outline the work being undertaken by UNESCO with the government of Afghanistan on a skills development programme with literacy which is being developed alongside the national adult literacy programme, especially with the Afghanistan police force. While in South Africa, I will be visiting the Universities of Cape Town and Western Cape, giving seminars on ethnographic approaches to adult literacy learning. In September, I will be re-visiting Afghanistan for consultations on the skills development with literacy and the police literacy programme. I shall also be visiting Juba (South Sudan) where the new government is planning a national adult literacy policy at the request of UNESCO to help develop a similar approach in that country with a national adult literacy learning programme and a parallel skills development with literacy programme.

Terry Haydn has been awarded a grant of £3,000 as part of the Holocaust Education Development Project funded by the Pears Foundation and DfE. Together with Kathleen Lane and Teresa Belton, he has also been awarded a grant of approx 60,000 Euros as part of an EU-funded (Comenius) project, ‘E-HISTO’.
Anna Robinson-Pant gave the key note speech on ‘Empowering women: is education the key?’ at the British Federation of Women Graduates’ (BFGW) Annual Conference. The conference was attended by around 100 women from a diversity of professions and was held at Wymondham College this year. The BFGW promotes women’s opportunities in education and public life; works as part of an international organisation (IFUW) to improve the lives of women and girls and fosters local, national and international friendship. They would welcome new members in this region – please see their website for further information (www.bfwg.org.uk) or contact Joan Wheatley: wheatleyjoan@yahoo.co.uk.

Anna facilitated the annual BAICE-funded Compare writers’ workshop with Nitya Rao in Cambridge on 7th September. Miriam McGregor provided excellent logistical support beforehand and on the day. This year the workshop was intended primarily for PhD students, in order to coincide with the BAICE conference. Twenty participants attended and the workshop focused on writing up PhD research in a form suitable for Compare journal.

Anna and Nitya Rao organised a symposium at the BAICE conference on ‘Literacy, Texts and Migration’. Papers were presented by Nitya, Anna, Marriott Ngwaru (Aga Khan University, Tanzania), Tesfay Tsegay (Visiting Academic CARE), Brian Street (Visiting Professor CARE), Priti Chopra and Bryan Maddox (DEV).

Teresa Belton continues to work (with Kathleen Lane) on the evaluation of the Parenting classes being offered by Montessori in the London borough of Camden as part of the government’s CANparent trial. She is also working on her book, Embracing Tomorrow: making our way to happier lives in a more sustainable world, hoping to finish it by the end of the year. Teresa is the campus unions’ Sustainability rep, whose activities include attending meetings of the university’s Environmental Management Strategy Implementation group.

Kathleen Lane has been recruiting patients to the AHP-based clinical trial on supported communication for aphasic stroke patients (SCIP-R). In July Kathleen read a paper, ‘Age is no barrier to the expertise of stroke survivors’, at the annual conference of the British Society of Gerontology held at Keele University; the paper discussed the methodology of including service-user views in the
intervention development. At the end of August, a ‘refresher’ session on the key principles of SCIP-R was held for staff participants in the rehab unit of the Norwich Community Hospital.

Nick Gee delivered a paper at the Space, Place and Social Justice in Education conference, sponsored by Ethnography & Education and hosted in July at MMU. His paper, based on ethnographic research, discussed the role of space and place in shaping temporary community sentiments amongst trip participants during residential fieldwork.

He has also had an article that considers evolving teacher-student relationships during residential fieldwork accepted for publication in the journal Learning, Culture and Social Interaction. This article also draws upon ethnographic research from his doctoral thesis.

John Gordon has written a paper on teacher knowledge: ‘More than canons: teacher knowledge and the literary domain of the secondary English curriculum’, in Education Research (NFER) (issue to be confirmed): this has led to the offer to write a chapter in a book (NFER/Routledge) on knowledge of English teachers.

Congratulations to Esther Priyadharshini on her promotion to a Senior Lectureship this summer. Esther and Penny Lamb presented a paper on ‘The conundrum of cheerleading’ at the International Sport and Society conference held in Cambridge at the end of July.

13. University of East Anglia hosts International Children’s Spirituality Conference

The 12\textsuperscript{th} International Conference on Children’s Spirituality was held at UEA from July 1\textsuperscript{st} – 5\textsuperscript{th} in the Thomas Paine Building. Hosted by the School of Education and Lifelong Learning, the conference is held annually in universities around the world and conference convenor, Dr Jacqueline Watson, was delighted it was held this year at UEA. Eighty delegates attended from the UK, Hong Kong, Australia, New Zealand, USA, Canada, Norway and Ireland, and the conference was also supported by UEA students from EDU’s PGCE, BA, PhD and EdD programmes.

The theme of the conference, which was partly inspired by the London 2012 Olympic Games, was ‘Spirituality and Physicality: Crossing Thresholds’, enabling keynote and seminar speakers to present research and workshops on a wide range of topics including sport, counselling, the environment, religious education, and Eastern practices, all in relation to the nurture and development of the spirituality of children and young people in education settings. Dr Jacqueline Watson, from the School of Education and Lifelong Learning, said:

“In England, all schools and teachers are responsible for the spiritual development of students, and globally academics and practitioners in education, health and social care are increasingly interested in supporting the spirituality of children and young people. But this is a challenging and sometimes perplexing field, relating to but broader than the religious, and strongly related, for instance, to spiritual concern with the natural
environment. The conference invited academics, teachers and practitioners to share ideas about relationships between the spiritual and the physical and how these might be developed to transform the lives of children and young people.”

Keynote speakers were drawn from PE and Sports, Counselling, and Spiritual and Religious Education, all areas of research within EDU. Dr Peter Campbell, from the Institute for BioSpiritual Research in the USA, was unable to attend the conference but gave his talk in the Thomas Paine Lecture Theatre through Skype, ably supported by fellow counselling academic, John Keane, from Ireland. Professor Ursula King, from the University of Bristol, who has written extensively about our human spiritual potential and its current essential links with science and the environment, presented her lecture in the Weston Room lecture theatre at the Norwich (Anglican) Cathedral. Dr David Brown, from Cardiff Metropolitan University, explored opportunities for spirituality in Physical Education and Sports, and Rev Dr Ann Trousdale from Louisiana State University, USA, who is also co-editing a book, Global Perspectives on Spiritual Education, with the conference organiser Jacqueline Watson, spoke about the importance of embodied spirituality for children and young people.

Delegates had the opportunity to visit local places of interest including the pilgrimage site of Walsingham, the Shrine of Julian of Norwich and Norwich Cathedral, and the Ringsfield EcoCentre, which, in sympathy with the conference objectives, aims to further spirituality, imagination, compassion, creativity and wonder, as well as community and celebration, and specialises in allowing children space for contemplation of the natural world and reconnection with self and others. The conference also included a guided tour of the Sainsbury Centre for Visual Arts, Shiatsu taster sessions provided by members of the Shiatsu College Norwich, and opportunities to walk the UEA Santa Rosa Labyrinth.

The event was organised by the School of Education and Lifelong Learning in conjunction with the Centre for Spirituality and Religion in Education, and with further support from the Centre for Counselling Studies. The conference organisers, Linda Rudge, Director of the Centre for Spirituality and Religion in Education, and Dr Jacqueline Watson wish to thank all those who contributed to the success of the conference, and wish to especially thank the Keswick Hall Trust for its support. Please go to the Centre for Spirituality and Religion webpage for keynotes and videos.