



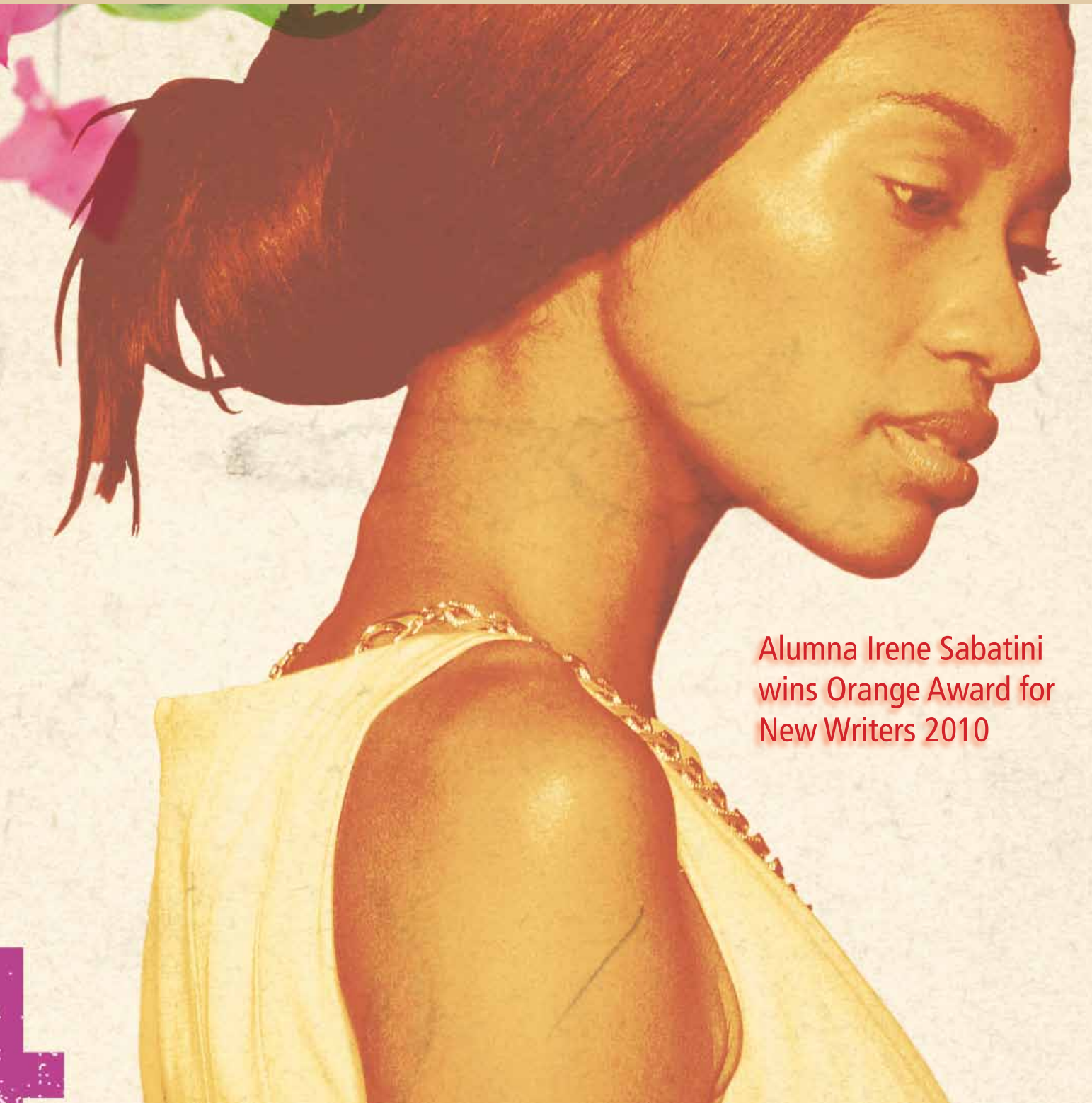
Leading education
and social research
Institute of Education
University of London

alumni life

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editor: annie lahellec



Alumna Irene Sabatini
wins Orange Award for
New Writers 2010

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Autism trial improves communication between mums and children

A social communication intervention in preschool children with autism improves parent-child interaction, but does not deliver clinically significant benefit in autism symptoms.

Autism is a severe developmental syndrome affecting about 1 percent of children and resulting in an annual UK cost in childhood of £2.7 billion – higher than asthma or diabetes. Effective early intervention is an international health priority. PACT (Preschool Autism Communication Trial) is by some way the largest autism treatment trial of its type yet undertaken internationally. Through it, IOE academics and others aimed to provide a stringent test of a parent-child communication-focused intervention in children aged 2 years to 4 years and 11 months with diagnosed autism.

The rationale behind the PACT intervention was that these children would respond with enhanced communicative and social development if parents were able to adapt their communication to their child's specific impairments. After an initial orientation meeting, families attended fortnightly two-hour clinic sessions for 6 months followed by monthly booster

sessions for 6 months (maximum 18). Between sessions, families were also asked to do 30 minutes of daily home practice.

The PACT intervention led to improvements in the timing of parents' communicative interactions with their child and the amount that children communicated using speech and gestures when playing with their parents. Parents also reported improvements in their child's language abilities.

This study adds to the positive evidence base for preschool interventions for children with autism that focus on improving children's social interaction and communication, and that also offer support to parents following a diagnosis. However, in line with other recent studies, these improvements did not lead to a reduction in the severity of autism symptoms. This difficulty in generalisation is a challenge for clinicians and researchers in trying to improve interventions for this disorder.

For full article and comment download the pdf by typing this link into your browser: press.thelancet.com/autism.pdf



Dr Liz Pellicano, senior lecturer in autism education, IOE Centre for Research in Autism and Education, at the IOE donors' reception last March

New survey to be launched on the 'rights and wrongs' of school choice

School choice is a topic that stirs up strong emotions and newspapers are packed with stories about admissions and appeals.

However, hard evidence on what people really think about the 'rights' and 'wrongs' of school choice has tended so far to be lacking. There have been no attempts to test in detail actual proportions of the British public supporting different controversial viewpoints on school choice.

A series of questions forming part of the 2010 British social attitudes survey will attempt to address these issues by testing public views on school choice and the moral questions surrounding it. Researchers will

be seeking answers to questions such as:

- How far do people think it is acceptable to put the needs and interests of their own children above the needs and interests of others? Do they believe their individual actions have any impact on others?
- What do people think are the most valid justifications for avoiding their local state school?
- Are the British public sympathetic to parents who 'cheat the system' when faced with tough choices over their children's schooling?
- Do parents differ from non-parents in



their views? How far is it really 'different once you have kids of your own'?

Dr Sonia Exley, who is leading the project, commented: 'The voices on school choice which dominate in the media are predictably usually those of "sharp elbowed" middle class parents. This survey will tell us reliably for the first time what the nation as a whole thinks'.

Engaging with teens to reduce energy use

Researchers from the IOE's London Knowledge Lab will be finding ways to make energy-saving 'cool', as they engage teenagers in using digital technology to change their behaviour.

The London Knowledge Lab is part of a consortium which has been granted funding worth £320K for a three-year project, 'Taking on the teenagers – using adolescent energy to reduce energy use'.

Using web-based, mobile phone and wireless sensor technology, the project will develop two digital products, one designed to appeal to younger teenagers, the other to interest older ones.

The project is the first energy efficiency scheme to engage directly with teenagers, who will be involved as 'co-investigators'. It is intended to educate, inform and empower teenagers through their active involvement as design informants, evaluators and researchers.

This information and input will be used to design the digital products and to change teenagers' attitudes and behaviours in their use of electrical appliances, with the ultimate aim of reducing energy consumption.

Initially, a story-gathering web portal will be used to discover teenagers' opinions about energy use. Some teenagers will get the

chance to attend a summer workshop, working alongside academics and experts.

The project is led by academics from the University of Central Lancashire, working with Swansea, Northumbria and Birmingham Universities, and Birkbeck College, along with the IOE team, headed by Rose Luckin, professor of learner-centred design, London Knowledge Lab.

For more information on the London Knowledge Lab [see page 6](#).



The power of music

by Professor Susan Hallam and Dr Andrea Creech

In September 2009 the Department for Children, Schools and Families launched 'Tune in - year of music', an initiative aiming to encourage children and young people from birth to 19, across England, to take part in more music-related activities during the academic year 2009/10.

The IOE undertook a major literature review to contribute to the launch of the initiative. Entitled *The power of music: its impact on the intellectual, social and personal development of children and young people*, it outlined the positive impact that active engagement in making music can have on the intellectual, social and personal skills of children and young people. For instance, in the early years it enhances aural perception, contributing to the development of language skills and subsequently literacy.

Rhythmic training can contribute to the development of those elements of mathematics related to spatial reasoning. But any more general impact on mathematics, as with the impact on general attainment, seems to be indirect and related to positive accomplishments in music, which can enhance self-esteem and confidence, leading to a more positive approach to learning and motivation in general. There are also considerable perceived benefits in relation to self-reliance, social skills, team work, friendships, and sensitivity to emotions. These, however, depend on the musical activities experienced being enjoyable and

rewarding, which depends on the quality of the teaching and the extent to which individuals perceive that they are successful.

To mark 'Tune in - year of music', we have edited a book which has contributions from 17 authors who are either IOE staff or who have very close connections with the Institute. The book is entitled *Music Education in the UK in the 21st Century: achievements, analysis and aspirations*. As the title suggests, the book celebrates the many achievements of music education in the UK, examining the current state of play in terms of the educational opportunities available, formally and informally, for engagement with music from the early years through primary, secondary, further and higher education to provision for the older generation. It also focuses on particular issues, including listening, singing, instrumental music, the role of technology, creativity, performance and assessment, provision for those with special educational needs and the ongoing training of music teachers.

In the final chapter of the book we conclude that the UK has much to be proud of in relation to its music education and that

the current provision is arguably the best in the world, making a major contribution to the strength of the creative industries, which continue to play a crucial role in the UK economy. The key to this success is the regular provision of general music classes and extra-curricular instrumental tuition in primary and secondary schools, on a weekly basis, delivered by well-qualified and enthusiastic teachers.

The benefits of engagement in music are maximized when this regular provision is supported by extensive opportunities for learners to participate in a wide range of different types of musical activities in schools and music centres. Regular, ongoing provision is further supported by opportunities for young musicians to take part in projects run by many of the UK's professional music ensembles – these opportunities have been found to be inspirational, contributing to raising aspirations amongst learners. Historical analysis shows that, when these fundamentals are not in place, musical

About the Authors

Dr Andrea Creech has held principal positions in orchestras in the UK and Canada, and subsequently was founder and director of a community music school in Ireland. Her special research interests are musical development across the lifespan, learning and teaching for older adults, and the impact of interpersonal relationships on learning and teaching outcomes.

Professor Susan Hallam is Dean of the IOE's Faculty of Policy and Society. She pursued careers as both a professional musician and a music educator before completing her psychology studies and becoming an academic in 1991. Her research interests include disaffection from school (behaviour, attendance, exclusion), learning and understanding (studying, homework, practising, the role of feedback), ability grouping, music psychology and music education.



activity disappears along with all the benefits which it brings, intellectually, personally and socially.

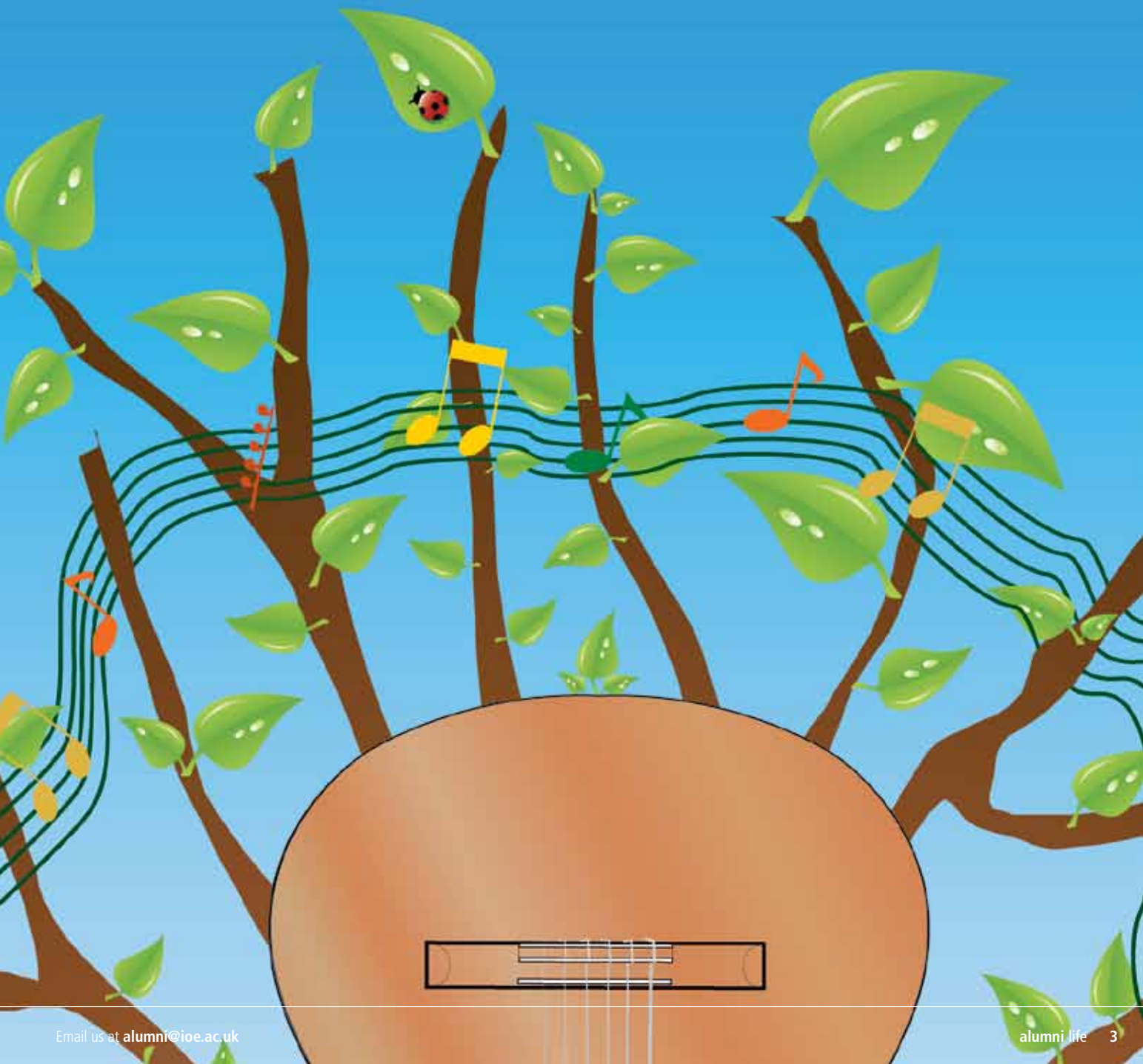
It is particularly important, in a time of economic constraint, that we do not lose the plethora of opportunities in place for individuals and communities to access the deeply enriching and rewarding experience of participation in music and the wider benefits that it can bring. The music education

opportunities that now exist across the UK comprise a most valuable resource that must be preserved and developed as part of any long-term strategy relating to quality of life for all.

For details of *Music Education in the UK in the 21st Century: achievements, analysis and*

aspirations, see pages 14 and 15. You can download the full version of *The power of music: its impact on the intellectual, social and personal development of children and young people* from:

ioe.ac.uk/Year_of_Music.pdf



Towards equal education for girls around the world

In the past 10 years more children have had better opportunities to attend school but nearly a billion people still receive little or no education. Most of them are girls and women. In April–May 2010, an international conference brought together education activists, academics, practitioners, policy makers and girls themselves to debate and develop ways to ensure a better deal for women in education around the world. Titled ‘E4 Engendering Empowerment: Education and Equality’, this innovative conference used both electronic media and participatory discussion.

The organisers, including a team from the IOE led by Elaine Unterhalter, professor of education and international development, initiated partnerships among activists, practitioners, policy-makers and scholars concerned with girls’ education.

Professor Unterhalter summarises what has been done so far: ‘Despite money invested, problems persist. There are still major obstacles in realising rights to education, in education and through education for many millions.

‘In 2009, 40 countries, with the largest complement in Africa, were considered unlikely to meet the goal of gender parity in primary school enrolments. 50 countries still have such large disparities in enrolments in favour of boys that they are unlikely to achieve gender parity in secondary education by 2015.

‘Many countries have achieved enormous improvements in gender parity in enrolment and attendance, but UNESCO analyses of attendance show that being poor, rural and a girl means that attendance in school is much less likely to be regular.’

Women’s memory better than men’s at age 50, researchers find

It is well known that girls are no longer the weaker sex academically – if they ever were. They have overtaken boys at school, and are more likely to go on to university and gain a degree.

But new research from the IOE suggests that female superiority does not end there. At age 50 a woman’s memory is better than a man’s, it seems.

A study involving more than 9,600 middle-aged men and women in England, Scotland and Wales has found that women outscored men in two verbal memory tests. Women scored almost 5 percent more than men, on average, in the first test and nearly 8 percent more in the second one.

The participants were all members of the National Child Development Study (NCDS), who have been tracked by researchers since their birth in 1958. As they were also assessed at age 16, the latest tests will help researchers to estimate the impact that exercise, diet, smoking, alcohol and depression have had on their mental abilities.

Initial analyses of the test results have shown those who exercised at least once

a month performed better on all tests, on average, than those who did not.

Non-smokers, including ex-smokers, also outscored smokers in the first of the ‘word recall’ tests, even after social background was taken into consideration.

‘Understanding the impact of behaviours such as exercise and smoking on cognitive function is vital if levels of dementia in the general population are to be reduced in the future,’ say the authors of the study, Matthew Brown and Brian Dodgeon of the IOE’s Centre for Longitudinal Studies.

‘Although measuring gender differences was not the central purpose of these tests, the differences between men and women were interesting,’ the researchers add.

‘Previous research has produced similar results but this is the first time that such a large number of middle-aged men and women of the same age have taken memory tests of this kind in the UK.’



Forthcoming events at the IOE



Languages of London
(LERU: Global Cities Seminar Series)
6 July 2010, 13:30 to 17:00

Researchers and authors will provide you with insights into the process of mapping languages of London's school children, while guest speakers will address key policy and practice issues.

For further information please contact Angharad Jones:
a.jones@ioe.ac.uk



Apprenticeships in Challenging Times
7 July 2010, 9:30 to 15:40

A London Region Post-14 network conference where a distinguished panel of expert speakers will cover the full range of apprenticeships: at higher levels, for younger students, in established industries and in newly emerging employment areas. A record of the conference debate conclusions will be published on the IOE website.

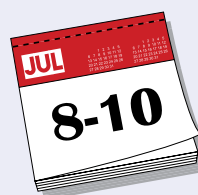
For further information please contact Richard Bull:
r.bull@ioe.ac.uk



LCLL Annual Conference: Leading learning for the 21st century
7 July 2010, 9:30 to 16:15

Participants will have opportunities to focus on ideas that enhance the learning of all children and young people, explore the role of pedagogical leadership, share innovative practice in leading learning, explore critical factors in effective professional learning and focus on ensuring and evaluating the impact of effective leadership.

For further information please contact Adrian Hall:
londoncentre@ioe.ac.uk



Changing Lives
8, 9 & 10 July 2010

This conference is aimed at professionals from across the globe including Reading Recovery teachers, teacher leaders, KS1 literacy coordinators, SENCOs, head teachers and principals, literacy consultants, primary strategy managers, university professors and literacy advocates. Keynote speakers are internationally renowned in their fields.

Find out more and book online: http://readingrecovery.ioe.ac.uk/pages/index_international_conference_2010.html

For further information, please contact Clare Fisher:
c.fisher@ioe.ac.uk



Meet winner of the Orange Award for New Writers
14 July 2010, 18:00 to 20:00

You are warmly invited to the summer reception of the alumni association, an opportunity to catch up on news and gossip from fellow alumni, staff and friends of the IOE over drinks and canapés. As is traditional, the event will be held in the Jeffery Hall (Bedford Way building).

This year our special guest will be Irene Sabatini, who has just won the Orange Award for New Writers 2010 (see feature on pages 10-11). She will read extracts from her book, talk about her experiences as a writer and answer questions from the audience. She will also sign copies of her book, which will be on sale in the Jeffery Hall.

The event is free and you may bring guests along. Please confirm attendance beforehand by emailing alumni@ioe.ac.uk or by telephoning Navneet Babbra on 020 7911 5474.

We look forward to welcoming you there.

Events are regularly updated on our website, so keep ioe.ac.uk/newsevents bookmarked for the latest details.

Future perfect?

Opened in 2004 by two influential figures in the fields of education and computer science, Professor Seymour Papert and Dame Wendy Hall, the London Knowledge Lab – LKL, also referred to as the lab – brings together more than 50 University of London researchers (one-third Birkbeck, two-thirds Institute of Education) in a purpose-designed building funded by a £6 million grant from the UK government's Science Research Investment Fund.

LKL's motto is all about 'exploring *the future of learning with digital technologies*'. Or is it about 'exploring the future of learning with digital technologies'?

Professor Richard Noss, who co-directs the lab with Professor Alex Poulouvasilis, explains that the motto was chosen carefully to allow that double interpretation. He adds that 'software design for end-users does not always prove intuitive, so it's really important to try and bring in an educational dimension.'

Researchers at the lab are subject specialists in computer science, information systems, mathematics, culture, language and communication. The mere listing of these disciplines provides an insight into the scope of LKL's research interests, which encompasses areas as varied as artificial intelligence in education, development of tools for data integration and internet-based civic activities for youth.

We interviewed a few members of the LKL community to give you an insight into their world.

Rose Luckin, Professor of Learner Centred Design

'I'm interested in what we mean by learning context. My research explores how to design and use technology-rich activities in different ways.

'My work is interdisciplinary and encompasses education, psychology, artificial intelligence and human-computer interaction (HCI).

'This reflects my own academic background, which started in artificial intelligence and computer science and has fuelled an interest in psychology and learning. I see my role in the lab as one of making the

most of the leverage that can be gained when one combines expertise from multiple disciplines towards a particular goal, such as understanding how to encourage teenagers to use energy more effectively, or how to support parents helping their children learn maths.'

Michael Young, Emeritus Professor of Education

Professor Young is currently working on a project funded by the British Academy, involving workshops on professional knowledge in Cape Town and London. 'Governments increasingly expect universities to impart economically relevant professional, rather than academic, knowledge and to form knowledge workers.

'A number of recent developments, such as easy access to specialist knowledge via the internet, are challenging the traditional authority of professions.

'The workshops are considering a range of occupations from traditional, liberal professions such as medicine, law and the Church to new professions including nursing, teaching and pharmacy. We hope they will shed light both on changes in the traditional division between academic and professional knowledge, and on the forms that professional knowledge might take in the future.'

Celia Hoyles, Professor of Mathematics Education

'My research focuses on secondary school students' conceptions of the mathematical skills needed in modern workplaces and how web connectivity can enhance the learning and sharing of mathematics.

'I'm still actively engaged in a policy agenda for mathematics, following my term as Chief Adviser for Mathematics to the UK government.

'I'm also passionately engaged with supporting the professional development of mathematics teachers at a policy and national level. I am seconded from the IOE on a part-time basis to serve as director of the National Centre of Excellence in the Teaching of Mathematics (see www.ncetm.org.uk). I believe the centre catalyses more

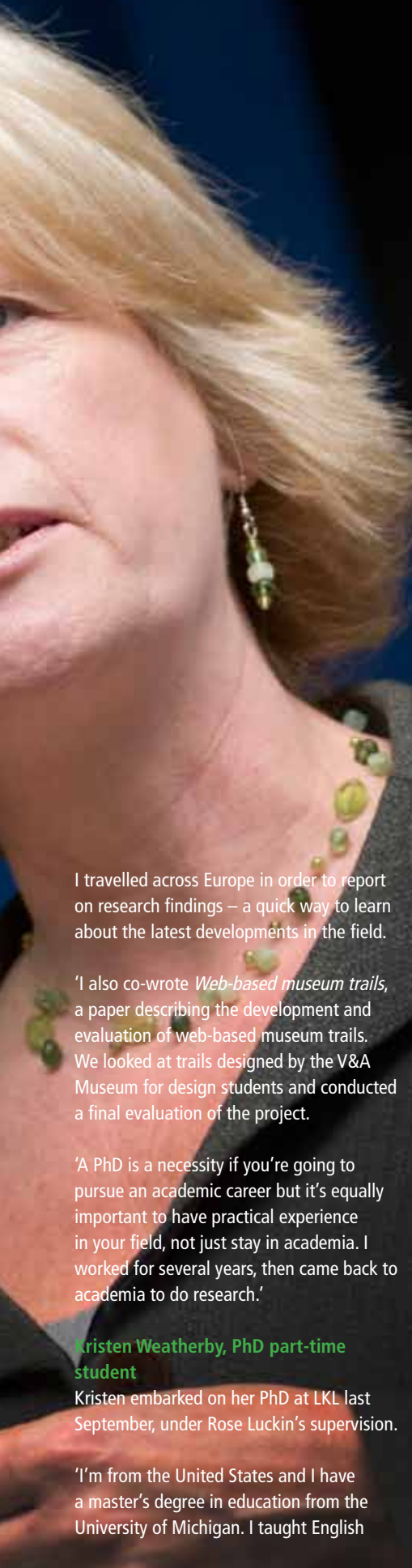
in-depth appreciation of research derived from places like the lab or developed collaboratively (like our ongoing MiGen project – *What is algebra for?*).

'There is considerable interest in widening participation in mathematics — so those wishing to embark on a research degree may consider engaging with this agenda. Mathematics, but also science, technology, engineering and mathematics (STEM) more generally. These sorts of skills are important in the knowledge economy.'

Kevin Walker, Research officer

Kevin is completing his PhD and has worked on many LKL research projects over the past five years. He also designs the lab's web site.

'One of the most enjoyable projects was the *Kaleidoscope network of excellence in technology-enhanced learning*, in which the lab was a co-leader. This was a very large EU-funded network with 80 labs in 23 countries, and more than 1,000 researchers.



Children using mobiles in a science lesson as part of Kevin Walker's PhD research



Kristen Weatherby recently embarked on a PhD at LKL

I travelled across Europe in order to report on research findings – a quick way to learn about the latest developments in the field.

'I also co-wrote *Web-based museum trails*, a paper describing the development and evaluation of web-based museum trails. We looked at trails designed by the V&A Museum for design students and conducted a final evaluation of the project.

'A PhD is a necessity if you're going to pursue an academic career but it's equally important to have practical experience in your field, not just stay in academia. I worked for several years, then came back to academia to do research.'

Kristen Weatherby, PhD part-time student

Kristen embarked on her PhD at LKL last September, under Rose Luckin's supervision.

'I'm from the United States and I have a master's degree in education from the University of Michigan. I taught English

and French at a middle school (ages 12-14) in Michigan and worked for Microsoft on international education programmes, visiting governments, schools and teachers all over the world. Just over two years ago, I relocated to work for Microsoft's UK subsidiary on education programmes for schools in England, Scotland and Wales.

'My PhD topic was inspired by the work I do at Microsoft, helping teachers integrate technology into their teaching. The topic is still evolving, but I'll be looking at how teacher participation in online communities of practice does (or does not) change the way they teach.

'My advice to anyone thinking about a PhD would be to make sure you know why you want to get a PhD; it has to be for a reason that will still be important to you five years down the line. Choose a research topic that you're passionate about, as you need to stay interested and motivated in the work for several years. Make sure you can balance your research with everything else going on in your life. I'm lucky to have a supportive employer, a research topic that is closely aligned with my job, and very understanding and encouraging family and friends.'

Joshua Underwood, PhD student

'Before I embarked on a PhD at LKL, I taught science briefly at secondary school level and then spent ten years teaching English as a foreign language, and learning Spanish. I had always been interested in using ICT for teaching and learning, so I went on to do an MSc in human centred computing at the University of Sussex.

'My PhD is the opportunity to combine my interests in technology and design, language learning and teaching and educational technology. Specifically I'm designing mobile technology to help self-directed learners make better use of the multiple resources for investigating and practising learning available in a wireless Web 2.0 world. I'm enjoying the freedom to take time to gain a thorough insight into computer-assisted language learning and to think more widely about educational research methodologies.

'Longer term, I'm hoping my PhD may lead to further research in the same area and I am also interested in consultancy in the area of technology and language teaching and learning.'

More about the London Knowledge Lab and its staff on londonknowledgelab.ac.uk

Main image: Professor Rose Luckin

New honorary alumni

A children's author, an eminent scientist and prominent educationists received honorary awards at the IOE's graduation ceremonies in March, at which more than 2,000 students earned qualifications.



Malorie Blackman has written over 50 books for children and young adults and won many awards, including the FCBG Children's Book Award 2002 for *Noughts and Crosses* and the Smarties Silver Award 2004 for *Cloud Busting*.

Award 2004 for *Cloud Busting*.



Professor Sir Tim Brighouse has been commissioner for London schools and chief education officer of both Oxfordshire and Birmingham. He has been professor of education at Keele

University and visiting professor at the IOE. His books include *Passionate Leadership in Education* and *Education in a Global City: Essays from London*.



Richard Martineau piloted what became the Youth Training Scheme in the early 1980s when responsible for Whitbread's community programme. He was

instrumental in launching the London Education Business Partnership and the East London Compact. With the Royal Society of Arts, he chaired Education for Capability, the education committee and finally the RSA as a whole. He was vice chair of the IOE council from 1996 to 2001.



Professor Lord Robert Winston is professor of science and society and emeritus professor of fertility studies at Imperial College London. He regularly writes or hosts popular

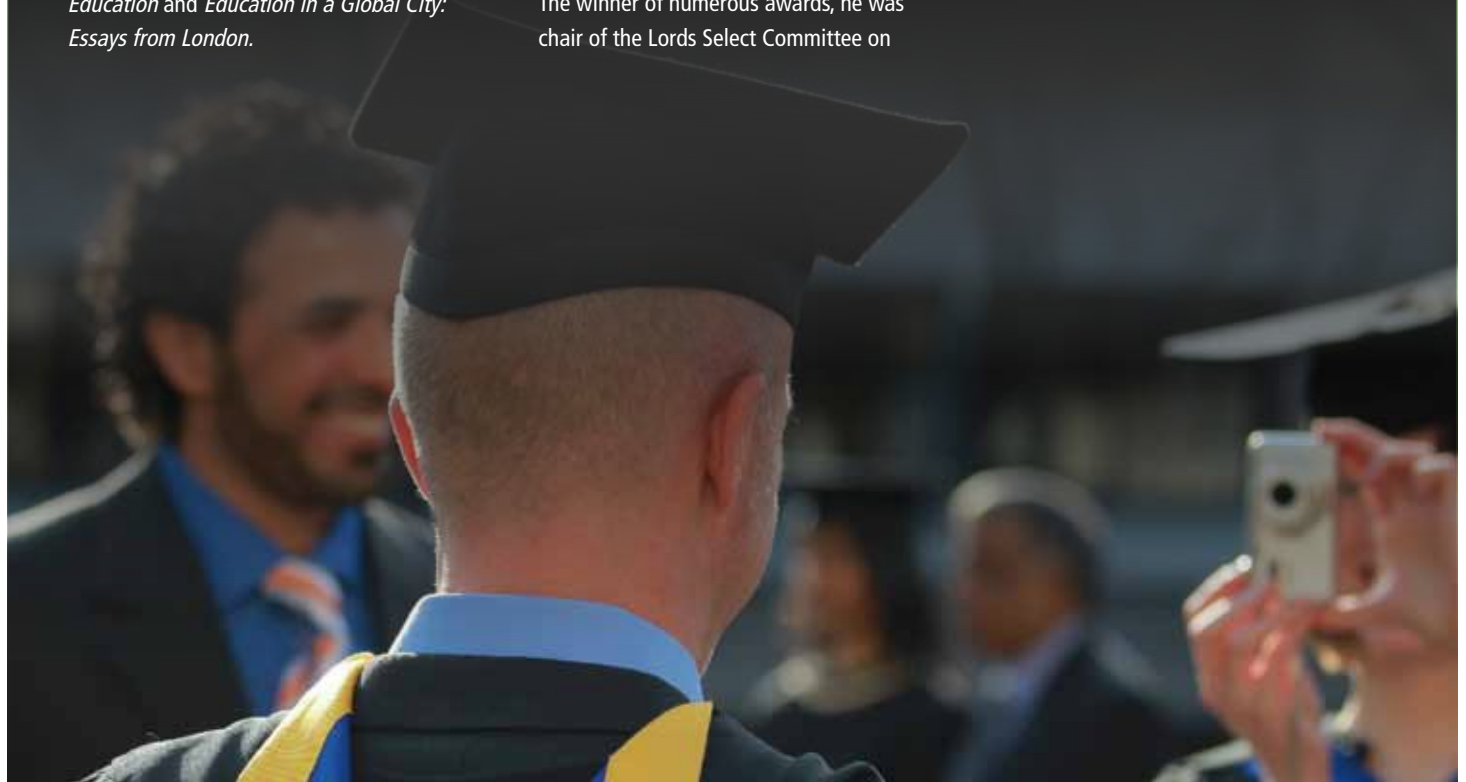
science series such as *The Human Body*, *Secret Life of Twins* and *Child of our Time*. The winner of numerous awards, he was chair of the Lords Select Committee on

Science and Technology from 1999 to 2002, is vice chair of the Parliamentary Office of Science and Technology and was voted 'peer of the year' by his fellow parliamentarians in June 2008. He has also published 13 books for lay readership, including the Aventis Prize-winning *What Makes Me Me*.



Lady Elizabeth Vallance was chair of the IOE council from 2000 to 2009. She has written books on political participation, social policy and corporate governance, and is a presiding

magistrate on the Inner London Bench. Among her public service roles, Lady Vallance is a member of the Committee on Standards in Public Life and chair of I CAN, the children's communication charity. She began her professional life as an academic, teaching political philosophy at the University of London, and later becoming head of the department of politics at Queen Mary College.



My tutor and I...

One name kept coming up in last year's alumni survey. We asked you: 'What is most memorable about your time at the IOE?'

And many of you replied:

'Socialising and lessons with Mr Pinnock.'

'Michael Pinnock's tutor group time.'

'That last lecture of Michael Pinnock's; it was such good advice.'

'I loved my time at the IOE! I had a great tutor, Mike Pinnock, very supportive. Met some nice people in my tutor group.'

All really fond memories: we had to hear Mike's side of the story.

Mike Pinnock has been involved with the IOE for many years. He started as a student on the PGCE history (1971), later followed by an MA history of education (1986). Meanwhile, he was teaching history in further education colleges and acting as mentor for the IOE's PGCE post-compulsory education. He gradually devoted more and more of his time to the IOE and was appointed full-time course leader to the PGCE (post-compulsory sector) in 2003.

If former students tell us that they enjoyed socialising with Mike, does that mean that he spends all his time attending students'

parties? No, lunch and chatting over coffee are usually all it takes to share experiences with students, as well as regular invitations to *ad-hoc* subject-related lectures at the IOE, in an effort to offer more opportunities to socialise with the wider IOE community.

In order to give that extra touch to his tutor groups and lectures, Mike aims to convey the notion that his time is there to give, if needed, and he fosters positive group dynamics through a sense of common interest. That is probably how his students retain wonderful memories of his tutor groups and lectures. Museum visits as an add-on to lectures have also generated extra enthusiasm, especially amongst those who share a love of both teaching and history as a subject.

Is there a formula for a memorable final lecture? That could be a reference to Mike's particular interest in the role played by education in under-achievement of pupils – the extent to which teachers can be unaware, for instance, of the negative impact of labelling their students, or indeed of how one word of encouragement to a student can make all the difference. His last lecture is usually an invitation to students to reflect on their important role.

Mike's time at the IOE is shared between leading the PGCE and the MTeach post-compulsory sector. The MTeach is a very popular new course for teachers, trainers and lecturers working directly with 14+ learners. Many PGCE students have come back to the IOE to further develop their knowledge of the sector.

In his spare time, Mike is still involved with several colleges of further education and is regularly invited to give lectures, a fantastic way to nurture his love of history. His former students expand his network of contacts within the FE teaching profession, which in turn creates a network for his existing students. Sharing material, reviewing peers and comparing experiences are all essential elements for new teachers embarking on their very important journey. Mike's message to alumni is an invitation to revisit your teaching practice: it is not just rewarding, it will enhance your teaching experience – with best wishes from Bedford Way.

To get in touch with Mike, email us at alumni@ioe.ac.uk



Mike Pinnock (3rd from the right) with his 2009/10 part-time in-service (post-compulsory) Year 1 diploma group

A novel revolutionary



Irene Sabatini, who has a master's degree in child development from the IOE, has just won the Orange Award for New Writers 2010 for her first novel, *The Boy Next Door*. In this interview, Irene tells you a little bit about herself. She looks forward to seeing you at the annual alumni gathering on 14 July, where she will be our VIP guest (more on page 5).

You did your first degree at the University of Zimbabwe. How did university life in Harare compare with university life in London?

University life in Harare was an exhilarating, frustrating, fun and highly volatile experience. I was coming from the quiet city of Bulawayo to the buzzing metropolis. I had also had a rather sheltered upbringing: I went to a catholic school with very watchful nuns and my parents were strict about such things as going out. Harare was my first experience of freedom.

The usual university shenanigans went on: the socialising and the passionate taking on of new ideas. I met people from very different backgrounds to my own, who either sharpened my views or broadened them.

For example, from an American student, I was introduced to feminism which, according to my revolutionary brothers on campus, was a bourgeois luxury – first the workers had to be liberated, and then maybe women! She gave me a highly treasured volume of *The Second Sex* which makes an appearance in *The Boy Next Door*.

There was also the added drama of politics, revolutionary politics. This was in the late 1980s and there was much to get excited about: imperialism and corruption in government being the main targets. So I marched – I wore a beret! I felt the fear and pulse of running away from riot police, of being trapped in a tiny room in the student hostel as riot police unleashed tear gas, batons. But there was also the camaraderie of meeting with fellow students and coming up with new adjective-packed slogans.

University life in my Harare years was completely different from my experience at

the IOE. In London, I relished the calmness and the lack of distraction from my studies, possibly because I was much older and was a spent revolutionary force!

Has your first degree in psychology helped you define characters in *The Boy Next Door*? Did your MA influence any of your writing?

I think that all my life experiences feed into my writing one way or the other.

My psychology degree gave me theories about human behaviour which must be somehow there in the characters of *The Boy Next Door*. How do individuals react to certain situations? What is the stuff of character? What is the essence of racism? How do critical life events affect one character as opposed to another? And most essentially, what does it mean to love someone? One practical thing that my psychology degree in Harare did provide for *The Boy Next Door* was the cooperative groups. My thesis was on cooperatives and I spent some time in the countryside around Rusape interviewing these dedicated, hard-working groups – usually women – who were so heartbreakingly intent on making their soap, uniform or bread enterprises succeed. I met many wonderful characters and a couple of them make a highly imagined appearance in the book.

My MA in child development at the IOE surely gave me the insights to the boy, David. It must also have given me some of the vocabulary

to describe and explore the emotions of a traumatised child and to follow their development. I remember that one of my lecturers was from

Many people have told me that *The Boy Next Door* would make a great movie. I've even had casting suggestions!

Brazil and had done some fascinating research on mathematics with street children there and I'm sure that her descriptions of those children, their intensity and desires, have stayed with me, churning away in the far reaches of my brain.

Is the novel autobiographical? Would you say that the narrator, 15-year-old Lindiwe, is a part of you as a young girl – did you fall in love with a ‘bad boy’ at some earlier stage in your life?

Lindiwe has bits and pieces of my childhood but she grows up to be her own woman. No, I did not fall in love with a ‘bad boy’ like Ian! Ian is utterly a creature of the imagination and I consider him a great gift. Obviously he must come from somewhere and perhaps he is an amalgamation of all the white boys in Zimbabwe I had glancing encounters with: at the church youth group when I was the only black member; at university; at the advertising agency I worked at while studying; at the employment agency I did a one-month stint in on my return to Zimbabwe after several years away; the farmer’s sons my sister described, who came into the offices of the Commercial Farmer’s Union where she worked. The intrigue that happens in the novel is all pure fiction!

Can you reveal your writer’s secrets, e.g. before you started writing *The Boy Next Door*, did you have the full story outline, the historical context or details of all the characters to be featured?

I have absolutely no idea where a story is going every time I sit down and write. I have no plans. That’s the great joy of it. Sometimes I’m left aghast at what’s happening to characters or where the story is suddenly heading and I have to take breaks to absorb it.

The Boy Next Door had a two-pronged genesis. One was a suggestion from an American editor I had met at a writers’ conference in Geneva that I write a memoir about growing up in Rhodesia/Zimbabwe. I really resisted this idea. I wanted to write fiction. Still, his idea must have stuck because several months later, when I received a phone call from Bulawayo that there had been a fire at my childhood neighbour’s house, the two elements fused together to become the story of *The Boy Next Door*. They are captured in the very first line: *Two days after I turned fourteen the son of our neighbour set his stepmother alight*. The two events, in real life, happened many, many years apart but, in the book, they fused into a single time. Such is the great pleasure of fiction.

How would you describe the difference between the insight obtained into post-independence Zimbabwe through literature as opposed to journalism?

I think that literature, when it’s good, as opposed to journalism, gives you the freedom to be the characters, to enter into their lives, their psyche and so their experiences become, in a way, yours. I’ve been reading lately novels based in Ethiopia, which cover the periods from the Italian occupation to the revolution. What these works of fiction have allowed me to do is to enter the pain and despair, the hope, to share in the struggles of certain characters that I have identified with (because of the artistry of the writers in making these individuals come alive). A news report informs me, but because it is factual – those people are there suffering – my identification with the individuals being reported on would be obscene because ‘I am sitting here well fed’ – so I keep myself at a distance. It is them, not me. I think that literature allows for the emotional possibility that ‘they’ could be ‘me’. The reader, I hope, can connect with Lindiwe in *The Boy Next Door* and live with her as she tries to shape a life for herself in post-independence Zimbabwe. The reader can move beyond the comforts of pity to something more personal and, I think, more profoundly human so that next time, when a news report comes, it is seen though different, more empathetic, eyes.

How does it feel to be this year’s winner of the Orange Award for New Writers?

It is wonderful (of course!) to be the winner of the Award. It means that the book will now get more exposure which hopefully means more readers! There is something utterly thrilling every time I get feedback from someone who has read the book: their views on the two main protagonists and in the story, how they have made it all their own. On a

personal level it gives me that added boost of self-confidence and belief as a writer.

Your book has been published in several countries. Do you get involved in the translation process? For example, whose idea was it to translate the title to

***Geteilttes Herz* (divided heart) in German?**

No I don’t really get that much involved in the translation process. I’ve just received the Dutch version of *The Boy Next Door* and it was quite a curious experience to open it and to see my words rendered in a language I couldn’t understand at all! And, by the way, I love the Dutch cover, which shows a grown up Lindiwe. The German publisher changed the title to *Divided Heart* because they felt that it would resonate with their potential readers. It is, for me, a big leap of trust. I have to believe that the publishers

believe in the book and want it to do well and that, most of all, they have understood the story and will maintain the integrity of it in its translation, title and cover.

Would the novel lend itself well to being turned into a film?

Many people have told me that *The Boy Next Door* would make a great movie. I’ve even had casting suggestions!

Do you now have plans to write another novel? Would any of the characters present in *The Boy Next Door* appear in forthcoming novels?

I’ve just finished a new novel which is a big departure from the world of *The Boy Next Door*. Lindiwe and Ian were such vivid characters to me that, even now, I can still ‘hear’ them - I do know exactly where their story begins again, if I ever decide to write it down!

You can read more about Irene’s prize winning book at www.orangeprize.co.uk



Alumni benefits and services

What we do for our alumni

All former students and staff of the Institute are automatically members of the alumni association. To find out more about the services we provide, please visit ioe.ac.uk/alumni or call +44 (0) 20 7911 5474.

If you know people who have lost their connection with the IOE, do invite them to get in touch with us at alumni@ioe.ac.uk

Library facilities

Reading in the library is free for all members of the alumni association. If you wish to borrow books, you can do so at preferential rates. For details, please contact alumni@ioe.ac.uk

10% tuition fee discount on further studies

If you successfully completed a course at the IOE from 2006 onwards, you can apply for a 10% discount on tuition fees for programmes offered by the Institute.

The discount will be levied on the first year of the new programme and not on any subsequent or repeat years, and is valid for five years after you complete your earlier course. The discount only applies to tuition fees and may not be used to cover any other programme costs (for example, residential costs, material or membership fees).

10% discount at the IOE bookshop

As a member of the alumni association, you can get a 10% discount at the Institute Bookshop, John Smith's Education Bookshop. The offer applies to all books except those already discounted. The Bookshop is situated in the main foyer of the Institute and their website is ioe.johnsmith.co.uk

College of Teachers

The IOE is an institutional member of the College of Teachers and, as such, can offer you individual membership at a reduced rate. For more information on the details and benefits of membership, please visit www.collegeofteachers.ac.uk

London International Development Centre membership

Get free membership of the London International Development Centre (LIDC, www.lidc.org.uk),

which undertakes research and training to tackle complex problems in international development. LIDC brings together social and natural scientists from across the University of London's six Bloomsbury Colleges: Birkbeck, IOE, London School of Hygiene and Tropical Medicine, Royal Veterinary College, School of Oriental and African Studies and School of Pharmacy.

Events

We organise events and gatherings for our alumni to meet old and new friends. Past guest speakers have included illustrator and children's author Quentin Blake, and novelist Louis de Bernières (both IOE alumni). The forthcoming alumni gathering is on 14 July and will be an opportunity for alumni to meet with novelist Irene Sabatini (IOE alumna, see page 10).

Childcare

The IOE nursery has a few places available for children of IOE alumni. The nursery is open from Monday to Friday, 9am to 5.30pm and caters for the 2 to 5 age range. Rates are competitive. Further details on ioe.ac.uk/services, or from the nursery manager, Zehra Bukowski, at z.bukowski@ioe.ac.uk

More leisure time for less

Alumni can benefit from discounts at Merlin Entertainment Group attractions, which include Warwick Castle, Legoland, Chessington World of Adventure and Madame Tussauds. Terms and conditions apply. For details, please contact alumni@ioe.ac.uk.

alumni life magazine

This magazine is sent twice a year to all members of the alumni association. If you or somebody you know would like to receive alumni life, please contact alumni@ioe.ac.uk.

E-news

We launched an e-newsletter last year and sent it to all alumni for whom we had email addresses. Make sure you let us have an updated email address and we will keep you up-to-date with all the latest news and upcoming events.



Why I came back to the IOE

Dr Jennifer Rogers first came to the IOE in the late 1980s to study child development. We asked her about her journey over the years since then, and the role the IOE has played in her work.

Why the IOE?

I was in a leadership position and teaching in the very challenging environment of a first school linked to a children's centre. The employment rate in the catchment area of low-rental housing was very low as many were unskilled and only partially literate, and many families had moved from town to town several times seeking either work or stability. The effects on these very young children was severe and even my staff with considerable inner-city experience struggled with their many complex emotional, social and cognitive problems.

As originally a Londoner I had known several people from different professions who had studied at the IOE and was familiar with many of its publications. I felt strongly that I needed to continue my research and studies – and the IOE was an obvious choice because of the wealth of knowledge and experience under one roof (plus the library..!).

Did you make new friends?

From day one, even until now, it has been a rich experience at the IOE. Sharing experiences of everything from family life in the East End of London to that in Botswana, from nursery education in Italy to teacher education in Australia and China, has been both exciting and thought provoking. Care, concern and knowledge bring new friends together and bind you, even across continents.

Did it help you in your career?

It was my staff in the first school and children's centre who urged

me, during one of my constant visits through the diploma course, that I should take my experience and knowledge into the education of new teachers. Whilst I had always valued working with trainees on school placements, their suggestion surprised and moved me – and I knew I would miss our great teamwork and friendship on a daily basis. After much thought and persuasion I applied successfully for my first position at the University of Northampton, where I quickly found myself with many responsibilities in early years, primary and mathematics courses.

There is no doubt that the combination of knowledge, qualifications, research and publication prepared me well for academic applications. I actually enjoyed job interviews when I was challenged about knowledge and methodology. If I ever wavered (which I did sometimes...), I knew that the qualifications and levels that I had reached were endorsed by one of

the most well respected educational research institutions in the world.

Why did you come back for further study?

By this time I was so engrossed and fulfilled by my studies at the IOE, and as I had many new ideas for furthering my research, I had to continue. I couldn't imagine leaving the many colleagues I had among fellow students and staff. And then there was the library...

What happened next?

Since then I've had positions at the University of Leicester and the Open University (where I jointly led the primary PGCE course team with Professor Jill Bourne), at the University of Jonkoping, Sweden and as visiting professor at two universities in Japan. I am now associate professor of education at Liverpool Hope University, where I have headed up the primary PGCE and its specialist early years route, and am developing new materials for its research degrees. My research into early learning, language and learning difficulties and mathematical development is now international, jointly directing a comparative education project firstly with Sweden and now with Japan.

Has the atmosphere at the IOE changed during the time you've known it?

Of course the buildings have mushroomed - and the library is even bigger and better - but I still find the same atmosphere among the staff and any new students I meet. I think it's the nature of education which binds people of flair, scholarship, dedication - and often a quiet modesty.

I suppose 'the' Institute, or IOE, is still my home. I still keep in touch with Audrey Curtis and we still discuss key issues in early education and family life. Also with Richard Cowan due to his great expertise – and his habit of challenging and pushing me onward. In fact I am about to contact him again about yet another comparative project in early mathematical development... It's like 'popping back home' really!





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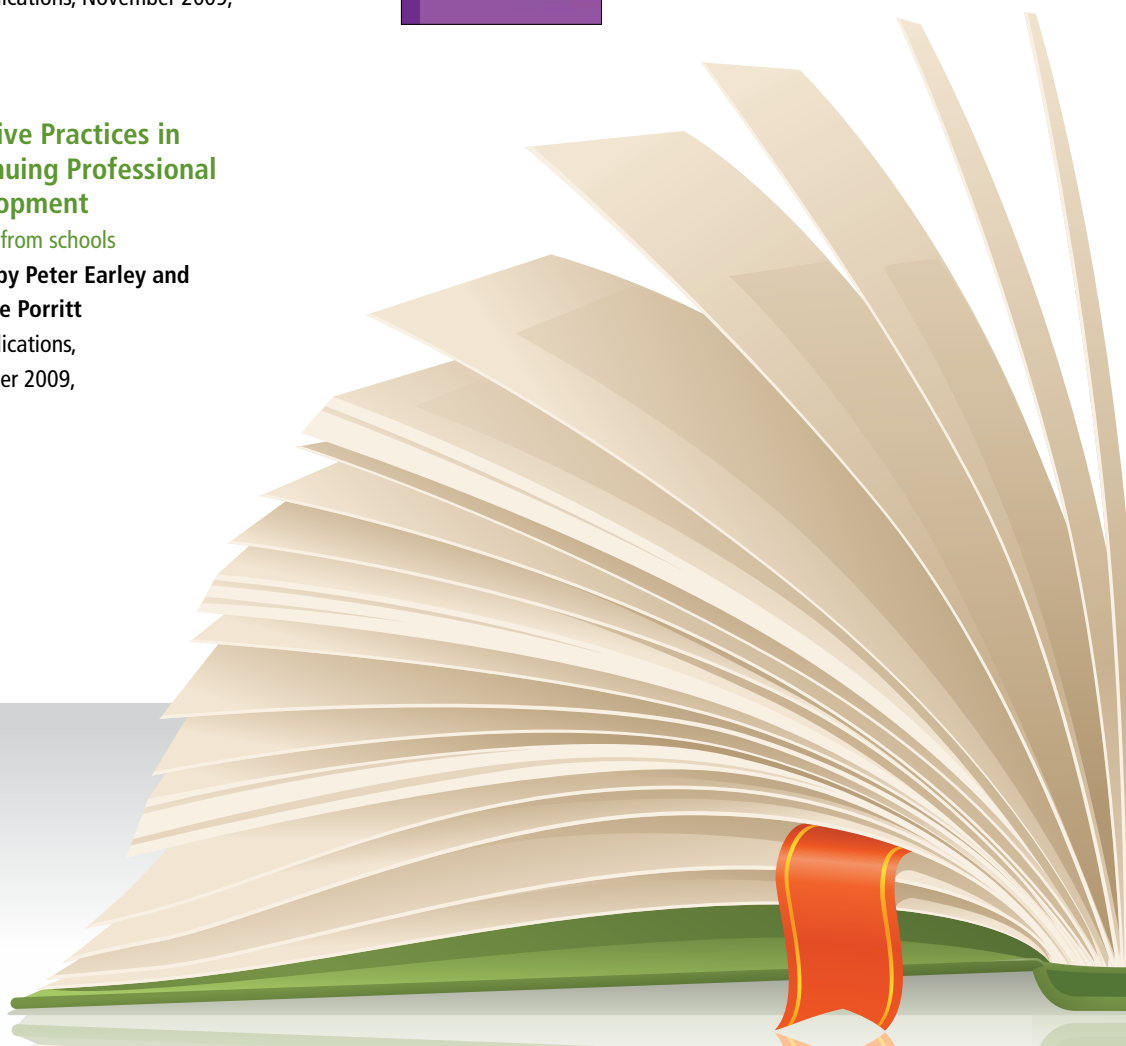
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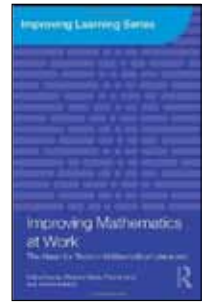
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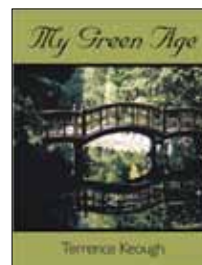
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A memoir of the author's life from 1935 to 1963, including his time at the IOE

Terrence Keough
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For more IOE publications, please visit ioe.ac.uk/publications or the Institute bookshop, John Smiths Education Bookshop, at ioe.johnsmith.co.uk

Please note that all IOE alumni are entitled to a 10% discount on purchases (see full list of benefits on page 12).

Will you take the call?



After the success of the IOE's first telephone campaign in 2009, when alumni generously pledged over £6,000 in regular and one-off gifts, we began our second campaign in June. This time we hope to reach 4,000 alumni and raise over £20,000 for our charitable projects.

This is your chance to talk to current students about your experiences at the IOE and to share your career successes since leaving. Callers will also give you the opportunity to learn more about our current work, including improving library resources and offering additional Centenary Scholarships to overseas students. All of this is only possible thanks to generous gifts from alumni and staff.

You don't have to wait to receive your call, you can request a specific time or opt out of receiving a call by contacting Rebecca Smith on 0207 911 5475, or by emailing r.smith@ioe.ac.uk

Alternatively you can take advantage of the continued government gift matching programme and make your gift before you receive a call by using the donation form included in this issue or securely online at ioe.ac.uk/donate

Remember, a gift of only £9 per quarter is an annual gift of nearly £70 to improve education through learning and research at the Institute.

We look forward to including you with existing staff and alumni 2010 donors in our end of year Donor Roll of Honour, in the next issue of alumni life.

Why I give

One of our alumni, Nahal Jafroudi, took the call last year and made a donation. We asked her why she decided to support our work.

'I did my master's degree at IOE in 2006 in values in education, now called psychology of education. Coming to the IOE made a difference in my outlook as a teacher.

'I donate to the Centenary Scholarships because I strongly believe in the concept of education as the way forward to change societies and individuals. It is important to be able to educate people, and in order to do that, we need good educators. The more professional our educators are, the better they can help people improve their own lives and their communities.'



Centenary Scholar 2009

Farangis Mardonova

In 2009 Farangis was awarded a Centenary scholarship after demonstrating a determination to improve education in her home country of Tajikistan as well as academic excellence in her field. Farangis tells us how studying at the IOE has changed her life and how much she appreciates the generosity of alumni and staff who made her Centenary Scholarship possible.

'I'm from Tajikistan, which is a beautiful country in the mountains between Afghanistan and Kyrgyzstan. I work with children in their early years, and I want to be an expert in the field so that I can make a change to young lives in my country.

'Last year I heard that I'd been given a Centenary Scholarship to come and study at the IOE. At first I couldn't believe it – I read the email about 10 times, and I was so excited. Because of gifts to the Centenary Scholarship Fund, I will probably be the first person with a master's in early years education in my country.

'I chose the IOE primarily because of the aims of the course, I saw that it was exactly what I wanted to improve the future of our children back in my job in Tajikistan: developing curriculum, new policy, new methods of training, teaching and learning for early years education.

'Now that I am here at the IOE, I am amazed at the amount of support that is available for students and how friendly everyone is. London has such a rich cultural history which is just on my doorstep. Meeting the students who are also studying here at the IOE who have such varied backgrounds and different cultures, is so exciting.

'One of the best things about studying at the IOE is the library. I know that I can find exactly what I need for my research; the library is so rich and vast. This, combined with experts in education as my tutors, means that I have access to some of the best educational resources in the world.

'It hasn't been easy: I've had to leave my daughter Savsan, who is 7, and my 5-year-old son Vafobek for a year to come to London. I'm missing some really important times like Vafobek's first day at school. But it's worth it, I'm investing in a better future for education for both my children and my country.

'I've made friends and connections here that will last throughout my life, both personally and professionally, as I'm sure other alumni did. That's why I will support the Centenary fund when I finish my studies and continue with my career. I can then give someone else the amazing opportunity that I have had at the IOE.

'Thank you to everyone who has made this a life-changing year for me.'



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History lessons from the Heritage Lottery Fund

This new project will take readers on an intriguing journey into the last 150 years of individual schools' histories. It is supported by the Heritage Lottery Fund and will allow everyone – from family historians, through teachers and school students to the more traditional academic researcher – to gain access to a unique collection hosted by the IOE's library.

There are 3,000 school history items in the library archive but many have fallen into disrepair over the years. The grant of £41,500 will enable the development of this collection as a resource.

School histories have been received recently from locations as diverse as Cumbria, Oxfordshire and London and the collection offers snapshots of individual schools from a wide geographical area. It encompasses primary schools, grammar schools,

comprehensive schools, boarding schools and special schools.

Claire Drinkwater, curriculum resources and special collections librarian, and project manager for this initiative, says that 'it will give people the chance to see things they wouldn't otherwise have known about, as these records and documents would only have been seen within individual schools before. It will therefore give us new insights into local histories and the wider social context of the time.'

For instance, the history of a secondary school in Stamford, Lincolnshire, written by a headmistress in the 1950s, demonstrates how aspirations have changed. She was a very progressive head, trying to encourage girls to widen their aspirations and aim to go to university. But, shockingly to the modern reader, this view resulted in a significant decline in the number of children being enrolled at the school.

The project will give children a fascinating opportunity for history projects, enabling them to find out about their own school's past – its buildings and its former pupils.

The aim is to develop new audiences for the collection, through a range of activities and initiatives. These include the production and distribution of education packs

for primary and secondary schools tying in with the national curriculum, including creative ways to study history archives; there will also be outreach events and a travelling exhibition to promote the collection and activities. Schools will be encouraged to build their own histories as and when new events take place.

People trying to research their family histories may also find names, photographs and hints of what life might have been like for their ancestors. The collection may indeed open up completely new avenues for many researchers.

Volunteers are going to be helping with maintenance and restoration, which will involve conserving items which need work, cataloguing the collection and making it accessible to the public. For example, some books need re-binding and some pamphlets need re-packaging if the collection is to be stabilised for future public use and access.

Some volunteers are already on board and if you would like to join them, email Claire at c.drinkwater@ioe.ac.uk. The project will run for an initial period of 9 months and public access to the collection will start in early 2011.



I retired recently

Ros Stickland retired last year from her post as an administrator in the directorate. Does she miss the IOE? We interviewed her to find out more.

When did you start working at the IOE and what was your first impression of the IOE as a working environment?

I had been temping and was looking for the perfect job which would achieve a decent work/life balance but at the same time be challenging and rewarding. In 1998 I was assigned to work as PA to the Institute secretary and, within a few weeks, I was smitten with the job and the people I was working with, and had no hesitation in applying for the full time post when it became available.

Who were the first colleagues you met at the IOE?

It was my good fortune to be welcomed on my first morning by Marcia Beer, who worked for the Director, and we have remained firm friends ever since. David Warren was my boss and never once wavered from being good-humoured and genial, even if he spotted one of my deliberate mistakes!

Where did you have your lunch in those days?

I was one of those employees, and there were quite a few of us, who could not work in the centre of London without using the lunch hour to shop. Some people believed I was single-handedly responsible for shoring up the UK economy. But, to counter that, I nearly always made my own lunch unless I was meeting a friend in the Lamb (Lamb Conduit Street) or in the Hare and Tortoise in the Brunswick Centre.

What did your work involve and did it change over the course of your time here?

My work initially involved looking after David's diary, typing reports and letters and servicing one or two committees. After a year, I took over responsibility for the general

administration of the Institute's statutory committees, which was a challenging but very rewarding task. And, when Bryn Morris became the director of administration, my role changed even further; he gave me more autonomy and encouraged me to develop the role significantly, which led to much greater job satisfaction.

How have you kept your connection with the IOE since you retired?

I haven't been to the IOE since I left but meet up with old colleagues from time to time so I know what's going on. And of course I catch up with everyone on Facebook.

Does it really feel like you have left the IOE, or is it still very much part of your life (through friendships with former colleagues, etc.)?

I'm just coming round to thinking I've really left but my conversation will occasionally slip into 'in our committees we...' which doesn't really make sense any more.

Are you involved in other work-related activities such as voluntary work,

consultancy work, sports or other leisure pursuits?

I travel a lot so can't commit to regular activities. I do try and swim every day if I can, or ride the exercise bike, which is so boring; if I time it right I can watch Deal or No Deal at the same time. I visit my daughter's primary school to hear her pupils read and to help in the classroom and on school trips. And I'm busy sewing four bridesmaid dresses for her wedding in July. Not forgetting hiking, DIY and gardening, all of which I'm very fond of.

Where do you want to be and what do you want to be doing in 5 years' time?

I'd like to be fluent in Greek, to get the 'Guitar playing for Beginners' off the shelf, and to be travelling around Europe in our Motorhome.



We'd like to say 'Thank you' to all donors listed below who gave in 2009-10 as well as those who wish to remain anonymous

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Catherine Wallace	Gemma Moss	June Statham	Norah Morgan	St Benedict's Ealing
Cathy Bird	Geoff Whitty	Karen Creamer	Nova Matthias	St Joseph of Cluny
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Chris Price	Glynis Vercoe	Kathy Sylva	Pamela Frame	Burroughs-Lange
Christine Cork	Godfrey Davey	Kevin Dodwell	Pat Pridmore	Sue Hallam
Christopher	Gordon Stobart	Kim Insley	Patricia Lamour	Sulaman Rafiq
Battarbee	Graeme Penman	Kirby Laing Founda- tion	Patricia Swain	Suraj Pillai
Christopher Storr	Graham Haydon	Klaus Neuberg	Patricia White	Susan Bodman
Christopher Yates	Gwyneth Price	Letizia Mendez de	Patti Gram	Tania Rhodes-Taylor
Claire Drinkwater	Heather Joshi	Tiley	Paul Grainger	Tina Isaacs
Clothworkers	Helen Green	Lisa Pierre	Paul Standish	Val Hindmarsh
Foundation	Helena Gaunt	Liz Brooker	Paulette Williams	Virginia Bovell
Daniel Sinclair	Heritage Lottery Fund		Pears Foundation	Yvonne Reynolds

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