Institute of Education

University of Reading

Reading Educators in Partnership

Please find a list of our staff at the Institute of Education who have signed up to our Reading Educators in Partnership programme. If you wish to initiate contact and propose a Community of Inquiry with a particular person, please complete this form and follow the instructions.

Name of IoE Staff	Contact Email	Areas of Knowledge	Areas of experience
Georgia Aspinox	g.aspinox@reading.ac.uk	**Primary mathematics** education particularly incorporating manipulatives into learning, and enriching mathematical thinking through well designed activities. **Relationships, health and sex education** (RHSE) particularly helping children develop positive attitudes to women and girls. **AI in education** particularly how teachers can use AI to support workload and improve teaching practices.	• Primary.
Prof. Will Bailey-Watson	w.baileywatson@reading.ac.uk	The majority of Will's writing and interest has been in **history curriculum design**. Will would be keen to work with any school looking to make their **history curriculum ambitious, diverse or immersive**. Furthermore, he has led several projects on **decolonising curricula**, and has experience of leading a large group of secondary schools and designing a curriculum for teacher **professional development**.	• Primary; • Secondary; • Further Education; • Special Schools.
Pamela Cottrell	pamela.cottrell@reading.ac.uk	**English literature curriculum design and implementation using experiential/expeditionary learning.** Behaviour management including **positive behaviour systems, restorative practices, and student engagement strategies**.	• Secondary; • Alternative Provision.

Institute of Education

University of Reading

Reading Educators in Partnership

Charlotte Dormer	c.n.k.dormer@reading.ac.uk	**School Library design**. **School library systems** . Recommendations on **literature for libraries** across 0-18. **Reading for pleasure** activities within the school library including shadowing schemes. Information Literacy skills for Primary and Secondary schools.	• Early Years; • Primary. • Secondary
Prof. Naomi Flynn	n.flynn@reading.ac.uk	Naomi works with schools on supporting their **provision for EAL learners.** She shares practical examples of approaches used in successful multilingual schools, and she likes to work with schools' own development priorities. Specifically her research is around **how oracy education works for EAL learners** (see her Talk Rich Teaching website for more details).	• Early Years; • Primary.
Prof. Catherine Foley	c.m.foley@reading.ac.uk	Teaching and learning **primary mathematics**, including mathematics attitudes and anxiety, gender and mathematics, and the role of talk. **Pupil voice and representation**.	• Primary.
Prof. Suzanne Graham	s.j.graham@reading.ac.uk	**Foreign language learning** - all aspects, including digital technology.	• Primary; • Secondary.
Harvey Grout	h.grout@reading.ac.uk	Harvey's work focuses on bridging theory and practice, particularly in areas such as **effective pedagogy in physical education, trainee assessment, and school-based teacher develop**ment. Harvey has a sustained interest in **innovative teaching and learning strategies** in physical education. In addition, Harvey has developed and delivered programmes that use **sport as a vehicle to build pupils' confidence, resilience, teamwork and wider employability skills**. Harvey is particularly keen to work with partner schools to explore how these approaches can be embedded across the curriculum, supporting personal development, PSHE, PE and careers education.	• Primary; • Secondary; • Vocational; • Further Education.

Reading Educators in Partnership

		Harvey would welcome the opportunity to collaborate with partner schools in areas such as primary PE curriculum and delivery, and strengthening the links between **education, personal development and employment pathways**.	
Prof. Rebecca Harris	r.j.harris@reading.ac.uk	**History education** - curriculum planning, diversifying the curriculum, inclusive approaches to teaching history. **LGBTQ+ issues in schools** - **student perspectives, challenges for teachers and students.**	• Primary; • Secondary.
Prof. Holly Joseph	h.joseph@reading.ac.uk	**Reading development** and **Supporting families with literacy:** including socioeconomic disadvantage and literacy, reading for pleasure, vocabulary development and oral language, neurodiversity and inclusion.	• Early Years; • Primary; • Secondary; • Special Schools; • Alternative Provision.
Dr Rowena Kasprowicz	r.kasprowicz@reading.ac.uk	Foreign language learning and teaching in primary schools, including effective pedagogy, factors effecting learning, progression. Also in particular foreign language grammar teaching and learning.	• Primary
Barbara King	b.king@reading.ac.uk	Language teaching. For Secondary, Barbara's interests are around optimal use of **target language; immersion; content and language integrated learning** (CLIL); moving beyond the set topics and enriching the curriculum. For Primary Barbara's interests are in **developing non-specialist teachers in primary school**, and supporting them to use the materials that are available; and also in **supporting language specialists and subject leads** in developing a robust, sustainable system in school that ensures progression for all learners, and development for teachers.	• Primary; • Secondary; • Early Years; • Vocational; • Further Education; • Alternative Provision; • Special Schools.

Institute of Education

University of Reading

Reading Educators in Partnership

Scarlett Murphy	s.l.e.murphy@reading.ac.uk	Scarlett has experience of and knowledge about the **impact of a therapeutic approach to behaviour on children's wellbeing and mental health**, alongside exploring different **approaches to behaviour for learning**.	• Primary.
Laura Purser	l.purser@reading.ac.uk	**SEND/Inclusion/Neurodiversity, mental health and well-being** (staff and child), trauma informed practices and pedagogies, executive functioning, neuropsychology in education, therapeutic behaviour management, partnership working between Teachers and TAs. **Child development, use of enhanced digital tools** - virtual reality to support TIP. Designing ITE curriculums/modules to support SEND and Mental Health understanding in trainee teachers.	• Early Years; • Primary; • Secondary; • Special Schools; • Further Education; • Vocational.
Prof. Jo Anna Reed Johnson	j.a.reedjohnson@reading.ac.uk	**Climate and sustainability education.** In addition, Jo Anna has experience of working on large **sustainability projects**; such as in 2022, the Bee Meadow Sustainability Garden and can share insights into how that manifests itself as well as connections to the National education nature parks project, and the University of Reading's Nature Park Project to launch in June 2026. Whilst we are restricted by our curricula, Jo Anna believes there is much we can do to consider **nature, outdoor learning, interdisciplinary thinking** with a little imagination.	• Secondary; • Special Schools; • Alternative Provision; • Further Education; • Vocational.
Dr Rachel Roberts	r.l.roberts@reading.ac.uk	**Mentorship.** **English pedagogy and curriculum design.**	• Secondary.
Philip Smith-Stevenson	p.smith-stevenson@reading.ac.uk	**Primary science**, including assessment, enquiry, and creativity. **Enquiry skills** in early years. Use of **Apple devices** in educational settings.	• Early Years; • Primary.