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Contributors

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Dr Mark Connolly is an educationalist with experience working in a variety of institutional and cultural contexts. At present he lectures in the School of Social Science at Cardiff University in relation to areas of research interest including professional identity, children's rights, risk and outdoor education, and education and cultural policy.

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Mark Hadfield is Professor of education at Cardiff University with a background in researching professional development and leadership. Mark was the previous Director of the Masters in Educational Practice and was central to its design and implementation, and is currently evaluating its impact. His most recent book is *Practice Leadership in the Early Years: Becoming, Being and Developing as a Leader* (2015). His work on the use of video technology within educational research can be accessed at *http://www.uprg.co.uk*.

Dr Alma Harris, FRSA, has held Professorial posts at the University of Warwick, Institute of Education, University College London, the University of Malaya and, latterly, the University of Bath. She is

internationally known for her research and writing on educational leadership and school improvement. In 2009–12, she was seconded to the Welsh Government as a senior policy adviser to assist with the process of system-wide reform and co-leading the Professional Learning Communities (PLC) programme. She was appointed as an international adviser to the First Minister (Scottish Government) in 2016.

Professor Mererid Hopwood is Professor in the Athrofa, University of Wales Trinity St David. She has spent twenty-five years in the field of languages, literature and education. She has won the Chair, Crown and Prose Medal at the National Eisteddfod, the Glyndŵr prize for her contribution to Welsh literature and has been Children's Poet Laureate for Wales.

Emma Jackson teachers English in a comprehensive school in the Swansea valley. She graduated from the MEP with a distinction in 2016. She is passionate about developing pedagogy and enhancing the opportunities of learners after they leave school. Emma is a member of the Education Workforce Council's new Research Engagement Group that aims to improve the standards of teaching and the quality of learning in Wales.

Professor David James is Professor in the School of Social Sciences, Cardiff University, and Director of the Economic and Social Research Council (ESRC)-commissioned Wales Doctoral Training Partnership. He is Chair of the Executive Editors of the *British Journal of Sociology of Education,* and an elected member of the Council of the British Educational Research Association.

Dr Michelle Suzette Jones lectures at the University of Bath, and was formerly Associate Professor and Deputy Director of the Institute of Educational Leadership, University of Malaya, where she led on Academic Development and Internationalization. In 2008 she was seconded to the Welsh Government as an education adviser and co-led the national implementation of the Professional Learning Communities (PLC) programme. She is currently the principal investigator on a research project exploring instructional leadership practices in Asia.

Denise Kingston is Senior Lecturer at the University of Sussex, where she is a course leader and teaches across their early years and primary education courses. She is currently working on research featuring evidence-based professional development interventions. She is also a qualified educational psychologist and was a senior researcher on the Foundation Phase Stocktake in 2013.

Helen Lewis is Senior Lecturer at the University of Wales Trinity Saint David, where she is the director of the primary PGCE. Prior to this she has worked as a primary schoolteacher and mathematics consultant. Her research interests lie primarily in the fields of teacher education and development, early years' education and the development of thinking skills and metacognition.

Iram Siraj is Professor of early childhood education at University College London, Institute of Education. She has been on the Ministerial Advisory Group for Education and Life Long Learning for ten years and was the first researcher to evaluate the Foundation Phase 2004–6. She led the Foundation Phase Stocktake in 2013.

Dr Kevin Smith is Senior Lecturer in education at Cardiff University. His research interests are primarily situated in the field of comparative and international education, and include exploring the interplay between culture, curriculum and engagements with critical pedagogy.

James Snook is a lecturer in education at Cardiff University. His research interest includes teacher professional development, development of science pedagogy and inquiry-based teacher professional development. A previous science education practitioner and Chartered Science teacher, James is further interested in bridging the theory praxis divide in teaching.

Lizzie Swaffield works at the Wales Centre for Equity in Education, University of Wales Trinity Saint David. Prior to joining the university, she worked for the Heads of the Valleys Education Programme and has previously held various policy and project management roles in local and central government.

Hannah Thomas is an art teacher from Wales. She graduated in fine art in 2011, and since then has been teaching in a secondary school and has completed her MA in educational practice. She is particularly interested in the motivation of pupils and finding ways to build their self-esteem.

Dr Kimberley Horton is currently a research officer for the Welsh Government. Prior to her work with Welsh Government, she was a research assistant at the Wales Institute of Social & Economic Research Data & Methods (WISERD) at Cardiff University. Her research interests include utilising personal narrative and ethnographic approaches in the field of special education.

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Dr Howard Tanner

We are very sorry to inform readers of the *Wales Journal of Education* of the death of our Reviews Editor, Howard Tanner, on 25 December 2016. Howard, who was Reader in Education at the University of Wales Trinity Saint David, was a prominent researcher in the field of mathematics education.

Following his training as a teacher at Neville's Cross College Durham, his teaching career of sixteen years was spent in secondary schools in Liverpool, Salford and Bristol. During this period, he completed a first degree and an MEd at the Open University. In 1988, he joined the Department of Education at Swansea University as leader of the secondary PGCE mathematics programme. In this role and subsequently at Swansea Metropolitan University and the University of Wales Trinity Saint David, Howard was to train around a thousand teachers of mathematics during his working life.

During his time at Swansea University, Howard also made a significant contribution to the Masters in Education (MA(Ed)) and CPD programmes for mathematics teachers, eventually becoming sub-dean of the faculty. He was responsible for the MA(Ed) outreach programme in Athens, and he also completed his PhD on the topic of 'Using and Applying Mathematics: developing mathematical thinking skills through practical problem solving and modelling'.

Howard co-authored and edited nine books in the fields of mathematics teaching, numeracy, ICT capability and assessment. Following his move to Swansea Metropolitan University, he was appointed Director of Research in Education, and in that role oversaw the progress of countless MPhil and PhD students. He established and led the Master of Research (MRes) in Mathematics Education, which allowed almost forty students to benefit from deep level engagement with research and its application to their own practice – many of these students now lead mathematics departments across England and Wales.

In 2008, Howard became closely involved with what is now the *Wales Journal of Education*, taking on the editorial role at a particularly challenging

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time. He was also involved with the Wales Education Research Network, and the British Educational Communications and Technology Agency, as well as being an active participant in the British Society for Research into Learning Mathematics, and Convenor of the Mathematics Education Special Interest Group of the British Education Research Association between 2009 and 2012.

Howard's research interests spanned all aspects of mathematics education. For the last twenty years, however, a clear strand in his work was the teaching of mathematical modelling and problem solving, and the significance of metacognition in these complex processes. His PhD demonstrated the advantages of dialogic teaching approaches that encourage the development of a collective, reflective discourse for the development of higher order thinking processes.

For the last decade, much of Howard's research focused on the nature of classroom discourse, and the forms of scaffolding used by teachers in what is commonly referred to as 'interactive teaching'. He also explored the use of video-stimulated reflective dialogue as a research tool, and undertook research into the reasons for student choice of 'A' level Mathematics, further mathematics and STEM subjects at university.

Most recently, Howard was central to the development of a National Network of Excellence in Mathematics across Wales, which will carry forward his significant legacy. He will be greatly missed by his family, and by his many friends, colleagues and former students. His contribution to education research, teacher education and professional learning in Wales leaves a rich legacy.

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