



Through this highly prestigious and competitive national award, Advance HE recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning at an institutional or discipline level. Up to

have enabled a change in practice for colleagues and/or students. Winners of the Collaborative Award for Teaching Excellence (CATE) join a national community of like-minded professionals and play a role as ambassadors of the scheme, supporting the ongoing enhancement of learning and teaching.

This year, we are delighted to announce that the Climate and Sustainability Education in Initial Teacher Education team, led by the Institute of Education (IoE), has been awarded a CATE.



The core team has supported programme

expertise to provide training opportunities,



School of Agriculture, Policy and Development

Jo is an Associate Professor of International Development, Programme Director of the BSc International Development and School Director of Academic Tutoring. Students regularly nominate her for the Students' Union Teaching and Academic Tutor Excellence Awards, praising her supportive and inspiring teaching, and she was awarded the Teaching Excellence Award in her

learning and has achieved a PGCert (Distinction).

Jo works with academic and non-academic colleagues across the globe to explore how knowledge and power intersect in curriculum design. She convened an international panel at the Development Studies Association

this research. Jo's work, funded by the British

Warchild, and is published in the most recent issue of the Journal of International Development.

Jo was on the Editorial Board of the University's Promoting Racial Justice in Teaching and Learning journal, and her work with the UoR Decolonising the Curriculum Working Group,

University Collaborative Award for Outstanding Contribution to Teaching and Learning.

School of Law

Sharon is an Associate Professor in Law and has been School Director of Teaching and

commitment to improving the student experience and her focus on inclusivity and student voice.

Sharon has collaborated with colleagues and student partners on various projects, including

by embedding key diversity and inclusion principles and employability skills, a project to develop a more inclusive blended learning framework, and work to improve the quality and consistency of feedback to students.

Sharon has supported colleagues to incorporate more diverse and inclusive learning strategies and assessments in their practice and to run successful workshops. She is highly committed to her own professional

practice, leading to real change to improve the student experience, a notable example being her work on addressing digital poverty.

Sharon is a member of, and contributor to, several Communities of Practice, all with the aim of improving the student experience. She has shared her work widely both within the University and at external events and conferences, as well as through publication.

learning experience and who have demonstrated a truly collaborative approach to enhancing teaching and learning.

The Decolonising the Curriculum (DtC) Working

to a recommendation of the University's Race

broad representation from across the University, comprising members from across academic schools and functions, students and representatives from Reading Students' Union (RSU). Members collaborated to create an institutional vision and two sets of resources for DtC, co-produced with the student Inclusion Consultants. Facilitating a safe space, establishing trust and active listening were key to enabling students and colleagues to engage in open discussion throughout this process.

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