Institution: **University of Glasgow**
Unit of Assessment: **C25 Education**
a. Overview

The School of Education at the University of Glasgow is a large and dynamic unit which brings together researchers with expertise across all sectors of education: formal and non-formal, pre-school through to higher, adult and community education. The School prides itself on the effective integration of research, policy and practice. The School has made considerable gains over the last five years: we have more senior-level staff to develop the research environment, new structures in place to stimulate research and, as a consequence, are producing stronger and more influential outputs. There is a firm focus on research that helps enhance the quality of teaching and learning and associated issues of access and social justice. Members collaborate extensively with government bodies, employers, education authorities, schools, colleges, the voluntary sector and urban and rural regeneration agencies and lead debates about educational reform.

The period between 2008 and 2013 has been one of substantial transformation and expansion for the University of Glasgow: during this period strong leadership at both the School and the University levels has resulted in a major restructuring in order to enhance the research culture, provide more extensive support for research students and encourage greater interdisciplinary work.

As part of the process of restructuring, the Faculty of Education with its four constituent departments (Adult and Continuing Education, Curriculum Studies, Educational Studies and Religious Education) was remodeled to form the School of Education. The Schools' research structures also underwent significant reorganisation with the aim of positioning research at the forefront of our activities. The School is now subdivided into five research and teaching groups (RTGs) with staff allocated to groups on the basis of their research interests. The five research and teaching groups are (with staff numbers in parentheses):

- Creativity, culture and faith (22)
- Inter-disciplinary sciences education, technologies and learning (13)
- Pedagogy, policy and practice (17)
- Professional learning and leadership (11)
- Social justice, place and lifelong education (37)

In addition to members of the School of Education, the return includes staff from 2 central university service centres: the Centre for Open Studies (COS) and the Learning and Teaching Centre (LTC). These staff are closely integrated into the School's research community and there is a longstanding formal commitment by the School to provide the academic base for research-active staff in these centres.

The benefits of restructuring are already clear. The rationalisation of management structures reduced duplication, freeing time for staff research. Staff have also developed new research links beyond the School, mainly with the School of Social and Political Science, leading to an increase in the number involved in inter-disciplinary work. Research students have benefitted from belonging to the College of Social Sciences Graduate School, bringing them into regular contact with students from other disciplines and facilitating the provision of advanced training.

b. Research strategy

Education at Glasgow has particular research strengths in social, cultural and technological dimensions of education as well as a focus on educational leadership and pedagogy. Our strategy

for the assessment period (as described in RAE2008), which continues to shape our priorities, was to:

- Publish internationally renowned research in education that is culturally and disciplinarily diverse both in theory and application;
- Develop and enhance research which serves the social purposes of education now and in the future;
- Foster professional knowledge through teaching-led research and research-led teaching;
- Engage with and inform policy and practice in education;
- Ensure that staff workloads are configured to ensure adequate time to pursue ambitious research agendas;
- Increase the number of PhD students and provide them with high-quality research and skills training;
- Ensure that research is widely disseminated both to help advance the discipline and to facilitate impact in its broadest sense.

Since 2008 the research culture in the School has been strongly reinforced through additional support for existing research-active staff (for example through new workload management) and through international recruitment of research leaders in education. This has led to a reinvigoration of our research ambitions, but our strategic priorities continue to focus on international excellence and policy engagement through collaboration both with other academic disciplines and with non-academic users of research. In order to achieve our strategic goals and position ourselves at the forefront of theoretically informed and rigorous research, the School was organised into five research-based groups. Each research and teaching group (RTG) is primarily a research cluster, providing a forum to develop research programmes and support work in progress, and representing an intellectual 'home' for all research and teaching staff in the School. To meet our commitment to enhance the postgraduate experience, all postgraduate research students are allocated to research groups so that they are fully engaged in the academic environment of the School.

The five RTGs each relate to the research strengths highlighted in 2008, with some changes in emphasis to reflect new directions. Our world-class reputation in the field of critical and cultural perspectives is captured by the the Creativity, Culture and Faith RTG (led by **McKinney**); research on adult education, higher education and community education is developed within the Social Justice, Place and Lifelong Education RTG (led by **Osborne** and **Furlong**); teacher education, teachers' work and leadership is focused within Professional Learning and Leadership (led by **Forde**); innovation in curriculum policy and practice falls within the remit of Pedagogy, Policy and Practice (led by **Hayward**); and work on ICT, which was highlighted as an emerging field of interest in 2008, is now established as Inter-disciplinary Sciences Education, Technologies and Learning (led by **Lally**).

The School Research Committee is comprised of the Research Director (**Furlong**) and the RTG leaders. The Committee is responsible for developing and delivering the Schools' strategic research goals, stimulating challenging research agendas within the thematic priorities and ensuring the production of high-quality publications that are effectively disseminated in ways that further the discipline and impact on policy. Examples of innovative work led by RTGs that contributes towards our strategic goals include:

Creativity, Culture and Faith: This group encompasses research on Catholic education as well as work focusing on the place of cultural identity in the experience of education. Recent innovative and provocative projects include the ESRC-funded 'Does Religious Education Work?' (**Conroy**, **Davis** & **Baumfield**) which shaped public debate on this important educational challenge. The project was covered extensively in *TESS* (11/03/11), featured twice on Radio 4 programmes, and widely reported in the press (e.g *The Guardian* and *The Telegraph*). Another member of this group,

Phipps, has recently secured a £2 million grant from the AHRC to examine some of the difficulties that arise in interpretation and translation with a focus on refugees and asylum seekers.

Inter-disciplinary sciences education, technologies and learning: This group engages with the development and application of forward-focussed technologies for the learning environment. As an example of innovative inter-disciplinary work, **Lally**'s 'Inter-Life' project, funded under the ESRC's Technology Enhanced Learning Programme, investigated the emerging potential of 3D virtual worlds in education in an approach that involved a synergy between education and computing science; the work has been widely disseminated at a number of events, including one at the Royal Society involving Minister for Universities and Science David Willetts MP and the former Education Secretary Charles Clarke.

Pedagogy, Policy and Practice: Research by **Hayward** and **Livingston** has helped shape educational policy, by collaborating extensively with government and government agencies, such as Scottish Qualifications Authority, on curriculum, assessment and mentoring. **Hayward** is a member of the internationally renowned Assessment Reform Group and has collaborated with the Norwegian Government and the Maltese Government on reform of educational assessment. Research in this RTG has also contributed to a range of national initiatives such as 'Assessment is for Learning' (**Hayward**, **Livingston**), 'Higher Still' (**Templeton**) and Curriculum for Excellence (**Baumfield**, **Crichton**, **Hayward**, **Hulme**, **Livingston**).

Professional Learning and Leadership: To further our policy and practice agenda, **Forde** and **McMahon** collaborated with government and professional bodies such as the General Teaching Council for Scotland (GTCS) to undertake research on professional standards and career-long teacher education: they are currently leading a joint research project with the GTCS and other Scottish universities on accomplished teaching. **Townsend** collaborated with The Institute of Principal Studies, University of Malaysia and the National School for Leadership Education in Slovenia on leadership development. Since joining the University in January 2013 **Chapman** has been made special advisor to the Scottish Government for the newly launched Improvement Partnership Programme for schools in Scotland, is on the DfE Advisory Group for the evaluation of early education in England and has worked for the British Council directing the leadership development of head teachers in China.

Social Justice, Place and Lifelong Education: Influential projects conducted by members of the division include a collaborative project by **Houston** and **Osborne** with the School of Medicine on widening access to health professions for pupils from schools with low progression rates to tertiary education. To enhance our internationalisation goals, **Osborne** and **Doyle** have worked extensively with the Pascal International Observatory involving ongoing projects in 17 regions in four continents focused on universities and regional engagement, improving university engagement and learning region knowledge exchange, all disseminated through an interactive open-access ICT system. With partners from Spain, the Netherlands, Italy, Hungary and Germany, **Osborne**, **Hammond** and **Houston** have also undertaken research for the European Commission on the role of lifelong learning for labour market transition in mid-life, while **Doyle**, **Hamilton**, **Houston**, **Jordan** and **Osborne** have undertaken a number of projects for the EC on learning region development, with Osborne being a consultant to UNESCO in the development of their Global Learning City Network.

Our strategic goals are also achieved through two specialist research centres that cross-cut the RTGs and two networks that attract members from across the RTGs and from outside the School. The Centre for Research and Development in Adult and Lifelong Learning (**CR&DALL**) and the newly-established Robert Owen Centre for Educational Change promote high-quality, policy-relevant research within their thematic domains. In addition, two university-wide networks that draw leadership from the School are the Glasgow Refugee, Asylum and Migration Network (**GRAMNet**) which is co-directed from within the School, and the Education for Global Citizenship Unit (**EGCU**).

The Robert Owen Centre for Educational Change (directed by **Chapman**) is a new research centre which will build on our recent investments in staff in ways that help us to advance areas of research where we now have exceptional expertise. The aim of the centre is to promote more equitable education systems through theory-driven applied research underpinned by a commitment to the principles of social justice and lifelong learning. To achieve these aims, the centre will produce high-quality internationally-recognised research that informs policy and impacts on practice: the centre has a strong commitment to working with those in the field to develop contextualised approaches to make a difference to the life chances of learners. In this sense, the centre seeks to offer a programme of research predisposed to making a practical difference to the educational outcomes of learners from disadvantaged backgrounds: creating new understandings and developing frameworks and tools to promote individual achievement and system change.

CR&DALL: Directed by Osborne, the Centre for Research and Development in Adult and Lifelong Learning serves as a focus and source of specialist knowledge for those conducting inter-disciplinary and multi-disciplinary research in adult education and lifelong learning. The focus of the research currently includes Citizenship, Civil Society, Community-based Learning, Literacy, Poverty and International Development and Widening Participation. CR&DALL currently has 43 members, largely drawn from the School of Education but also attracting members from across the College and University. CR&DALL hosts the European node of the Pascal International Observatory on Place Management, Social Capital and Learning Regions which was developed from the OECD's work on Learning Regions, thus increasing our exposure to international networks.

Glasgow Refugee, Asylum and Migration Network (**GRAMNet**) is a forum that brings together experts from a variety of disciplines who have a concern for issues pertaining to migration. The network is co-led from Education (**Phipps**). Some of the key activities of the network relate to the educational experiences of refugees and asylum seekers and to language, intercultural and linguistic issues. Since its foundation, GRAMNet has developed a broad research portfolio and has actively engaged with a wide variety of stakeholders (e.g. with the Scottish Police College to help develop training in intercultural practices). Through her work with GRAMNet, **Phipps** has been very influential in the interchange between academics, practitioners and policy-makers: she runs a variety of events such as workshops and film clubs and involves a wide range of people including academics from several institutions, practitioners, film-makers and activists. Examples of research being conducted by GRAMNet members include:

- A EC-funded project involving **Hammond** (CoS), **Phipps** and **Osborne**, Lifelong Learning in Palestine, which involves eight partner institutions, including four in the Occupied Territories. The project aims to develop skills, capacities and creative talents in order to develop a cradle-to-grave system of education and training in Palestine.
- Visual Journeys, a project funded by the Esmée Fairburn Foundation led by **Arizpe** explores how children construct meaning from visual images to create strategies that will develop their critical literacy skills. **Arizpe**'s work on children's literature has been particularly innovative and has opened up new research agendas which bridge the social sciences and arts. Her work on visual journeys has had a positive impact on the diversity agenda and has been supported by Glasgow Asylum Seeker Support Programme, Learning and Teaching Scotland and the General Teaching Council. The project team were awarded the British Curriculum Foundation/BERA/Routledge 2013 prize for joint developent work between schools and universities.

The Education for Global Citizenship Unit (**EGCU**) is coordinated by **Britton** with staff from across the School. Recent major research projects include embedding global citizenship into initial teacher education and into teacher lifelong professional development, as well as evaluations of various NGO projects that seek to enhance citizenship and intercultural understanding. The Unit, which

has collaborated with GRAMNet, has a growing portfolio of EC-funded partnership work relating to intercultural education, the education of migrants and teacher professional development, including a five-country project focused on boosting the educational prospects of migrants.

The Schools' strategic objectives are also delivered through participation in College inititiatives and the recent process of reorganisation has provided new opportunities for colleagues to grow links and collaborate across school boundaries to foster ambitious interdisciplinary research. As part of the strategy to increase interdisciplinary work, Policy Scotland was launched in 2013 as part of a University-wide endeavour that seeks to support and deepen our existing policy research strengths as well as providing a hub for essential knowledge exchange and public engagement activities. The public policy initiative encourages new policy-based research and forms cross-disciplinary synergistic teams, providing opportunities to raise the public profile and enrich educational research through interdisciplinary agenda setting. One of our new senior appointments, **Murphy**, has a half-time secondment to Policy Scotland to help develop interdisciplinary work which builds on the interests of Education staff.

The School is also an active participant in the Adam Smith Research Foundation (**ASRF**) (**Osborne** is a Director) which is one of the key mechanisms through which the College promotes interdisciplinary research. The ASRF fosters links between the College's disciplines and supports the development of interdisciplinary research both within and beyond the University. The ASRF has a number of initiatives in place, including:

- Seedcorn Funding – to support researchers to develop research ideas, make new interdisciplinary research partnerships, stimulate future research grant applications and produce quality published outputs.
- Visiting Senior International Research Fellow Scheme – to supports the strategic initiative of internationalisation in recruiting leading international scholars to work for a minimum of 3 months on a dedicated research project with at least one College-based collaborator.
- Researcher Development workshops – a series of workshops supporting researchers at all career stages with their interdisciplinary research ambitions.

The School of Education has directly benefitted from membership of the ASRF in a number of ways; for example, in the last two years four projects have received seedcorn funds and the Foundation has supported several Professorial visiting scholars invited by Education staff including Prof Inui (Tokyo Metropolitan), Prof Wyn (Melbourne) and Prof Pisapia (Florida Atlantic). Prof Konvitz (OECD) delivered keynote ASRF lectures and produced working papers. Members of the School also access the development opportunities in areas such as grant proposal writing and introductions to methodology such as longitudinal data sets.

A wide range of other mechanisms are in place to ensure that the School is able to deliver its strategic objectives and successfully integrates research with policy and pratice. These include:
- A workload model weighted to take account of funded research projects as well as a wide range of research activities such as grant applications, research council appointments and knowledge exchange activities. In these ways, we ensure that staff are generously incentivised to engage in a variety of research activities.
- A commitment to ensure that staff have regular access to period of study leave. All staff are encouraged to apply for study leave and, subject to an approved plan of work, can expect to be granted leave on the basis of one semester in every six. In addition, the School is able to approve shorter periods of leave in cases where benefits can be clearly demonstrated.
- All staff may apply for funds to attend conferences with an expectation that at last one major conference per member of staff will be funded annually.
- The Director of Research has a strategic fund to facilitate research excellence: it is used to help develop research proposals, to fund pilot studies and to develop writing projects.

- A regular seminar programme organised by RTGs and by the School's centres and networks as well as the flagship seminar programme, the Theory and Methods Seminar, which brings in prestigious speakers to talk on themes that are of relevance to a broad audience.
- A peer review system for research papers before they are submitted to journals.
- The College supports a central review process for grant applications that is mandatory for research council grants and for applications for funding that exceed £100,000. Additional College funds are available for national and international workshops to develop ambitious collaborative research projects.

The School currently hosts the Dewar Visiting Chair in Social Justice, founded through an endowment in honour of the late Donald Dewar. The current incumbent is Prof Paul Connolly of Queen's University, Belfast, who visits the School regularly to give seminars and public lectures and to work with staff in developing research plans and promoting collaborative work with other staff at Queen's. Most recently, this has involved establishing a new research network involving three universities, Queen's, Cardiff (Hadfield) and Glasgow (**Chapman**) focusing on issues of school-to-school collaboration for educational equity.

c. People, including:

i. Staffing strategy and staff development

Since 2008 the university has invested heavily to strengthen strategic areas of research such as higher education, educational policy and practice, youth, adult education and comparative education. Seventeen new R&T staff have been appointed, significantly increasing the number of staff at senior levels: Professors **Chapman, Dimmock, Furlong, Kehm, O'Brien, Osborne**, **Schweisfurth** and **Townsend**; Readers **Murphy**, **Odena**, **Read** and **Stoet**; Lecturers **Doyle**, **Hermannsson**, **Houston**, **Morrison-Love**, **Slade** and **Valiente**. **Moskal** joined the School as a Lord Kelvin/Adam Smith Postdoctoral Research Fellow, a position filled through a university-wide competition that attracted over 100 applications. As a result of this package of investments, the school has a much stronger research profile now than in 2008.

Our staffing strategy is focused on recruiting world-class researchers and earlier career researchers with the potential to become future leaders of the discipline. We continue to put resources into the development of existing staff, some of whom are second career researchers, having moved into academia after a successful career in teaching or educational leadership. Examples of the recruitment of established staff include **Chapman, Kehm** and **Schweisfurth**, while promising early-career staff include **Cheng**, **Moskal** and **Valiente**. We also encourage second career researchers to work towards a doctorate, with recent doctoral graduations including **Britton** and **Doherty.**

The University actively supports the implementation of the Concordat for Career Development of Researchers, launched at Glasgow in 2009 including mentoring, training and career guidance for staff at all levels and courses in research project management and grant applications. Glasgow was the first Scottish HEI to set up an Equality and Diversity Unit; all provision is governed by the principles outlined in its Equality and Diversity Policy.

ii. Research students

The environment for research students has been significantly enhanced through the creation of a College Graduate School offering a range of training programmes, seminars and academic-related events to students from all of the College disciplines. Postgraduate research students engage with a broad range of external academic activities including academic conferences, training courses and research trips. We expect the supervisor to aid in this process as part of the student's

continuing professional development and funds are made available to support such activities.

The Graduate School provides research training programmes from induction through to advanced research methods and offers a broad range of professional development opportunities. Each year, approximately 30 workshops and training sessions are delivered focusing on the key domains of knowledge and intellectual abilities, personal effectiveness, research governance and organisation, and engagement, influence and impact.

By focusing our organisational structure around research themes, through the development of a specialist research centre and by fostering cross-College networks we have been able to offer high levels of support to staff and postgraduate students and offer a wide range of opportunities for interdisciplinary work. Recognising our commitment to early career research staff, Glasgow was one of the first institutions to be awarded the *HR Excellence in Research Award* on the basis of its commitment to implement the Concordat to the Career Development of Research Staff. Within the School, a formal annual review process ensures that students are evaluating and developing their skills in line with the researcher development programme.

The College is part of the ESRC **Scottish Doctoral Training Centre** (DTC) in the Social Sciences, that offers a number of scholarships through various DTC pathways, including Education. The College also provides PhD scholarships. The School plays an active role in developing the Education stream in the DTC, helping create a dynamic PGR facility for students at the four partner institutions. For example, the School recently hosted a Master Class in advanced secondary data analysis which was attended by PGRs from all of the participating institutions. We also contributed to the DTC summer school by helping organise three half-day workshops on the theme 'Making Effective Use of New Technologies in Social Research'. Here **Lally** provided a workshop on social media and data analysis focusing on the use of Twitter feeds and micro-blogs.

The effectiveness of strategies in place to ensure that our research students are provided with a world-class experience are demonstrated by the number of doctorates awarded, (since 2008 a total of 43 students supervised by School staff have gained either PhDs (33) or professsional doctorates (10)) and through our success in winning competitive scholarships both through the DTC, the College and in international competitions. Underlining the quality of our applicants and supervisory arrangements, in 2012/13 the School of Education was awarded two of the four ESRC scholarships offered by the DTC's Education pathway and one in 2013/14, while our PGR students are funded by a diverse range of prestigious organisations, e.g. the World Bank, and many hold competitive scholarships such as Erasmus Mundus and Emery.

Doctorates awarded in Education, by year and type

	2008/9	2009/10	2010/11	2011/12	2012/13
PhD	10	3	8.5	8.5	6.5
EdD	2	4	4	3	5

d. Income, infrastructure and facilities

The School generates significant income from external sources, with a total spend of over £4.3 million during the assessment period. Of this, nearly £1.5 million (£1,470,207) was won in the form of grants from the Research Councils and the British Academy, almost £1.3 million (£1,298,104) came from UK government bodies, just over half a million came from the European Union (£500,532) and a further half million came from UK charities (£551,191).

In a context where sources of funding are extremely competitive, staff have successfully approached a wide range of funding bodies. Around 100 organisations have funded our work in the assessment period; some of these are major funders such as the ESRC, The European

Commission, Department for Education/Department for Education and Skills and the Scottish Government. Others more specialised such as the General Teaching Council for Scotland, the Japan Society for the Promotion of Science, the City of Helsinki and the Children's Parliament. In line with the University's internationalisation agenda, about 25% of our external research funding during the assessment period has come from overseas sources.

The School encourages all staff to apply for external funding and one half of research and teaching staff currently hold research funds which average £17k per FTE overall, or £34k a head for those who hold external funds.

The School enjoys first-rate research facilities. All Education staff are housed in one building containing staff offices, office accommodation for research students, common rooms for staff and students, a variety of seminar rooms and lecture theatres and a café. All research and teaching staff have individual office accommodation with networked computer facilities while research students all have dedicated desks and computing facilities within shared office spaces.

The School benefits from one of the largest university libraries in Europe holding more than 2.5 million books and journals and online access to over 30,000 journals. It is open 361 days of the year, normally from 07.15 to 02.00. The library has study space for 2,500 students with over 800 computers and wi-fi throughout the building and has just recently completed a £4.5 million renovation and modernisation project.

e. Collaboration and contribution to the discipline or research base

Our staff make significant contributions to the discipline through involvement in the work of research councils, learned societies and collaborations with key national and international bodies:

- **Furlong** serves on the ESRC Methods and Infrastructure Committee and, as the ESRC representative, sits on the Governing Board of the Centre for Longitudinal Studies.
- Several staff are members of the ESRC Peer Review College (e.g. **Schweisfurth**, **Lally** and **Osborne**).
- **Odena** is a member of Review College of the Irish Research Council.
- **Conroy** sits on the REF panel, is President of the Association for Moral Education and Vice-Chair and Programme Chair of the Philosophy of Education Society of Great Britain.
- **Osborne** is Co-Director and **Doyle** Deputy Director of the Pascal Observatory on Place Management, Social Capital and Lifelong Learning.
- **Head** is currently President of the Scottish Educational Research Association (SERA).
- **Hulme** was a member of the SERA executive during the assessment period.

Several members have been lead editors or co-editors of major journals during the assessment period: for example:
- British Educational Research Journal & Review of Education (**Baumfield**)
- Comparative Education (**Sweisfurth**)
- Curriculum Journal (**Hayward**)
- European Journal of Teacher Education (**Livingston**)
- Journal of Adult and Continuing Education (**Osborne**)
- Journal of Philosophy of Education (**Davis**)
- Journal of Youth Studies (**Furlong**)
- School Leadership and Management (**Chapman**).

Many others serve on editorial boards of international journals; e.g.
- Canadian Journal of Adult Education (**Osborne**)
- Gender and Education (**Read**)

- Journal of Philosophy of Education (**Enslin**)
- African Educational Review (**Enslin**)
- Teaching in Higher Education (**Gunn**)
- International Journal of Music Education (**Odena**)
- Journal of Moral Education (**McKinney**)
- Longitudinal and Life Course Studies (**Furlong**)

Our strategy has proved to be effective in that several staff have been recognised nationally and internationally through election to prestigious learned societies (e,g. Conroy and Furlong to the Academy of Social Sciences), national honours (e.g. Phipps OBE) and higher doctorates (Furlong, D.Litt). Gunn won a Visiting Scholar Award from the Royal Society of Edinbugh. A paper co-authored by Furlong won an award for the best paper published in the *Journal of Sociology* for 2011/12 and one by Bovill was listed as among the top 10 most downloaded papers in *The Journal for Academic Development*. 2 new researchers have won prestigious awards; Cheng won the SHRE New Researcher award in 2010 (her 'Transforming the learner versus passing the exam' was included in Routledge's 'Class of 2012', a collection of their most down-loaded articles). Houston and Osborne's book was highly commended in the 2011 annual book awards of the Society for Educational Studies.

Members of the School play leading roles in the development of educational policy through knowledge exchange and through serving on key national committees. Given the location of the School and the distinctive nature of Scottish education, a lot of our policy work has a Scottish focus:

- **Chapman** is a member of the DfE advisory group on Early Education in England and and was an Expert Witness for the House of Commons Education Select Committee inquiry into Role and Performance of OfSTED. He has also sat on a range of advisory and steering groups for government agencies (eg. NCSL) and other organisations, (eg. NUT).
- **Hayward** is a Board member of Education Scotland.
- **Livingston** is a member of the Scottish National Partnership Group preparing proposals for the Cabinet Secretary for Education.
- **McMahon** has been seconded as Lead National Coordinator for the new Scottish College of Educational Leadership.
- **Davis** is a Council member of the General Teaching Council for Scotland and Chair of the Scottish Teacher Education Committee.
- **Donaldson**, an Honorary Professor in the School and former Chief Executive of HM Inspectorate of Education, is working with colleagues implementing recommendations from his influential report, Teaching Scotland's Future.

The School has a wide range of international collaborations and a very high success rate with proposals to the European Commission; as such we are able to offer strong support to staff developing new proposals involving overseas partners and can help put individuals in touch with potential collaborators. We been proactive in involving staff in EC projects and several people have successfully developed their research profiles as a result (e.g. **Hamilton** and **Houston**).

Many staff also play key roles in international associations and networks and provide advice to international bodies. For example:

- **Gunn** is advising on the development of a Centre for Higher Education Excellence in Albania
- **McMahon** is a board member of the International Congress on Education for Teaching (ICET)
- **Forde, McMahon and Dickson** are founder members of the WERA International Research

Network
- **Sutherland** is a member of the European Council for High Ability
- **Chapman** is a Board Member of the International Congress for School Effectiveness and School Improvement, has served as expert advisor for World Bank Seminars in Moscow and as academic advisor to the Moscow School of Economic and Social Sciences (2008-12)
- **Furlong** was an expert advisor to a EUROFOUND project on NEETs in Europe
- **Hayward** chairs the EU Expert Group on the Professional Development of Teachers
- **Kane** was invited by the President of Brazil to speak to educators from across the country and was elected as the first international counsellor for the Popular Educational Forum of the western state of São Paulo
- **Osborne** is convener of the Universitas 21 network on research universities and their regions.

Several staff hold or have held visiting/honorary appointments in overseas institutions during the period, including: Warsaw University (**Conroy**); University of Melbourne (**Furlong**); State University of Florida (**Townsend**); Universities of Manchester, Cyprus and Malaysia (**Chapman**); University of Malaya (**Townsend**) and Witwatersrand University (**Enslin**).

Reflecting their contribution to the discipline, staff are regularly invited to present keynote lectures at prestigious international conferences, for example:

- **Chapman** presented keynotes at the International Conference on School Choice in Florida, NUT CPD conference and to the Turkish Inspectorate, and Ministers of the Russian Federation,
- **Furlong** presented a keynotes at the European Sociological Association conference, Turin, the Italian Sociological Association, Salerno and was invited to give the opening address to the Joint Regional Conference on Governing Youth in South Asia, Kathmandu,
- **Livingston** addressed the first Global Summit on Teacher Education in Beijing,
- **Osborne** was a keynote speaker at UNESCO Institute for Lifelong Learning 60th anniversary conference in Hamburg,
- **Schweisfurth** presented keynotes to both the Comparative Education Society of Hong Kong and the Comparative Education Society of Taiwan and,
- **Townsend** presented keynotes at the ESRC conference on Challenging the Boundaries of School Effectiveness and School Improvement, the International Congress for School Effectiveness and Improvement conference, Kuala Lumpur, Malaysia and at the Commonwealth Council on Educational Administration and Management in South Africa.