

**Institution: University of Leicester**

**Unit of assessment: UoA 25 Education**

**a. Overview**

Located within the College of Social Science, and entirely contiguous with the School of Education, the UoA's core aim is to promote the essential synergy between research and teaching. We have put in place strategies to develop and sustain research that: **(a)** explores and questions educational theory and analysis, and **(b)** builds a strong well-theorised evidence base to inform and critically engage with educational policy and practice in regional, national and international contexts. Collectively, our research challenges practitioners and policy makers in the fluid policy context that has characterised educational reform nationally and internationally during this assessment window.

The REF period has been one of considerable change for the School. Of 30 Education staff entered in RAE 2008, 6 left for other HEIs and 7 retired, including all but one of the Professors. Staff from other departments who were entered in this UoA for RAE 2008, are entered elsewhere for REF2014. New appointments in the same period include three professors, two senior lecturers and three lecturers who are entered in REF, plus four new researchers not entered this time, and six lecturers on teaching dominant contracts. In this environment, we have focused on developing a robust structure for our research activity and capacity-building by establishing seven coherent and inter-related research groupings described below. This structure, together with the investment in staffing and aspects of research support described in later sections, means that the UoA has a strong exit trajectory from this assessment period.

**b. Research strategy**

At RAE 2008 the UoAs research was structured into four Academic Research Groups. A strategic review early in this REF period suggested the need for a more flexible structure and seven Special Interest Groups (SIGs) were formed to concentrate research expertise. Each with its own leader, the SIGs are co-ordinated through the School's Research Committee. They contribute to capacity-building by bringing together academic staff with different levels and kinds of expertise and experience, and postgraduate students, to discuss papers, plan research bids, and develop and critique plans for research projects. SIGs promote and share research through regular workshops and seminars involving staff, doctoral students and external speakers.

*Language Teaching, Learning and Use (LTLU)*

LTLU, convened by **Svalberg**, encompasses four inter-related research strands. The Language Learning in Schools and Classrooms strand explores linguistic experience in schools, language teacher education; learner variables; teachers'/learners' language awareness; language(s) used in the classroom; and culture in the language classroom. Funded research in this strand includes a number of funded projects: *Silence in the Language Classroom* (**King**), *Student Language Teachers' Construction of Grammar Awareness* (**Svalberg and Askham**), *Teacher Autonomy in Applied Linguistics and TESOL* (**King and Askham**). Language learning within the school system is addressed in **Dymoke's** innovative research into the teaching of poetry as part of a successful ESRC Seminar Series, and **Wolfe's** exploration of aspects of young children's language development. The second strand focuses on Language Policy and Practice with projects lead by **Norton** into the development and design of *English Language teaching course books* and by **Fulcher, Norton and Rogerson-Revell** into *Language Testing and Assessment*. The third strand centres on Language Use and Engagement in Wider Society with funded research carried out by **Rogerson-Revell** into *English as a Lingua Franca in Business Meetings*, **Norton**, *The construction of the parent-school relationship in school generated texts*, and work carried out by **Smith, N** into *Corpus*

*Linguistics Methods, as applied to Language Description and Teaching.* The fourth strand examines the Language Mediation of Learning with a number of funded research projects addressing this theme in contexts of teachers' collective learning through lesson study by **Cajkler, Wood, Norton and Pedder**. In a separate study, **Cajkler** has researched the experiences of newly qualified teachers in multi-lingual classrooms.

*Pedagogy and Innovation in Mathematics and Science Education (PIMS)*

PIMS, convened by **Ainley**, centres on pedagogy and pupils' learning in mathematics and science education, with strands which address inquiry-based pedagogies, task design and aspects of teacher education. **Ainley** and **McKeon** led Leicester's contribution to the large scale EU Fibonacci project, into the development and dissemination of inquiry-based mathematics and science education across Europe. In a second EU project, ReSTARTS, **McKeon** and **Tas** evaluated the development of inquiry-based pedagogic approaches involving collaboration between teacher educators and Aerospace research in six European countries. **Hewitt's** doctoral research focuses on dialogic teaching in inquiry-based primary science. In the task design strand, **Ainley** works with colleagues at the Universities of London and Haifa in a British Academy project exploring pedagogic task design in the field of statistical reasoning. **Forsythe**, in her doctoral research, explores the development of geometrical reasoning within a dynamic geometry software environment, using micro-analysis of both dialogue and gestures to inform iterations of task design. **Griffiths** studies the mathematical development of children in foster care whose schooling has been severely disrupted, and explores intervention strategies which may help to fill gaps in their learning and build self-confidence. In the professional development strand **Tas** and **Heywood** work with the Science Learning Centre East Midlands (now Education CPD+) to study the development of science teachers' pedagogic subject knowledge. **Smith, E.** and **White** have explored teacher supply in science. PIMS currently includes a significant proportion of members who are early career, so the emphasis of the group's work in the REF period has been on capacity-building. Activities are enriched by links to local, national and international networks.

*Testing, Assessment and Measurement (TAMER)*

TAMER, convened by **Fulcher**, focuses on mixed methods research in educational testing, assessment and measurement. The research strands of TAMER are Language Testing lead by **Fulcher, Norton, Svalberg, and Rogerson-Revell**, the Definition of Test Constructs, led by **Fulcher** and **Svalberg**, Assessing Speaking, led by **Fulcher** and **Norton**, Domain Specific Performance Analysis lead by **Fulcher** and **Rogerson-Revell**, and the Social Impact of Test Use lead by **Fulcher**. TAMER research covers a range of concerns in test design and use in the field, from the definition of what is tested, through design of tasks and scoring systems, to the use of tests to make high stakes decisions. The research focus of TAMER is directly relevant to the high-stakes assessment of skills and abilities in education and workplace settings. **Fulcher** has contributed extensively to the definition of second language fluency, influencing the design of rating scales and frameworks from Cambridge Assessment to the Common European Framework of Reference. **Svalberg's** work on language awareness highlights understanding of metacognition in understanding grammar. **Fulcher** and **Norton** are researching speaking tests, the former in the development of new scoring procedures; the latter in the understanding of co-construction through multiple interlocutors. This research is being used by examination boards to inform the next generation of speaking tests, and **Fulcher** co-chairs the Educational Testing Service (ETS) speaking redesign research group. **Fulcher** and **Rogerson-Revell** have researched language use in work-specific communication, including service encounters and business meetings. These descriptions inform authentic test-task design. **Fulcher** has worked on the social impact of testing practices, particularly addressing the use of tests for purposes for which they were not originally designed. He has developed "test-retrofit theory" which provides guidelines for examination boards on the processes required to validate tests for unintended uses.

*Education for Social Justice (ESJ)*

ESJ, convened by **Smith, J.**, centres on the analysis and investigation of social justice in education. The three strands of ESJ are: Equity and Inclusion; Voice, Power and Participation; and Research Methodologies and Social justice. **Smith, J., Smith, E., Busher** and **Spencer** examine issues of equity and inclusion in contexts of schools, teachers' careers and teacher education from the perspectives of teachers, other classroom-focused staff and students. **Wilkins** explores the experiences of black and minority ethnic student teachers, and initial teacher education policy. **Busher, Lawson** and **Shah** explore issues of voice, power and participation through their research into gender, race, and student voice as they relate to power and participation in a range of school and classroom settings. **Wilkins, Busher** and **Lawson** have extended the study of education for citizenship into a European context. **Smith, E., Shah** and **Busher** focus on methodological issues related to the investigation of social justice.

#### *Educational Leadership, Learning and Change (ELLC)*

ELLC, convened by **Fox**, focuses on four strands: Leadership and Diversity; Leadership Development; Leadership and Learning Networks and Partnerships; and Professional Learning. Research related to the leadership and diversity strand examines relationships between gender, faith and leadership. **Smith, J.** leads research into the career trajectories of women school leaders in the UK. **Shah** explores relationships between gender and faith in educational settings and currently leads an international research capacity-building project focused on women as academic leaders working with the Institute of Education, London and 5 Universities in Pakistan. **Taysum** compares policy-building for democracy in seven national contexts. The leadership development strand involves research by **Zhang** into leadership development through a research collaboration with a University Education Department in China, by **Shah** through collaborations with universities in Pakistan, Malaysia and Ghana, and by **Smith J.** and **Pedder**, who focus on leadership development of early career teachers. As part of the Leadership and Learning Networks and Partnership strand, **Pedder** and **Fox** research leadership and professional learning cultures that support successful classroom innovation through lesson study, working in partnership with three Teaching School Alliance networks. The professional learning strand includes research by **Burgess** and **Lawson** into aspects of professional learning associated with the use of technology in ITE contexts, and a longitudinal study based on classroom observation of sixth-form teaching. **Pedder** has conducted large scale survey research into teachers' professional learning and made important conceptual advances in the theorisation of professional learning.

#### *Participatory Approaches to Innovation and Reform in Education (PAIRED)*

PAIRED, convened by **Wood**, focuses on innovation and reform of education systems through participatory approaches to teaching, learning, research and development. PAIRED investigates emerging paradigms of schooling, including research into learning beyond traditional classroom settings, and research into participatory models of teaching (**Busher, Wood**). A consequential set of activity encompasses research on methods of participatory research, especially in relation to action research and ethnography (**Warwick, Wood**).

#### *Learning Innovation*

The Learning Innovation SIG, convened by **Conole**, focuses on educational innovation and change. **Conole, Edirisingha** and **Bird** research into the use of technologies for learning, teaching and research, with interests in new approaches to designing for learning, open educational resources and massive open online courses, social and participatory media, e-pedagogies, mobile learning, and virtual worlds. They lead three EU funded projects: SCENE, project-based learning using virtual worlds; POERUP, fostering uptake of Open Educational Resources through policy; METIS, development of an online Integrated Learning Design Environment. **Fox, Bird** and **Owen** research teachers' use of social media to support professional networking as a mode of professional development. **Lawson** has researched the use of Video-conferencing in schools to support learning. **White** researches the experiences of adult learners using online resources.

The overlapping membership of the SIGs ensures that they are linked together very strongly. The collected activity and 25+ strands of our 7 SIGs constitute an impressive range of theoretical and empirical contributions to the field of education, spanning assessment, testing and measurement; pedagogy; innovation; teacher education and learning; school improvement and leadership, and applied linguistics.

#### Research Management and Strategic Development Structures

The School's Research Committee develops the strategic direction of research, and monitors and reviews all aspects of our research activity, including grant applications, impact activities and research events. Membership includes SIG convenors, all Professors and the Post-Graduate Tutors responsible for Doctoral programmes. It is chaired by the School's Director of Research (**Pedder**), also a member of the School's Management Committee. The Research Committee reports internally to the School's Management Committee and externally to the College Research Committee. This strategy level committee, operates within the overall University strategy. There is thus a clear conduit through which Departmental strategy is shaped by the University and College environment, and can inform the activity of SIGs.

The School's structures nurture the research environment and enable capacity-building. Complementing the support offered through SIGs, less experienced researchers are allocated a senior colleague as a **research mentor**. Mentors work with three or four mentees, providing an informal point of support, and meeting more formally twice a year. This provides an opportunity for individuals to access tailored support in relation to any aspect of research development appropriate to their career stage. The School's **workload allocation** aims to protect 40% of staff time for research. As part of this allocation, termly '**research weeks**', kept free from teaching and administrative activity, provide consolidated time for individuals, and twice termly '**research mornings**' protect time for SIGs to focus on collective research activity. In addition, College structures provide formal and informal opportunities for inter-disciplinary exchange through workshops, seminars and lectures addressing broader themes in the social sciences. The School has invested in **Graduate Research Assistants** - full time doctoral students funded for 4 years, who also provide research support for academic staff one day per week. Individuals or groups of staff can bid for GRA's time on small-scale and unfunded projects. The School provides **seed corn funding** for projects through a budget administered by the Director of Research. The College also has a Research Development Fund from which a high proportion of colleagues from the School have succeeded in obtaining support: **Burgess, Busher, Cajkler, Fox, Mohamed, Norton, Pedder, Shah, Smith, E., Smith J. and Tas**. The College fund covers exceptional conference expenditure, transcription costs, pump prime research in advance of making larger grant application to an external grant funding body, or to extend current research. At informal fortnightly **lunch-time seminars** and our **annual research conference** colleagues share work-in-progress. Our **conference fund** supports staff present papers at national and international conferences, and to use these as the basis for peer reviewed publications. Our publication strategy is to develop high quality research for dissemination in many cognate disciplines and through any mode of publication, especially high quality peer-reviewed research journals, and also journals with a professional focus.

The School's Research Administrative (RA) team supports the work of the Research Committee and works closely with the University and College Research Support Offices to provide support for all research projects and activities undertaken by members of staff, especially the preparation of research proposals and budgets for external and internal funding. The RA team works closely with the University's Academic Practice Unit to provide research development activities for Principal Investigators and research staff

#### Further areas of development

At the end of this REF our capacity-building and research support structures are very well established and are contributing to a vibrant research culture in which new and fruitful research collaborations among colleagues and partnerships with schools and universities have developed. A particularly exciting development is that funded research activity among early-

and mid-career researchers over the last two years has increased. We plan to continue to provide systematic mentoring and ongoing research support through our SIG structure, and to further develop our strategy of winning external funding through our programme of grant-writing workshops, systematic peer review, research seminars, and conferences. Other areas of development centre on extending our research partnerships with schools and universities regionally, nationally and internationally, building on the partnership and research capacity-building work of **Ainley, McKeon, Pedder, Fox** and **Shah** in their projects funded by the EU, National College for Teaching and Leadership, and the British Academy. To take this forward a partnership strategy group has been formed by **Pedder**.

**c. People, including:**

**i. Staffing strategy and staff development**

The University has fully supported the School's research capacity-building strategy over the REF review period by appointing 3 new professors (**Burgess** and **Pedder** in 2011, and **Smith, E.** in 2012), through the internal promotion of one member of staff to professor (**Fulcher** in 2012), two members of staff to readerships (**Shah** and **Wilkins**) and three to senior lectureships (**Griffiths, Rogerson-Revell** and **Wood**).

During the REF period the School, as mentioned, has experienced a high turnover of staff due to retirements and staff moving to other institutions. A period of contraction following RAE2008 has been reversed, improving the balance of senior to junior staff, and investment has been made in the appointment of both experienced researchers and promising early career researchers. The School's strategy has been to recruit talented research active staff whose interests and expertise articulate with the focus of the SIGs; 12 such appointments have been made in the REF period. Strong support is provided for early career researchers without Doctorates to pursue part-time Doctoral study. Currently five members of staff are completing PhD or EdDs. Monitoring and reviewing research plans, and identifying specific support needs are undertaken through the School's research mentoring system, and the University's annual appraisal. The University has a study leave system based on one semester in seven, and shorter periods of 'special study leave' for the completion of specific writing projects. The School and College rigorously review all requests for study leave, taking into account past research performance in terms of grant applications and publications and the applicant's research plan and intended outcomes. During the REF period 17 semesters of study leave have been taken by Education staff. The record of fulfilling agreed research and writing outcomes during these periods is excellent.

Staff development is provided from a variety of sites within the University. The School has its Annual Research Conference at which Doctoral students and School staff share research findings and ideas. The School funds an Annual Spring Seminar Series, enabling SIGs to host external speakers. In addition fortnightly seminars are held over the course of the academic year, at which staff or invited speakers share their research. The dissemination of research information, particularly relating to funding sources, is undertaken by the College Research Committee and by the University's Research Support Office (RSO). We encourage staff to take advantage of all support services provided by RSO related to research grant applications including costing, preparing, negotiating and overseeing the administration of awards. RSO also provides assistance to staff such as identifying peer-reviewers and past holders of the same award, circulating funding calls, suggesting partners or specific schemes. RSO invites speakers from external organisations such as funders (Wellcome Trust, Leverhulme Trust, Research Councils etc) and other relevant bodies so that the latest thinking and policies with regard to research funding are shared. The RSO also runs 'Research Focus Week' each year with a wide range of sessions aimed at researchers at all career stages such as finding funding, focus on fellowships or working with partners.

The Academic Practice Unit (APU), with IT, the Library, Enterprise and Business Development Unit and Research Support Office run a wide range of research-related sessions such as introduction to JeS and writing fellowship applications, all helping researchers improve their

chances of making successful funding bids. Support for researchers at Leicester builds in Vitae's Researcher Development Framework to build on the capabilities needed by researchers from PhD candidature on to life as an academic or as leader of a large research programme. Drawing in expertise from Leicester's academic community and beyond, APU provides a range of training programmes such as: 'Research Leadership and Management' (including access, impact, ethics, mentoring, information security); 'The Enterprising Researcher' (including communication, knowledge transfer, career management); and 'The Intrepid Researcher' (methods and methodologies, evaluation); there are also training sessions on IT, statistics, presentation skills, social media and so on.

The University is a signatory to the Concordat to Support the Career Development of Researchers, and has recently been awarded the 'HR Excellence in Research Award'. The Award acknowledges the University's alignment with the principles of the European Charter for Researchers and Code of Conduct for their Recruitment. The Concordat Action Plan 2011-13 underlines our commitment to this process. Areas for further work have been identified, against key milestones and timelines, and these are being monitored by the Concordat Steering Group, which is chaired by the PVC for Research and Enterprise, and has representation from research and academic staff members from the University's four constituent Colleges, Human Resources, and the APU. The School's research associates, for example those employed on the British Academy funded East Midlands dialect project and on the EU funded Construction-related Language Learning project, are mentored by experienced colleagues attached to their project, and, access the expertise of senior colleagues in the SIG to which they are attached.

### Research students

The School offers a PhD programme in four modes – full-and part-time campus-based, part-time flexible, and part-time distance learning. We also offer a professional doctorate, EdD, targeted at educational professionals requiring high level research skills. The EdD is studied via face-to-face taught sessions during study schools and via a virtual learning environment to facilitate engagement and independence in ways consistent with distance learning.

The PhD has 67 students registered at the current time, and 49 students have graduated from the programme since January 2008. The EdD currently has over 25 students, and 113 students have graduated from the programme since 2008. The table below summarises year on year PhD and EdD completions drawing on the main student returns provided by HESA. HESA returns do not capture all categories of student. Students excluded from HESA returns (overseas EdD and PhD DL or PT students ) are included in brackets :

	2008/9	2009/10	2010/11	2011/12	2012/13	<b>Totals</b>
EdD	1 (19)	6 (19)	8 (21)	8 (12)	5 (5)	<b>28 (76)</b>
PhD	6 (4)	5 (4)	8 (0)	4.5 (0)	9 (0)	<b>32.5 (8)</b>
<b>Totals</b>	<b>7 (23)</b>	<b>11 (23)</b>	<b>16 (21)</b>	<b>12.5 (12)</b>	<b>14 (5)</b>	<b>60.5 (84)</b>

A range of high quality training provision is available to our doctoral students. All PhD students have access to a dedicated Virtual Learning Environment (VLE) which contains research training modules and a variety of multimedia support materials. Research methods modules are formally assessed, and this assessment is taken into account when a supervisory team, made up of at least two supervisors and a third reviewer, monitors students' progress at the Advanced Postgraduate (APG) Review and at subsequent review meetings held twice a year. For campus-based and DL students, the research training provides the first stage in their entry into the PhD community within the School. Our first DL PhD students registered in April 2012. These students are encouraged to attend any relevant campus-based events offered within the School of Education, the College of Social Science or the wider University. EdD students have access to high quality research methods training: an initial 4 day research methods programme followed by annual summer schools. Materials on the VLE support students

throughout the programme and cover the various stages of doctoral study plus opportunities to examine research problems and challenges as members of a SIG.

All PGR students have two supervisors. We ensure that, where early career colleagues are involved in supervising, they are paired with a more experienced colleague. The directors of the PhD programme (**Fulcher** and **Shah**) and the EdD (**Smith**) are also actively involved in the monitoring and supporting of all PGR students' progress. This translates into six monthly (for full-time PhD and annual for part-time campus-based students, flexible and DL students) progress meetings. Since the creation of the College of Social Science in 2010, the School has been awarded 19 full-time (three year) and part-time (five year) studentships and Graduate Teaching and Research Assistantships (four years) using College funding and the School's non-pay budget. The School has contributed at least 25% towards the total cost of each of these awards, demonstrating our significant financial investment in doctoral programmes. As well as attracting excellent students, otherwise unable to undertake doctoral study, the awards have been made to applicants from a wide disciplinary base and geographical area. As such, we have also been able to build supervisory capacity for the future amongst our more junior colleagues and to allocate supervisory responsibilities more evenly across the School in general. On graduation, our Graduate Research and Teaching Assistants have acquired several years of teaching, assessment and supervisory experience as well as their PhD. In addition to GTAs we have funded two Graduate Research Assistants who support the research of staff, and become actively involved in research beyond the scope of their PhDs.

Most Academic Practice Unit's programmes for researchers are accessible to PGRs. Bespoke sessions, particularly in key data analysis tools like SPSS or NVivo, are arranged for DL PGRs visiting campus. Training provision is also available online for all students, including part-time students and those based away from campus. PGR-specific centrally offered training is offered under two main courses: 'Managing your Research' and 'Communicating your Research', and these are supported by the annual 'Festival of Postgraduate Research', where researchers send in abstracts to compete in a poster competition; 'Café Research', where researchers present broad brushstrokes of their research to their peers in an informal setting; and the 'Doctoral Inaugural Lectures', which celebrate and showcase PhD graduates who are outstanding academically and able to present their work in an accessible way to a wider university audience. PGR students are supported by events on employability and career management, interview skills and industry internships, and PGRs can access the Careers Service, the English Language Teaching Unit and the Welfare Unit. There are also opportunities for students who teach while pursuing their PhDs, or who want to teach later in their careers. Sessions include Preparing to Teach and Supporting Student Learning. The Library runs the Graduate School Media Zoo, a series of workshops and one-to-one sessions on collaborative and social media tools to access sources, organize and manage their research projects, and disseminate their work effectively. Our PhD students have been successful. One of our PGR students, **Owen**, was successful in the Festival of Postgraduate Research competition. Two PGR students, **Yi** and **Browne** were awarded prestigious grants of \$2,000 to support their doctoral research by the Educational Testing Service of the USA (ETS). **Xu** has first authored a chapter with **Pedder** for publication in an edited book while **Mitchell** and **Boon** have each had an article published in a peer reviewed research journal.

#### **d. Income, infrastructure and facilities**

Our research income compares favourably with other Education units that are similar in terms of career balance and size. An important part of our research income returned for the REF period consists of prestigious grants and fellowships. For example, **Fulcher** and **Wilkins'** Leverhulme Fellowships; **Fulcher** (£22,000) to research into practical language testing; **Wilkins** (£26,988) to research into professional career-changers entering teaching. **Dymoke** obtained ESRC funding (£18,220) for her Poetry Matters ESRC Seminar Series. **Ainley** (£239,395 and £26,670) and her team's work, focused on the development and dissemination of inquiry-based mathematics and science education across Europe has attracted substantial EU funding. **Conole** and her team's research into integration and evaluation of ICTs and e-

learning and impact on organisational change has attracted three JISC (each £15,000) and two EU funding awards (£34,935 and £57,138). **Smith, E** attracted Nuffield funding (£46,214) for her research into employment trajectories of STEM graduates. **Burgess** obtained EU funding (£67,104) for capacity development of faculties of education in international approaches to teacher education project. **Shah's** work into research capacity-building through international partnerships has attracted British Academy funding (£29,576). Despite these considerable successes, research funding declined during the REF period from £435,552 in 2008-09 to £286,406 in 2011-12. This has been partly due to the considerable turnover in staffing and the loss of senior and Professorial staff. The contributions of the newly and recently appointed Professors to research capacity-building and grant income have yet to show up in the grant award figures. We are still building the leadership to develop larger scale bids. Over the next five years one of our strategic aims is to enlarge the base for research grant applicants and improve our rate of income generation by (a) disseminating good practices through regular workshops, individual consultations and continuation of peer review processes to share expertise; (b) encouraging and supporting early career researchers to apply alongside more experienced researchers; (c) continuing our termly programme of grant-writing workshops; (d) expanding our programmes of regional, national and international partnership-building; and (e) leading the development of interdisciplinary grant activity across the College of Social Science.

Our research infrastructures and facilities are good. All staff members have individual offices with up-dated computer equipment with online access to library facilities. Research Associates and campus-based students have a suite of offices with computer and printing facilities and online access to library facilities.

#### **e. Collaboration and contribution to the discipline or research base**

Our vibrant and active research culture supports staff to make outstanding contributions to the scholarly community. Our contribution is outstanding given the number of early career researchers and staff studying for PhDs. Furthermore, we have established forms of supports for helping our early career and less experienced researchers contribute to building the disciplinary infrastructure. Colleagues are board members of prestigious journals including BERA's Research Intelligence (**Burgess**, editor), Language Testing (**Fulcher**, editor), Assessing Writing (Fulcher), English in Education (**Dymoke**, editor), Journal for Research in Mathematics Education (**Ainley**), International Journal of Leadership and Policy in Schools (**Shah**), International Journal of Social Sciences and Education (**Shah**), Educational Management Administration and Leadership (**Smith, J**), International Journal of Educational Research (**Pedder**), Asian EFL Journal (**King**), and ELT Journal (**Norton**). Colleagues also contribute to the work and committees of research and professional associations and bodies including the British Society for Research in the Learning of Mathematics (**Ainley**, Chair), European Society for Research in Mathematics Education (**Ainley**), National Network for Directors of EdD programmes (**Burgess**, Chair), Educational Testing Service (ETS) Working Group on Assessing Speaking for the TOEFL iBT (**Fulcher**, Co-Chair), BERA's Academic Publications Committee (**Burgess**), ESRC Peer Review College (**Dymoke**), National Association for the Teaching of English (**Dymoke**), Association for Science Education (Heywood), Association of Language Awareness (**Svalberg**). The quality of our research is reflected in the esteem indicators of our academic staff. For example, **Fulcher** won the International Language Testing Association 'Best Article Award' in 2011, and was Visiting Distinguished Professor at Temple University, Japan in 2012. **Smith, J** won the Educational Management Administration and Leadership prize for best published article in 2011. **Busher** gave the keynote lecture on Student Voice at the 1<sup>st</sup> International Conference on Reimagining Schooling in Greece in 2013. **Ainley** was keynote speaker at the 35<sup>th</sup> Conference of the International group for the Psychology of Mathematics Education in Turkey in 2011. **Dymoke** was awarded a Visiting Scholarship by the University of Auckland and the New Zealand Association for the Teaching of English in 2011.