

<p><b>Institution: University of Reading</b></p>
<p><b>Unit of Assessment: 25 Education</b></p>
<p><b>a. Context</b></p> <p>The Institute of Education at Reading has clearly focused and distinctive research groups (<i>First Language and Literacy in Education: Second Language; Equity, Inclusion and Improvement; and Values in Practice</i>) which have made significant and widely recognised contributions to the study of Education and associated fields. Work is designed to promote world-leading research in areas of the greatest strength while preserving the professional mission of a department concerned with teacher education and a local and regional role in supporting the education service and the teaching profession. Members of the <i>Language and Literacy in Education</i> research groupings are also members of the new Centre for Literacy and Multilingualism (CELM) directed by Treffers-Daller, facilitating inter-disciplinary research.</p> <p>The Institute's research is theoretically robust as well as being practically based and thus has the potential to have strong <b>impact on the practice of education</b> at school level directly (e.g. Graham - Teaching of Modern Foreign Languages (MFL); Stainthorp - Teaching and assessment of early word reading); at school level indirectly via <b>national input to subject organisations</b> (e.g. Martin, former President of the Association for Language Learning) and through <b>consultations at national level re the curriculum</b> (National Curriculum – Graham: MFL; Harris: History; Stainthorp: English KS1 &amp; 2); and at international level (e.g. Edwards - Multilingual Materials, Stainthorp – Primary National Curriculum for English, Malaysia and Vietnam). The main non-academic user groups of our research are therefore <b>teachers, professional associations, central government, and national organisations</b> both in the UK and internationally.</p>
<p><b>b. Approach to impact</b></p> <p>The Institute of Education has in place a number of mechanisms to support and facilitate impact arising from its strong research and reputation:</p> <p><b>Funding for colleagues to present to, and engage with, users</b></p> <p>We have funded colleagues to attend events where they engage with the practitioner 'public' about their research and its potential to inform practice. This can be instanced in the REF period by:</p> <ul style="list-style-type: none"> <li>• Hyder's work with librarians about her research in reading groups for the blind in order to help them develop more client friendly strategies (Mar 2012, 2013);</li> <li>• Stainthorp's presentations about the teaching of early reading to support the training of primary teachers for the Universities' Council for the Education of Teachers (Nov 2008); and about word reading for the <i>Times Educational Supplement</i> conferences (May &amp; Oct, 2012). The Science team's very successful series of national conferences for the Association of Science Educators and local conferences for schools on climate change as part of a three year EU-funded project (Jan 2013);</li> <li>• Tissot's address to a multi-professional workshop/conference for Autism Today about adolescent sexuality (Oct 2012);</li> <li>• Powell's and Ricketts' courses for teachers on assessment in literacy (2013).</li> </ul> <p><b>Enabling colleagues to engage in external activity that supports impact</b></p> <p>We actively encourage colleagues to accept invitations to sit on policy making / curriculum writing bodies where their research can have a direct impact on national education. Teaching cover and leave is arranged to enable colleagues to spend time in the public sphere sharing their research. For example, from the early 2000s, Martin advised on Primary Languages curriculum materials still in use today, while Stainthorp has been one of the experts advising on the writing of the Primary English curriculum and on the implications of implementation for Initial Teacher Training (ITT), and a consultant for the development of the Year 1 Phonics Screener (2011-13).</p> <p><b>Funding and facilities for outward-facing events</b></p> <p>The Institute fosters impact via public engagement by providing funding and facilities for outward-facing events. Examples in the REF period include:</p> <ul style="list-style-type: none"> <li>• Treffers-Daller's seminar on the importance of vocabulary (Jan 2012);</li> <li>• Goodwyn's two conferences for researchers and practitioners for the British Education Research Association (BERA) English special interest group (SIG) (April 2009, 2010);</li> <li>• Graham and Santos' seminar on second language listening pedagogy (Feb 2013);</li> <li>• Inaugural conference of the Centre for Literacy and Multilingualism (CELM) involving</li> </ul>

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researchers, practitioners and parents, with Stainthorp as a keynote speaker (Sept 2013).

We also actively encourage colleagues to seek funding for public engagement events; for example, Graham has received British Academy and HEA research seminar funding (see above); Billingsley has received funding (2011) for a project on Learning about Science and Religion from the Faraday Institute for Science and Religion, which has included running conferences for teachers and establishing a website: <http://www.faradayschools.com/>.

**Building direct impact components into funding applications**

Impact-related activities are directly built into funding proposals; projects therefore have a direct impact agenda. For example:

- Graham's project on *second language listening comprehension in England*, funded by the Esmée Fairbairn Foundation, initially investigated teachers' beliefs about and understanding of the teaching of second language listening comprehension. The second phase of the research developed and trialled materials to improve their ability to teach listening as a skill. ESRC Follow-On funding enabled her to disseminate findings from her previous research, showing teachers how to implement these in the classroom (2010-13).
- Ricketts' newly funded ESRC Future Research Leaders project on vocabulary and reading in secondary school will involve teachers in developing effective evidence-based pedagogy for pupils with literacy difficulties (2013).

**Considered, coordinated and targeted promotion of our work**

Working with the University's Communications office, we continually strive to promote our work through the publication of newsletters and via a public lecture series (available on Mediasite) with the aim of promoting public engagement with our research enterprises. Staff are media trained to enable effective public engagement and members of the Institute are regularly interviewed for TV and radio. In 2012, our research was the central focus of a two-hour programme for Radio Berkshire. Stainthorp appeared on a number of Teachers' TV programmes, now available through YouTube and on professional websites. Staff are invited to speak to a wide range of audiences: e.g. Edwards received a prestigious invitation to present at a British Council seminar series (2009); Setter (Applied Linguistics and a member of CELM), an expert in world Englishes, contributed to a looping video for the British Library's Evolving English exhibition (2010-11).

**Maintaining close relationships with local schools**

A fundamental part of our strategy has been to maintain close relationships with Local Authority schools and use our research expertise to develop their professional expertise. This can be evidenced by: a recent request from a local school in special measures to help raise the levels of literacy and MFL skills in KS3 pupils; a recent cross-institute project on Advanced Skills Teachers; and Graham's Esmée Fairbairn and ESRC follow-on funding project (see above).

Our research has always been focused on real-world problems and we therefore influence practice more widely through the natural alignment of our work with various user needs. For example, our publications appear on reading lists in other HEIs for Initial Teacher Education. Our research is aligned with the subject area needs of teachers, as evidenced by colleagues' leadership and membership of subject association boards (e.g. Garnett - the National Assoc. of Music Education; Goodwyn - BERA English SIG; Graham and Tavakoli - British Assoc. for Applied Linguistics, Language Learning and Teaching SIG; Martin - former president, Assoc. for Language Learning).

While much of our engagement is with UK agencies and institutions, we also advise teaching bodies in other countries and jurisdictions (e.g. Stainthorp, Graham and Kempe working with Guernsey to develop teachers' skills in phonics, Modern Foreign Languages, and Drama respectively) and international agencies (e.g. UNESCO's request to Stainthorp for information about the impact of her work in Malaysia).

**c. Strategy and plans**

We plan over the next five years to develop and extend our existing systems and processes for maximising the impact of research by colleagues.

Our move to newly refurbished premises in central Reading has enabled us to refresh awareness of our work locally and to host impact events for teachers and other professionals from surrounding Local Authorities. Through recent appointments, our website has been considerably strengthened

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to make research staff and their outputs more visible to professionals seeking advice.

All staff are required to consider how the impact of their research can be enhanced when developing new projects and as projects evolve. Our strong research focus on enhancing teaching and learning brings high potential for impact and we are now ensuring that this is systematised.

We have established a strong enterprise team with a director sitting on the Institute's senior management group. The team is developing strategies to maximise the potential for embedding research into enterprise activities, so that engagement with schools is based on our own research findings. It works closely with the research director to ensure that impact potential is at the fore when applying for funding and when disseminating findings. Likewise, a Research and Enterprise Bulletin has been developed to highlight the synergy between research findings and their impact.

We have established procedures to encourage local schools seeking support to engage with us in research-based projects rather than didactic CPD. For example, Powell and Ricketts have begun a project to support local schools to enhance early word reading performance. This project is supported by materials developed by Jolly Phonics, who will in turn gain evidence about efficacy of their materials. This will act as an exemplar for future research-based consultancy projects.

As the role of Local Authorities in education is in flux, we will position ourselves to provide research-based advice to schools no longer able to call on LA advisers. The SENCo programme in the Institute is based on strategic partnerships with the six Berkshire LAs and our SEN work feeds directly into this. As an example of impact, one course member thanked us for inspiring her and giving her the confidence to fly through her OFSTED inspection: *"I really knew my stuff and had every single piece of paper work they asked for. I told the inspector that my knowledge of SEN had dramatically increased due to attending the SENCO sessions run by Reading Uni."*

Members of the UoA have taken a prominent role in the Reading 'SEN and Inclusion' lecture series; the appointment of new staff with a strong research profile in language, literacy and SEN (individual differences) enables us to strengthen and extend this work in the next five years.

The Institute develops both PPD and CPD for local and overseas teachers and in the coming academic year this programme will be extended to running parallel programmes in Guangdong, China. We see these programmes as part of our commitment to engaging with the wider education community, and through the requirement that all participants engage in active research projects we are able to guide professionals to conduct projects which have the potential for impact.

We will make a strategic move to provide further training to staff to develop their engagement with policymakers. The University's new Centre for Literacy and Multilingualism will further raise our profile among policymakers, strengthened by recent senior appointments whose research dovetails neatly with the Centre (e.g. Treffers-Daller and Powell will provide CPD for Malaysian universities in 2014 in order to help them develop much needed language and literacy assessments).

#### d. Relationship to case studies

The UoA's three case studies severally and collectively demonstrate the strength of the impact of research in the Institute in relation to the teaching of language and literacy in its widest sense both nationally and internationally. They illustrate how research-active colleagues actively respond to requests to support evidence-based practice in education. The leadership of the Institute in turn ensures that the policy for engaging in impact is realised de facto and facilitates impactful activities. This both raises the profile of the research and enhances educational practice. Through the nature of the research the three case studies have been able to broaden the impact to influence educational practice in the UK and internationally.

**Edwards'** case study demonstrates how ensuring that research results in practical materials also enables further impact via working collaboratively, in this instance building on and extending an overseas partnership to generate impact of research. **Stainthorp's** case study demonstrates the Institute's responsiveness to requests from UK government departments, bringing direct impact on education policy and practice; to opportunities for extending impact overseas (Malaysia); and thus to emergent opportunities resulting from such work (Vietnam). **Graham's** case study illustrates the success of deliberately seeking impact generation funding (e.g. ESRC follow-on funding).