

Institution: University of Reading
Unit of Assessment: 25 Education
a. Overview <p>Alongside excellence in teaching and teacher education, the Institute of Education (IoE) has a strong commitment to research. A School within the new and enlarged Faculty of Arts, Humanities and Social Science, we have close links with the Department of English Language and Applied Linguistics (DELAL), some of whose staff are also part of the UoA, and the School of Psychology and Clinical Language Sciences (PCLS), through the cross-Faculty Centre for Literacy and Multilingualism (CeLM). Many colleagues have international reputations in the area of language, culture and communication, and we see this as our central area of expertise. Two IoE Research Groups, First Language and Literacy, and Second Language, underpin this core research area, with contributions also from colleagues belonging to the IoE's other two Research Groups, Equity, Inclusion and Improvement, and Values in Practice, with work on children's choices and how they interpret the curriculum. These groups are led by Convenors who report to the School Director of Research (SDoR) through the IoE Research Committee termly, who in turn reports to the Faculty Board for Research and thence to the University Board for Research and Innovation. The SDoR is supported in her work of strategically directing research in the IoE by two School Deputy Directors of Research (SDDoR). New appointments have led to a significant strengthening of our expertise. We have also sought to reinvigorate the research culture within the IoE more broadly; many initiatives post-2008 have been introduced to increase research capacity.</p>
b. Research strategy <p>Our overarching strategy has been to build on the successes identified in RAE 2008, which were achieved through focusing research support on a small group of staff carrying out internationally-recognised research. RAE 2008 identified increased cross-university and cross-disciplinary work as a priority for future development. Since 2008, while maintaining a distinct research focus, we have aimed to increase the number of colleagues conducting high-profile, international-level research that at the same time has an impact at both an academic and user level. Additionally, the aim has been for research which permits closer collaboration with colleagues both within and beyond the University, with accompanying increases in the quality and volume of research outputs, external funding and doctoral students. A newly-formed Research Committee (from 2008) has monitored progress in the strategy implementation, reporting annually on targets to the Pro-Vice Chancellor for Research & Innovation. The success of the strategy can be seen in the doubling of numbers of staff submitted to REF 2014 and of total research income, and a large increase in the number of doctoral student enrolments since 2007/8 (see subsequent sections for details). Six interrelated objectives have been pursued since 2008 as part of this overarching strategy:</p> <p>(i) Focus more closely on one core area of research identified as a strength in RAE 2008, in order to maximise the potential for excellence and collaboration, namely <u>language, culture and communication</u>, which encompasses these fields:</p> <p>(1) <u>Multilingualism and literacy.</u> Here we have been at the forefront of exploring the development of reading within child and adult populations, both typical and atypical, including those with Special Educational Needs, and the factors that contribute to such reading development. New appointments have been made (Powell and Ricketts) to complement the work of Stainthorp in this area, leading to important findings: work by Powell and Stainthorp on naming speed deficits has shown that not just phonological but also visual and orthographic factors are implicated in problems with word reading and spelling. Ricketts has explored reciprocal relationships between oral language and reading development, and her ESRC Future Leaders project is exploring vocabulary and reading in secondary school. Our research is thus able to inform pedagogical approaches to literacy, not only in the primary years but also beyond. Within multilingualism, Edwards has led a ground-breaking investigation into the attitudes and behaviours of stakeholders in African publishing, leading to recommendations to governments and publishers; and Rassool has developed influential theoretical models relating to language through the interrogation of language policy internationally.</p> <p>(2) <u>Language teacher development,</u> with a particular focus on China, resulting in important insights into the processes of change in educational contexts that have influenced policy in that country (Edwards and Li, British Council). Funding from the ESRC and Esmée Fairbairn Foundation has also supported studies in the area of foreign language teacher development (Graham, Santos).</p>

(3) Second language learning and development, encompassing a range of inter-related fields of interest. Projects have led to influential findings regarding, for example, the development of listening comprehension and questions of motivation (Graham and Santos, collaboratively), issues related to task-based language learning and assessment (Tavakoli), and learners' grammatical development (Graham, Wright). New appointments between 2009 and 2013 (Treffers-Daller, Tavakoli, Clenton) have been made in order to build on the internationally renowned work of Malvern and Richards in vocabulary measurement and acquisition. Setter had conducted influential work in phonetics in educational, clinical and natural contexts. Much of this work has investigated World Englishes, including features of Hong Kong and Singapore English, and lexico-grammatical variation in English in relation to age, mode, register and classroom discourse.

Finally, within the broader area of culture, a number of projects have analysed the factors that influence children's and young people's educational choices, and how they interpret the curriculum (Croll, Fuller, Harris). This work has fed into curriculum reviews (e.g. Harris, National Curriculum review for History). Indeed, the UoA's research overall has made a contribution nationally and internationally, most notably in the area of literacy, with an influence on curriculum policy and practice both internationally (e.g. Malaysia, Stainthorp) and nationally (e.g. Stainthorp, Graham).

(ii) Strengthen the vitality of the IoE's research environment as a whole to increase research activity and our international profile. Strong leadership from a new SDoR appointed in 2008, supported by the broader research structures at Faculty and University level, has resulted in a significant increase in the volume of internationally recognised research produced, together with a more vibrant and cohesive research community. We have aimed to give research a much higher profile within the IoE and to set higher aspirations for all staff, at the same time as providing more support to help them meet these aspirations. A number of measures have been introduced since 2008 to achieve this, outlined in Sections c and d. The increased vitality we have thus achieved is reflected in our weekly seminars which have welcomed speakers from within and beyond the university; in the many members of staff who present their work on Research Day annually; in the increased number of colleagues presenting at external conferences, many for the first time; and in the way in which we are successfully engaging with the external research community, through Open Access measures and in particular through our very visible publications on Centaur, the University research repository. The latter demonstrates our improved research profile, underpinned by a vibrant research environment: in 2012, a very large proportion of the top ten most downloaded papers in the Faculty have been from the IoE, and the most downloaded output in the whole University was from two of our researchers, Malvern and Fuller. Education publications overall are downloaded from 50+ countries annually.

(iii) Develop the research expertise and quality of research of all staff (see also Section c). A key aspect of this objective has been to bring staff together within supportive, collaborative, and more focused research groups, and ensuring that new appointments enhance the core area. New colleagues have been allocated the role of Convenor for the First Language and Literacy, and Second Language research groups, giving these more direction and increasing collaboration within and across the groups. Additional support for academics has come from the appointment of two SDDoRs in 2009 to work with the SDoR on staff research development. This has helped to create a strong, collegiate research ethos. Significant staff development in research has been undertaken through weekly seminars, with the aim of increasing colleagues' expertise in research and understanding of research quality. Other measures such as a termly Research and Enterprise bulletin, seed-corn funding and peer review of research proposals have all been implemented post-2008 in order to meet this strategic objective.

(iv) Increase our external research funding. A doubling of external funding since 2008 (see also Section d) has been achieved by strategically seeking more support from the University Research and Enterprise Office in raising awareness of funded research opportunities, with seed-corn and conference funding from within the IoE aimed at providing more support for staff to write well-grounded research proposals. Funds from the University Research Endowment Trust Fund (RETF) and Travel Fund have also been used for the same purpose. We have also improved the quality of research proposals by ensuring that the Research Committee reviews all proposals before formal submission, through mentoring, and by providing staff training in these areas

(v) Increase collaboration with other Schools in the University and with other universities.

We have encouraged and achieved more collaboration across all Faculties in the University and in other HEIs post-2008, resulting in increased research funding, with more opportunities for future

funding in bilingualism, literacy and neuroscience identified. Such collaboration is being facilitated by the establishment of the University's CeLM in 2013, in which members of the UoA have played a central role and which has grown out of collaborations forged by Education staff during the REF period (see Section e). The Centre's first Director, Treffers-Daller, is from Education, and three other Education colleagues, Graham, Ricketts and Setter, are on its Steering Committee. Two examples of the success of this collaborative strategy are funding gained from the Nuffield Foundation for a project (2012-14) between the IoE, DELAL and PCLS, and funding from Pearson Education Ltd for a project involving the IoE, the International Study and Language Institute, and Systems Engineering (2011-12). Externally funded projects in leadership and management also suggest that is an area for further development, with Floyd being supported in forging collaborations with Exeter to investigate the role of the 'Academic Lead' in Higher Education. A number of other projects have been undertaken collaboratively with other universities, again contributing to our increased funding and improved research profile (see Section e).

(vi) Attract and support a greater number of research students. Since 2008, we have pursued this objective through the recruitment of high-quality staff in our key research areas and by developing existing strengths in doctoral student support. The introduction of a professional doctorate programme in 2011 has also been important for recruitment. This recruitment has been underpinned by improved provision of research training for students and staff, drawing on expertise with the IoE, the Graduate school and the Centre for Quality Support and Development (CQSD). We also introduced a number of IoE PGR studentships in 2009 to boost recruitment. The success of this strategy can be seen in the increase in the number of new PhD students enrolled since 2008 (see Section c).

The continuation of these initiatives is part of our strategic plan to ensure the furtherance of our research with an increasingly strong international profile. Our priority objectives and developmental areas for the next five years therefore remain a strong commitment to building research capacity and supporting research excellence within our key areas of strength, while encouraging new inter-disciplinary and collaborative initiatives in these areas through links with the CeLM. The CeLM Steering Committee is encouraging collaborative funding opportunities, hosting joint seminars and conferences, and co-ordinating doctoral supervision expertise. Work in these areas has already begun, with financial and other support from the University as part of its £50 million Academic Investment (AI) Project. The continued recruitment of highly quality research students and academics with research expertise that aligns with our priority research area is central to this on-going development.

c. People, including:

i. Staffing strategy and staff development

Our staffing strategy is fundamental to our central aims of increasing research excellence in our core area and strengthening the research capacity of the IoE more broadly. Since 2008, one senior professor has retired and one has passed away; 3 senior professors are at or near the previous statutory retirement age (all but one in the area of Language). Hence, in our appointments we have aimed to recruit high-quality staff who can both replace retiring colleagues in Language/Literacy and also open up possibilities for new research initiatives (e.g. bilingualism) in this field. The focus for new research appointments has therefore been to employ academics at the Associate Professor or Professor level. Since 2011 we have appointed one Professor (Treffers-Daller) in Second Language/Bilingualism, two Associate Professors in first language literacy (Powell, Ricketts), and a third whose work spans the key areas of the CeLM, literacy and multilingualism (Curdt-Christiansen). These new appointments have enhanced our grant income (Section d) and the effectiveness of our research groups. We have also sought involvement in the selection of staff to the University's new CeLM, leading to the recruitment of staff who can make a major contribution to research in the area of language in education (e.g. Wright, Tavakoli, Clenton). In addition, staff whose main role is teaching rather than research have been reclassified as 'Teaching Intensive', so that their contract better reflects the main areas of their work, allowing 'Teaching and Research' colleagues to allocate their time more appropriately to research activity. Development of existing staff has also been a central part of our staffing strategy in relation to building research capacity for the immediate and longer term (strategy area ii to iv above). The development of Early- and mid- Career Researchers has been of prime importance, with initiatives including the allocation of a senior academic as mentor to offer support in writing and research proposal development, plus reduced teaching load. For example, the mentoring of Ricketts, our

ECR in the Psychology of Reading and Language, has enabled her to be successful in the highly competitive ESRC Future Leaders research funding competition (£249, 894, 2013). There have been three promotions since 2008 to Associate Professor (including an ECR, Fuller, in 2013, mentored by Graham) and two to Chair. Three of these were promotions of part-time staff. Promotions within the University are based on merit, rather than there being a fixed number per year, and the IoE Promotions Committee ensures that equality and diversity principles and practices are followed in making promotions procedures clear to all staff and in supporting them in applying for promotion through the allocation of a 'promotion mentor'.

Research Groups also play a mentoring role in all aspects of research. New convenors, appointed to the position because of their expertise in obtaining research funding and publishing, have succeeded in encouraging group members to apply for funding and to engage in collaborations within and across the groups. These activities are publicised in our termly Research and Enterprise Bulletin and are overseen by the IoE Research Committee.

In order to develop all staff, a weekly staff development series within the IoE, begun in 2008, provides access to external researchers while sessions on research skills, for example 'Writing for publication'; 'Planning, funding and running your research project' offer opportunities to develop research proficiency. An annual research day, again established in 2008, showcases the current research of IoE staff, with prizes for the best research output at lecturer and associate professor level. Financial support for conference attendance and impact-generating activities, as well as funds to support small scale research projects, has been highly successful in encouraging and promoting research engagement. For example, in 2012 ten members of staff were granted IoE seed-corn funding for research, which can include teaching buy-out, with similar numbers supported each year. Projects lead to external research bids (e.g. Stakelum, to the British Academy, 2013) and/or to publications, and these outcomes are monitored by Research Group Convenors. A robust and clear process for ethical review of research by the IoE Research Ethics Committee (introduced in 2008, and reporting to the University Research Ethics Committee) contributes to the quality assurance of research undertaken by all staff and students. Regular training of staff in ethical procedures (e.g. on IoE Staff Days) is undertaken, alongside compulsory training in data security and related issues, ensuring we adhere to the University Code of Good Practice in Research. Central University support for such staff development is also provided, for example through the Postgraduate Certificate of Academic Practice (completed by all staff new to academia), which includes training in research team supervision, postgraduate supervision, grant preparation and grant management.

Access to such research support and development is open to all IoE colleagues (including Research Staff), with equal opportunity in terms of provision regardless of whether they are fixed-term, part-time or permanent. Colleagues classified as Teaching Intensive are also able to access this support. Fixed-term and part-time staff are fully involved in all research group activities and indeed several have been successful in a number of internal funding bids to support small scale research (e.g. Howe and Broadhurst, both part-time and Teaching Intensive). Since 2008 more direct support for the development of academic research activity has seen the introduction of sabbaticals or lighter terms, including study leave for staff doctoral work. In the REF period three colleagues have been awarded doctorates (2 PhD; 1 Ed D). A further eight staff are currently undertaking doctoral study (4 PhD; 4 Ed D), with IoE support. A termly Research and Enterprise Newsletter highlights our research successes and has been important, along with the many other initiatives, in underlining the high profile and priority that research is afforded in the IoE. This is sent to all members of staff, PGR and MA students, as well as being posted on the IoE webpage (<http://www.reading.ac.uk/education/research/ioe-research-activities.aspx>) and is distributed to SDoRs in the rest of the Faculty. Finally, research activity is considered within the review of new colleagues' probationary period. Recent and planned future research and training/support needed form an important part of the IoE annual workload model and Staff Development Review, which, from 2013, will be overseen by a Senior Academic Manager (SAM). SAMs have been selected largely from research-intensive staff, so that they can play an important role in each guiding the research development of a group of staff.

Concordat of support for RAs: We pay great attention to the recruitment, retention, and development of research assistants, and as well as following the Concordat, we adhere to the BERA Charter for Research Staff in Education. Research staff are recruited through external adverts, following University HR procedures. Applications are reviewed by at least two members

of staff. Interview panel members undertake University interview and equality/diversity training, and PIs attend the University training session, 'Essential Guide to being a Principal Investigator'. Research Staff follow the same induction process as academic staff, and have an early meeting with their PI to discuss their role and its development. They are fully integrated into the life of the Institute, sitting, for example, on the IoE Research Committee (Courtney), and indeed helping to develop Teaching Intensive colleagues by offering support in the application of research methods (Francis-Brophy).

Our strategy to develop research staff includes encouraging them to undertake internal (CQSD) and external CPD opportunities, including the Induction for New Research Staff; they can also access the Reading Researcher Development Programme (RRDP), designed to train staff in the 12 areas covered by Vitae's Researcher Development Framework. On appointment, research staff receive a brochure on that Framework, which helps staff plan their career. They are allocated a research mentor who encourages them to publish from their PhDs. They are given opportunities on the projects on which they are employed for dissemination, including funding for conference attendance and opportunities for co-authored papers. They give presentations at the annual IoE research day (e.g. Courtney, 2013) and attend and present at Research Group meetings, as well as Thursday seminar sessions. They are made aware of the University's research staff concordat. They are alerted to opportunities for funded research and encouraged and supported to apply as PI, as in the case of Francis-Brophy, who has been supported in making successful funding bids in the area of community cohesion. Courtney is being supported in applying for the British Academy Postdoctoral Fellowship Scheme. Mentored teaching opportunities are provided (e.g. Francis-Brophy and Courtney contribute to EdD and MA Research Methods sessions). As part of their induction, research staff have their learning needs identified and undertake a range of training, including: Certificate in Research Career Management; Advanced NVivo course (Francis-Brophy, at the University of Surrey); courses associated with the project they are working on, for example, a course run by the Faraday Institute on science and religion (Newdick), use of social media and video to promote research (Bruton); and advanced statistics (Courtney). Research Staff are part of the annual Staff Development Review in the same way as academic staff.

ii. Research students

Our success with the 6th objective of our research strategy, to attract and support a greater number of research students, can be seen in increasing numbers entering the programme annually since 2008 for PhD and Professional Doctorate (PD) programmes (from 5 entrants in 2008-9, to 20 entrants in 2012-13), with applicants from over 17 countries:

YEAR *(PD programme started in 2011 only)	2008-9	2009-10	2010-11	2011-12	2012-13
PhDs awarded	7	8	13	11	6.5
Professional doctorates	0	0	0	0	0

This rise has been achieved by publicising our supportive and stimulating research environment on the IoE webpages, on promotional leaflets, and through personal recommendation from students. Likewise, Centaur and staff web profiles are important tools for attracting students in our core areas. Bursaries, in the form of full and part fee remission, have also been offered to attract applicants, alongside University awards. Indeed, the high quality of our doctoral applicants has led to a number of them being successful in the annual University of Reading Research Studentships in Social Science competition. In 2013, for example, awards were made to three applicants who will be supervised, or co-supervised, by IoE colleagues, two of whom will be jointly supervised by colleagues from PCLS. In addition, one IoE applicant was awarded the only international studentship available in the competition. One scholarship recipient, Tskalaki, also won in 2013 the Nata Goulandris Travel Award from the Society for the Scientific Study of Reading, a very prestigious and highly competitive award for attendance at the SSSR conference in Hong Kong.

Research Groups are the main avenue for the strong integration of doctoral students within the Institute's research environment and all are invited to become members. Groups provide a supportive space in which doctoral students can discuss their research, practise for

conference/seminar presentations as well as benefit from the knowledge and skills of more experienced academics. A Doctoral Student/Staff Committee meets once a term, providing a forum for elected representatives of the student body to raise any issues, or to make suggestions for future provision. Doctoral students also have been encouraged to establish a student-led support group that meets termly to discuss academic papers in an informal space; the student Convenor of the group also researches the needs of members, formulates research developmental activities for them, and provides them with appropriate support (workshops/seminars/ study advice). A dedicated section of the Institute's Research and Enterprise Bulletin highlights their successes. Each term a slot in the Institute seminar series is set aside for doctoral presentations, as well as within the IoE Research Day. Funding for social events and support for conference attendance highlight the Institute's commitment to doctoral students.

A particular strength of our research environment is the quality of the research methods training for doctoral students and the involvement of these students within the research culture of the Institute. All students become members of the University's Graduate School, through which they access personalised research skills training on the RRDP built round an assessment of individual learning needs. PD students undertake a generic yet comprehensive research methods skills training programme. All students' training is designed to develop their skills as researchers but also as academic professionals, in line with the Researcher Development Framework. The Institute's PD students' training programme incorporates access to the skills training identified by the ESRC as fundamental to professional doctorates. Alongside these formal training events, doctoral students have opportunities to develop their skills in other ways, such as weekend conferences for both PhD and PD students. These events also provide training on employability skills, such as writing for publications as well as more generic support, for example, in preparing for and having a viva. Opportunities for doctoral students to undertake paid research assistance to experienced academics, and to be involved in some undergraduate teaching (supported by appropriate training) also provide other important avenues for building research and employment-based skills. The employability of our doctoral students is evidenced in the large number who go on to obtain prestigious posts in academia, either in the UK (e.g. Seoghye Moon, at the University of Cambridge) or in their home country (e.g. Henri Onderi, now Lecturer in Education Research at Bondo University College, Kenya), as well as in related fields. For example, Antigoni Polyniki is now working for UNESCO in Cyprus after completing her doctorate.

Our system of co-supervision for doctoral students by submitted staff provides access to collaborative research approaches and a range of skills and experience. Supervision teams also support the development of junior colleagues, via mentoring by more experienced academics. Regular supervision training for staff is provided by IoE colleagues as well as the Faculty. These colleagues also contribute significantly to the teaching modules on the PD programme as well as to the Personal Tutor system for PD students. The progress of doctoral students is closely monitored, by the PGR Committee, which then reports on such progress to the Research Committee.

d. Income, infrastructure and facilities

Since 2008 we have doubled our total external funding compared with 2002/3-7, enabling us to increase the volume of high quality research outputs produced. Follow-on funding (Graham) underlines the high quality of the work conducted under previous awards; success in highly competitive schemes (e.g. ESRC Future Leaders, Ricketts, **£249, 894**), our capacity to develop world-leading researchers of the future. Examples of successful awards include those for experienced and less experienced colleagues, are as follows (showing amounts awarded):

- Billingsley (PI): John Templeton Foundation – *LASAR – Learning About Science and Religion*. (A series of inter-related awards with 4 universities, in total, £567,000 of which £146,000 came to Reading) (2009-2014)
- Edwards (PI): Leverhulme Trust - *Interdisciplinary perspectives on African language*. £119,502 (2008-10)
- Edwards (PI) and Li (Co-I): British Council – *The impact of training on the classroom practice of Chinese secondary teachers of English*. £19,970 (2009-10)
- Francis-Brophy (PI): European Integration Fund *Migration Excel*. £43,566 (2013-14)
- Graham (PI), Santos (Co-I): Esmée Fairbairn Foundation – *Understanding and practice of MFL teachers regarding listening comprehension and instruction*. £70,004 (2010-12)
- Graham (PI): Nuffield Foundation – *Primary Modern Languages: The impact of teaching approaches on attainment and preparedness for secondary school language learning*. £139,

485 (2012-14).

- Graham (PI): ESRC Follow-on Funding- *Professional Development Consortium in MFL*. £63,845 (2012-13).
- Macfadyen (PI) and Fuller (Co-I/PI): a series of interrelated awards from Progress South Central to investigate vocational education and Information, Advice and Guidance. Total funding of £34,000 (2009-11)
- Ricketts (PI): ESRC Future Leaders- *Vocabulary and reading in secondary school: Evidence from longitudinal and experimental studies*. £249, 894 (2013-16)
- Treffers-Daller (PI): Pearson Education Ltd – *Automated assessment of lexical diversity and n-grams in essays of test takers of the PTE Academic (Autovocab)*. £9,830 (2011-12)
- Treffers-Daller (PI): *European Science Foundation-Speaking, thinking and gesturing in two languages*, £11,695 (2011-12)

Our strategy for generating research income has had three main aspects, relating to objectives (ii) to (v) outlined in Section b: increasing the awareness of staff of funding opportunities, especially from less widely-known sources, through e-mail circulation of funding calls; improving the success rate of staff through: training sessions on how to write successful proposals; encouraging collaboration and inter-disciplinary work; a 'library' of successful proposals on the IoE VLE; peer review of proposals by colleagues with a strong track-record in winning research funding. Finally, we have invested resources in establishing a seed-corn fund within the IoE to help staff develop projects that will then lead to external proposals. We support staff in applying for similar seed-corn funding from the University (RETF), with a high level of success in obtaining this (over ten awards in the REF period). The CeLM Steering Committee is identifying opportunities for future collaborative bids, and is also implementing a seed-corn funding scheme, overseen by the IoE SDDoR. In all aspects of research funding, we are supported by the University Research and Enterprise Development Team, who provide details of grant calls, help with proposal writing, and advice, for example on IP issues, as well as post-award support.

The University has invested over £30 million in a new campus for the IoE, which it moved to in 2011. This provides state-of-the-art teaching and research facilities for staff and doctoral students. including a dedicated PGR study space with IT equipment, Wifi and printing facilities, plus a social space. There are new language lab facilities to support language skill development. Additionally, staff and students can access a range of research software to which the University subscribes, including, for example, SPSS and Nvivo. A new addition to the IoE support facilities is a staffed office where students and staff can access study support, with guidance on using the library and its databases for research. We have also invested funds in state-of-the art video-recording facilities, MediaSite, which enable us to film our research seminars and to upload them to a central platform. This provides a rich resource upon which staff and PGR students can draw. MediaSite is also used to create video clips illustrating topics that have been covered in research methods training. All members of staff have been trained in the use of Centaur, the University research repository, and are supported by Centaur staff in uploading publications onto it. This has enhanced our engagement with the external research community. In 2012 the University invested in a new library database, Education Research Complete, which has increased significantly the range of journals Education staff can access.

e. Collaboration or contribution to the discipline or research base

The new CeLM will allow us to develop further our existing collaborations within the University. Education researchers are playing an important role in leading the Centre (Treffers-Daller - Director, Graham, Ricketts and Setter - Steering Committee members) and in ensuring that its focus is on activity that has a strong societal and educational impact. The University's major investment in the Centre through a number of new senior post, as part of its £50 million AI Project, reflects its confidence in the constituent Schools' ability to gain further significant collaborative funding, which is being co-ordinated by the CeLM Steering Committee.

The research achievements of Education colleagues, fostered by the vibrant and supportive research environment, lead them to form strong collaborative partnerships with other institutions, often at the invitation of the latter. The most significant of these include Stainthorp's high-impact projects with the Institute of Education, London, and with the University of the West of England (UWE) on literacy development and phonics; Graham's long-standing, ESRC-funded work with the University of Oxford in MFL teaching and learning, leading to invitations for collaboration from the University of York in the area of second language motivation; Croll and Fuller and their highly

regarded ESRC-funded work with UWE on children's educational choices; and Billingsley's projects funded by the John Templeton Foundation with Cambridge, Oxford and the IoE, London, on children's thinking about science and religion. Several Education colleagues are also involved in a range of international collaborative activities, for example, Edwards with South Africa, Edwards and Li with China. Setter worked on a British Academy / Associated Commonwealth Universities project with colleagues in Hong Kong and Singapore. Treffers-Daller has won funding from the European Science Foundation with the University of Newcastle, and has submitted a proposal to the ESRC seminar series, bringing together researchers from the Universities of Swansea, Bristol, and from overseas. Graham and Santos have submitted a British Council application with the Federal University of São Carlos, Brazil. Treffers-Daller is leading a project under review for the 'Digging the Data' scheme, a joint venture with universities in the US and the Netherlands, and with Reading colleagues from Systems Engineering and Law. This exemplifies well the interdisciplinary work we encourage. Other projects have been planned and undertaken with a range of disciplines: Psychology and Applied Linguistics (Graham, Tissot), Economics (Francis-Brophy), History, Biological Sciences (Billingsley) and Henley Business School (Floyd). Such work with other disciplines has broadened the research perspectives not just of the staff involved in the projects, but for IoE staff as a whole, through seminars given on the interdisciplinary work conducted.

The range of expertise among Education colleagues enables them to contribute to the discipline in many other ways, including serving on the editorial board of journals (a role held by over 20 colleagues, e.g. *International Journal of Bilingualism* – Treffers-Daller; *International Journal of Historical Learning, Teaching and Research* – Harris). Several have served as journal editors (e.g. Croll, Editor/Co-Editor of the *British Journal of Educational Studies* from 2001). Colleagues hold positions as reviewers and Awarding Panel members for grant-awarding bodies (ESRC- Croll, Stainthorp, Rassool and Graham). Croll chaired the Commissioning Panel for the ESRC Seminar Competition (2012) and was a panel member for the ESRC Professorial Fellowship competition (2013). Goodwyn, Graham, Rassool and Treffers-Daller assess grant applications internationally, e.g. for bodies in Canada, Hong Kong, Belgium and the Netherlands. Croll has been made an Academician of the Social Sciences for his contribution to the discipline. Staff members also have leadership roles within subject networks, acting as convenors of the BAAL Language Learning and Teaching SIG (Graham, Tavakoli) and for the BERA Language and Literacy SIG (Goodwyn). Treffers-Daller is a member of the cross-university M4 Vocabulary Research Group, continuing the work of Richards and Malvern. Setter is on the advisory board of the English Language Education Society of Japan. As a result of these and other associations, many conferences and public lectures have been held at the IoE, including a very prominent Public Lecture series on Special Educational Needs, led by Tissot and sponsored by CfBT, with contributions from internationally-known figures such as Sarah-Jayne Blakemore (UCL) and Annette Karmiloff-Smith (Birkbeck).

Colleagues have provided support for the wider discipline by acting as External Examiners for PhD theses internationally (e.g. for the Universities of Melbourne and Macquarie, Australia) as well as throughout the UK. They give keynote and invited presentations at international conferences; they are selected to speak at the main conferences of educational and applied linguistics bodies, including the Triennial World Conference of the International Association of Applied Linguistics, the Annual Conference of the Society for the Scientific Study of Reading, and the American Educational Research Association Annual Meeting.

The University is a partner in the South-East ESRC Doctoral Training Centre, and we are the only Education school within this grouping. Our PGR Director is also Associate Director of Postgraduate Research Studies (Research Methods) in the University Graduate School. We have thus formed valuable collaborative links for PGR training, and play a key role within these collaborations.

Overall, the Education UoA has been very proactive since 2008 in developing its research community, implementing a range of measures to ensure that the quality of our research meets international standards of excellence which are sustainable in the long-term, and which enable us to make important and lasting contributions to the subject.