

<p><b>Institution: Newcastle University</b></p> <hr/> <p><b>Unit of Assessment: 25 Education</b></p> <hr/> <p><b>a. Context</b>  Members of both the <i>E.G. West Centre</i> and <i>Centre for Learning and Teaching (CfLaT)</i> are committed to tangible impact on teaching and learning in multiple settings:</p> <ul style="list-style-type: none"> <li>- Inspiring practitioners and changing practice, particularly of teachers in educational institutions (national and international, non-profit and for profit);</li> <li>- Informing educational policy-making at all levels (from management of small schools to leadership within councils, charities and governments, both nationally and internationally);</li> <li>- ‘Changing the conversation’ through facilitating a culture of critical engagement and debate about effective leadership, teaching and learning amongst practitioners and policy-makers; and</li> <li>- Enhancing the experience of learning of children and young people.</li> </ul> <p>Our research has influenced: innovative pedagogy and professional learning; the role of schools, other agencies and young people in responding to educational disadvantage; innovative applications of new technologies in education; private education in the developing world; and the planning of the physical environment of education and school buildings. The impact of our research is witnessed worldwide. Our success in bringing tangible benefits to regional, national and international users is supported strategically by the University’s commitment to impact and research which has a social purpose.</p> <hr/> <p><b>b. Approach to impact</b>  Making a difference outside the academy through research predates the current focus on ‘impact’. For the last two decades research designs across a significant number of our projects have emphasised informed collaborative relationships. The UoA played a pivotal role pre-2008 in the University’s developing strategies for engagement (i.e. <i>Robson</i> and <i>Clark</i>’s leadership of regional and university engagement strategy). Our approach to impact is therefore strongly supported by our institutional context post-2008 as a leading civic university, responding to real-world challenges, contributing to regional and national economy, and impacting positively on society up to global level.</p> <p>Projects create multiple channels of communication to ensure both direct and indirect impact at the levels of strategy/policy making and practitioner action. Pathways to collaborative relationships that we generate and maintain, out of which tangible impacts will develop, can be grouped under nine headings. They are set out here with an indicative sample of our partners, and our successful national and international interactions:</p> <ol style="list-style-type: none"> <li>1) Our distinctive attention to <b>partnership-based research design</b> is characterised by for example, our enquiry-based approach to teacher development or our Theory of Change approach to evaluation. National evidence of school and practice change through research partnership is 200+ case studies demonstrating the enhancement of the student learning experience from our Learning to Learn (L2L) project (Campaign for Learning website). CfLaT fostered one of the first school–university Knowledge Transfer Partnerships (2008-2011). CfLaT’s ‘Thinking Through’ series (Optimus) reached &gt;1000 teachers in 2010. Lofthouse and Leat’s coaching handbook is a top 10 National College for School Leadership download. ‘Leading in Learning’, the Key Stage 3 National Strategy document 2001-4 written by Leat and placed in all secondary schools continues to impact on teaching in a high proportion of schools nationally.</li> <li>2) <b>Direct work with teachers</b>. Our research partnership approach permeates how we work with teachers undertaking post-graduate study. International reach is demonstrated, in addition to the case studies, by (for example) Robson’s appointment as advisor to the Teacher Training for Burmese Teachers programme, 2008-2010. The Burmese Teachers programme was based on Lwin’s doctoral research in Newcastle which reached 868 teachers in Burma in 2010. In poor areas of Delhi and Hyderabad, Dixon’s research has provided learning packages to schools to improve reading ability in English of hundreds of children.</li> <li>3) <b>Development of networks of research partners</b>, helping shape policy and practice, often following conferences. Since 2008 this approach has been able to build on 15 conferences on the built school environment; enquiry-based learning; visual research methods; video</li> </ol>
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interaction guidance; and extended schools. We have shaped regional policy networks in: the *Enquiry Schools Network*; *North East Project Based Learning*; *Extended Services*; and *Supporting Children and Families in NE (North East)*. Financial support for strategic development of networks has been through the University's institutes formed to address the key societal challenges of (respectively) an ageing society, sustainability and social renewal.

- 4) Positive and strategic response to invitations to hold **advisory positions with external bodies**. This approach includes: Hall with Campaign for Learning's Dads on Demand project and co-leading the Cambridge Primary Review Regional Network 2011-2; Dixon with Absolute Return for Kids, Scottish Love in Action, and Pearson Affordable Learning Fund; and Robson Newcastle University Trust Governor, All Saints College. Robson was also Co-Director of Links into Languages NE 2009-2011, funded by DCSF (£479,000) to lead development of excellence in the teaching of languages. Smith's role in 'Support for Community Action Project Regional Refugee Forum NE' led to university places for refugee students through the partners' scheme and in 'Merit North East' she supports BME teachers in schools in the NE.
- 5) Creation of regular **opportunities for dialogue** with external project personnel (Research Teas monthly, eg with Interactivity Foundation, Open Futures, and the RSA, Royal Society for Encouragement of Arts, Manufactures & Commerce).
- 6) Provision of **research evidence to external bodies**. EG West had 3 invitations to deliver TED (Technology, Entertainment, Design) talks (Dixon, 2012; Mitra, 2008, 2013, viewed >1million times on TED.com). Engagement with public and professional audiences has included (CfLaT): Robson's advice on education for AIDS-affected children in Zambia; and Woolner, speaker at Westminster Education Forum Seminar, The Future of School Buildings. The provision of evidence to government committees and other key organisations is exemplified by: Pattison on 'counselling children' at Mental Health Foundation Forum's inauguration at House of Lords (2010); Pattison school counselling policy and discussion forum at Holyrood House/Scottish Parliament (2011); and Woolner, invited to present expert evidence to the BCSE British Council for School Environment, Great Schools Inquiry. Todd's edited book in Video Interaction Guidance (VIG) has led to VIG being named in 3 sets of NICE guidelines (social and emotional well-being, 2012; autism, 2012; and children's attachment, 2013).
- 7) **Collaboration with other disciplines** (e.g. digital communication, geography, economics, English) that offer alternative avenues for influence outside the university. For example, through collaboration with digital communication our commercial influence is demonstrated by the commercial spinout 'Reflective Thinking', which develops and markets 'digital mysteries' (a model of enquiry-based learning) on table-top computers.
- 8) **Strategic use of practitioner journals and other media outlets**. CfLaT (Thomas) has edited Optimus' teachers' journals since 2008, Learning and Teaching Update (circulation 1k schools); and Extended Schools Update (circulation 456) (Cummings). Our regular newsletters on educational impact communicate our achievements to non-academics, focused on making a difference to policy and practice. Many staff have given media broadcasts.
- 9) **Consultancy** is an indicator and route to impact, translating research into action earning £0.5M post-2008 (eg with Gateshead, Wiltshire, Bradford & North Tyneside local authorities, evaluating extended school initiatives).

We have made full use of resources available from the university to support engagement and impact:

- i) Finance for inter-/intra-faculty research networks (e.g. Todd's Childhood Cultures Group);
- ii) Rapid networking fund linking staff and stakeholders (e.g. Leat, Seedhouse and Todd re iLabLearn);
- iii) Faculty Futures Personal Development Programme for early career researchers to fund impact work (e.g. Lofthouse, Clark);
- iv) Business Development team to support knowledge exchange activities (ie Leat's Knowledge Transfer Partnership);
- v) Conference funding of <£2k to underwrite impact-related events (e.g. Woolner, school buildings);
- vi) Funding for events and networking associated with new societal themes (sustainability; ageing society; and social renewal) to develop impact across disciplines.

### c. Strategy and plans

Our strategy focuses impact generation on substantive societal matters central to research

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strategy in which we have expertise, especially engagement with social challenges with the Institute for Social Renewal. The following are central to our impact strategy.

- We will continue to develop impact through our **collaborative model of research design** with projected projects in: the ‘poverty proofing’ of schools in collaboration with ‘Children North East’; and developing community-based curricula with our school networks.
- Through the **University’s civic agenda and societal challenge themes we aim to play a strategic role in Newcastle Institute for Social Renewal**, with Todd as one of ten theme champions for the theme, ‘Learning for Change’. This will enhance links with local and international communities for knowledge sharing, eg planned research on giving youth a role in a dementia-friendly society with partners Voice North, University of 3<sup>rd</sup> Age, Investing in Children; the proposed combination of video and coaching will be used by Lofthouse in Clarity(TEC)Ltd in Derby and in the Hermitage Academy Teaching Schools and Shotton Hall to change teaching behaviours and establish a new approach to continuing professional development; and Tooley’s work with Omega schools.
- We will develop **collaboration with other disciplines offering alternative influence** outside the university. With school partners, our iLab:Learn and digital communication hub, Culture Lab, will focus on developing Mitra’s TED-funded ‘*School in the Cloud*’; portable digital kitchens in schools; mediated learning in schools via Skype seniors; and table-top technology for modelling school counselling.
- We will also **support the manifestation of Newcastle Science City** (eg through iLab:Learn). Activities underpinning our strategic planning will involve formalising and auditing the practices taken in approaches to impact, which have long been part of the Unit’s culture. Specific elements of our Impact Strategy that will introduce *new* impact-related practices include the following:
  - We shall develop impact tracking of research projects through practitioner/policy-makers/partners ‘feedback’;
  - We shall ensure strategic investment in the capacity of academic staff, research centre fellows and partners to grow dedicated impact approaches and activities;
  - We shall introduce publicity avenues including social media, and working with initiatives such as courses developed through University Engagement Directorate in film-making and the ‘Newcastle Science Comic’ (putting science into comics);
  - There will be an increased use of focused whole Unit Away Days to share best practice and ideas for creating impact.

#### d. Relationship to case studies

Our case studies were selected for breadth of innovative, significant and international reach across the UoA (as listed in Section a), illustrating a passion for making a positive difference and policy of impact being integral to research. All demonstrate our strategy: enhancing children’s learning experience; inspiring practitioners and changing practice; influencing the professional practice debate and policy.

Case study 1, ‘The future of learning: Self Organised Learning Environments (SOLES)’, demonstrates collaboration between the research centres EGWest and CfLat. Research into SOLEs has inspired educators world-wide. This impact has been central to our development of interdisciplinary collaboration with digital communication specialists, and has been facilitated by our partnership-based research design in working with schools and our propensity to engage with external audiences on critical research issues.

Case study 2, ‘Low-cost private schools in developing countries’, was selected to highlight the research of EGWest. It shows how an alternative governance and funding model for schools has become the policy of national governments and reached 20 countries in all 5 continents. This came about as a result of a long process of engagement with governments, schools and influential organisations (e.g. Pearson, Higher Education and Business Advisory Board and Omega Schools Foundation).

Case study 3, ‘Developing the role of extended schools’ exemplifies research impact from CfLaT. It evidences long-term UK and international policy impact, and strongly informed the development of our approach to creating research partnerships through our innovative theory of change evaluation methodology and our strategic use of consultancies.