

<p>Institution: University of Manchester</p>
<p>Unit of Assessment: 25 (Education)</p>
<p>a. Overview</p> <p>Since 1890 education research has been central to scholarly activity within the University of Manchester, with continuity through the Sarah Fielden chair since 1900 (Farrell as the current incumbent). From September 2013 this research has taken place in The Manchester Institute of Education (MIE). Key achievements in this REF period include:</p> <ul style="list-style-type: none"> ▪ 58 new projects awarded a total of £5.4m. ▪ 17 new projects awarded by Research Councils, an increase on the nine in RAE2008. ▪ 13 professorial appointments, maximizing sustainability and opportunities for growth. ▪ A thriving PGR culture of 220 registered students and 145 (FTE) doctoral completions. ▪ 105 articles in Social Sciences Citation Indexed journals. ▪ A second place ranking in Elsevier's <i>International Comparative Performance of the UK Research Base</i> (2011). <p>40 members of staff are returning research in four Thematic Programmes of Research (TPRs): Special Educational and Additional Needs (SEAN); Disadvantage and Poverty (DP); Mathematics Education and Critical Pedagogies (MECP); Critical Education Policy and Leadership (CEPaL). MECP, CEPaL and SEAN have been sustained and enhanced since RAE2008, and DP is now recognized as a distinctive theme. Thematic Programmes of Research have a core cluster of staff and PGR students, and are integrated by a Research Co-ordinator who chairs the Research Strategy Committee, with administration provided by a Research Support Officer. (NB: people in the REF2014 submission are in bold).</p>
<p>b. Research strategy</p> <p>Research excellence identified in the RAE2008 profile has been built on by taking forward the five strategic goals set out in that return:</p> <ul style="list-style-type: none"> ▪ Income from Research Councils: this has remained strong (17 projects, awarded £1.7m), and new sources of funding have been secured (awarded EEF £205k, NIHR £1.2m). ▪ ESRC TLRP Network research project: this has developed with two new networks (e.g. Calderdale, and the Coalition of Research Schools in the North West region). ▪ Early career staff: we are building research careers, with Lendrum and Wigelsworth progressing from doctoral students to lecturers, working on 3 projects (awarded £1.95m); Kerr from a Leverhulme Early Career Researcher to lecturer working on 7 projects (awarded £522k); Pampaka from an ESRC Post Doctoral Fellowship to a Research Fellow leading an ESRC project (awarded £223k). ▪ Research in the Centre for Equity in Education: this has been extended with new partnerships (e.g. with Save the Children UK and the development of Children's Zones). ▪ Research in policy and leadership: this has developed through the Critical and Education Policy and Leadership Studies Thematic Programme of Research, enabled by national and international collaborations, new projects, appointments, and PGR students. <p>Our research strategy post 2008 retains our focus on equity and practice, making a significant contribution to the University's Research Strategy, particularly 'Goal Three' focusing on <i>Social Responsibility</i>, and the Faculty of Humanities research thematic priority focus on poverty and inequality. We expect that the launch of MIE within the School of Environment, Education and Development (SEED) will enhance this through interdisciplinary research regarding poverty and urban education. We are committed to addressing social justice and to enabling evidence informed educational change through partnership work with professionals. The four Thematic Programmes of Research are our engine rooms for projects, outputs and networking, with aims to: (a) be local and regional research partnership hubs; (b) be leading centres of excellence in national and international research networks; (c) developing funding streams; (d) devising and deploying pathways to impact with and for the field. Details now follow:</p>

Special educational and additional needs (SEAN): (**Alborz, Atkinson, Barlow, Bond, Burman, Emery, Farrell, Freed, Greenberg, Hebron, Humphrey, Lendrum, Miles, Squires, Wigelsworth, K Woods**). The focus is on developing, understanding, applying and evaluating approaches that support vulnerable learners. This agenda is being addressed through projects awarded £2.7m, and includes, (i) Research Council Projects: ESRC project (RES-061-25-0054) *Inclusion of Pupils with Autistic Spectrum Disorders in Mainstream Secondary Schools*; (ii) Major Commissioned Projects: the DfE-funded *Achievement for All National Evaluation*, and the NIHR funded *PATHS to Success*; (iii) Close-to-Practice Projects: e.g. *The Development of Resource Base Provision for Children with SLI/ASD*, funded by Manchester City Council; (iv) Charities: the EEF part funded the *PATHS to Success* project. National (e.g. with University College London) and international (e.g. with Penn State University) research networks have been developed. A significant contribution from this agenda is methodological innovation, for example, the use of hierarchical linear modelling to examine how different elements of the implementation environment can mediate intervention outcomes, and the use of structural equation modelling to examine the veracity of the social and emotional learning model.

Staff are actively involved in the *European Network for Social and Emotional Competence* (members in nearly 40 countries). **Hebron** has been awarded two prestigious linked post-doctoral Fellowships from Leverhulme and the University's competitive Simon Fellowship endowment. Returned outputs illustrate and extend this description of our contribution, and an example of equivalent quality non-returned outputs is the edited collection: Armstrong, D. and **Squires, G.** (2012) *Contemporary issues in special educational needs: considering the whole child* (Open University Press). **Humphrey** has guest edited special issues of the *Psychology of Education Review* and *Journal of Research in Special Educational Needs*. Priority developmental areas include: **Humphrey's** plans to establish an international research centre based on established links with (but not limited to) the Australia, Canada and US.

Disadvantage and Poverty (DP): (**Ainscow, Apple, Dyson, Gunter, Goodlad, Hall, Jones, Lupton, Miles, Kerr, Raffo, West**). Co-ordinated and branded through the **Centre for Equity in Education**, educational disadvantage is understood in terms of the entrenched link between socio-economic disadvantage and educational outcomes. This agenda is being addressed through projects awarded £726k, and includes (i) Research Council Projects: a research review for the AHRC *Connected Communities Programme*, and the ESRC seminar series *Breaking the Link between Education, Disadvantage and Place* (RES-451-26-0683); (ii) Major Commissioned Projects: e.g. for the DfE: *Evaluation of Extended Services Research Collaboration*, and *Evaluation of Pupil Premium Research Grant*, and for the Specialist Schools and Academies Trust, *Exploring the Role of Public Services in Relation to 'Connected Communities'*; (iii) Close-to-practice Projects: e.g. projects with consortia of schools in Calderdale and Greater Manchester, including three full-time embedded students funded by the ESRC or local organisations; (iv) Charities: two EEF funded evaluation projects, and a major new development is the establishment of a partnership with Save the Children UK to set up Children's Zones in England. A significant contribution from this agenda is through the development of new conceptualisations of equity, and methodological innovation through the use of development and research collaborative projects with professional partners.

New national (e.g. with Newcastle University) and international research networks (e.g. with the University of Gothenburg) have been developed. Returned outputs illustrate and extend this description of our contribution, and an example of equivalent quality non-returned output is the edited collection: **Raffo, C., Dyson, A., Gunter, H.M, Hall, D., Jones, L. and Kalambouka, A.** (eds) (2010) *Education and Poverty in Affluent Countries* (Routledge). Priority developmental areas include **Dyson** and **Kerr's** project on Children's Zones; **Jones'** work on the equity of Higher Education admission's processes; and **Lupton's** methodological and data sets work on poverty and education.

Mathematics Education and Critical Pedagogies (MECP): (**Archer, Black, Hutcheson,**

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McNamara, Pampaka, Pope, Prevett (nee Davis), Radford, Wenger, Williams). The focus is on the teaching and learning of mathematics, and transitions in mathematics education across educational sectors. This agenda is being addressed through projects awarded £1.4m, including four highly graded ESRC funded projects (awarded £985k): *Mathematics Learning, Identity and Educational Practice: the Transition to Higher Education* (RES-062-23-1213), *Mathematics Teaching and Learning in Secondary Schools: the Impact of Pedagogic Practices on Important Learning Outcomes* (RES-061-25-0538), *Mathematics Learning, Identity and Educational Practice: the Transition into Post-compulsory Education* (RES-000-22-2890), and a follow-on project: *Promoting Participation and Engagement in Post-compulsory Mathematics Education for STEM* (RES-189-25-0235). This team also led on an ESRC seminar series that interconnected their projects with wider concerns about critical pedagogies, *Developing a 'How Things Work' Research Agenda in Education* (RES-451-26-0576). A significant contribution from this agenda include modelling the effects of programmes and pedagogy on access and drop-out rates from mathematics education, and case studies of alternative pedagogies and professional identities. Returned outputs illustrate and extend this description of our contribution, and **Williams** and team guest edited/published papers in *Research in Mathematics Education*. New international networks have been established (Pepin and Sikko from University College Sør-Trøndelag, Norway, and Viholainen, University of Eastern Finland, Finland), some of which enabled joint authorship of the Transmaths team's BERA keynote symposium (2013). Priority developmental areas include: **Williams** and team's emerging collaborative work with schools on pedagogy and lesson study.

Our emerging **Critical Pedagogies** research (Baratta, **Fay, Howes, Motterman, Rush, Spendlove, Stelma, Stronach, Whitworth**) is focusing on assessment, pedagogy, and learning in schools, colleges and higher education, with awarded funding of £373k. **McNamara** secured ESRC funding to build research capacity (RES-069-25-0008) for the *Teacher Education Research Network (TERN)* project, and an ESRC Seminar Series (RES-451-26-0880) *Workplace Learning in Teacher Education*. Priority developmental areas include: **Motteram** and Whitworth's work on e-learning and digital literacies.

Critical Education Policy and Leadership (CEPaL): (Ainscow, Apple, Goodlad, Gunter, Hall, McGinity, McNamara, Mills, Rogers, Stronach, C Woods, West). The focus is on mapping and critically engaging with the design and experience of policy interventions in the modernization of schools and schooling. This agenda is being addressed through projects awarded £541k and includes, (i) Research Council Projects: ESRC project (RES-000-22-3610) *Distributed Leadership and the Social Practices of School Organisation in England*; and the ESRC seminar series, *Challenging the Orthodoxy of School Effectiveness and School Improvement: Towards New Theoretical Perspectives* (RES-451-26-0793). (ii) Major Commissioned Projects: National College for School Leadership funded the *School Business Manager's* project; (iii) Close-to-Practice projects: ESRC CASE studentship, *Modernisation Through Personalized Public Services*; (iv) Charities: BA/Leverhulme project *Consultancy and Knowledge Production in Education*. A significant contribution from this agenda include close-to-practice mapping of professional practice, particularly discursive constructions of leadership; system level studies on new forms of schooling; and, meta analyses of policy construction through studies of knowledge production, the impact of elites, and globalization.

National networking is through a Research Interest Group within the *British Educational Leadership Management and Administration Society* (BELMAS); and international collaboration through the *Leading Democratic Schools (LE@DS)* eight countries network. Returned outputs illustrate and extend this description of our contribution, and an example of equivalent quality non-returned outputs is the edited collection: **Gunter, H.M.** (2011) *The State and Education Policy: the Academies Programme* (Continuum). **Gunter** is Executive Editor of the *Journal of Educational Administration and History*. Priority developmental areas include plans for new empirical and conceptual research by mapping and conceptualizing elites in education policy (**Apple, Gunter, Hall, Stronach**).

Collaboration and coherence across the four Thematic Programmes of Research is achieved by: (i)

shared methodologies and methods that support joint bids, collaborative doctoral supervision and team teaching; (ii) Six funded seminar series (5 ESRC, 1 AHRC); (iii) collaborative research publications e.g. 14 chapters reporting research projects by MIE staff in the edited collection by Chapman and **Gunter**: *Radical Reforms, Perspectives on an Era of Educational Change* (2009, Routledge); (iv) Reading groups e.g. CHAT (Cultural-Historical Activity Theory); (v) *Research Matters* seminar series for staff and students, with eminent external speakers such as Professor Margaret Brown (Kings College) on research quality (2010) and Professor Pat Thomson (Nottingham) on writing for journals (2012). Priority development for collaborative MIE activity includes ongoing work on methodological and conceptual contributions with our partners, particularly by building on the achievements of the seminar series. We see this as further enabling of our research impact strategy outlined in this submission. These priorities are congruent with the University of Manchester's 2020 strategic vision, particularly the Social Responsibility goal and our progress is evaluated and supported in the annual performance review against key performance indicators conducted by the University's senior leadership team.

In the current audit period we have shown productivity, with a total of 750 research outputs by returned staff, including 460 journal articles with 105 in Social Science Citation Index journals; 50 books (half of which are monographs) plus 20 translations/new editions; and 240 chapters. We have built a secure research base in regard to reputation, capacity and capabilities. For example, Elsevier's *International Comparative Performance of the UK Research Base* (2011) report ranks educational research in the UK in first place internationally, with Manchester ranked second after the Institute of Education, University of London. The launch of the MIE within the School of Environment, Education and Development (SEED) is already creating new interdisciplinary collaborations, for example, on urban inequalities that will contribute to delivering our research objectives. Priorities for development have been identified and outlined in this submission, and coherence building across the four themes means that attention will continue to be given to (a) building data sets and empirical evidence to support our own and wider field project rationales and design; (b) developing understandings through novel conceptualisations to support our own and wider field explanatory frameworks; (c) focusing on the interplay between learning, professional practice and methodologies to support our own and field debates about research contribution and criticality; and (d) working with and alongside educational professionals in development and research partnerships to support our own and field approaches to activism and change. We are actively embracing current debates about the relationship between research and educational activity, and internal promotions and external appointments have recognized this as a priority.

c. People, including:

i. Staffing strategy and staff development

The strategy has been to strengthen the four Thematic Programmes of Research through career and capacity building. This includes talent spotting e.g. the inclusion of **Barlow** and **Emery** in this return (see Box B regarding achievements of **Hebron**, **Kerr**, **Lendrum**, **Pampaka**, **Wigelsworth**), and we have named early career researchers (names without bold) who we are working with regarding building a research portfolio. Since 2008 ten members of staff have been awarded a doctorate. MIE has 8 Research Assistants who are being supported to develop their career trajectories. Twelve internal promotions have been made: 6 senior lectureships (**Alborz**, **Black**, **Miles**, **Squires**, Whitworth, **Woods C**) and 6 personal Chairs (Boyle, Chapman, **Hall**, **Humphrey**, **Raffo**, **Woods, K.**). Two new full-time professorial appointments are: **Lupton** for Disadvantage and Poverty; and **Burman** for Special Educational and Additional Needs. Established collaborations have translated into formal contractual appointments: **Apple** and **Stronach** for Critical Education Policy and Leadership; **Greenberg** for Special Education and Additional Needs; and **Radford** and **Wenger** for Mathematics Education and Critical Pedagogies. Succession planning has enabled turnover to be effectively managed, for example, Muijs (2010) and Chapman (2012) left to take up Chairs at Southampton and Glasgow respectively, and this was handled through strategic investment in the appointment of **Burman** and **Lupton**. This approach will continue in the post REF2014 period when at least four professorial retirements are expected (two of such professors have already moved to 20%), and changes will continue to be managed through internal promotions; the judicious use of 20% appointments; and new external appointments.

Our successful approach to staff development can be evidenced in **Humphrey's** trajectory from an internal research grant in 2005, to an ESRC project in 2008, to a personal chair in 2010 with a portfolio of grants awarded £2.7m since RAE2008. We use a range of processes: (a) research mentoring and peer review of project applications; (b) professional development review - each member of staff meets annually with a senior colleague to review teaching, research and administration, probation agreements are made with early career appointments, and a criterion for appointment to a chair is a track record of success in capacity building with individuals and teams; (c) career planning for RAs - the University has developed a Concordat Implementation Plan and has received the HR Excellence in Research Award from the European Commission; (d) pilot project funding - staff have won funding from University, Faculty and MIE annual competitive project calls, and since the RAE2008 just under £60,000 has been invested by MIE in 10 pilot projects; (e) conference attendance - staff have allocated funds and can bid for top up funding, and particular conferences are targeted, e.g. AERA, BERA, and ECER; (f) sabbaticals - since the RAE2008 13 members of staff have had academic leave; (g) University staff development - the Faculty of Humanities has a Researcher Development Team offering comprehensive professional development and coaching for all researchers, and the New Academics Programme is accredited by the Higher Education Academy (HEA) and is compulsory for all academic staff appointed to probationary permanent contracts.

Research culture is enriched through Visiting Professorial appointments, with six competitively won University of Manchester Simon and Hallsworth Visiting Professorships 2008-2013: **Apple** (Wisconsin-Madison); Jimerson (University of California, Santa Barbara); Lieberman (Stanford); Levin (Toronto); Moos (Danish University of Education, Copenhagen); van Veen (Amsterdam). Visiting Professors undertake joint projects and output production, public lectures, seminars for staff/students, teaching on masters and research programmes, and, further our partnership work through visits to schools and keynotes at research partnership conferences. We have 19 Honorary appointments, including five Professors. These are awarded to (a) impact orientated researchers (e.g. Stephanie Marshall, CEO of the Higher Education Academy); (b) retired but research active colleagues (e.g. Joseph, Emeritus Reader); (c) colleagues who retain research links (e.g. Chapman, University of Glasgow); and (d) international colleagues who work on projects (e.g. Lamprianou, University of Cyprus), and who strengthen international partnerships (e.g. Jinghuan, Tsinghua University, China).

Equality of Opportunity is effectively monitored and delivered, and is consistent with our research on social justice. For example, five of the 13 who have had study leave are women. In terms of rank, three are Lecturer; six are Senior Lecturer; one is a Reader; and four are Professor. Staff who are part-time or returning after a career interruption are eligible to apply for sabbatical and internal funding for pilot projects.

Research Integrity is enabled through robust mechanisms. The University has a Code of Conduct and associated ethical procedures, and the MIE has been actively involved in the design and integration of innovative approaches to Risk Assessment and the Ethical Approval processes. MIE's authorship policy is based on contribution (unless authors agree a different listing protocol), and postgraduate research outputs are normally first-authored by the student.

ii. Research students

The MIE has a thriving community of approximately 250 currently registered UK, EU and overseas PGR students for PhD or Professional Doctorate degrees (103 PhD/147 Prof Docs, 144FT/106PT), an approximate 60% increase in PGR recruitment since RAE2008. There have been 145 (FTE; 152 headcount) doctoral completions, representing a high completion rate (86%, 2013). PGR satisfaction rating is high (86%, 2013), and the PGR senior administrator was given the Faculty of Humanities Distinguished Achievement Award for Professional Support Services (2012). The MIE is the Educational Research Pathway lead within the ESRC-funded North West Doctoral Training College (NWDTC), the largest ESRC DTC in the UK. Nine ESRC studentships have been awarded from the NWDTC allocation since its formation in 2009, and three collaborative ESRC CASE studentship awards have been won. In addition, 11 studentships have been externally funded,

including the Department for Education (DfE) and the National Institute of Health Research (NIHR). MIE was awarded a £6m government contract to lead a consortium of seven universities in delivering over half of the doctoral training in educational psychology for England (2012). Internally between two and six MIE studentships have been awarded each year since 2009, and the MIE has won three prestigious Presidential Doctoral Scholar awards (2012/13).

PGR students are actively involved in at least one of our Thematic Programmes of Research, and in wider MIE activities such as seminars, conferences and research outputs. Prestigious prizes have been won, for example, Dr Myriam Mojica Martínez's thesis won first prize in UNICEF's best research into children's rights in Mexico competition (2013); and Dr Stephen Rogers won BERA's best doctoral thesis prize (2013). Prestigious awards in support of projects include three years funding from the A.G. Leventis Foundation, Cyprus, and doctoral bursary awards from the British Educational Leadership Management and Administration Society were made to two students (2011, 2012).

All PGR students have a team of two supervisors, as well as access to PGR staff advisers. Collaborative supervision also takes place across the Faculty of Humanities. Regular information bulletins and training are provided for PGR supervisors. An electronic progression and monitoring system (*eProg*) provides research students with milestones for their degree. Thesis research proposals of all doctorate students are evaluated through a Review Panel. Dedicated study desks/rooms are available for PGR students. Research methods training is provided through the M.Sc. Educational Research programme, and professional doctoral students access training within their bespoke programme. Collaborative research training takes place across the Faculty of Humanities and within the ESRC-funded North West Doctoral Training College (NWDTC). The Researcher Development Framework is used as the basis for a skills audit with additional training needs met from Faculty provision. Training and learning about research impact is included in our courses and supported through supervision.

Education research conferences are an important feature, where research dissemination takes place internally through the *Research Matters* seminar series, and externally through conference attendance supported through the PGR Conference Support Fund. Students have won externally funded travel grants to prestigious international conferences (e.g. AERA). Illustrative of the lively culture is how in 2012 (a) the annual MIE PGR student conference had 115 delegates from 22 different universities and 33 different disciplines; (b) the UK's first Applied Psychology Integrated Research Conference included presentations by doctoral students; and (c) two PGR students secured funding from the British Educational Leadership Management and Administration Society to organize a conference for embedded researchers in education and social sciences. PGR students have produced over 70 published research outputs (including 52 journal papers), and have given over 70 conference papers. Employability has been enabled through offering students in receipt of studentship awards teaching and research opportunities managed through time-allocated written agreements with the PGR Director; and by providing University Careers Service specialist support for postgraduates including Postgrad Talent NW. Since 2008 over 30 PGR students have moved into academic positions (e.g. Salokangas at Trinity, Dublin); and including high status employability (e.g. Kaneva's ESRC internship to support the development of a new Centre for Innovation in Social Action in the Cabinet Office).

d. Income, infrastructure and facilities

MIE has been awarded 58 new research grants with a total awarded value of £5.4m (expenditure £4.5m). Research income grew from £1.25 million in 2006/7 to £1.9m in 2008/9. Following the global financial crisis and cut backs in all sectors, there has been a reduction from 2010/11 (two projects were cancelled due to government retrenchment: *Extended Services*, DfE; *Evaluation of Bursar Development Programme*, NCSL), and we took this as an opportunity to review and re-orientate, with £551k awarded 2012/13. Seventeen projects have been awarded by Research Councils (£1.7m, Expenditure £1.6m), an increase on the nine reported in RAE2008; nine projects awarded by leading charities (British Academy, Esmée Fairbairn, Save the Children UK, Leverhulme Trust) (£233k), four projects awarded by the National College for School Leadership

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(NCSL) (now called National College for Teaching and Leadership) (£169k) and 15 by the Department for Education (£1.8m, Expenditure £1.5m). A new emphasis on European funding is realizing results (six projects/£317k awarded); with new funders - the National Institute for Health Research (£1.2m, Expenditure £302k) and the Educational Endowment Foundation (£205k, Expenditure £55k). Major grants have been either through single studies such as the NIHR or through a programme of research with a number of interlinked/extension grants such as the four ESRC awarded Mathematics Education projects.

A balance has been maintained between proactive project bidding, and responsiveness to personal/general invitations from funders. This can be illustrated through strategic planning:

- (a) proactive building of careers with early career and post doctoral posts (e.g. **Barlow, Emery, Hebron, Lendrum, Pampaka, Wigelsworth**);
- (b) development of research ideas through six research council awarded Seminar Series, involving non-academic research users;
- (c) capacity building (e.g. **McNamara** and team's Teacher Education Research Network ESRC RES-069-25-0008 focused on research development);
- (d) progress in research agendas where new bids grow out of previously held ESRC projects (e.g. ESRC RES-000-22-3610 grew out of the *Knowledge Production in Educational Leadership Project 2006-2007*, RES-000-23-1192); and
- (e) embedding of research in social science conceptual frameworks (e.g. **Apple, Burman, Gunter, Hall, Raffo, Stronach, Williams**).

A second illustration is through responsiveness to external opportunities, for example,

- (a) building and extending methodological expertise (e.g. systematic reviews, statistical analysis and RCTs, particularly work led by **Greenberg, Humphrey, Woods, K**);
- (b) developing conceptual synergies between projects undertaken locally and internationally (e.g. **Dyson** and **Kerr**'s work on Children's Zones); working on impact through evaluations and extension projects (e.g. four ESRC projects led by **Williams, Radford** and team);
- (c) building new data sets, for example, **Lupton**'s work on databases and measurement tools regarding schools, neighbourhoods, and poverty); and,
- (d) generating recommendations for policy and practice both nationally and internationally (e.g. **Gunter, Hall** and **Woods C** projects on leadership and workforce reform) and locally within the city and city region (e.g. various local authority projects led by **Ainscow, Dyson, Kerr, West**).

Research is enabled through the provision of University research facilities including an unparalleled range of electronic resources (over 40,000 e-journals), a complete range of research databases, state-of-the-art data archiving services, and open access publishing support. *Manchester e-scholar* offers researchers a premium resource to both deposit and disseminate their research outputs. Public realm improvements include the innovative Alan Gilbert Learning Commons as a meeting and multi-media work-space for all students.

e. Collaboration or contribution to the discipline or research base.

This submission shows a strategic commitment to and evidence of national and international collaborations. In addition, two examples illuminate the standing and influence of our contribution in regard to equity and social justice: **Kerr** and **West** were commissioned to write a BERA Insight report – *Social Inequality: can schools narrow the gap?* (2010), and the European Commission invited **Raffo** to author an analytical report on the evidence regarding education priority funding schemes and equity in education (2013). Overall, contributions to the field with local, national and international collaborations include:

- (a) Scholarly activism in the dissemination and discourses of research (**Ainscow, Apple, Burman, Dyson, Gunter, Hall, McNamara, Wenger, West**). For example, there has been a range of work regarding the role and practice of researchers, notably **Ainscow, Dyson**

and **West's** use of the development and research (D&R) methodology with professionals, through to **Apple** and **Gunter's** scoping of the contribution and role of intellectual work in research partnerships. This work makes a distinctive contribution to the purposes and design of educational research, and inter-links with social science understandings of theory and practice. Plans are underway for the 'Coalition of Research Schools' to be networked with European and Australian schools. Notable achievements include two awards for research outputs from the team including **Ainscow, Dyson** and **West**, see below.

- (b) Novel methodological developments (**Ainscow, Dyson, Humphrey, Lupton, Radford, Williams**). For example, **Williams** and his team's contributions to mathematics education through the study of transitions from school to post-compulsory sites. This work makes a distinctive contribution to understandings and explanations of how children and young people navigate the education system, and experience the teaching and learning process. Notable work has been done on novel statistical methodologies (**Hutcheson, Pampaka, Williams**).
- (c) The creation of large scale and internationally significant data sets (**Greenberg, Humphrey, Lupton**). For example, **Humphrey** and his team's contributions to data sets for and about education policy in regard to two major evaluations of government projects: SEAL and AfA. This work makes a distinctive contribution through the design, deployment and analytical use of particular methods in regard to the difference these projects have made to children's experiences of learning and schools. The work has produced unique data sets and has impacted on debates about how further research is designed and conducted. Applications to use the data are enabling external researchers to develop new analysis. UK Research Council funded data is in the public domain through storage by the UK Data Archive.
- (d) New theoretical insights and contributions to social science debates (**Apple, Burman, Gunter, Hall, Raffo, Stronach, Wenger, Williams**). For example, **Gunter** and **Hall's** conceptual and empirical research about education policy through the study of school leadership. This is being developed through collaborations through a national Research Interest Group (BELMAS) and through a new international network (LE@DS, see Box B). This work is making a distinctive contribution to understanding the knowledge production process involved in the relationship between the state, public policy, and models of professional practice. Using sociological (Bourdieu) and political/ philosophical (Arendt) theories this work is impacting on how research into and about leadership is mapped and engaged with.

As education is an interdisciplinary field the MIE research community makes a contribution to methodology and theory through drawing on a range of disciplines, and we have internationally recognized experts in, for example, psychology (**Burman, Farrell, Humphrey**), sociology (**Gunter, Raffo**), and political science (**Gunter, Hall**). Recognition of particular expertise and standing enables contributions to be made regarding significant national and international issues such as governance, equity and inclusion. Using a focused thematic approach enables educational researchers at Manchester to bring a range of coherent perspectives and methodologies regarding the relationship between socio-economic, political, cultural, physical and mental health conditions for learners and learning opportunities. Critical contributions variously deploy feminist (**Burman**) and class (**Apple, Jones**) analysis, and in contexts of affluence (**Dyson, Jones, Raffo**) and conflict (**Alborz, Miles**).

Recognition of quality contribution and collaboration is evidenced through awards: **Ainscow**: awarded the CBE (2012), and is lead author on a book (with **Dyson**, Goldrick and **West**) awarded a prize by the Society for Educational Studies (2013); **Apple**: establishment of the 'Michael Apple Research Centre' by the Beijing Normal University, China (2010), Fellow of the American Educational Research Association (2011), Honorary Doctorates Universidad de La Pampa (2011), Univercidad Nacional de Rosario (2013), Argentina, and, Institute of Education University of

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London (2012); **Dyson**: Honorary Doctorate, University of Gothenburg (2010), and co-authored book awarded a prize by the Society for Educational Studies (2012); **Farrell**: International School Psychology Association's Distinguished Services Award (2009); **Fay**: Teacher of the Year, University of Manchester (2013), recognizing commitment to research-informed teaching; **Greenberg**: Fellow of the American Education Research Association (2008), Presidential Award by the Society for Prevention Research (2013); **Gunter**: Academician of the Academy of Social Sciences (2010); **Radford**: Hans Freudenthal Medal of the International Commission on Mathematical Instruction (2011), research ranked first in the Regular Competition of the Social Sciences and Humanities Research Council of Canada (2010-2013).

Recognition of quality contribution and collaboration is also evidenced through peer review expertise: six staff are members of the ESRC Peer Review College; **Ainscow** is chair of an international panel evaluating research bids to the Academy of Finland, 2012; and external evaluator for European Mobility project funded by the European Union 2011-2013; **Alborz** and **Humphrey** review for the NIHR, and **Humphrey** for the Wellcome Trust; **Apple**, **Dyson**, and **Lupton** are expert reviewers for the SSH Research Council of Canada; **Apple** and **Gunter** review for the British Academy; **Apple** reviews for Singapore Research Council, and the Israeli Research Council; and, **Farrell** reviews for the Research Grants Council, Hong Kong. In addition **Dyson** and **Lupton** are advisers to the JRF programme, and **Dyson** is Trustee to the RSA *Opening Minds Programme*.

Recognition of national and international contribution and collaboration is illustrated by over 110 keynote lectures given at research conferences, including 83 internationally. Our reach is to all continents, with active networks that include scholars from all over the world. Our social justice and connected approach means that we are leading and participating in projects in the Middle East, Africa and South America. Regular invitations are made to staff to lead and contribute to research seminars in the UK and abroad (over 55), and significantly 24 international visiting professorships have been held since the RAE2008. World leading researchers visit Manchester, e.g. in 2011 **Humphrey** and team organized the European Network for Social and Emotional Competence conference.

Staff are involved in learned societies: **Ainscow** is a Fellow of the RSA; **Motteram** is a member of the steering committee and trustee for the International Association of Teachers of English as a Foreign Language; **McNamara** is Chair of the UCET Research Committee; **Raffo** is a member of the RSA panel on area based curriculum; and served a term of office on the Executive Body of the Society for Educational Studies; and **Woods, K** is the ISPA UK representative on International School Psychology Trainers working group and the American Psychological Association (APA) UK representative on school psychology assessment working group. Twenty staff are members of the editorial boards of 90 academic journals, two staff hold editor roles (**Gunter**, **Motteram**), three are/have been editors (**Hall**, **Humphrey**, **Pampaka**); and six have guest edited Journal issues (**Apple**, **Atkinson**, **Fay**, **Humphrey**, **Lupton**, **Stronach**). Staff have examined over 40 doctoral theses, and 10 are external examiners for Masters' programmes in 14 universities.

In summary, our approach has been to progressively focus on and demonstrate ambition in identified core thematic areas. As a result researchers are actively working in local, national and international networks with recognition and acclaim. The MIE is known as the place to come to for research about disadvantage, education policy, inclusion and mathematics education. Based on the evidence in this submission the MIE is also known for making major contributions to methodology, data sets, and conceptual frameworks that are enabling field members to think and do things differently in regard to researching equity and social justice. Our research strategy supports these activities, and our achievements show that we are serious about building strong professional and user partnerships that nurture those contributions and take them to a wider audience.