

Institution:	Goldsmiths, University of London
Unit of Assessment:	25 - Education
a. Context	

The Department of Educational Studies at Goldsmiths specialises in innovative research on how learning can enhance the lives of children, young people and adults from multilingual and multicultural communities in disadvantaged urban contexts. Our research involves working jointly with these communities, and with policymakers, teachers, museum and gallery educators, and community workers, to understand complex multi-faceted problems of social justice and explore ways of tackling them. We focus on positive approaches based in identifying and developing individual and community resources that can promote resilience and widen life chances. To ensure impact, we investigate key issues and needs with users when planning research, involve users in proposal design and in data collection and analysis as appropriate, and organise collaborative events and activities with users to facilitate dissemination and take-up of findings.

Each of our three Research Centres has a particular focus with regard to impact. The Centre for Language, Culture and Learning (CLCL) conducts studies of home and community learning to help teachers understand the significance of this neglected area. This knowledge becomes the basis for action research through which teachers work in partnership with community educators to develop new practices, feeding into policy. The Centre for Identities and Social Justice (CISJ) explores ways in which issues of gender, social class, sexuality, race/ethnicity and dis/ability are constructed by and impact on education, thus providing a critical perspective that informs the behaviour of teachers and policymakers, enabling them to take decisions that protect rights and enhance quality of life. The Centre for the Arts and Learning (CAL) engages with political and ethical aspects of arts practices, investigating how these affect learner identities. By linking artist and gallery educators with teachers and community workers to create new kinds of learning communities, the Centre promotes changes in practice that have significant implications for how cultural and educational policy can benefit young people.

Each Centre has forged productive partnerships with beneficiaries to foster impact. Indicative examples are shown in the table below.

Type of beneficiary	CLCL	CISJ	CAL
Policymakers	Council of Europe Language Policy Division; All Party Parliamentary Group on Languages; Language Alliance	Council of Europe Parliamentary Assembly; Law Society	UN General Assembly; Northern Ireland Assembly
Local authorities	Tower Hamlets, Southwark	Lewisham; Greenwich; Southwark; Camden; Manchester	Lewisham
Schools	Across London, in Algeria and Taiwan	Schools in LAs above, Bristol and Plymouth	South London; Liverpool; N Ireland
Teacher professional associations	Association for Language Learning [ALL]; NALDIC – EAL teachers; UK Federation of Chinese Schools; UK Association of Arabic teachers	National Union of Teachers[NUT]; Association of Teachers and Lecturers [ATL]; Girls’ School Trust	London Drama; National Association for Education in Art and Design [NSEAD]
Charities, community groups and cultural sector	National Resource Centre for Supplementary Education; East London Mosque; St Ethelburga’s Interfaith Centre	Stephen Lawrence Charitable Trust; Kids Company; Stonewall; Camden LGBT Forum; Refugee Youth; Political Arts; Get Family; Wikivorce	Tate; Whitechapel Gallery; Showroom Gallery; 198 Gallery Brixton; Creativity, Culture & Education

b. Approach to Impact

We view the relationship between research, policy and practice as synergistic. We identify or are approached by key stakeholders to whom our specialist expertise has particular relevance, and develop work together that leads to ongoing joint reflection, enabling change and feeding back into further research. An example comes from CLCL's long-standing relationship with Tower Hamlets local authority. Aware of our expertise in multilingualism, the LA asked us to investigate how children's mother tongue knowledge might support learning in school. Findings informed its new language policy and highlighted the need to develop bilingual learning through links between mainstream and community language teachers, generating a follow-up action research study.

Our research addresses current social issues at the forefront of policy, through developing work in collaboration with the affected communities and educators. For example, CAL has set out to investigate the needs of young people experiencing conflict and violence in urban communities in South London and Northern Ireland. The initial research engaged Lewisham school students with Belfast mural artists to explore issues of identity, history, and exclusion. The resulting artwork on the 20th anniversary of the New Cross fire formed the basis for discussion between the young artists and Metropolitan Police officers on ethnic minority youth experience. Through Johnston's membership of a UN international experts panel, this work has informed recommendations in reports to the UN General Assembly on history teaching and memorial in post-conflict societies.

We also consider it our responsibility as researchers on social justice to raise awareness of neglected issues and problematise assumptions made by policymakers and educators. Research by George (CISJ) exemplifies this by revealing tensions in girls' friendship groups that lead to social exclusion and bullying, often ignored in schools. This work gained considerable public recognition, with sixteen broadcast media appearances from BBC Breakfast TV to Australian radio, and a film on bullying distributed to all Southwark schools. Keynote presentations to headteachers and school governors have improved policies and practices on inclusion.

Our relationships with stakeholders involve consultation and collaboration throughout the research process. CAL's partnership with Tate exemplifies this dialogue by jointly planning and carrying out research on novel approaches to teaching and learning through contemporary art practices. In CLCL's faith project, the Advisory Group included faith leaders, faith teachers and parents, who met regularly to discuss findings with academics. We also develop community research capacity: CISJ's Illuminate Youth Voice Researchers programme works closely with Lewisham LA to train student researchers who conduct school-based inquiry, identifying and investigating issues of key concern.

We disseminate our research in ways that maximise user involvement and enable stakeholders to exchange insights about the issues concerned. Midway through CLCL's Critical Connections project, in which students were creating multilingual digital stories exploring their identities, a one-day festival brought 200 participants together at Goldsmiths to show their films and review each other's. Policymaker Baroness Estelle Morris spoke, noting how this new pedagogical approach had enhanced students' language learning. CISJ organised a London Youth Speaks event, with participation from CAL and CLCL, linking researchers, community activists and young people to address major issues of concern through film, art, performance and debate, and culminating in questions to a panel including MPs and Doreen Lawrence OBE. We also engage with users through print and online media, ranging from Guardian and TES feature articles on gender issues and bilingual learning, to advice for parents on child development for the BBC's CBeebies Grown-ups website, to interactive research via blogging with users of an online divorce support community.

Within our Department research support strategy, we advise staff on building user engagement and impact into research proposals as part of our termly Bids Workshops. Department funds and administrative time are given to run dissemination events. Staff are encouraged to link their findings and connect participants to have wider impact, as with the Youth Speaks event above. We have made strategic use of University support to maximise impact from our research, via: University funding to develop impact; media training workshops; Communications & PR making media contacts on our behalf and advising on reaching diverse audiences especially via online comment and social media; University podcasts and documentaries on our findings; our research being featured at the University impact event on Making a Difference (see d for examples). We also contribute our expertise to the University's Public Engagement Advisory Group.

c. Strategy and Plans

We will develop the mission statement on our website and leaflets to include our commitment to public engagement [PE] in our research, and alert organisations and communities through social media to contact us to explore potential research ideas. Internally, staff development activities will involve more colleagues in the successful approaches of our Research Centres, by integrating impact into the understandings of research built up in our termly Research Afternoons. Our first focus will be 'How do we want our research to make a difference?', with short presentations from all members of staff within Centre groups on current research topics and audiences. Future topics will include 'How to generate and maximise impact', examining RCUK definitions with a speaker from Goldsmiths Research Office, and offering examples from experienced researchers on how to engage and communicate with users; and a focus on dissemination through press and social media, with Goldsmiths Communications & PR team. Case studies and PE Guides from the Toolkit from the National Coordinating Centre for PE [NCPPE] will be drawn on throughout. Workload allocation will be given for impact activities, and impact will be built into annual Performance Development Review.

We will strengthen current partnerships with stakeholders through joint development of new research initiatives, e.g. by building on existing research through ESRC and AHRC knowledge exchange [KE] bids. We will develop roles of current partners, and diversify by reaching out to new ones; thus, in a KE bid for CLCL's faith project, faith leaders and teachers already involved will be invited to engage in collaborative community research for the next stage, and additional faith communities will be included. We will continue to engage groups marginalised in wider society, including disadvantaged young people and families from multilingual backgrounds, as research partners and beneficiaries. We aim to share expertise with these stakeholders whilst learning from them, so we will develop future KE activities modelled on our successful Critical Connections and Youth Speaks events.

We will monitor debates and initiatives in policy and practice through our membership of advisory groups such as the Language Alliance and by developing our contacts within Parliament and the Council of Europe. We will aim to feed productively into the current policy climate, whilst continuing to challenge taken-for-granted assumptions and offer original insights to inform policy and practice.

d. Relationship to Case Studies

Our case studies, led by CLCL and Paechter, exemplify our approach. Each addresses current social issues, problematises assumptions, and promotes synergy between research and policy. CLCL focuses on the educational achievement of children with English as an additional language, challenging deficit assumptions about multilingual families and revealing instead the significant contribution to their learning made by siblings, grandparents and community educators. Findings have contributed to debates on language policy in Tower Hamlets and at the Council of Europe. Paechter focuses on how children learn gendered behaviour from families, educational institutions and each other, providing a framework that raises teachers' awareness and enables them to intervene more effectively. Her talk to the Equality Committee of the Council of Europe Parliamentary Assembly fed into initiatives on gender discrimination in schools.

With regard to consultation and collaboration with stakeholders in the research process, CLCL's action research has brought together mainstream and community educators, whilst Paechter's work involved ongoing dialogue with participant schools. Dissemination to maximise user involvement included CLCL's conferences at London Muslim Centre and Goldsmiths where research participants shared findings with policymakers and practitioners, and Paechter's lecture to the Girls' School Association and videos on Teachers' TV and education website TrueTube.

Strategic use of University support by both has significantly boosted dissemination of the research. CLCL won an Impact Grant from the Research and Enterprise Committee to make a film for a Bengali TV channel in Tower Hamlets. CLCL's case study features on the How Goldsmiths Makes a Difference webpage, and CLCL's faith project was the subject of a Research Documentary for Goldsmiths website and part of the Making A Difference event organised by the University to showcase impact. Paechter has worked closely with the Press Office to gain targeted media coverage. Her work has featured frequently in the TES and on Woman's Hour and the World Service, generating keynote speeches to educational audiences and invitations to develop video material for teachers and for Faculti Media, as well as considerable public comment.