

<b>Institution:</b> St Mary's University College
<b>Unit of Assessment:</b> 25: Education
<p><b>a. Context</b></p> <p>UoA members are involved in impact from disseminated published research, many showing the transition from the historic model of teacher-educator to one of combined professional excellence with academic activity, increasing scholarly credibility and impact as a consequence of synthesising theory and practice, thus challenging conventional wisdom about educational research.</p> <p>The main beneficiaries of this Unit's impact include: teachers; networks; SCITTS; school managers; policy makers; local and national strategic bodies; communities of interest; and governmental departments. The 2011 SMUC Ofsted Report notes: '<i>University college trainers are fully involved in initiatives and groups at both regional and national levels, and make contributions to subject association conferences and regional networks</i>'. During the REF assessment period, the UoA has worked with 717 Primary and over 200 Secondary schools in training, CPD, writing collaborative teaching materials and textbooks, consultancy and other related works. A total of 74 schools have or have had staff studying on the St Mary's MA in Leading Innovation and Change. The content of this programme is informed in part by St Mary's research, and its students (teachers and leaders in Schools) have influenced school policy and practice. For example, in respect to learning / well-being of pupils with long-term absences from school owing to chronic ill-health, one School has moved from reactive management to a systems-led communication network involving pastoral and academic staff, parents / guardians and hospital-based teachers (Report, July 2013). The St Thomas More Language School was given an Outstanding Ofsted grade in October 2013 in leadership and management, with the fact that a significant number of staff are taking the St Mary's MA cited as a factor in helping the School achieve this status (School Ofsted Report, 2013). Impact has been actualized internationally through involvement with the Education Futures Collaboration, e.g. '<i>A MESH Guide to Adult Aliteracy</i>' has impacted on the practice of American teachers (October 2013, Saunders). Chung's work, presented at the National Audit Board in Sweden (October 2012) and at the University of Helsinki (May 2013), has begun to shape future education policy in the UK and abroad. Her research into Finland's teacher-education resulted in her hosting a symposium with professionals and MPs (Houses of Parliament, October 2013), thus political / parliamentary debate has been shaped and informed. Armstrong was invited to give a keynote address in Bergen (December 2012) by the University and the Greig Academy of Music. New research in Norway tests out her research ideas in a different educational context and culture, thus challenging public perception and practice. Ahmed's cross-cultural doctoral research is changing perceptions about how Western and East Asian individuals differ in processing visual information. These individual practices act as representative exemplars of the Unit's international impact.</p> <p>Much impact results from curriculum-related work and the following brief case study reveals something of the scope and reach of such impact. Ozturk, President of the UK Literacy Association (involving liaison with the DfE, NCTL and other English subject associations) has run international conferences (in 2010, 2011, 2013) and worked on the DfE /TA (now NCTL) National Curriculum Expert Panel for English, impacting on curriculum literacy work in schools. Research with the University of Sheffield 'Childhoods and Play' project (funded by the British Academy) is resulting in a digital resource for communities of interest, involving the Universities of Sheffield, London, The Institute of Education, Bodleian Libraries, British Library and The Folklore Society. Her research project with colleagues at the University of Glasgow, 'Journeys from Images to Words', see: <a href="http://www.journeys-fromimagestowords.com/">http://www.journeys-fromimagestowords.com/</a> was the winning entry for the BCF / BERA / Routledge Prize for impact. Aston and Jackson's research has resulted in professional development courses for D&amp;T subject leaders in conjunction with Birmingham City University. As part of a group co-ordinated by the D&amp;T Association and E4E (Education for Engineering), they contribute to the non-statutory guidance for NC D&amp;T programmes of study. Beneficiaries include HE teachers, representatives from industry and advisors. Other noteworthy examples evidencing reach and significance could be cited, such as: Matthew's research on <i>Blogging</i> interventions to improve assessment feedback practice in schools (Highly commended in the St Mary's Walpole Prize 2012); Saunders' research with the UCL Academy resulting in targeted literacy teaching approaches for students below expected levels of attainment; Edwards-Leis' work on mental models of problem</p>

solving which has been used to influence teachers' practices and children's thinking; Corker and Woodbridge's work with educational departments of Orleans House Gallery, Richmond Museum and the National Gallery, resulting in influential CPD and written education programmes; Gordon's doctoral work on resilience having an impact on the work of experienced teachers through SCITT mentor training meetings and as part of a project in a large Teaching School Alliance.

Faith-based research has influenced Catholic School Leadership programmes in the USA (Finch and Lydon, 2012). James teaches on Canterbury Christ Church University's NICER PhD programme resulting from her doctoral work (2012/13). Glackin advises on school chaplaincy in Salford Diocese, after presenting her research at the Catholic Head-teachers' Conference (SMUC 2012) and Cardinal Newman School in Brent reframed their chaplaincy based upon her findings. In support of our Christian heritage, colleagues fulfill roles as representatives on, for example: the Roman Catholic Church on the Religious Education Council of England and Wales; the Executive of the World Union of Catholic Teachers; Senior Section 48 Inspectorate; and the Association of University Lecturers of RE (Aulre).

The Olympic legacy lives on at SMUC through developments in sport. Colleagues' research on *Teaching games for understanding* (TGfU; Almond, Ayres, Ezzeldine and Pearson) has influenced the work of professional coaches through its inclusion in national and international CPD programmes, and a Foundation degree for soccer clubs (Chelsea FC Foundation and Crystal Palace FC). Impact is also achieved in the form of innovation and sustainable change in the teaching of games across a Collaborative Network of University Centres (Warsaw 2013). Colleagues working with Sports Coach UK / Coachwise have been commissioned to write learning resources for Level 3 PE and School Sport vocational qualifications. PE lecturers working collaboratively with Primary school teachers use their enquiry-based research to improve the quality of PE. CPD is offered to all partnership schools to up-skill or develop themes for staff; para-professional courses include training coaches from clubs to work in NC PE lessons and *Sports Premium*, an Ofsted-led financial package, is used to impact schools' PE.

#### **b. Approach to impact**

Impact in this Unit comes through pre-existing developed networks and trusted relationships with educational research users, realized through working with stakeholders and interested groups. Owing to constant change in governmental educational policy, Unit colleagues maintain keen awareness of educational policy and practice debates and initiatives thus enabling needs-driven impact. The Unit's publication *ReflectED* is circulated to partnership schools and a substantive support package for supporting schools to become research communities is being developed.

The Unit's ongoing impact approach is facilitated as follows:

- Changing practice through disseminated empirical studies of effective subject teaching;
- Critical approaches to pedagogy – including reflective practice and professional self-awareness;
- International comparative studies – informing practitioner debate;
- Conceptual studies about sustainable education resulting in changed policy / practice;
- Catholic education – faith-specific issues and the nature of authentic education / pedagogy;
- Personal narratives and evidence-based studies defining best practice in HE teaching / learning;
- Adding to the body of national and international knowledge influencing professional standards;
- Developing staff undertaking doctoral study to disseminate research in an applied setting;
- Collaboration with Education Futures, becoming part of national and international networks;
- Conferences partnering with other like-minded institutions to promote impact ;
- Regular liaison and dialogue with educational partners;
- Strategies to support personal learning, the learning of others and societal structures;
- Development of two Research Centres for the support of academic and educational research / publication.

The SMUC Research and Enterprise Development (RED) team supports activity planning and the development of impact evaluation tools. A workload planning model has been developed, recognising impact and external engagement activities, whilst training to raise awareness of impact definition and activity has been arranged and guidance disseminated within Schools. The workload of each member of staff is reviewed as part of the annual staff review process.

### c. Strategy and plans

The School's Research Strategy aims to further monitor and raise impact on student achievement and life chances. It promotes deeper understanding of effective professional practice; the development of practitioner and action-based research approaches to educational improvement, pedagogy and educational change, thereby shaping future developments in schools. Impact will be monitored within the Pat Wade Educational Centre and the Aquinas Centre. Both Centres will be key components in the next research cycle, generating new theory grounded in robust research and scholarly dialogue.

Within the Unit, key impact drivers and related activities will be as follows:

#### 1. Influencing professional practice and educational improvement in Schools

- Funding leaders in the field of practitioner research to become linked to the Centres;
- Annual symposia / conferences / sponsored biennial Aquinas Centre Conferences to draw together other practical researchers (especially focusing on members of Cathedrals Group / GuildHE);
- Seeking funding to engage in research which changes educational practice;
- Development of international reputations in research foci, for instance in PE, RE, sustainability, leadership;
- Developing a self-funded Maths Centre in 2014/15 to promote research with partner schools, producing texts, development sessions for subject leaders and annual conferences;
- Continued appointments of senior researchers who focus on practical research.

#### 2. Influencing wider educational policy and practice

- Sustainable education research and dissemination resulting in changed policy / practice;
- Catholic education – particularly faith-specific issues and the role of RE in the curriculum;
- Impact of Government changes on Schools, e.g. Schools Direct training on quality of teaching and learning;
- Further fostering / supporting the strand of ministerial-educational research already evident.

#### 3. Wider dissemination of educational issues

- Hosted public lectures about education issues each term;
- An acquired or developed peer-reviewed journal related to research in Catholic Education and / or the Faith School / Cathedrals Group / GuildHE;
- To develop a network of 'research associates' in educational and formation fields;
- Increased production of stimulating, accessible resources for lecturers, teachers and students.

### d. Relationship to case studies

The reach and significance of impact in the Unit's case studies is broad, indicative of the UoA's educational scope. The areas covered are representative of sustainable best practice, providing a rich narrative that informs and directly affects the practice of education at a local, national and international level. Clarke's case study represents the impact of the Unit's research on public awareness about environmental issues, evinced through communities' changed practices and stewardship of natural resources. Colleagues involved in an event organised by Clarke (<http://www.pop-up-foundation.org/web/?p=31>) as part of the Chelsea Fringe Show in May 2013 joined 50 people buried knee-deep to initiate dialogue about sustainability matters. The Pop-Up Foundation that works with schools, communities and businesses was awarded *Sustainability Solution of the Year* at the 2 Degrees Award in April 2013 and SMUC is now part of Capital Growth (a partnership between London Food Link, the Mayor of London, and the Big Lottery's Local Food Fund), leading to 2012 new community food growing spaces across London by the end of 2012. West Burnham's work is nationally and internationally renowned, influencing practice through publication and research focused on authentic leadership, re-conceptualising educational leadership with regard to leading learning and 'closing the gap'. Leadership and management form a central research theme in the UoA, resulting in significant examples of impact across a number of partners and collaborators.

The two case studies, concerning how educational leadership may be rethought through empirical and conceptual inquiry, and the ways human behaviour and social practices can be shaped and guided by applying education for sustainability; both inform and exemplify the Unit's approach to impact.