

**Impact template (REF3a)**

<b>Institution:</b> Canterbury Christ Church University (CCCU)
<b>Unit of Assessment:</b> Education (25)
<b>a. Context</b>

The Faculty of Education’s key objective is to transform society through education and we work with partners to make an impact on the lives of individuals and communities. The main beneficiaries, non-academic users and audiences of research in the unit are educational professionals, practitioners and policy makers, schools and colleges, local communities and institutions as well as non-governmental organisations, in Kent and Medway, the UK and internationally. Examples of the range of benefiting organisations include, but are not confined to: the Association for the Professional Development of Early Years’ Educators (TACTYC); the National Institute for Career Education and Counselling (NICEC); Isle of Sheppey Writers’ Group; the European Association of Service Providers for Persons with Disabilities (EASPD); the Ministry of Education in Palestine; and the Anglican Education Commission in Sydney, Australia. The main types of impact relevant to the unit’s research are improvements to professional practice and the experience of learners at all stages from birth to adulthood, and the enhancement of community cohesion and engagement. These impacts relate to research undertaken in the unit in the areas of: early years’ education and care; teacher education and professional development; careers guidance and counselling (linked to auto/biography and narrative studies); inclusion and equity; faith, beliefs and values; curriculum innovation. These link directly to, and are embedded in, the unit’s research themes and centres.

<b>b. Approach to impact</b>
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The unit has an established track record of engagement with users, beneficiaries and audiences, which predates the REF. We work with a range of non-academic user groups/constituencies in collaborative research and knowledge exchange projects to generate impact, as shown below.

*i) Professional practitioners and organisations:* Developing collaborative partnerships with schools and colleges locally, nationally and internationally, has been a key aspect of the unit’s approach to impact since 2008. For example, Barnes worked with artists on a number of projects (*Speech Bubbles, Hearts and Generate, 2008-11*) to research the features of creative teaching and their impact in the classroom. Bryan and Driscoll work in partnership with local school consortia to develop action research projects, designed to generate impact on students’ learning and promote inclusion. The National Institute for Christian Education Research (NICER) (Cooling) is working with teachers as co-researchers in its current research on investigating the impact of a distinctively Christian ethos on pupils’ learning, funded by the Jerusalem Trust and other charitable trusts.

Members of the unit regularly support schools in various parts of the world, including the UK, the West Bank, Gaza and South Africa. For example, the four-year, World Bank-funded project, ‘*Strengthening school-based practice of pre-service teacher education programmes*’ (2011-14), in the West Bank and Palestine, led by Engelbrecht, focuses on improving the development of effective teacher education programmes and works in a collaborative and participatory way with the Palestinian Ministry of Education, four Palestinian universities and teachers in 50 schools. Driscoll collaborated with teachers in seven countries on the *European Music Portfolio* (2010-13, EU Comenius), to promote languages, creative pedagogy and support intercultural development.

Our links and active collaborations with local, national and international organisations are an important part of our strategy for impact. For example, Graham-Matheson worked with the National Association of Schoolmasters Union of Women Teachers (NASUWT) (2008-11) to research special educational needs and inclusion in order to provide impact evidence; Engelbrecht and Grimes are working with Power International, a non-governmental organisation on the development of inclusive education in Malawi. We are also the leading partner in research and knowledge exchange initiatives with non-government agencies in south east Asia (Grimes). The unit’s research has led to active engagement in professional organisations, for instance: Maynard was Chair of TACTYC 2009-12; Wikeley chairs the Parents in Educational Research Network (PERN); Reid is a Fellow of the Institute of Career Guidance and NICEC; Driscoll is a National Trainer for Languages. Powell’s work on a Knowledge Transfer Partnership with the Kent Children’s Fund Network led to the project team being awarded the RCUK Societal Impact Award (2013).

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The unit also generates impact through hosting a number of national and international conferences and research meetings for professionals, including: the *Baby Room* project for early years' practitioners (Goouch and Powell); careers counsellors (Reid); practitioners interested in education and psychoanalysis (West); school-based teacher educators (Griffiths); the role of teachers in inclusive education (Engelbrecht); a national consultation on the future of its schools with the Church of England (Cooling); the Cambridge Primary Review of which we are the South East Regional Centre (Driscoll led the evaluation and research into the CPR collaboration between schools and the university); and the Froebel Trust (formerly Froebel Institute) for which we are a regional lead (Valkanova and Maynard, who is a trustee and chairs the research committee).

*ii) Communities:* The ground-breaking work of the South East Coastal Communities project (SECC, HEFCE, 2008-11) (West) pioneered a community-based model of knowledge exchange in marginalised coastal communities and aimed to develop university-community partnerships through a range of research and knowledge exchange activities. This led to work with, and a partnership award from, the Workers' Educational Association in 2013 (Graham-Matheson). Revell's work with local religious communities, including the Diocese of Rochester and Medway Muslim cultural week, focuses on generating better engagement between religious and local communities and educators, teachers and religious ministers. Cooling was also part of a Royal Society for the Arts and Theos seminar in 2011 on religious belief for a lay audience, based on his report *Doing God in Education*. The Faculty's official blog, *Considered* (<http://www.consider-ed.org.uk>), introduced in 2013, is enabling the unit's research to reach individuals and wider communities, as well as professional and academic audiences. Several research projects also include websites to reach wider audiences: for instance, Goouch and Powell's *Baby Room* Ning site and Cooling's *What if Learning* (see REF3b1 & 3b2 for further detail).

*iii) Policy makers:* Members of the unit make frequent contributions to governmental and policy groups as part of the approach to impact. For example, Cooling contributed to the Review of the Religious Education Curriculum; Hope was part of the Design and Technology Curriculum Review. Driscoll was on the TDA/Ministère de L'Éducation de France Steering Group (2006-9) and the DfES Steering Group for language development in primary schools (2006-8); she is on the *Routes into Languages* consortium (HEFCE), the *Born Global* steering committee (British Academy), which seeks to reframe languages policy, and the *Speak to the Future* Advisory Group, a national lobby group. Powell has a long-standing link with the Beijing and Shanghai Ministries of Education and engages in UK-China collaborative discussions on childcare provision for babies (most recent visit in 2009). Maynard contributed to the *Nutbrown Review* (2012) on early years' education and care, commissioned by the Government; she also works closely with the Welsh Government, most recently evaluating the Foundation Phase for Wales (2011-13). Parsons is a member of the national enquiry panel of the Office of the Children's Commissioner into school exclusions (2011-2013) and presented evidence at the House of Commons Education Committee in 2010. Engelbrecht and Grimes work closely with Ministries of Education globally, including in Swaziland and Lao, on the development of equitable education systems (see REF3b3).

*Overall approach:* The Faculty of Education has a well-established system of mentoring new staff, which includes support for research impact. Key researchers have been brought together, for example, in the Research Centre for Children, Families and Communities, enabling them to work together more closely on research and impact generation. The unit supports staff with research leave and remission from teaching, funded by QR and HEIF, in order to develop research and KE bids and partnerships. The Faculty's Knowledge Exchange Director (Graham-Matheson) is responsible for collecting information from colleagues about the impact of their research and has started to collate impact evidence on a Faculty of Education intranet site. Staff are invited to record examples of impact on policy for example, such as giving evidence to a select committee, and on practice, such as participant evaluations of collaborative research.

The unit has also actively drawn on institutional resources to achieve impact; for example, Maynard successfully bid for a KE partnership between CCCU and Kent Safe Schools from centrally held HEIF funding within the University. The unit is supported by the University's Research and Enterprise Development Centre (RED), as well as by the Faculty's KE lead (Graham-Matheson), who support the unit in identifying external KE funding opportunities, managing faculty applications for University funding, and in providing help with applications for

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funding, including costings. In addition, RED employs a team of business development managers who facilitate engagement with external organisations through the development of a wide range of research, knowledge exchange and impact generating initiatives. These partnerships and contractual relationships with business, industry, public and third sector organisations facilitate mutually beneficial knowledge exchange with impact potential. The University keeps a register of experts, which allows the media to make contact with members of the unit. Media involvement includes Maynard's consultancy with CBeebies and Griffiths' work with Teachers' TV; the recently introduced blog, *Considered*, enables the unit to engage with social media.

#### c. Strategy and plans

Building on the successes of the unit's strategy to maximise impact from current and past research, our main priority for future impact generation is to develop further collaborative projects and partnerships with local, regional and international communities, in order to influence policy and practice in the following areas: early childhood education and care; inclusive education; religious education; teacher education and professional development; curriculum development and innovation; careers counselling; and to extend reach and significance in these areas. These key areas relate directly to the Faculty's research themes. Some specific examples of the ways in which we will do this follow.

The National Institute for Christian Education Research will be extending its work with faith schools and its project on developing Christian ethos in schools, *The Impact of Christian Ethos on Teaching and Learning* (<http://www.canterbury.ac.uk/education/nicer/docs/Christian-ethos-research-project-schools-booklet.pdf>), by involving more schools nationally and engaging in debate with key stakeholders and policy makers. Internationally, Cooling is working with Calvin College in the United States and the Anglican Diocese of Sydney, to develop a new website providing help and information on a Christian ethos in the classroom ([www.whatiflearning.com](http://www.whatiflearning.com), REF3b2).

Goouch and Powell, in the Research Centre for Children, Families and Communities and the Faculty of Education, are building on the successful impact of the *Baby Room* project (REF3b1) by planning a new children's centre for professionals. This would incorporate a nursery, and a centre for workshops and training for early years' practitioners in Medway, other councils and organisations in the UK, which would further impact on the quality of early year's education and care for babies and young children, and ensure that policy makers and key stakeholders in early childhood education and care are engaged. Rogers has just been awarded a substantial grant to evaluate the impact of Roger de Haan's community-based work in Folkestone. Engelbrecht and Grimes (REF3b3) are actively extending their work on inclusive schools and communities in other southern African countries, including Mozambique. The inclusion, equalities and social justice research theme group is also in the process of developing other new collaborative funding applications.

#### d. Relationship to case studies

The submitted impact case studies are good examples of the way that the existing strategy for supporting impact has been carried out, that is, largely through specific, collaborative research projects with practitioners, communities and other partners. Their further developments, outlined above, will help shape the unit's future approach to impact. For example, *The Baby Room Project* (Goouch & Powell; REF3b1), funded by the Esmée Fairbairn Foundation, involves practitioners from daycare settings and local authority early years' advisors working alongside academic researchers in order to impact on babyroom policies and practices. The *What if Learning* project, (Cooling; REF3b2), supported by the Jerusalem Trust and other funding bodies, involves the research team working with schools to develop specifically Christian approaches to teaching and learning. The Faculty of Education has a global reputation for inclusion and exclusion research (Engelbrecht, Parsons); research leading to the *Index for Inclusion* and follow up research and KE projects (REF3b3) involve working with schools, practitioners and communities worldwide, including countries in sub-Saharan Africa and Asia as well as Europe, in order to enhance inclusive practices. The impact resulting from the take up of the *Index* has been collated by the researchers, as well as via a large number of events for schools and community groups worldwide.