

Institution: Leeds Beckett University

Unit of Assessment: 23 Education

Section 1. Unit context and structure, research and impact strategy

Overview

The Carnegie School of Education at Leeds Beckett University (LBU) dates from 1907 when it was a teacher training college for women. Rooted within the regional community and serving a strong partnership of schools, colleges and community groups across the region, the School has a long-standing reputation for delivering high quality training and research that arises from the needs of teachers, senior leaders and children. This history underwrites our overarching research mission and intellectual commitment: 'to improve the life chances of children and young people'.

The School was comprised of two academic departments at the time of the REF census (the department of Languages has since joined us): Teacher Education and Interdisciplinary Studies. In the past, the School had prioritised teacher training above research, which resulted in few active researchers post-REF2014, with no articulated impact strategy remaining and no culture of bidding for external funding. Following a university restructure in 2016 that moved the School from being part of a Faculty to an independent unit, the newly appointed Dean – Professor Damien Page – co-created a research strategy founded upon the pillars of social justice and community engagement, which reflects our overriding mission. The university restructure also ensured that Schools became highly autonomous and the School of Education fully embraced this, moving quickly to seize and create new opportunities.

Research strategy

Working with all staff and with partner schools, colleges and community groups, our new research strategy was launched in 2016 with the following aims:

1. To create a culture of research richness that would ensure all staff were active in research at ever-increasing levels of quality.
2. To ensure all academic staff published every year, captured in targets in their annual Performance and Development Review.
3. To meet the multiple needs of the education community.
4. To be founded upon principles of social justice.
5. To differentiate the School through researching the 'pernicious problems' embedded within the education system.

This strategy has led to a rapid transformation of research in the School. For example, there has been a significant increase in the number of independent researchers in the School – from two in 2015 to 16 in this submission – which was achieved through a targeted hiring strategy, with three new Professorial posts and three Readers appointed. Moreover, the quality and number of outputs has significantly increased as has our research income.

Research impact strategy

At the heart of this strategy was the need to implement a research impact strategy. The leaders of the 2014 case studies left shortly after the REF and so we needed to create impact quickly through three primary actions:

1. To create new collaborations between researchers and practitioners
2. To identify impact at the beginning of all new projects to be monitored by the Professors within the School
3. To create enterprise opportunities from all research by involving the School's Knowledge Transfer Team in all research planning

Central to this impact strategy was the establishment of four new Research and Practice Centres: (i) the Centre for Race, Education and Decoloniality; (ii) the Centre for LGBTQ+ Inclusion in Education; (iii) CollectivEd, The Centre for Mentoring, Coaching and Professional Learning, and; (iv) The Centre of Excellence for Mental Health in Schools. Rather than emulating traditional discipline-focused research centres, these centres promote collaborative research, engaging and co-producing with professionals from UK and international schools, colleges and other non-academic settings such as charities and social enterprises to maximise impact. As well as organising academic colleagues within the School, each centre recruits Professional Associates from the wider education sector who work with academics on joint research projects and evaluations. This collaborative research is captured within working paper series that are written by practitioners, edited by the Director of each centre and disseminated to schools, colleges and early years settings. In the last three years, we have published 274 working papers across the Centres, which are freely available on our website and are central to our impact strategy. As well as Professional Associates, the Centres attract internationally leading scholars as Visiting Professors, such as Anderson J. Franklin from Boston College and Andre Keet of Nelson Mandela University.

As part of our commitment to social justice and our mission ‘to improve the life chances of children and young people’, and to further develop the impact of our research, we have our Story Makers Company, a hybrid unit of academics focused on creativity, English and drama with performing arts practitioners in the community, collaboratively working with schools to develop drama and creativity in the curriculum. To create additional impact, we created the Story Makers Press, a children’s literature publishing unit that specialises in themes largely ignored by mainstream publishers such as race, trans, refugees and other issues of social justice and inclusion. Each book is accompanied by an Explorer’s Guide which is underpinned by research from academics in the Company and which supports teachers and other practitioners in how to use the books to creatively explore the issues they cover (see the Story Makers Impact Case Study for more details).

Outcomes

The success of the School’s research and enterprise strategy is most evident in the rapid increase in external income. In this period, we have increased gross research income from zero in 2015/16, the year before the new research strategy and structure was implemented, to £577k in 19/20 and £1.04 million in 20/21 (to January 21). This also represents a far greater diversification of income streams, from ERAMUS+ to ESRC awards and from large international collaborative projects to small employer-engagement evaluations. This increase in funding was achieved firstly through the integration of formal research leadership into the Dean’s responsibility to ensure research-richness in every aspect of the School’s work. Second, we recruited talented academics with a history of success in external bidding such as Dr Beaton who has recently been promoted to Professor. Third, we have prioritised bidding within our Performance and Development Reviews – here, all independent researchers are given targets and support for external bidding. Fourth, we have created a discrete Knowledge Transfer Team who work with academics to translate research into Continuing Professional Development Provision and bespoke projects. Finally, as part of our capacity building aim, at the beginning of the strategy we employed an external consultant to work with new colleagues to develop their understanding of the practicalities of bidding. With increasing success in winning bids, we now maintain a culture of bidding-mentoring, fund-holders mentoring and co-writing all new bids as well as bespoke training sessions and a School Review Group.

Future plans

Having built a research-rich culture from a low starting base, we now wish to build upon our recent successes and capitalise upon the momentum we have created and so our future research and enterprise plans are based upon five priority areas:

1. To nurture additional impact case studies that are within the early stages of development. These include coaching and mentoring within education, inclusive physical education and race and education. At the heart of this will be the increase in our consultancy and

Continuing Professional Development (CPD) for education settings based around these key areas.

2. To support our academic staff who were recruited straight from practice to complete their doctorates in a timely manner and proceed towards independent researcher status.
3. To further develop our international partnerships in research and enterprise and attract more international doctoral students.
4. To develop our experimental work with virtual and augmented reality and become a world leading centre for its application to education settings.
5. To further increase and diversify our external income, especially targeting income from research councils.

Central to our future plans is the Research Leadership Team (RLT) created in June 2020, chaired by the Dean and including all senior research and enterprise colleagues. The RLT is responsible for setting and monitoring the research and enterprise strategy for the School.

Section 2. People

To achieve our research aim to create a culture of research richness, the School required new staff and we began this process by employing three new Professors in 2017. All appointments were aimed at building our research strength in areas of social justice, inclusion and teacher development and to galvanise research leadership, embedding research richness within the School. As part of this professorial cohort, Shirley Anne Tate (previously of University of Leeds) became the inaugural chair of Race and Education, a post now held by Vini Lander (previously of Roehampton); Rachel Lofthouse (previously of Newcastle) became chair of Teacher Education; Jonathan Glazzard (previously of Leeds Trinity) became chair of Inclusive Education. In addition, we recruited one new Reader to lead our postgraduate research provision (Shona Hunter, University of Leeds) and promoted Michalis Kakos to Reader and Mhairi Beaton to Reader then Professor in March 21.

In terms of staff development, and in-line with our strategic aim 'to create a culture of research richness within the School', we have introduced new initiatives to provide research support to staff where it is most required. The underpinning logic is that the enhancement of a research community and ethos is best supported via a scheme of mutually beneficial staff development with the positive effects of increased research activity and quality. In this light, staff development takes place through the following mechanisms:

- Improved research leadership and mentoring through the appointment of new professors and readers.
- An open-door research surgery implemented by the Dean of School which functions as a drop-in clinic to discuss research matters generally and to assist with publishing and research income generation specifically.
- Career development workshops for early career colleagues that focus on the practicalities of research such as planning projects, external bidding and publishing strategies.
- The establishment of a Research Support Fund to support conference attendance, development and seed funding (£67k in 2020/21).
- Early career academics awarded dedicated QR funds as seed-funding for research projects (in 2019/20, our three ECRs received £3300 each to achieve research project targets agreed by the Research Leadership Team).
- The introduction of a fortnightly research and continuing professional development seminar series with contributions from staff, doctoral candidates and invited external speakers.
- The establishment of a School blog (<https://www.leedsbeckett.ac.uk/blogs/carnegie-education/>) to provide early publishing opportunities for early career academics and research students.

All staff and doctoral candidates within the School also participate in the wide range of professional development support available across the University, which is organised centrally, including an extensive range of research support and development activities provided by the Graduate School and Research and Enterprise Office. The university is also committed to the principles of the Concordat to Support the Career Development of Researchers and supports a basic entitlement of 10% of time through its workload allocation model for all academic staff to maintain their research scholarly activities. Staff recognised as independent researchers are supported with at least 28% of their total deployment time for research activities. All academic staff have a clear pathway for career development in the form of promotion evidenced through research and by other means and workshops for planning and developing research careers run throughout each year. Staff professional development is also a key element of the School's annual Performance and Development Review, with all staff completing a 5 year research plan, during which time, staff research needs, and requirements are discussed and addressed with targets. Mentoring is provided to all staff as part of the School's research mentoring strategy, which is also aligned with the institution's Athena Swan action plan and agenda.

In addition to recruiting experienced independent researchers, we also recruit staff directly from partner schools to ensure currency of our teacher education and research. Employed as Lecturers, these colleagues begin a doctorate within the School where we have appropriate supervision, or in other universities where colleagues are pursuing specialisms not currently offered within the School and where we wish to diversify our areas of expertise. All staff doctorates – internal or external – are fully funded (we invested in £38,249 in staff doctorates in 2020-21) and colleagues are given one day per week dedicated to doctoral study as well as two weeks doctoral research leave per year. Since REF2014, 11 members of staff from within the School have graduated with research degrees with a further five from other Schools within the university. With the research culture now more mature, colleagues can be properly developed as both researchers and practitioners.

Research students

The School of Education boasts a thriving doctoral programme, full and part-time, with both PhD and EdD awards, with the total number of research students increasing from 23 in 2014 to 68 in 2020-21 (63 doctoral, 5 MRes). Doctoral students are supported by supervisory teams including a Director of Studies (DoS) who has expertise in the area of study or its methodology and in accordance with university regulations. In addition, where additional specialist input is required, the School employs external Academic Advisors, an approach also taken where colleagues move to other institutions – this approach ensures that research students receive no impediment to their doctorate. Research students are full members of the School's academic community, attending and presenting at our seminar series and conferences, sitting on key academic committees, and are part of the recruitment of academic staff. In addition, PGRs can access the Research and Scholarship Fund to support their research including conference attendance and specialist training.

We have well established procedures to support and monitor students' progress and timely completion. Following initial registration, candidates attend Confirmation of Registration (first three months) and, later, annual Confirmation of Progression events where progress is established, recorded and monitored by independent panels of academic staff. This rigorous process of assessment and support is designed to ensure that all candidates have and maintain the ability to succeed at doctoral level and to submit their thesis for examination within the registration period. Candidates are required to maintain a current record of training having completed an earlier Training Needs Analysis and skills audit. In addition to provision made by the School, training is also organised by the Graduate School and provided by academic staff from across the University including the Research Training Programme which is mapped against the entire student life cycle, from collecting data to viva preparation.

To further embed PGRs into our academic community, doctoral students are invited to present their work within the School's research seminar series, a highly supportive and collegial environment that aims to develop dissemination skills as well as test original contributions.

Furthermore, doctoral students engage within colloquia in which they engage in scholarly debate around our academics' publications and also participate within our Career Development Workshops, with subjects such as writing for publication and the use of social media in dissemination. As well as being supported by the Director for Research Degrees (Shona Hunter), our doctoral students are also supported by the School's award-winning Pastoral Team who provide a specialist service for students, providing support, advice and guidance on the complete range of student needs, from finance to wellbeing. In addition, in 2018 we created a Research Student Hub, providing computing, desk space and meeting facilities to all research students in the School. Housed in the same building as academic offices, the Hub has facilitated greater collaboration between staff and students and is integral in building an inclusive research community.

Our commitment to equality and diversity

As a School that is founded upon principles of social justice, we take inclusive practice extremely seriously. To ensure an inclusive research environment where all colleagues are developed and pushed to achieve ever greater quality, we have established an Inclusion Strategy Group to provide a collaborative and non-hierarchical approach to equality and diversity within the School. This group is chaired by Heather Paul, a highly experienced senior leader from the public sector, who is now employed as a Lecturer in Interdisciplinary Studies. As such, our inclusion strategy is formed in a free-thinking environment to continually improve our practice, which is then to be implemented by senior academics within the School. As evidence of our commitment to equality and inclusion, we are proud of the fact that four of our seven Professors and Readers are female and one female professor is an academic of colour. Our School Research Strategy is also fully informed by the expertise of colleagues within our Centre for Race, Education and Decoloniality to ensure our work is as inclusive as possible. At university level, we are Disability Positive employers, hold institutional Athena Swan accreditation, have received Stonewall Top 100 employer status, and are working towards the Race Equality Charter Mark, led by the Dean, Damien Page.

Section 3. Income, infrastructure and facilities

Income

Most of the staff who were entered in REF2014 left after the assessment due to a lack of succession planning in its previous incarnation, so the School had to rebuild its income generation from an extremely low base. To achieve this aim, the following mechanisms were implemented:

1. Recruiting academics with a track record of winning external funding.
2. Hiring a professional bid writer who facilitated bidding workshops and worked with individual academics on bids.
3. Deploying hours for bid writing.
4. Bidding included in Professional Development Reviews for independent researchers.
5. Co-writing and mentoring between successful bid writers and earlier career academics.
6. Creating a Knowledge Exchange Team to translate research into a continuing professional development portfolio.
7. Creating our Carnegie Education Evaluation Unit.

The result of this strategy has been extremely successful. In this REF period, the School has increased our awards from zero in 2015/16 to £577k in 19/20 and £1.04 million in 20/21 (to January 21). What is most noticeable is the diverse range of external income sources, from research councils to individual schools, and from education unions to corporations, as evidenced in the following examples.

International funding

The School's research strategy aimed to increase our international profile by recruiting academics with experience in building international partnerships and by providing time within deployment to write bids, supported by colleagues within the university centrally and from within

the School. As a result, this strategy has yielded several diversified sources of income internationally.

For example, the School has successfully secured funding for a major international research project as part of a consortium with University of Lapland in Finland and Memorial University in Canada through the Trans-Atlantic Platform funding scheme. The United Kingdom element of the project is funded by the Economic and Social Research Council with the School securing €175674 of the total grant of €437892. The project captures our commitment to social justice, focusing on the agency and voices of young children in marginalised, indigenous and immigrant communities in addition to children with diverse ethnic and cultural backgrounds. The AdVoSt project will enhance educators' knowledge of multiple storytelling pedagogies including perspectives of land-based learning.

We have also been successful in a number of EU funding calls including:

- Promoting Inclusion in Society through Education: Addressing Professional Dilemmas (PROMISE): 2018-21, €427,461. The PROMISE project is an Erasmus+ KA201 funded project. The consortium led by the Carnegie School of Education focuses on how educators can be supported to work with increasingly diverse populations within schools across Europe.
- Promoting Informed Choices for All Young People (DesignMyFuture): 2019-22, €402,552. The consortium led by the School is examining how marginalised youths at risk of early school leaving might be supported to make informed choices about post-compulsory school destinations. The project is interdisciplinary including the development of a gaming app which will be made available for all young people across Europe.
- Transitions for All: 2020-2022, €349,060. Working with partners in Ireland, Bulgaria and Germany, this project examines transitions to school for children with special educational needs, disabilities and those from hard to reach communities.
- Developing educators' artistic practice in schools: 2020-2022, €446,057 Working with strategic partners from Germany, Iceland, Austria, Greece and Italy, this project facilitates creative learning opportunities for young people (5 to 16 years) in schools through transferring the knowledge of Artist Educators (for example, writers, actors, dancers, musicians, visual artists) to a school context. Working with artists in schools in these countries, the team will produce research into the benefits of creative learning with young people and four open access resources which include Toolkits for teachers, a guide for parents and an interactive game for trainee teachers.
- SIRIUS 2.0: 2017-21, €103k. This project focuses on creating a European policy network in the education of children and young people with a migrant background, bringing together policy makers, practitioners and researchers to identify key issues and interventions.

Our strategic focus on internationalisation of research achieved two early successes around our work on race and education. In 2017, the School won £40,738 from the Swedish Research Council in a collaborative project with Sodertorn University to study principles and practices of deracialisation in Brazil, South Africa, Sweden and the UK. Bringing together a team of international experts (with the UK represented by Shirley Tate from the School), to develop a joint theoretical and methodological framework on racialisation and deracialisation to identify successful interventions and to establish new principles and practices at an international level. We also won £48,000 for a Researcher Links international workshop funded by the British Council. The workshop was coordinated by Shirley Anne Tate from LBU and Breitner Taveres (University of Brasilia and Post-doctoral Fellow in Centre for Race, Education and Decoloniality in 2018). It took place at the University of Brasilia from 15th-18th June 2019. The workshop focused on racism as a structural inequality that affects social welfare development and civil society. Aimed at comparing the effectiveness of current approaches to racial inequality in universities, it included Early Career Researchers (17 per country) and established researchers from Brazil and the UK (3 per country).

While our income capture strategy focuses predominantly on larger funds, we have also pursued and won smaller pots where they help to advance the discipline and build the experience of our colleagues in working with international partners. In 2019, Tom Van Rossum began working on a collaborative project (£6232 retained income) with Nike, the Youth Sport Trust and a group of international academic institutions to create a Movement Oriented Games Based Assessment (MOGBA) for children aged 8-12 years. This development and measurement tool is to be used by teachers and coaches globally within Nike's 'Made to Play' program to better support children's development of fundamental movement skills, helping to improve their wellbeing. Further evidence of global engagement is the partnership between CollectivED and Growth Coaching International (GCI) who have offices in Australia and the US. GCI (England) now have their head office and Managing Consultant (England) based at LBU, the first branch in the UK. The partnership supports the development of research-informed coaching in education settings through both new CPD provision and research opportunities and the School receives 10% of all GCI UK income in addition to 50% of co-delivered programmes.

UK funding

As well as targeting international project funding, as a School that takes its civic responsibility seriously, we have also increased the number of UK based projects, many of them involving high-profile partners. For example, in 2020, Vini Lander successfully tendered for an £82k project with the Royal Academy of Dramatic Arts (RADA) to lead a project designing their anti-racism strategy. Following a detailed paper from students within RADA that raised a need for decolonising the curriculum and providing research-informed anti-racism interventions, Prof Lander is conducting research with students, staff and governors to determine the most effective interventions to achieve RADA's aim of becoming an anti-racist institution. In addition, Prof Lander has provided anti-racism consultancy to the NHS: with the North London Clinical Commissioning Group reaching over 250 participants and in the Yorkshire and Humber Postgraduate Deanery reaching over 500 participants.

In addition to high-profile projects, the School is equally committed to pursuing work that, while carrying smaller income amounts, are strategically important to the sector and contribute to the research discipline and its impact upon the education sector. For example, the School's Knowledge Transfer team won a bid (£4800) from the DfE for Dr Tom van Rossum, Paul Ogilvie and Kate Bancroft to work as Subject Matter Experts to co-create training materials to help schools deliver the new Relationships, Sex and Health Education (RSHE) curriculum. Tom and Paul will provide subject content and ideas of best practice that will shape the 'physical fitness and health' and 'healthy eating' modules with Kate focusing on allergies and self-examination delivered to primary and secondary schools nationally from September 2020. The training materials will guide teachers in how to meet the statutory guidance of the RSHE curriculum, teaching children about the benefits and characteristics of living an active and healthy lifestyle. Here, we are the only university to be involved in this project, the other participants coming from schools and Multi Academy Trusts. There is also our research on the effectiveness of headteacher coaching (£2915). The year-long study focused on coaching provided by Integrity Coaching and was funded by the National Education Union. It was undertaken by Rachel Lofthouse and Ruth Whiteside (CollectivED Research Associate). The research highlights the vulnerability that some headteachers feel and was the first of its kind to explore the relationship between coaching, wellbeing and leadership effectiveness amongst senior school leaders in an English context. The research demonstrates that coaching can provide an effective approach to support headteachers' wellbeing and their capacity to manage the complexity of their roles. A final example is from 2016 when Dr Tom Dobson and Lisa Stephenson undertook a project sponsored by the UK Literacy Association (£3000) which involved the professional development of teachers in a partner school in Bradford to use process drama to improve children's writing across the curriculum. The project impacted the creative teaching in the school and helped the school to become a Literacy Hub. As a result of this, creative teaching methods have been more widely adopted across Bradford.

Our Carnegie Education Evaluation Unit was established in 2018 and brings together academics from across the School to work on evaluation projects within the sector. In its first year, the Unit won three evaluation tenders to evaluate three Department of Education Strategic School Improvement projects (£120,000). As an example, one was Swaledale Teaching Alliance where the focus was metacognition in mathematics. The project pursued a collaborative coaching approach, ran for five terms from September 2017 to April 2019 and included 10 primary schools in North Yorkshire, with a predominance of Service Children. The evaluation demonstrated the value of collaborative coaching as a means of developing teaching expertise and building a network of practitioners to support and sustain pedagogic development. Internationally, we were awarded the evaluation of an educational programme implemented in 150 Greek schools, supporting school staff in developing interventions for educational inclusion of refugee students (€45,000, Oct 2019 – Dec 2022).

As evidence of our success on supporting early career researchers, Dr Nicole Gridley was part of a £350,000 collaborative bid with the University of York and Durham University funded by the Educational Endowment Foundation. The project focused on a randomised controlled trial evaluation of a one-to-one home visiting programme for parents of children considered 'in need' according to the DfE guidance. The purpose is to raise language and literacy skills in young children in order to contribute to their school readiness. This is the first independent RCT of this programme (ParentChild +) and the findings will contribute to the evidence base for the effectiveness of early interventions.

But as well as bidding for external income, we have also prioritised creating impactful knowledge transfer and enterprise streams. The best example of our strategy of translating research into impact activity is found in our Centre of Excellence for Mental Health in Schools. Here we have created a range of continued professional development provision that is offered to schools nationally that has generated £92k since launch in 2017. However, most significant has been our School Mental Health Award that ensures schools are using evidence-based approaches that align to professional and government guidelines. Using a developmental framework, schools evaluate current mental health practices, identify gaps, develop and strengthen these and work towards building an emotionally healthier environment. Through this process, schools commit to making mental health a strategic priority and developing a positive culture that promotes mental wellbeing for everyone. Since 2017, 993 schools (including boarding schools) and further education colleges have either completed the award or are working towards it, both nationally and internationally and it has generated £307,000 in income. We were also successful in a HEFCE Catalyst bid with the University of Portsmouth which explored the factors which influenced the mental health of postgraduate research students. Several changes to practice were implemented through the project including: mental health training for research supervisors; mental health awareness sessions for new postgraduate research students; online mentoring groups which were student led; and face to face peer-led student mentoring circles.

Infrastructure and facilities

Library and Learning Innovation (LLI) plays a key role in the staff and student experience at the University, providing 24/7 access to physical and online resources supporting the research, teaching and learning needs of our community. Academic librarians ensure collections meet the research needs and staff and research students are able to use them and facilitate access to research collections both physically (over 380K books) and online (150K journal titles).

Leeds Beckett has invested significantly in infrastructure and the School received a new £2m Carnegie Teacher Education Building in May 2018. The new two storey research and teaching facility comprises a number of spaces which mimic real-life nursery and primary school settings, including: a computer and maths classroom; an art and design workshop; a primary education science laboratory; a model early years classroom and a secure external play area. All classrooms have been designed to model both primary and early-years learning environments which will allow teaching students and researchers to investigate the impact of the environment on learning, teaching and assessment. The building also provides an environment where researchers can work with children from local schools within the model classrooms, facilitating an efficient means of data collection.

The new building was also designed to integrate our new research on the use of Immersive, Virtual and Augmented Reality (VAR). A project team within the School consisting of academic staff and students have developed and created a 'Virtual Classroom'. The aim of this ground-breaking project is to allow our researchers to study participants who experience and interact in challenging scenarios in a virtual environment. Utilising our VAR facilities, participants are immersed in the virtual classroom, and can experiment with scenarios such as children presenting with challenging behaviour. This research will be a prime focus for the School and Steve Burton is developing a new team to further develop research in digital pedagogy, which will include a research fellow and two Graduate Teaching Assistants. The existing team have secured funding for and are currently building a physical Immersive Reality lab, which will be used to broaden our existing international, national and regional partnerships, by providing pedagogical leadership, guidance, experimentation space, and support in the development of pedagogically secure and ethically responsible digital education artefacts and programmes.

4. Collaboration and contribution to the research base, economy and society

One of the key strands of the School's research strategy is to promote a collaborative approach with external partners that builds capacity within international and UK schools, colleges and nurseries. This approach seeks to build partner and stakeholder needs into our research, but also to develop research based on the needs of partners and which will be undertaken by the teachers within those settings. As part of our strategy, academics gets university support and guidance from colleagues throughout the collaborative process. This takes several forms:

Collaboration via Research and Practice Centres

Our primary strategy of collaborative research and impact is performed through our Research and Practice Centres that build research capacity within external partnerships, but also aim to contribute to the research base in race and education, coaching and mentoring, LGBTQ+ inclusion and mental health in schools.

First, there is CollectivED, the Centre for coaching, mentoring and professional learning led by Prof Lofthouse. CollectivED has contributed to the research environment through innovative, research-practice symposia and knowledge exchanges attended by over 400 people. Alongside LBU colleagues and doctoral students, the CollectivED advisory board and Fellowship networks bring together expertise from HE, FE, schools and freelance and policy contexts. The Fellowship includes 80 Fellows at a range of academic and practice career stages based in the UK, Europe, North America, Australasia, and South-East Asia. A unique feature of CollectivED Fellowship is the development of a sustainable network with Fellows engaging productively across sector, national and role boundaries. There are 12 issues and 5 special issues of open-access CollectivED working papers, which now encompass over 200 research, practice insight, think-pieces and book and conference reviews with contributions from the UK and 15 other countries.

Second, there is The Centre for LGBTQ+ Inclusion in Education led by Jonathan Glazzard in Education, which brings together researchers and practitioners who are united in supporting children and young people with non-normative gender identities and sexualities. As a research and practice centre, the remit is to provide resources and professional development for practitioners and to advance research within this field. The Centre has created an international network of researchers who are actively researching within this field and this network provides rich opportunities for international research collaboration. The Centre is also part of an International Transitions Research Network which was established by Professor Divya Jindal-Snape at the University of Dundee. In addition, the Centre has developed a research informed framework to support schools and colleges to implement whole institutional approaches to LGBTQ+ inclusion. The Centre facilitates face-to-face and online conferences and seminars which explore themes relating to LGBTQ+ in educational settings. Finally, the Centre also provides consultancy for schools and colleges.

Third, there is the Centre for Race, Education and Decoloniality led by Prof Lander and was established to undertake research related to race and racism in education. In collaboration with academic and educational professionals, the Centre aims to challenge everyday racism and structural race inequalities in education through research, evidence-based practice and the professional development of pre-service and in-service teachers nationally and internationally. The Centre works in partnership with education professionals in all sectors to help develop teachers and practitioners to become race equality education activists/advocates and challenge racism in all its forms. It achieves this through applying its research to help teachers develop anti-racist practices, decolonise the curriculum and develop colleagues' knowledge and understanding of race and racism in education. For example, in 2020 the centre held several online discussions to foster collaboration between academics within the Centre and senior leaders and teachers nationally. The Centre also works with teachers, children and young people to develop teaching resources to tackle racism in schools and society. Within this is Shona Hunter's 'White Spaces' Project, a global interdisciplinary collaboration. Leading innovation in decolonial approaches to Critical Whiteness Studies, it explores issues of power and inequality in multicultural societies. A well-established hub for national and international activity its work spans 19 disciplines across social sciences, humanities and even the natural sciences. Recent collaborative bid successes include cross hosting with UoL for Fulbright Fellowship recipient Shelleen Green (UCLA) and National Swiss Research Foundation Funded Doctoral Studentship (2021-24) for G. Rey co-supervised Dr Hunter with University of Lucerne Switzerland. Both recipients are hosted in 2021-22.

Our most extensive example of advancing the research base and achieving impact within the sector has been through the Centre of Excellence for Mental Health in Schools, the first of its kind in the UK. The Carnegie Centre of Excellence for Mental Health in Schools, exists to strengthen the mental health of the next generation by supporting schools to make a positive change at all levels of the UK's education system, hereby improving outcomes and life chances. This initiative, being led by Carnegie School of Education and Minds Ahead CIC, is focused on evidence-based solutions which address schools', pupils and parents/carers needs, the development of a professional community of school mental health experts, and leading innovation within the area. Since its creation, 993 schools nationally and internationally have engaged with the Mental Health Award which has transformed practice within these settings. Research projects have been commissioned by The Youth Sport Trust, The Education Support Partnership and Cambridge United Community Trust over the last three years. The Centre also collaborates on research with Bishop Grosseteste University, Lincoln on research on teacher wellbeing.

Collaborative research and regional capacity building

The School also funds several initiatives with schools, colleges and community groups within the region. First, the School funds eight part-time doctoral scholarships for practitioners within our specialist areas of race, creativity, coaching and mentoring, LGBTQ+ and mental health. Each scholarship is ring-fenced for current teachers and the focus is negotiated with the lead academic. Second, the School created the Cary Philpott Collaborative Research fund, named after a colleague who passed away, where education settings bid for pots of £10,000 (total awards of £110k) to engage in year-long research projects to improve outcomes. Each project is supported by a Researcher-in-Residence from the School who works with the practitioners to design and conduct a focused project and to edit the publication in our working paper series. Third, the School created the Carnegie Research Pathway for Teachers, a structured research development programme to build capacity within schools from an initial research project gaining Carnegie Teacher Research Status to the final stage of doctoral study. Again, each stage is supported by a Researcher-in-Residence who supports teachers through each step of the research and publishing process. Fourth, in November 2020 Damien Page created the Alternative Provision Research Network, a national collaboration of practitioners and academics conducting collaborative research to build a critical mass of evidence-based interventions in AP.

While our collaboration with organisations within the region are key, we are also committed to working internationally to advance the discipline. For example, in 2018 the School led the

development of LBU's membership of the University of the Arctic Thematic Network for Education for Social Justice and Diversity. The University of the Arctic was set up to promote research activity between universities and research centres across northern areas. The Carnegie School of Education joined the Thematic Network for Education for Social Justice and Diversity in 2017 and is a leading partner in the Network's aim to undertake research activity focusing on the co-creation of culturally responsive pedagogies and transformative teacher education to enable agency and sustainability across the North. Activities include joint funding applications - including the recent successful ESRC bid, joint writing of publications and setting up a doctoral network. As a leading member, Mhairi Beaton has represented the UK Government to explore how science education and research might be fostered with colleagues nominated by the Finnish and Russian governments. In 2018, under the auspices of the UArctic Thematic Network, Carnegie School of Education successfully applied as part of the consortium to set up the UNITWIN/UNESCO Network on Teacher Education for Social Justice and Diversity in Education. This Network globally expands the UArctic cooperation already established for Carnegie School of Education to north-south collaborations and now includes research partners in diverse locations such as Ethiopia and Hong Kong.

Evaluation projects

In 2017, we created the Carnegie Education Evaluation Unit to provide a cost-effective means of partners to engage in rigorous evaluation of projects. Our first client was Lloyds Banking Group (LBG) who tendered for a university to evaluate their school governance programme where staff volunteered to be school governors and to support school business managers. There were five key impacts. First, the evaluation has helped LBG to improve their internal recruitment processes to ensure their volunteer school governors and non-executive directors (NEDs) are matched appropriately in order to reduce attrition rates. Second, the evaluation has helped LBG improve training packages and networking opportunities for volunteer governors and NEDs so that they can have a greater impact upon schools and Multi Academy Trusts (MATs) to improve outcomes for pupils. Third, the evaluation has identified key problems with LBG's concept of remote governors for schools in 'cold spots' (rural/coastal areas) and has helped LBG rethink its strategy. Fourth, the evaluation has enabled LBG to broaden their reach, particularly with regards running business workshops for schools across the country. Finally, the evaluation has led to research being disseminated about the contribution the business sector can make to school governance and in doing so has made more schools aware of the value of such volunteer programmes in the business sector.

Educational technology

The School of Education is also rapidly developing a reputation for research and enterprise collaboration with global corporations who are engaged in ed-tech evidenced by our research and enterprise partnerships with IBM and Microsoft, two global corporations in the field of educational technology. We were honoured to be approached by both trans-national companies, a testament to our growing reputation and commitment to collaborative working, to co-develop two current projects with impact in both regional and global educational practices.

First, we have partnered with IBM to collaborate on the development of pioneering secondary and further education curricula designed to enhance the employability of students. This work is part of a trans-national project which has partner schools and institutions across the USA, Europe and Australasia. Dr Burton from the School of Education team sits on the UK project board tasked with implementing the P>Tech curriculum into partner schools in the UK, and has designed the evaluation strategy for the project following its successful national launch in Leeds in 2019. Schools in over 20 countries are now piloting the P>Tech curriculum, which has given the Carnegie School of Education a global voice due to its key role in this project.

Second, in 2017 we became global lead partners with Microsoft to co-develop the Student Teacher Education Programme (STEP), a new blended-learning approach to digital literacy for student teachers. The STEP curriculum was introduced to all our ITE students in September 2018 with all working towards the Microsoft Innovative Educators certification. Students are given free Microsoft resources such as Office 365 and educational software such as Microsoft

Sway and Class Notebook. The benefit for students is an increased knowledge of educational technology and the ability to decrease their workload for preparation, planning and assessment using technology.

Research and civic contribution

While our research strategy is internationally focused, we are also dedicated to supporting our local school and community partners as part of our civic responsibility:

- The Alwoodley Reading Project has been running since 2013 and draws on research from our Primary Teacher Education Team. Annually, it involves 120 Undergraduate Primary Education 3-11 Qualified Teacher Status students. Students observe discrete sessions of high-quality systematic synthetic phonics, working with small groups on the 'Practice' and 'Apply' sections. Academics interact, using their research on modelling technical language and discussing the finer points of effective practice to create long lasting impact.
- The four-year relationship with The Real Junk Food Project, Fuel for School and Rethink food has enabled the Carnegie Co-creation Project to bring together research from Anne Temple Clothier and placement practice from our undergraduate students to co-create teaching and learning resources for primary school children. These Education Packs, relating to cooking, nutrition and well-being are distributed to over 56 schools in the region, and in addition to providing valuable social enterprise experiences for our students, they add-value to the Community Investment companies, charities and schools associated with the project.
- Dr Kakos, Reader, led a project on dialogical learning with Dr Noboru Tanaka, Visiting Fellow from Gifu University, Japan, at Batley Girls school which focused on dialogical learning based on methodologies drawn from Philosophy for Children (P4C). In addition, the team created a partnership between Batley School and Gifu High School, Japan. Two joint online (Skype) lessons were organised in which students from the two schools learned about consumerism, discussed about the impact (social, environmental, etc.) of consumerism and exchanged views and experiences on the topic.
- Dr Kakos also led a project focusing on educational inclusion via storytelling. This was part of a pilot project aiming to examine the potential of storytelling in facilitating individuals' reflections on identity (social, political, ethnic, cultural, etc.) and to support educational inclusion of socially marginalised students. We organised two workshops in secondary schools with Y10 and Y11 students, one in Batley and the other in Lawnswood High.
- The Covid-19 pandemic has hit BAME communities the hardest. Led by Lisa Stephenson, we created a project that seeks to extend the Story Makers 'reimagining home project', an online learning story, to meet the needs of youngsters and families who work with Ujima, alongside Centre for Race, Education and Decoloniality. In consultation with young people at Ujima, we created an immersive interactive online learning experience. Older children within Ujima take a mentoring role with younger children alongside local professional artists within this fictional environment. The learning experience will feel engaging, empowering and ambitious to young people and will celebrate community role models.

Advancing the discipline

As well as advancing the discipline through our research projects and collaborations, as a School we are deeply committed to contributing to the discipline of education research through participation in conferences, key committees, journal editing and reviewing as evidenced in the following table:

Conferences attended	195
Key notes delivered	80
Journal editorial posts	12
Journal reviewer status	67

In addition:

- Damien Page: chair of the Alternative Provision Research Network
- Rachel Lofthouse: executive member of the University Council for Education of Teachers (UCET), chair of UCET CPD Forum 2017-2020, member of British Educational Research Association Blog (BERA) Editorial Board, 2016-2020
- Vini Lander: executive member of the Universities' Council for the Education of Teachers (UCET); member of UCET Research and International Committee; editorial board of Race, Ethnicity and Education journal; Chair of UCET Equalities sub-group; member of National Education Union Independent Assessment Commission
- Jonathan Glazzard: member of UCET Research Committee editorial board of Frontiers in Sociology and Frontiers in Psychology; Committee member All Parliamentary Advisory Group for a Fit and Healthy Lifestyle
- Mhairi Beaton: UK representative on the European Educational Research Association Council; British Educational Research Association Executive member; Association of Teacher Education Europe Convenor of Research and Development Committee; Editor International Journal of Student Voice, Frontiers in Education
- Shona Hunter served three terms as a member of the ESRC Peer Review College
- Stephen Newman: Deputy Editor of Journal of Education for Teaching
- Sarah Hindmarsh: member of UCET Primary and Early Years Committee
- Steve Burton: member of UCET Management Committee
- Michalis Kakos: Advisory Committee of the Network of European Citizenship Educators (NECE); Governing Board of SIRIUS European Policy Network on Migrant Education
- Louise Nelson: member of Association of Science Education committee
- Shona Hunter: member of ESRC Peer Review College
- Nicole Gridley is an Editorial Board Member for the journal BMC Psychology

Overview and the future direction

Since 2014, the School has transformed our approach to research and enterprise, massively increasing income, attracting outstanding established researchers and exciting new academics and building a support structure where research at all levels can flourish. With a vibrant and productive research culture now established, we remain as ambitious as ever and have set targets for 2026 in our new research strategy that reflect this: we will have six impact case studies including new areas of Alternative Provision, inclusive physical education and refugee education; 80% of staff will be independent researchers; gross research income will reach £2 million per year; we will have 120 research students within the School; the entire curriculum will be research-rich. These targets will be achieved through the complete integration of the Research Leadership Team, with each Professor and Reader leading a cross School strand of the research strategy, with foci such as income generation, the development of staff, internationalisation and research impact. Most importantly, however, our research will be even more effective in improving the life chances of children and young people.