

Institution: King's College London
Unit of Assessment: 23
<p>1. Unit context and structure, research and impact strategy</p> <p>Context and Strategy</p> <p>Education research at King's, which is predominantly located in the School of Education, Communication and Society (ECS) in the Faculty of Social Science and Public Policy, works for the public good by addressing the social, cultural, linguistic, political and pedagogic dimensions of education, professional practice and social change. ECS has 71 academic, research- and education-focused staff and registers over 660 new students annually across its undergraduate, Masters and doctoral programmes.</p> <p>The School has a longstanding commitment to approaching education through an expansive lens, analysing education policies and processes within wider policy and social processes, and deploying multidisciplinary and interdisciplinary perspectives to understand and help shape learning, identity formation and participation in diverse global and local contexts. Its key strategic aims formulated in 2014 and achieved in this assessment period were to:</p> <ol style="list-style-type: none"> 1. Extend, develop and deploy our expertise in education, professional practice and social change, and advance theory and methodology in feeder disciplines such as sociology, linguistics and applied philosophy. 2. Increase our capacity to address major contemporary processes affecting education and professional life by enhancing the interactions and synergies between ECS' Research Centres. 3. Connect with policymakers and practitioners, informing and challenging existing policy and practice, and supporting institutions, professionals and others in more critical reflection and effective engagement with policy, practice and social change. <p>ECS has achieved these aims by continuing to support its successful Research Centres, while at the same time pursuing greater synergies through developing a shared framework of overarching Research Themes alongside School-wide policies and practices to support collegiality, inclusivity, sustainability, scholarly development and exchange. The Centres are the units through which staff are mentored, developed and challenged, and the Themes support cross-School collaboration and strategic coherence.</p> <p>Organisational Structure and Achievements</p> <p>The organisational structure provided by the Centres and Themes enables interdisciplinary working and a vibrant culture of grassroots collegiality and formal and informal mentoring; e.g., there are regular meetings in which colleagues share and comment on draft papers, funding bids, and research and impact plans. Scholarly exchange is also supported by an extensive set of seminar series and workshops (see Section 2). School level activities have been extended in this period by the creation of: the Centre for Innovation in Teacher Education and Development in collaboration with Teachers College, Columbia University; a new cross-College Computing Education Research Centre; and the King's International Education Research Network.</p>

ECS' Research Centres

The **Centre for Research in Education in Science, Technology, Engineering and Mathematics** (CRESTEM) (Lead: **Healy**) undertakes research on teaching, learning and engagement with STEM. This includes large-scale quantitative studies examining the effects of pedagogical interventions, critical sociological analyses of trends in STEM participation, experimental research on effective pedagogies in Western and Confucian heritage classrooms, and micro-genetic analyses of learners' STEM trajectories. The creation of a new Maker Space within ECS during this period has enabled researchers to study emerging pedagogies around making and tinkering. The Centre has also continued to build on its long-held interest in pedagogy and participation in museums, outdoor settings and HE environments. CRESTEM members work with teachers and informal educators as co-researchers and support the UK STEM community by taking leading roles in subject associations, museum advisory boards and wildlife trusts. They also share research findings and encourage the adoption of new practices through ECS' PGCE and MA programmes and work closely with policy makers (the Royal Societies, teaching associations, advocacy groups, NGOs and examination boards).

The **Centre for Language, Discourse and Communication** (LDC) (Leads: **Georgakopoulou, Szczepek Reed**) conducts research in language education, sociolinguistics and discourse studies. It provides empirically informed, conceptual accounts of the global implications of mobility and migration for language learning, citizenship and social inclusion, as well as for changes in (multi)lingual identity construction in everyday, professional and online settings. Since 2014, the Centre has strengthened its capacity in linguistic theory and knowledge exchange in relation to urban multi-ethnic communities, first and second language acquisition, discourse and conversation analysis in global and diverse settings, and international health and risk communication. In addition, longstanding programmes of work have been strengthened, including in school English pedagogy, language education in linguistically diverse societies, genre-based academic literacy instruction, linguistic ethnography and urban multilingualism. The impact of LDC research is underpinned by partnerships with a range of third-sector organisations such as the Bell Foundation, Causeway Education, English for Action and the Water Research Foundation.

The **Centre for Public Policy Research** (CPPR) (Leads: **Cribb, Gewirtz**) is an interdisciplinary research centre committed to supporting professional practice and informing national and international public policy debate. With particular strengths in sociology and applied philosophy, its scholarship critically illuminates policy processes and effects in a range of global and local contexts and policy and practice settings. As well as making interdisciplinary contributions to the analysis of curriculum, pedagogy and assessment practices in formal education contexts, its research encompasses work-related policies and practices in health and social care, youth work and the cultural sector. The Centre has longstanding interests in the study of equality and social justice, public service restructuring, and knowledge, values and ethics in the workplace. Its research is designed and conducted in collaboration with a diverse range of policy and practice partners (e.g., Department for Education, NHS England, the National Education Union, Plan International, Terre des Hommes, TPO Uganda and UNESCO).

Research Themes, Scholarly Contributions and Impact

The School's expansive approach to education was crystallised in its new title, *Education, Communication and Society*, when the Department became a School of the College in 2016, further cementing the importance and influence of education research at King's. This title and the architecture of the School's aims and interests were co-produced by School members and are embodied in its four cross-cutting Research Themes: **Curriculum, Pedagogy & Assessment; Professionalism & Workplace Practice; Globalisation & Identity; and Diversity, Inclusion & Social Justice**. These mobilise the breadth of disciplinary and professional expertise within and across Research Centres.

Curriculum, Pedagogy & Assessment

Work in this theme has interrogated and contributed constructively to curriculum and assessment policy in the UK and internationally, probing and illuminating the relationship between epistemological and practical questions. For example:

- Research on assessment validation has problematised the validity of PISA assessments and demonstrated more robust approaches to validity (**Pepper**: ESRC PhD 2010-14).
- Mixed methods research, funded by the National Union of Teachers to inform their policy advice to government, has critically illuminated diverse effects of recent key stage 4 reforms on school subject hierarchies, resource allocation, conceptions of student worth and young people's mental health (**Gewirtz, Maguire, Towers**: NUT award £12K 2016).
- Research highlighting the shortcomings of existing tools for assessing English as an Additional Language (EAL) proficiency has fed into the construction of a new assessment framework, which is being recommended by governments and used in classrooms around the world (**Leung**: Bell Foundation award £40K 2018-20).
- Research critiquing the technicist framing of, and proposing new principles for, environmental education has informed the policies of examination boards and grassroots organisations (**Glackin, King**: British Academy award £10K 2017-19).
- Research on the challenges of crossing subject boundaries has developed new cross-disciplinary approaches for increasing the permeability of the science-religion boundary for students (**Brock**) and research-based resources for supporting science and mathematics teachers to work across subjects (**Glackin**: AstraZeneca award £10K 2012-14).
- Collaborative research with the informal learning sector has illuminated how the pedagogy of making can support new ways of engaging with and learning STEM-related knowledge in both the formal sector and museum contexts (**Greer, King, Rushton**: EU Horizon 2020 award £218K 2018-21; Fondazione Rocca award £12K 2019-22).

Professionalism & Workplace Practice

Research on this theme has built on ECS' long-standing interest in undertaking inter-sectoral research on the roles, identities, values and practices of public service professionals to strengthen workplace professionalism. For example:

- A substantial programme of research on health communication and risk has used linguistic analysis to optimise the effectiveness of professional communication about water safety, feeding directly into the guidelines of water and health authorities around the world (**Rundblad, Tang**: Water Research Foundation awards £118K 2011-13, £61K 2015-19).
- Projects conducted in partnership with agencies engaged in patient and professional education have integrated applied philosophy, literature-based and qualitative methods to propose novel conceptualisations of person-centred care and support for self-management (**Cribb, Owens**: Health Foundation awards £66K 2013-15, £202K 2013-18).
- Two ESRC-funded studies have explicated the damaging impact of dominant evaluation and monitoring practices in youth work and mobilised youth participatory research to

propose more equitable and nuanced approaches to accountability that have informed UK policy and national and international youth work practice (**de St Croix, Doherty**: ESRC award £218K 2018-21; **de St Croix**: ESRC PhD 2011-14).

- Ethnographic research has challenged understandings of school gentrification as a hegemonic process, illuminating its diverse effects on leadership, teachers' work and staff-community relationships, and producing new theorisations of the reproduction of classed and racialised inequalities in urban education (**Mansaray**).
- A suite of international projects on assessing inquiry and practical skills in STEM subjects have elucidated the value of formative assessment for students and teachers and strategies for effectively embedding it in practice (**Harrison**: EU Horizon 2020 awards £264K 2012-16, £395K 2013-16; SSHRC award £14K 2017-21; Wellcome award £127K 2018-21).
- Pedagogical research in modern language and English teaching has harnessed historical perspectives on language learning as a tool for teacher development and compared the constraints and affordances shaping the professional practice of English teachers in different countries (**Coffey, Gibbons, Marshall**).
- A family of projects strengthening professional pedagogies for writing include research on collaborative web-based writing in English as a Foreign Language (**Jones**), writing in English subject classrooms (**Gibbons**), assignment writing at university (**Wingate**: UniSA award £7K 2018-20), and promoting undergraduates' critical thinking (**O'Halloran**).

Globalisation & Identity

Work in this theme advances understandings of the global dimensions of education policymaking and the implications for education of mobility, migration, and shifting notions of personhood and citizenship. For example:

- Historical research on the role of UNESCO and the OECD in global education governance has analysed the ideological struggles between emancipatory and technocratic world views, shedding new light on contemporary policy settlements (**Elfert**: National Academy of Education/Spencer Foundation award \$70K 2019-21).
- Work on the edu-business market has developed and applied a network ethnography approach to chart the dynamics and evolution of a global education policy community and the role of venture capitalism in education reform (**Santori**).
- A methodologically innovative, large-scale study of educational, occupational and other outcomes of migration for three generations of Turkish migrants has produced a new model for assessing the 'costs' and 'benefits' of migration (**Bayrakdar**).
- The application of a critical 'small stories' perspective and corpus linguistics to better understand how modes of social media self-presentation amongst young people construct social relationships has illuminated the tensions between the rhetoric of global social media corporations and the affordances offered to users to story their identity (**Georgakopoulou**: EU Horizon 2020 £101K 2014-19).
- A series of projects on language learning have contributed new understandings of citizenship, territoriality and belonging. This work includes: analyses of the construction of British identity and citizenship in Arabic heritage language schools (**Szczepek Reed, Bengsch**); ethnographic research on adult language socialisation in the Sri Lankan diaspora (**Rampton, Sankaran**: Leverhulme award £228K 2015-18) and on the fragile

informal pedagogies of language learning in transcultural community encounters involving migrants (**Dawes**); and work on ESOL as a medium for activist citizenship (**Cooke**). This research is linked to the creation of a Hub for Education and Language Diversity that works with third-sector organisations to serve TESOL teachers and language learners across London (**Cooke, Leung, Rampton**).

- A programme of comparative research relevant to understanding children's conceptual development has revealed unexpected cross-linguistic similarities and differences in the relationship between language and thought, and in the use of language for interactional politeness and structure (**Hohenstein, Ogiermann, Szczepk Reed**).

Diversity, Inclusion & Social Justice

Work in this theme seeks to analytically capture and respond to inequalities in access to and experiences of learning, personal development and social participation. For example:

- A major programme of research on science capital, diversity and inclusion in science education has elucidated and tackled structural inequalities in access to science learning and careers, with substantial impact on PISA, governments' STEM participation strategies and public science engagement. This work combines sociology, feminist theory and science pedagogy to deconstruct the discourses that reproduce legitimate performance in science as white and masculine and develop more inclusive pedagogic approaches for use in schools and informal settings (**Archer, deWitt, King**: BP award £1.6M 2012-17; ESRC award £842K 2014-17; **King**: Primary Science Teachers Trust/Ogden Trust award £13K 2019-21).
- Research on access to STEM subjects includes: work with blind students that shows how using tangible digital and/or physical objects can encourage valid and unconventional expressions of mathematics and computing concepts (**Healy, Finesilver**: Microsoft award £31K 2017-21); and the use of haptic feedback and drawing to teach concepts in biology (**Webb**: Leverhulme award £92K 2015-18; **Hay**).
- An EEF-funded study combining large-scale survey and qualitative data has elucidated the role of setting in the reproduction of classed and racialised power relations within schools, using a Bourdieusian lens to foreground the perspectives of those most disadvantaged by the practice (**Archer, Pepper**: EEF award £1.1M 2014-16).
- Research in applied linguistics has been used to underpin cultural inclusion in the construction of risk messages, providing insights into how to frame severe weather warnings that are effective for minoritized populations (**Tang**: ESRC PhD 2013-17).
- A suite of qualitative studies aimed at developing culturally sensitive understandings of how to better support marginalised and vulnerable children and young people have been conducted in the UK and the global South. These comprise analyses of the educational attainment of looked after young people, child protection, child marriage and young motherhood, which have strengthened the professional development of social workers and NGO and INGO policy development (**Driscoll**: Leverhulme award £10K 2016-18; ESRC £72K 2017-19; **Hutchinson**: British Academy award £16K 2020 [delayed by COVID]).
- Mixed methods research on opportunity structures in Chinese higher education has illuminated the effects of policy change on regional and gender inequalities and how these are sustained by discourses of meritocracy (**Liu**: SRHE award 3K).

Governance

ECS' Research and Impact Strategy is steered by the **School Research Committee**, which comprises the School Research Lead, Head of School, Head of School Administration, Faculty Research Development Manager, School Research Manager, Leads for Impact, Peer Review, and Ethics & Research Integrity, Research Centre Leads and representatives of early career, research and education staff. The School Research Committee acts as a hub for School-wide planning centred on the four Research Themes, ensures compliance with research ethics and governance procedures, provides its own seed funding, and supports the development of grant applications (see Section 3).

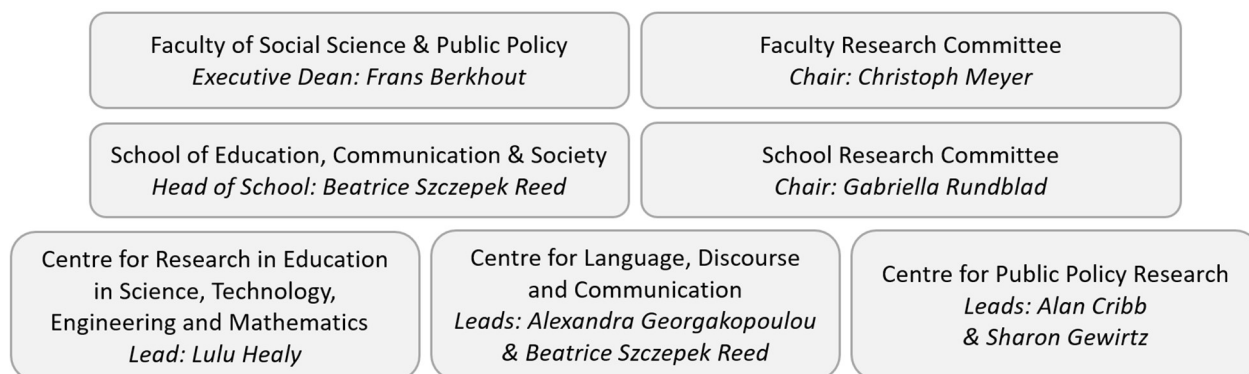


Figure 1. Governance structure

Supporting Impact

During this period, ECS has further embedded structures and processes to support impact. The School Impact Lead (**King**) is linked to the impact infrastructure of the College (see REF5a) and supports colleagues seeking to develop impact and/or optimise the impact of their research. Working alongside mentors and proposal peer reviewers, she provides advice on ensuring that impact is integrated into research planning and design and helps devise tailored approaches to impact for specific projects. Additional support on devising pathways to impact and impact evaluation approaches is provided by the College's Research Engagement Manager and the **King's Engaged Researcher Network**, which offers peer support and access to public engagement networks and resources. A new School Communications Officer role was created in 2016 as part of a Faculty Comms Network to strengthen professional services support for knowledge exchange and public and professional engagement. Since 2014, the impact-related expertise of staff has also been strengthened through staff development and the salience given in new appointments to strong and international impact track records (see Section 2).

The School's overarching approach to impact has been to embed partnership working with policy and practice stakeholders as a School norm. This approach, which means that attention to wider social purposes is embedded in every stage of the work, is evidenced in ECS' impact case studies. Such partnership working is underpinned by a number of practical mechanisms, including access to impact funds, encouragement (and advice on how) to co-design research with stakeholders, inclusion of stakeholders in advisory groups and the life of the school, and the hosting of knowledge exchange and dissemination events (see Sections 3 and 4).

Future Strategy and Plans

ECS' future research and impact strategy, as elaborated in its 2019 strategic plan, aims to:

1. Produce world-leading education research by strengthening and sharing ECS' disciplinary and interdisciplinary expertise in social science theory and methodology.
2. Increase influence and impact on societal agendas by undertaking research that supports professional practice and development and informs policy responses to the emerging (post-COVID) social and economic landscape.
3. Promote new collaborations across disciplines, sectors and national boundaries to underpin the quality and impact of research in ECS and to extend its international relevance and reach.

The School's research planning is based on continuity of organisational structure (i.e., the three Research Centres and four Research Themes), maintaining a collegiate and inclusive working environment, continued recruitment of outstanding researchers, and robust and meaningful structures of support and development (see Section 2). Examples of ongoing and planned work, in many cases with funding already secured, include:

Curriculum, Pedagogy & Assessment

- Theoretical and applied contributions to the construction of inclusive STEM disciplines and assessments based on analyses of STEM learning and knowledge as embodied, affective and aesthetic.
- A Nuffield Foundation-funded exploration of female participation and performance in computer science.
- An extension project with the Bell Foundation to further strengthen EAL assessment in schools.

Professionalism & Workplace Practice

- ESRC-funded research on mitigating the impact of COVID-19 disruption on the quality and retention of trainee and newly qualified secondary teachers and teacher wellbeing.
- ESRC and Wellcome-funded work on the theorisation of quality in education, healthcare and youth work that conceptualises and applies more user-led evaluations of what counts as success in these professional fields.
- Philosophical analyses of the phenomenology of moral decision-making and the role/rule structural characteristics of professional ethics.

Globalisation & Identity

- Work on the history of educational planning in developing countries and the globalisation of lifelong learning as an educational vision and strategy.
- Sociological analyses of political struggles around socialisation and identity formation seen through an affective lens on borders and migration.
- EU-funded comparative research on the cultural logic of resistance to neoliberal education policies in Russia, Sweden and the UK.

Diversity, Inclusion & Social Justice

- An ESRC-funded mapping and analysis of the landscape of opportunity for young people not on a university path, applying a new methodological approach integrating critical sociology, policy analysis and philosophical debates about justice.
- ESRC-funded research to address social learning about the COVID-19 crisis in ethnic minority communities with oral traditions.
- A history of dyslexia illuminating contests about its existence, construction and policy responses.

2. People

Our submission comprises 51 ECS-affiliated staff including four from other units: International Development (**Liu, Sukarieh**); Defence Studies (**Hay**); and the Policy Institute (**Cook**). ECS also has 27 non-eligible research and education staff who are fully integrated into the research culture of the School.

Staffing Strategy and Recruitment

ECS' staffing strategy is guided by the philosophy that a vibrant research culture based on collegiality, inclusion, equality and empowerment is the best foundation for excellence in teaching, research and impact. Robust staff support mechanisms, clear governance processes, and a commitment to transparency, dialogue and collective reflexivity are the hallmarks of this culture. Our strategy, formulated in 2014 and refreshed in 2019, aims to:

1. Recruit outstanding international scholars to uphold and enhance the quality, impact and reach of our research.
2. Embed and extend our research capacity-building infrastructure to support the development of our staff and students.
3. Create an inclusive, diverse and supportive research environment that ensures equality in career progression, provides expansive opportunities for staff to flourish, and helps to sustain employment longevity.

The creation of ECS as a School in 2016 followed a College review of the former Department of Education and Professional Studies, resulting in increased investment around ECS' three core areas of strength - STEM education; language education and communication; policy and social justice - with its Theology research and teaching relocated to the Theology and Religious Studies Department.

Since 2014, ECS has appointed 24 staff on academic (teaching+research) contracts (including 14 new posts). These posts evidence King's commitment to invest in and steadily expand education research within the College and have also enabled the School to diversify its staffing. In addition, 27 research staff have been appointed during this period (including with funding from EEFx4, EUx7, ESRCx4, Leverhulmex2, and Wellcomex3).

Eight of these appointments were senior staff, strengthening leadership in the Research Centres and Research Themes. **Healy** (Professor) and **Danielsson** (Reader) joined CRESTEM, bringing additional expertise in *Diversity, Inclusion & Social Justice* with particular interests in inclusive mathematics and science pedagogies. **Kutnick** (Professor) and **King** (Reader) also strengthened CRESTEM, bringing expertise in *Curriculum, Pedagogy & Assessment*, particularly engineering education and informal science learning. **Szczepek Reed** (Professor) and

Georgakopoulou (Professor) joined LDC, strengthening research capability in *Globalisation & Identity*, and bringing new expertise in phonology and conversation analysis, and narrative analysis and social media, respectively. **Ellis** (Professor) and **Coate** (Reader) joined CPPR, strengthening ECS' profile in *Professionalism & Workplace Practice*, specifically in HE policy and practice, and teacher education and development. These appointments extended capacity for mentoring and helped strengthen cross-School activity and School leadership, most notably in the case of Szczepek Reed who was appointed as Head of School.

These appointments also included 5 mid-career academics of international standing and 14 outstanding ECRs, underpinned by a new consolidated MA Education, new Masters routes in International Education and STEM Education, the expansion of ECS' language-oriented MA programmes, and a new BA Social Sciences. These appointments enriched expertise in *Curriculum, Pedagogy & Assessment* (**Brock, Gibbons, King, Pepper**), *Professionalism & Workplace Practice* (**de St Croix, Knapton, Mansaray, Mitchell, Tang**), *Globalisation & Identity* (**Ancarno, Elfert, Hutchinson, Puig-Mayenco, Santori**) and *Diversity, Inclusion & Social Justice* (**Bayrakdar, Dawes, Finesilver, Gurney, Meloni**).

Together, these new colleagues have broadened ECS' methodological repertoire, bringing strengths in quantitative methods, corpus linguistics, network analysis, micro-genetic methods, participatory research, and socio-cognitive discourse analysis. A large proportion have experience of research and impact-related activities in national and international systems and organisations beyond the UK, including in the Global South.

Targeting ECRs, who make up 28% of our submission, has allowed us to re-balance the School's age profile, with the majority of new staff aged under 40. With the appointment of significantly more women than men, the staff composition is now majority women, with more women than men occupying senior posts. When recruiting staff, formal and informal efforts are made to encourage applications from under-represented groups, e.g., through advertising, use of search panels and circulating invitations and job details through relevant networks. Consequently, ECS has seen a shift in the ethnic composition and national diversity of staff, with an increase from 9.8% to 13.2% in colleagues identifying as BAME and in non-UK nationals from 23.4 to 28.2%, with 15 different nationalities now represented. Efforts to increase the diversity of staff continue (see below).

Also during this period, 11 ECS staff (including 5 researchers) previously on temporary contracts have gained permanent contracts. In total, 88.2% of UoA23 staff submitted are on permanent contracts (Table 2.1), compared to 83.5% in the previous assessment.

Contract	Teaching+research staff	Research staff
Permanent	36.5FTE	1FTE
Fixed-term	3FTE	2FTE

Table 2.1. Permanent vs fixed-term contracts in UoA23

Staff Development and Support

Appraisals, Mentoring and Personal Development

Staff development and support are core components of the School's ethos and pervade its practices. All new staff participate in a process of School and College induction and are assigned an appraiser (or probation mentor for staff on probation) with whom they work in a developmental spirit, meeting at least once a year to set and review objectives, and identify training and support needs. The Faculty Academic Performance Framework, which summarises indicative expectations for staff, informs these conversations. The Framework, which is regularly reviewed, excludes criteria that may disadvantage some groups (e.g., travel for conferences and networking may be difficult for staff with caring responsibilities and/or mobility issues). Appraisal

meeting records are reviewed by the Head of School with a view to planning training, reviewing workloads and encouraging promotion applications.

In addition, ECS has its own complementary mentoring policy, which covers both formalised and structured mentoring (separate to appraisal) and the on-going, organic and more open-ended mentoring typical of School life. This reflexive balancing of formal and informal support and development is a key feature of ECS' democratic culture. All staff – including Professors if they wish and ECS-affiliated staff in other departments – are provided with a mentor. Mentors are usually a senior colleague within the same Research Centre. Staff whose research is predominantly interdisciplinary can have two mentors, and staff with protected characteristics can access additional mentoring through College mentoring schemes (see REF5a). Mentoring is mentee-centred, encompasses support for all aspects of work, and is confidential.

Staff regularly access the extensive professional development opportunities offered by the College including training on: EDI (required for many roles, e.g., participation in appointment panels and REF output selection, and compulsory for staff seeking promotion); research proposal development; mentoring and leadership. College sponsored leadership programmes accessed by ECS staff in the period include the Aurora Women's Leadership Programme, and King's own programmes: Headstart (for new Heads of Department), Leading Researchers, and Emerging Leaders (see REF5a). ECS staff have also benefited from impact training provided by the School and the Policy Institute.

In addition to termly cross-School seminars and biennial School Research Away Days, ECS Research Centres organise a diverse range of research seminars on themes including STEM learning, language education, policy and professional practice, multilingual contexts and identities, and social justice. The School Research Lead (**Rundblad**) routinely canvasses staff for their research training needs and organises regular Research Methods Workshops (e.g., online experimental data collection, participatory action research) that are open to all staff and research students, while Centres offer additional specialist theory and methods workshops.

All staff have an annual personal budget, currently £1,100, to support discretionary research expenditure. This is complemented by a £15,000 annual fund maintained by the School Executive with a priority to strategically promote participation in international conferences and open access publication. Those with active grants are given a proportion of research overheads of up to £3,000 annually to support related research activities. For those with caring responsibilities, King's Carers' Career Development Fund supports conference attendance (with a total of £3,000 available to staff and postgraduates per annum) and King's Parents' and Carer's Fund provides up to £10K to support return to research after periods of family/caring leave.

Working Patterns, Workloads and Sabbaticals

ECS welcomes part-time and flexible working. Seven staff opted to change to part-time during this period, resulting in a total of 22 staff (31%) being part-time. The School is sensitive to the extra demands that can arise from not being full-time and other personal circumstances such as caring responsibilities, e.g., not expecting staff to attend all meetings, while ensuring they are kept up to date.

A key aspect of King's strategy for promoting a research environment with a high level of participation is giving teaching+research staff a basic allocation of 40% of their time for research. The Faculty has a Workload Allocation Model that places equal value on the different elements of academic work (research, education, impact and service) and enables monitoring of EDI progress. Workload allocations are formally reviewed annually, but also adjusted on an ongoing basis to address inequities and any obstacles preventing staff from realising their research and impact plans. All staff receive a 20% education workload reduction while on probation, and those

with substantial grant funding (covering $\geq 20\%$ of contracted hours) have additional time allocated to research. Male and female staff have equal average teaching loads.

Permanent and fixed-term staff are eligible to apply for a one-term sabbatical after three years of qualifying service. The School professors (who meet bi-annually as an advisory staffing committee) proactively encourage sabbaticals with a particular focus on staff who are constrained by duties that can make sabbaticals difficult. During the period, 24 staff have taken sabbaticals for periods of between one and three terms, supported by funding for teaching cover whenever needed, with gender and full-time/part-time ratios proportionate to those in the whole staff population.

Promotions

There is a clear and transparent promotions process, and staff are proactively encouraged to discuss promotion plans with their mentor, appraiser and Head of School. The Faculty holds annual promotion workshops where recently successful applicants share insights and examples. King's has systematic, respectful and confidential processes to ensure that staff with protected characteristics and other personal circumstances are encouraged to seek promotion and supported in doing so. In addition, ECS has an established system of hands-on support for promotion applications, with formal feedback and informal guidance and editing suggestions provided by the Head of School and the advisory staffing committee. This close engagement with individual applications has resulted in all promotion applications in the period being successful: one to Professor, five to Reader, six to Senior Lecturer, one to Senior Teaching Fellow, and one to Research Fellow. The 2020 promotions round and two further successful applications (one to Professor and one to Senior Lecturer) were delayed by COVID beyond the REF census date. The School's active work towards equitable career progression has resulted in a high proportion of women achieving promotion (10 women and 3 men from an overall staff population of 45 women and 26 men). These efforts, combined with the introduction of gender balanced recruitment panels, have successfully addressed past gender inequalities within the school, with gender no longer a significant predictor of contract type and grade.

ECR Staff

As well as bespoke induction events and training, mentoring for ECRs pays particular attention to supporting their scholarly plans and publications and the crafting of research bids. There is also a regular writing workshop for ECRs run by Visiting Professor Pat Mahony. In addition, ECRs are given opportunities to take on leadership roles while being shielded from excessive pressures, e.g., by senior staff acting as co-leads in programme and committee leadership. ECRs can and do take advantage of the leadership and other training opportunities described above. As well as fully participating in every aspect of School business and governance, ECRs as a group are supported to review their needs and the School and College provision offered to them, and to help shape School policies by reporting and making recommendations at School away days and meetings, and through their formal representation on the School Research Committee.

Research Staff

In line with the principles of the *Concordat to Support the Career Development of Researchers*, staff holding postdoctoral fellowships and staff funded by research grants are fully integrated into the school and given opportunities to undertake training and gain experience in teaching, administration, and other activities that support their career progression. Teaching hours either form part of their personal development time allocation or are paid pro-rata. Researchers are encouraged to take advantage of the training provided by the **Centre for Research Staff Development** (CRSD; see REF5a), including on leadership, career progression, research skills,

impact, media training, and personal wellbeing, and CRSD staff regularly hold drop-in sessions in ECS. As well as serving on School committees and working groups as individuals, research staff meet as a Research Staff Group both for peer support and to ensure their voice is active on the School Research Committee and at School meetings where they are formally represented. Research staff who are not yet research independent are supported to pursue independent scholarship, for example, through participation in academic networks, sole or lead authoring publications, and initiating research proposals. Wherever possible, bridging funds are made available to enable employment continuity.

Education Staff

Education staff benefit from exactly the same processes of inclusion, staff support, and development as presented above, including the right to apply for sabbaticals. They have 20% protected time for scholarship, are members of one of more of the Research Centres, and are formally represented on the School Research Committee.

Research Students

Recruitment and Student Profile

This period saw a strategic realignment of our doctoral provision and the introduction of a new recruitment policy. In order to improve the student experience and completion rates, we made the difficult decision to phase out our professional doctorate programmes and limit recruitment to the three PhD routes that represent our core strengths (Education Research; Language, Discourse & Communication; and Interdisciplinary Policy Studies). This policy has enabled us to better integrate research students into the day-to-day activities of the School and pay increased attention in recruitment both to outstanding academic and, where relevant, professional track records and to broader concerns, such as student diversity and inclusion. Recruitment is based on at least one interview and typically a series of exchanges to elicit candidates' interests, existing capabilities, training needs, and any special circumstances or support needs. We have a diverse cohort of students, comprising in 2019/20: 70% female; 33% BAME; 49% non-UK nationals representing 23 different nationalities; with 55% part-time (N=81).

Funding

Over the period, more than 40 research students have benefited from studentships, including 24 ESRC, 5 AHRC, 1 EPSRC/Microsoft, 2 Leverhulme (project-linked), and 13 ECS/King's studentships. Several other students have been funded through sources such as Google, The Brilliant Club, the Edge Foundation, and the Department for International Development, along with 22 funded by overseas governments.

Supervision

Each research student has at least two academic supervisors who benefit from professional development offered by King's **Centre for Doctoral Studies** (CDS), which acts as a hub for supervisor support, resources and training, including compulsory new supervisor and refresher workshops. Within ECS, new supervisors are mentored by more experienced supervisors until they have seen at least one doctorate to completion. Three ECS colleagues' have been awarded King's Supervisory Excellence Awards: **Maguire** (2017), **Jones** (2018), and **King** (2020).

Student progress is monitored bi-annually, providing a formal opportunity to review achievements, set goals, and identify and discuss training needs and career development plans. This process is overseen by ECS' Research Student Programme Team and monitored by the

Faculty Associate Dean and Registry Services. On average, within the period, completion rates are the same irrespective of students' gender, ethnicity, nationality, and whether they are full-time or part-time; and, since the new recruitment policy took effect, all research students have submitted their theses on time, i.e., within 4 years if FT and within 8 years if PT.

Year	Professional Doctorates	PhDs	Total
2013/14	6.50	23.50	30.00
2014/15	5.50	18.00	23.50
2015/16	5.25	23.50	28.75
2016/17	3.00	22.00	25.00
2017/18	7.00	27.25	34.25
2018/19	6.00	24.25	30.25
2019/20	8.00	10.00	18.00

Table 2.2. Doctoral degrees awarded (with fractions reflecting students co-supervised with other UoAs)

Training and Support

ECS provides a rich training and support environment for students, including structured training, Research Centre membership, and participation in and leadership of research meetings, activities and events. The MPhil/PhD training programme includes a dedicated ECS foundation programme, complemented by training provided by the **London Interdisciplinary Social Sciences Doctoral Training Partnership** (LISS-DTP), a collaboration between King's, Imperial and Queen Mary University; and CDS. LISS-DTP provides the full range of ESRC-approved core and advanced methods training covering qualitative, quantitative and mixed approaches, epistemology and knowledge exchange. All students are affiliated to at least one ECS Research Centre and to one of two LISS-DTP training pathways that ECS co-hosts: **Education, Mind and Society** and **Linguistics, Media and Culture**. This means students are embedded within vibrant research communities, co-producing, and in many cases leading, both internal and outward-facing staff-student seminars and workshops supported by dedicated and collaboratively managed pathway budgets (£6,000 per annum per pathway). Examples include regular research student conferences, the student-led Radical Education Group, a Creative Academic Writing Group, and workshops on decolonising methodologies, facilitation skills and social interaction analysis. Research students are also supported to take up paid teaching opportunities as graduate teaching assistants (GTAs) in their specialist areas, including through a dedicated *Learning Together* programme in which research students support Masters students' learning. Other examples include research students supporting undergraduate research development, recently including co-producing a book with undergraduates. LISS-DTP has supported work placements at, e.g., Comprehensive Future and the NEU, and a significant proportion of students have been employed part-time on funded projects. The College provides training for GTAs via its GTA Development Programme and supports GTAs applying for HEA recognition.

ECS' commitment to ensuring inclusion is reflected in many activities, e.g., mental wellbeing workshops, workshops preparing students for attending academic conferences, and School-subsidised membership of professional associations (e.g., BERA). The School's EDI Lead contributes to research training, using an anonymous feedback form to identify disabilities, special needs and any accessibility issues ECS could better address, and provides mentoring to students, e.g., on managing research with an impairing chronic illness, and disability disclosure dilemmas.

Research students who completed in the period have published over 125 academic and professional papers, appearing in journals such as *British Journal of Sociology of Education*, *The*

Lancet and *English Today*. 83 (44%) are now in academic posts and many occupy senior professional positions.

Equality, Diversity and Inclusion

EDI considerations are embedded into all School practices. As detailed above, school policies proactively support equity in relation to recruitment, working patterns, workload, sabbaticals, promotion and student support. This approach has been invaluable in the COVID period, during which we have been able to make very substantial and highly responsive adjustments to working patterns and expectations, so as to reflect the diverse circumstances of, and pressures on, staff. EDI also forms a major and regular component of staff development activities; e.g., during this period, workshops have been held on unconscious bias, trans awareness, inclusive teaching, decolonising the curriculum, white privilege, and Black Lives Matter.

This period has seen the appointment of an EDI Lead (**Finesilver**) whose input guides all School activities, e.g., through advising School committees and providing, and linking staff into, training and resources to support inclusive teaching and research. **ECS' Staff Forum** is another important innovation since REF2014, providing a self-organised forum for mutual support and collegial deliberation. Its agenda is open-ended but takes a particular interest in staff wellbeing and inclusion and regularly contributes to, or picks up issues from, School meetings and the School Executive where it is represented by one of its facilitators.

These structures and processes have been critical in underpinning high levels of staff engagement and staff satisfaction. King's 2017 Staff Survey showed that ECS staff (N=48) feel: respected and valued (95%), recognised for their work (95%), and satisfied and supported by the School (96%).

Although we are continuously striving to strengthen our EDI achievements, we are also conscious of the need to do more. ECS is fully involved in a cluster of funded and active Faculty EDI workstreams, including on: inclusive culture; disability and inclusion; recruitment and progression. Despite efforts in this area, the School has recognised the relatively poor representation of Black academics among our staffing (compared to the more representative composition of our student body and our location in urban London) as a particular concern, and has recently established a working group, networked within the College, to address this.

ECS has enthusiastically adhered to King's REF Code of Practice, including in relation to EDI. Staff returned in UoA23 include a relatively high number choosing to declare Applicable Circumstances (including disabilities [3 staff], illness/injury [3 staff], caring responsibilities [4 staff] and family-related leave [4 staff]).

3. Income, infrastructure and facilities

Research income

Compared to the REF2014 period, and despite a markedly more competitive funding environment, our research grant income has increased from £4.9M to £5.3M through a substantial diversification of income streams (Figure 3.1). By strategically seeking out and forging alliances with new or previously underutilised funders, our income from UK Charities has more than tripled, while UK Industry funding rose from £154K to £1.2M. This diversification makes our income more sustainable and forms a crucial part of our future income plans.

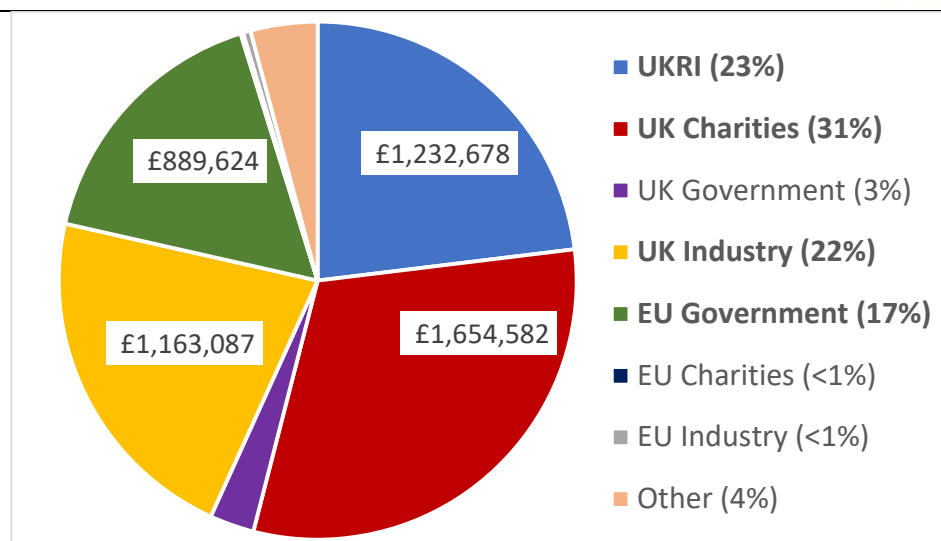


Figure 3.1. Income streams for UoA23 King's College London. Total income: £5,346,432

The creation of ECS in 2016 coincided with noticeable demographic changes in the School, the departure of two key grant winners (**Archer, Francis**), and a temporary fall in applications, new awards and income. In this period, ECS has emphasised and supported broader engagement with grant acquisition as part of its strategic drive to maintain an inclusive working community while extending the diversity of its staffing (see Section 2). In particular, we have strengthened mechanisms of research support to make them both more proactive and tailored to the range of individual staffing needs.

As demonstrated in Figure 3.2, this policy has resulted in a restoration of our research income over the period and, since 2018, a sharp rising trend in grant income, with income doubling to £675,257 in 2019/20 as compared to the previous year and projected to almost double again in 2020/21 to £1,270,000 based on grants already awarded. This rise in income has been accompanied by a marked increase in the number of PIs. Examples of recent awards include an ESRC Large Grant (£2.1M, **Gewirtz**), ESRC COVID-19 (£225K, **Gibbons**) and New Investigator (£218K, **de St Croix**) awards, and grants from Wellcome (£504K, **Cribb**), the Nuffield Foundation (£242K, **Kemp**), and Leverhulme (£228K, **Rampton**).

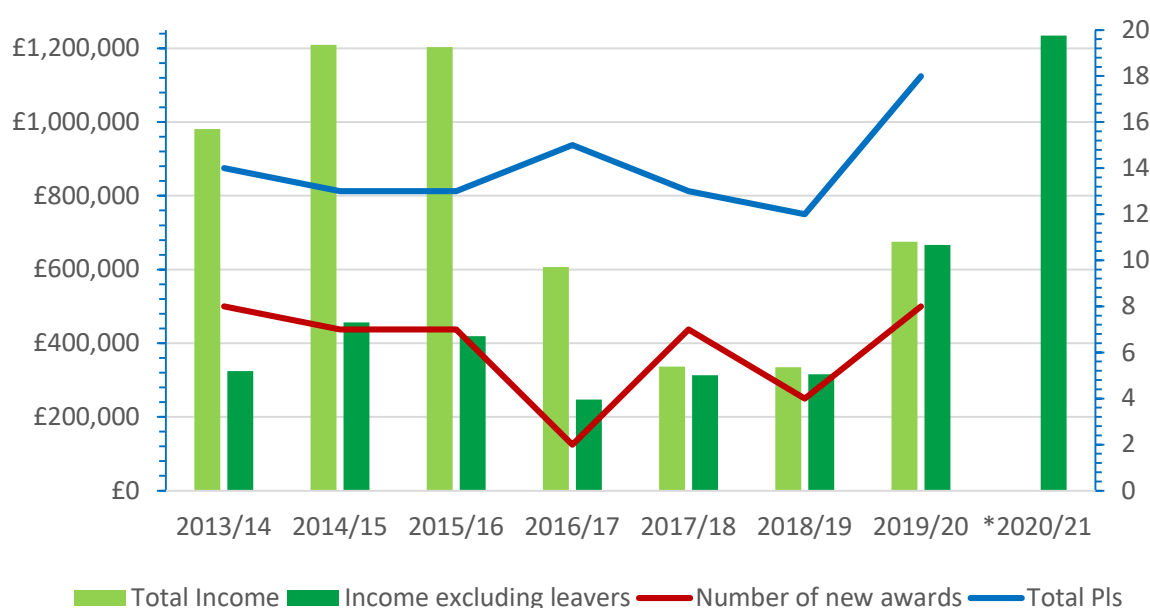


Figure 3.2. Research income for UoA23, highlighting income with and without staff who left during the REF period. (*Income projected for 2020/21 based on currently known awards)

Research Support Infrastructure

In tandem with mentoring and training provided by the three Research Centres, the College's multi-level research support infrastructure (Figure 3.3) provides comprehensive support and guidance, both proactive and responsive. This is led by dedicated College and Faculty staff teams who: engage with funding agencies and broker between agencies and staff; oversee a range of seed- and impact-funding schemes; support bid development and capacity building; organise Faculty and cross-College selection, peer-review and mock interview panels; and provide tailored advice on suitable funding sources and approaches for individuals interested in making grant applications. Intelligence sharing is one key component of this support nexus, with funding horizon sessions and 'meet the funder' events run by the **University Research Development Team** and the School Research Manager (SRM), along with grant development sessions designed around different career stages, regular drop-in sessions, and peer-presentations on first-hand grant winning experience to help inspire others. The SRM post is full-time since 2018/19, which has enabled more intensive support for staff and research students developing bids.

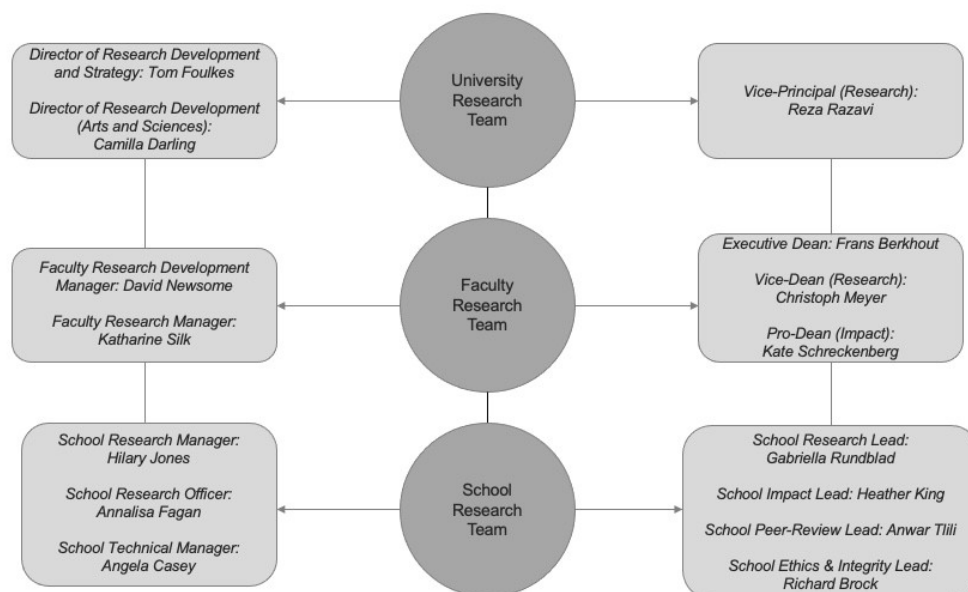


Figure 3.3. Research support structure for UoA23

The College's **King's Together (KT)** interdisciplinary strategic research fund of £1M per year fosters cross-College working and research innovation (see REF5a). ECS has a good success track record with KT funding (total £140K since its 2016 inception), with the **Computing Education Research Centre** (a collaboration with Informatics and Digital Humanities and external partners) growing out of a KT award. Other recent examples include research on the BAME attainment gap with King's Health Schools (**Mansaray**), sexual exploitation in the humanitarian aid industry with Forensic Sciences, Security Studies and Global Affairs (**Driscoll**), child safeguarding during the COVID-19 lock-down with IoPPN and Law (**Driscoll, Hutchinson**), and public understanding and activism around air pollution with Political Economy and Geography (**Rundblad**).

King's organises a range of other seed funds, including its **ODA Research Partnership Fund**, which recently enabled the start-up of the Multilingualism and Lower Basic Education in The Gambia project (**Ancarno**). A collaborative scheme with Hebrew University of Jerusalem is funding a joint research programme on the structure and prosody of urban Arabic dialects (**Szczepek Reed**); and, as part of the **PLuS Alliance** (see REF5a) with Arizona State University and University of New South Wales, two pilot projects on the science and teaching of the transmission and health implications of nanoparticles in humans have been supported (**Rundblad**). The **King's Cultural Community** team brokers and facilitates collaborative relationships with cultural partners and has seed-funded several ECS partnerships with the

informal learning sector in this period, including one which informed the conception of the Museum of Homelessness (Tiili).

King's holds an **ESRC Impact Acceleration Account** (IAA; £1million for the period 2019-2023), which in 2020 funded three impact-related projects in ECS: enabling stakeholder engagement to enhance child marriage programmes for Syrian refugees (**Hutchinson**); strengthening multi-agency child safeguarding practice (**Driscoll, Hutchinson**); and preventing COVID-related illness in ethnic minority communities with a strong oral tradition (**Rundblad, Tang**).

The Faculty also seed funds research initiatives via its **Faculty Research Fund** (~£150k available per year). In this period, this has supported a 6-month Postdoctoral Fellowship to help develop a subsequently successful ESRC large grant on youth transitions in collaboration with King's Business School (**Gewirtz**). More recent successful ECS bids to this fund have supported a collaboration with Security Studies (**Rampton**), comparative research on test-based accountability with Deakin University and the University of Helsinki (**Santori**) and a study of mathematics engagement (**Skilling, Healy**), with the latter already leading to a successful Erasmus+ project.

School-based funding to support research includes colleagues' personal research budgets and the research fund maintained by the School Executive (see Section 2). In addition, the School Research Committee has a £40,000 annual budget comprising £16,000 for impact generation and evaluation, £10,000 for internal seed funding to support proposal development, pilot studies and network building, £9,000 for research training, seminars and events, £4,000 for specialist reviewing and feedback on manuscripts where external expertise is required, and £1,000 for research management development.

Grant development support, focused both on academic substance and impact development, is provided for the whole lifecycle of an application. Ideas are matured through mentoring and grant pitch presentations to peers, after which a Bid Authorisation Request form is completed, which asks staff to specify the kinds of support they would like, such as design, writing, costings, ethics and research integrity, GDPR, risk assessment and impact. This enables the School Research Team (Figure 3.3) to organise responsive support and the Head of School to monitor potential grant income and consider requests for matched funding. Where required, dedicated grant-writing mentors are assigned. Peer-reviewers are engaged from across all three Research Centres and, for strategically important bids, additional peer-review is provided by a **Faculty Peer-Review College** and the Faculty Research Development Manager.

Research Facilities

The School is located in the Waterloo Bridge Wing of the Franklin-Wilkins Building at King's Waterloo Campus, with access to specialised labs and creative, social and library spaces for staff and students. This period has seen investment and modernisation of ECS' specialised facilities, including the installation of a new cognition lab equipped with (e.g., eye tracker) hardware and software to support research in educational assessment and psychology, and a maker space (with a top of the range 3D printer and FormBox). Researchers in science education also have access to physics, chemistry and biology laboratories, two of which have been refurbished in this period (with the biology laboratory's refitting postponed due to COVID).

Since 2014, 75% of staff offices within ECS have been redecorated and equipped to accommodate individual colleagues' needs. In 2015, ECS refurbished its research student offices, comprising a suite of three adjoining rooms: two with 20 workstations, the third a social area with its own kitchen facility. Research students also have dedicated, free of charge printing, scanning and photocopying facilities, and have the same access to booking rooms and other facilities as staff. In 2018 the School refurbished the visiting staff rooms, installing 7 new workstations and personal lockers. A large social space for ECS was created in 2015 to provide more opportunities and a comfortable environment for informal staff and student socialising and

for organised social events. The Franklin-Wilkins Building has a restaurant, cafés, a gym, gendered and gender-neutral toilets, prayer rooms, and wellbeing spaces.

The building also houses the **Franklin-Wilkins Library** (open 24/7), which contains the College's education collection, group study rooms, computing and assistive technology rooms, and quiet zones, and which is part of a network of College library facilities, providing access to >1.25 million books, >280,000 eBooks, >60,000 journals, >600 databases and other online resources. King's staff and students can also access and borrow from **Senate House Library**, which is one of the UK's largest humanities and social science focused research libraries. In addition, the University of London Access Agreement provides reference access to institutional libraries within the University of London. **King's Library Services** offer training and one-to-one support for staff and research students on information retrieval, bibliographic software and data management, literature (including systematic) reviews, research dissemination and evaluation using bibliometrics. Library services also support Open Access via the institutional repository, give advice on paid open access publishing, and administer the central open access publishing fund.

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

Collaborations

ECS supports effective engagement with policy, practice and social change through a wide range of partnerships. In addition to collaborative research projects, staff work with and advise international organisations, national and local governments, and a range of public, private and third-sector agencies. Partnership working is hardwired into ECS and underpinned by five key mechanisms:

1. School, Faculty and College seed funding and ESRC IAA funds are geared towards encouraging and generating impact from research and practice collaborations, often linked to national and international priorities, e.g., the UK Industrial Strategy, COVID and children's rights.
2. Research support encourages co-design of proposals with stakeholders and their inclusion in project advisory panels.
3. Outside partners and stakeholders play an active part in ECS' research culture, e.g., giving and attending seminars and workshops.
4. ECS hosts national and international meetings and a rich stream of visiting academics, funds conference attendance, and supports staff to take up visiting posts elsewhere.
5. Media engagement and training is facilitated by King's Communications Team and ECS' Communications Officer.

In many cases, policy and practice engagement is strengthened by colleagues' long-standing membership of stakeholder communities, e.g., within teaching, youth work and social work. King's is well embedded in the London policy community and supports networking, e.g., through the **Policy Institute** and **King's Cultural Community**, while international collaborations are supported by **King's Global Engagement Team**. Since 2014, ECS has established a **School Advisory Board** to help steer its impact strategy, consisting of education-oriented professionals from a range of sectors, including schools, science, arts and museum outreach, journalism, international schools, the Greater London Authority, and the National Education Union.

Selected examples of collaborations are given below (organised by ECS' cross-cutting Research Themes), illustrating impact, engagement with diverse policy and practice communities, and interdisciplinary and interprofessional working.

Curriculum, Pedagogy & Assessment

National research collaborations under this theme include Wellcome-funded research on assessing practical science skills with the University of York (**Harrison**); a project developing new primary school science approaches with UCL and the Science Museum Group (**King**); the development of an assessment framework for EAL learners with Cambridge University and the Bell Foundation (**Leung**).

National advisory work includes **Glackin** and **King's** two reports (2018) on environmental education in English secondary schools, which informed the National Association for Environmental Education's policy positioning. **King** advised the Science Museum London on equitable access regarding the design of the interactive Wonderlab Gallery, and **Hohenstein** advised the Science Museum Group and other museums on the implications of learning theories for the use of objects. **Kemp** advised the All-Party Parliamentary Group on Diversity and Inclusion in STEM about computing education (2020). **Cooke** is a member of the Bell Foundation ESOL policy group, which advises the government on post-16 education. **Winch** is a member of the Education and Training Foundation's Expert Advisory Group monitoring the implementation of T-levels.

International research collaborations include: the ERC Com 'n' Play project on creative science learning (**King**) with partners including University of Oulu, Finland, Foundation for Research and Technology, Greece, Eindhoven University of Technology, and Technical University Munich, Germany; work on museum education with the Leonardo da Vinci Museum funded by Fondazione Rocca (**King**); a British Council-funded comparative project on public and private school education with the Tata Institute of Social Sciences, Mumbai (**Winch**); an *Association Internationale de Linguistique Appliquée* Research Network on Emotion and Creativity in Language Education (**Coffey**); and an Australian government-funded project on academic writing for those transitioning to university with the University of South Australia (**Wingate**).

International advisory work includes **King** and **Harrison's** advice to the OECD's *Strategic Vision for PISA 2024 Science Framework* Expert Group and **Pepper** and **Glackin's** advice to the OECD's Directorate for Education on the incorporation of new assessment validation methods. Curriculum-related advisory roles include **Lum's** contribution as International Expert on Ireland's post-16 education review and advice to Ofqual on vocational and professional assessment grading, and **Gibbons'** and **Marshall's** participation in Ireland's Junior Cycle English curriculum review.

Professionalism & Workplace Practice

National research collaborations include: Wellcome-funded research combining philosophical and empirical approaches to healthcare improvement with Aberdeen University, NHS England, NHS Education for Scotland and others (**Cribb**); an ESRC project on impact, evaluation and accountability in youth work with partners including the Centre for Youth Impact, National Youth Agency, London Youth, Youth Focus North East and Space (Devon) (**de St Croix**); a joint project with Tate supporting museum professionals' reflective practice on gallery learning (**Tilli**); and professional development scholarship on language teaching with Nottingham University (AHRC, **Coffey**).

National advisory work includes **Rundblad** and **Tang's** contribution to developing the *Beat the Heat* resources (2016) and advice on a new early warning system for extreme temperature with Public Health England's Extreme Events team. They are currently also advising Asian Resource Croydon, BritBanglaCOVID and GPs working with ethnic minority communities in and outside London. **Glackin** is a Trustee of London Wildlife Trust and advised Natural England's Strategic Research Network for People and the Natural, and **King** is a regular contributor to the Science Museum Group's Academy of Science Engagement. **King** and **Rushton** co-created science

capital informed facilitator training with informal science educators at the Institute of Imagination and the Rochester Bridge Trust. **Kemp** advised and produced a report (2019) on the UK computing teacher workforce for the Royal Society, and **Kutnick** served as co-evaluator of the Royal Academy of Engineering's country-wide Connecting STEM Teachers programme (2014-2019). **Khan-Evans** advised Education Minister Elizabeth Truss on Classics Education in 2014 and contributed to the *Carter Review of Initial Teacher Training* (2015).

International research collaborations include an SSHRC-funded project on assessment education for teachers with Queensland University of Technology, the University of Waikato, Queen's University, and University of New Brunswick (**Harrison**); and a British Academy-funded collaboration on academic writing for publication with Griffith University and the Rajiv Gandhi National Institute of Youth Development (**Hutchinson**).

International advisory work includes **Rundblad's** contributions to: new and improved best practice guides and procedures on health and risk communication by Public Health England, Health Canada, New South Wales Health and the US Environmental Protection Agency; new communication on water contamination toolboxes distributed internationally by the US Centers for Disease Control and Prevention and the Water Research Foundation; and WHO's water safety plans.

Globalisation & Identity

National research collaborations include: ESRC research on third language acquisition with the University of Southampton (**Puig-Mayenco**); a collaboration with English for Action and Tower Hamlets College, translating ECS' research on diasporic identities into community-responsive pedagogies (**Cooke**); and the newly established **King's International Education Research Network** fostering collaborations on education policy and practice in a global context (**Szczepek Reed**).

National advisory work includes advice on EAL learners. **Puig-Mayenco** advised on the founding of the Spanish school for bilingual children, Hispanolandia, in Reading (2018-19). ECS also hosts the **Hub for Education and Linguistic Diversity**, which provides support and advice to multiple agencies to improve English language learning in multilingual contexts (**Cooke, Leung, Rampton**).

International research collaborations include a longstanding partnership on linguistic citizenship and multilingualism with the Universities of Western Cape and Pennsylvania (**Cooke, Georgakopoulou, Leung, Rampton**); internally funded work on language planning and multilingualism with the University of The Gambia and the Ministry of Secondary and Basic Education, The Gambia (**Ancarno**); and internally funded work on conversational Arabic with the Hebrew University of Jerusalem (**Szczepek Reed**). **Georgakopoulou** is part of an international research network on language variation in digital contexts with Hamburg University, and a UKRI/GCRF-funded hub: **Accelerating Achievement for Africa's Adolescents** with the Universities of Oxford and Cape Town. Research with Queen's University, Canada, the University of Birmingham and The Ministry of Justice, Nigeria on the scale and impact of sexual exploitation of women and children in international development settings has brought together perspectives from forensic science, law and history (**Driscoll**).

International advisory work includes **Ancarno's** role as advisor to the Ministry of Basic and Secondary Education, The Gambia, the West African Examinations Council and the NGO, Effective Intervention, on literacy education for primary school children. **Elfert** is a consultant to UNESCO, including advising on its 2015 report, *Rethinking education: Towards a global common good?* and its SDG4 (lifelong learning) policy initiatives. **Georgakopoulou** has advised on the social media applications of her storytelling research for the contextual advertising platform, Video Intelligence, and the educational voice feedback platform, Mote.

Diversity, Inclusion & Social Justice

National research collaborations include a study of inequalities in post-16 transitions involving a wide range of partners, including the Edge Foundation, the DfE, CBI, TUC, Disability Rights UK, Stonewall and Youth Employment UK, responding to the UK Industrial Strategy and combining sociology, philosophy and labour economics (**Bayrakdar, Gewirtz, Maguire, Winch**). An internally funded collaboration with the University of Bedford, Metropolitan Police, and London-based Children's Services investigated the implications of COVID for child protection, with follow-on ESRC IAA funding used to build relationships with national agencies to create professional development and advocacy materials (**Driscoll, Hutchinson**).

National advisory work focuses, e.g., on children and young people in the UK. **De St Croix** advised DCMS on youth services evaluation, and her research was used in an All-Party Parliamentary Group on Youth Affairs report to evidence the need for youth services; **Driscoll** served as reviewer for the Home Office *Independent Inquiry into Child Sexual Abuse* (2019); and **Mansaray** advised and produced a report for the London Borough of Hackney on their ten-year *Improving Outcomes for Young Black Men* strategy (2015-2016).

International research collaborations include Leverhulme-funded work on the impact of crises on child protection services with Makerere University and TPO Uganda (**Driscoll**) and British Academy-funded research on child marriage with the UNICEF MENA regional office, the Lebanon Ministry of Social Affairs, the Jordan National Council for Family Affairs, Al-Balqa Applied University and the Lebanese University (**Hutchinson**).

International advisory work includes **Hutchinson's** ESRC IAA-funded work with Terre des Hommes Jordan and Lebanon to develop a model of internal knowledge exchange and participatory programme development with frontline staff. **Hutchinson** also contributed to the development of the Regional Accountability Framework of Action on Ending Child Marriage in the MENA region (2018) and its review (2020). **Driscoll** advised the NGO 'shadow' submission to the UN Committee on the Rights of the Child (2015), which significantly contributed to changes to Relationships and Sex Education through the Children and Social Work Act 2017.

Wider contributions to the research and practitioner base

ECS researchers advance and support their research fields through wider professional activities, such as editorships, refereeing, and contributions to national and international societies. They advance practitioner expertise through CPD and leadership contributions to a range of professional organisations. Selected examples of editorial contributions are **Wingate's** and **Coffey's** co-editorships of *Language Learning Journal* (2011-2015; 2015-2019). **Dewey** is the editor of the *Journal of English as a Lingua Franca* (2018-present). **Elfert** is co-editor of the *Journal of Contemporary Issues in Education* and submissions and book review editor of UNESCO's academic journal, *International Review of Education*. **Georgakopoulou** is co-editor of the book series, *Routledge Research in Narrative, Interaction, and Discourse* (2018-present). **Leung** is co-editor of *Language Assessment Quarterly* (2017-present). **Maguire** is deputy editor of *Journal of Education Policy* (1993 -present). De St Croix is co-editor of *Youth and Policy* (2010-present). **Ogiermann** was associate editor of the *Journal of Pragmatics* (2014-2018). **Rampton** was co-editor of the book series, *Encounters* (Multilingual Matters, 2005-2020). **Richardson** is editor of the National Association for Language Development in the Curriculum's *EAL Journal* (2019-present). Selected examples of refereeing work include **Ellis** and **Leung's** membership of the Hong Kong RAE Education Panel (2014 and 2020) and **Santori's** membership of the UKRI GCRF Global Engagement Networks panel (2019). **Driscoll** served as reviewer for British Academy/GCRF's *Education & Learning in Crises* Programme (2020). **Cribb** served on the Health Foundation's COVID Research Grant Committee (2020). **Rampton** was an ESRC Doctoral Training Partnership Commissioning Panel member (2016). **Georgakopoulou** chaired the Academy of Finland's Linguistics panel in 2020.

Colleagues' wide-ranging contributions to CPD include regular workshops and seminars on teacher development organised by the **Centre for Innovation in Teacher Education and Development**, a collaboration with Teachers College, Columbia University (**Ellis, Harrison**). **Coffey** has collaborated with Lambeth Teaching Alliance on a series of CPD events using language autobiographies to develop plurilingual awareness (2014) and using literary texts and translation to promote multilingual creativity (2017). **Coffey** has also run an annual CPD day in London for UK foreign language assistants and teachers (last hosted at the British Council in 2020). **Gibbons** has provided teacher education professional development for OCR (2017), the English and Media Centre (2017), Harris Academies (2017), and NATE (2016-2017). **Harrison** has delivered CPD on formative assessment domestically and internationally through MOOC courses for the National STEM Learning Centre (2017-present). **Jones** organised CPD events on Assessment for Learning for Icelandic teachers at King's funded by the Icelandic Government (2018). **Kemp** provided teacher CPD in 3D animation for TechPathways London (2020). **Khan-Evans** organised national CPD events for Latin and Greek teachers in London and Manchester (2018-2019). The **Hub for Education and Linguistic Diversity** provides half-day ESOL CPD events with English for Action and the Bell Foundation (**Rampton, Cooke and Leung**). **Rundblad** presented at two specialised water industry CPD workshops on communication in Salt Lake City (2015) and San Diego (2016).

Contributions to national and international societies include **Harrison's** role as Chair of the Association for Science Education (2014-15) and its International Group. **Hay** is a Society for Research into Higher Education Governing Council member. **Elfert** is Co-Chair of the Globalisation & Education SIG of the Comparative and International Education Society. **Healy** is Coordinator of the National Working Group on Inclusion, Difference and Mathematics Education for the Brazilian Society of Mathematics Education, and **Cribb** is a Board member of the Faculty of Pharmaceutical Medicine, Royal College of Physicians. The following are Fellows of the Academy of Social Sciences: **Gewirtz, Leung, Rampton, Brown** (Emeritus), and **Cook** (Emeritus).