

| | | |
|---|---|--|
| Institution: University of Oxford | | |
| Unit of Assessment: 29 Classics | | |
| Title of case study: Classics in Communities: Improving collaboration for Classics education in primary and secondary schools, nationally and internationally; bridging the gap between teaching, learning, and policy | | |
| Period when the underpinning research was undertaken: September 2013-January 2020 | | |
| Details of staff conducting the underpinning research from the submitting unit: | | |
| Name(s): | Role(s) (e.g. job title): | Period(s) employed by submitting HEI: |
| Dr Arlene Holmes-Henderson | Research Fellow in Classics Education | May 2014-December 2020 |
| Dr Mai Musié | Outreach Officer in Classics Faculty (to Dec 2016) then Public Engagement Manager | August 2012-present |
| Period when the claimed impact occurred: 1 September 2013 to 31 December 2020 | | |
| Is this case study continued from a case study submitted in 2014? N | | |
| 1. Summary of the impact (indicative maximum 100 words) <p>This research project measured the effect of learning Classical languages on children's cognitive development. More than 80 teachers received Classical language pedagogy training, resulting in improved professional knowledge and competency. More than 60 UK schools have enriched their curriculum by introducing Latin and/or Classical Greek, and a new initial teacher training programme has been established based on these research findings. Internationally, learners, teachers and parents are supported with multiple digital resources, and 2 new Classical schools in the UK and the USA have secured permission to open, directly influenced by this demonstration of the value of Classics in contemporary education.</p> | | |
| 2. Underpinning research (indicative maximum 500 words) <p>The research responded to a change in UK public policy. In 2014, the Department for Education in England included Latin and Ancient Greek in the national curriculum at Key Stage 2 (children aged 6-11). For the first time, schools could deliver the national curriculum by teaching a Classical language instead of, or alongside, a modern language. However, many schools were reluctant to do so because their teachers had not had access to the study of Latin and Greek at school and thus lacked confidence to teach a new language in the primary classroom. The researchers, Holmes-Henderson, an expert in Classics pedagogy, and Musié, an expert in public engagement, identified this opportunity to conduct research to determine the impact professional development in the Classical languages had on teachers' wider professional practice, so as to inform future upskilling of primary teachers interested in offering Classical languages [R4, R6]. This early research revealed that teachers particularly valued Latin as a means to boost English literacy [R3, R6].</p> <p>The researchers reacted by creating a package of resources to teach Latin, adapted to the literacy standards for Key Stage 2. They worked in partnership with UK teachers and others to co-ordinate seven training workshops in Belfast, Glasgow, Birmingham, Cambridge, Oxford, London and Swansea (2014-15) to provide pedagogical training in both Latin and Greek for primary teachers and teaching assistants. These teachers later expressed the desire to join the project [E1, E2, E5, E9] from 2015 to 2019 to measure the impact of learning Latin on children's literacy skills. This was the first collaborative, practice-based research of its kind in the UK,</p> | | |

building on research conducted in the US in the 1970s (e.g. Bowker 1975, Masciantonio 1977, Mavrogenes 1977), but adding new areas of investigation e.g. urban and rural schools.

They used the collected quantitative and qualitative data to rewrite the role of Classical languages in the school curriculum [R2]. Their book *Forward with Classics: Classical languages in schools and communities* [R1] presents case studies of innovative practice in Classics education from around the world and has received positive reviews from both teachers and academics. It is widely credited by headteachers and senior leaders [E1, E2, E3, E4, E5, E9, E10, E12] as the driver of curriculum change in the UK and abroad.

The research demonstrates that Latin should not be stereotypically viewed as an exclusively elite preserve [R1, R2, R3, R4, R5], but unlocks the most significant literacy progress for those who have special educational needs, receive the pupil premium and/or learn English as an additional language [R6]. Latin helps bridge the cognitive gap at Key Stage 2, and the results of this study have been used by teachers and senior leaders in schools all over the UK as evidence for the introduction or expansion of Classics in the curriculum [E1, E2, E3, E4, E5, E7, E9].

3. References to the research (indicative maximum of six references)

Please note: All co-authors with Holmes-Henderson and Musié are teacher-collaborators, unless specified.

- R1. [Edited Book, available on request] A. Holmes-Henderson, S. Hunt [University of Cambridge] and M. Musié, (2018 eds), *Forward with Classics: Classical languages in schools and communities*, London: Bloomsbury Academic. ISBN: 9781474297677.
- R2. [Chapter, available on request] A. Holmes-Henderson & K. Tempest [University of Roehampton] (2018) 'Classics and twenty-first-century skills' in A. Holmes-Henderson, S. Hunt and M. Musié (eds), *Forward with Classics. Classical languages in schools and communities*, London, 231-241. ISBN: 9781474297677.
- R3. [Chapter, available on request] A. Holmes-Henderson (2017) 'Classical subjects in schools: a comparative study of New Zealand and the United Kingdom' in D. Burton, S. Perris and J. Tatum (eds), *Athens to Aotearoa: Greece and Rome in New Zealand Literature and Society*, Victoria, NZ, 326-346. ISBN: 9781776561766.
- R4. [Journal Article] A. Holmes-Henderson, A. Mitropoulos (2016), 'A celebration of Greek language and culture education in the UK', *Journal of Classics Teaching*, Vol. 17, 34: 55-57. DOI: [10.1017/S2058631016000258](https://doi.org/10.1017/S2058631016000258)
- R5. [Chapter, available on request] A. Holmes-Henderson (2016), 'Responsible citizenship and critical skills in Scotland's Curriculum for Excellence: the contribution of Classical rhetoric to democratic deliberation', in P. Carr, P. Thomas, B. Porfilio and J. Gorlewski (eds), *Democracy and decency: what does education have to do with it?*, Charlotte, NC, 213-228. ISBN: 9781681233246.
- R6. [Journal Article] A. Holmes-Henderson (2016), 'Teaching Latin and Greek in primary classrooms: The Classics in Communities Project', *Journal of Classics Teaching*, 17(33): 50-53. DOI: [10.1017/S2058631016000131](https://doi.org/10.1017/S2058631016000131)

Significant research awards:

Research and Public Policy Partnership (Higher Education Innovation Fund) for GBP4,925 between Holmes-Henderson and the Department of Education (awarded October 2020) for 'Improving language teaching in primary schools: applying research evidence to fill gaps in policy delivery' to advise on Ancient Languages curriculum policy design and delivery.

Strategic Priorities Fund for Research Engagement (Awarded to Holmes-Henderson (PI) in December 2020) for 'Speak for change: enriching the Oracy All-Party Parliamentary Group inquiry and report'. Reference number 0010378. Amount awarded GBP23,200

4. Details of the impact (indicative maximum 750 words)

Training and professional development of teachers to introduce Greek and Latin

The project has provided training in how to teach Latin and Greek to approximately 80 teachers around the UK since 2014. This has resulted in more than 2,000 additional pupils per year learning Latin and/or Greek [R6], and the social, cultural and cognitive benefits which the research shows this brings [R1, R2, R5, R6].

A teacher from Fairstead House School, Newmarket, after attending the Cambridge training course, successfully introduced Greek to Year 3-5 pupils (aged 7-9) and went on to create a cross-curricular project which centred around an archaeology excavation: 'The impact for my professional development has been to ... improve my practice; I have learned how language and role-playing could bring a distant time and place to life in the classroom to support high levels of attainment for all pupils, regardless of background or prior attainment levels. The children have benefitted by improving links within the community, as they have worked with the museum, and will present their completed vase animations in a public and community school assembly' [E5]. This was motivated by 'The Symposium', the film output of the researchers' collaboration with the Ashmolean Museum and the Panoply Vase animation team in August 2016, viewed more than 25,000 times online [E6], which also gives teachers effective multi-media support (storyboard sheet, drawing worksheet and terminology help) for teaching Greek culture in the classroom [E13].

A secondary school teacher in Aberdeen comments that 'being able to draw on specific research of this calibre has enabled me to 'sell' the subject to senior management, and be able to supply specific evidence to make the case for the introduction of Classics in the school' [E9]. She has found the research [R1] 'very beneficial to my own teaching practice' [E9].

Motivated by the underpinning research, teachers in independent schools have also changed their practice by establishing partnerships with state schools to promote the teaching of Classical languages in local primary schools. For example, a teacher at Streatham and Clapham High School teaches Latin to 59 Year 6 pupils at Streatham Wells Primary school and has done so since 2017 [E1].

Improving the school curriculum nationwide

The project has resulted in a series of concrete impacts on pupils in the schools where Holmes-Henderson has assisted to implement curriculum changes. In addition to leading to the introduction of Classical Greek in some schools [E5], the research from Classics in Communities has also directly influenced the teaching of Latin at Christ Church Streatham Church of England Primary school [E1], where 'over the last 3 years (2016-19), 86 Year 5 pupils (100% of the cohort) have studied Latin and 'the teachers and pupils have felt that this had a positive impact on literacy, knowledge of the Roman world and self-esteem' [E1]. In schools such as Beauchamp College in Oadby, Leicestershire, no other new unit added to the curriculum has been as successful as the one generated by the Classics in Communities project: 'I pitched an idea to the heads of all the secondary schools in the trust [...], using evidence and statistics from the book in order to produce a research based argument that all year 7 students should follow an extended Classical Civilisation unit [...]. Without the research and the evidence base that I took from *Forward With Classics* [R1], I think it would be very unlikely that this project would have been given the go ahead [...] this has been the most popular with students, parents and teachers alike [...]. We have found that access to Classical literature has been particularly impactful with children in groups often described as reluctant readers – boys and those with SEN. On the back of this, we are now offering Classical Civilisation as a GCSE option from 2020 onwards' [E4].

Because the researchers raised the profile of Classical languages in primary schools so successfully [E1, E2, E10], the national charity Classics for All changed its awarding priorities. Prior to this research, they concentrated grant-giving to secondary schools but since 2015, they have supported more primary schools each year (a 30% increase between 2017 and 2018) believing that 'early access to classics is a key factor in encouraging demand for classics in secondary schools' [E7].

Public policy influence: providing research evidence to the Department for Education and supporting Coventry University to establish new initial teacher education programme in Classics

Demand for Classics teachers exceeds supply (Hunt 2013). Holmes-Henderson has supported Professor Geraint Jones and his team (2018-2020) in their efforts to establish a School of Education at Coventry University, working closely with the Department for Education via a Research and Public Policy Partnership [E13] to expand national provision for Initial Teacher Training in Classics. This is the first time in over a decade that a University in England has been granted accreditation to do so. The Head of Academic Programmes (Secondary) notes: 'Dr Holmes-Henderson's research identified both a demand for Classics in schools but also a lack of supply of qualified teachers. At Coventry University, we have used [her] research to establish a new teacher training programme in Latin with Classics (PGCE) which we hope will go some way to bridging this gap [...] Dr Holmes-Henderson's book *Forward with Classics* [R1, R2] is required reading for all our trainees, as are her published articles on the Classics in Communities project [R4, R6] as these are significant contributions to the field of initial teacher education in Classics' [E12]. Coventry's expansion of teacher training has increased national capacity of specialists with Qualified Teacher Status by 35% (71 places have increased to 96). Holmes-Henderson's research has directly bridged the gap between policy support for Latin and Greek in the 2014 National Curriculum and the supply of qualified teachers to deliver all four Classical subjects [E14].

The Covid-19 pandemic has exacerbated educational inequalities. Dr Holmes-Henderson has further helped to fill gaps in language education policy delivery by sharing the underpinning research [R1, R3, R6] as a Knowledge Exchange Fellow with the UK Government and UK Parliament.

The approval of new Classical schools: supporting educational improvement in the UK and abroad

The project's research has resulted in securing permission for the opening of new schools such as Lionheart Academy's new free school in Leicester, the first specialist Classics school in the UK 'in an area of high social deprivation [...]. There were six other bids but it was the message that Classics acts as a means for social justice which was grounded in the research from *Forward With Classics* and in our proven success at our schools [...] that meant ours was the successful offer' (Director of English, Lionheart Academy Trust) [E4]. In addition, the underpinning research has influenced the opening of Cornerstone Classical Academy in Jacksonville, Florida, anticipating 552 students in the first year, with a plan to reach 1128 students by 2026 [E3]. The research [R1, R2, R5, R6] had a direct role in the opening of Cornerstone Classical Academy: 'While writing our application, Dr. Arlene Holmes-Henderson provided valuable research to support our claims of the benefits of teaching Latin in the 21st century [...]. Also, we needed to provide a strong case that Latin benefits students with learning disabilities such as dyslexia and she did just that' [E3].

Colleagues at the University of Stellenbosch, South Africa have introduced a 'Latin for literacy and social cohesion' project following contact with Holmes-Henderson in March 2018 when she completed an Africa-Oxford Visiting Fellowship [E13]: 'Inspired by Classics in Communities, we aim to introduce Latin not as a language of the elite, but as a democratising practical tool in the learning of language and literacy [...]' [E11]. Slovenia has retained Classical languages in its curriculum and has introduced Classical rhetoric at the primary level [E8]. Dr Janja Zmavc (Educational Research Institute, Ljubljana) credits the project's research with facilitating these strategic national educational developments: 'the research [R1, R5] of Dr Holmes-Henderson on the links between Classical rhetoric and current important education topics were very valuable [...] and were presented within the Expert Committee for Social and Citizenship Competencies in Education which was organised by [the] Slovenian Ministry of Education on 6th December 2019'. [E8] Rhetoric is a new, compulsory subject in the curriculum (Zagar 2019).

The Classical Association of Ireland, in collaboration with University College Dublin and Trinity College Dublin, has used the underpinning research [R1, R2, R4, R6] to amplify their policy conversations with the National Council for Curriculum and Assessment: 'Dr. Arlene Holmes-Henderson's research...has given us some new methods to consider. [Her] expertise has helped us to both create and implement [a new] strategy as to how we can build up the profile of Classics nationally, recruit teachers, and promote the educational benefits of the subject.' [E10] Dr Holmes-Henderson visited Ireland in October 2018 to share her research findings at the

annual conference for teachers in Mullingar and provided expert feedback on the revised Junior cycle Classics certificate in May 2019 [E10].

5. Sources to corroborate the impact (indicative maximum of 10 references)

Please note: all contributors have given permission to be named below.

- E1. Letter, Assistant Headmaster, Streatham and Clapham High School, 24 July 2019
- E2. Letter, Headteacher, St. John's Catholic Primary School, Banbury, 25 June 2019
- E3. Letter, Founding Board President, Cornerstone Classical Academy, Florida 25 July 2019
- E4. Letter, Director of English for Lionheart Academy Trust, Leicestershire, 25 July 2019
- E5. Letter, Year 5 Teacher, Fairstead House School, Newmarket, 18 July 2019
- E6. Letter from co-creator, Panoply Vase Animation Project, 30 Aug 2019 describing collaboration with Classics in Communities on the project. The Vase Animation Project: <https://classicsincommunities.web.ox.ac.uk/panoply-symposium-animation-project>
- E7. Classics for All collaboration, research, and engagement with Classics in Communities
 - 7.1 Letter, Programme Director, Classics for All, 25 June 2019
 - 7.2 CFA annual report 2018
https://classicsforall.org.uk/sites/default/files/uploads/Annual%20reports/CFA%20Report%20and%20Financial%20Statements%202018_SIGNED.pdf
- E8. Letter, Head, Centre for Discourse Studies in Education and Associate Professor in Linguistics, Educational Research Institute, Slovenia, 24 Jan 2020
- E9. Letter, Principal Teacher of Developing the Young Workforce, Mackie Academy, Stonehaven, Scotland, 30 Jan 2020
- E10. Letter, Chairperson of Classical Association of Ireland Teacher's Branch, Dublin, Ireland, 13 Feb 2020
- E11. Letter, Lecturer in Ancient History, Stellenbosch University, South Africa, 22 Jan 2020
- E12. Letter, Head of Academic Studies, National School of Education and Teaching, Coventry University, 24 June 2020
- E13. **Online engagement evaluation report – Classics in Communities (CiC)**
 - i. Classics in Communities project website statistics 2018-2019
 - ii. Blogs/articles related to project research
 - iii. Latin and Greek pedagogical video views
 - iv. Vase animation Project: data, articles, and viewer figures
 - v. Forward with Classics podcast with TORCH
 - vi. Latin and Greek Teaching and Learning and Resources
 - vii. Dr Arlene Holmes-Henderson's blog posts
 - viii. *Forward with Classics* YouTube (TORCH) and podcast (APGRD)
- E14. Coventry PGCE Gov.uk website entry