

<b>Institution: Manchester Metropolitan University</b>		
<b>Unit of Assessment: C23 Education</b>		
<b>Title of case study: Empowering teachers through transformative pedagogies</b>		
<b>Period when the underpinning research was undertaken: 2010-2020</b>		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b>	<b>Role(s) (e.g. job title):</b>	<b>Period(s) employed by submitting HEI:</b>
Linda Hammersley-Fletcher	Reader	2010-present
Peter Hick	Principal Lecturer	2003-present
Moirra Hulme	Professor	2016-present
Cathy Lewin	Professor	2001-present
Sarah McNicol	Research Associate	2013-present
Karen Pashby	Reader	2016-present
<b>Period when the claimed impact occurred: 1 August 2013-31 December 2020</b>		
<b>Is this case study continued from a case study submitted in 2014? No</b>		
<p><b>1. Summary of the impact</b></p> <p>A programme of research in teacher education at Manchester Metropolitan has driven developments in research-based policy and practice in over 30 countries, directly informing the practice of nearly 50,000 teachers and benefitting 2,000,000 students. Curriculum enquiry and pedagogical research have supported teachers to deliver global citizenship education, embed inclusion and ICT, and lead school improvement. Significant impacts include the international development of global issues teaching; the international development of teachers' digital pedagogy; national policy development in teacher education for inclusion; and regional and local strategies for early career support and professional development.</p>		
<p><b>2. Underpinning research</b></p> <p>This case study reports a significant programme of research into teachers' professional learning and development. The research programme has addressed the urgent challenge of preparing learners for 21st century global citizenship, equipping teachers to meet diverse learner needs, use technology, and improve quality in research-engaged schools. The research has provided insights into how to develop teachers' pedagogies and how best to support teacher induction and professional enquiry.</p> <p>United Nations Sustainable Development Goal (UNSDG) 4.7 states that all learners must access quality education for sustainable development and global citizenship. <b>Teaching for sustainable development through ethical global issues pedagogy</b> (2018-19 G1) investigated new teaching approaches to challenge the tendency in the 'Global North' to reproduce colonial systems of power. Pashby and Sund (Örebro University) engaged in collaborative research with secondary teachers to explore how well educators are supported to engage critically with ethical global issues [1]. The research proposed, tested and mobilised a framework for ethical global issues pedagogy. The group undertook critical literacy activities to develop effective pedagogical strategies. Observation and interviews explored how practitioners translated new ideas and strategies in their professional practice. Pashby, <i>et al.</i>, identified significant possibilities and challenges that teachers face in balancing a critical and constructive approach along with negotiating mainstream political tensions within classrooms and schools.</p> <p>Hick and Solomon, <i>et al.</i>, investigated how to strengthen approaches to inclusive education within the Irish system of teacher education. <b>Initial Teacher Education for Inclusion</b> (2015-18, G2) examined the professional preparation of beginning teachers for diversity and inclusion. This project is the first system-wide study of ITE for inclusive teaching in Europe. The research followed the progress of a cohort of graduating teachers through their first two years in the classroom using the European Agency for Special Needs and Inclusive Education profile of inclusive teaching. The research identified a significant drop in self-efficacy on transition from initial teacher education to induction. Analysis of programme materials, teacher educator and school principal interviews indicated that prospective teachers, and those who support them, are under-prepared to respond to increasing diversity in communities and classrooms [2].</p> <p><b>Innovative Technologies for an Engaging Classroom</b> (iTEC, 2010-2014, G3) was a 'flagship' EU FP7 project designed to scale up the use of technology in European classrooms. The project involved 1,000+ teachers and 50,000 students across 20 European countries. Teachers</p>		

and other educational stakeholders were supported to develop and embed the use of digital technologies in teaching and learning in school classrooms. The public outputs included the Future Classroom Toolkit: materials and a process that produces pedagogical scenarios and learning activities. These are used by school leaders and teachers to rethink classroom pedagogy and increase the use of technology. Lewin and McNicol's research informed the refinement of the toolkit through five iterative cycles of development and piloting. Findings led to simplifying the toolkit, including more guidance, making its presentation more accessible and interactive, clarifying complex terminology and the inclusion of exemplars [3].

In 2018, the Education Endowment Foundation (EEF) appointed Lewin to review meta-analyses of the impact of technology on attainment in schools: **Digital technology and attainment in schools: A systematic review** (G4). This review [4] synthesised current quantitative evidence organised around core subject areas and pedagogical uses of technology. It concluded that technology can have a positive impact on mathematics, literacy, science, and foreign and second language learning. The research showed that simulations and modelling have a moderate, positive impact on mathematics and science learning. It also showed that technology with instructional support, such as scaffolding and feedback, is beneficial.

Support for new teachers is vitally important in enhancing teaching quality, promoting teacher well-being and reducing high rates of early career attrition. With the UK and Ireland Teacher Education Group, Hulme conducted cross-national research on early professional learning across five nations. In 2019, Hulme investigated the effectiveness of different components of **induction support** for new teachers in Wales (G5). The research identified the need for educative induction mentoring and a networked mentorship strategy that was developmental rather than judgemental, constructivist-oriented and focused on pedagogical skills. Extending earlier research in Scotland, the research highlighted the negative impact of insecurity of tenure on novice teachers' professional learning, the important brokerage role of the external independent mentor, and the benefit of sustained collaborative professional learning beyond the employing school. [5]

Hammersley-Fletcher has promoted innovative teacher development through ongoing research partnerships with staff across the career life course, from newly-qualified teachers through to Chief Executive Officers. From 2014, Hammersley-Fletcher researched and led practitioner enquiry across two multi-school groupings with combined pupil numbers of 11,700. Embedding deep understandings of practice through research-informed **Change Management** (G6), action research and the use of theory, the work ignited capacity for professional enquiry and debate. This promoted the professional growth of over 140 school staff from the Griffin Schools Trust. A parallel programme with The Empower Teaching Schools Alliance engaged over 120 teachers over eight years. Hammersley-Fletcher established research and development teams, and change programmes, with direct implications for classroom and leadership practices. [6]

### 3. References to the research

- [1] Pashby, K, and Sund, L. (2020). Decolonial options and challenges for ethical global issues pedagogy in northern Europe secondary classrooms. *Nordic Journal of Comparative International Education*. 4(1), 66-83. DOI:10.7577/njcie.3554.
- [2] Mintz, J., Hick, P., Solomon, A., Matziari, Y., Ó'Murchú, F. *et al.* (2020). The reality of reality shock for inclusion: How does teacher attitude, perceived knowledge and self-efficacy in relation to effective inclusion in the classroom change from the pre-service to novice teacher year? *Teaching and Teacher Education*. 91, 10.1016/j.tate.2020.103042
- [3] Lewin, C. and McNicol, S. (2015) 'The Impact and Potential of iTEC: Evidence from Large-Scale Validation in School Classrooms' in van Assche, F., Anido, L., Griffiths, D., Lewin, C. & McNicol, S. (eds) (2015) *Re-engineering the uptake of ICT in Schools*. Charn, Switzerland: Springer. Future Classroom Toolkit is available here: <https://fcl.eun.org/toolkit>
- [4] Lewin, C., Smith, A., Morris, S. & Craig, E. (2019). Using digital technology to improve learning: Evidence review. London: Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/>
- [5] Beauchamp, G., Clarke, L., Hulme, M. & Murray, J. (2015) Teacher Education in the UK Post-Devolution: Convergences and Divergences, *Oxford Review of Education*, 41(2), 54-170.
- [6] Hammersley-Fletcher, L., Clarke, M. and McManus, V. (2018) Agonistic democracy and passionate professional development in teacher-leaders. *Cambridge Journal of Education*, 48(5), 591-606.

**Key funding:**

- G1 Pashby, K. (PI), Sund L. Teaching for sustainable development through ethical global issues pedagogy: Participatory research with teachers, British Academy, 2018-2019, GBP36,219.
- G2 Hick, P. (PI), Solomon, Y. (Co-I) Initial Teacher Education for Inclusion (ITE4I), NCSE, Ireland, 2015-18, EUR173,000.
- G3 Lewin, C. (PI) Innovative Technologies for an Engaging Classroom (iTEC), 2010-2014, EUR9,450,000, EUR510,000 to Manchester Metropolitan, European Commission/FP7, Project ID: 257566.
- G4 Lewin, C. (PI), Digital technology and attainment in schools: A systematic review, Education Endowment Fund (EEF), 2018, GBP21,898.
- G5 Hulme, M., Ainsworth, S. and Haines, B., Support for Newly Qualified Teachers, Education Achievement Service (EAS), 2019, GBP23,000.
- G6 Hammersley-Fletcher, L., Cumulative funding from Griffin Schools Trust and Empower Teaching Schools Alliance/Ambition School Leadership 2015-20, GBP111, 426.

**4. Details of the impact**

The research programme has prepared learners for 21st century global citizenship, equipping teachers to meet diverse learner needs, use technology and improve the quality of teaching and learning in research-engaged schools. Impact derives from the programme's close engagement with teachers and policymakers throughout the design and conduct of the research at international, national and local level, along with a common focus on the production of resources, guidance, exemplars and the iterative testing of new approaches with teachers.

**Teaching for sustainable development through ethical global issues pedagogy:** Pashby and Sund created a set of principles for practice and a professional development resource to support global citizenship education. Developed and tested in Europe, the resource is now used internationally across curricular areas to address topics ranging from climate change and decolonisation to sweatshops. The Head of Research for the Toronto District School Board (245,000 students, 583 schools) uses the resource to promote the global competencies agenda and develop critical reflexivity among teachers. The University of Toronto School (650 students) has embedded it in its global citizenship curriculum. The International Baccalaureate (IB) Global Centre used Pashby's work to develop draft descriptors for the transdisciplinary themes as part of a review of the IB curriculum, shaping its 1,884 Primary Years programmes worldwide. Ireland's national Global Citizenship Education programme for post-primary schools also adapted the material for its 'How to..' guide (2020) and used it in training sessions to develop the confidence and capacity of 140 teachers. They found the resource helped to lead teachers and students *"to answers that led to the real root causes of poverty and injustice in a way that other tools did not"*. Educators using the resource report: *"students have deeper understanding of issues and their complexity"* and that *"it has helped lower performing students to understand step-by-step different aspects of big issues, such as climate change"*. SALVE (Support and Love via Education) International, a UK and Ugandan charity, now deploys the resource in its online discussion programme, to address questions of inequality chosen by children. **[A]**.

In 2020, the Chair of the EU sponsored Bridge 47 Network invited Pashby to join the drafting committee for a European Road Map for achieving SDG 4.7, providing research insights on global citizenship in formal education. She worked with the network and IDEAS Scotland to develop the Development Education contribution to the 2021 UN Climate Change Conference ([COP26](#)). She has used the resource to train members of the Austrian Global Citizenship Education Strategy group, including representatives from NGOs, the Ministry of Education and the Austrian Development Agency. With Vis and Faulkner (D32 Art and Design), Pashby has also applied learning from global citizenship education to tackle the issue of visual disinformation. They produced an online resource (Questioning Images) with NGO CIVIX as part of the flagship Student Vote programme for the 2019 Canadian Federal Elections. Over 1.2 million young people and 25,000 teachers accessed it, reaching 70% of all schools in Canada. It was also used in the Voto Estudiantil (VE) curriculum for the 2019 Local Elections in Colombia, which was accessed by 603 teachers on 220 campuses, with a potential reach of over 76,000 students. The CIVIX team observed an increase in critical-thinking skills amongst students who engaged **[B]**.

The **Initial Teacher Education for Inclusion** project informed the Teaching Council of Ireland's (TCI) re-accreditation of programmes. The TCI Director commented that it: *"provide[d] a solid research basis, both in terms of the increased emphasis on inclusive education in the*

*Standards policy, the definition of inclusive education, and how we believe school placement should align more helpfully with programme content, school context and learners' needs".* As a result of the research, inclusive pedagogy is embedded across the ITE curriculum, Newly Qualified Teacher induction processes, and the framework for continuing professional learning in Ireland. Inclusive education is prominent in a coherent Standards framework that stretches from Céim (ITE) to Droichead (induction) to Cosán (CPD) (from step to bridge to pathway). The knowledge generated through the project is embedded within the *Céim: Standards for Initial Teacher Education* (2020), which places inclusive education at the core of all ITE programmes in Ireland from 2022. The revised programmes will benefit 1,300 teachers who train to teach in Ireland each year. Inclusion is one of six key learning areas within the *Cosán National Framework for Teachers' Learning*. Implementing Hick and Solomon's recommendations, the revised framework supports teachers' ongoing professional learning for inclusion by creating space for collaboration and access to specialist support [C].

ITEC research shaped the Future Classroom Toolkit (FCT) into a usable change management tool. Evidence of its positive impact on teachers and students (e.g. digital skills, attainment) provided a strong rationale for embedding it in teachers' professional development programmes across Europe, leading to wider realisation of these benefits. *'The solid evidence gathered and effectively communicated had a considerable impact in the years after the project's formal end.'* The FCT was used in nine follow-on projects led by European Schoolnet [4]. They directly involved 1,057 teachers from 26 European countries, developing their digital pedagogy and enhancing teaching for 23,275 students. Evaluators on the Creative Classroom Labs (2013-2015) project concluded that the scenario development process was critical and that: *"It is evident from the observation visits that this has led to the change of practice"*. A Massive Open Online Courses (MOOC) course from the Europeana project, which includes a module on designing learning scenarios, involved 4,764 teachers with an estimated reach of 57,000 students. Ambassadors from 15 European countries promote the FCT through CPD events, particularly in Hungary, Finland, France and Portugal. To date, Portugal has organised 458 events involving 13,846 teachers, reaching 138,460 students. In August 2020, Hungary accredited a course for teachers on the FCT, endorsed by The State Secretary for Education [D].

**The Digital technology and attainment in schools review** formed the basis of the EEF guidance report 'Using Digital Technology to Improve Learning,' which uses research to help teachers to identify the most effective ways to integrate technology into the classroom. It has received 31,832 unique page views in the UK, Australia, U.S, Holland, France, Malaysia, UAE and Canada (29.03.2019 – 30.11.2020). The report has been widely cited as an important resource (e.g. The Australian Department of Education, Victoria, Nuffield Foundation, Nesta). Children's communication charity iCAN used it to support its response to the Oracy APPG inquiry (2019) [E]. It also provides an evidence base for decision-making in schools. For example, The British International School, Abu Dhabi, invested in OneNote and Century to support modelling/explanation and feedback on the basis of the *"conclusive evidence"* in the report. It led Learn-AT Teaching School to invest in specialist assessment software and informed changes in practice around feedback and modelling at River Multi Academy Trust's 14 schools. The de Ferrers Trust cites it in the Feedback and Marking Policy for its five schools [F].

The research gained heightened importance with the switch to remote learning during the Covid-19 response. It informed two rapid evidence assessments (Edtech Hub consortium and EEF). The EEF and its Australian equivalent (Evidence for Learning) also promoted it as guidance for home learning and school planning. The report underpinned CPD run by Research Schools and consultants at over 132 institutions, from nursery to FE-level, shaping teaching delivered to over 120,000 students in England, Wales, Spain, The Netherlands, Abu Dhabi, Madrid and Dubai. Well-known CPD provider, Mark Anderson, embedded the report's recommendations in his training, describing the report as, *"the single most important report to inform my thinking and subsequent sharing in recent years"*. [G] It is now part of Hodder Education's acquisitions procedure and was used to 'sense check' investment in a digital platform and website expansion to support learning as part of its Covid-19 response [H].

Research on **Support for Newly Qualified Teachers** resulted in enhanced induction support for over 250 teachers per annum in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen); a region covering 234 maintained schools with 72,000 pupils, 19% of all pupils in Wales. Changes to the regional induction policy have resulted in support



for the development of teacher mentor skills, a process for matching mentor and mentees, the establishment of cluster-level development hubs, and the promotion of portfolio building as a mentored experience. The research directly informed the redesign of Professional Learning Days delivered across the region by a network of 38 Professional Learning Schools. From September 2019 the EAS has, *“Redesigned aspects of the NQT Professional Learning offer to include bespoke sessions focussing on developing individual NQT needs and visiting an alternative setting so a range of schools’ pedagogical approaches can be viewed”*. [I]

Hammersley-Fletcher’s sustained research partnerships with multi-academy trusts informed the development of reflective school improvement models, strengthening staff agency and capacity for curricular innovation. A head-led Trust with a ‘*challenging portfolio*’ of three high schools and ten primary schools (7,000 pupils), **Griffin Schools Trust** (GST), had to drive large-scale change at pace. The Trust’s CEO contends that the research programme facilitated this, creating *“a sustainable culture of self-reflection, accurate self-evaluation, openness to change and new ideas”* and says that *“without it, the organisation would have been more insular and more buffeted by the latest political/ educational agendas and less steered by quality research, informed ideas and strategy”*. Hammersley-Fletcher’s annual research reports fed directly into the Trust’s planning cycle, the central strategic plan and the development plans of the 13 member schools. One head described the research as: *“an immensely important part of our development as individuals and as a collective, without which changes would not have been as meaningful, impactful or relevant”*.

Work with the **Teaching Schools Alliance (TSA)**, which has nine schools, 380 teachers and approximately 4,700 pupils, informed the establishment of designated research leads and cross-school projects. This helped it to *“build capacity and leadership and build bonds between schools”*. (Head, Meadowbank Primary). Leaders used action research methods on data from their schools, initially addressing questions aligned with appraisal targets. For example, one project led to the development of, *“clear practices and processes in place for transition, with strong partnerships between the different phases”*. The Executive Head of the TSA’s lead teaching school states that Hammersley-Fletcher’s research created a culture in which *“schools are able to drive their own improvement in a way that is relevant to their context and sustainable”*. Her school built on this practice to develop pupil agency, creating a designated research area in each classroom, which *“further empowered learners, both pupils and staff”*. [J].

## 5. Sources to corroborate the impact

[A] Collated testimonials: i Senior Manager (Research), Toronto District School Board; ii Vice Principal, University of Toronto Schools; iii Curriculum Manager, Primary Years Programme, International Baccalaureate Organization; iv survey data.

[B] i Testimonial, Founder and Chair of Bridge 47; ii Training record, Austrian GCE Strategy group; iii Student Vote Canada website; iv Collated evidence, Voto Estudiantil programme.

[C] Testimonial: Director of The Teaching Council, Ireland.

[D] Testimonials: i Senior Advisor and Project Manager European Schoolnet; ii Coordinator, Future Classroom Ambassador network, European Schoolnet; iii Head of the Educational Resources and Technologies Team, Portuguese Ministry of Education.

[E] i Testimonial: Head of Programmes, Education Endowment Foundation; ii Evidence of citation by Australian Department of Education, Victoria, Nuffield Foundation, Nesta and iCAN.

[F] Testimonials: i Assistant Headteacher, British International School, Abu Dhabi; ii Director, Learn-AT Teaching School and Associate Research School; iii Computing SLE/champion, Rivers CoE Multi Academy Trust; iv Feedback and Marking Policy, de Ferrers Trust, Sept 2020.

[G] i Rapid Evidence Assessments: EdTech Hub and EEF; ii EEF and Evidence for Learning home learning webpages; iii Collated evidence of use in CPD; iv Testimonial: Mark Anderson.

[H] Testimonial: Publishing Director, UK Curriculum, Hodder Education.

[I] i Testimonial: EAS Assistant Director: Policy and Strategy; ii Education Achievement Service for South East Wales, Regional Mission: Business Plans (2019-2020; 2020/21).

[J] Collated testimonials from i CEO Griffin Schools Trust; ii Head of Teaching School, Gatley Primary; iii Senior Officer Griffin Schools Trust; iv School Improvement Lead, Griffin Schools Trust; v Executive Head, Gatley Primary; vi Executive Head, Park Lane Primary; and Heads: vii Lammas School; viii Kingfisher Primary School; ix Race Leys Junior School; and x Deputy Head, Meadowbank School.