

St Mary's
University
Twickenham
London

School of
Education



School of Education Research Newsletter July 2024

Welcome to our inaugural School of Education (SoE) Research Newsletter. There is a wealth of research-related activity across the SoE, including funded projects, publications, conferences, post graduate research, and so much more. Please continue to let me know of any research activity – however big or small – as our SoE research culture grows and thrives.



Prof Stephen Parker
Subject Lead Research, Education



www.stmarys.ac.uk/research/centres/centre-for-wellbeing-in-education/centre-for-wellbeing-in-education.aspx

The newly-established CWE aims to become a hub for wellbeing in education and to promote local, national and international communities which are research active, collaborate to inform policy and connect to support and celebrate best practice in wellbeing in education. The CWE work explores wellbeing in education through three key lenses:

- The wellbeing of learners in schools and colleges
- The wellbeing of teachers in schools and colleges
- The wellbeing of staff and students in Higher Education institutions

The first of two launch events for the CWE took place on 19th March and saw over 35 staff from across the University attend a collaborative and energetic meeting. Co-directors Professor Anna Lise Gordon and Jennifer Murray shared the key aims and objectives of the centre, with those in attendance, including academic and professional service colleagues. The following departments from across the University community were represented:

Widening Participation and Outreach, Criminology and Stalking Awareness, Hub Support, School of Education, Academic Professional Development, Education Partnerships and Law and Business.

Attendees worked collaboratively to generate ideas about research, enterprise and knowledge exchange opportunities

related to wellbeing in education. This led to insightful suggestions being made about multi-disciplinary projects and research opportunities.

The internal CWE event was followed in May 2024 with a public launch and a well-attended webinar where Sinead McBrearty, CEO of Education Support, delivered an insightful and optimistic keynote to attendees from St Mary's and far beyond. We were thrilled to welcome colleagues from Mauritius, Spain and the United Arab Emirates as well as students, staff and partnership school leaders from St Mary's University.



Ongoing research activity

Since its launch in March, ongoing research activities have continued within the Centre. For example, the five-year collaborative project with Maudsley Learning, funded by The Mercers' Company, continues with a research team involving Professor Anna Lise Gordon, Jenny Murray/Carolyn Hopkins, Dr Catherine Carroll, Professor Mike Seal and Dr Steve Vainker. The team, supported by colleagues from Maudsley Learning (South London and Maudsley NHS Trust), is working with 18 schools and colleges to facilitate and research the development of whole school approaches to promoting mental health and wellbeing. The community group's strand of the project aims to embed mental health and wellbeing at the heart of their activities.

New output/events

The CWE aims to serve the communities connected to St Mary's University by creating and offering evidence-led opportunities for professional development and communities of practice in the field of wellbeing.

A number of events/outputs have been shared over the past six months:

- Co-directors Professor Anna Lise Gordon and Jennifer Murray delivered the keynote presentation at the St Mary's University Festival of Learning and Teaching – 'Work makes my heart sing – promoting wellbeing through professional reflection'.
- Professor Anna Lise Gordon presented 'Wellbeing at the heart of school leadership' at The Diocese of Westminster Academy Trust (DOWAT) Deputy Head Teachers' conference.
- Jennifer Murray contributed a 'Ways to Wellbeing' presentation as part of the St Mary's ECT Exchange.
- Consultancy work on mental health in schools with University of Navarra in Spain, led by Professor Anna Lise Gordon and Dr Steve Vainker.
- Professor Anna Lise Gordon hosted the Bereavement in Education Summit on 25th June which included research presentations and knowledge exchange involving c.100 delegates from primary and secondary schools, sixth form colleges, bereavement support services, charities and funeral directors.
- The CWE blog was launched and Jennifer Murray authored the first post entitled, 'I see, I think, I wonder'.
- Jennifer Murray was invited to represent the CWE by attending a Parliamentary reception as part of Mental Health Awareness Week; the reception focused on policy and practice discussions which highlighted the transformative potential of movement for mental health.
- Dr Catherine Carroll has continued to work on a range of funded DfE projects, including Supervision in Schools and Supported Internships.

And last, but not least...

We bid farewell to Jennifer Murray who takes the CWE spirit to her new role at University of Edinburgh. Dr Catherine Carroll will join Professor Anna Lise Gordon as CWE co-director in 2024/25.





CENTRE FOR CATHOLIC
EDUCATION RESEARCH
& RELIGIOUS LITERACY



Faith and Education
contemporary and
global issues in
historical perspective

17th-18th April 2024



CERRL serves to improve and inform Catholic schooling and religious education, while also promoting inter-religious and inter-denominational dialogue. CERRL aims to be a hub for fostering research, knowledge exchange, and teaching related to education in schools, colleges, and universities, as well as sites of informal religious education. Working in partnership with leading institutions within the UK and internationally, CERRL seeks to re-imagine, resource, and positively impact upon Catholic education. It aims to do this by fostering evidence-informed debate about education policy, curriculum, and pedagogy, and supporting educational leaders and teachers in their work.

Through a multidisciplinary approach, CERRL also aims at promoting faith literacy, inter-religious, and inter-denominational dialogue, and debate around issues at interface of the religious, educational, and cultural questions of our time. CERRL staff and affiliates shape current debates through their editorship a number of prominent journals, including Brill Research Perspectives in Religion and Education, International Studies in Catholic Education, the Journal of Beliefs and Values, and Pastoral Review. The Centre is actively searching for new projects to serve Catholic, religious, and inter-faith education.

In the past year, CERRL has hosted an externally facing seminar series showcasing some of the leading researchers in Catholic education internationally. Additionally, Dr Hugh Morrison of Otago University, New Zealand, spent a term as visiting scholar working closely with Prof Stephen Parker on aspects of childhood and faith. In April, CERRL successfully hosted a colloquium, Faith and Education, commemorating the 80th anniversary of the 1944 Education Act, which mandated compulsory RE in schools and legislated for increased proportions of funding for Church school and faith-based education. The keynotes at the conference, amongst them Paul Barber of the Catholic Education Service, and Father Friedrich Bechina, Visiting Professor at St Mary's, reflected upon the lasting contribution of the Act and to perpetuating freedom of religion. CERRL also hosts a 'reading group' and colleagues meet to discover one another's published work, to build familiarity with the rich research being undertaken amongst staff across the centre.

Amongst the Centre's successes of the year has been to gain internal funding from the University's allocation of UKRI funding, for work on the history and heritage of St Mary's. Details of this research project and the work continuing to be undertaken as part of this can be found here.

Additionally, CERRL, notably Associate Prof. Mary Mihovilovic and Prof. Stephen Parker, is leading in the development of the University's strategy towards Catholic Multi-Academy Trusts (CMATs). External funding has been won for this research on CMAT CEOs from the Sisters of the Holy Cross, and it is hoped that this is the beginning of many more such funded projects which will impact upon the development of CMATs into the future.

There have been a number of publications authored by CERRL members this year. Among these are Hon. Professor David Fincham's book, *Christian Educational Leadership*, and Dr Sean Whittle's edited volume, *Leadership Matters in Catholic Education*.



Profile of a journal – International Studies in Catholic Education (ICSE)

Prof John Lydon shares
his perspectives as editor:

It has been an excellent year for ICSE with the number of article downloads increasing from 24,942 to 34,789, an increase of 39.48% year on year; and the extended global reach to 138 countries with several countries in Asia and Africa now featured in the journal.

Looking ahead, two Special Editions are planned which will feature articles from St Mary's colleagues. The first will comprise keynotes and papers from the recent GRACE (Global Research Advancing Catholic Education) Colloquium in Fremantle, Australia. The second will focus on papers presented at the Second Grace Colloquium which will take place in June 2025 here in St Mary's University, an event which forms a constituent element of the celebrations marking the 175th Anniversary of our University. One of our CERRL colleagues is also completing an article focusing on the recently published Religious Education Directory.

Centre for Research into Education of Marginalised Children and Young Adults (CREMCYA)



It has been a busy year for CREMCYA as we have reviewed our aims and structure. Historically, we focused on development studies in the Global South and were largely externally facing.

We have expanded CREMCYA's remit to include the UK and Global North, student experiences at St Mary's and in our immediate locality, with intersections between these areas, with an aim to develop a community of practice (CoP) between academics, support and professional staff, children, young people, community members, charities, governments, NGOs and the enterprise sector.

We aim to conduct research across the spectrum of people's educational experiences, taking an intersectional and interdisciplinary approach in our themes, theoretical orientations and methodology, but with an orientation to articulating the depth and nuance of people's experience. We see research in broad terms, including knowledge exchange, evaluations, theoretical work, funded and unfunded.

We have established a steering group, to develop ideas and ensure accountability, including academics, staff, students, community members and practitioners.



Research bids and ongoing research

We have been put in a number of research and evaluation bids. Successes have included:



The Mercers' Company

Learning partners around Mental Health Interventions in schools and Community; CREMCYA is focusing on the community groups within this project, £250,000 over five years with the Centre for Wellbeing in Education.



Waites/Porticus

School exclusions networks project, £20,000



Rising Tide Foundation

Focusing on Delhi's informal settlements with socio-economically deprived families (£50,000)

We were also shortlisted, but ultimately not successful for:



Young Gamechangers Fund Evaluation
support youth-led social action in local communities



Future Co-operative Foundation Communities Fund Learning Partner
focused on 'youth activism and shared power' and 'diversity, equity and inclusion'



The Barclays Girls' Football in Schools Partnership (BGFSP)
Impact Evaluation, in conjunction with SWIFT (Sport, Well-being, Inclusion, and Faith) research centre

We have also brought together colleagues and submitted two Nuffield bids, one around Student Voice in SEND and ITE, and another around designing schools interventions, Leveraging the Strengths of those with Lived Experience of ADHD, with colleagues in Psychology. While not successful, we have developed the ideas and will re-purpose these bids.

We are awaiting the outcomes of a bid to The Spencer Foundation, exploring Equality, Diversity and Inclusion and School Attendance: Educators as Researchers and Knowledge Creators, in partnership with schools, a Black community group and the PiXL Network, a network for school leaders.

We have also been working with the Mauritius Institute for Education, who have successfully developed a research project around shadow education.

Other bids in development include a project with Sussex, Institute for Development Studies, work with a teacher development NGO in India, a bid around Lived Experience in Youth, and community work with colleagues in Australia. There is also a bid under the Maudsley Building Brighter Futures fund, focused around marginalisation, neurodiversity and alternative provision, and taking a participatory co-productive approach with Orchard Hill College and Academy Trust.

Supporting bid development

CREMCYA also aims to support all members to become active researchers across the research cycle, including developing ideas and proposals, conducting research, disseminating and publishing findings and having impact. To these ends we have run briefings, and drop-in sessions around the Internal UKRI Funding, BERA and BA/Leverhulme.

Other news

In conjunction with the MA Education programme, we ran a conference in November, 'New Insights in Educational Research', highlighting masters students' research.

The plan is to develop papers into a publication, either a special issue or a book. Lisa Panford and Prof. Mike Seal, in conjunction with a Black Community organisation in Birmingham, are to edit a book featuring new Black Scholars, including staff and students from St Mary's University. Prof. Mike Seal and Dr Fin Cullen, along with a colleague at UWE, are editing the book *Critical Pedagogies of Discomfort in Practice and Professional Education*.

Prof. Mike Seal, along with Prof. Sinead Gormally from Glasgow University and Dr Abigail Maguire of Moorlands College (and ex-St Mary's PhD student) are editing the book *Community Connections and Collaborations in Higher Education*.



Events

We have held five seminars this year on the following topics:

- Can multiple perspectives to foster inter-group empathy help mitigate conflict in the Eastern Democratic Republic of Congo?
- Other Lives: relationships of young disabled men on the margins of alternative provision
- African international student mobility and e-learning experiences
- Genocide and 'Education': A story of the attempts to forcibly assimilate indigenous peoples through residential 'schools'
- Grassroots organisations and girls' education

The social justice, inclusion and diversity reading group meets monthly online and will continue next year. All welcome to join!

Next year we are planning several events, including two CREMCYA conferences – one in the Autumn provisionally titled 'Reflection and Evaluation: Challenging the Mainstream', and another in the Summer with the Bakhita Centre, as part of the 175th anniversary celebrations, exploring refugee education.

Spotlight on Research Excellence Framework (REF)



What is the Research Excellence Framework and what has it got to do with me?

The Research Excellence Framework (REF) is the UK’s system for assessing the excellence of research in UK higher education institutions (HEIs), providing accountability for public investment, and benchmarking the performance of UK universities against international standards. It is conducted approximately every six to seven years. The most recent REF was in 2021, with the next scheduled for 2029. It is managed by the four UK higher education funding bodies: Research England, the Scottish Funding Council, the Higher Education Funding Council for Wales, and the Department for the Economy, Northern Ireland. The REF outcomes are used to inform the allocation of around £2 billion per year of public funding for universities’ research.

How does it work?

Expert panels are pulled together for 34 subject-based units of assessment (UOAs), comprised of senior academics, international members, and research users assess submissions from universities. We are focusing our efforts on UOA 20, Education with clear elements, process and criteria for the submission.

What about Teaching and Learning?

The REF should not devalue teaching and learning. Sometimes there is an artificial divide between research and teaching and learning, as it is all about knowledge production. Hopefully research encourages us to integrate cutting-edge findings into our curricula (research informed teaching), ensuring that students benefit from the latest knowledge and innovations, fostering critical thinking and problem-solving skills. We should also embrace teaching-informed research whereby classroom experiences and student interactions shape research activities, identifying real-world problems and knowledge gaps. The work that SoE colleagues are doing with teachers and schools, and in their subject associations, should be celebrated as knowledge production and we need to capture the breadth and depth of this activity. The REF’s emphasis on research impact and environment helps create a supportive atmosphere for academic staff, leading to improved teaching practices and a more engaging learning experience.

Are there critiques of the REF?

There are plenty. The REF faces criticisms for its high administrative burden, potential biases in peer review, and emphasis on impact beyond academia, which can pressure researchers to prioritise immediate outcomes over fundamental research. Additionally, it may reinforce inequalities between well-resourced and less well-resourced institutions. It recognises some of these criticisms and some of the current developments are intended to create a more even playing field.

Why is it relevant to me?

The REF is crucial for all staff in the SoE. The REF influences the allocation of resources within institutions, particularly for research, providing both the Research England funding and QR funding. All of us have things we would like to know more about and change in education, and engaging in research is a part of this. The REF’s emphasis on impact and interdisciplinary collaboration celebrates how we engage with broader societal issues. The REF may shape our professional development and career trajectory, depending on the route we take as individuals and collectively. Producing high-quality research outputs recognised by the REF can enhance our reputation, leading to promotions and funding opportunities. Finally, the REF significantly influences university league tables, as research is a part of how they are calculated.

Is REF the only game in town in terms of research?

Simply put, no. Prof. Jamie North, Director of Research at St Mary’s University, is clear that REF should not influence all research at St Mary’s. Other research will be conducted that is linked to our overall values and mission; not all research will be incorporated into our submission or recognised by the REF. We want to create a culture that honours all research and we do not want to create a division about who and what goes into the REF. We must be mindful of REF, but also develop research CPD, Early Career Researchers and a research culture generally. We want to capture and celebrate all kinds of writing, engagement, and impact. At some point we will need to make decisions about what to include in the REF submission, but do not want this to be divisive, rather a practical decision about what best meets the REF criteria.

How does the REF Work?

Three distinct elements are assessed, formerly named ‘outputs’, ‘impact’ and ‘environment’ but now called:

Contribution to Knowledge and Understanding (CKU) is 50% of the submission. 90% is on ‘outputs’ (e.g., publications, performances and exhibitions). Outputs are assessed using the following criteria:

- **Originality:** The extent to which the research presents new findings or ideas.
- **Significance:** The importance of the research in advancing knowledge and understanding in the field.
- **Rigour:** The methodological precision and robustness of the research.

10% is a commentary of the wider contribution to disciplinary advancement beyond publication of research outputs, such as collaboration and interdisciplinary work.

Engagement and Impact (E&I) remains at 25%. This is where we can shine as colleagues have a profound commitment to engagement and impact through a variety of activities. Our approach is multifaceted, involving continuous interaction with diverse stakeholders and the implementation of research findings in practical, impactful ways. The art will be how to capture it!

E&I has two elements: case studies and a wider narrative. Case studies demonstrate the tangible benefits of their research – how research has positively influenced society,

the economy, public policy, the environment, and quality of life. Depending on how many people are entered will determine how many case studies we are required to present, but it is likely to be one or two. We also need to produce a discipline level evidence statement which captures but which sits outside the selected impact case study.

Together they provide a narrative that connects academic research to practical outcomes, highlighting the significance and reach, the two assessment criteria, of the research conducted by institutions. Reach is defined as the extent and diversity of the beneficiaries of the research impact and Significance, as how the research has led to meaningful changes or improvements in practices, policies, or conditions. The engagement aspect emphasises the importance of involving non-academic stakeholders in the research process. This includes activities such as public lectures, community projects, collaborations with industry, and media engagement.

People, Culture and Environment (PCE) will count for 25%. The PCE element represents a significant evolution in the assessment of research environments. It acknowledges that the quality of research is intrinsically linked to the people who conduct it, the culture in which it is embedded, and the environment that supports it. The assessment of the PCE element will be conducted through a combination of a narrative statement at a subject and institutional level and quantitative indicators. A consultation is happening presently on this.

Key Aspects of PCE include:

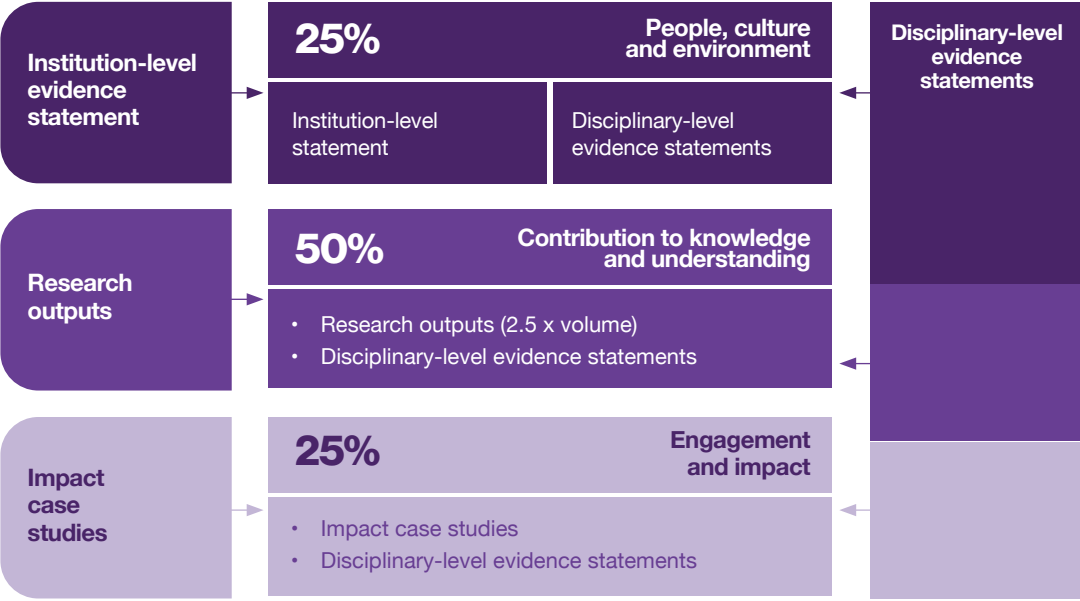
People: Diversity and Inclusion: how institutions promote diversity and inclusion within their research environments including policies and practices that support underrepresented groups. Development and Support: Institutions are assessed on their commitment to CPD and well-being of staff including training programs, mentorship opportunities, and initiatives that support career progression and work-life balance.

Culture: Research Integrity: A key focus is on the promotion of research integrity and ethical practices. Institutions must demonstrate how they foster a culture of honesty, transparency, and accountability. Collaboration and Interdisciplinarity: How institutions encourage collaboration both within and across disciplines. This includes support for interdisciplinary research and partnerships with external organizations.

Environment: Infrastructure and Resources: The quality of the physical and digital infrastructure available to researchers. This includes laboratories, libraries, and IT resources that support cutting-edge research. Sustainability: Institutions are also evaluated on their commitment to sustainability, including how they manage their resources and reduce their environmental impact.

How does all this fit together?

Not a simple question. Here’s a summary diagram that may help:



Post Graduate Research News

Success stories

We congratulate EdD student and FETTA colleague, Kasia Zaremba-Byrne, on the successful defence of her thesis on 4th June 2024. We also congratulate Philip Robinson on the successful defence of his thesis on 3rd July 2024.

We also congratulate Peace Akuwudike on the successful completion of her MPhil with her corrections being approved on 18th June 2024.

Conference presentations

Philip Robinson, a recently successful EdD student, was asked to give the Cardinal Winning lecture at Glasgow University in early April. This was called, “The Identity and mission of Catholic Schools in the context of a plural, diverse and increasingly secular culture”, and asked questions about the identity of Catholic schools in serving religiously plural school populations. He was able to use his doctoral research for the presentation.

John Luker, an EdD student, delivered a roundtable session entitled, “Nurturing Effective All-Age School Leadership: Strategies for Success”, on 9th January

2024. The event was the ICSEI Congress 2024 by the International Congress for School Effectiveness and Improvement organisation.

Elaine Erundell, a PhD student, presented a talk at the Aulre and Areiac conference entitled, “Song in Primary RE Pedagogy: Why and how should its neglect be addressed?”

Publications

Elaine Erundell, a PhD student, has had an article called, “The use of song in RE and worship for spiritual development and wellbeing of pupils aged 7-11 in Catholic schools”, published in the International Studies in Catholic Education Journal.

School of Education Pedagogy Conference

The conference, “Sharing Stories: Practice and Research”, held on 5th June 2024 in the Waldegrave Suite at St Mary’s University was the inaugural conference for the Pedagogy Research Special Interest Group. Colleagues and doctoral students from across the faculties, and teachers and consultants from partnership schools shared their research and practice stories.

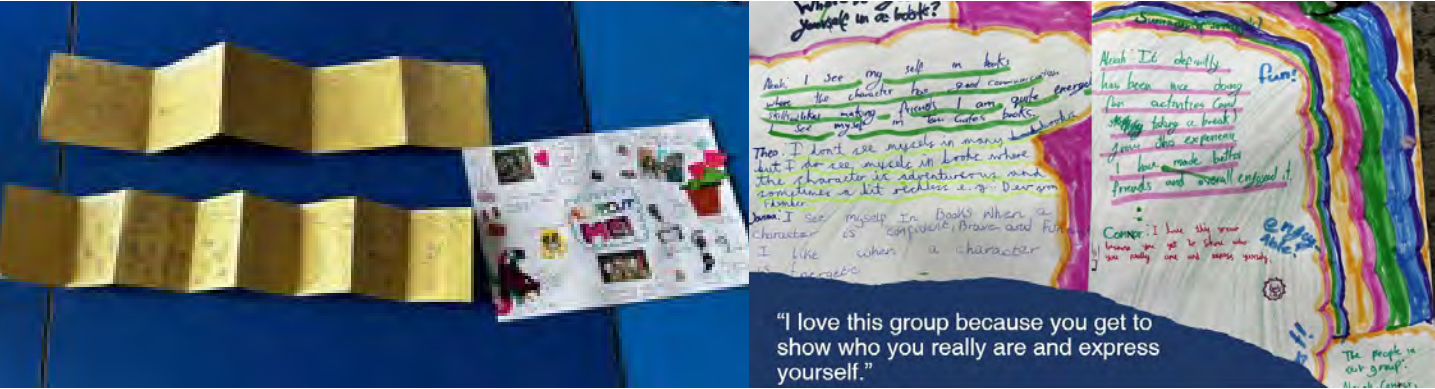
The Pedagogy Research SIG is also editing a special edition of *ReflectED*, St Mary’s Journal of Education, with double-peer reviewed papers presented at the conference. The PR SIG is proud of the opportunity they have provided for such a diverse group of researchers and pedagogues to come together to share their pedagogical contributions through presentation and publication. The “Sharing Stories” edition of *ReflectED* will be published in the autumn and distributed through our partnership schools.

Many of our students have been presenting at conferences this year. Pedagogy Research SIG: Sharing Stories: Practice and Research saw quite a few students presenting aspects of their research, including:

- Olivia Richards
- Jeanette Simpson
- Laura Minogue
- Janine Pavlis
- Mel Healy
- Nic Tierney
- Karen Fox



Research in Practice



My research is about how children see themselves in the books that they read and I wanted to draw upon the idea that children are experts in their own lives through a case study approach which draws upon participatory research methods. The child’s voice is central to the research project.

A fully participatory research project would have involved the children deciding what they wanted to research and how they wanted to go about doing that. This project was not set up like that but, through discussion with the children, data collection became ways of discovery. Some of the responses to the initial question about ‘what makes me, me’ are shown in the images below: identity boxes, concertina books and posters. The artefacts made by the children formed the basis of the focus group discussions and I wanted these to be child led and not be a question-and-answer session with me.

For the second part of the research, I asked the children to respond to the question, “If you were in the story, where would you be?”

I also wanted to involve the children in the analysis of the data, using Braun and Clarke’s (2023) reflective thematic analysis as an approach.

However, to call their voices ‘data’ appeared to diminish and reduce the importance of what they were saying. Therefore, I chose to use the idea of ‘found poetry’ to look at their transcripts. We had a workshop where we looked at the transcript of an interview with Kwame Alexander and they created a ‘found poem’ from this transcript.

I then told them that we would do the same thing with their transcripts and, when asked why would we do that, they said:

“It gives a different perspective.”

“It’s so we can find out what people make of the words we say.”

“It’s so we can get the taste of it.”

“It’s a moment of realisation.”



characters, they were able to put themselves in the story as another character. None of the children of colour could talk about this and seemed uncomfortable, in contrast to their active contributions in previous focus groups. I decided to rearrange the groups based this time on gender and colour. When I spoke to the children again, they were much more open about how they felt. Through the discussion, the children decided that they wanted to do their own research and devised their own questionnaire to send out to all the children in KS2. The children are analysing the questionnaire at the moment and are planning to share the findings from that in an assembly at school.

I am still working with the children on analysing their transcripts. After the summer holiday we will meet in focus groups again to review the transcript, present the findings and disseminate the results. The children have lots of ambitious ideas about what they want to do and the project is evolving all the time.

Creating a strong, supportive trusting relationship has been vital to the methodology of my research and will continue through the research.

I finish with an unprompted quote from a child that sums up what I have been trying to achieve with the children:

Children creating ‘found poems’

In the second round of focus groups with the children I was struck by the difference in the response of the white children and the responses of the children of colour. The white children could either tell me which character they would be or, if they weren’t any of the

“It’s really nice that we get to be involved in this because not many kids get to and we get to have our voice heard... It’s not fair that kids don’t get to have their voice heard just because they’re little, it doesn’t matter our age it just matters what we think.”

Research funding update

School of Education colleagues were successful in securing significant internal UKRI funding for a number of research projects in 2023/24.



Professional identity of school-based teacher educators (mentors) in the primary sector: adopting a research-led approach to expert practice

Jemima Davey and Dr Jane Chambers

Our UKRI funded research aims to build the professional skills and knowledge of mentors through confident engagement with research-informed pedagogical practice and explore the influence of doing so on their professional identities. Since February, we have facilitated three workshops designed to explore the place of research in effective mentoring, the application of literature to classroom practice, and how theory can be used to scaffold professional learning and dialogue with beginner teachers. Mentors were provided with a pre- and post-intervention survey to complete, and we are now in the early stages of data analysis following our final workshop in April. We are thrilled to be presenting the findings of this enquiry at the BERA Conference September 2024.



Sponsorship of All Party Parliamentary report – Adverse Childhood Experiences

Dr Viki Veale

All party parliamentary groups are comprised of MPs from various political parties, members of the House of Lords, experts and individuals with a shared interest in a particular topic. After being invited to deliver oral evidence about adverse childhood experiences to the All Party Parliamentary Group (APPG) for a Fit and Healthy Childhood in October 2023, the group agreed to commission a report offering information and guidance for policy makers.

The funding was used to support the publication of this report, which you can read [here](#). While I have contributed towards lots of APPG reports, this one was particularly close to my heart and I hope it will not only inform future policy but will also be of value to staff and students concerned with the impact of adverse childhood experiences.



Funding to support exploration of the lived experiences of teachers in upper KS2

Dr Viki Veale

The last few years have seen rising concerns about teacher wellbeing and retention, however, much of the research used to inform policy utilises fixed response surveys and aggregates data from different key stages. The funding enabled me to pay for transcription, get support reviewing recent literature around teacher wellbeing and contributed towards the cost of travel and accommodation for conferences.

I have already presented a snap shot of these findings to EdD students here at St Mary's and will be using them as part of a [presentation on humble leadership at this year's BELMAS conference](#).

This study has already thrown up new ideas for further research and I look forward to pursuing them next year. In the meantime, I am preparing an article for submission to a number of journals.



Bereavement in Education Summit

Prof Anna Lise Gordon

The Bereavement in Education Summit was held at St Mary's University on 25 June 2024. The aim of the one-day event was to bring together practitioners, education leaders, policymakers, researchers, funeral directors, charities and the lived experiences of those in education. The Bereavement in Education Summit provided a range of research and practice-informed keynotes, engaging workshops and relevant resources aimed at those working at all levels across the education sector. Specific areas of focus were bereavement policy for educational settings, the place of grief literacy in the curriculum, and the importance of professional development for everyone working with children and young people.

The Bereavement in Education Summit was a 'live' data collection event with c.100 participants (including an experienced live illustrator) sharing reflections and ideas after each stage of the engaging and fast-paced programme. Initial analysis of the data indicates a rich breadth and depth to inform future work to ensure that the UK Commission on Bereavement Report's recommendations can be implemented effectively in educational settings. A full report of the Bereavement in Education Summit will follow by September 2024.

Delegate feedback:

This week I attended one of the best professional learning events of my career, gaining important insights and expertise around how we as educators can better support young people and their families experiencing bereavement and loss.



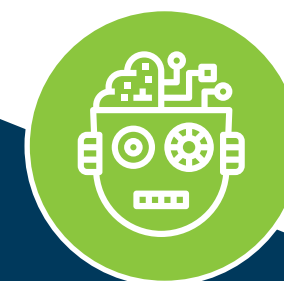
Using microscale to develop experiments with purpose in KS3 and KS4 science lessons

Rob Campbell

Microscale is a well-established, safe method for conducting experiments in schools. The small-scale nature of microscale ensures these experiments are time-effective, ensuring scientific experiments can be efficiently completed within a single class lesson. By introducing microscale through a suite of three professional development sessions to a cohort of 10 ECT science teachers, we sought to discover whether microscale can be used in combination with traditional methods of experimentation to develop hands-on practicals which can transform the practice of ECT science teachers when teaching practical science.

Through our research and CPD sessions we uncovered how ECTs now utilise microscale within their pedagogic practice and increase the frequency of practicals within their teaching of science. Furthermore, the microscale experiments meant ECTs could include effective metacognitive strategies such as dialogic talk within their teaching repertoire. This pilot project presents promising results which can inform ongoing professional development of ECT science teachers in response to the DfE's revised ITT/ Early Career Framework.

We are delighted to be presenting our work at the International Conference for Chemistry Education in Pattaya, Thailand. Following this project, we are collaborating with national organisations such as the Royal Society of Chemistry to advise how microscale can inform an ongoing CPD offer to science ECTs.



Perceptions of Generative Artificial Intelligence from the Classroom: Opinions from students, staff and the impact for future practice

Sam Lovatt

This research explored the opinions and uses of generative AI tools by teachers and students from years 5, 9 and 12 in schools. It was conducted to support the work of the SoE's generative AI focus group. Responding to the calls from teachers, the release of a DfE policy and discussions happening at a national level, the SoE at St Mary's wanted to ensure that its curriculum was research-led and that trainee teachers were prepared to encounter this technology in the classroom. At the point this study was proposed, there was a lack of student voice in the available research used to inform the DfE policy. The research took place in two primary and four secondary partnership schools via an online questionnaire. Successfully securing funding from the UKRI has allowed us to analyse data from nearly 300 participants as well as hold an event for teachers from our partnership schools to attend. The event in July 2024 will disseminate the research findings and provide a space for teachers in these schools to discuss their current uses of the tools as well as consider how students from their setting are using the tools.

And finally ...

Research is for everyone!

Please engage in the conversation, share your ideas and activities, and support others in their research endeavours.

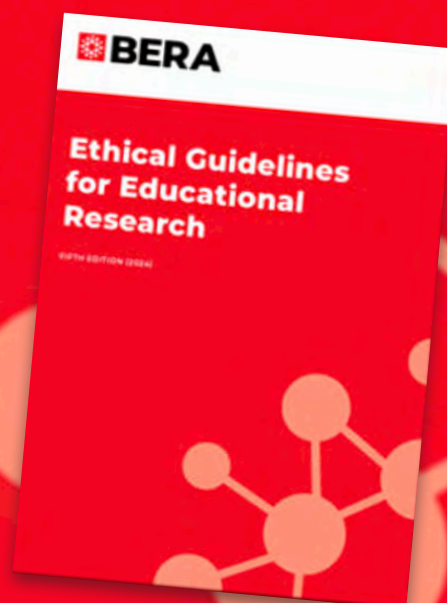


Ethics Update

The British Educational Research Association has updated its *Ethical Guidelines for Educational Research*, fifth edition (2024)

The fifth edition of BERA's *Ethical Guidelines for Educational Research* has been revised and updated to enable researchers to conduct their work to the highest ethical standards in any and all contexts.

The guidelines unequivocally recognise and celebrate the diversity of approaches in educational research, and promote respect for all those who engage with it: researchers and participants, academics and professional practitioners, commissioning bodies, and those who read and utilise the research. Without being prescriptive, they represent the tenets of best ethical practice that have served our community of researchers well in the past, and will continue to do so in the future.



Profile of a Funder

British Academy/Leverhulme Small Research Grant Scheme



Applying for a BA/Leverhulme Small Research Grant (£10k maximum over two years) is a challenging online process. Although the success rate is only 20%, it is a flagship scheme and may be an important springboard for future research and funding bids.

Key points:

- Research in social science and humanities
- Keen to support creative and innovative research
- Online template for application, requiring institutional approval and an external reference
- Applications are judged on: quality and interest of proposal, ability of the applicant(s) to make a success of the proposal based on past track record, the feasibility of the methodology and the timescale, and the appropriateness of the costs.

Interesting fact:

Every application is considered through a traditional peer review process. If the application meets the initial rigorous quality threshold assessment stage, it is entered into the random allocation process. This process is intended to remove potential for bias, and ensure transparency and simplicity in the system.

Remember, you have to be in it to win it, so worth considering this funding scheme!