



# ANNUAL REPORT 2019/20



# CONTENTS

## INTRODUCTION

Director's welcome	1
Year in review	2
Highlights of the year	3

## RESEARCH & IMPACT

Introduction	6
Mapping our research	7
Major projects	8
New project awards	12
New publications	13
Impact & engagement	14
Our influence in a snapshot	16

## TEACHING & LEARNING

Introduction	18
The student experience	18
2019/20 student stats	19
Doctoral completions	20
Scholarships	20
Alumni spotlight	21

## PEOPLE

New appointments	22
Honorary fellows	24
Academic visitors	24
Visiting professors	24

# INTRODUCTION

## DIRECTOR'S WELCOME

### Education in the time of Covid

Throughout this pandemic, despite all of its effects on the Department, professionally and personally, education has continued on all of our programmes this year. We have been very fortunate in the wealth of expertise that we have had available to draw upon in these times. We have been able to take inspiration from the wider contributions of Oxford University's social scientists and of course its medics who are working on a vaccine and various testing procedures. But when we needed to swiftly move to teaching online, we were supported by our colleagues who already offered online courses and by those who research technology and education. Additionally, colleagues with longstanding teaching experience were quickly able to help us to adapt our curricula and pedagogies to online delivery, so that we could still ensure meaningful interaction and learning could take place both individually and in group work. Our colleagues who research educational spaces helped us to modify our teaching rooms to keep people safe when they were able to return to the buildings. And timetabling skills have never been more valuable than when health and safety dictates stringent cleaning regimes between teaching groups! Our higher education colleagues have kept us informed of the effects of Covid on the sector, nationally and internationally.

These ways of working together have ensured that our teaching practices are safe, high-quality and timely, which has meant that we have had the capacity to continue to work with colleagues internationally in our areas of expertise, to try to help ameliorate the effects of this pandemic on education (see p.4).

Exclusion from schools was an important issue before Covid struck, but in 2020, it became the norm. Across the globe, millions of children were suddenly out of school. Privileged children received online tuition and parents found themselves home-schooling, with no preparation or planning ever to have done so. Colleagues have continued to research and highlight the effects of exclusion from school and to produce resources for parents.

Examinations were cancelled or in some cases postponed in countries around the world, with the fear of Covid transmission under normal examination conditions. Inventing and implementing new systems was a considerable challenge that produced significant societal upheaval and backlash in some countries. We have been involved in the design and evaluation of the systems being put in place.

Our partnerships with local schools has meant that teacher education could continue, with trainee teachers still receiving classroom experience and in-school mentoring. This is so important to the quality of provision.

There have been many innovations during this period in which we have all adjusted to the personal and professional effects of the pandemic. Education is going to be of even more importance as we adapt to the new world in which we find ourselves in the wake of the pandemic. Educational inequalities have been brought to the fore, and there has been more questioning of those inequalities and less tolerance of them. Many of them have been exacerbated by Covid-19. Notwithstanding the likely economic effects of the virus, there will be a need for skills,



and education will be crucial to addressing inequalities and producing the labour skills of the future.

I hope you enjoy reading the many and varied achievements of the Department this year. I personally look forward to what we will achieve in the coming years, as we push forward with the exciting and original ways of addressing real-world problems that you will find in our research and teaching programmes.

**Professor Jo-Anne Baird**  
**Director of the Department**



# YEAR IN REVIEW

## 1st



in the UK for degrees in education, for nine years running

*Times Higher Education World University Rankings 2019-20*

## Over 13,000

Twitter profile views

*with over 840,000 tweet impressions*



## 41



new research grants awarded

*with all but one of these led by a Principal Investigator from within the Department*

## 150+

staff, from research and academic to administrative and professional



*See p.22 for new staff*

## 615



students, all pursuing postgraduate courses in education

*Find out more about our 'Teaching & Learning' from p.18*

## 115

academic events convened within the Department

*despite the disruptions of Covid-19*



## 19



scholarships awarded to new students

*with a new graduate opportunities scholarship announced in collaboration with Brasenose College*

## £7.9m

newly-secured research funding

*Total price awarded by funder for new projects between 2019-20*



## 116

active research projects



*Read about our major research projects from p.8, and new awards on p.12*

## 43%

increase in research income

*with two highly competitive large ESRC grants*



## 239

new research publications



*including authored books, edited books, and journal articles - discover our new books on p.13*

## Over 2,000

podcast views

*of our seminar recordings on Apple iTunes*



## 8

postgraduate programmes

*at Masters and doctoral level*

*Find out more about our 'Teaching & Learning' from p.18*



## Over 1.7million

website page views

*with over 50% of users coming from their own searches*



## 1st



rank in the 2014 Research Excellence Framework

*for education research, with 65% of our submissions judged to be world-leading*

## 36

ITE school placement partnerships

*as part of our 'Outstanding' PGCE programmes*



## 45



destination countries of our research projects

*spanning 6 continents - explore our research map on p.7*

## 450+

public seminar attendees

*despite disruptions from Covid-19 to our Trinity Term seminar programme*



## 49



journal editorships & editorial board positions

*Learn about our influence in a snapshot on p.16*

## £16.8m

total value of our research portfolio

*Read about our major research projects from p.8 and new awards on p.12*

# HIGHLIGHTS OF THE YEAR

## DEPARTMENT NEWS & EVENTS



### DEPARTMENT RANKED 1ST IN EUROPE & 4TH IN WORLD

In November, the Times Higher Education World University Rankings 2020 announced that the Department of Education is 1st in Europe and 4th in the world for education subjects, up from 5th place in 2019. The ranking assessed 477 universities on their performance in education, teacher training and academic studies in education subjects. The University was also ranked 1st in Europe and 2nd in the world for Social Sciences.



### DEPARTMENT SECURES ATHENA SWAN BRONZE AWARD

The Department was delighted to secure an Athena SWAN Bronze Award following a submission to the Equality Charters Unit of Advance HE in April 2020. This award constitutes external, formal recognition of the Department's advancement of gender equality, the positive environment within which our work takes place, and our proposed further developments in this regard. The submission was a department-wide project and consequently we are grateful to all of our colleagues and students who contributed to and supported the submission. We look forward to continuing our work on enhancing inclusion, in all its aspects, within our spheres of work and through our newly-established inclusion committee. The award will be valid until November 2023.

### NEW GRADUATE SCHOLARSHIP

In March 2020, Brasenose College launched a new graduate opportunities scholarship in conjunction with the Department. As a Department, we are committed to attracting the very best candidates for our Master's degrees, irrespective of their background or ability to pay. This particular scholarship is intended to cover full course fees plus a stipend for a Black student undertaking a Postgraduate Certificate in Education (PGCE) or the MSc in Learning and Teaching. Black teachers are underrepresented in UK schools, particularly at senior levels, and the proportion of highly-qualified Black students in Education Studies at Oxford is lower than across the rest of the UK.

It is hoped that this scholarship will encourage more Black students to apply for our courses; it is one of several initiatives that the University is taking as part of its Race Equality Charter.



### ANNUAL POSTER CONFERENCE, 14TH OCTOBER 2019

This year's annual poster conference offered attendees the chance to discover more about the work being undertaken within the Department, with all research groups represented during the evening.

All of the entries to the conference were judged, with six winners being commended due to their clear explanation, simple presentation and effective design. Our congratulations to the following students:

**Paul Alan Riser (DPhil in Education)**, 'Understanding marginalised students' identities and their learning experiences in English language Arts classroom'

**'Yoon Young Lee (DPhil in Education)**, 'The interplay of the use of national teach-

## IN THE MEDIA

Below are just some of our research staff's appearances in the media during 2019/20:

### 'Harry Judge: Educationist whose ideas revolutionised classrooms'

**The Times, 7 Sept 2019**

Article about Harry Judge's legacy

### 'Teachers unsure if new Early Learning Goals will prepare children for KS1'

**Nursery World, 25 Oct 2019**

Comment from Iram Siraj

### 'Using algorithms in children's social care: experts call for better understanding of risks and benefits'

**Community Care, 15 Nov 2019**

Comment from Lisa Holmes

### 'My 5 priorities for FE that should go first in the next education secretary's in-tray'

**FE Week, 25 Nov 2019**

Article by Ewart Keep

### 'Higher education can be a transformative experience for care leavers'

**Wonkhe, 12 Dec 2019**

Article by Neil Harrison

### 'The mobile phone data that shows coronavirus bringing Britain to a halt'

**telegraph.co.uk, 15 Apr 2020**

Feature on Covid-19 Impact Monitor

### 'Coronavirus: universities face a harsh lesson'

**Financial Times, 20 April 2020**

Comment from Simon Marginson

ers' standards and the reconceptualisation of a teacher education programme in England'

**Chris Heemskerk (DPhil in Education)**, 'On-task behaviour in 7-11 year-old children can be improved by Physical Education lessons'

**Ikuya Aizawa (DPhil in Education)**, 'The impact of Medium of Instruction on university students' content learning in Japanese Higher Education'

**Annelotte Hilders (MSc in Education - Child Development & Education)**, 'Working with Oxfordshire County Council to study the effects of the EasyPeasy app for parents'



## CORONAVIRUS-RELATED WORK

### HOME-SCHOOLING RESOURCE FOR PARENTS AND TEACHERS

In March 2020, shortly after schools closed in the early stages of the coronavirus pandemic, experts from across the Department came together to publish a home-schooling resource for the benefit of parents and teachers.

The resource provided links to general advice as well as subject-specific resources recommended by our teacher educators, with the aim of helping parents and teachers unfamiliar with home-schooling. The general guidance covered all ages, while the subject-specific guidance was focused on secondary school learners, covering the subjects offered through the Department's PGCE programmes.

Read the resource: [www.education.ox.ac.uk/coronavirus-homeschooling-resource](http://www.education.ox.ac.uk/coronavirus-homeschooling-resource)



### THE OXFORD COVID-19 IMPACT MONITOR

In March 2020, an interdisciplinary team of Oxford AI and big data researchers, jointly led by the Department's Dr Adam Saunders, launched a new online tool that uses mobile phone data to help tackle Covid-19.

The Oxford Covid-19 Impact Monitor uses (anonymised) location data from mobile phones to understand and predict the impact of Covid-19 social distancing measures on population movement in the UK.

In April, the tool showed that population movement had dropped by 99% since the beginning of the pandemic, and the flow of people between different regions of the UK by 76%. It also showed that during May alone, men moved 48% further than women (which may have been a factor in the increased incidence of male hospitalisation and mortality rates).

Learn more: [www.oxford-covid-19.com](http://www.oxford-covid-19.com)

### REPORT ON SCHOOL EXCLUSION RISKS AFTER COVID-19



In June 2020, the Department's Excluded Lives Research Team launched the report 'School Exclusion Risks after Covid-19', drawn from discussions with practitioners and professionals from health, education, criminal justice, local authorities and third sector voluntary organisations in England.

Exclusions have risen sharply in England in the last few years. Over-represented groups include children and young people with Special Educational Needs and Disabilities (SEND), from particular ethnic backgrounds and those living in areas of high deprivation.

The multi-disciplinary and multi-site Excluded Lives Research Team, led by Professor Harry Daniels and Associate Professor Ian Thompson (both from the Department), is currently conducting a four-year Economic and Social Research Council (ESRC)-funded research project on the consequences of school exclusion across the UK.

The recent pandemic has raised questions about how students at risk of exclusion might be identified and what return to school support and guidance exists or can be developed to support practitioners as well as children and families. Heightened anxiety, bereavement, poverty, disconnection from schooling and the digital divide have heightened the risk for children and young people who were already struggling with aspects of schooling and produced new unexpected categories of risk.

Read the full report: [www.education.ox.ac.uk/coronavirus-school-exclusion-risks](http://www.education.ox.ac.uk/coronavirus-school-exclusion-risks)

## MEDIA CONT.

'Lockdown: Call to stop GCSE gap for vulnerable widening'  
[tes.com](https://www.tes.com), 27 Apr 2020  
Research from the Rees Centre

'Removing nursery teachers will hit pupil outcomes'  
[tes.com](https://www.tes.com), 11 May 2020  
Research from Iram Siraj

'Coronavirus school closures impact 1.3bn children - and remote learning is increasing inequality'  
[The Conversation](https://www.theconversation.com), 18 May 2020  
Co-authored by Rebecca Eynon

'New advice for success with primary school teacher education'  
[NOKUT](https://www.nokut.com), 18 May 2020  
Research from Alis Oancea

'Coronavirus: universities fear fall in lucrative overseas students'  
[BBC](https://www.bbc.com), 21 May 2020  
Comment from Simon Marginson

'Do university excellence initiatives work?'  
[THE](https://www.the-economist.com), 11 June 2020  
Comment from Xin Xu

'Socio-economic inequality rather than teacher racism drives over-representation of SEND ethnic minority pupils'  
[LBC](https://www.lbc.com), 15 June 2020  
Radio interview with Steve Strand

'Times letters: Need to teach colonial history in schools'  
[The Times](https://www.thetimes.com), 13 June 2020  
Letter by Jason Todd

'Truancy could rise in wake of school closures, study says'  
[The Telegraph](https://www.telegraph.co.uk), 22 June 2020  
Research from Excluded Lives

'How Covid-19 is isolating student care-leavers'  
[theguardian.com](https://www.theguardian.com), 20 July 2020  
Comment from Neil Harrison

'SQA exam system has largely maintained the status quo'  
[tes.com](https://www.tes.com), 6 Aug 2020  
Article co-authored by Jo-Anne Baird

'Back to school: What damage has lockdown done?'  
[TRT Roundtable](https://www.trt.com), 27 Aug 2020  
Discussion including Edward Melhuish

'Appeals system for CAGS for individual students'  
[BBC World at One](https://www.bbc.com), 2 Sep 2020  
News interview with Jo-Anne Baird

## STAFF ACHIEVEMENTS

### PROF KATHY SYLVA ELECTED FELLOW OF THE BRITISH ACADEMY



In July 2020, the British Academy announced the election of 86 new Fellows, including the Department's Professor Kathy Sylva. An Honorary Research Fellow and Professor of Educational Psychology, Professor Sylva specialises in preschool development and education, with particular expertise in the effects of early education and care (including parenting) on children's development. She is well known for longitudinal studies and for robust trials of interventions in both the UK and low-income contexts, with findings of her studies directly informing policy decisions.

Commenting on her election, Kathy said:

*'It is an honour to be elected to the British Academy at a time when research in the Humanities and Social Sciences is contributing to an inter-disciplinary response to health and social challenges. I am delighted that the British Academy has recognised the work of researchers who aim to make a difference, no matter how small, to the lives of children, families and teachers.'*

### DR TREVOR MUTTON ELECTED VICE CHAIR OF UCET

In September 2020, Associate Professor Trevor Mutton (Director of Professional Programmes) was elected the Vice Chair of the Universities' Council for the Education of Teachers (UCET). UCET is a national forum for matters relating to the education of teachers and professional educators, and to the study of education in the university sector, contributing to policy-making in these fields. As Vice Chair, Trevor will support the work of other officers in formulating responses to national policy initiatives around teacher education, develop the next iteration of the UCET five-yearly strategy, and offer advice to the Chief Executive.



Trevor gave a keynote address (above) at UCET's Annual Conference in November 2019, entitled 'When should new teachers begin to ask critical questions?'

### PROF JO-ANNE BAIRD AWARDED HONORARY DOCTORATE FROM UNIVERSITY OF BERGEN

In October 2019, Professor Jo-Anne Baird (Director of the Department) was awarded an honorary doctorate from the University of Bergen, Norway in recognition of her work within the field of assessment in education. An honorary doctorate is the highest honour the University of Bergen can award to people who are not employed there. These accolades are usually given to distinguished individuals for outstanding work or service in a particular field.

When presenting Professor Baird with her degree, Bente Wold (Dean of the Faculty of Psychology at the University of Bergen) commented:

*'Jo-Anne's work on standard setting practices has been highly influential to the process of setting examination standards in England and her recent landmark work extended the analysis to examination boards internationally showing that practices were highly contextualised.'*

### DR SONALI NAG AWARDED OPEN FELLOWSHIP



*Dr Sonali Nag at Room to Read's Quality at Scale conference; photo by Sanjay Singh*

In 2019, Dr Sonali Nag (Associate Professor of Education and the Developing Child) was awarded an Oxford Policy Engagement Network (OPEN) Fellowship, supported by Research England's Higher Education Innovation Fund. This fellowship has facilitated her work with policy makers in the state of Karnataka in southern India to create new resources to teach children the fundamentals of language and literacy, thereby helping to improve the outcomes of 6 million pre- and primary schoolchildren.

As part of this work, Sonali gave a keynote talk at a national conference on Quality at Scale in New Delhi, hosted by Room to Read (India) and USAID in December 2019.

### PROF IAN MENTER AWARDED BERA JOHN NISBET FELLOWSHIP

In August 2020, Professor Emeritus Ian Menter was awarded the prestigious John Nisbet Fellowship from the British Educational Research Association (BERA). Since 2014, BERA has awarded this Fellowship each year to one or more people who are

deemed to have made an outstanding contribution to educational research over their careers. Ian's commitment to encouraging teacher education research and its application has been demonstrable in the Department, nationally and internationally.



# RESEARCH & IMPACT

## INTRODUCTION

The Covid-19 pandemic has posed significant challenges to research in education around the world. As institutions went into lockdown, our existing projects (including the fieldwork of many of our doctoral students) had to adjust very quickly to new ways of doing research; we began to learn to manage our research activities exclusively from home. Yet this has also led our identities as researchers to become conflated with our other identities, such as those of parents and carers. As a department, we have demonstrated an impressive capacity to act as a learning organisation in the face of extreme circumstances and to continue with our research activities thanks to the marvels of modern technology.

Despite immense challenges brought forth by the pandemic, our Department has not only found creative solutions to allow us to carry on with our research but also excelled in forging new areas of research and development. The fact that the Department has secured £3.5 million in coronavirus-related projects in the relatively short period since the emergence of the pandemic is testimony to this excellence. There have also been numerous contributions to coronavirus-related publications, blogs and media appearances. As different government organisations, international associations and funders have strived to sustain research activities, our staff have been highly sought after as members of advisory groups and review panels. The Department's research endeavours have thrived in productivity thanks to the collaborative nature of its culture, where effective mentorship and communication are valued for all staff, including administrative support staff.

The diversity of our community of researchers – from early career researchers to senior academics as well as visiting scholars – has contributed enormously to the inclusive, proactive and innova-

tive research culture we have within the Department. Our recent Athena SWAN Bronze Award speaks to how seriously the Department takes the principles of diversity and inclusion, irrespective of any aspect of our staff's, researchers' and students' identities. Indeed, we believe as a Department that it is such representation in diversity that maintains the quality of our research by ensuring robust mechanisms to critically check our ideas against different viewpoints, theoretical orientations, and methodological approaches. Our research continues to be world-leading in its interdisciplinary character, as well as impactful in reaching out to relevant stakeholders, including policy makers and practitioners.

Needless to say, the pandemic has so far led to many grave consequences for the world at large. It has exposed the systemic injustices that permeate societies – nationally and internationally. On the national stage, when many pupils' futures were at stake with the projection and moderation of A-level results, we came to recognise, again, that barriers to social mobility continue to exist. And on the international as well as national stage, structural racism, gender discrimination and the refugee crisis have all been exacerbated in the context of the deadly disease. The pandemic has shone a greater spotlight on the ongoing planetary emergency, including the destruction of wildlife, the eco-system and the climate. The growing mistrust in science, and the erosion of facts and accountability for truth, have all pointed to the importance of education, once again, at all levels – as well as learning in its broadest sense (including life-long learning in informal environments). In short, these unprecedented times have outlined, in no uncertain terms, the need to educate the public in not only expertise in particular areas of work but also critical thinking and responsible citizenship. In turn, the issues that have been exposed by the pandemic create fresh new ways of conceptualising our research for the future.



As educational researchers, we have come to recognise that our research needs not only to contribute to new knowledge and impact educational policy and practice, but also to be deployed as a vehicle for activism for social reform and progress. In the face of a pandemic, a public health crisis and planetary destruction, conceptualising educational research in terms of business as usual will no longer suffice. The social as well as the natural world are changing at an accelerating rate, and educational research has a major responsibility to help generate and impact solutions in education. The Department's existing and emerging areas of research are in a prime position to forge reconceptualization of education such that educational processes and outcomes are fit for purpose.

**Professor Sibel Erduran**  
Director of Research



# MAPPING OUR RESEARCH



**45**  
countries

**6**  
continents

## Destination countries of our funded research projects during 2019-20

Austria	Czechia	India	Moldova	Singapore
Bangladesh	Egypt	Indonesia	Netherlands	South Africa
Belgium	Ethiopia	Ireland	New Zealand	Sweden
Bhutan	France	Italy	Nigeria	Tanzania
Brazil	Finland	Japan	Norway	Timor-Leste
Canada	Germany	Kenya	Philippines	Turkey
Chile	Ghana	Kyrgyzstan	Portugal	Uganda
China	Greece	Malawi	Qatar	UK
Colombia	Hong Kong	Mexico	Sierra Leone	USA

## MAJOR PROJECTS

The following gives an update on the progress of some of the major research projects we have undertaken during 2019–20.

### CENTRE FOR GLOBAL HIGHER EDUCATION

#### Funding organisations

UKRI Economic & Social Research Council, Office for Students and UKRI Research England

#### Years

2015–2023

#### Principal Investigator

Professor Simon Marginson

The ESRC-funded Centre for Global Higher Education (CGHE), which has been led from the Department since September 2018, is a research partnership of six UK and nine international universities. The Centre had a very active year in 2019–20, both despite and because of the Covid-19 pandemic.

The Department's research strand in the field of higher education has been joined with CGHE Oxford, which therefore benefits from the enthusiastic participation of postgraduate students working on higher education topics. The Centre's 16 multi-site projects have continued, including Director Simon Marginson's work on the public role of higher education in 10 countries. The Centre has also continued its output of journal articles, research working papers and policy briefings; the first two books from CGHE's research have also now been published: *The governance of British higher education* (Shattock and Horvath) and *Changing higher education for a changing world* (ed. Callender, Locke and Marginson). A successful four-part seminar series on scholarly ideas about international and global higher education also took place at Oxford and UCL in late 2019 and early 2020.

Although the pandemic brought on-site field work to a halt, online data gathering, analysis and writing were not impeded, and CGHE developed what has become a highly successful twice-weekly global webinar series, managed by the Centre's Communications Officer, Trevor Treharne. Between May and July 2019, there were 21 webinars on a range of topics, with 70–300 participants (depending on the



topic), and about 60% of those attending from outside the UK. The largest audience was for a discussion of the pandemic and the future of international education.

The ESRC has approved a further three years of funding for CGHE in 2020–23 and the Centre will commence two new projects involving Oxford researchers: the first on research in higher education, led by Professor Alis Oancea and including Dr James Robson; the second on pan-national higher education in Africa and Central Asia, including Dr David Mills and Dr Maia Chankseliani. In addition, CGHE's ongoing project on the governance of higher education, guided by Professor Mike Shattock, will move to Oxford in 2020–21.

Learn more: [www.researchcghe.org](http://www.researchcghe.org)

### EDUCATION, PURPOSE & HUMAN FLOURISHING IN UNCERTAIN TIMES

#### Funding organisation

Templeton World Charity Foundation

#### Years

2020–2022

#### Principal Investigators

Dr David Johnson, Dr Fiona Gatty

This new three-year project seeks to answer the question, 'How in uncertain times might we locate and through education promote the most prominent pathways to human flourishing?'

Uncertainty expresses itself in many forms and often one state of uncertainty invites other uncertainties. The Covid-19 pandemic, for example, has had a profound impact on public health globally but has also exposed fears and uncertainties about jobs and security as industries shrink and markets change. Uncertainties that arise from human displacement and the politics of immigration, from race and the politics of policing, and from identity and the politics of separateness, have all exposed fragilities in interpersonal relationships and political trust as blame is attributed and social mores all but fall apart. Intergroup friction is on the rise and tolerance fragile.

And there are uncertainties too about our social futures as a revolution in technology sweeps the globe. We are concerned that our skills and capabilities are displaced by advances in robotics and artificial intelligence, and ask whether this threatens the way we work – or indeed whether we will even have work.

And while we are certain about the benefits of technology to much of our modern lifestyles, we are less certain about its impact on our personal freedoms and choices, and of the threats it poses to the moral fibre of society as transactions on the 'dark net' – in drugs, human trafficking and paedophilia – as well as cybercrime increase.

But equally, there is good evidence that the weight of the big questions of our time also stimulates the best of human dispositions – of selflessness, caring and empathy – and that adversity often brings out the best in us. It allows us to make new meanings, to redefine purpose, to achieve autonomy, self-esteem, and self-acceptance, to embrace optimism and develop vitality and virtue.

These dispositions and their attainment are what we define as human flourishing – and in this, education is important.

This project will therefore look at how we might locate the most promising pathways to human flourishing and continually align the purpose of education to its achievement.

## EXCLUDED LIVES: THE POLITICAL ECONOMIES OF SCHOOL EXCLUSION & THEIR CONSEQUENCES

### Funding organisation

UKRI Economic & Social Research Council

### Years

2019–2023

### Principal Investigators

Dr Ian Thompson, Professor Harry Daniels

**Permanent school exclusions have risen sharply in England in the last few years in contrast to the rest of the UK. Over-represented groups include children and young people with Special Educational Needs and Disabilities (SEND), from particular ethnic backgrounds and those living in areas of high deprivation.**

**The multi-disciplinary and multi-site Excluded Lives project is organised into three work strands: landscapes of exclusion; experiences of exclusion; and integration.**

The landscapes of exclusion strand examines the ways in which policies and legal frameworks shape interventions designed to prevent exclusions; the financial costs associated with exclusion; and patterns and characteristics of exclusion. The experiences of exclusion strand focuses on families', pupils' and professionals' experiences of the risks and consequences of exclusion. The integration strand will integrate these findings to ensure that the learning is continuous as the research develops a coherent multi-disciplinary understanding of the political economies of exclusion.

These analyses will involve the cross-cutting themes of: children's rights, youth crime, values and the role of religion, geographical context, gender and ethnicity, social class, special needs and disability, and mental health.

The recent pandemic has raised questions about how students at risk of exclusion might be identified and what return-to-school support and guidance exists (or can be developed) to support practitioners as well as children and families. Heightened anxiety, bereavement, poverty, disconnection from schooling and the digital divide have heightened the risk

for children and young people who were already struggling with aspects of schooling, as well as produced new, unexpected categories of risk.

In June 2020, the Excluded Lives team published the report 'School Exclusion Risks after Covid-19', drawn from discussions with practitioners and professionals from health, education, criminal justice, local authorities and third sector voluntary organisations in England. The report argues that the impact of Covid-19 on schools is substantial for both practitioners and students. The social and emotional disruption caused by the pandemic and the subsequent school closures is highly likely to have increased or exacerbated student anxiety and other mental health issues. There is also a concern about school connectedness for vulnerable students whose patterns of school attendance have been disrupted. These concerns raise issues around transitions back to school settings.

The report also highlights that safeguarding and education are inextricably linked; both within and across services there was evidence for the importance of strategic development and early intervention.

**Learn more: [www.education.ox.ac.uk/research/excluded-lives](http://www.education.ox.ac.uk/research/excluded-lives)**

**Reoccurring themes revealed in the Excluded Lives report, each with broader implications for the formulation of policy and practice:**

- (Re)–integration and re-engagement
- Access to learning
- Importance of communication
- Implications of policy changes (on behaviour, SEND students and school exclusion)
- The need for multi-agency working and contextual safeguarding
- Preparing the school community
- Flexibility and new ways of working

## SUPPORTING FAMILIES: EVALUATION OF THE FOSTERING NETWORK'S MOCKINGBIRD PROGRAMME

### Funding organisation

What Works for Children's Social Care

### Years

2019–2023

### Principal Investigators

Dr Ellie Ott, Dr Lisa Holmes

**The Mockingbird Family Model programme – delivered by the Fostering Network – is part of the Department for Education's (DfE) 'Supporting Families: Investing in Practice' programme, which is expanding and rolling out promising interventions that came through the DfE's Children's Social Care Innovation Programme.**

The Mockingbird programme is an innovative method of foster care which creates an extended family environment by providing sleepovers and short breaks, peer support, and social activities. It aims to improve: the stability of fostering placements; the retention of foster carers; the wellbeing of young people and foster carers; and the relationships between carers, young people, fostering services and siblings.

Dr Ellie Ott and the Rees Centre (one of the Department's research centres) had previously led a three-year evaluation of the Mockingbird programme funded by the DfE's Innovation Programme, which found that the programme improved foster carer retention and a number of other promising indicators across the 12 fostering agencies.

This subsequent evaluation will follow a quasi-experimental design, using statistical techniques to compare Mockingbird participants to a matched comparison group and a mixed methods research design to capture experiences of the implementation of the programme.

Detailed plans for this new evaluation have been published through a protocol on What Works for Children's Social Care website:

[www.whatworks-csc.org.uk](http://www.whatworks-csc.org.uk)

## SHARED TRAINING & ASSESSMENT OF WELLBEING (STrAWB)

### Funding organisation

National Institute for Health Research (NIHR) Public Health Research (PHR) Programme (reference NIHR127799), alongside an anonymous donation

### Years

2020–2022

### Principal Investigator

Dr Nikki Luke

Around 55,000 children in England live in kinship or foster care. Most of these looked-after children have experienced difficulties while living with birth families, including abuse, neglect, or family stress. Many such children survive very difficult childhoods without developing any mental health issues, but research suggests that almost half of them might have some sort of mental health condition such as depression or conduct problems, even if they haven't been diagnosed. These sorts of conditions are often preceded by difficulties with emotions and social relationships. Spotting such issues with younger children's well-being and putting support in place can prevent problems from escalating, reducing the risk of later mental health difficulties and the problems at home and at school that often follow.

In collaboration with the University of Sussex, we have worked with foster carers, social workers, young people, and mental health experts to develop a package to help the key adults in looked-after children's lives to support their well-being. The Shared Training and Assessment for Well-Being (STrAWB) package consists of:

- A training course for foster or kinship carers and teachers to increase their understanding of mental health and well-being;
- A set of surveys completed by the carer, teacher and child, that assesses different aspects of well-being both at home and at school; and
- A mental health specialist who looks at all the answers to the surveys and uses them to create a profile of strengths and needs for each child, which is then fed back to carers, teachers, and children's social workers with practical recommendations for support.



In 2017–18, STrAWB was trialled in a small pilot study with 18 children. Foster carers and teachers gave positive feedback, particularly on the opportunities for improved communication and integrated working. Resulting changes to practice included securing counselling sessions on the basis of evidence provided in one child's profile, and re-locating teaching assistant work within the classroom to maintain peer relationships for another child.

The next stage of the project, beginning in 2020, is a feasibility trial to determine whether we can test the STrAWB package with a large number of looked-after children in order to assess its effectiveness in improving wellbeing. The feasibility trial will involve running the STrAWB package with a smaller group first, to see whether everything works as it should and whether people are willing to be part of the larger research study on STrAWB.

We have funding to work with 70 looked-after children in school Years 4–6, as well as their foster carers and teachers. Half of them will be randomly selected to get the STrAWB package, with the other half acting as a comparison group. We will collect surveys about all 70 children's well-being before randomisation, and again 12 months later. We will also use surveys, interviews, activity monitoring sheets, and case studies to decide whether the package and the research processes all worked as planned.

In line with current social distancing measures, we are now developing an online version of the STrAWB training. Local authorities are completing the necessary paperwork and we aim to deliver our first round of surveys in November 2020.

## STANDARDISATION OF A COMPUTERISED ORAL LANGUAGE TEST

### Funding organisation

Heather van der Lely Foundation Trust

### Years

2019–2021

### Principal Investigator

Professor Charles Hulme

**Oral language skills are a critical foundation for literacy, educational success and psychosocial wellbeing. Accurate, reliable and easy-to-use oral language tests are essential to identify children with language learning difficulties.**

As part of this project we have developed LanguageScreen, a short but highly reliable oral language assessment for children which comprises four subtests: expressive vocabulary, receptive vocabulary, sentence repetition, listening comprehension. The test has been developed as an online app to be administered on a tablet by teachers or teaching assistants (as pictured above). The app can be administered in approximately 10 minutes and scoring is automated via a secure website. The test takes its standardization norms from a large representative sample of children aged 3–8 years, and validation data were produced by assessing the correlation between the new test and well-established tests of language ability.

LanguageScreen has been used as part of a large-scale randomised controlled trial assessing the effects of the Nuffield Early Language Intervention Programme.



## TALKTOGETHER: SUPPORTING ORAL LANGUAGE DEVELOPMENT

### Funding organisation

UKRI Global Challenges Research Fund  
Collective Programme

### Years

2020–2022

### Principal Investigator

Dr Sonali Nag

**TalkTogether is a collaborative research project with the University of the Philippines Diliman, The Promise Foundation Bangalore, and an international network of academic and non-academic partners.**

The project will include a series of mixed-methods studies to examine the language development of 3- to 6-year-old children living in resource-poor multilingual settings in India and the Philippines. Barriers and opportunities within children's linguistic environments will be identified and robust assessments of children's language and literacy skills will be developed.

In parallel, an oral language intervention that draws upon local oral traditions will be co-produced with community representatives. A randomised controlled trial will test the efficacy of this intervention when delivered within public early childhood settings.

The project is grounded on a large body of evidence showing that strong oral language in the early years confers advan-

tages to reading and writing development in the school years and beyond.

Through this project, the TalkTogether team hopes to build knowledge, resources, and networks that contribute to the conversation around the UN Sustainable Development Goal 4.2 to ensure quality early childhood education for all children.

Highlights to date:

- A corpus of children's books published in India and the Philippines for children under 10 years is being created to investigate early print experiences in Kannada and Filipino.
- An analysis of the print corpora has begun to identify important psycholinguistic properties that are relevant to understanding children's language development. This analysis will inform an age of acquisition study, an assessment pilot in 2021, and a new intervention.
- A replicable workflow protocol from text collation to coding is being developed for constructing child-directed print databases in other understudied languages.
- We are collaborating with teachers, cultural actors, and other stakeholders to draft lessons that aim to enrich oral language skills. As a response to school closures due to the pandemic, the first 40 lessons are to be adapted for home-based programme delivery.
- An online course on classroom ethnography in multilingual settings, intended for research associates, is under construction.

### Learn more:

<https://talktogether.web.ox.ac.uk>

## TEEM UP: TEACHING EFFECTIVE EARLY MATHEMATICAL UNDERSTANDING IN PRIMARY SCHOOLS

### Funding organisation

Education Endowment Foundation

### Years

2020–2024

### Principal Investigator

Professor Iram Siraj

**TEEMUP is a four-year study with a two-year intervention in primary school classrooms, centred on evidence-based professional development designed to support the mathematical outcomes of children in Reception and Year 1.**

The programme provides professional development for Reception and Year 1 teachers, comprising three components: face-to-face workshops; an online learning platform with additional resources, materials and discussion forums; and coaching and mentoring offered in their primary schools. This is intended to support the teachers to enhance the mathematical intent, implementation and impact of teaching in their classrooms.

The professional development is evidence-based and has already shown proof of concept in a trial in New South Wales, Australia, with positive improvements in practice and children's mathematical outcomes.

The programme is being independently evaluated through a randomised controlled trial by the York Trials Unit at the University of York and Durham University. The whole project is taking place over 100 state-funded primary schools in the East of England to evaluate whether TEEMUP improves children's mathematical and self-regulation outcomes; 50 schools will have access to TEEMUP for the duration of the project, while the other half will be offered it following the completion of the randomised trial.

If the programme is shown to be successful, it will benefit 8000+ children and go on to scale.



## NEW PROJECT AWARDS

The following are just some of the projects awarded funding during 2019-20, listed alphabetically with the project name, funding organisation(s), and Principal Investigator from within the Department.

### **Building an inclusive and equitable early childhood education for refugee children: Framework for action**

British Academy Early Childhood Education;  
Professor Iram Siraj

### **Centre for Global Higher Education (CGHE) 2020-2023**

UKRI Economic & Social Research Council;  
Professor Simon Marginson

### **Early years toolbox for early numeracy assessment**

Department for Education, Nesta Ed-Tech;  
Professor Edward Melhuish

### **Education, purpose and human flourishing in times of uncertainty**

Templeton World Charity Foundation;  
Dr David Johnson

### **Education research findings: Understanding the landscape**

British Academy; Professor Alis Oancea

### **Emptiness: Shifting patterns of global (dis)connectivity**

European Commission Horizon 2020;  
Professor Alis Oancea

### **Ethical research in international and comparative education during Covid-19**

British Association for International and Comparative Education;  
Professor Alis Oancea

### **Evaluating the Sutton Trust intervention 'Early language and communication in the early years'**

Sutton Trust; Dr Ariel Lindorff

### **Global mapping of English medium instruction in higher education: 2020 and beyond**

British Academy; Dr Heath Rose

### **IB Diploma Programme students' academic outcomes**

International Baccalaureate;  
Dr Joshua McGrane

### **Investigating health and educational outcomes in families conceived by and treated with assisted reproductive technologies**

Wellcome Trust;  
Professor Edward Melhuish

### **Investigating the home language environment for disadvantaged UK families speaking English as an Additional Language (EAL)**

John Fell Fund; Professor Victoria Murphy

### **Is science lost in translation? Language effects in the International Baccalaureate Diploma Programme science assessments**

International Baccalaureate;  
Dr Joshua McGrane

### **Observing and reporting student engagement and motivation (ORSEM): Developing a teacher tool for observation**

John Fell Fund; Dr Karen Skilling

### **Online Language Learning for All (OLLA): Developing a catalogue of online video resources**

ESRC Impact Acceleration Account for Covid-19; Dr Robert Woore

### **Supporting families: Investing in practice - Mockingbird**

Department for Education; Dr Ellie Ott

### **Supporting mathematical understanding and thinking in the early years 4-6**

Education Endowment Foundation;  
Professor Iram Siraj

### **TalkTogether: Supporting oral language development**

UKRI Global Challenges Research Fund;  
Dr Sonali Nag

### **The new normal? Exploring the repositioning of ed-tech in schools post-coronavirus**

John Fell Fund; Professor Rebecca Eynon

### **Transnational academic mobility to global south: An exploratory study of international faculty in China**

Society for Research into Higher Education;  
Dr Xin Xu

### **Trust and climate change: Information for teaching in a digital age**

Nuffield Foundation; Dr Steve Puttick

**Learn more about all our projects:**  
[www.education.ox.ac.uk/our-research](http://www.education.ox.ac.uk/our-research)

## SPOTLIGHT ON PROJECT FEDORA: FUTURE-ORIENTED SCIENCE EDUCATION TO ENHANCE RESPONSIBILITY AND ENGAGEMENT IN THE SOCIETY OF ACCELERATION AND UNCERTAINTY

### **Funding organisation:**

European Commission Horizon 2020

### **Years:**

2020-2023

### **Principal Investigator:**

Professor Sibel Erduran

FEDORA is a new three-year project starting September 2020. It is part of a consortium of six institutions, including University of Bologna, Italy (lead partner); University of Helsinki, Finland; Kaunas University of Technology, Lithuania; Formicablu, Italy; and Teach the Future, the Netherlands.

The project is guided by the urgency of educating the public with scientific and technological literacy. Within what the sociologist H. Rosa calls "the society of acceleration" with regard to science and technology development, educational systems (school and, somehow, university) often remain static, linear and rigid, unable to keep up with the pace of change. As a result, a serious gap in knowledge and skills has been emerging between what traditional educational organizations are providing and what the society requires. 'What knowledge, skills, attitudes and values will today's students need to thrive in and shape their world? How can instructional systems develop these knowledge, skills, attitudes and values effectively?' - these are the main questions raised by OECD Future of Education and Skills 2030, which Project FEDORA will address.

The Oxford team will contribute to the project in various ways including through engagement with policy makers to compile recommendations towards a synthesis of effective innovations in science teaching and learning.

# NEW PUBLICATIONS



There were 239 new research publications from members of the Department's research community during 2019–20, of which the following authored and edited books:

**Erduran, S.** & Kaya, E. (2019) *Transforming Teacher Education Through the Epistemic Core of Chemistry*. Switzerland: Springer Nature.

**Ingram, J.** & **Elliott V.** (2019) *Research Methods for Classroom Discourse*. London: Bloomsbury Academic.

**Gearon, L. F.** (Ed.). (2019) *The Routledge International Handbook of Universities, Security and Intelligence Studies*. London: Routledge.

**Rose, H.**, **McKinley, J.**, & **Briggs Baffoe-Djan, J.** (2020) *Data Collection Research Methods in Applied Linguistics*. London: Bloomsbury Academic.

**Siraj, I.**, **Taggart, B.**, **Sammons, P.**, **Melhuish, E.**, **Sylva, K.** & **Shepherd, D-L.** (2019) *Teaching in Effective Primary Schools: Research into pedagogy and children's learning*. London: UCL-IOE.

The following Department members have also gained new editorships during 2019–20:

**Maia Chankseliani** (Associate Editor)  
*International Journal of Educational Research*

**Sibel Erduran** (Editorial Board)  
*Revista de Sociedade Brasileira de Ensino de Química*

**Nigel Fancourt** (Editorial Board)  
*Journal of Beliefs & Values*

**Susan James Relly** (Editorial Board)  
*International Journal of Training and Development*

**Susan James Relly** (Editorial Board)  
*Journal of Vocational Education & Training*

**Susan James Relly** (Editorial Board)  
*Vocations and Learning*

**Diane Mayer** (Advisory Board)  
*European Journal of Teacher Education*

**Trevor Mutton** (Advisory Board)  
*Teaching Education*

**Steve Puttick** (Editorial Board), *Geography*

**Karen Skilling** (Associate Editor)  
*Teaching Education*



# IMPACT & ENGAGEMENT

The following are some examples of the ways in which members of the Department have engaged in and had an impact on social, political and economic arenas on a local, national and global scale.

## CABINET OFFICE OPEN INNOVATION TEAM

November 2019; UK

Professor Pamela Sammons and Dr Ariel Lindorff were invited to participate in the Cabinet Office Open Innovation Team's workshop on trainee teacher quality with the Department for Education in November 2019 at the Cabinet Office. As well as both raising questions for the Cabinet's consideration, Professor Sammons gave a presentation on teacher effectiveness research evidence and findings from the mixed-methods 'Inspiring Teachers' research project (funded by the Education Development Trust). This contribution featured in an internal workshop summary and a set of recommendations from the Open Innovation Team intended to inform the Department for Education on how they can better understand the quality of teaching applicants.

Professor Sammons and Dr Lindorff were subsequently contacted to provide further advice on the topic at a follow-up meeting.



key themes for public consultation, and produced a subsequent report setting out its vision for colleges and thoughts on their role as civic institutions in June 2020. The final report is due to be launched in October 2020.

Professor Keep commented:

*'This has been a fascinating process. By adopting a long-term perspective and seeking to help learning across the four UK nations, we have captured the attention of policy makers at a time when fundamental questions are being asked about the future shape and purpose of further education.'*

## COMMISSION ON THE COLLEGE OF THE FUTURE

November 2019; UK

The Independent Commission on the College of the Future (ICF), of which Professor Ewart Keep is a commissioner, is sponsored by the four UK national college associations and other stakeholders. Since early 2019, it has been exploring what we want and need from vocational colleges from 2030 onwards. It is a UK-wide process, with specific recommendations for each of the four nations.

So far, the ICF has held more than 100 consultative events with college leaders, politicians, national governments, the NHS, local authorities, students, trade unions and employers. It published an initial report in November 2019 containing the

The conference was directed by the Ministry of Education and the Development Research Centre of the State Council (DRC), and was hosted by DRC directly under the State Council, the central government of the People's Republic of China. The CDRF is a public foundation initiated by DRC, aiming to advance good governance and public policy to promote economic development and social progress in China. The 'For the Future' initiative was launched in 2016 to explore approaches for secondary vocational education and training development in China.

Dr James Reilly (pictured above, in discussion with the Nepalese Ambassador to China, Mr Mahendra Bahadur Pandey) spoke about the meaningful engagement of employers in workplace training and delivery, as well as the challenges employers face given shifting demands in the global economy. Her presentation drew on research conducted for the British Council China on the UK automotive and transport industry to understand better the elements needed for a strong collaboration to ensure employer engagement. These elements underpinned the formation of a close and trusted collaboration and communication between the employer, the Further Education College and the young person, enabling the apprentice to feel supported, safeguarded and achieving in their chosen field.

## KEYNOTE PRESENTATION AT 'FOR THE FUTURE' INTERNATIONAL CONFERENCE

December 2019; China

Dr Susan James Reilly was invited by the China Development Research Foundation (CDRF) to give a keynote presentation at For the Future: International Conference on Vocational Education and Training Development, in Beijing on 5th December.



## KEYNOTE PRESENTATION AT SWEDISH RESEARCH COUNCIL CONFERENCE

December 2019; Sweden

Professor Diane Mayer was an invited keynote speaker at the Swedish Research Council (SRC) conference held in Gothenburg on 3rd and 4th December 2019. The annual conference involves all Swedish education researchers who have undertaken projects funded by the SRC. Professor Mayer's keynote, titled 'Retention and success in early career teaching: A situated perspective on learning teaching and doing teaching', examined the high attrition rate of early career teachers in many countries and argued for a shift away from the current focus on what should be done for (and to) new teachers in attempting to retain them and towards more engagement with early career teachers' professional learning within the context of their schools.

Drawing on a large-scale and longitudinal study on the effectiveness of teacher education, Professor Mayer argued for a situated perspective of collaboratively 'learning teaching' while at the same time 'doing teaching', thereby establishing individual teacher ownership as well as a collective and shared sense of purpose during the early years of teaching that not only improves teaching effectiveness but also enhances their commitment to their work. After the keynote, Professor Mayer met with representatives of government and all teacher education providers in Sweden.

## PRESENTATION AT THE MINISTRY OF SOCIAL DEVELOPMENT

January 2020; Jordan

Earlier this year, Dr Lisa Holmes travelled to Amman, Jordan, to present findings from a UNICEF-funded research study at the Ministry of Social Development (MoSD). Working in partnership with colleagues from the German Jordanian University in Amman, Lisa led the study to calculate the costs of child welfare placements in order to inform the development of an investment case for community-based foster care in Jordan. The

presentation was attended by representatives from MoSD and UNICEF, as well as a range of child welfare practitioners who had participated in the study. The session focused on the key messages and recommendations for child welfare in Jordan, and also highlighted the potential cost savings associated with providing family-based care as an alternative to placements in large-scale residential institutions, in particular for younger children (birth to four years). Lisa has since been working with UNICEF colleagues to create a policy briefing which will be disseminated at a series of virtual events. The briefing will also be shared with UNICEF teams in countries with emerging and developing economies to explore the potential replicability of the study.

be significantly updated with respect to the following areas: Scientific Knowledge; Scientific Competencies; and Scientific Identity. The group (pictured below) considered the PISA 2024 vision survey that demonstrated that there is a wide, and internationally-consistent, awareness of factors in the science domain that will affect the world that young people emerge into in 10-15 years' time. Science education has the capacity to help support and equip young people with the knowledge, skills and identities that will enable them, their communities and societies to tackle many challenges in the coming decades.

Read the document:

[www.oecd.org/pisa/publications/PISA-2024-Science-Strategic-Vision-Proposal.pdf](http://www.oecd.org/pisa/publications/PISA-2024-Science-Strategic-Vision-Proposal.pdf)

## PISA 2024 STRATEGIC VISIONING EXPERT GROUP

March 2020; International

Professor Sibel Erduran participated in the PISA 2024 Strategic Visioning Expert Group which produced a key document to shape OECD's PISA science framework. The document was produced in London in early March 2020, and presented to the governing board of the OECD countries in late March in the Hague, Netherlands. The Strategic Visioning Expert Group consisted of 12 experts from the UK, USA, Brazil, Italy, Canada and Spain, who proposed that the PISA Science Framework could

## PRESENTATION AT 'A FOSTERING POTENTIAL' CONFERENCE

March 2020; UK

On 4th March 2020 at the Coin Street Neighbourhood Centre in London, the Fostering Network (the main UK charity for foster carers) held a conference 'A Fostering Potential' attended by around 80 participants, primarily foster carers and social workers. The overall aim of this learning event was to share information about research evidence and best practice to support the education of looked-after children. Professor Judy Sebba gave a



## OUR INFLUENCE IN A SNAPSHOT

**20**

journal editorships

**29**

editorial & review boards

**25**

peer reviewer roles

**24**

peer review panels

**6**

conference review panels

**18**

grant review panels

**25**

professional & learned society roles

**13**

external examiner roles

**25**

project advisory boards

**42**

policy & governance roles

**30**

other expert & advisory roles

**60**

internal university & college roles

**1**

honorary degree

**25**

keynote addresses

**60**

invited talks

**13**

visiting & honorary professorships

talk entitled 'The education of looked-after children: What can foster carers do?' drawing on two Department projects from the Rees Centre: the Nuffield Foundation-funded project on the progress of children in care, and the ESRC-funded project on training foster carers in paired reading. Following the event, two foster carers made contact with Professor Sebba asking for further information and advice. One had just begun fostering four sisters aged between 3-8 and was concerned that not enough was being done to address the seven-year-old's needs. Professor Sebba responded with details of the Virtual School, the Personal Education Plan meeting and the Pupil Premium Plus, all resources designed to support the learning of children in care.

## REVISED FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE

July 2020; UK

Professor Iram Siraj joined a small, select advisory group of educational experts in 2018 to support the Department for Education in the revision of the Early Years Foundation Stage (EYFS) curriculum, profile and associated materials known as Development Matters. Several meetings have taken place since then at the DfE, and the seven curriculum areas of the EYFS have been revised in order to reduce paper workload for educators. The EYFS curriculum and the associated early learning goals underwent wider consultation and were published in July 2020; over 3000 schools will trial the revised EYFS from September 2020, and from 2021 all schools and providers will follow it. Professor Siraj commented recently in Children & Young People News on the guidance Development Matters, also released in September 2020:

*'This is critically important in supporting and asserting that professional judgement is central to staff creating a contextually full and relevant curriculum and the right learning, teaching and well-being support for young children.'*

**Read the new EYFS framework:**  
[www.gov.uk/government/publications/early-adopter-schools-eyfs-framework](http://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework)

## NEW OFSTED EARLY YEARS INSPECTION FRAMEWORK

Ongoing; UK

Professor Kathy Sylva was appointed to Ofsted's Pedagogy and Practice Forum in August 2018, with the brief to advise on the creation of an Early Years Inspection Framework that would be aligned with the revised 2020 Statutory Framework for the Early Years Foundation Stage (discussed above). The 22 members of the Forum were drawn from across the sector, including private, voluntary and maintained settings. There were just three academics involved, with the role of contributing findings from research to upcoming discussion on the new Inspection Framework as well as ideas about new research directions for Ofsted.

In its first year the Forum met twice a term to consider what 'high-quality practice' would look like during an inspection visit, concentrating on different areas of the curriculum. By the end of 2019, inspecting the 'Quality of education' had replaced the former inspection of 'Quality teaching, assessment and learning and outcomes'. With this new focus, evidence for judgements shifted away from intensive focus on 'data' demonstrating outcomes towards observations of practice within curricular areas. The Forum was charged with providing more detail on what curriculum quality looks like 'on the ground' through identifying the features of high-quality practice that supported children's development in the seven domains of the EYFS.

Dr James Hall (former DPhil student within the Department, now Associate Professor at University of Southampton) and Professor Sylva were asked to convene a session on effective practice to support mathematics learning. The session used practice videos to identify the role of teacher-child discussion in maths learning, with a focus on the pedagogical continuum from free play, to guided play, and then deliberate instruction. Getting this balance right for children at different ages requires both art and science. The revised curriculum was expected to take a stance on these issues and the Forum believed that the new Inspection Framework should award intelligent use and adaptation of the new curricular guidance in ways that valued free play as well as intentional teaching. As learning objectives for re-

ception children become more formal, for example in number skills, pedagogy needs to be more intentional and structured, but not necessarily more teacher-directed.

Due to Covid-19, the Forum had to move online for its 2020 meetings and discussion turned to the possible contribution of the new curriculum to welcoming young children back into their settings and to new, supportive, 'Covid-secure' practices. The final meeting of the Forum is yet to be held at the time of writing.

## PUBLIC ENGAGEMENT ON SUMMER EXAMS

August 2020; UK

The exam results of 2020 did not carry public confidence: with the UK going into lockdown and exams being cancelled in March, the education system found itself in uncharted territory. Professor Jo-Anne Baird's work on examination systems was drawn upon in several policy documents in England and Scotland. She had shown empirically that teachers' estimated grades were usually rank-ordered similarly to exam grades, but that the estimates were often higher. Teachers' grades and their rank ordering of pupils were collected for use in the 2020 assessment systems in Scotland and in England. Professor Baird sat on advisory groups in both countries, commenting on the moderation systems that were being implemented.

After a furore in Scotland, the First Minister took charge of the situation days after results had been released and moved to a system which used the teachers' grades. This served to quell the public outrage to some extent about the 'classist' grading that had been used, based upon schools' previous results. England's A-level results came a week later and the 'algorithm' that had been used came under similar fire. Professor Baird explained the situation to the public through several media outlets, including Radio 4's The World at One, BBC News Channel, Times Radio and the Times Education Supplement. The Secretary of State for Education had asked for a system which kept the grade distribution similar to previous years. Once that remit had been given, a statistical model was inevitable and statistical models are imperfect predictors, relying upon the data available for use in the model. Ultimately it was decided to issue the teachers' grades in England too.



# TEACHING & LEARNING

## INTRODUCTION

In what was a particularly challenging year due to Covid-19 and the closure of the Department buildings from March as a result of the national lockdown, we nevertheless continued to run our eight teaching programmes successfully and were able to support all our students throughout the inevitable disruption to their anticipated modes of study.

Academic staff were able quickly to move to teaching online, drawing on the expertise developed by colleagues who have run online, distance-learning programmes for a number of years, namely the MSc Applied Linguistics in Language Teaching (ALLT) and the MSc Teacher Education. Students on our Post-Graduate Certificate in Education (PGCE) programme had already gained significant school placement experience prior to the closure of

schools nationally and many continued to support their placement schools remotely throughout the rest of the programme. Those studying on our part-time professional programmes, the majority of whom work within the education sector, were having to cope with significant demands in their professional lives but were nevertheless able to engage fully with their studies throughout this period, in spite of the restrictions placed on any further data collection. Likewise, many students on our full-time programmes were challenged by similar constraints imposed by the pandemic, in particular the restrictions around foreign travel, but, with the support of their supervisors, were able to negotiate alternative approaches to their research.

Overall, in spite of the necessary changes to its established ways of working, the Department has taken the opportunity to



explore new pedagogical approaches as it has developed its online teaching provision.

**Trevor Mutton**  
Director of Graduate Studies

## THE STUDENT EXPERIENCE

Hear directly from our students about their experience within the Department during this unusual year.

*'As somebody who has always preferred to study at home rather than in libraries or in common rooms, I was quite optimistic at the beginning of the global lockdown period that the upcoming restrictions might not even affect me a lot. After all, I thought that all I would need to continue with my early-stage doctoral research could come through the fibre optic internet cables in my wall, including virtual supervision meetings and digital access to the academic literature. However, even when I was studying at home, my daily routines were always interrupted by spontaneous coffee breaks with fellow students or social events and gatherings within the broader Oxford community. Before the pandemic, I thought these daily interruptions were just a trivial part of academic life at Oxford to escape from the work desk. But now I have realised that these experiences have such an important intellectual value in their own right, and that the physicality of this social academic life simply remains unique and irreplicable. Therefore, I hope that our "new" post-pandemic normality – whatever it will look like – will appreciate the perks of physicality as much as it will probably appreciate the perks of virtuality.'* – **Janik Festerling**, DPhil Education





*'I think given the rapid change in the course structure, those involved in developing an alternative have done a fantastic job and provided useful applicable alternatives that are helping us to develop professionally.'* – **2019/20 PGCE student**

*'[What I most valued about the online teaching was that] the invited speakers provided insight into such a variety of aspects of teaching. Ordinarily these speakers may not have been able to be involved in the programme due to travel distance. So it was excellent to utilise the opportunity to speak to teachers from further afield.'* – **2019/20 PGCE student**

*'Studying for the Masters in Learning and Teaching has been life-changing, and now the next step on the horizon is PhD study. Oxford is a special place in the world of academia, but for me, it is the people in the Education Department that have left the greatest impression.'* – **Jasen Booton**, MSc Learning and Teaching

Below is a photo Jasen shared with us of his graduation celebrations – a walk in the Malvern Hills in full sub fusc!



## 2019/20 FIGURES

**1 407**  
total applications  
received

**436**  
total available  
places

**3.2**  
applications  
to places

**413**  
incoming  
students

**45**  
countries  
represented

**1.8:1**  
females:males

## DOCTORAL COMPLETIONS

Our many congratulations to the following students who completed their DPhil in Education during 2019-20:

### Leif Andersen

*Science aspirations of urban Latino students: A study in East Los Angeles, California*

Supervisors: Dr Judith Hillier & Professor Steve Strand

### Henriette Arndt

*Informal second language learning: The role of engagement, proficiency, attitudes, and motivation*

Supervisors: Dr Robert Woore & Dr Jessica Briggs Baffoe-Djan

### Thomas Brotherhood

*Considering agency in the education-migration nexus: A temporal analysis of structure-agency relations with student-migrants*

Supervisors: Professor Simon Marginson & Professor Alis Oancea

### Christopher Hammond

*Regional cooperation in Northeast Asia: An analysis of policy ideas across institutions and disciplines in Japanese higher education*

Supervisors: Professor Simon Marginson & Professor Lynn McAlpine

### Christina Heemskerck

*Physical Education lesson intensity and complexity affect subsequent on-task behaviour in the primary school classroom*

Supervisors: Professor Lars-Erik Malmberg & Professor Steve Strand

### Peter Hurtubise

*Teachers' perspectives on bullying in schools: A comparative mixed methods study in England and the United States*

Supervisors: Professor Pamela Sammons & Dr Nigel Fancourt

### Sonia Khan

*Learning from classroom experiences: A sociocultural analysis of teaching*

Supervisors: Dr Victoria Elliott & Dr Ian Thompson

### Jennifer McGowan-Smyth

*The understanding of evolution at primary school: Can an intervention improve conceptual understanding?*

Supervisors: Professor Terezinha Nunes & Dr Judith Hillier

### Laura Molway

*Language teachers' professional learning: In search of impact*

Supervisors: Dr Katharine Burn & Dr Trevor Mutton

### Kari Sahan

*Variations of English-medium instruction: Comparing policy and practice in Turkish higher education*

Supervisors: Dr Heath Rose & Dr Emily Murphy

### Nardos Tesfay

*What mediates the effects of wealth on children's cognitive developmental trajectories in Ethiopia? A longitudinal analysis*

Supervisors: Dr Maria Evangelou & Professor Lars-Erik Malmberg

### Chloe Walker

*The white-collar hustle: Academic writing and the Kenyan digital labour economy*

Supervisors: Dr David Mills & Dr Isis Hjorth

### Hendrickje Windisch

*Recognising refugees' non-formally & informally acquired vocational skills for use in Germany's labour market*

Supervisors: Professor Ewart Keep & Dr Susan James Relly

### Erin Young

*(Un)settling differences: A re-conceptualisation of enactments of interdisciplinarity by research teams in Higher Education*

Supervisors: Professor Rebecca Eynon & Professor Niall Winters

Learn more about our DPhil students:  
[www.education.ox.ac.uk/people](http://www.education.ox.ac.uk/people)

## SCHOLARSHIPS

The following students were awarded scholarships for the academic year 19/20:

### Clarendon Fund Scholarship

#### Shawna-Kaye Tucker

DPhil Education

### Commonwealth Shared Scholarship

#### Tanvi Sethi

MSc Education (Child Development)

### ESRC Grand Union Doctoral Training Partnership Studentship

#### Jessica McCabe

MSc Education (Research Design & Methodology)

#### Lesley Nelson-Addy

DPhil Education

### ESRC Grand Union Doctoral Training Partnership – Edge Foundation Collaborative Studentship

#### Elizabeth Polding

DPhil Education

### Gulf Education Scholarship

#### Alexandra Hall-Chen

MSc Education (Comparative & International Education)

### Oxford Department of Education – FirstRand Foundation, FNB Fund Scholarship

#### Michael Kramer

MSc Education (Comparative & International Education)

### Rhodes Scholarship

#### Adamseged Abebe

DPhil Education

#### Amal Al Gergawi

MSc Education (Comparative & International Education)

#### Gia-Yen Luong

MSc Education (Comparative & International Education)

#### Annette Riziki

MSc Education (Child Development & Education)

### Routledge Scholarship, St Edmund Hall

#### Antonin Charret

MSc Education (Comparative & International Education)

## ALUMNI SPOTLIGHT

Our alumni go on to achieve phenomenal success after completing their degrees, and we are extremely proud of them. Read below the story of just one of these alumni, who now works as a Research Fellow in Impact at the University of Exeter.



**I had the privilege of spending five edifying years in the Department of Education at Oxford, first as a DPhil candidate, and then as a researcher and teacher.**

I first entered 15 Norham Gardens in autumn 2010 and left it in early 2016 to take up my present post (Research Fellow in Impact at the University of Exeter's College of Humanities). Yet my connection with the place – and with the people and ideas that inhabit it – happily continues, including research and writing collaborations with members of the staff and student cohort. This is all thanks to the strong community that the Department has nurtured. This community has gifted precious friends and inspiring mentors and colleagues – and in some cases, whether we walked the hallways and shared seminar rooms contemporaneously seemed to make little difference. This community embraced my early research ideas and scholarly and civic motivation, and helped transform them through supporting the growth of my skills and confidence into a capacity for ongoing personal development as a researcher, as well as for ongoing contribution to academia and wider society.

My DPhil thesis dealt with issues of education reform in a democratising context and I have since remained attached to both theoretical and practical work in the broad areas of civic and social contribution, as well as education policy. My years as a DPhil student offered opportunities to grow through exchanges with top scholars and inspiring fellow postgrads, from whose work I have learnt probably as much as from the tutors' commitment and always incisive lectures, questions, and comments. I was regularly given an opportunity to present and develop my work through seminars and as guest lecturer on relevant modules of the Department's Masters programmes. I was also able to assume a regular spot in conversations held at national and international levels, through attendance of major conferences, publications, and even work with policy actors, including, for example, my subsequent (since 2016) involvement

with the evaluation processes within the European Commission's research funding programme Horizon2020.

Upon successful completion of my DPhil, I worked at the Department as a researcher on a project looking at social impact and knowledge exchange in the social sciences with Professor Alis Oancea. During this time I was able to not only further my research skills, but enter the realm of UK and international research policy alongside leading scholars in the field (not least Oancea herself) as well as prominent stakeholders and policy actors.

Subsequently, I was an MSc tutor in philosophy of educational research, working alongside some brilliant students and professionals, helping them navigate the initial stages of developing a research project, as well as learning and re-examining my own research philosophy and practice in the process.

*'I first entered 15 Norham Gardens in autumn 2010 and left it in early 2016 [...] Yet my connection with the place – and with the people and ideas that inhabit it – happily continues [...] all thanks to the strong community that the Department has nurtured.'*

I am now in a permanent post at a Russell Group university, working with colleagues across humanities disciplines in support of projects that aim to deliver impact with and in wider, non-academic communities, diverse in shape and function, and ranging from local community groups and schools to the WHO. I also conduct independent research in the field of higher education and research policy that critically examines the nature of academic work.

I bring these perspectives to my work as Co-Convenor of the Higher Education special interest group of the British Educational Research Association, and am also committed to supporting career opportunities for new researchers emerging from their doctorates into an uncertain



job market, and to creating conditions for socio-economic impact to be a meaningful aspect of both doctoral education and academic work.

I am certain that my doctoral and professional experience in the Department furnished me with the necessary skills of critical examination of social conditions and the nature and purpose of knowledge, as well as a broad perspective of the higher education landscape, to enable me to excel in my present role. This experience also endowed me with the optimism and confidence necessary to pursue both social improvement and personal professional development – and for this, I remain forever indebted to this community.

**Dr Sanja Djerasimovic**  
Research Fellow in Impact  
University of Exeter





# PEOPLE

As a department, we are deeply committed to fostering an inclusive culture which promotes equality, values diversity, and maintains a working, learning and social environment in which the rights and dignity of all our staff and students are respected. This means adopting inclusive practices in recruitment, as well as offering a range of career progression and advancement opportunities. Our greatest strength is the linguocultural diversity of our staff

and students, which helps to capture the global and local challenges of education in the 21st century. We work within the guidelines of Advance HE's Equality Challenge Unit, which seeks to further and support equality and diversity in higher education institutions. Within this unit, our Athena Swan Bronze Award recognises our advancement of gender equality in terms of representation, progression and success for all.



## NEW APPOINTMENTS

The Department was pleased to make the following new appointments during 2019-20:

### PROFESSIONAL & ADMINISTRATIVE



**Judith Barrett**  
TEEMUP Research  
Manager / Administrator



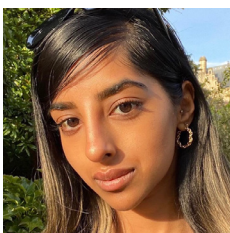
**Dean Campbell**  
Grants Finance Officer



**Sarah Cox**  
Project Manager



**Diana Jarman**  
Professional Programmes  
Administrative Officer



**Ashleigh Lal**  
Finance Assistant



**Stacey McGowen**  
Academic Programmes  
Manager



**Catherine Messenger**  
Professional Programmes  
Administrative Officer



**Juan Motsi**  
IT Support Officer



**Paul Riser**  
Student Liaison  
Coordinator



**Jessica Ryan-Phillips**  
Research Facilitator



## ACADEMIC



**Dr Hamish Chalmers**  
Departmental Lecturer in  
Applied Linguistics



**Professor Leon Feinstein**  
Professor of Education &  
Children's Social Care

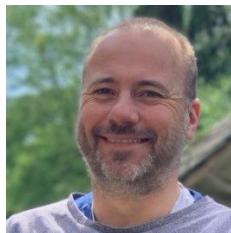


**Dr Elizabeth Wonnacott**  
Associate Professor in  
Applied Linguistics

## RESEARCH



**Dr Akanksha Awal**  
Research Fellow



**Andrew Brown**  
Alex Timpson Attachment  
& Trauma Research Officer



**Dr Caroline Cresswell**  
The Hazel Project  
Research Officer



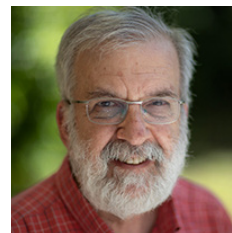
**Dr Katrina Dulay**  
TalkTogether  
Research Officer



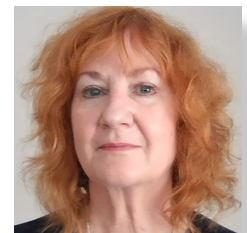
**Dr Fiona Gatty**  
EPHF Research Project  
Coordinator



**Sarah Hearne**  
Nuffield Early Language  
Intervention Research Assistant



**Dr Kenneth Kahn**  
Senior Researcher



**Dr Denise Kingston**  
Senior Researcher



**Clare Savory**  
Modern Foreign Languages  
Research Assistant



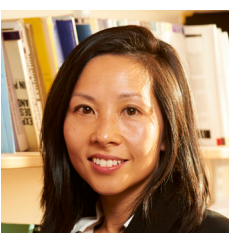
**Dr Natia Sopromadze**  
Sustaining Teacher Quality  
Research Officer



**Dr Ellie Suh**  
Rees Centre  
Research Officer



**Alice Tawell**  
Excluded Lives  
Research Assistant



**Hau Ming Tse**  
Research Fellow



**Dr Eva Viviani**  
Language Learning Lab  
Research Fellow



**Dr Xin Xu**  
Centre for Global Higher  
Education Research Fellow

## HONORARY FELLOWS

Honorary Fellows provide a significant level of contribution to the Department in the form of mentorship, teaching, supervision, collaborative research and/or professional practice, grant applications, ambassadorship, examination, assessment and development of the academic programmes. This year, the following new fellowships were granted:

### HONORARY RESEARCH FELLOWS

**Dr Miriam Barak**  
Israel Institute of Technology

**Dr Joanna McIntyre**  
University of Nottingham

**Professor Linda Woodhead**  
Lancaster University

**Dr Ebru Kaya**  
Bogazici University, Istanbul

**Professor Jill Porter**  
University of Reading

**Professor Christian Ydesen**  
Aalborg University, Denmark

### HONORARY NORHAM FELLOWS

**Dr Helen Carasso**  
Independent Researcher

**Margaret Mulholland**  
Educational Adviser

**Kanako Shinden**  
The Nippon Foundation

## ACADEMIC VISITORS

The Department's current Academic Visitors are the following:

**Professor Anton Havnas**  
Oslo Metropolitan University

**Professor Justin Powell**  
University of Luxembourg

## VISITING PROFESSORS

Visiting Professors are considered to be outstanding in their field of work and are nominated by the Department. Our current Visiting Professors are the following:

**Professor Jenny Gore**  
University of Newcastle, Australia

**Professor Nancy Perry**  
University of British Columbia, Canada

## OUTWARD VISITING PROFESSORS

The following members of the Department held Visiting Professorships during 2019-20:

**Professor Sibel Erduran**  
University of Oslo, Norway

**Professor Alis Oancea**  
Oxford Brookes University

**Professor Iram Siraj**  
Nanyang Technological University,  
Singapore

**Dr Liam Gearon**  
Mary Immaculate College, Ireland  
Newcastle University, Australia

**Dr Susan James Relly**  
Griffith University, Australia

University of Stavanger, Norway  
UCL

**Professor Edward Melhuish**  
Zhejiang University

**Professor Pam Sammons**  
University of Cyprus  
University of Hong Kong

University of Wollongong, Australia

# ENGAGE WITH US

## CONTACT US

## WRITE TO US

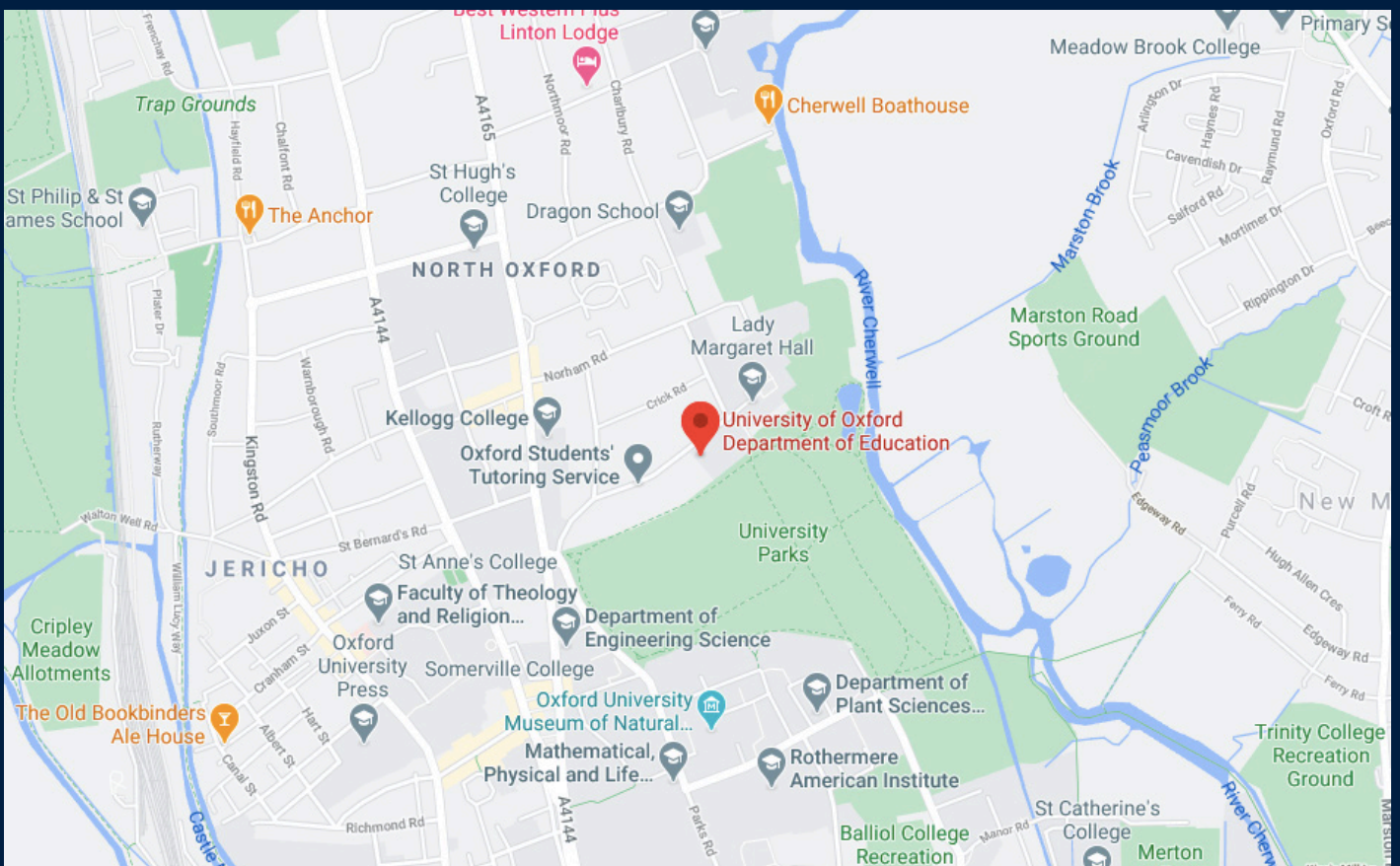
Department of Education  
University of Oxford  
15 Norham Gardens  
Oxford  
Oxfordshire  
OX2 6PY

## CALL US

+44 (0)1865 274 024

## EMAIL US

general.enquiries@education.ox.ac.uk  
communications@education.ox.ac.uk



## FOLLOW US

## WEBSITE

[www.education.ox.ac.uk](http://www.education.ox.ac.uk)

## TWITTER

@OxfordDeptofEd

## LINKEDIN

[linkedin.com/school/oxford-deptofed](https://www.linkedin.com/school/oxford-deptofed)

## YOUTUBE

Search 'Department of Education Oxford'

## SUBSCRIBE

## JOIN OUR MAILING LIST TO FIND OUT ABOUT NEWS & EVENTS

[www.education.ox.ac.uk/mailling-list](http://www.education.ox.ac.uk/mailling-list)

