



## News from the Durham University Evidence Centre for Education

### Summer/Autumn 2023

#### Upcoming events

##### *Festival of Social Science*

DECE will be running a public event for the ESRC Festival of Social Science 2023, with funds from the ESRC IAA. The event is called “Making teaching attractive and worthwhile”, based on the findings from three large ESRC projects, and is intended to help support teacher well-being, recruitment and retention. It will be led by Beng Huat See, and features a panel/audience discussion in a “Question Time” format.

11<sup>th</sup> November, 10:30 to 3:30, at the Marriott Hotel, Durham  
Excellent free lunch, all welcome.

##### *Schools North East*

Schools NE is a valuable partner of DECE. Stephen Gorard is giving the Keynote Speech at the Schools NE Summit 2023, at St James’ Park football ground, Newcastle, 19<sup>th</sup> October

##### *Black History Month*

As part of Celebrating Black History Month, DECE is hosting:

“Understanding the role of BAME teaching workforce in schools of England”

Come along. With contributors including Feyisa Demie, Yiyang Gao and Nadia Siddiqui.

19<sup>th</sup> October, 12:00-1:00 PCL 057 in the Palatine Centre.

##### *Book from our Poster Conference*

Almost a year ago DECE had a poster conference in the old School of Education Building, involving MA and PhD students, researchers and more established staff. The presenters have now written a book on this for Routledge:

“An international approach to developing early career researchers”

There are chapters by the conference presenters, and editorials written by Stephen Gorard and Nadia Siddiqui. The book is in production and due out in 2024.

Also in production and due out in 2024 with Routledge is

“Researching Social Inequalities in Higher Education: Access, Diversity and Inclusion”

Edited by Vikki Boliver and Nadia Siddiqui, and containing chapters by members of DECE.

##### *Book prize shortlist*

The book “Making Schools Better for Disadvantaged Students” by Stephen Gorard, Beng Huat See and Nadia Siddiqui is in a short-list of three as the 2023 BERA Educational Research Book of the Year - [BERA announces 2023 BERA Educational Research Book of the Year Shortlist | BERA](#). The award ceremony will be held on 8<sup>th</sup> November.

## Other news

### *New Doctors*

We are delighted that three of our doctoral researchers have recently passed their viva (some with “corrections”), and are now Dr:

- Sarah Ross
- Yiyi Tan
- Xianan Hu

Two new doctoral researchers have started this term. We wish them well:

- Tsai, Pei-hua
- Liang Yang

Keji Fan has been appointed as a part-time research assistant for the Education Endowment Foundation (EEF)

### *New members*

- Yiyang Gao has just started as a post-doctoral research fellow, working on the ESRC project - Investigating the recruitment and retention of ethnic minority teachers, and its relationship to school outcomes

Nadia Siddiqui was promoted to become full Professor of Childhood Education Studies in the 2022/23 progression round. She has also been selected for membership of the UKRI funding Interdisciplinary Assessment College

Beng Huat See has been appointed a member of the UKRI Creating Opportunities Trial Accelerator Fund and Evaluation Development Fund assessment panel.

### *Review of Education*

The BERA journal *Review of Education*, edited by Johny Daniel, Bin Wei Lu, Nadia Siddiqui, Stephen Gorard and others, now has an official impact factor of 2.4. We were interested to note that this is higher than of BERJ.

### *Altmetric score*

A new article:

Lu, B., Anders, J., Siddiqui, N., & Shao, X. (2023). How do academic selection systems affect pupils' educational attainment? New evidence from an analysis of large-scale data on England. *Educational Review*, 1-22.

has so far achieved an Altmetric Attention (impact) score of 116, which is the highest in *Educational Review*.

## Grants and awards

### *SafePod*

The ESRC bid for a SafePod, led by Stephen Gorard, came through and the Pod is now installed in the Bill Bryson Library. It is for anyone to use for accessing sensitive or secure data. Its first users were Johny Daniel and Nadia Siddiqui. Details in [SafePod – Durham University Library and Collections Blog \(dulib.blog\)](#).

*Scholarship*

Wenqing Chen has been awarded a Hild Bede Postgraduate Scholarship in Education, worth £1,500 to disseminate her research on the use of evidence by teachers.

*Recent awards*

- Taiwanese teachers' knowledge of teaching foundational Mandarin reading skills. (£8,244, British Academy), Johny Daniel
- Evidence-based reading instruction in India. (£3,064, Durham University Global Engagement Grant), Johny Daniel
- Evaluating the LADDER approach for beneficial effects on teacher self-efficacy, mental wellbeing and intention to stay in teaching (£3,434, Durham University Global Engagement Grant), Kulwinder Maude
- 2023-2024 Household income evaluation of Pupil Premium (£75k, DfE), Stephen Gorard, Nadia Siddiqui
- 2023-2024 Evaluation of the School Membership Scheme (£50k, Widening Participation fund), Stephen Gorard, Nadia Siddiqui, Beng Huat See

*Continuing grants*

We have around £2.5m of ongoing externally-funded work, including:

- 2021-2023 Glasses in classes evaluation (£190k, DfE), Beng Huat See and Stephen Gorard
- 2021-2029 SEED study extension (£29k, DfE), Nadia Siddiqui and Stephen Gorard
- 2022-2023 Evaluation of Code Club (£54k, Raspberry Pi Foundation), Nadia Siddiqui, Stephen Gorard, Beng Huat See
- 2022-2025 Investigating the recruitment and retention of ethnic minority teachers, and its relationship to school outcomes (£741k, ESRC), Stephen Gorard, Beng Huat See, Nadia Siddiqui, Feyisa Demie, Antonina Tereshchenko
- 2022-2025 Rethinking teacher recruitment: New approaches to attracting prospective STEM teachers (£794k, ESRC), Beng Huat See
- 2022-2025 Comparative analysis of teacher policies (£758k, ESRC), Beng Huat See, Mark Ledger, Rebecca Morris, Stephen Gorard
- 2022-2025 Evaluating the impact of an active school environment on children and young people's health (£6k, NIHR SPHR), Nadia Siddiqui and Carolyn Summerbell
- 2022-2025 Developing a best practice framework for the Holiday Activities and Food Programme (£93k, NIHR SPHR), Nadia Siddiqui and Carolyn Summerbell
- 2022-2026 Evaluation of continuous professional development of school leaders on teaching and learning outcomes (£60k, VVOB)
- 2022-2026 Early Years Conversation Project (EYCP) Efficacy Trial (£500k, EEF), Nadia Siddiqui

**Media coverage**

Our research has been presented and discussed in the following recent media stories:

- Lack of diversity in teaching in England means minority ethnic pupils miss out, BBC Radio 5 Live, Nihal Arthanayake show, 29/8/23
- What difference do teachers make to exams? , The Late Show, 21/8/23, Teachers' Talk Radio, [Teachers Talk Radio: What difference do teachers really make to exam results?: The Late Show with Tom Rogers on Apple Podcasts](#)

- Academies: Do council schools really outperform them?, Schools Week, 3/8/23, [Academies: Do council schools really outperform them? \(schoolsweek.co.uk\)](https://schoolsweek.co.uk/academies-do-council-schools-really-outperform-them/)
- Lack of diversity in teaching in England means minority ethnic pupils miss out, Guardian, 29/8/23, [Lack of diversity in teaching in England means minority ethnic pupils miss out | Schools | The Guardian](https://www.theguardian.com/education/2023/aug/29/lack-of-diversity-in-teaching-in-england-means-minority-ethnic-pupils-miss-out)
- Ethnic disparity between teachers, pupils in England, Mirage News, 29/9/23, [Ethnic Disparity Between Teachers, Pupils in England: Study | Mirage News](https://www.miragenews.com/ethnic-disparity-between-teachers-pupils-in-england-study)
- Ethnic disparity between teachers, pupils in England, Phys Org, 30/9/23, [Ethnic disparity between teachers, pupils in England: Study \(phys.org\)](https://www.phys.org/news/education/2023-09-ethnic-disparity-between-teachers-pupils-in-england-study)
- Spiked, 6/9/23, [Kids don't need teachers who 'look like them' - spiked \(spiked-online.com\)](https://www.spiked-online.com/should-you-send-your-child-to-an-academy-or-a-council-run-school-why-ofsted-results-dont-mean-much/)
- Should you send your child to an academy?, The Conversation, 14/9/23, [Should you send your child to an academy or a council-run school? Why Ofsted results don't mean much \(theconversation.com\)](https://www.theconversation.com/should-you-send-your-child-to-an-academy-or-a-council-run-school-why-ofsted-results-dont-mean-much/)
- The battle to make sure research drives education policy, TES, 18/9/23, <https://www.tes.com/magazine/analysis/general/education-research-government-schools-policy>
- Gorard, S. (2023) Should you send your child to an academy?, The Conversation, 14/9/23, [Should you send your child to an academy or a council-run school? Why Ofsted results don't mean much \(theconversation.com\)](https://www.theconversation.com/should-you-send-your-child-to-an-academy-or-a-council-run-school-why-ofsted-results-dont-mean-much/)
- Gorard, S. (2023) Why northern school attainment gap fears are misplaced, TES Magazine, 31/8/23, [Why northern school attainment gap fears are misplaced | Tes](https://www.tes.com/magazine/analysis/general/education-research-government-schools-policy)
- Grammar schools do not work:  
<https://www.theguardian.com/education/2023/aug/28/english-regions-dominated-by-grammar-schools-do-not-improve-grades-study-says>  
<https://www.dailymail.co.uk/sciencetech/article-12445013/Grammar-schools-NOT-work-UKs-brightest-pupils-better-chances-getting-GCSE-results-comprehensives-study-find.html>  
<https://www.thetimes.co.uk/article/bright-pupils-get-better-gceses-at-comprehensive-schools-jvqpw2g6x>

### **Presentations this summer**

- Daniel, J., & Clucas, L. (Sept 2023). *Dyslexia identification: A practitioner survey*. Paper presented at the British Educational Research Association Conference in Birmingham, UK.
- Daniel, J., Pettigrew, C., Roberts, A., Jordan, A., Connick, J., Greenwold, L., Gibson, S., & Mon-Williams, M. (September 2023). Improving SEND Provisions: Reforming a Failing System, Overcoming Funding Challenges & Meeting the Needs of Children and Young People. Public Policy Exchange [Webinar].  
<https://www.publicpolicyexchange.co.uk/event.php?eventUID=NI21-PPE&ss=bk&tg=bpl>
- Fan, K. (2023) Infusing critical thinking into English curriculum at Chinese secondary schools, BERA Annual Conference, Aston, September 2023
- Gorard, S. (2023) Can a school system promote excellence without elitism?, BJSE symposium, ECER Annual Conference, Glasgow, August 2023
- Gorard, S. (2023) Why is teacher supply and retention so poor in some countries, and what can be done about it? Evidence from three linked ESRC projects, BERA Annual Conference, Aston, September 2023

- Maude, K., Blanchard, L., & See, B.H. (July 2023). *Staff wellbeing in the teaching working force - an evidence-based approach to addressing the challenges*. Workshop presented at the Festival of Education in Wellington College, Berkshire, UK.
- Maude, K. (2023) *Ethnic Minority Teachers in ITT: challenges and way forward*. Paper presented as a part of symposium at the Early Career Researcher, British Educational Research Association Conference in Leeds, UK.
- Maude, K., Blanchard, L., & See, B.H. (2023). *An evidence-based approach to teacher mental health and wellbeing*. Workshop presented at the British Educational Research Association Conference in Birmingham, UK.
- Siddiqui, N. (2023) Keynote speech on [Why Schools Matter?](#), Derby, BESA Annual Conference
- Siddiqui, N. and Gorard, S. (2023) Assessing the impact of early childhood education for disadvantaged children, BERA Annual Conference, Aston, September 2023
- Yang, F. (2023). *Investigate the effect and the main influencing factors of the Accelerated Reader programme on Chinese primary school students' reading achievement*. Paper presented at the ChinaCALL Conference in Hohhot, China.
- Yang, F. (2023). *Impact of Accelerated Reader on students' reading skills and reading behaviour: A review of international evidence*. Poster presented at the British Educational Research Association Conference in Birmingham, UK.
- Lu, B. and Shao, X. (Sept 2023). *The link between family background and future opportunities: do selective systems matter*. Paper presented at the British Educational Research Association Conference in Birmingham, UK.

### **Publications (not mentioned so far)**

Stephen Gorard has an H index of 86. He is the most published/cited UK-based education research author of the last 50 years, and 7<sup>th</sup> in the world - [Most published/cited UK author in education Web of Science over the last 50 years, and top ten in the world](#). This means that he is the only member of School listed in the Research.com Best Scientists in the World - [World's Best Social Sciences and Humanities Scientists: H-Index Social Sciences and Humanities Science Ranking 2023, page 6 | Research.com](#). He is the most published author ever in many mainstream journals, including British Journal of Educational Studies, Educational Review, Oxford Review of Education, and Research Papers in Education.

Recent publications include:

- Boliver, V. and Jones, C. (2023) [Policy initiatives on the right to higher education in England](#). UNESCO.
- Boliver, V. and Powell, M. (2023) [Competing conceptions of fair admission and their implications for supporting students to fulfil their potential at university](#). Perspectives: Policy and Practice in Higher Education 27 (1), 8-15.
- Boliver, V. and Powell, M. (2023) [Rethinking merit? The development of more progressive approaches to university admissions in England](#). Widening Participation and Lifelong Learning 24(3): 33-55.
- Daniel, J. (2023). Survey of dyslexia identification methods [Report]. BERA Reports. <https://www.bera.ac.uk/publication/survey-of-dyslexia-identification-methods>
- Daniel, J. (August 2023). Dyslexia misconceptions among dyslexia assessors [Blog post]. BERA Blog. <https://www.bera.ac.uk/blog/dyslexia-misconceptions-among-dyslexia-assessors>

- Demie, F. and See, BH (2023). Ethnic disproportionality in the school teaching workforce in England. *Equity in Education & Society* 2(1): 3–27.
- Gorard, S., See, BH and Siddiqui, N. (2023) What works in improving attendance and enrolment at school for disadvantaged students?, *Nordic Journal of Systematic Reviews in Education*, [What works in improving attendance and enrolment at school for disadvantaged students? - Durham Research Online](#)
- Gorard, S., Siddiqui, N. and See BH (2023) Lessons for addressing educational disadvantage from a range of studies, *Cogent Education*, [Full article: Lessons for addressing educational disadvantage from a range of studies \(tandfonline.com\)](#)
- Gorard, S., Siddiqui, N., See, B., Tereschenko, A. and Demie, F. (2023) Ethnic proportionality of teachers and students, and the link to school-level outcomes, *Education Sciences*, 13, 8, 838, [Education Sciences | Free Full-Text | The Ethnic Proportionality of Teachers and Students and the Link to School-Level Outcomes \(mdpi.com\)](#)
- Hunt, S.A. and Boliver, V. (2023) [The private higher education provider landscape in the UK](#). *Studies in Higher Education*, 1-15.
- Maude, K., Demie, F. & Race, R. (2023). *Ethnic inequality in the teaching workforce in schools: Why it matters*. [Blog post]. BERA Blog. <https://www.bera.ac.uk/blog/ethnic-inequality-in-the-teaching-workforce-in-schools-why-it-matters>
- Morris, R., Gorard, S., See, BH and Siddiqui, N. (2023) An evaluation of Flash Marking: an intervention to reduce teachers' marking workload, *Oxford Review of Education*, 10.1080/03054985.2023.2258779
- See, BH, Gorard, S. and Morris, R. (2023) Tackling teacher shortages: doing the right thing at the right time and with the right evidence, *International Encyclopaedia of Education 4<sup>th</sup> Ed.*, London: Elsevier
- See, BH, Gorard, S., Ledger, M., Maude, K., el-Soufi, N. and Morris, R. (2023) Effective leadership practices and teacher wellbeing: A review of international evidence, *Chartered College Impact Journal*, Issue 20
- Siddiqui, N., Dixon, P. and Gorard, S. (2023) Is parental awareness of children's academic potential a good predictor of children's learning outcomes in Early Year's settings? Findings from two provinces in Pakistan and India, *Social Sciences and Humanities Open*, 8, 1, [Is parental awareness of children's academic potential a good predictor of children's learning outcomes in Early Year's settings? Findings from two provinces in Pakistan and India - ScienceDirect](#)

## Photos

Some of the presenters from the poster conference



Our public engagement event at the Marriott, with Ziauddin Yousafzai (Malala's father), Chris Zarraga (Schools NE), and Pauline Dixon (Newcastle)



The discussion panel at the BERA conference Hot Topic session, teacher supply



Invited panel, BERA Conference, schools in developing countries



A game of summer croquet for researchers



And competitive boule



