Contents

Introduction .......................................................................................................................... 4
Executive Group .................................................................................................................. 5
1. IEE vision and mission ................................................................................................. 6
2. Key achievements ......................................................................................................... 7
3. Goal progression ........................................................................................................... 8
4. Staffing and resources ................................................................................................. 21

Appendix 1: Publications and presentations ................................................................. 22
Appendix 2: Other recent activity .................................................................................... 26
Introduction
This has been an eventful year for the IEE. It began with a move into our glorious new award-winning Berrick Saul Building. Almost every office has a view of the lake, which has a calming effect even in the midst of our whirlwind of activity.

We have made significant strides in promoting the idea of evidence-based education. In three short years, the IEE has become known for leading the movement to improve education through programmes and practices with evidence of effectiveness.

During the past year we have continued to develop innovative programmes based on sound evidence of what works in education, and to evaluate both programmes we have developed and those developed elsewhere. We completed several systematic reviews of programmes, which are being published in top education journals, as well as on the Best Evidence Encyclopaedia website.

We have also continued to develop ways of disseminating research-proven programmes to schools, and have been consulting with school administrators to determine where their needs lie and how best to proceed. We published three new issues of Better: Evidence-based Education, and have been writing a handbook for school governors. Furthermore, we have developed numerous partnerships with other leaders in the field of education, and connected with many more through our stewardship of the Coalition for Evidence-based Education.

In other words, the last twelve months have been very productive. However, we have no intention of resting on our laurels, and are committed to driving forward all aspects of our work in the coming months and years. We will continue to develop and evaluate programmes and practices and conduct scientific reviews of education research, and aim to broaden our remit to include a wider range of areas by recruiting specialists in education in developing countries, mathematics education, parenting, improving the outcomes of children in deprived communities, and educational systems and school organisation. We will also expand our focus on dissemination and partnership activities, and work with the profession to embed the use of evidence in education policy and practice.

Professor Bette Chambers
Director, Institute for Effective Education
November 2010
Executive Group

The Institute for Effective Education (IEE) is advised and supported by an Executive Group, chaired by Baroness Estelle Morris. The Group meets quarterly in York, and aims to provide advice, support and oversight in terms of the direction and activities of the IEE.

The Executive Group is supported by a range of Advisory Groups which are currently under development, and which bring stakeholder input from policy and practice directly to bear on the activities of the Institute.

The members of the Executive Group, as of 31 July 2010, are listed in the table below.

<table>
<thead>
<tr>
<th>NAME</th>
<th>ORGANISATION</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baroness Estelle Morris</td>
<td>Institute for Effective Education</td>
<td>Chair</td>
</tr>
<tr>
<td>Professor Bette Chambers</td>
<td>Director, Institute for Effective Education</td>
<td>ex officio</td>
</tr>
<tr>
<td>Tony Cann</td>
<td>Bowland Charitable Trust</td>
<td>ex officio</td>
</tr>
<tr>
<td>Professor Nick Abercrombie</td>
<td>Bowland Charitable Trust</td>
<td>ex officio</td>
</tr>
<tr>
<td>Professor Brian Cantor</td>
<td>Vice-Chancellor, University of York</td>
<td>ex officio</td>
</tr>
<tr>
<td>Professor John Local</td>
<td>Pro-Vice-Chancellor for Research, University of York</td>
<td>ex officio</td>
</tr>
<tr>
<td>Professor Andrew Webster</td>
<td>Academic Co-ordinator for the Social Sciences, University of York</td>
<td>ex officio</td>
</tr>
<tr>
<td>Celean Camp</td>
<td>Institute Manager, Institute for Effective Education</td>
<td>Secretary</td>
</tr>
</tbody>
</table>
All children should have the opportunity to succeed in school. Unfortunately many fail to reach their potential, and this is particularly true of children from underprivileged backgrounds. Our mission is to improve education for all children.

Our vision for the future is that the gap between research, policy and practice will close. Educators and policy makers will have easy access to research, and confidence in its reliability and purpose. Using evidence will be as important in teaching as it is in medicine or science.

We want to make this vision a reality. The IEE has brought together leading academics who are driving forward education research. Moreover, we are determined that this research will have a discernible impact on teaching and learning. We are communicating our findings on effective practice, and building support for evidence-based education.
2. Key achievements

2.1 SNAPSHOT: EARLY STAGE RESEARCH RESULTS 09/10

TechTeam Maths
Pupils of those teachers who implemented the model with moderate to high fidelity gained more in maths attainment than matched control pupils.

Cognitive development of children in the early years
Study revealed strong associations between poverty and young children’s intellectual and behavioural development. Maternal depression (net of other factors) was more weakly related to cognitive development but strongly related to whether children were exhibiting behavioural problems.

Success for All
First-year findings showed that SFA produced statistically significant positive school-level effects on literacy measures for Reception pupils.

Together 4 All
First-year outcomes of teacher rating scales show positive effects on several indicators of social-emotional development in the upper primary grades. No differences in the lower primary levels.

2.2 SNAPSHOT: PUBLICATIONS AND PRESENTATIONS

In the last year IEE staff have:
- Published 23 articles
- Published 5 book chapters
- Published 4 reports
- Published 1 book
- Produced 3 issues of our magazine, Better: Evidence-based Education
- Given 29 conference presentations

<table>
<thead>
<tr>
<th>23 ARTICLES</th>
<th>5 BOOK CHAPTERS</th>
<th>4 REPORTS</th>
<th>1 BOOK</th>
<th>3 MAGAZINE ISSUES</th>
<th>29 CONFERENCE PRESENTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

23 Articles
5 Book Chapters
4 Reports
1 Book
3 Magazine Issues
29 Conference Presentations
3. Goal progression

The IEE has four goals, around which our work is based.

**GOAL 1:** To develop and evaluate innovative teaching programmes and practices.

**GOAL 2:** To produce scientifically valid summaries of existing research, and clearly communicate the findings.

**GOAL 3:** To disseminate evidence-based research.

**GOAL 4:** To engage partners and influence UK education policy and practice.
During the last year we have made significant progress in terms of these goals, and this progress is outlined below. In addition, a list of recent publications and presentations is provided in Appendix 1, recent activities in Appendix 2, and a full summary of our planned activities is provided in Appendix 3.

GOAL 1
TO DEVELOP AND EVALUATE INNOVATIVE TEACHING PROGRAMMES AND PRACTICES.

Education research is beginning to have a real impact on teaching and learning, but we want to see an increase in the number and range of well-specified, proven, and scalable teaching programmes and strategies available to schools and teachers. As such, we are developing and evaluating programmes and practices for early years settings and primary and secondary schools, focusing in particular on literacy, numeracy and science.

Our development work includes new forms of co-operative learning, innovative applications to get the most from interactive whiteboards, interventions for pupils who are struggling in reading or mathematics, whole-school reform models, and new approaches to social and emotional learning. Our research work adheres to the highest academic standards, often using randomised controlled trials; we evaluate education programmes and practices developed by ourselves and by others. Our findings can provide reliable guidance for policy and practice. Recent publications and presentations are listed in Appendix 1.

Projects that were completed, started, or were ongoing between 1 August 2009 and 31 July 2010 are listed below.

1.1 INNOVATIVE APPLICATIONS: CURIOSITY CORNER INTERACTIVE (DEVELOPMENT)

We began working on an enhancement and adaptation of the research-proven Curiosity Corner comprehensive early years programme to create Curiosity Corner Interactive. This will be delivered on the interactive whiteboard and will include an interactive parent–child component. It will include engaging video vignettes and computer games that will help children learn language, literacy and mathematics skills, and science and social studies thematic concepts. The pilot programme will consist of ten units filled with fun activities for use in class and at home.

1.2 INNOVATIVE APPLICATIONS: READING ROOTS INTERACTIVE (DEVELOPMENT AND EVALUATION)

Building on work begun in the US (under National Science Foundation funding) the IEE is leading the development of an innovative approach to early literacy teaching, in collaboration with the Success for All Foundation (based in the US) and Concordia University in Canada. This approach uses interactive whiteboards to help teachers organise and effectively implement classroom strategies that emphasise co-operative learning, embedded multimedia, well-crafted demonstrations and questions, and formative assessments.

A pilot of the programme was carried out in 2008–09, which helped inform the development of the programme. An evaluation of Reading Roots Interactive is currently taking place, and includes ten of the schools already participating in our Success for All evaluation.

The project team from the IEE for Reading Roots Interactive includes Bette Chambers, Nancy Madden, Robert Slavin, Louise Tracey, Pam Hanley and Louise Elliott.

1.3 INNOVATIVE APPLICATIONS AND CO-OPERATIVE LEARNING: POWERTeaching MATHS FOR KS2 (DEVELOPMENT AND EVALUATION)

PowerTeaching Maths for KS2 is an approach to primary maths that has been developed by the IEE with the aim of improving performance in all schools. The programme is unique in its inclusion of embedded multimedia and co-operative learning. The embedded multimedia involves short digital video clips and animations woven into lessons to reinforce learning objectives. In co-operative learning, children work in pairs or teams to help each other master concepts and skills, and research has shown it can have a positive impact on mathematics attainment.
The specific objectives of PowerTeaching Maths are to:

- Increase the numeracy skills of pupils in Years 4–5 by implementing a high-quality, ongoing, intensive, classroom-focused programme incorporating co-operative learning and embedded multimedia, founded on scientifically-based research.

- Increase teachers’ knowledge and understanding of effective strategies for teaching numeracy to pupils.

We have received funding from the Nuffield Foundation to conduct a cluster randomised evaluation of PowerTeaching Maths for KS2. A pilot study will be conducted in eight schools in Yorkshire and Nottinghamshire from September 2010, and 40 schools will be involved in a national study starting in September 2011. If it is found to be effective, the programme will be offered to schools throughout the UK.

The project team for PowerTeaching Maths is Robert Slavin, Allen Thurston, Nancy Madden, Mary Sheard, Pam Hanley, Sarah Hogben, Simon Craft and Louise Elliott.

1.4 INNOVATIVE APPLICATIONS AND CO-OPERATIVE LEARNING: TECHTEAM MATHS (DEVELOPMENT AND EVALUATION)

TechTeam Maths aims to enhance pupil engagement and achievement in mathematics by the use of co-operative learning strategies and ActivExpression learner response devices. Nine academies participated in this matched evaluation, with six intervention schools using the learner response devices in co-operative learning contexts in Year 7 and 8 (age 11–13) mathematics lessons. The evaluation is comparing pretest and post-test scores for the intervention and control schools, using Optional Tests in Mathematics (QCA). The post-test was conducted in June 2009, and data analysis was carried out from July to September 2009. Due to technological and other problems, implementation was quite variable, but pupils of those teachers who did implement the model with moderate to high fidelity gained more in maths attainment than matched control pupils. A second implementation of a revised version of the programme was evaluated in 2009-2010, and results are currently being analysed.

The project was funded by the United Church Schools Trust, and the team comprises Nancy Madden, Robert Slavin, Mary Sheard, Pam Hanley, Sarah Hogben, Simon Craft and Louise Elliott.

1.5 CO-OPERATIVE LEARNING: PEER LEARNING AND PAIRED MATHS (EVALUATION)

Working with and helping other people is an important part of life. In peer learning pupils work together in pairs, with one child helping the other to learn. When working properly the method benefits the tutor as well as the tutee, with benefits including raised attainment and better social, communication and teamwork skills.

Allen Thurston is exploring the role that tutor status plays in determining cognitive and affective outcomes during peer tutoring in primary school mathematics. The evaluation is supported by an award from the ESRC (Economic and Social
Research Council), and aims to:

1. Develop successful pedagogical approaches in peer tutoring in mathematics for use with 10–12 year-old pupils.

2. Ascertain whether the status of the tutor influences tutoring discourse and cognitive and affective outcomes (self-esteem, social relationships and self-concept of pupils) when using reciprocal role tutoring techniques in primary school settings.

The peer tutoring technique being used in this evaluation is called ‘Paired Maths’, a form of structuring interaction between pupils. Research is taking place in 20 primary schools spread throughout Falkirk, Stirling and Dundee City Councils, and a pre-post design will record changes and track outcome measures and variables. Control groups do not form part of this study. This is the first study to examine the predictive nature of tutor status on outcome measures. It is being conducted jointly with Professor Keith Topping from the University of Dundee and is funded for 18 months from May 2009.

1.6 EARLY CHILDHOOD: COGNITIVE DEVELOPMENT OF CHILDREN IN THE EARLY YEARS (EVALUATION)

The UK Millennium Cohort Study (MCS) surveyed 18,553 families and 18,819 children born between September 2000 and August 2001. Families were interviewed when children were nine months, three years and five years.

John Hobcraft and Kathleen Kiernan are using data from this study to examine the factors that enhance a child’s cognitive development in the early years and family and environmental factors that facilitate school readiness and school performance.

For example, in Poverty, Maternal Depression, Family Status and Children’s Cognitive and Behavioural Development in Early Childhood: A Longitudinal Study Kathleen Kiernan examines how three aspects of parental resources in early childhood – income, mother’s mental well-being and family status – enhance or compromise their children’s cognitive and behavioural development. The study revealed strong associations between poverty and young children’s intellectual and behavioural development, and persistent poverty was found to be particularly important in relation to children’s cognitive development. Maternal depression (net of other factors) was more weakly related to cognitive development but strongly related to whether children were exhibiting behavioural problems, and persistent depression amplified the situation. Family status, net of other factors (most noticeably poverty), was only weakly associated with children’s development.

1.7 MATHS: EVERY CHILD COUNTS (EVALUATION)

The national evaluation of Every Child Counts has involved the University of York (IEE, York Trials Unit, and the Department of Psychology) and Durham University Centre for Evaluation and Monitoring, in association with Kings College London, the University of Warwick, and the Institute of Education, London. The evaluation was led by the IEE until March 2010, with Carole Torgerson as the Principal Investigator and Hannah Ainsworth as the Trial Co-ordinator. Since then, it has been led by York Trials Unit. Vivien Hendry will continue to collaborate with Professor David Torgerson (York Trials Unit) on the economic evaluation of ECC, to assess the cost effectiveness of the alternative methods of delivery.

Every Child Counts is an initiative which aims to develop and support the bottom 5% of KS1 children (age 5–7).
The aim of the evaluation trials is to obtain evidence of effectiveness of Numbers Count, the maths strand of the Every Child Counts programme, which gives one-to-one and small group tutoring. The study was commissioned and funded by the Department for Children, Schools and Families (DCSF), and will run until the end of 2010.

1.8 ASPIRATIONS: FIND YOUR WAY (EVALUATION)

The Find Your Way (FYW) programme is organised by the Excellence Hub for Yorkshire and Humber, a partnership between the Universities of Hull, Leeds, Sheffield and York, in conjunction with local authorities. The Hub provides activities for all Gifted and Talented pupils in the Yorkshire and Humber region including FYW, a four-year programme of activities for secondary pupils who have high potential but are from disadvantaged backgrounds. The evaluation is a mixed methods approach, combining quantified outcomes in an Impact Evaluation with qualitative outcomes in a Process Evaluation. It aims to determine the impact of FYW on a number of outcomes, including GCSEs, A/S and A level results, as well as post-18 participation in higher education.

The Impact Evaluation is due to be completed in 2012, once the pupils on the programme leave school. Schools were recruited for the Impact Evaluation between April and December 2009, and the control groups were identified for the matched case-control comparison. The Process Evaluation is ongoing, and several student focus groups have taken place. A report on initial focus group results was presented to the Advisory Board in December 2009. Further research activities planned for 2010–12 include interviews with teachers and schools, and further focus groups with pupils. This project is being led by Vivien Hendry.

1.9 SCHOOL REFORM: SUCCESS FOR ALL (EVALUATION)

Success for All (SFA), a comprehensive school reform model, has been proven to increase reading achievement in the US. It has been adapted to the UK context, and is now used in approximately 100 schools in the UK, supported by Success for All–UK, a UK registered charity. We are undertaking a large-scale evaluation of the SFA literacy programme which assesses its impact on the beginning literacy skills of pupils. The evaluation is a matched study involving nearly 40 schools (control and intervention).

The beginning reading component of SFA includes systematic phonics, vocabulary, fluency, and reading comprehension. Our first-year findings showed that SFA produced statistically significant positive school-level effects on literacy measures for Reception pupils. The study, involving Bette Chambers, Louise Tracey, Robert Slavin, Nancy Madden, Pam Hanley and Louise Elliott, is now following pupils into Year 2.

1.10 SOCIAL AND EMOTIONAL LEARNING: TOGETHER 4 ALL (EVALUATION)

Together 4 All is an intervention that aims to promote pupils’ social and emotional learning, personal development, and mutual respect and understanding. The evaluation of the programme is taking place in twelve primary schools in the Craigavon area of Northern Ireland. Six of the schools were randomly selected as intervention schools and the others as control schools.

Teachers in the intervention schools received training, in-class support and a resource file of scripted lessons to implement the programme. This randomised evaluation uses quantitative measures to track effects and outcomes of the programme on teacher and pupil behaviour in lessons and during play times.

Observation measures were designed to assess children’s demonstration of social skills in their classroom. On first year outcomes of teacher rating scales, controlling for pretests, positive effects were seen on several indicators of social-emotional development in the upper primary grades, but there were no differences in the lower primary levels. The second year findings are currently being analysed and the third year evaluation will continue in 2010–11.

The project team for the Together 4 All project during the period of this report was Robert Slavin, Mary Sheard and Louise Elliott.
GOAL 2
TO PRODUCE SCIENTIFICALLY VALID SUMMARIES OF EXISTING RESEARCH, AND CLEARLY COMMUNICATE THE FINDINGS.

The IEE conducts systematic reviews of educational programmes and practices. These reviews provide an objective summary of all relevant research, and help educators, policy makers and researchers make intelligent use of available evidence.

2.1 THE BEST EVIDENCE ENCYCLOPAEDIA WEBSITE

Staff from the IEE conduct systematic reviews of existing research in many areas of education, from which they are able to draw conclusions about what teaching practices and programmes are most effective. In May 2009, the Best Evidence Encyclopaedia website (the Bee) was launched to share these findings with as wide an audience as possible.

The Bee is intended to give educators, policy makers, and researchers fair and useful information about the strength of evidence supporting a variety of programmes available for both primary and secondary pupils. The site includes full systematic reviews, but also features accessible summaries that highlight key findings.

During the past year, a new review of programmes for children struggling to learn to read has been added to the site. Co-written by Robert Slavin and Nancy Madden, Effective Programmes for Struggling Readers found that there are a number of different methods that can help these pupils. One-to-one tutoring by trained teachers and reading specialists is the ‘gold standard’, and programmes with an emphasis on phonics greatly improve tutoring outcomes. However, programmes with a strong focus on improving classroom teaching, especially to include co-operative learning, also had positive effects. In particular, the research showed that tutoring in the early years of school followed by co-operative learning throughout primary school had the best long-term outcomes for low-achieving pupils.
An article presenting the findings of the BEE review on beginning reading programmes was published in the Review of Educational Research in November 2009. Co-written by Robert Slavin, Bette Chambers and others, Effective Reading Programs for the Elementary Grades: A Best-Evidence Synthesis systematically reviews research on the achievement outcomes of four types of approaches to improving the reading success of children in primary school: reading curricula; ICT; teaching process programmes; and combinations of curricula and teaching process. It concludes that the most successful programmes focus on changing daily teaching practices.

Bette Chambers, Robert Slavin and others also worked on a new systematic review to identify effective early childhood education programmes. Effective Early Childhood Education Programmes: A Best-Evidence Synthesis applied consistent methodological standards to summarise the research conducted on programmes for children aged 3–5. The aim of this review was both to assist educators and policy makers in deciding on the types of programmes to implement and to inform researchers about the current evidence on nursery programmes and guide further research. The scope of the review includes all types of programmes that children’s centre directors, head teachers, or child care directors might consider adopting to prepare their children for success in primary school and beyond. The report was scheduled to be launched on the BEE website in September 2010. A linked report will also be published by the CfBT Education Trust, who funded the review.

Visit the BEE at www.bestevidence.org.uk.

2.2 SYSTEMATIC REVIEWS AND METHODOLOGICAL PAPERS

Work began on a systematic review of experimental research evaluating programmes and practices in primary science, funded by the US National Science Foundation. The systematic review addresses all areas of science in the primary grades. The review uses an adaptation of the best-evidence synthesis previously applied to primary and secondary mathematics and reading, and includes experimental and quasi-experimental research on the outcomes of alternative approaches to primary science. The review is being conducted by Robert Slavin, Allen Thurston and Pam Hanley, in conjunction with staff from Johns Hopkins University in Baltimore, US.

Jonathan Sharples, Robert Slavin and Bette Chambers have been commissioned to write a review for the Department for Education (via C4EO) on what works in closing the gap in educational achievement for children and young people from poor backgrounds, especially white, working class boys. The study is a mixed-methods review – a qualitative review of observational and correlational research conducted in the UK, supported by a quantitative review of trials of classroom interventions, drawn from international studies. We are currently working with the Department for Education (DfE) to explore how the findings of this study can be disseminated more widely to schools.

During the period of the report a number of methodological papers and book chapters have been published on the following subjects:

- Conceptual, Design, and Statistical Complications Associated with Participant Preference (Hannah Ainsworth et al)
- Systematic Reviews of Research on Educational Programs: Methodological and Substantive Issues (Robert Slavin)
- The Relationship Between Sample Sizes and Effect Sizes in Systematic Reviews in Education (Robert Slavin with Dewy Smith)
- Randomized Controlled Trials in Education Research (Carole Torgerson with David Torgerson)

A full list of publications by IEE staff is included in Appendix 1.
GOAL 3
TO DISSEMINATE EVIDENCE-BASED RESEARCH.

Effective communication is pivotal to our work. A report published earlier this year by the Strategic Forum for Research in Education (SFRE) argued that too much knowledge about education is “locked away”. The report, Unlocking Learning? Towards Evidence-informed Policy and Practice in Education, found that although there is a considerable amount of high quality research, practice and provision in education in the UK, information is not being transferred to the public domain. The IEE is leading the drive to address this problem.

We want to make a difference philosophically and practically, changing attitudes towards evidence-based education and increasing the availability of high-quality research.

3.1 BETTER: EVIDENCE-BASED EDUCATION MAGAZINE

Better: Evidence-based Education was launched in Spring 2009. Aimed at educational leaders and policy makers, the magazine offers easy access to the latest developments in education research. It features accessible articles from some of the most respected educational researchers in the world, all of which are rooted in rigorous research on what really works in the classroom.

Three issues are published per year, each covering a particular theme. During the past year the issues have explored maths, social and emotional learning (SEL), and science. We have attracted high-calibre academics including Sir John Holman, Director of the National Science Learning Centre, and Celia Hoyles, Professor of Mathematics at the Institute of Education and former government Chief Advisor for Mathematics (2004–2007). We have also included articles written by authors who have a direct impact on policy such as Jean Gross the government’s Communication Champion for children and Cheryl Hopkins who is Director for Strategy and Commissioning at Birmingham City Council.

Better is one of the most effective tools we have in getting information on evidence-based education directly into the hands of the people who really make a difference in teaching and learning.

3.2 THE BEST EVIDENCE ENCYCLOPAEDIA WEBSITE

The Best Evidence Encyclopaedia offers user-friendly access to systematic reviews. See ‘goal 2’ for more information.

3.3 A BOOK FOR GOVERNORS

We are in the process of writing a book aimed at school governors, which will be available in early 2011. Governors play a critical role in the running of our schools, but we believe they can lack the background knowledge about the education system that they need to be effective. The book will either be published by the IEE with the support of the Bowland Trust, or through a publishing deal with a partner. We aim to make a small profit from future sales of the book.

This book will serve to fill the gap in the market. Its scope is broad, including information on:

- The governing body
- Managing staff
- Organising the school (eg, types of schools, setting, behaviour policies)
- Organising the classroom (eg, Key Stages, techniques teachers are expected to use)
- Teaching and learning
- Inclusion
- Monitoring effectiveness

The first draft of the book has been sent to a number of impartial contacts for their input. The book is due to be finished by the end of 2010.
3.4 MEDIA

Media coverage over the past year has helped to raise our profile with a number of different audiences. This coverage has included an article on what works in teaching maths in *Breaktime* magazine, a guest column in *Child Education Plus* magazine which outlined the latest developments in primary research, and a profile of the IEE on the *Teaching Times* website. Baroness Estelle Morris, the Chair of our Executive Group, has a monthly column in the *Guardian*, which often promotes the idea of evidence-informed practice, and in January a letter from Kathleen Kiernan also appeared in the *Guardian* responding to David Cameron’s comment that poverty no longer has a significant effect on children’s outcomes. We have been mentioned within more general articles in the *Toronto Star*, the *Times Educational Supplement*, and the US website *Education Week*, and have also featured regularly in the local *York Evening Press*.

*Better* magazine has attracted its own coverage including an article on the *Prevention Action* website and Debra Viadero’s blog on the *Education Week* website in which she recommended *Better* as “easy research reading”.

3.5 OPENING OF THE BERRICK SAUL BUILDING

In 2009 the IEE moved to the Berrick Saul Building on the University of York campus, which has been made possible in part by a generous donation from the Bowland Charitable Trust. In December the £11million building was officially opened by the University’s Chancellor, Greg Dyke. The opening gave us an opportunity to generate press coverage, and also make a number of interesting new contacts.

3.6 EVIDENCE-BASED PRACTICE NEWSLETTER

We have been working with the Dartington Social Research Unit on a proposal for a joint newsletter. This would also involve our colleagues at the Center for Research and Reform in Education at Johns Hopkins University in the US. The Social Research Unit is an independent charity dedicated to improving the health and development of children, primarily in Europe and North America. Like the IEE, they believe that research should be used to inform policy and practice, and again like us are committed to disseminating their findings to the widest possible audience.

The fortnightly newsletter, provisionally called *Best Evidence in Brief*, would provide those working in children’s services with a quick update of evidence-based programmes and practices. It would cover children’s health, development and education, and be aimed at those at a senior level in children’s services, researchers, politicians, educators and advocacy groups. It would be tailored so that recipients could choose to receive news on UK education (IEE), US education (CRRE at Johns Hopkins), and/or social research (Dartington).

The Social Research Unit manages a news website called *Prevention Action* which reports on children’s health and development, and in terms of social policy the newsletter would tie into this resource. In terms of education this is something new, and something that we feel there is a need for. We have submitted an outline bid to the Nuffield Foundation for funding for the newsletter.

The Berrick Saul Building has already won two awards, a Best Designed Place award from the Building Design Partnership, and a York Design Award.
3.7 RAISER’S EDGE

As our contacts grow and our communications become more complex we need a more sophisticated database management system. Following research, we have selected a contact management system called Raiser’s Edge.

Raiser’s Edge is currently used by several departments at the University (Development and Alumni Relations Office, Communications Department, and, soon, the Enterprise and Innovation Office). It will enable us to manage the information we hold on our existing contacts, send out a regular e-newsletter, manage subscriptions to Better, organise events and professional development courses, and manage information about members of the Coalition for Evidence-based Education (CEBE) (see ‘goal 4’).

Several members of staff will receive training on the new system, and this is due to commence in the autumn.

3.8 FOURTH ANNUAL CONFERENCE ADDRESSING RANDOMISED CONTROLLED TRIALS IN THE SOCIAL SCIENCES

The fourth annual conference addressing Randomised Controlled Trials in the Social Sciences took place in September 2009. Jointly organised by Carole Torgerson (IEE) and David Torgerson (York Trials Unit), the conference focused on the theme ‘Evaluating policy interventions’.

The event combined workshops and lectures, and offered information, guidance, and a forum for discussion. The key speakers were:

- David Weisburd – **Why non-experimental methods are “not good enough” and why experimental methods are: Challenging the folklore of evaluation research** (Distinguished Professor of Administration of Justice at George Mason University in the US)

- Professor Tom Walley – **Supporting clinical research in the NHS** (Director of the Health Technology Assessment Programme)

Carole Torgerson and Hannah Ainsworth presented on **Trials and Tribulations: An RCT with the DCSF** with Andy Wiggins from the Centre for Evaluation and Monitoring at Durham University. Also, Vivien Hendry and Hannah Ainsworth were on the conference planning/scientific committee.

Over 50 delegates attended the event across three days. Presentations and abstracts are available through the IEE website.
GOAL 4
TO ENGAGE PARTNERS AND HAVE AN IMPACT ON UK EDUCATION POLICY AND PRACTICE.

A vital part of the IEE’s mission, and something that makes us distinctive from most University departments, is our emphasis on engaging and influencing policy and practice. This is underpinned by a realisation that we will only make a difference if research evidence can be converted into initiatives that change practice.

Thus, a key goal of the IEE is building a broad network of relationships across research, policy and practice. This outreach strategy has involved working at two levels: building support from the practitioner base (bottom-up), and at the same time working with wider educational stakeholders to raise awareness of IEE work and build capacity for evidence-based reform (top-down).

Over the last year, the IEE has expanded its network of partnerships with research organisations, knowledge brokers, policy makers, practitioner groups and a wide spectrum of non-government organisations responsible for developing education in the UK (eg TDA, Ofsted, National College, Centre for Excellence and Outcomes (C4EO)). Across all these interactions we have focused on identifying practical opportunities where we can provide expertise, research insights, and practical tools that can support improvements in policy/practice. Following an initial phase of awareness building and networking, these partnerships are now delivering clear examples of impact.

4.1 COALITION FOR EVIDENCE-BASED EDUCATION (CEBE)

In 2009, the IEE established the Coalition for Evidence-based Education (CEBE) – an alliance of researchers, policy makers, and practitioners who are interested in improving the way research evidence is used and exchanged across the sector. Since then, CEBE has successfully engaged with leading advocates for evidence-based reform and a wide range of stakeholders in education, including government, policy makers, teacher training institutions, researchers, unions and practitioners.

Following a series of consultations in 2009, the group produced a Position Paper outlining its aims and objectives and setting out a preliminary plan of actions. CEBE is now working as a central platform where individuals and organisations with a broad range of expertise can collaborate on practical projects.

Current projects include:

Education Media Centre
A CEBE working group is developing a proposal for an Education Media Centre (EMC) – an intermediary brokering service to link researchers, journalists, and policy makers.

The EMC will provide policy makers and the press with independent and widespread access to research expertise across the field, in response to current research and policy developments. It will actively promote the inclusion of evidence in a broad range of policy and media activities – targeting the right research at the right people at the right time.

A draft specification for the EMC has been drawn up, and external funding has been confirmed to test and pilot the service.

Proposal for a national Excellence Institute/Evidence Centre
A CEBE working group is developing a proposal for an independent body that would draw together evidence on key issues in education, as a basis for guidance for professional practice.

The group is currently capturing a range of inputs on what such an evidence-synthesising body in education could look like, including looking at different models available in the UK (eg NICE/SCIE) and internationally.

Evidence for the Frontline
A CEBE working group is exploring how the coalition can do more that is of direct practical use for practitioners. A preliminary plan involves developing a map of initiatives around the country where researchers and practitioners can work together, resulting in knowledge exchange and evidence-based practice.

The development of CEBE in 2009/10 has been supported through core Bowland funding and a grant from the Research and Enterprise Office at the University of York. A new steering group has recently been established for CEBE, with the IEE appointed as Secretariat. A quarterly newsletter is being distributed and a website is currently under development.
4.2 INFLUENCING PRACTICE AND SUPPORTING PRACTITIONERS

An essential part of the IEE’s mission is to bring about a tangible improvement in learning outcomes for children. This can be best achieved by changing classroom practice, whether through developing educators’ professional practice or through the adoption of programmes with a strong element of professional development.

Although the IEE has successfully engaged with practitioners through its research activities, Better magazine, and the Best Evidence Encyclopaedia website, in 2009/10 we began to expand the products and services we offer to teaching professionals.

Professional development courses
During 2010 we began to develop a range of unique professional development activities for teaching professionals, with the support of the Research and Development office at the University of York. In the first instance, we will offer three courses:

- **Paired reading**, for primary schools looking for a method of raising reading achievement.
- **Brain, mind and education**, for practitioners looking for robust, reliable insights on the ‘science of learning’.
- **PowerTeaching**, for teachers looking for a new, effective co-operative learning technique.

Yorkshire Informed Practice Initiative (YIPI)
It is increasingly recognised that effective brokerage is the missing link between the creation of research evidence and its application in school settings. It is also clear that strategies that encourage direct linkage and exchange between researchers and research users are most likely to lead to practical changes in schools. In light of this, the IEE is currently developing a ‘proof-of-concept’ for evidence-based practice, by providing a small network of schools with consultation on the effective use of research evidence and support in implementing research-proven programmes and practices.

The project involves two elements. Firstly, compiling a directory of research-proven programmes and practices that can be counted on to raise outcomes, and secondly, developing a process through which schools can use, identify and implement such interventions in line with their own data and targets. Fundamentally, we believe the YIPI project can support changes in practice that will deliver demonstrable improvements in attainment and wider outcomes.

We are currently working with a network of schools in North Yorkshire to test and develop the YIPI project, which will become the basis of a funding application for a large-scale pilot. The government’s Knowledge Transfer Partnerships (KTP) offers a potential source of funding for this work.

**Mayor’s Fund for London**
We have been approached by the Mayor’s Fund for London to collaborate on implementing a tutoring programme or Success for All in a number of inner-city London schools. The aim is to get all children in six London boroughs reading at year level within three years.

Practitioner conferences
A practical and straightforward way to reach large number of practitioners is by presenting at conferences and seminars for teachers, head teachers and local authorities. In 2009/10 IEE staff presented at a number of events, seminars, and workshops for frontline professionals, such as the British Congress of Mathematics Education (BCME7) and the C4EO Knowledge Workshops.

4.3 PARTNERSHIPS WITHIN THE UNIVERSITY OF YORK

We have been collaborating with the Department of Educational Studies on establishing an overarching ‘Education at York’ brand. This will ultimately include other departments such as Psychology, Social Policy and Social Work, Health Sciences, and other centres such as the Chemical Industry Education Centre. We plan on developing a joint website to help anyone looking for information on education at York, and collaborating on research bids.

4.4 PARTNERSHIPS WITH EXTERNAL ORGANISATIONS

**C4EO (Centre for Excellence and Outcomes in Children and Young People’s Services)**
The Centre for Excellence and Outcomes (C4EO) is a government-based initiative aimed at capturing and disseminating “what works” across six Every Child Matters themes (eg, early years, youth, and disability). The IEE has worked extensively with C4EO this year, including
submitting research evidence to C4EO reviews, sitting on advisory committees for C4EO reviews and training staff. We have also worked with C4EO on a range of dissemination initiatives, including presenting at their conferences in Manchester, Newcastle, Birmingham and London to distribute IEE literature and talk to delegates about our work.

Ofsted
In January 2010, the IEE provided training to Her Majesty’s Inspectors at their annual research conference. We offered insights on research methodology and external research evidence. As a result of our recommendations, the IEE is now providing consultancy to Ofsted on its research activities. We believe that making evidence more central to inspection processes can be a key driver for change in schools.

Dartington Social Research Unit
As part of an international consortium sponsored by the Casey Foundation, we have been collaborating closely with the Dartington Social Research Unit (SRU), and other agencies in the US to develop a common set of criteria by which to judge the effectiveness of social and educational programmes. These criteria include having positive findings from quantitative research studies, and demonstrating the ability to support practitioners in implementing a new intervention. We intend to align these criteria closely to those used in developing the YIPI catalogue of evidence-based resources.

The Director of the SRU, Michael Little, has also involved us with Graham Allen’s (MP for Nottingham) government review into prevention and early intervention. This hopefully will develop into a resource to inform policy makers and practitioners, directing them to programmes and practices with evidence of effectiveness.

Evidence for Policy and Practice Information (EPPI) Centre, Institute of Education, University of London
The IEE is a partner in a project to map initiatives and activities taking place across the EU to improve evidence-based policy making. The project is being led by the EPPI Centre at the Institute of Education, and involves collaborations with ten ministries of education across Europe. The consortium has recently applied for an extension to the EU funding to expand the network.

4.5 INFLUENCING POLICY
The IEE is highly unusual among research institutes in having a strategic focus on influencing education policy in favour of a more evidence-based approach. While there are individuals and other small groups within other organisations who have similar intentions (and who are our natural allies in CEBE) the IEE has an excellent chance of positioning itself as the leader of this movement.

We recognise that significant evidence-based reform in education cannot occur without a receptive political environment. Therefore, last year the IEE worked both independently, and with policy-facing organisations, to persuade government and political parties to adopt evidence-based reform.

House of Commons Science and Technology Select Committee
In January 2010, the Commons Science and Technology Select Committee (chaired by Phil Willis MP) conducted a review of government policy on “Early Literacy Interventions”. The IEE submitted evidence in the form of the Best Evidence Encyclopaedia review on What Works for Struggling Readers. Robert Slavin presented oral evidence to the committee on effective strategies for struggling readers. The subsequent report provided a critique of current government policy, including a call for more thorough evaluations of alternative literacy interventions. With the current political emphasis on teaching/learning, we anticipate a revision of government policy for literacy interventions.

Think-tanks
The IEE recognises the influential role that think-tanks play in informing government policy. In 2009/10 we have contributed to a number of think-tank events and featured in their reports. These include:

- Demos report Ex Curricula, and subsequent involvement in roundtable event, Proof Positive? Evidence-based Practice in Children’s Services
- Policy Exchange report Rising Marks, Falling Standards, and ongoing academic advisory work
- Institute for Government roundtable seminar on The Big Society in Education
- Social Market Foundation event, Devolution Plus
4. Staffing and resources

The IEE continues to grow. During the 2009–10 year the following staff worked in the department:

ACADEMIC STAFF:

Senior staff
- Professor Bette Chambers (Director)
- Professor John Hobcraft
- Professor Kathleen Kiernan
- Professor Nancy Madden
- Professor Robert Slavin
- Dr Allen Thurston (from May 2010)
- Dr Carole Torgerson (until April 2010)

Research Fellows:
- Hannah Ainsworth (until May 2010)
- Pam Hanley
- Dr Vivien Hendry
- Dr Mary Sheard
- Dr Louise Tracey

SUPPORT STAFF:
- Celean Camp, Institute Manager
- Simon Craft, Project Assistant
- Louise Elliott, Data Manager
- Sarah Hogben, Project Assistant
- Mary Kennedy, Administrator
- Kate Thorley, Receptionist/Office Assistant

PARTNERSHIPS AND DISSEMINATION:
- Jeannette Bollen-McCarthy, Writer/Editor
- Jonathan Haslam, Manager of Dissemination
- Dr Jonathan Sharples, Manager of Partnerships

COLLABORATORS:

The work of the IEE is supported and enhanced by collaborations with a variety of institutions, including the Success for All Foundation (US and UK), Concordia University (Canada), Johns Hopkins University (US), UWIC (University of Wales Institute, Cardiff), the Campbell Collaboration, Dartington Social Research Unit, the Institute of Education, University of London and Durham University (UK).
Appendix 1: Publications and presentations

PUBLICATIONS (LISTED ALPHABETICALLY), 1 AUGUST 2009 – 31 JULY 2010

Please note that those authors highlighted in bold currently work for IEE.


Hendry V, Ainsworth H & Torgerson C (2010), Evaluating Three Models of School–University Partnership at the University of York: Learning Lessons and Planning for the Future. HEFCE.


Slavin RE (2009), Systematic Reviews of Research on Educational Programs: Methodological and Substantive issues. In R St. Clair (ed), Education Science: Critical Perspectives (pp. 53–70). Rotterdam: Sense.


Torgerson C & Torgerson D (2009), Randomized Controlled Trials in R St. Clair (ed), *Education Science: Critical Perspectives* (pp. 53–70). Rotterdam: Sense.


Tracey L, Hobson A, Malderez A & Homer M (September 2009), Teachers’ Experiences of Initial Teacher Preparation, Induction and Early Professional Development in England: Key Findings from the Becoming a Teacher (BoT) Project. Paper presented at the British Educational Research Association Annual Conference, University of Manchester, UK.

Slavin R (October 2009), Evidence-based Policies for Education in the United Kingdom. 28th Vernon–Wall Lecture at the Annual Meeting of the Education Section of The British Psychological Society.

Ainsworth H & Hendry V (October 2009), Evaluating Three Models of School–University Partnership at the University of York. Higher Education Affiliates Network Meeting, organised by the Specialist Schools and Academies Trust.

Thurston A (October 2009), Co-operative Learning in Science: Follow-up from Primary to Secondary School. Invited seminar delivered at the Institute for Effective Education.

Chambers B (November 2009), Getting all Children Ready for School. Keynote address presented at the Success for All-UK Early Years Conference, Birmingham, UK.

Chambers B (November 2009), Home Links for Curiosity Corner and KinderCorner. Workshop presented at the Success for All-UK Early Years Conference, Birmingham, UK.

Chambers B (November 2009), Can a Whole-School Reform Programme Narrow the Gap? Presentation to the Vice Chancellor’s Seminar on Inequalities, York, UK.

Thurston A (November 2009), Investigating the ‘Zone of Optimal Development’ in a Cluster Randomized Controlled Trial of Paired Reading. Invited Seminar Delivered at Institute of Education, University of London.


Chambers B (January 2010), Home Links for Curiosity Corner and KinderCorner. Workshop presented at the Success for All Foundation Annual Conference, Nashville, USA.

Chambers B (January 2010), Using Multimedia to Raise Literacy Standards. Master session at NEEC 2010 (the North of England Education Conference), York, UK.


Ainsworth H & Hendry V (January 2010), Evaluating Three Models of School–University Partnership at the University of York. Promoting Equity in Higher Education’ Research Conference, organised by the Higher Education Academy at Eastwood Hall, Nottingham, UK.
Slavin R (February, 2010), Cooperative Learning and Multimedia. Presentation to the American Association of School Administrators.

Chambers B (March 2010), How is Research Knowledge Being Supported in Evidence-based Education? Presented to the meeting of the Strategic Forum for Research in Education, Edinburgh, UK.

Slavin R (April 2010), Methodological Issues in Systematic Reviews in Education. Presented to the Campbell Collaborative, Durham, UK.


Sharples J (April 2010), What Works for Struggling Readers: Findings from the BEE. Centre for Excellence and Outcomes Knowledge Workshops. Manchester.


Sharples J (July, 2010), Executive Functions: Controlling the Learning Brain. The Times Festival of Education. Wellington College, Berks.
Appendix 2: Other recent activity

BETTE CHAMBERS
- Reviewer for the British Journal of Educational Psychology, Handbook on Research on Early Childhood Education, School Effectiveness and School Improvement, and the Canadian Social Sciences and Humanities Research Council
- Advisory Committee member for the Targeted Mental Health in Schools Evaluation
- Consultation conducted for Ofsted on research design (March 2010)

JEANNETTE BOLLEN-MCCARTHY
- Reading volunteer, Fishergate Primary School, York

JONATHAN HASLAM
- School Governor, Riverside Primary School, Tadcaster

KATHLEEN KIERNAN
- Trustee, Population Investigation Committee
- Trustee, One plus One and Research Committee member
- Member, UKLHS Scientific Committee
- Member, Born in Bradford Scientific Committee
- Member, Family Commission
- Member, CLS Governing Board
- Vice President, European Association Population Studies

MARY SHEARD
- Reviewer for EMAL journal (Education Management and Leadership)
- Member, BERA (British Education Research Association)
- Member EARLI (European Association for Learning and Instruction)

ROBERT SLAVIN
- Provided evidence to the House of Commons Science and Technology Sub-committee outlining the findings of Effective Programs for Struggling Readers: A Best Evidence Synthesis (November 2009)
- Advisory Committee member, Together 4 All
- Honorary Fellow, AERA (American Educational Research Association)

ALLEN THURSTON
- Appointed to the ESRC Peer Review College (May 2010)
- Consultation conducted for Ofsted on research design (August 2010)
- External examiner, University of Brighton (BA Education programme)
- External examiner, University of Strathclyde (BA Education programme)
- Editorial Board of Technology, Pedagogy, and Education
- Editorial Board for Middle Grades Research Journal, and Guest Editor of edition 5(1)

NANCY MADDEN
- Board member, Success for All –UK
- Reviewer for the journal Review of Educational Research

LOUISE TRACEY
- Management Committee, St Wilfrid’s Nursery, York

JONATHAN SHARPLES
- Advisory Board member, EEP (Educational Evidence Portal) Development Group
- Advisory Board member, C4EO Theme Advisory Group – Schools and Communities Theme.
- Advisory Board member, CURR review on ‘Practitioners use of Research’
- Consultation conducted for Ofsted on research design (March 2010)
- School Governor, Harrogate Grammar School