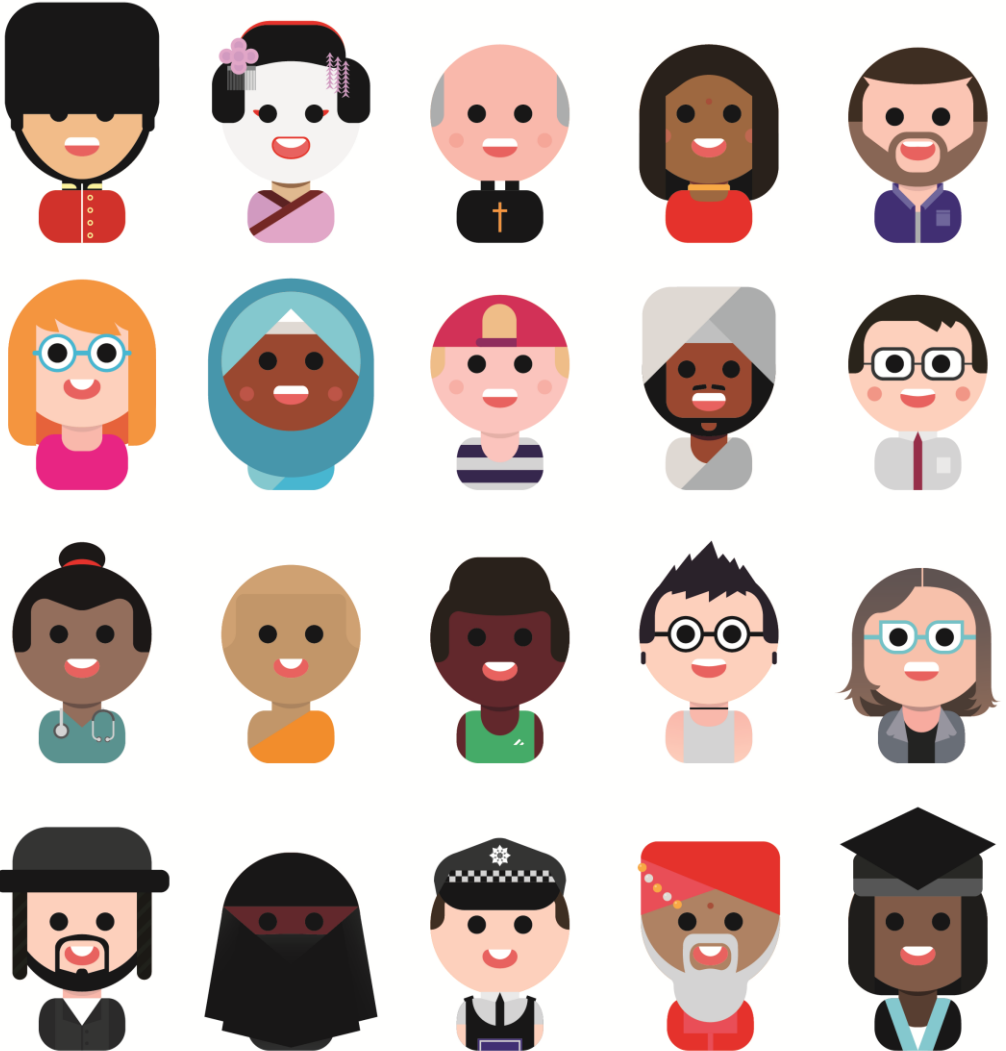


Lost in Translation

How do state-funded secondary schools and teachers in England perceive and implement the 'fundamental British values' agenda?

Participant Handbook



About the Participant Handbook

Thank you for your interest in taking part in 'The Lost in Translation Project'. This project investigates how state-funded secondary schools and teachers in England perceive and implement the 'fundamental British values' agenda. Your contribution and the information you provide will be valuable to this research.

I hope this participant handbook will be of use to you. You will be able to find information about what the project is about, ethical considerations, what being involved will mean for you and the school along with other useful information.

Warren Speed

Primary Researcher

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About this study

This study investigates how state-funded secondary schools in England perceive the Department for Education's 'fundamental British values' (FBV) agenda, which was released in November 2014. There will be approximately 12 schools taking part in this study, with at least one school from each region in England. Each school will be asked to nominate a member of staff in the school that has responsibility for implementing FBV, who will be known as the key informant (KI).

Purpose of this study

In 2014, the Department of Education released 'Promoting fundamental British values as part of SMSC in schools' advice guidance with the requirement to actively promote: rule of law; democracy; individual liberty and mutual tolerance of different faith and beliefs and those without beliefs.



This study investigate how different types of state-funded secondary schools in England perceive and implement the 'fundamental British values' agenda. Schools are selected based upon 'maximum variation' (selecting schools with different characteristics to each other) as a means to try and represent the pluralistic society which Britain has developed in to. It is hoped that this research will highlight how different schools perceive and implement 'fundamental British values' within their specific context. It will explore which formal and informal approaches schools have taken to comply with the agenda as well as share knowledge of best practice, challenges and concerns.

Who is involved in this study?

This study involves a number of people and funders which is outlined below. The research is first led by Warren Speed, a doctoral researcher at the University of Exeter funded by the Economic and Social Research Council (ESRC). Warren is supported by two supervisors - Professor Rob Freathy as Warren's first supervisor and Dr Deborah Osberg as Warren's second supervisor. Warren's research 'The Lost in Translation Project' has received a lot of interest from external organisations including the Office for Standards in Education (Ofsted).

Warren Speed – Primary Researcher



Warren is a Doctoral Researcher at the University of Exeter who is funded by the Economic and Social Research Council (ESRC) and University of Exeter to complete his PhD on how state-funded secondary schools and teachers in England perceive and implement fundamental British values. Warren's PhD is supported by his 1st supervisor Professor Rob Freathy and 2nd supervisor Dr Deborah Osberg, both also at the University of Exeter.

Warren has extensive educational experience and expertise as a teacher of Physics around schools in the North West, North East and South West of England. Warren also has experience working with teachers as an Equality Officer and still provides teachers and schools with advice around equality matters. Warren's educational research interests lies with educational policy and reform, values and moral education, ethics, equality in education, curriculum theory and development, extremism and radicalisation in schools, citizenship, PSHE and religious education and emergent methodologies.

As well as conducting his research, Warren is also part of the Post-Structural Reading Group (PSRG), a member of the Religion and Spirituality Network, a postgraduate research representative for the Student Guild and a member of the Research Inspired Learning (RIL) working group. Warren was chair of the 2018 Graduate School of Education Research Conference. He also co-created and ran equality training workshops for university staff, completed the Learning to Teach in Higher Education (LTHE) - stage 1 and 2 qualification and has attended national and international conferences.

Professor Rob Freathy – 1st Supervisor



Rob is a professor of Education and holds positions at the University of Exeter as Academic Dean for Students and Dean of the Faculty of Taught Programmes.

Rob's research interests include religious education, education for citizenship, the historiography of 20th century education and the application of historical methods in educational research.

His previous research has been theoretical and empirical, as well as historical and contemporary in focus. In his historical work, he has utilised published and unpublished documentary sources, as well as oral history interview data. In his contemporary work, he has used qualitative and quantitative data derived from social scientific fieldwork, including interviews and questionnaire surveys about school students and teachers.

Dr Deborah Osberg – 2nd Supervisor



Deborah is Senior Lecturer (Critical Educational Studies) in the Graduate School of Education at the University of Exeter and director of the Masters (MSc) of Educational Research programme.

Deborah has an interdisciplinary background, traversing both scientific and philosophical domains. Following her PhD which was largely epistemological in orientation,

She has conducted research in Educational Theory that draws on ideas from biology, physics, philosophy, science studies and poststructuralist theory. She is co-author (with Gert Biesta) of *Complexity Theory and the Politics of Education* (Sense Publishers) and has written numerous articles that explore the notion of education from an 'emergentist' perspective.

Who is funding this research?

This research is jointly funded by the Economic and Social Research Council (ESRC) and the University of Exeter.



About the University of Exeter

As a Russell Group University, research at the University of Exeter makes a difference across the world. The University of Exeter are leaders in cutting-edge science, engineering, mathematics, and medicine research, and have a world-class reputation in the humanities and social sciences.

The University of Exeter are constantly seeking new ways to engage with government, industry, and the community in order to build productive, sustainable partnerships and tackle some of the fundamental issues facing humankind.

In the Research Excellence Framework 2014, 98 percent of research conducted at the University of Exeter was rated as of international quality. This resulted in the Higher Education Funding Council for England (HEFCE) awarding an extra £3.8 million for research, the third highest gained amongst English universities.

About the Economic and Social Research Council (ESRC)

ESRC is part of UK Research and Innovation (UKRI), a new organisation that brings together the UK's seven research councils, Innovate UK and Research England to maximise the contribution of each council and create the best environment for research and innovation to flourish. The vision is to ensure the UK maintains its world-leading position in research and innovation.

The ESRC is the UK's largest organisation for funding research on economic and social issues. They support independent, high quality research that has an impact on business, the public sector and civil society. ESRC's total budget for 2017-18 was around £202 million. At any one time ESRC supports over 4,000 researchers and postgraduate students in academic institutions and independent research institutes.



What the literature says

Since 2014, all state-funded schools (including academies) in England are required to promote the four fundamental British values: rule of law; individual liberty; democracy; and mutual respect and tolerance of those with different faiths and beliefs. These values appear to originate from the 2011 Prevent strategy, part of Contest, the government's counter-terrorism strategy, which states that 'Extremism is vocal or active opposition to FBV'.

In 2014, a national newspaper reported that there was alleged evidence via a letter, of governing bodies of some schools in Birmingham being taken over by Islamic fundamentalists. Although the 'Trojan Horse' letter was deemed a fake, the government investigated 21 schools in Birmingham, led by Counter Terrorism Command. No evidence of radicalisation was found but the investigation concluded that some individuals associated with the schools were neglecting to challenge extremist views.

The effect of this investigation resulted in the creation of new policies, on-the-spot Ofsted inspections and new guidance on Spiritual, Moral, Social and Cultural development (SMSC) stating that schools are to 'actively promote FBV through SMSC'.

As SMSC was a whole school responsibility, the new advice around promoting FBV became cross-curricular, embedding FBV in all aspects of pupils' personal development. Becoming subject to Ofsted inspections was to ensure compliance with the guidance, making the FBV agenda high stakes.

Teachers and school staff were expected to report on students that they perceived to be at risk of radicalisation so that intervention could be made, effectively making teachers instruments of surveillance. The FBV agenda became a source of controversy amongst some schools, teachers and religious groups, expressing a binary of 'us and them'.



Ethics and your rights

Ethical considerations have guided the way this research is conducted. Throughout the research process, from the beginning to the end, ethics has been at the forefront of the way this research is carried out, and will continue to consider ethical considerations during the research write up process and after.

Ethics and good practice

Ethical issues manifest in a wide variety of research activities and arise especially when the conduct of research involves the interests and rights of others.

The adoption of an ethical position in respect of such research requires that the researcher observes and protects the rights of would-be participants and systematically acts to permit the participants to exercise those rights in full accordance with UK law.

Ethical practice in such cases requires that participants and/or legal guardians, at a minimum, be fully informed, free to volunteer, free to opt out at any time without redress, and be fully protected in regards to safety according to the limits of best practice.

Your rights to withdraw from the study

If you find that during any part of the research process you would like to stop, then please let the researcher know. You do not have to give a reason and you can stop at any time without questions being asked.

- If you decide to withdraw, please let us know how you would like this to happen.
- No further contact - This means that we will no longer contact you but you are still allowing us to use the information you have supplied to us so far.

BERA ethical code of conduct

As a member of the British Education Research Association (BERA), this research endorses the following set of ethical principles agreed by the Academy of Social Sciences (AcSS):

- ✓ Social science is fundamental to a democratic society, and should be inclusive of different interests, values, funders, methods and perspectives.
- ✓ All social science should respect the privacy, autonomy, diversity, values and dignity of individuals, groups and communities.
- ✓ All social science should be conducted with integrity throughout, employing the most appropriate methods for the research purpose.
- ✓ All social scientists should act with regard to their social responsibilities in conducting and disseminating their research.
- ✓ All social science should aim to maximise benefit and minimise harm.

All educational research will be conducted within *an ethic of respect* for: the person; knowledge; democratic values; the quality of educational research; and academic freedom. *Trust* is a further essential element within the relationship between researcher and researched, as is the expectation that researchers will accept responsibility for their actions. These are the collective principles that members of BERA commit to and engage with when making decisions in my research.



Ethical Approval

This project has been reviewed by the Graduate of Education (GSE) Research Ethics Committee at the University of Exeter (Reference Number D1819-023).

Data protection

When you consent to take part in this research you are giving the researcher, the University of Exeter and the Economic and Social Research Council permission to use the information you provide within this study.

The University of Exeter processes personal data for the purposes of carrying out research in the public's interest. The University will endeavour to be transparent about the processing of your personal data and this information sheet should provide a clear explanation of this. If you do have any queries about the University's processing of your personal data that cannot be resolved by the research team, further information may be obtained from the University's Data Protection Officer by; email: dataprotection@exeter.ac.uk

or visiting: www.exeter.ac.uk/dataprotection

Data collected will be held in accordance with the General Data Protection Regulation (2016). The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties, except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to you or to someone else.

The results of the research will be published in anonymised form and anonymised data may be uploaded to the UK Data Service (www.ukdataservice.ac.uk) in accordance with ESRC requirements. The UK Data Service is a national data service that provides research access to a range of UK government-sponsored research and surveys to students, teachers, charities, central and local government, independent research centres, think tanks, business consultants and commercial sector.

Unique Identification Number (UIN)

The UIN is your unique number and is used to maintain anonymity and keep your information confidential. It further protects your anonymity and enables me as the researcher to identify you just by using your UIN.

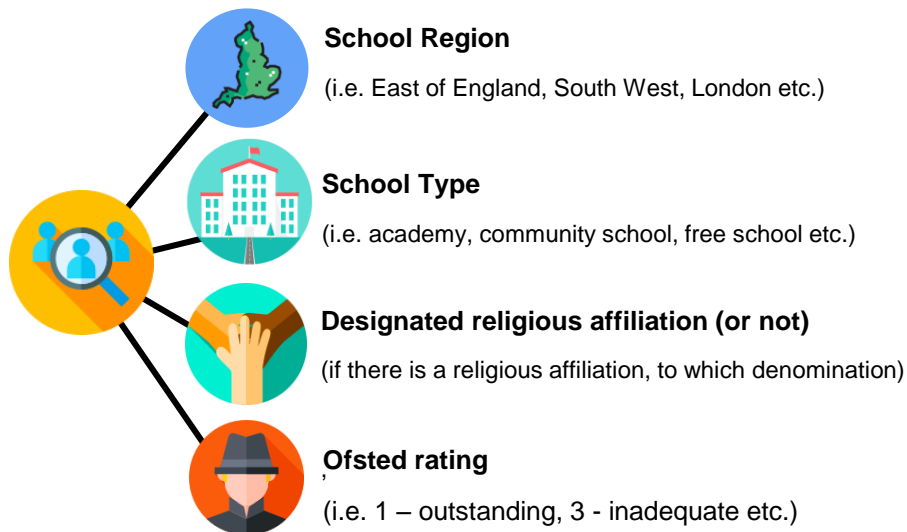
Participant selection

Why was your school approached?

This research is interested in working with a diverse range of schools each of which will have unique characteristics.

Schools have been selected by a process called purposive maximum variation. You were chosen because your school is deemed as having maximum variation when compared to the other schools also selected for this research.

The information collected about your school's characteristics came from the EduBase database and Ofsted Inspection data. Your school was selected based upon some or all of the criteria below:

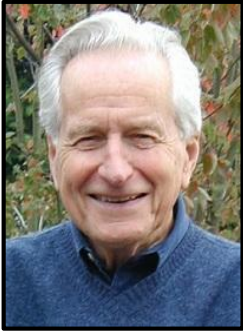


What is a maximum variation study?

In a study that uses maximum variation, a select group of schools are purposively chosen based upon their greater level of diversity and unique characteristics. This method aims at capturing and describing the central themes or outcomes, capturing the core experiences of each school.

What is guiding this research process?

This research draws upon a theoretical framework called 'Goodlad's Curriculum Framework'. This framework, which was originally created for research on curriculum development in the USA by John Goodlad and Associates, has been adapted to fit this research project.



John Goodlad, was a distinguished educational researcher and theorist who published influential models for renewing schools and teacher education. Goodlad published over 30 books, 80 book chapters, and more than 200 journal articles. His best known book, 'A Place Called School' (1984), received the Outstanding Book of the Year Award from the American Educational Research Association. He was a past president of the American Educational Research Association and, in 1993, received that organization's Award for Distinguished Contributions to Educational Research.

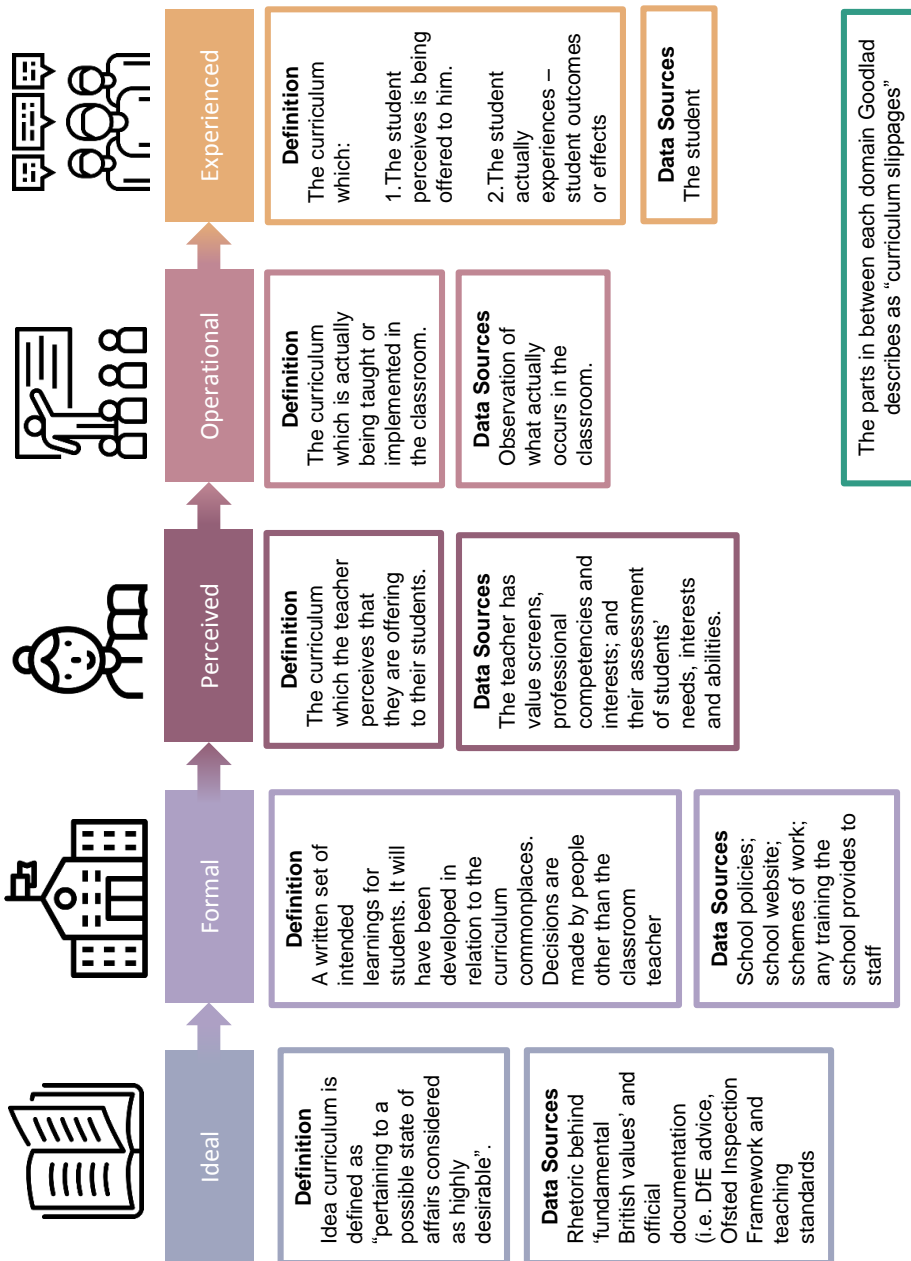
John Goodlad did not believe in there being one single definition of the term *curriculum* and advocated that definitions of curriculum should be broad to include various views of the field.

Goodlad's curriculum framework identifies five different forms of curriculum constructed by society, scholars, teachers and pupils: the *ideal curriculum*, the *formal curriculum*, the *perceived curriculum*, the *operational curriculum* and the *experienced curriculum*. These curriculum domains, (or curriculum levels), characterise the different ways in which to conceive curriculum and different perspectives from which it can be conceptualised and experienced.

This research is not so much concerned with the definition of curriculum but rather the concept of curriculum from many perspectives. This research recognises that schools and teachers are required to actively promote 'fundamental British values' as a form of curriculum, part of the requirement to comply with Spiritual, Moral, Cultural and Social (SMSC) development. The DfE guidance on 'fundamental British values' sets out objectives of students' knowledge and understanding.

The table on the next page shows the the framework with worked examples.

Goodlad's Curriculum Framework (1979) (adapted)



What taking part involves

Taking part in this research involves looking at two perspectives. The perspective of your school's formal and informal approach to implementing 'fundamental British values', and the perspective of the 'key informant'. The key informant will be someone that the school has selected to take part in this research, having or having had oversight of the implementation of 'fundamental British values'. The key informant will be chosen by the school to represent them in their approach to implementing 'fundamental British values'.

Information will be collected in a few ways.



Documentary Analysis

As part of this research, we would aim to capture what your school does to comply formally with the 'fundamental British values' agenda. For this, we would be gathering information from your school policies, Ofsted inspection reports, schemes of work, website information and any training the school undertakes to promote 'fundamental British values', in a process called **documentary analysis**.



Demographic Questionnaire

You (The KI) will be asked to complete a short **demographic questionnaire**, asking questions about your gender, age, how long they have been teaching, their role within the school, their subject specialism, political views, religious affiliation etc. These questionnaires should take no longer than 10 minutes to complete. Completed questionnaires will then be used to help facilitate the face-to-face interviews. Each questionnaire will have a unique identification number at the top and the KI's real name will not be displayed; this is to further maintain confidentiality and anonymity.



Interviews

Interviews will be face-to-face and will take approximately 1 – 1.5 hours. Before the interview begins, you will be reminded that the interview data will be kept confidential until the point it is anonymised. You will be advised that you can withdraw at any time, without reason, and if you do not wish to answer a question then there is no obligation to do so. Finally, you will be asked whether you mind the interview being **audio recorded**. Once this has been established the interview will begin. The key informant will be asked a series of open questions which may lead to follow up questions to elicit further understanding.

The interview will involve asking questions from two points of view. The first will be from the point of view of the school with you acting as a representative for the school, with questions about the formal and informal processes your school has taken previously, and takes currently, with regard to implementing FBV. The second point of view will be from you as a teacher, implementing FBV in practice in the classroom. Interviews will be arranged at a mutually convenient time. The interviews can take place at your school or in public place.

Following the Interview

Interviews will then be **transcribed** from the recorded audio file and any identifiable features and names will be changed to keep participant school and key informant anonymised. Once the interviews have been transcribed, the researcher will send the key informant their transcript, for reference and to make any comments or amendments. The transcription will then be used to identify any themes or areas of interest and make comparisons with other participant schools and key informants.

Other data collection methods

More data may be collected, if required. The methods used will be negotiated and mutually agreed and can be chosen from a wide variety of possible methods (for example, classroom observations, focus groups, students and/or teacher questionnaires etc.).

Accessibility

If you require any assistance with taking part in this research study, for example, larger font sizes, coloured paper, brail, interpreters or physical accessibility support i.e. ramp access, handle bars etc. then please email Warren: w.speed@exeter.ac.uk.

What are the risks?

It is anticipated that there will be no physical risks associated with taking part in this research for the participant school and key informant. It is also anticipated that there will be no long-term psychological harm when taking part in this research. However, for some participants it may be difficult to answer some of the questions in relation to the Department for Education's introduction of the 'fundamental British values' agenda. If any questions become difficult to answer, the KI does not have to answer them. Additionally, it is important for participant schools and key informants to understand that third parties will not be allowed access to interview audio recordings and transcripts, except as required by law or in the event that something disclosed during the interview causes concerns about possible potential harm to you or to someone else.

If you find that you are not happy with anything or you have concerns about the interview process please contact the University of Exeter using the details at the back of this participant handbook.

Benefits of taking part

The results from this will be shared with participating schools and key informants, which could then be used to help with your requirement to promote 'fundamental British values'. This research also gives you an opportunity to help inform education policy and gives you an insight into the process of educational research. I would also be more than happy to subsequently visit and provide CPD relating to the research for your school.

Choice of pseudonyms

You will be given the option to choose your own pseudonym if you so wish. It is hoped that by avoiding the default option of the researcher providing a generic pseudonym for you, that this might give you a sense of ownership of the valuable information you have provided. This option will still contribute towards upholding anonymity. Of course we do ask that pseudonyms that you choose are carefully thought about. We can discuss this further if you so wish.

Results of this research

The results of this research will be used within the researcher's doctoral thesis. Additionally, the results of this study may be included in academic publications, such as research journals, conferences, meetings with other researchers, and deposited within the UK Data Service. The outcomes and key findings of this project will be made available to participants at the end of the project and will be accessible online via a link sent to each participant separately, if the participant school and key informant (separately) agree to their contact details being retained for this purpose by the researcher (this will be asked as part of the consent form).

Further information

Further information relating about this study can be obtained by contacting us using the contact details at the back of this handbook, or you can visit the dedicated 'The Lost in Translation Project' website at **<http://blogs.exeter.ac.uk/tlitp>**. You can download useful information relating to this project including the ethical guidelines used, ethical certificate and the associated ethical application. You can also check the progress of this research project by clicking on the blog section.

Participants of this research project can download any documentation, such as invitation letter, this participant handbook and any other correspondence by clicking on the 'Participants Documents' and logging in with the password you would have been given during the interview.

If you did not receive this password please email w.speed@exeter.ac.uk

What other research is happening at the University of Exeter?



Helen is a final-year PhD student at the University of Exeter. Her current research, funded by the Economic and Social Research Council (ESRC), explores the support which early-career professionals such as newly-qualified teachers and doctors receive from others in the workplace, and what might help or hinder this, with a view to improving support for them in the future. To find out more, please follow her work at twitter [@helzfc123](https://twitter.com/helzfc123) or write to hf270@exeter.ac.uk

Henry's research is comparative; looking into the development of the pedagogy of writing in Malaysia and England. Due to the different communicational landscapes of both countries, he uses a multimodal theoretical framework to investigate teachers and children's use of modes and semiotic resources when they design mono-multi-modal texts. Data is mainly collected from classroom observations and teacher interviews; with supplementary data from lesson plans, childrens' work and classroom environment. For more information please email Henry at hn245@exeter.ac.uk.



Tian's research is about bi-/multilingualism in language education. Tian is interested in 1) How English teachers and English learners understand the multilingual environment around them; 2) How they use different languages (including dialects) in their studying and their daily life, and 3) How they have experienced different bi-/multilingual teaching and learning approaches in their teaching and learning. For more information please email Tian: ty246@exeter.ac.uk

Alison is a second year PhD student, funded by the ESRC. Her research is investigating what it is that sustains secondary school teachers who remain in the profession for ten years or more. She hopes that this will help new teachers of the future, as well as identifying steps that schools can take to support their teachers through the highs and lows of their professional lives. For more information please contact Alison on ap638@exeter.ac.uk



Contact Information

If you would like further information or have any questions you can contact us using the details below:

w.speed@exeter.ac.uk

Warren Speed

North Cloisters 20
St Luke's Campus
University of Exeter
Heavitree Road
Exeter EX1 2LU

07845 949 444 (9am to 5pm, Monday to Friday)

<http://blogs.exeter.ac.uk/tlitp>

If you have any concerns or questions about the research that you would like to discuss with someone else at the university, you can contact Professor Rob Freathy at:

R.J.K.Freathy@exeter.ac.uk

Professor Rob Freathy

Academic Dean for Students
Baring Court 111
St Luke's Campus
College Road
Exeter EX1 1TE

01392 722723 (9am to 5pm, Monday to Friday)

Finally if you have any concerns that cannot be addressed by the contacts above you can contact Gail Seymour the Research Ethics and Governance Manager for the University of Exeter by emailing g.m.seymour@exeter.ac.uk or by calling 01392 726621.