

LESLEY SAUNDERS: CURRICULUM VITAE (SHORT)

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KEY SKILLS, ABILITIES AND EXPERIENCE

I am a highly experienced researcher, evaluator and policy adviser, with a demonstrated ability to:

- use research and evaluation to improve how policy problems are analysed and policy solutions formulated, and to monitor progress towards specified goals;
- utilise a wide range of conceptual, qualitative and quantitative skills to investigate policy and practice issues, and to understand both intended and unintended consequences;
- communicate, in person and in writing, with diverse audiences, and relate equally well to policy, practitioner and academic groups;
- support practitioners to value and use research and evaluation as an integral part of their professional practice;
- encourage, support and motivate colleagues, especially researchers in the early stages of their careers;
- deliver projects to time and budget, and produce cogent, high quality and fit-for-purpose outputs and outcomes.

Over the last 25 years I have acquired substantial expertise and experience in researching and evaluating the management of systemic educational change. I have conducted major projects including large-scale commissioned evaluations of national programmes, innovative research and development studies, in-depth qualitative projects and reviews of particular research fields. I have a particular interest in teaching quality and standards, and teachers' professional development.

I am used to working at a national strategic level, and I know how to create and present research/evaluation data and values for both policy and practice environments. I understand, and can mediate, the challenges for policy-makers and practitioners in appraising and using quantitative and qualitative evidence for managing their strategic priorities. I am also a qualified teacher, with experience in primary, secondary and adult phases, and a lively appreciation of the day-to-day issues facing teachers.

As senior policy adviser at the General Teaching Council for England, I designed and implemented the organisation's research strategy, and commissioned and managed a large number of research and evaluation projects to guide the GTC's policy development. As principal research officer at the National Foundation for Educational Research, I built an extensive portfolio of work for a variety of clients in the UK and abroad.

I have worked on several international and overseas projects, including the design of the national curriculum evaluation for post-communist Slovenia, a series of school improvement case studies for the British Council, the content for a World Bank website resource on school and teacher effectiveness, a series of evaluations of inclusive education in Kosovo for Save the Children, and a major contribution to the monitoring and evaluation strand of an EU-funded project to support the implementation of educational reform, also in Kosovo.

I have published many reports and articles, written for a wide variety of audiences – policy-makers, teachers, academics, students – and I am an experienced speaker at interactive seminars as well as more formal conferences.

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I. Qualifications, professional memberships and honorary posts

I hold a MA in Classics (University of Cambridge); a Postgraduate Certificate of Education (University of Oxford) (with distinction); and a DPhil (University of Oxford). I am a member of the British Educational Research Association and the Social Research Association, and a qualified teacher.

Current honorary posts:

- Visiting Professor, London Centre for Leadership in Learning, Institute of Education;
- Research Fellow, Oxford University Department of Education;
- Visiting Professor in Education Policy, Newman University.

I was made an Honorary Fellow of the College of Teachers in 2008.

II. Recent consultancy work, November 2008 – present

Since starting to work in an independent capacity, I have completed numerous commissions for a variety of clients, including:

- for Save the Children in Kosovo, designing and conducting an independent evaluation of an innovative bi-lingual multicultural pre-school project; and subsequently designing and conducting an evaluation of their whole inclusive education programme, together with recommendations for action at a difficult time of transition;
- contributing expertise in monitoring and evaluation to an EU-funded project, managed by Cambridge Education, to develop a sector-wide approach to implementing the ambitious educational reforms announced by the government of Kosovo;
- for the General Teaching Council for England, chairing the verification panel for the pilot phase of Stage 4 of the Teacher Learning Academy; undertaking research into 'hybrid' cases involving both professional incompetence and misconduct; helping to write a suite of legacy papers on the quality of teaching; compiling a series of archive papers on the GTCE's key functions prior to its closure;
- for the Applied Educational Research Scheme/British Educational Research Association, writing a suite of online Masters-level materials on commissioning and consuming research;
- for the National Foundation for Educational Research, writing a six-part module on planning, conducting and writing case studies (for curriculum managers of the International Baccalaureate);
- for the Paul Hamlyn Foundation, preparing an executive summary for publication based on an extensive evaluation (undertaken by academic researchers) of the Learning Futures programme;
- for a university department of education, acting as external adviser on the Research Excellence Framework 2014;
- for various university departments of education, leading seminars and giving guest lectures on topics such as the connections between research, policy and practice, on teachers' professionalism, and on the role of creativity in research and teaching.

I also hold a longer-term position as a Research Associate with the National Foundation for Educational Research which provides ongoing consultancy work on an occasional basis.

III. Main previous employment

Senior Policy Adviser for Research, General Teaching Council for England, 2000 – 2008

The GTC was established by an Act of Parliament in autumn 2000; I created, implemented and developed the GTC's research strategy, and in the process recruited and built an effective team. I interpreted the function of research as being both to support the GTC as a research-informed organisation in terms of its policy-making and advice to government, and to promote teaching as a research-informed profession. I commissioned and managed a programme of research projects, and worked very closely with policy and communications colleagues to embed research and evidence into the GTC's work. I was instrumental in setting up the GTC's highly-rated research website for teachers.

Principal Research Officer and Head of School Improvement Research Centre, National Foundation for Educational Research, 1987 – 2000

At the NFER I undertook large-scale commissioned evaluations of government programmes (some with a substantial quantitative element), in-depth qualitative studies and theoretical investigations, and work

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for overseas Ministries and other agencies. In England, I worked with schools and local authorities to develop qualitative and quantitative indicators of institutional effectiveness. I co-wrote one of the NFER's popular publications *Raising Attainment in Secondary Schools: A Handbook for Self-Evaluation*. I was responsible – with Dr Ian Schagen, Head of Statistics – for developing the NFER's 'value-added' service, which provided useable management information for schools and LEAs, as well as national datasets of relevance to the investigation of school effectiveness.

IV. Other professional activities

I was selected to serve as a founding member of the UK's National Educational Research Forum; and I set up the Special Interest Group on educational research and policy-making for the British Educational Research Association. I served as a member of the education sub-panel for the UK Research Assessment Exercise 2008. I have taught in the primary, secondary and adult sectors and was a school governor for ten years.

I am a member of the anthology editorial advisory board of the International Higher Education Teaching and Learning Association; and a trained Assessor for the NFER *Research Mark*, an award given to schools which can demonstrate, against a set of ten criteria, their use of research to improve teaching and learning. I act as internal/external examiner for PhD/EdD theses.

Additionally, I lead occasional creative writing workshops for teachers and headteachers, and have worked as poet-in-residence at education events such as the NAHT Presidential Symposia 2008-09.

V. Interests

I am a published and award-winning poet, with five books of poetry published. In 2009 I was a visiting scholar at Murray Edwards College, Cambridge, creating a poetry project around the college gardens; in 2010 I held a writing residency at Acton Court, a Tudor House built for King Henry VIII and Anne Boleyn; and in 2013 I held a residency at the Oxford Museum of the History of Science.

VI. Consultancy rates

My fees are between £400 and £750 per day, depending on the nature of the work.

VII. Selected recent publications

I have nearly 200 sole-authored and co-authored publications, including (most recently):

SAUNDERS, L. (2004). *Grounding the Democratic Imagination: Developing the Relationship between Research and Policy in Education. Professorial Lecture*. London: Institute of Education.

SAUNDERS, L. (2007). (Ed) *Educational Research and Policy-making: Exploring the Border Country Between Research and Policy*. London: Routledge.

SAUNDERS, L. (2009). Developing and Sustaining Models of Inclusive Education in Kindergartens and Primary Schools in Kosovo/a. Independent Evaluation Report. Unpublished report, available on request.

SAUNDERS, L. (2011). EU Education SWAp Project in Kosovo/a: Support for Monitoring and Evaluation. First Report February 2011. Unpublished report, available on request.

SAUNDERS, L. (2011). 'Road crashes and war-mongering: why the notion of 'impact' in research is wrong', *Research Intelligence, Spring 2011, Issue 114*, 16–17. Based on a presentation given as part of the Panel Discussion on 'impact', BERA Annual Conference, University of Warwick, 3 September.

SAUNDERS, L. (2012). 'Silence and silences in "creativity"', *London Review of Education*, **10**, 2, 215–25.

SAUNDERS, L. (2013). 'What can be learned about a Royal College of Teaching from the experience of the General Teaching Council for England?' *Education Today*, **63**, 1.

SAUNDERS, L. (2014). "'Decoro, Sprezzatura, Grazia' – a creative metaphor for teaching and teachers' learning today?' *Professional Development Today*, **16**, 2, 12–20.

SAUNDERS, L. (2014). 'Do poetry and science have interesting and important things in common? Some thoughts on "parsimony" and "provisionality"', *Interdisciplinary Science Reviews*, **39**, 1, 6–20.

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SAUNDERS, L. (2014) 'Learning lessons from the General Teaching Council for England – a view from the inside'. Presentation to invited participants, RSA / United Learning seminar, RSA, 15 October.

SAUNDERS, L. (forthcoming). "Evidence" and teaching: A question of trust?'. In: BROWN, C. (ed). *Leading Evidence Use for Schools*. London: Institute of Education Press.