

TITLE	TEACHER OF THE DEAF RESEARCH CHALLENGE FUND
ABOUT THE	<p>The National Deaf Children’s Society</p> <p>We’re the leading charity dedicated to creating a world without barriers for every deaf child.</p>

DEFINITIONS

By deaf, we mean any level of hearing loss. This includes unilateral hearing loss.

By Teacher of the Deaf, we mean any teacher who has developed specialist expertise and has gained a recognised qualification in teaching or supporting deaf children and their families. In the UK, this would be through what is known as the mandatory qualification.

By peripatetic Teachers of the Deaf, we mean those whose focus is on providing outreach or ‘visiting’ support to i) families in the early years, ii) staff in mainstream education settings (including early year settings, schools, colleges, etc.) and/or iii) individual deaf children or young people in mainstream education settings.

We use the term ‘outcomes’ in the broadest sense, including for example, deaf children’s language, communication and social skills, and educational attainment.

BACKGROUND

Families consistently tell us of the difference that peripatetic Teachers of the Deaf make to deaf children. In England, the importance of the Teacher of the Deaf role has been recognised by Ofsted. It is also recognised through the Department for Education requirements around the mandatory qualification.

Research shows that the majority of deaf children are educated in mainstream education settings. In addition, more than 90% of deaf children are born to hearing parents with little prior experience of deafness. With deafness being a relatively low incidence need, we believe that peripatetic Teachers of the Deaf play a crucial role in ensuring that families and teachers understand what effective support looks like.

At the same time, our review has found that there is relatively little published evidence on the impact of Teachers of the Deaf in supporting deaf children to achieve good outcomes. This can make it harder for us to make the case to UK Governments on the need to invest in Teachers of the Deaf. We therefore believe there is a need to strengthen the evidence base in this area so that we can more easily and clearly evidence the difference that Teachers of the Deaf make.

TASK AND OBJECTIVES

This is an open 'challenge' and so we welcome any proposals or ideas that might help us achieve our goal of developing the evidence base on the impact of Teachers of the Deaf. For this fund, we are keen to focus on the evidence base around peripatetic Teachers of the Deaf and how they support deaf children to achieve good outcomes.

We recognise that this is not a straightforward area to research. It is because it is challenging that we are keen to explore with others if there are innovative or creative ways in which the impact of peripatetic Teachers of the Deaf can be evidenced.

We are open to proposals from anyone, including professionals and services or from partnerships. We also welcome collaborative approaches.

We are also open to research from outside of the UK, providing there is a clear application to the position in the UK.

OUTPUTS

The outputs will largely depend on the proposal and will be confirmed at a later point with successful applicants. However, we would expect to see the following outputs in any proposal, unless there are good reasons why not.

- A research paper that is suitable for external publication and dissemination.
- A plain English summary of the research suitable for publication as a resource for families with deaf children.

We anticipate that intellectual property rights of any outputs would be held by the National Deaf Children's Society. However, we would not expect to limit or restrict reasonable use of such outputs by applicants.

BUDGET

We have put aside £40,000 for this Teacher of the Deaf research challenge fund, to be spent over two years from 2021/22 to 2022/23.

Depending on the quality of the proposals we receive, it may be possible to increase this budget, though this is by no means guaranteed. We are also open to working with applicants to seek external funding, either to supplement the funding available to NDCS or to fund the entire project.

INVITATION TO SUBMIT IDEAS AND PROPOSALS

As this is a challenge fund, at this stage, we're most interested in people's ideas and proposals for research in an outline format. You should not feel the need to produce especially lengthy or detailed proposals and we suggest that any response does not exceed 3,000 words in total. However, it would be helpful to cover the below in your response.

1. Background

Information about your background and knowledge of childhood deafness.

2. Research questions

An outline of your proposed research questions. These should be in line with the parameters set out earlier.

3. Methodology

A summary of the proposed methodological approach.

4. Timetable

If possible, it would be helpful to provide an indicative timetable showing the expected duration of each stage of your proposed research.

5. Outputs

Your proposed outputs from any research.

6. Project team

If you are working in collaboration with others or part of a wider team, it would be helpful to set out who you will be working with and their background.

7. Price

This should set out an indicative cost of the research. At this stage, we are looking for price proposals that can show us that you've thought carefully about what would be needed to fulfil the required task and objectives and how good value for money can be achieved.

As set out earlier, we hold a budget of £40,000. However, applicants may wish to set out what could be achieved with a larger budget, in the event we are able to secure more funding through our own resources and/or externally.

If possible, it would be helpful to make clear if VAT would apply and if the price is inclusive of VAT or not.

RECEIVING YOUR PROPOSALS

Tenders should be sent to conn.doherty@ndcs.org.uk by the end of Monday 10th January 2022.

We will acknowledge receipt of your proposal, as soon as possible.

Proposals will be reviewed by a panel, which will include:

- Conn Doherty, Research Officer
- Ian Noon, Chief Policy Advisor
- Emma Fraser, Teacher of the Deaf
- A representative from the British Association of Teachers of the Deaf

It is intended that we will decide on a way forward based primarily on the quality of the proposals received. However, we may carry out short interviews using Teams if there are a high number of strong applicants.

We will let applicants know of how we plan to move forward with their proposal, as soon as possible in January or early February.

MANAGEMENT ARRANGEMENTS

The main contact at the National Deaf Children's Society will be Conn Doherty, Research Officer.

Once we have agreed a partner and a proposal, a contract will be prepared, which will set out the expected management arrangements. This is likely to include regular reporting requirements and possibly also the establishment of an advisory group to oversee progress.

FURTHER INFORMATION

For more information or for an informal discussion, please contact conn.doherty@ndcs.org.uk.