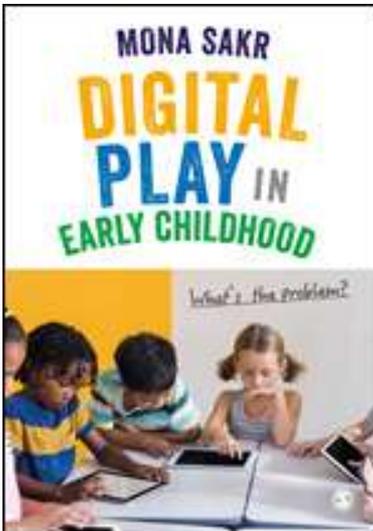


## Young children and childhood...



**Mona Sakr** published 'Digital Play in Early Childhood: What's the problem?' (Sage). Critically examining the fears that commonly surround young children's play involving digital technologies, this book seeks to address each of the negatives and present the positive possibilities of technology when it comes to early childhood.

**Mona Sakr** and **Amanda Oscar** also published an article (2020) 'Stretchy time or screen time: how early years practitioners conceptualise time in relation to children's digital play'. *Early Years*, 1-15. This article shares research with practitioners to find out how we frame digital play, particularly in terms of time, shape the way we integrate (or don't integrate!) digital play into the early years learning environment.

**Professor Jayne Osgood** and Allison Sterling Henward published a special edition of the journal *Genealogy* tracing power-laden, taken-for-granted assumptions about childhood, motherhood, family and community. The whole journal is open access and you can read their 'Introduction: reimagining 'childhood, motherhood, family and community' here: <https://doi.org/10.3390/genealogy4020039> The journal also includes: Riikka Hohti and **Jayne Osgood** (2020) Pets that have 'something inside': the material politics of in/animacy and queer kin within the childhood menagerie. *Genealogy*, 4 (2).



**Jayne Osgood** and **Sid Mohandas** published (2020) 'Reconfiguring the 'Male Montessorian': the mattering of gender through pink towering practices'. *Early Years: an International Research Journal*, 40 (1), 67-81.

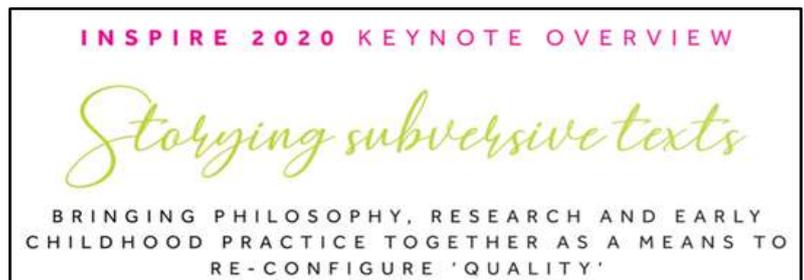
**Jayne Osgood's** latest article is (forthcoming) 'Adventures requiring care and recklessness: doing early childhood research differently'. *Ethnography & Education*. (1).

## ...and the arts

**Alex Elwick**, Pam Burnard, **Jayne Osgood**, Laura Huhtinen-Hildén and Jessica Pitt published an article (2020) 'Young children's experiences of music and soundings in museum spaces: lessons, trends and turns from the literature'. *Journal of Early Childhood Research*, 18 (2), 174-188.



You can read about **Professor Jayne Osgood's** keynote speech here: <https://bit.ly/31e6Hwo>



## ...and professionalism and leadership



**Mona Sakr** has collaborated with London Early Years Foundation, the Education Policy Institute and CEEDA to develop a proposal for funded research on how we can improve early childhood education (ECE) by enhancing CPD provision throughout the sector. The research will explore innovations – including digital platforms and sector partnerships – that can transform the quality and quantity of CPD that ECE practitioners participate in.



**BELMAS**

British Educational Leadership, Management & Administration Society

**Maria Karamanidou** has completed her research and written a paper on 'Leadership and teacher performance in large primary schools', accepted for the BELMAS 2020 conference. This paper's rationale is to examine the relationship between leadership teams and how these affect teachers' performance in large primary schools. The findings suggest how leadership teams in large primary schools affect teacher performance and provide a 'measure' of how different factors such as leadership styles, mentoring and coaching, organisational culture and reflective practice play a significant role in this.

Maria is also currently working towards a new research project on leadership and management of supplementary schools with a colleague from Roehampton.

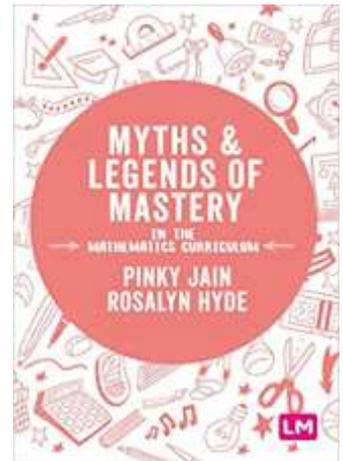
**Lynette Morris** has published an article (2020) 'Love as an Act of Resistance: Ethical Subversion in Early Childhood Professional Practice in England', *Contemporary Issues in Early Childhood*. <https://doi.org/10.1177%2F1463949120932297>

The article draws on a conceptual framework combining constructs of emotional labour and care ethics, and theorising on power and subversive tactics. Data was collected from focus groups and individual semi-structured interviews with graduate early childhood education and care practitioners. Critical analysis elucidates how, on the one hand, practitioners working in England experience ethical boundaries reflecting dominant discourses, while, on the other, they feel morally committed to care responsively even if it contravenes rule-based ethics. Ethical subversion is born from both reason and emotion: these are acts of loving disobedience by experienced practitioners who possess a deep understanding of risk and the critical implications of their rule-bending. The article raises important issues in the areas of ethics, management and professionalism.



## Initial Teacher Education (ITE)

**Helen Farmery** is chair of the Association of Mathematics Education Teachers and their Committee has written a book: *Myths and Legends of Mastery in the Mathematics Curriculum*, edited by Pinky Jain and Rosalyn Hyde (Sage). Middlesex authors contributed to two chapters:  
Chapter 1: 'Defining Mastery' by **Anne Mulligan** and Diane Cochrane  
Chapter 8: 'Developing and Sustaining Mastery in Early Career Teachers', by **Helen Farmery** and **Anne Mulligan**.



**Edina Kulenovic** presented a paper on 'Bilingualism in the Primary Classroom: An advantage or a hindrance?' at the Education and New Developments (END) international conference (27-29 June). She did this virtually, rather than in Zagreb, Croatia, where the conference was due to happen.

### 'Being You' SEND Conference

In November 2019 second year Learning and Teaching FdA students, led by Liz Beasley, held a 'Being You' SEND Conference. This was a highly successful event with collaboration from other departments and areas across the University. Twelve third year BA (HONS) Education Studies, Early Childhood Studies and Psychology with Education students presented research posters exploring Special Education and Inclusion. Special guests included students and staff from Chickenshed, an Educational Theatre charity who have been closely linked with the Education department for many years. The event provided enrichment across programmes and opportunities for students to showcase their learning.



**Lee Jerome** and **Victoria Brook** published an article (2019) 'Critiquing the National Standards for School-based Initial Teacher Training Mentors in England: what lessons can be learned from inter-professional comparison?' *International Journal of Mentoring and Coaching in Education*. This builds on the interdisciplinary workshops we have been organising through the PEP SIGN for the past few years, comparing and contrasting professional education across education, social work and nursing.



**Helen Farmery** (Chair of AMET) and **Anne Mulligan** (Committee Member) have organised a webinar to explore the practical issues confronting ITE providers during the lockdown and ongoing disruption to schools. The event is scheduled for 6 July and had 119 participants from 50 providers signed up with 10 days to go.

**Leena Roberston** has been appointed Associate Editor of *London Review of Education*.

**Lee Jerome** has taken over as Editor of the journal *Education, Citizenship and Social Justice*.

## Work based learning

The Work Based Learning e-journal International, which is edited by **Professor Carol Costley** and **Dr Lisa Overton** at Middlesex, has a clear focus upon practice and especially the spaces that connect higher education with work practices (paid and unpaid). The journal aims to raise debate, generate ideas and drive change. All articles are free to download and you can visit the latest edition here: [www.wblearning-ejournal.com/en/current-issue](http://www.wblearning-ejournal.com/en/current-issue)

Previous issues are also available and the December 2019 edition includes examples of practice-based curricula in the dialogue and debate section from four colleagues across faculties at Middlesex.



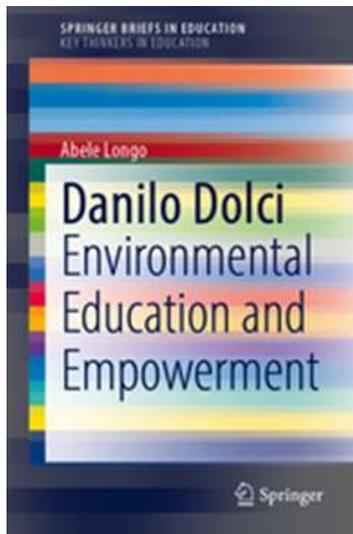
**Professor Professor Carol Costley** presented the keynote 'Insights for professional doctorates in a COVID-19 world' at a Cambridge University conference on Professional Doctorates on 20 June.

**David Boud, Carol Costley, Steve Marshall** and **Brian Sutton** have a new article published (2020) 'Impacts of a professional practice doctorate: a collaborative enquiry'. *Higher Education Research and Development*.  
<https://doi.org/10.1080/07294360.2020.1765744>

**Carol Costley and David Boud** have a chapter (forthcoming) 'The development and impact of professional doctorates', in Marg Malloch, Bridget O'Connor, Len Cairns and Karen Evans (Eds.) *The Sage Handbook of Learning and Work* (Sage).

**David Boud** has published several new works since the last newsletter, some highlights include:  
Rooney, D. and Boud, D. (2019). Towards a pedagogy for professional noticing: learning through observation, *Vocations and Learning*, 12, 441-457.  
Henderson, M., Ryan, T., Boud, D., Dawson, P., Phillips, M., Molloy, E. and Mahoney, P. (2019). Conditions that enable effective feedback, *Higher Education Research and Development*, 38, 7, 1401-1416.  
Ajjawi, R., Boud, D., Zacharias, N., Dracup, M., & Bennett, S. (2019). How do students adapt in response to academic failure? *Student Success*, 10(3).  
Villarroel, V., Boud, D., Bloxham, S., Bruna, D. and Bruna, C. (2020). Using principles of authentic assessment to redesign written examinations and tests, *Innovations in Education and Teaching International*, 57, 1, 38-49.

## Religion, politics and diversity



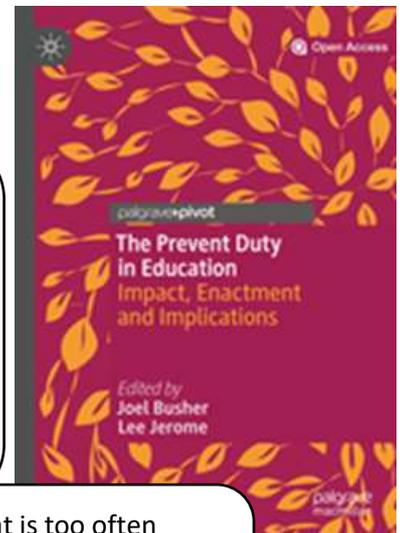
**Abele Longo's** new book is due to be published in September: 'Danilo Dolci - Environmental Education and Empowerment' (SpringerBriefs on Key Thinkers).

The book presents the multi-faceted opus of Danilo Dolci within the framework of Environmental Education, focusing on his work as a grassroots community educator, nonviolent activist and poet. It illustrates Dolci's 'Reciprocal Maieutic Approach', a dialectic method of inquiry that can be defined as a process of collective exploration, taking as point of departure the experience, culture and intuition of individuals, ultimately directed towards the development of citizenship.

**Lee Jerome** has edited a new book with Joel Busher: 'The Prevent Duty in Education Impact, Enactment and Implications' (Palgrave). This is the first collection of empirical studies about the impact of the Prevent Duty across the full age range of the compulsory education system (Early Years – FE). It will be published as a freely downloadable open access book:

[www.palgrave.com/gp/book/9783030455583](http://www.palgrave.com/gp/book/9783030455583)

It includes a chapter by Middlesex Colleagues: **Alex Elwick, Lee Jerome** and Hans Svennevig 'Student perspectives on teaching and the Prevent policy.'



"This invaluable book brings empirical rigour to a debate that is too often emotive, polarised and selective in its approach to the facts. By examining how the Prevent Duty is enacted in practice, the authors provide a sound evidence base for future policy development." (David Anderson QC, House of Lords, and former Independent Reviewer of Terrorism Legislation)



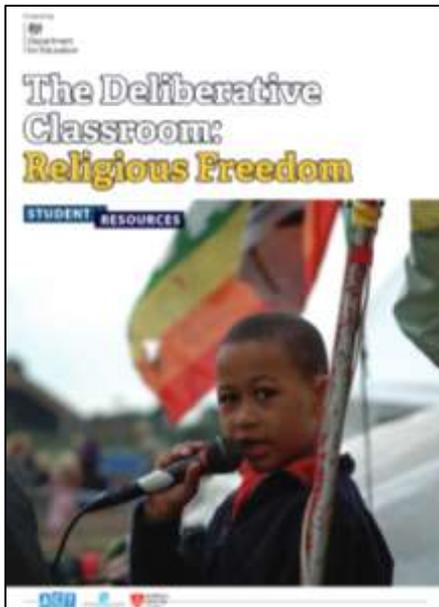
Over 1100 people have signed up for the *Teach:RE Primary - An introduction* course which we launched in July 2019 at a Middlesex Conference. This is part of a project funded by Culham St. Gabriel Trust and led by **Linda Whitworth**. The course is a 12 hour online course provided for free and hosted online by Culham St. Gabriel on their website RE:Online. The project is in response to the Commission on RE's call for 12 hours of training for all primary ITT students in Religion and Worldviews. Middlesex trainees have had 12 hours for a number of years, but we know from research that many students get only 0-3 hours as part of their ITE training. It seems that universities and school-based teacher training programmes are using it during lockdown for training. The training is accompanied by a free Toolkit, designed to support ITT tutors in RE in universities and SCITTs. The material can be accessed here: [www.teachre.co.uk/itt-providers/primary-itt-tutor-toolkit/](http://www.teachre.co.uk/itt-providers/primary-itt-tutor-toolkit/)

**Nathan Fretwell** has a new article published (2020) 'The New Educational Pastorate: Link Workers, Pastoral Power and the Pedagogicalisation of Parenting'. *Genealogy*, 4 (2), 37. <https://doi.org/10.3390/genealogy402003>

**Nathan Fretwell** has a new article published (2020) 'Anarchist Education and the Paradox of Pedagogical Authority'. *Educational Philosophy and Theory*, 52(1), 55-65

**Lee Jerome and Alex Elwick** have a new article (2020) 'Teaching about Terrorism, Extremism and Radicalisation: Some Implications for Controversial Issues Pedagogy'. *Oxford Review of Education*, 46 (2), 222-237.

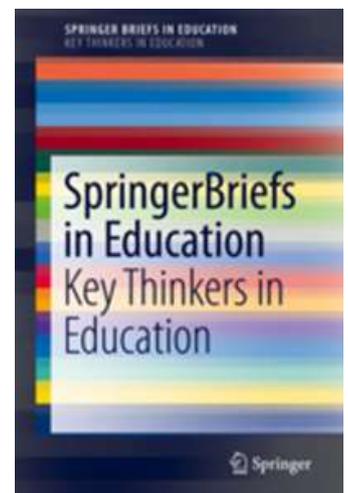
Marcus Bhargava and **Lee Jerome** published an article (2020) 'Training Teachers for and through Citizenship: Learning from Citizenship Experiences'. *Societies*, 10, 36.  
[www.mdpi.com/2075-4698/10/2/36](http://www.mdpi.com/2075-4698/10/2/36)



**Lee Jerome** completed a research report on *The Deliberative Classroom* project, funded by the British Academy. The project investigated how children talked about the fundamental British values (FBVs) in their classrooms. Evidence from the project has been submitted to the DfE and informed a training workshop for the Association for Citizenship Teaching. Teaching material and further information are available here:  
[www.teachingcitizenship.org.uk/deliberative-classroom-topical-debating-resources-and-teacher-guidance](http://www.teachingcitizenship.org.uk/deliberative-classroom-topical-debating-resources-and-teacher-guidance)

**Lee Jerome** and Ben Kisby published an article (2020) 'Lessons in character education: incorporating neoliberal learning in classroom resources'. *Critical Studies in Education*. Although the article is behind a paywall, there's a BERA blog about it here:  
[www.bera.ac.uk/blog/halting-the-rise-of-character-education-in-britain](http://www.bera.ac.uk/blog/halting-the-rise-of-character-education-in-britain)

This briefs series publishes compact refereed monographs under the editorial supervision of the Advisory Editor, **Professor Paul Gibbs**, Middlesex University. Each volume in the series provides a concise introduction to the life and work of a key thinker in education and allows readers to get acquainted with their major contributions to educational theory and/or practice in a fast and easy way. The editorial team has recently been expanded to stimulate a more diverse range of topics and key thinkers. Professor Prevanand (Labby) Ramathan of The University of KwaZulu-Natal brings great experience in colonialism and education, and **Professor Jayne Osgood** will ensure that more women / feminist thinkers are represented. You can view the series here: [www.springer.com/series/10197](http://www.springer.com/series/10197)



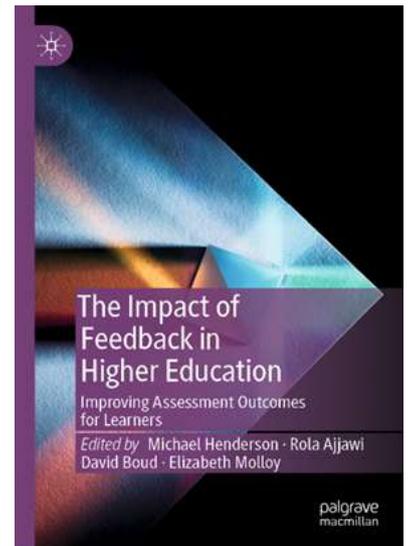
**Leena Robertson** completed a consultancy report for Cambridge Education titled 'Review of the early years curriculum and its approaches for India's bilingual context'

Leena Robertson has had an article published: Smith, H. J., **Robertson, L. H.** Auger, N. and Wysocki, L. (2020) 'Translanguaging as a political act with Roma: carving a path between pluralism and collectivism for transformation'. *Journal for Critical Education Policy Studies*. 18 (1).

## Higher Education

**David Boud** has co-edited a new book: Henderson, M., Ajjawi, R., **Boud, D.**, and Molloy, E. (Eds.) *The Impact of Feedback in Higher Education*. London: Palgrave Macmillan

This book asks how we might conceptualise, design for and evaluate the impact of feedback in higher education. Feedback can be understood as not just the giving of information, but as a complex process integral to teaching and learning in which both teachers and students have an important role to play. The editors challenge us to ask two fundamental questions: when does feedback make a difference, and how can we recognise that impact?



Victoria Odeniyi and **Gillian Lazar** have published an article (2020) 'Valuing the multilingual repertoires of students from African migrant communities at a London University', *Language, Culture and Curriculum*, 33 (2), 157 - 171. This can be found at: [www.tandfonline.com/doi/full/10.1080/07908318.2019.1677702](http://www.tandfonline.com/doi/full/10.1080/07908318.2019.1677702)  
It forms part of a Special Issue on Language, Culture and Curriculum focusing on plurilingualism in learning and teaching in Anglophone universities. With the current focus on diversity in HE, linguistic diversity seems to be a neglected area and the Special Issue ([www.tandfonline.com/toc/rlcc20/33/2?nav=toCList](http://www.tandfonline.com/toc/rlcc20/33/2?nav=toCList)) addresses this.

**Lee Jerome** has had an article (forthcoming) 'Making sense of the impact agenda in UK higher education: a case study of research, teaching and campaigning in relation to Preventing Violent Extremism policy in schools.' *Journal of Social Science Education*, special edition 'What is the relationship between research in social science education and impact?'

Naomi Winstone and **David Boud** have a chapter (2019) 'Developing assessment feedback: from occasional survey to everyday practice', in Lygo-Baker, S., Kinchin, I., Winstone, N. E. and Warburton, S. (Eds.) *Engaging Student Voices in Higher Education: Diverse Experiences and Expectations in Partnership* (Palgrave).

**Carly Guest** published (2020) 'Teaching on the edge of time: developing a slow pedagogy through feminist science fiction' in MAIFeminism. This was based on work Carly developed as part of her MA Higher Education. A fresh reading of *Woman on the Edge of Time* (1976) leads Guest to consider what we can learn from the novel about teaching. She suggests that slowing down in order to learn how to teach can both enrich our pedagogies and offer a form of resistance in the contemporary university. <https://bit.ly/3gc95Bf>

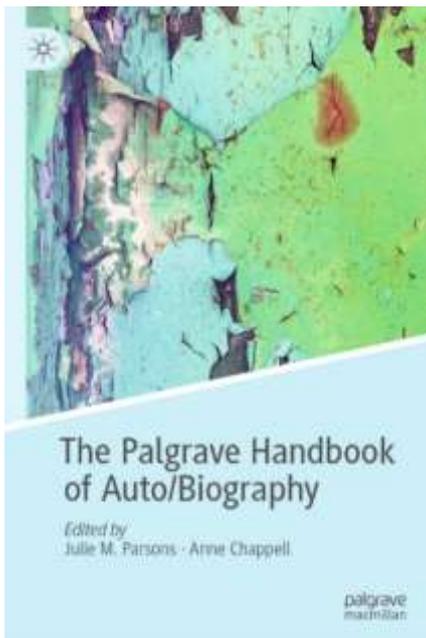
**Jayne Osgood** has collaborated with Carol A. Taylor, Camilla Eline Andersen, Antonio Benozzo, Neil Carey, Constance Elmenhorst, Nikki Fairchild, Mirka KoroLjungberg, Anna Moxnes, Ann Merete Otterstad, Teija Rantala, and Karen Tobias-Green to publish an article (forthcoming) 'Conferencing otherwise: a feminist new materialist writing experiment'. *Cultural Studies - Critical Methodologies*.

**Mona Sakr and Vicky Burghardt** have published an article (2020) 'Embedding student feedback in deep pedagogic reflection: the potentials of drawing and Deleuzian analysis'. *Teaching in Higher Education*, 1-16. The research draws on our own personal experiments with gathering student feedback and finding new ways to create a dialogic space with students in which we can all – students and teachers – bring more of ourselves to the feedback process.

**Nathan Fretwell** has initiated a working group to take forward the process of decolonizing the curriculum across Education Studies and Early Childhood Studies. He will be working with colleagues, students and alumni to identify areas for action.

Helen Young and **Lee Jerome** have published an article (2020) 'Student voice in higher education: Opening the loop'. *British Educational Research Journal*, 46(3), 688-705. There's a BERA blog about it here:

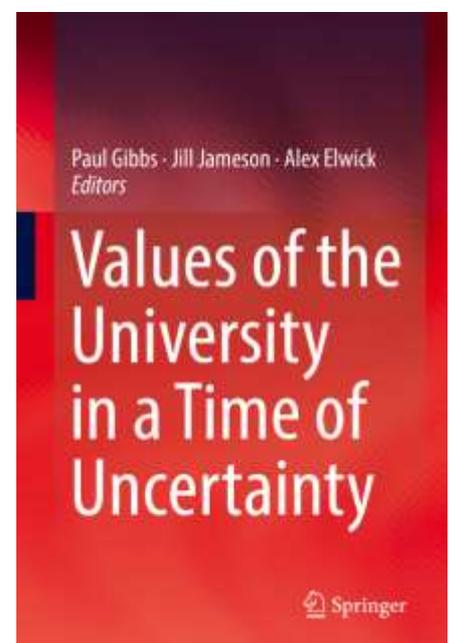
[www.bera.ac.uk/blog/student-voice-in-lockdown](http://www.bera.ac.uk/blog/student-voice-in-lockdown)



**John Barker** was involved with a team of authors working on *The Palgrave Handbook of Auto/Biography*, which was edited by Julie Parsons (University of Plymouth) and Anne Chappell (Brunel University London) and published in April. John edited a section on Geography, Spatiality and Auto/Biography, which includes chapters on Geography and Space (which he co-wrote with Emma Wainwright from Brunel University), Student Carers (which he co-wrote with Fin Cullen from St Marys and Pam Alldred from Nottingham Trent University), as well as other contributions focusing on Housing Tenants, and Methodological issues when researching Young People.

**Paul Gibbs**, Jill Jameson and **Alex Elwick** published an edited book (2019) 'Values of the University in a Time of Uncertainty'. This includes chapters by **Paul Gibbs** 'Duties Before Rights: A Notion of the University of the Future', **Alex Elwick** 'The Purpose of University Value Statements', **Kate Maguire** 'Relationality: Deconstructive, Reparative, Generative: Relating Through Valuing Pain', and **Victoria de Rijke** 'Love and Revolution in the Post-truth University'.

**Alex Elwick** published an article (2020) 'Valuing diversity in universities: institutional value statements and the reality of student intakes'. *Journal of Higher Education Policy and Management*, 42 (3), 269-284.



## Lockdown CPD

### Eco-poetic Entanglements

Drawing on new materialist, relational and post-qualitative approaches, including the concept of an archive and walking methods, Justyna Deszcz-Tryhubczak discusses a discursive-material approach to children's texts that she is currently developing in her research on the corpus of eco-poetry created by pupils from John Clare Primary School in Helpston. There's a link on our website to this guest lecture for the Childhood & Society SIGN: <https://bit.ly/2VnThDz>

### Ethics and online research: problematizing the public and private

Dr Jai Mackenzie, School of English, University of Nottingham

Kevin McDonald, Head of Department of Criminology and Sociology, Middlesex University

This Professional Education & Partnerships SIGN seminar featured two colleagues reflecting on their experiences of conducting on-line research in contrasting projects (radicalization, Mumsnet and LGBT parenting). The presentations focused on the ethical dimension to such work, with a particular focus on using pre-existing data from social media and on-line forums. Given that data collection is likely to be tricky for some of us for a while, this seminar has taken on fresh relevance as we contemplate new sources of data for our research and scholarship. <https://bit.ly/2YylxoW>

### The challenges of research and publishing in learning and teaching in Higher Education

Professor David Boud, Webinar 15 July 12-2pm SIGN UP here: <https://bit.ly/2VIXqrs>

The increasing expectation of academics is not only that they are on top of their subject but also on top of how to help students learn in their subject area. This workshop will focus on: How similar is research in higher education to that in one's own discipline? How to get started in learning and teaching research? What is involved? What forms of support are available?

### Doctoral students

Many doctoral students are ploughing on during the lockdown and finding their own ways to cope with the peculiar challenges. Some have made short presentations sharing their experiences and advice for others. You can view these presentations here: <https://bit.ly/2VlnAec>

## A final word from Victoria de Rijke, CERS Director



As part of Middlesex's brilliant, rapid response to the need for PPE at the start of lockdown, **Victoria de Rijke** helped make NHS-approved safety visors in a boatyard container workshop on the Thames. Teams of volunteers from the boat community and dockmasters assembled visors under safe and sterile conditions and distributed them widely for free to frontline workers: locally, to Guys & St. Thomas', the Nightingale, Whipps' Cross, Romford and Maidstone Hospitals, Care Homes and Mental Health Practices in London and as far afield as Blackpool! Over the period of urgent need, the team made and distributed 10,000 visors, including many sent out to help keep our own Middlesex students and staff safe. The team was nominated to participate in The London Assembly Meet the Heroes Campaign film, children and all! Thanks to everyone in Education and across MDX, for your support helping make this happen.

"We ❤️ You".