

Celebrations and achievements

Over 2020-21 we had a lot to celebrate as colleagues secured promotions, achieved higher degrees and won recognition for their work. Here are some highlights.



Victoria de Rijke has been promoted to Professor. Perhaps inspired by her 2008 book 'Duck', in which she explores the 'evolution, history, ecology and biology of the duck, as well as its widespread occurrence in our culture,' Victoria has been dubbed Professor Quack! This child's drawing sums up the situation (and likeness?).



Professor Jayne Osgood has been elected to the Academic Board to represent the University Professoriate (Research). Jayne was elected by the Professoriate and will serve a 3 year period of office.

Phil Barter was appointed as Faculty Deputy Dean (DD) for Education. His remit will be to oversee the learning, teaching and quality elements in relation to the faculty's educational provision as well as other projects. In addition to working within the faculty, he will also work with the Provost Sean Wellington on university learning and teaching themes across the other faculties.

Angela Scollan has been selected to be a reader for the 2021 review of the QAA Subject Benchmark Statements for Early Childhood Studies. This is very important work for the sector, the University and of course for our Education and Early Childhood Teams. Angela has also been appointed to the editorial board of the Journal of International Migration and Integration and for Society Register.

Mona Sakr has been selected to take part in the 'Understanding Communities' British Academy and Nuffield Foundation workshop. Only 48 participants were selected out of 492 applicants! Workshops are designed to support the development of interdisciplinary and innovative research proposals.

An article by **Lee Jerome, Alex Elwick and Raza Kazim** 'The impact of the Prevent duty on schools: A review of the evidence', British Educational Research Journal has been highly commended in the 2020 BERJ Editors' Choice Award.



Nicky Spawls was awarded her PhD for a thesis entitled 'What We Came Through to Get Here': The educational experiences of Somali women graduates in London.' Two eminent and expert External Examiners described Nicky's defence as 'excellent' and her reflection and analysis as 'unique'.

Brooke Townsley was awarded his DProf. for his thesis entitled: 'Interpreters in Mediation'.

Gillian Lazar was awarded a PhD by public works with no amendments in August 2020. Her thesis is entitled 'A writerly trajectory: reflections on published classroom resources for learners of English and students of academic writing'. You can hear about Gillian's work in these recorded seminars:

- 'Writing educational resources for publication: how and why?', Centre for Educational Research and Scholarship, Middlesex University. <https://cutt.ly/pWCtAit>
- 'Academic literacies and staff pedagogic development', Writing Centre, Institute of Education, UCL. <https://cutt.ly/7WCtGUC>
- 'Decolonising language and the multilingual university', Decolonising Arts Institute, University of the Arts London. <https://cutt.ly/CWCtXpJ>

Karen Parks passed her MProf after successfully defending her research at a viva. Her research project was 'Exploring the development of reflective practice with trainee teachers, using video annotation software'.

Appointments and service:

Lee Jerome has joined the Race Equality Charter Self Assessment Team.

Philip Jefferies has joined the Stonewall Workplace Index Self Assessment Team.

Mona Sakr has become a Trustee of the Reach Foundation and is co-convenor of the Leadership in Early Years Education Research Interest Group, BELMAS.

Nathan Fretwell has been appointed as External Examiner for the BA Education Studies programme at the University of Derby.

Graduation Awards 2021

Congratulations to this year's prize winners:

- Primary Education Prize for Excellence in Teaching, Hannah Smith
- Education Studies Prize, Amy Layla Jukes
- Early Childhood Studies Prize, Nisrin Kakhya
- Learning and Teaching Prize, Amy Ward
- Translation and Interpreting Prize, Elisa Palmioli
- Secondary Education Prize for Excellence in Teaching, Lucy Jane Morrow
- PG Cert HE Learning and Teaching Support Prize, Andre Clarke and Cecilia Coleman
- Postgraduate Teacher Education Prize, George Fearnhough



Research Excellence Framework (REF) 2021

The REF is a process for evaluating the quality of research and impact across the sector, and the results are used to distribute public funds. Historically, education colleagues at Middlesex have been entered through other units (such as social policy) but this year was the first time the university entered Education as a unit in its own right. We entered 17 members of staff as being research-active and submitted 36 outputs (articles, books and reports) to represent their work. We also submitted two impact case studies to illustrate the kind of impact achieved through our work.

REF Impact Case Study 1

Tackling Gender Stereotyping in Childhood: research to support gender neutral schooling

Led by Jayne Osgood

Professor Osgood was expert consultant (to Outline Productions, a TV production company commissioned by the BBC) for the development a 2-part Documentary Series *No More Boys & Girls: Can Our Kids Go Gender-Free?* concerning gender stereotyping in primary schools. Based upon published research outputs on gender and childhood over the past 13 years, expert direction was provided to the production team on the development and execution of specific interventions and experiments to tackle gender stereotyping.



The impact of the six-week TV experiment at the primary school on the participating children was powerful:

- Girls' test scores for self-esteem, intellectual self-confidence and problem-solving ability exceeded boys scores by the end.
- Boys made significant gains in terms of empathy, emotional vocabulary, and behaviour in the classroom.

The teacher featured, radically altered all aspects of his approach to gender in the classroom as a result of the interventions and experiments. As he stated: 'Before I was part of this documentary, I was not aware of it at all. Now I see it everywhere...the main change has to be my own expectations and language... I now also plan to look at gender within curriculum topics.'

The BBC documentary has been hugely popular, nationally and internationally, and the rigour of the programme was recognised with a BAFTA nomination. Over 1.5 million ratings per episode was achieved, and the series drew one of the BBC's biggest youth audiences for a factual series in 2017. Ensuing debates on social media reignited the importance of gender in childhood. It was shared via BBC Digital Stories platform 5 million times within 24 hours of transmission; one month later rising to 26 million. The series has been broadcast internationally, from New Zealand, Israel, Spain, Belgium, Holland, Hong Kong to Australia – where it featured on Gogglebox Australia, the cast initially disregarded the show as 'pc madness' but ultimately praised it. It is being remade in Germany, Spain, Japan and USA.

REF Impact Case Study 2

Establishing a critical educational response to the Prevent Duty in schools

Led by Lee Jerome

The Prevent policy at the Home Office and DfE arises from a security agenda and thus tends to focus on 'safeguarding' young people and 'promoting' the fundamental British values (FBVs). This reduces young people's agency, promotes a narrow form of indoctrination and leaves little room for critical education. Colleagues from the Education Department at Middlesex have both demonstrated the negative impact of the policy and have developed a robust argument for framing Prevent in more explicitly educational terms. Further, they have contributed evidence that schools can engage productively with critical exploration of British values in the context of citizenship education rather than the 'promotion' of values. This approach has been supported by national teacher organisations and has been endorsed by the DfE (through their funding) and recognised in Ofsted inspections, thus indicating we have been able to establish a shift in practice. Further, our alternative approach has reached hundreds of teachers and has proven to have a beneficial impact in engaging students in critical citizenship education.

Technology



Dr Jacqueline Harding secured a grant from the Metropolitan Police called: *Virtually There: A Virtual Reality Intervention to Build Empathy and Reduce Knife Crime among Young People*. Middlesex were tasked with: a) providing support and advice for its development, and, b) research into its initial impact locally in schools. The police developed this concept with the explicit aim to reduce knife crime.

The Middlesex team included Mona Sakr, Victoria de Rijke Nicky Lambert, Alina Ursuleanu, Lynette Morris, Jacqueline, Magnus Moar, and Nicky Lambert

Mona Sakr has also started at new collaboration with colleagues from the UK, Sweden, Spain, Romania, and Finland. They are bidding for funds for the European CHANSE award on augmented and virtual realities as part of participatory action research with very young children.

Angela Scollen presented on 'A pedagogical experimentation of digital education in the UK' at the SeAMK International Week: Digitalization and Sustainability in Higher Education and RDI at the Seinäjoki University of Applied Sciences, 15 February 2021. She also presented on 'Shaping curricula through pedagogical innovation' at Middlesex University, 22 March 2021.

David Boud has published a chapter focusing on the implications of digital technology for assessment practices: Bearman, M, Boud, D. and Ajjawi, R. (2020). *New directions for assessment in a digital world*. In Bearman, M., Dawson, P., Ajjawi, R., Tai, J. & Boud, D. (Eds.) *Re-imagining university assessment in a digital world*. Dordrecht: Springer, 7-21.

Contemporary Issues

As a response to Covid-19 and to provide the work and learning community with an online resource, **Paula Nottingham** was the editor for the Network News, an online newsletter for the Universities Association for Lifelong Learning (UALL), which has had 11 editions between September 2020 and July 2021 to provide information and renew ties to the Work and Learning (CERS) research centre.
<https://www.uallworkandlearning.org/blog>

Jayne Osgood was part of team that won a grant from University of Western Sydney, Australia entitled: *The Planetary Wellbeing & Human Learning Programme*. The programme will explore the question: what research methodologies, curriculum and pedagogies can be developed in response to the current planetary crises of climate change and the global pandemic? The project is worth \$15K AUS, and runs until 2023. It is also intended to provide the foundation for a range of follow on projects, networks and outputs.

OSGOOD, J. Andersen, C.E. & Otterstad, A.M. (2021). Portal-time and wanderlines: what does virus-ing-with make possible in childhood research? *Reconceptualising Educational Research Methodologies*.

David Boud published a piece in *The Conversation*: Winstone, N. & Boud, D. (2020). Universities should learn from assessment methods used during the pandemic, and cut down on exams for good. 11 August. <https://cutt.ly/hW9hcrw>

Angela Scollen spoke about 'The cohesion of schools as intercultural communities in the management of COVID-19 pandemic. Reflections, narratives, fears and hopes from the voices of teachers and children in England and Italy' at the Dialogue Society, London, 16 June 2021.

Angela also presented on 'Intergenerational Solidarity, Agency, Trust In Primary School Children's Narratives During the Covid-19 Pandemic In London' at the European Sociological Association Conference Barcelona, 1 September 2021.

Lee Jerome completed a British Academy funded project exploring how children talk about controversial topical issues in class. This has led to two open access publications:

- Jerome, L., Liddle, A. and Young, H. (2021) 'Talking Tolerance: Being Deliberative about Fundamental British Values.' PRISM <https://openjournals.ljmu.ac.uk/index.php/prism/article/view/416>
- Jerome, L., Liddle, A. and Young, H. (2021) 'Talking about rights without talking about rights: on the absence of knowledge in classroom discussions.' *Human Rights Education Review*, 4(1). <https://doi.org/10.7577/hrer.3979>

Lee Jerome's co-edited book (with Joel Busher, 2020) *The Prevent Duty in Education* (Palgrave) has been downloaded over 20,000 times and can be accessed for free here:

<https://link.springer.com/book/10.1007%2F978-3-030-45559-0>

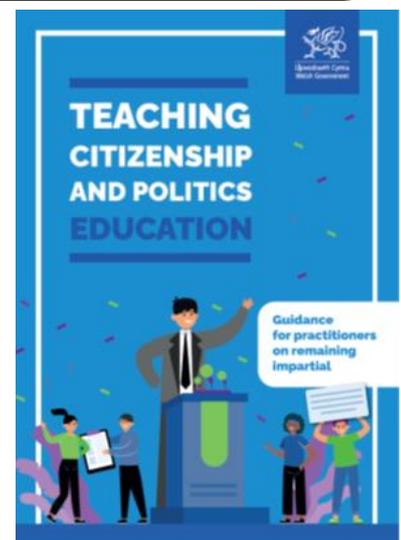
He has continued his work in this area with a co-authored paper examining the education resources on the government's Educate Against Hate website: Svennevig, H. Jerome, L. and Elwick, A. (2021) 'Countering violent extremism in education: a human rights analysis.' *Human Rights Education Review*, 4(1).

<https://doi.org/10.7577/hrer.3980>

The team has met with DfE colleagues to share the findings and discuss ways to improve the quality of resources.

Lee Jerome is collaborating with colleagues in the UK, Canada, Croatia and the USA on a bid to research online conspiracy theories and disinformation in relation to Covid-19 and vaccinations. The project proposes work that will investigate the experiences and beliefs of young people and their teachers' experiences (and concerns) in relation to tackling the issue in class.

Lee Jerome has recently collaborated with the Association for Citizenship Teaching to produce new guidance for teachers in Wales on how to teach about politics whilst remaining impartial. This considers how teachers can implement their legal duty to remain impartial, whilst respecting children's rights, and tackling some of the most challenging and controversial issues. The guidance is available online: <https://cutt.ly/9W0rZxr>



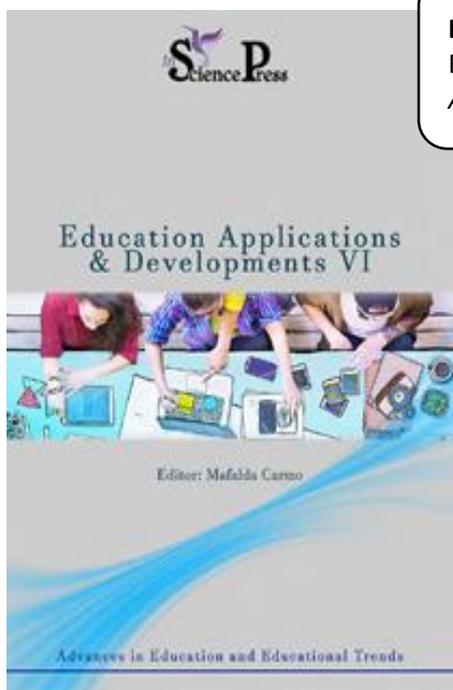
Diversity and inclusion

Nathan Fretwell has published (2021) 'Between home and school: Mobilising 'hard to reach' White British parents to engage with their children's education' in A. Ross (Ed.) *Educational Research for Social Justice: Evidence and Practice from the UK*. Cham: Springer.

Jayne Osgood has won a competitive research bid with African colleagues to the GCRF Grant scheme. The project is entitled *DialA: Decolonising Play through the Digital in Sub-Saharan Africa* and addresses the SDGs of quality education, gender equality and reduced inequalities. The project will lead to the design of off-line applications for mobile phones that take account of race, gender, language and culture, thus rendering literacy learning more meaningful for African children and reducing digital inequalities. The project is worth £24K and runs from 2021 to 2023, the intention is that it will provide the basis for further research collaborations.

Nathan Fretwell is leading a project with staff and students in the BA Education Studies / Early Childhood Studies to decolonise our curriculum: <https://mdxcers.com/2021/01/04/decolonising-the-curriculum-ba-education-studies-and-ba-early-childhood-studies/>

Victoria de Rijke continues to work on the *UK Poetry Versus Colonialism* project to build connections and awareness of the histories and legacies of Empire and the slave trade. Working with artists, historians and museum curators, the project uses poetry as the means of articulating and processing the affective, troubling and surprising histories and realisations about the everyday legacies of colonialism. From Summer 2021, the workshops are being taken into UK Schools as part of an Arts Council England funded roll-out. Poets will collaborate with academics, teachers, artists and museum staff to investigate the colonial history of sugar, gold, cotton and tobacco. A set of teaching resources for exploring Empire, history and identity through poetry and creative writing will be developed, tested and published. <http://www.poetryvcolonialism.co.uk/about.html>



Edina Kulenovic has published a chapter (2021) 'The importance of Bilingualism in the Primary School' in Mafalda Carmo (Ed) *Education and Applications and Developments VI*, Lisbon: In Science Press.

Angela Scollan has a chapter forthcoming addressing aspects of multicultural education: Baraldi, C. Farini, F., and Scollan, A. (in press) 'Facilitating narratives of cultural identity in the classroom' chapter in Richard Race (ed) *Evolving Dialogues in Multiculturalism and Multicultural Education*, Open University Press.

Osgood, J. & Mohandas, S. (2021). Figuring gender in early childhood with animal figurines: pursuing tentacular stories about global childhoods in the Anthropocene. in M. Tesar (Ed) *Global Childhoods Sage Handbook*.

Osgood, J. (2020). Queering understandings of how matter comes to matter in the baby room in L. Moran, K. Reilly, and B. Brady (Eds) *Narrating Childhoods across Contexts: Knowledge, Environment, and Relationships*. London: Palgrave Macmillan.

Lee Jerome has published a new book exploring children’s rights in education and the implications for teachers. This considers the evidence from around the world about the implementation of human rights education, and draws theoretical inspiration from Freire, Dewey and Freinet. It proposes a series of principles for practice in the classroom, whole school culture and in the community.

Jerome, L. and Starkey, H. (2021) *Rights and Responsibilities in Diverse Schools and Classrooms: Children's rights education in principle and practice*, London: Bloomsbury.

Children’s Rights Education in Diverse Classrooms

Pedagogy, Principles and Practice

Lee Jerome and Hugh Starkey



Children and childhood

Victoria de Rijke published an article ‘Reading Children’s Literature’ for a ‘Multiple Perspectives on Reading’ in a special issue of *Education* 3-14 49(1) pp.63-78. This covers the contribution reading and stories (children’s literature) have made to reading, its study, its material world, and the implications for teaching and learning to read - particularly with picturebooks – at the heart of that practice. The article will form a chapter in *Reading: Multiple Perspectives* (scheduled to be published by Routledge in 2022) but it can be found here for free <https://eprints.mdx.ac.uk/31179>

OSGOOD, J. & Henward, A. (2020) Editorial: Reimagining Childhood, Motherhood, Family & Community, *Genealogy* (Special Issue). <https://www.mdpi.com/2313-5778/4/2/39/htm>



Victoria de Rijke gave several presentations, including ‘C20th–C21st Expressive Suppression or Hypomnesia? Explorations of the Cold War in Picturebook Art’ for The 15th International Child and the Book Conference ‘Transformation and Continuity: Political and Cultural Changes in Children’s Literature from the Past Century to the Present Day’, Berlin March 2021. Victoria also presented a keynote on being ‘Swallowed but not Eaten: Images of the Totemic Meal and Children’s Culture’ for the ‘Food in Children’s Culture: National, International and Transnational Perspectives’ Università Ca’ Foscari Venezia, April 2021.

Lee Jerome has begun working on a 4 year project (2021-25) with the Association for Citizenship Teaching to promote active citizenship through the school curriculum. The project aims to embed active citizenship in over 500 schools and Lee will lead the research and evaluation strand of the work.

Osgood, J. (2021). From multispecies tangles and Anthropocene muddles: what can lichen teach us about the precarity in early childhood education? in T.K. Aslanian (Ed) *Storying in Early Childhood Education Research and Practice - Posthuman and Autoethnographic Approaches*. Springer: ChildhoodNature Series.

Jayne Osgood was also invited to present several invited keynote presentations including 'Tales of Covid-19 from the UK' at the International Conference of Early Childhood Education, Universitas Negeri Padang at UNP, Malaysia. 7th September 2021. 'Play Matters: exploring worldly connections in early childhood' at SERA2021, Edinburgh, 2nd June 2021. 'Re-turning to ECE Philosophies as a means to reconfigure gender, Feminism, Gender Justice and Resistance in Early Childhood Education, at RECE (In)justices and Counteractions in Early Childhood Contexts virtual engagement series, 26th May 2021.

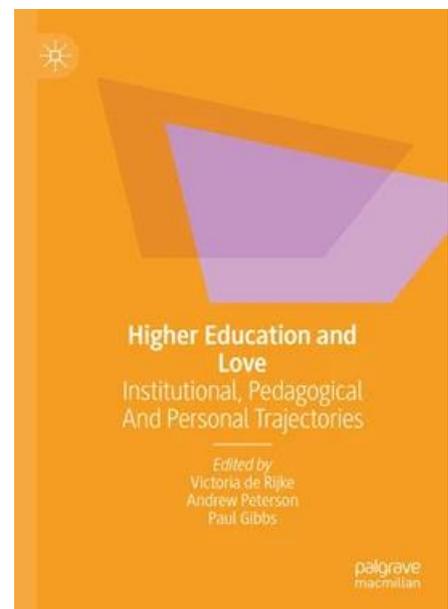
Angela Scollan presented on 'Facilitation of classroom interaction using photographs: The SHARMED project' at the World Education Research Association Conference, University of Santiago de Compostela, Spain, 7 July 2021.

Scollan, A., and Joslyn, E. (2021) 'SHARMED Training: Design and Practice' chapter in Farini, F., Baraldi, C., Joslyn, E. (Eds) *Promoting Children's Rights in European Schools. Intercultural Dialogue and Facilitative Pedagogy* London: Bloomsbury.

David Boud was co-author on a journal article Lawrie, M., Brubacher, S.P., Powell, M. B. and Boud, D. (2020) Forensic interviewers' perceptions of the utility of mock interviews as a training tool for child interviewing, *Child Abuse & Neglect*, 106, 104553. DOI: 10.1016/j.chiabu.2020.104553

Higher Education

Victoria de Rijke, Paul Gibbs and Andrew Peterson have published a new edited book (2021) *Higher Education and Love: Institutional, Pedagogical And Personal Trajectories* with Palgrave, 2021. It features chapters across a wide range of international scholars and perspectives on love, from Confucian, Arabic, Islamic or Christian to pedagogic, personal and post-humanist perspectives.



OSGOOD, J., Taylor, C. et al (2020) Conferencing Otherwise: a transversal feminist new material experiment. *Cultural Studies=>Critical Methodologies*

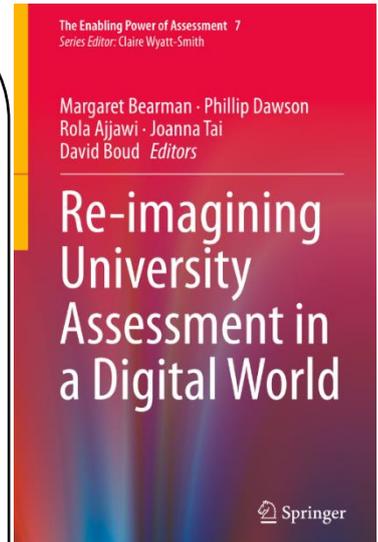
Taylor, C.A. Gannon, S., Scantlebury, K. & **Osgood, J.** (2021 f.c.) Toxic Times for Feminist Academic Freedom? In M. Olssen, R. Watermeyer and R. Raaper (Eds.) *Handbook on Academic Freedom*. Edward Elgar Publishing.

Professor David Boud is collaborating with colleagues Zi Yan, Chiu Ming Ming, and Ronnel King on the project *Developing students' evaluative judgment and feedback literacy through self-assessment: an experimental study*. This project was awarded \$HK 978,282 from the Hong Kong General Research Fund and runs from 2021-23.

OSGOOD, J. (2021). In pursuit of worldly justice in Early Childhood Education: bringing critique and creation into productive partnership for the public good, in A. Ross (Ed) *Educational Research for Social Justice*. Basingstoke: Springer.

David Boud continues his world leading work in higher education co-writing a variety of publications including:

- Bearman, M., Dawson, P., Ajjawi, R., Tai, J. & Boud, D. (Eds.) (2020) *Re-imagining University Assessment in a Digital World*, Springer.
- Ibarra-Sáiz, M. S., Rodríguez-Gómez, G. and Boud, D. (2020), Developing student competence through peer assessment: the role of feedback, self-regulation and evaluative judgement, *Higher Education*, 80, 137-156. DOI: 10.1007/s10734-019-00469-2.
- Boud, D. (2020). Challenges in reforming higher education assessment: a perspective from afar, *Revista Electrónica de Investigación Educativa*, 26, 1, art. M3.
<http://doi.org/10.7203/relieve.26.1.17088>
- Ibarra-Sáiz, M.S., Rodríguez-Gómez, G., Boud, D., Rotsaert, T., Brown, S., Salinas-Salazar, M.L. & Rodríguez-Gómez, H.M. (2020). The future of assessment in higher education. *Revista Electrónica de Investigación Educativa*, 26, 1, art. M1.
<http://doi.org/10.7203/relieve.26.1.17323>



Work Based Learning

Elda Nikolou-Walker published (2020) Legal safeguarding for work-based learners in creative educational models. *Work Based Learning e-Journal International*, 9 (2) 55-72.

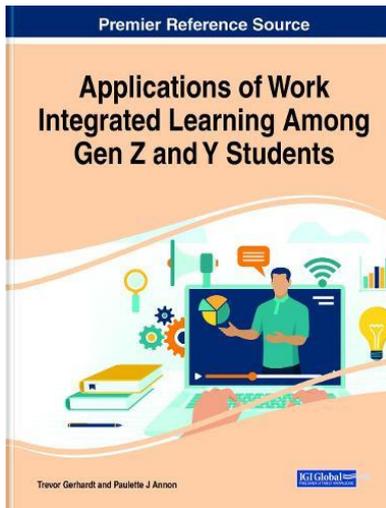
This year the Middlesex University Work and Learning Research Centre (SIG of CERS) and UALL Work and Learning Network sponsored a colloquium entitled Equality Diversity and Inclusion: championing work and learning that empowers and sustains change on the 30th of June 2021. More events on this theme are planned in 2021-2022.
www.uallworkandlearning.org/abstracts-colloquium-2021

A newly published Worldwide Bibliometric of Work-Based Learning Research indexed in the Web of Science Core Collection found Middlesex University as the main organisation (along with Monash in Australia) producing knowledge on Work-Based Learning. Most of the research was found in the field of Education. Professor Carol Costley is in a category with the highest number of citations in the field. She is considered as a significant and current important actor in the production of knowledge about WBL across the world.

Bezerra, J.; Mota, F.; Comarú, M.; Braga, L.; Rocha, L.; Carvalho, P.; Tinoca, L.; Matos Lopes, R. (2020). A Worldwide Bibliometric and Network Analysis of Work-Based Learning Research. *Higher Education, Skills and Work-Based Learning*. published first online
www.emerald.com/insight/content/doi/10.1108/HESWBL-03-2020-0035/full/html

B2B Sales Cohort 1 EPA Announcement April 2021

It was great to announce the completion of the first End Point Assessment (EPA) for the BSc (Hons) Professional Practice in Business to Business Sales. Cohort 1 is the first group of Middlesex University apprentices to have gone through a formal End Point Assessment process. The degree apprenticeship is jointly run by Middlesex University and our partners Consalia Ltd. The two programme leaders, Dr Paula Nottingham and Louise Sutton, acknowledge all the support and help from the apprentices' employers Royal Mail and British Telecom during the apprenticeship programme. The Apprentices will receive two qualifications, an Honours degree and the Business to Business (B2B) Sales Professional apprenticeship qualification. Congratulations was sent to all the seventeen apprentices for reaching their goals and successfully completing this first EPA for Middlesex University and Consalia.



Paula Nottingham published Chapter 8 (2021) 'Designing work-based learning approaches for Gen Y, Gen Z and beyond' in: *Applications of work integrated learning among Gen Z and Y students*, edited by Gerhardt, Trevor and Annon, Paulette J., IGI Global, pp. 166-187. An international book-launch conference on work integrated learning held on the 29 April 2021, was supported by ESREA and hosted by Pearson College London. <https://cutt.ly/qW96yEv>

As guest editor for the special issue of "Creativity in Work-Applied Management", *Journal of Work-Applied Management* with Deborah Scott and Tony Wall (2020), **Paula Nottingham** collaborated in an edition that celebrated creativity within applied work and learning. Paula contributed the research paper 'Professional artefacts: evaluating creative outcomes for work-based inquiry' that explored the meaningful application of outcomes (products and processes) within practice-based studies to enhance employability and lifelong learning pursuits. www.emerald.com/insight/publication/issn/2205-2062/vol/12/iss/2



Two reports into **apprenticeship programmes** are now available: *Creating institutional conditions for sustainable degree apprenticeships* by Stan Lester and **Darryll Bravenboer** is available at: <https://cutt.ly/dW944MP> *Move on up – Social Mobility* from the Centre for Apprenticeships and Skills is here: <https://cutt.ly/4W97k4D>

The latest edition of the Work Based Learning e-journal is available online www.wblearning-ejournal.com/en/current-issue Last year (Oct 2020) included a special issue – 'Enhancing Mental Health and Emotional Well-Being: The Impact of Practice-based Research' from students and colleagues across the university. This features colleagues from Health and Education and includes a panel discussion with colleagues, student union and LSE. Youtube link: <https://youtu.be/i4jEkg-WjvY>

Professor Carol Costley chaired the International conference on practice-based and professional Doctorates 23rd - 26th February 2021 www.ukcge.ac.uk/profdocs There were 180 international attendees. A special edition of *Research in Post-Compulsory Education* was later edited by Armsby, Costley and Weller. Posters and Impact Case Studies from this and previous conferences are building a significant collection online: www.ukcge.ac.uk/events/icppd7posters.aspx

Armsby, Pauline M., Costley, Carol and Weller, Gordon (2021) The role of practice in doctoral degrees. *Research in Post-Compulsory Education*, 26(3), pp.257-273.
Basiel, Anthony and Howarth, Mike (2020) A 360 degree learning environment for university online teaching. *Work Based Learning e-Journal International*, 9(2), pp.137-157.
Obi-Udejaja, Jane, Kerr, Catherine and Weller, Gordon (2020) Impacts of service user involvement in mental health nurse training on management of aggression: a qualitative description research. *Work Based Learning e-Journal International*, 9(2), pp.105-136.

Leadership

5 Elements of Social Leadership



Mona Sakr has two new articles forthcoming in the journal *Early Years* entitled 'Continuing Professional Development for the Early Years Workforce in England since 2015: A synthesis of survey data highlighting commonalities, discrepancies and gaps' and 'Dialogical Conceptualisations of Leadership in Social Enterprise Early Years'.

Mona Sakr has been developing a model for social leadership in early years. This has led to a number of publications and new projects, including:

- Two articles in *Nursery World*, the biggest practice-facing magazine for early years.
- A joint edited book with June O'Sullivan on *Pedagogical Leadership in Early Childhood Education: Conversations from Across the World*, which will shortly be published by Bloomsbury.
- A co-written book with June O'Sullivan on *Social Leadership in Early Childhood Education: An Introduction*, which will be available soon from Bloomsbury.
- A conference presentation at British Education Leadership Management and Administration Society (BELMAS) on 'Digitally Mediated Leadership Development in Early Years Education: Missed Opportunities'.
- An ESRC bid with Dr Sara Bonetti 'Mapping CPD across a fragmented early years sector: potentials for partnership'.
- A Nuffield bid with Dr Sara Bonetti 'Advancing Leadership Development in Early Years Education through Digitally Mediated Leadership Development'.

Keep up to date with news and events through the year by visiting:

<https://mdxcers.com>

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[@CERS_MDX](https://twitter.com/CERS_MDX)

Join us for our Special Interest Group seminars:

- Childhood and Society
- Professional Education and Partnerships
- Work and Learning
- Higher Education