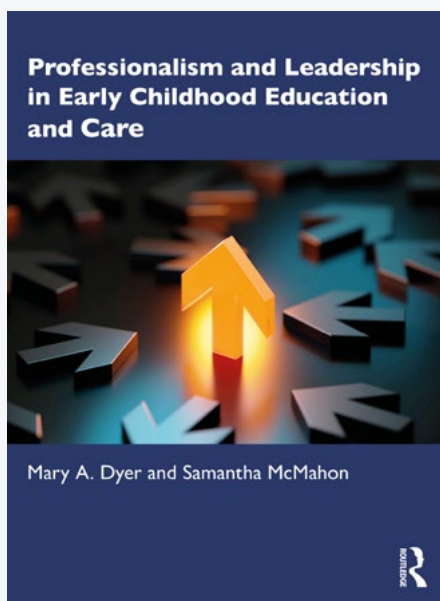


In this issue

Early Childhood Education and Care

This new book, and the development of a practitioner network bring together the latest research and ideas on professionalism and leadership in ECEC.



Learning *through* the arts

Recently completed doctoral research.

Huddersfield Research Portal

Find out more about University of Huddersfield staff featured in this newsletter by looking them up on pure.hud.ac.uk

Livestock, land and learning

HudCRES support for practitioner research in land-based further education.



International connections



Recent visits and research collaborations in Germany, South Africa and Australia.

Want to stay in touch?



Join our mailing list to stay up to date with everything HudCRES. Be the first to hear about upcoming events, blog posts and our newsletter.



'Ed Space - The HudCRES blog shares updates, insights and experiences connected with educational research, research methodologies, funded research projects, academic writing and publishing. Recent posts include:

- Teachers, T Levels and FE research bit.ly/Ed-sp169
- Finding a Voice (2023) bit.ly/Ed-sp168
- Developing international research collaborations bit.ly/Ed-sp167

blogs.hud.ac.uk/hudcres

'Ed
Space

Mobilising the workforce in Early Childhood Education and Care

The Early Childhood Education and Care (ECEC) sector is at a critical point as it struggles to recruit and retain qualified staff and as we emerge from the pandemic, the need for high-quality ECEC has never been greater.

The recently published book by **Dr Mary Dyer** and **Dr Samantha McMahon** brings together the latest research and ideas on professionalism and leadership in the sector, examining how professional status is understood and acquired, and what makes this problematic. It considers the impact of different leadership approaches, what needs to be challenged and sets out how the workforce might assert its own identity and values and continue to advocate for the needs of young children.



Dr Samantha McMahon (left) and Dr Mary Dyer with their book *Professionalism and Leadership in Early Childhood Education and Care* ISBN: 9780367415921

An interview with Mary and Sam introducing their book can be found on the HudCRES YouTube channel.
youtube.com/@hudcres



In March, a one-day HudCRES Conference brought together practitioners, policymakers and academics for a conversation to explore and build on these themes. Additional speakers included:

Dr Mary Moloney
Researcher and Lecturer, Mary Immaculate College, Limerick, Ireland

Dr Mona Sakr
Associate Professor, Middlesex University

Dr Eva Mikuska
Senior Lecturer, University of Chichester

Following the thought-provoking presentations, the final session was a discussion focused on plans and ideas for moving forward. Raising the professional status of practitioners will only be achieved by the workforce themselves calling for greater recognition of the vital role they play in supporting children's early development and learning.

The first step is to establish a professional network that focuses on the values and principles that underpin early childhood education and care, to develop a wider community of practice and create a collective narrative for change within the sector. If you are interested in being involved, please email HudCRES@hud.ac.uk



Livestock, land and learning



Dr Catherine Lloyd, above, is Vice Principal at Shuttleworth College, part of the Bedford College Group (bedfordcollegigroup.ac.uk), and a member of the Education and Training Consortium based at the University of Huddersfield. Shuttleworth College is not your usual further education college – it is a specialist land-based college set in acres of farmland, lakes and woodland. It provides agricultural and environmental education as well as animal sciences, equine studies and courses leading to work in outdoor adventure settings.

Catherine is a Research Further Scholar. She receives funding from the scheme established by the Association of Colleges and NCFE to 'support, drive and encourage college-centred research that can help influence policy and practice' (aoc.co.uk/research-unit/research-further). Her research investigates teaching in land-based colleges.

"I am very glad to be involved in the Research Further initiative. Supporting Catherine with her research has opened my eyes to a fascinating area of vocational education."

Professor Kevin Orr



Concerns around climate change leading to food insecurity, and arguments about re-wilding, have drawn attention to the changes that agriculture is currently experiencing. Catherine's work, involving interviews with teachers at land-based colleges in England, is breaking new ground with her findings about what influences pedagogy and practice within this provision.

"By following the rhythm of the farming year, learning is embedded in authentic situations as they naturally arise on the farm".

Dr Catherine Lloyd

Since agriculture as a vocation is determined by the seasons, what is taught, and what can be undertaken by the students, must be aligned with the season and the weather. Students also need to understand the science behind the processes.

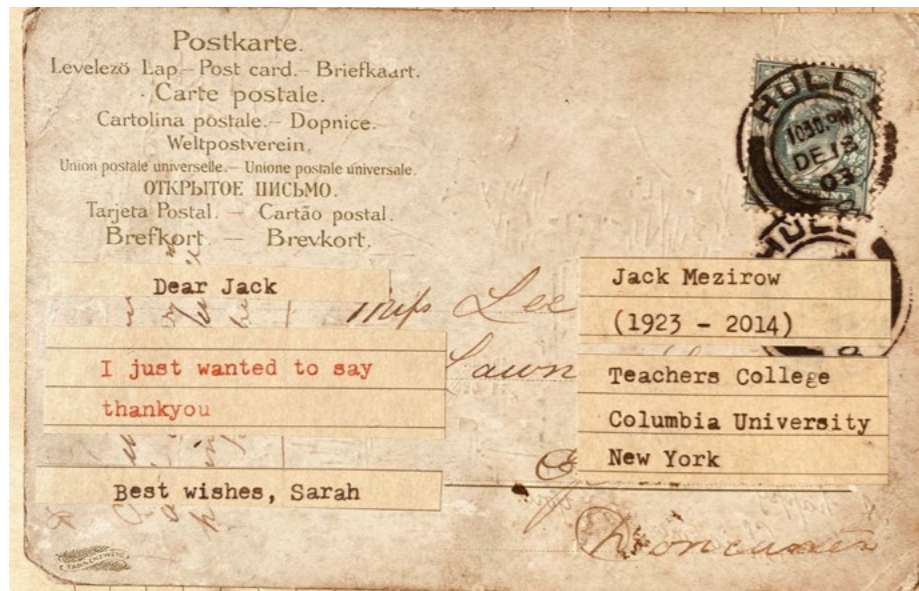
Catherine has written several pieces for the AoC Think Further webpages aoc.co.uk/research-unit/thinkfurther and an article forthcoming in the journal *Research in Post-Compulsory Education*.



The transformative value of learning through the arts

‘That’s where the magic happens’, could be said of many arts-based experiences. In fact, it was said, by a research participant when describing their experience of arts-based teaching and learning.

In her research, **Dr Sarah Williamson**, below, sought to explore what the magic or ‘active ingredients’ could be. She focused on the transformative value and impact of learning through the arts in professional teacher education for the lifelong learning sector. The research was conducted over a period of three academic years with 59 students, all of whom were full time pre-service teachers in training.



The final page from Sarah’s visual narrative, a postcard to Jack Mezirow, whose Transformative Learning Theory provided the theoretical framework for the research

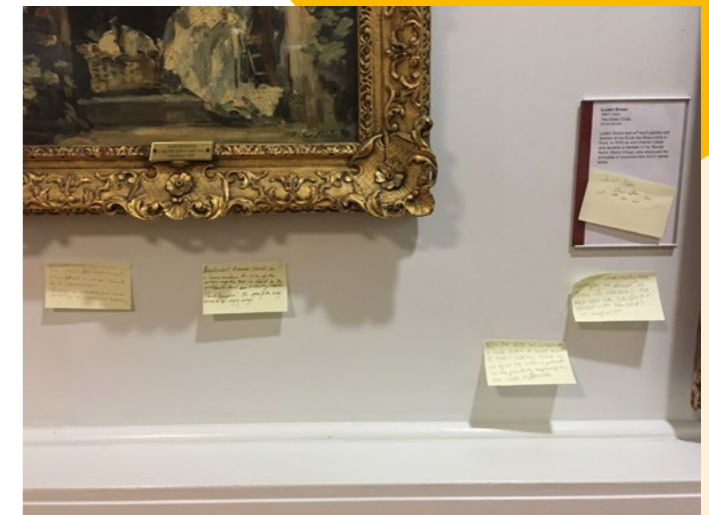
Transformative learning can occur through critical witness and response to art, but does not require students to engage in the making or creating of art. An educator does not need to be a creative arts practitioner to teach through the arts.

A series of arts-based approaches were designed for the investigation including the use of collage enquiry, visual imagery, poetry, poetic enquiry, film, photo journalism, drama, sculptural modelling, musical experience, body mapping, art gallery interventions, storytelling and reflective walking in the manner of ‘walking artists’.

Arts-based pedagogy was found to create an ‘invitation’ which offered protection, pleasure and play, freedom and liberation and the opportunity for self-expression. Arts-based teaching and learning was found to ‘puncture’, awaken, illuminate and be a catalyst for deep and reflective thinking. It fostered the development of critical consciousness, leading to transformative growth and change.

In particular, the study found that arts-based learning in alternative pedagogical spaces such as art galleries can be highly effective, increasing awareness and commitment to issues of social injustice and social inequity.

The study concludes that arts-based teaching and learning can make an enriching, dynamic and significant contribution to professional teacher education for the lifelong sector.



Exploring societal discrimination and injustices through arts based pedagogy; student interventions in a gallery setting



From Sarah’s visual narrative, embroidery threads represent the experience of untangling, sorting and identifying themes in the data

If you are interested in pursuing postgraduate study, the University of Huddersfield, and HudCRES offer a wide range of different options. Find out more at hud.ac.uk/postgraduate/



Sarah’s arts-based pedagogy and associated doctoral research have attracted national and international interest. Sarah is currently part of an international group of feminist researchers, the Feminist Imaginary Research Network (FIRN) supported by a grant from the Canadian Social Sciences and Humanities Research Council (SSHRC). She is also researching the impact of her social media campaigning with ‘ArtActivistBarbie’ (🐦 @BarbieReports) for social and gender justice.

To find out more, read Sarah’s profile on the Huddersfield Research Portal, or download her full thesis hud.ac/pff

International connections

From developing new ideas and undertaking funded research projects, to co-authoring books and articles and disseminating research findings, international visits and collaboration are an important part of our work at HudCRES. This page provides just a few examples.

South Africa

For nearly two years, Dr Jim Reid has been working with Professor Nicolette Roman, South African Research Chair (SARChI) in the Development of Human Capabilities and Social Cohesion through the Family, at the University of the Western Cape (UWC). As part of this collaboration, he has been appointed as Visiting Research Fellow at UWC, and Nicky as Visiting Professor at HudCRES.

In April 2023, Jim travelled to Cape Town, joining Nicky and her students from the Centre for Interdisciplinary Studies of Children, Families and Society on a writing retreat. In a busy week, Jim's time was substantially spent co-authoring an article on family capabilities with Nicky and Dr Nicolas Brando from the University of Liverpool. He also contributed to the development of two funding proposals being submitted to the South African National Research Foundation and, drawing on extensive HudCRES expertise, the design of a framework for a short course on using creative and art-based methods in qualitative research that will be used to train project researchers.

The strength of our international relationships featured in our submission to the Research Excellence Framework REF2021 and contributes to our position in the top 300 for Education and Training in the QS World University Rankings (2023).



UNIVERSITY of the
WESTERN CAPE



Dr Jim Reid and Professor Nicolette Roman at the Human Development and Capability Association (HDCA) conference, Antwerp, September 2022

Nicky visited Huddersfield for the first time in December 2022. A recording of the public lecture she gave about her work: 'Family-centeredness in healthcare: striving for individual and family well-being', can be found on the HudCRES website.



Germany

Dr Jayne Price and Professor Hazel Bryan are currently collaborating on a research project with colleagues from Technical University Dresden/Technische Universität Dresden (TUD).

The Director of the Institute for Education at TUD, Professor Axel Gehrman, together with Dr Julia Koinova-Zoellner and Martin Neumarker, visited HudCRES in November 2022. In addition to developing the research, they spent an informative morning together on a tour of Westborough High School.

The research compares the ways in which early career teachers are prepared by their respective courses and supported in the earliest stages of the Early Career Framework in England, and in the Referendariat in Saxony. Joint empirical work is due to start shortly in each country, and Jayne and Hazel will return to TUD in November to collaborate on the data analysis.



L-R Martin Neumarker, Dr Jayne Price, Professor Hazel Bryan and Professor Axel Gehrman



Australia

In March 2023, Professor Paul Thomas visited Deakin University, Melbourne where he is a member of the International Advisory Boards for the 'Centre for Resilient and Inclusive Societies (CRIS)' and the 'Addressing Violent Extremism and Radicalisation to Terrorism (AVERT)' multi-disciplinary and multi-institutional Research Network. He presented seminars on the recent review of Britain's Prevent Strategy and also on multiculturalism, based on the book 'Race, Space and Multiculturalism in Northern England: The (M62) Corridor of Uncertainty' written with colleagues Dr Shamim Miah and Professor Pete Sanderson.

Professor Paul Thomas (right) with Tim Roy, Assistant Secretary of the Countering Violent Extremism (CVE) branch of the Australian Department of Home Affairs, Canberra

Paul was also invited to give a lecture at the Australian Government's Department of Home Affairs in Canberra. This focused on the UK's 'Act Early' terrorism prevention campaign, a policy initiative directly informed by research into Community Reporting Thresholds funded by the Centre for Research and Evidence on Security Threats and carried out in collaboration with HudCRES Visiting Professor Michele Grossman (Deakin University).

In May, Paul and Michele presented their research at the US Government's National Institute of Justice annual conference, alongside US and Canadian collaborators. Both Australia and the US are now considering implementing national community reporting initiatives like Act Early.



What's coming up?



We are pleased to have welcomed so many of you to HudCRES research events during the 2022-23 academic year. Our programme for 2023-24 is already looking exciting. We will be providing a range of public lectures by HudCRES colleagues and visiting scholars, as well as interactive seminars and workshops.

14 June 2023

Seminar: Muslims and Schooling: Navigating achievement and equality

Dr Atif Imtiaz (University of Bradford), Ashid Ali (London Enterprise Academy), Dr. Bilal Nazir (Leeds Beckett University), Mohammed Farooqui (Batley Grammar School) and Dr Jayne Price (HudCRES). Moderated by Dr Shamim Miah (HudCRES).



Campus

October 2023

Inaugural Professorial Lecture: Culture and Education: wars, appropriation and contemporary British Values

Professor Hazel Bryan, Dean of the School of Education and Professional Development (HudCRES), University of Huddersfield.



Online



Campus

March 2024

Public Lecture: Professor John Potter

Professor of Media in Education at the University College London's Faculty of Education & Society.



Campus



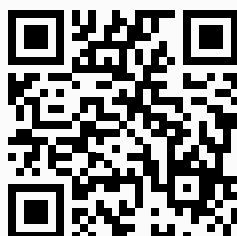
Find out more about upcoming events on the HudCRES website hud.ac.uk/research/education



If you would like to be notified of upcoming events by email, please join our mailing list.



Events are usually free to attend, and all are welcome!



Reading this newsletter?

We'd love to hear from you. Who (and where) are you? Are you reading a printed copy, or the online version? How did you find out about it? Did you find it useful/interesting?

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