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Image: scribblemore123.simplesite.com

New research by Prof Helen Lomax and Dr Kate Smith funded by the British Academy will develop socially-distanced arts-based methods with children – giving them a voice during the COVID-19 pandemic and times of global crisis.

School leadership

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Nine primary school teachers worked with Dr Emma Salter and Prof Lyn Tett, undertaking research to develop the religious education curriculum.

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Introducing a new series providing concise summaries of findings and recommendations from our research.

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Participate live online
or watch again later.

It's five years since our Associate Dean for Research and Enterprise, Professor Paul Thomas, introduced the first issue of the HudCRES newsletter. We're now celebrating Issue 10 with an updated design, but the ongoing purpose of the newsletter hasn't changed.

Each issue has shared details of HudCRES's innovative educational research projects and their real-world impact, profiles of our academic staff and postgraduate researchers, details of books, journal articles and resources, and invitations to attend a wide range of research symposia, public lectures and seminars. **Here's to the next five years!**

The first
issue



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Back Chat



We are pleased to announce that Professor Helen Lomax, HudCRES Professor of Childhood Studies, and Senior Research Fellow Kate Smith (Centre for Applied Childhood, Youth and Family Research, School of Human and Health Science) have been awarded a prestigious research grant from the British Academy.

Back Chat will work inclusively with children living in diverse localities in the north of England, prioritising hearing directly from them about the impacts of pandemic policies on their lives. Developing collaborative, socially-distanced arts-based methods with children, the research will also explore representations of children in policy and policy reporting during times of global crisis.

Findings will be captured in visual outputs from the research to support the exchange of key messages from children to policy makers, educators and other children. Children’s request to be heard by these audiences was identified during the Corona Chronicles research which was carried out at the outset of the pandemic with children who chronicled life in early national lockdowns and school re-openings (see HudCRES Newsletter Issue 9, Nov 2020).

For more information and access to resources connected with the project visit hud.ac.uk/backchat



Image: scribblemore123.simplesite.com

School leadership



Image: scribblemore123.simplesite.com

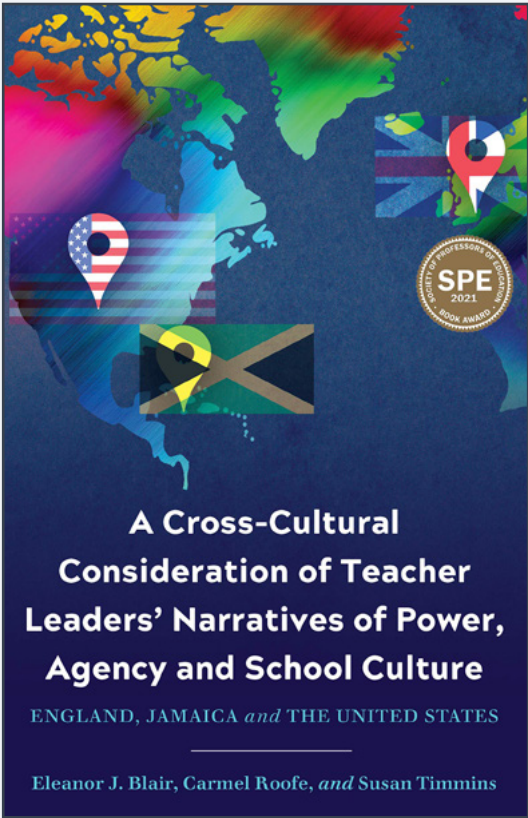
Back Chat responds to the critique that children have few opportunities to articulate their views on UK policy, their voices have been silenced and their participation actively marginalised during the pandemic in the UK.



Susan Timmins

Congratulations to Susan Timmins, whose jointly-authored book *A Cross-Cultural Consideration of Teacher Leaders’ Narratives of Power, Agency and School Culture* has recently received an Outstanding Book Award from the Society of Professors of Education.

This book is the result of an international research collaboration with Professor Eleanor Blair (Western Carolina University, USA) and Dr Carmel Roofoe-Bowen (University of the West Indies, Mona, Jamaica and HudCRES Visiting Research Fellow).



Myers Education Press
ISBN: 978-1975501570

“If you want to understand teachers’ work in the 21st century, and why we don’t have the school workplaces that teachers desire, then this is the book for you. With more than 60 combined years of experience teaching, supervising, and learning in school systems, the authors make a strong and compelling case for the transformation of schools as workplaces that position teachers as leaders who can use their power and agency for joyous, trusting, and equitable school cultures.”

Dr Hilton Kelly
Past President of the American Educational Studies Association
Chair of Educational Studies at Davidson College

Practitioner research in primary schools



Just over a year ago, the HudCRES newsletter (Issue 8, Feb 2020) introduced a new research project being undertaken by [Dr Emma Salter](#) and [Professor Lyn Tett](#) with funding from the Culham St. Gabriel's Trust. Meeting regularly with nine teacher-researchers recruited to take part, they established a 'community of practice' approach to exploring curriculum design for religious education in primary schools, whilst at the same time investigating the benefits of practitioner research and how best to support it.

“The project has proven to me that I can be an authentic researcher as well as a practitioner, and that I can enhance and develop both my own practice and that of colleagues through the research process.”

Heather
Participating teacher



Slides from Emma's presentation at the RExChange Festival, Oct 2020



Conversation with Emma and Helen, one of the participating teachers, Nov 2020



Article: Strictly teacher-researchers? The influence of a professional RE conference on primary RE teachers' agency and self-identities as teacher-researchers DOI:10.1080/01416200.2021.1878456

The participating teachers developed six practitioner research projects:

- The contribution of study-visits to pupils' knowledge, understanding and memory in RE
- Teachers' use of texts and stories in RE, focusing on Sikhi and Islam
- Pupils' engagement in multi-arts RE classes
- 'Spirituality' in the curriculum: pupils' perspectives
- The new Ofsted framework in Primary Schools: Head teachers' responses to how the Commission on Religious Education's *National Entitlement* (CoRE, 2018) can help
- Can *Big Ideas for Religious Education* (Wintersgill, 2017) enhance a LA syllabus?



Dr Emma Salter – “I've been impressed by the teachers' determination to continue their projects where they were able to. I think this can be put down, in part, to setting up a strong community of practice at the outset.”

Despite facing challenges due to the pandemic, most of the teachers' projects are now nearing completion, and it is hoped those remaining will be completed later this year. Summary reports will be made available on the [RE:Online website](#) hosted by Culham St. Gabriel's Trust and look out for articles about them in upcoming issues of [RE Today](#).

Policy briefings



At HudCRES, we want all of our research to achieve 'impact' – for our findings to inform and result in improvements in social and educational policy and practice at local, national and international levels. However, we're acutely aware that for many people time is short and research reports can be long and complex. To address this, we have started producing a series of HudCRES Policy briefings.

Each Policy briefing offers a short summary of the focus, methods and key findings of our research in a specific area, with links to full research reports and articles and details of the researchers involved. In particular, they will highlight evidence-based recommendations relevant to policy and practice.

#HudCRESbriefing



Preventing Extremism through Education (April 2021) summarises research by [Professor Paul Thomas](#) and [Dr Shamim Miah](#).



Watch a recording of the seminar *Education and extremism: English Schools on the frontline of the Prevent Strategy* from 18 November, 2020 by [Professor Paul Thomas](#) and [Professor Hazel Bryan](#) to find out more.



The experiences of children, young people and families during the COVID-19 pandemic (July, 2021) summarises recent research by [Professor Helen Lomax](#), [Professor Robert MacDonald](#), [Dr Jim Reid](#) and [Dr Lisa Russell](#).



Watch the recording of the seminar *Beyond the Headlines: Children, Young People and Families during Covid-19* from 18 March 2021 to find out more.

Postgraduate research

In conjunction with the Graduate School at the University of Huddersfield, the School of Education and Professional Development offers the opportunity to pursue postgraduate research of the highest quality at PhD, EdD and Masters by Research levels.

More than 125 postgraduate researchers and their academic supervisors are currently part of the HudCRES community – that remains inspiring and supportive despite the challenges of working remotely and continuing to undertake research during the coronavirus pandemic.

If you would be interested in joining the postgraduate researchers featured on these pages, find out more at research.hud.ac.uk/research-degrees/



Cathy Clarkson

Peer observation: learning to teach, learning to observe, observing to learn. Using text-based synchronous chat to scaffold ESOL trainee-teachers' reflective noticings during teaching practice.

EdD. Supervisors [Dr Wayne Bailey](#) and [Dr Lynn Senior](#).

Cathy is a teacher-education lecturer at Kirklees College, Huddersfield, and has been teaching in Further Education for more than 20 years. The College is a partner in the Education and Training Consortium – delivering University of Huddersfield teacher education courses – and Cathy is the Centre Manager. As a result, the School of Education and Professional Development was the pragmatic decision when she decided to pursue an EdD – a part-time Education doctorate, equivalent to a PhD, and designed specifically for experienced educational professionals.

Two and a half years into the journey, Cathy's advice for others considering a part time doctorate?

"You've got to be so organised ... make time to find out what is there to support you, because there is a lot of support, but the challenge as a part timer with a full-time job is finding the time to find out where the support is."

Read more about Cathy's research in articles she has written for the 'Ed Space blog – [Starting the conversation: work, life and research during a global pandemic](#) and the Research and Practice in Adult Literacies Network – [Using an online environment to scaffold ESOL trainee teachers' reflective noticings: a teacher educator's case study](#). You can also watch a [short presentation](#) she gave to the Network for Educational Action Research Ireland in April.



Mohammed Farooqui

An exploration of the factors favouring positive educational outcomes at GCSE of male Pakistani learners in a northern mill city. EdD. Supervisors: [Dr Shamim Miah](#) and [Professor Paul Thomas](#).

Mohammed completed a degree in Law at the University of Huddersfield, before PGCE in the School of Education and Professional Development. He now teaches in a large inner-city school, and joined HudCRES, part time, in 2016 to undertake research towards a Doctor of Education (EdD).

As a teacher, Mohammed became aware of some prejudices held by some teaching staff towards the likely educational attainment of learners, particularly boys, of Pakistani familial heritage. Historically, a large proportion of students from this group fail to attain at least 5 GCSEs at Grade 4 and above.

In his research, Mohammed is taking a positive approach – analysing narrative accounts of the lived experience of men (aged 18 to approximately 50) who were successful in their GCSEs and whose familial heritage stems from the Azad Kashmir region of Pakistan.

"I am just taken aback and amazed at how these young lads have become so successful, despite the difficulties they encounter. ... there are a lot of factors at play, but I am looking at: How do you embrace the challenges? How do you get through? What were your motivations? Who were your key influences – were they your parents, your family members, teachers, or people from your religious community? There is certainly a myriad of possible influences – it may just be one thing that tipped them over to success."

Mohammed was recently named overall winner at the 2021 Three Minute Thesis (3MT) competition open to all postgraduate researchers at the University of Huddersfield. 3MT is a global competition for doctoral researchers, established by the University of Queensland, Australia. Competitors have just three minutes and one static PowerPoint slide to communicate their research, its importance and impact. Mohammed's entry will now be submitted to the national competition.

Danh Nguyen



Leadership experiences of female headteachers in primary schools in England and Vietnam. PhD. Supervisors: [Dr Helen Jones](#) and [Dr Mary Dyer](#).

Danh is now nearing the completion of her PhD, having started in 2018. Her doctoral research explores the factors that influence English and Vietnamese female primary school headteachers' leadership practice, the strategies that they use, their impact or effectiveness, and the extent to which gender shapes their leadership identity.

"Being a PGR is challenging, stressful, and enjoyable – a bit of everything. Carrying out a research project in three or four years requires considerable effort and hard work - it must be something that you really want to do."

I enjoy living in Huddersfield – it is affordable, and is surrounded by beautiful countryside, but at the same time close to big cities such as Leeds, Manchester and York."

Danh first came to the University of Huddersfield in 2016, from Vietnam, to undertake an MA Education sponsored by her provincial government. Her dissertation topic was *Experience of Vietnamese women school leadership in primary and secondary education*. She returned home on completion but felt at the time that her education was unfinished, and she was still eager to learn. We are very pleased she decided to continue to pursue a PhD and further develop her research with us.



Katie Morigi-Eades

The practice of primary school leaders in rural and remote areas of England.

PhD. Supervisors: [Dr Cheryl Reynolds](#) and [Dr Andrew Youde](#).

Katie's doctoral research focuses on how headteachers and school leaders practice leadership on a day-to-day basis in different contexts – with a particular focus on those in rural and remote locations. This emerged partly as a result of her own contrasting experiences as a pupil in a small rural school and then later as a teacher in an inner-city primary school.

"I'm working in the transformative paradigm, and no one has really used it as a lens to explore school leadership before ... the idea is, with this paradigm, that you think about social justice, and how things are done, for the people in that context, in that community, and what happens, and how it impacts them ..."

When I walk into the Education department, I feel like I'm in the right place, it's just nice. It's small, the staff are really friendly and approachable, and the resources are really good. As a researcher, you're made to feel really welcome, and made to feel equal and valued – your opinion counts and the work you are doing matters."

During the pandemic, Katie has increased her online presence including using twitter [@KatieMorigi](#) to promote involvement in and dialogue about her work and also presented at the 26th National Congress on Rural Education in Canada, hosted online by the University of Saskatchewan.

Research events

It's now more than a year since we have been able to host events in person on campus, but we haven't let this stop us from sharing our research and engaging in debate with other academics, practitioners and policy makers – quite the opposite. Although not without its challenges (for those with limited digital connectivity), moving our events online has made them accessible to a wider national and international audience. So whether you're in Huddersfield or Helsinki, Yorkshire or New York, all are welcome!

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

Check back regularly as the programme is updated throughout the year, and details are occasionally subject to change.

If you would like to be notified of upcoming events by email, please join our mailing list bit.ly/HudCRES-list

21 Oct 2021

International perspectives on technical and vocational education and training

[Professor Kevin Orr](#) and [Dr Rachel Terry](#) (HudCRES), [Dr Junmin Li](#) and [Professor Matthias Pilz](#) (Faculty of Management, Economics and Social Sciences, University of Cologne, Germany).



Recordings

If other commitments (or the time difference where you are in the world) mean you can't attend an event in person, we are now making edited recordings of them available on the 'Ed Space blog' (blogs.hud.ac.uk/hudcres) in the category 'Events – watch again'.

The most recent events available to watch:

