

NUCoRE for Children and Youth: People and Research



Newcastle University Centre of Research Excellence for Children and Youth

Our mission is to drive interdisciplinary and pioneering research with children and young people, with a particular focus on improving childhoods for all and reducing the impact of social and health inequalities.

Our Centre builds on our current research in the arts and humanities, social sciences, health sciences, and design and engineering. Newcastle is home to a diverse range of research related to childhood and youth, across all three of our faculties: Medical Sciences; Humanities, Arts, and Social Sciences; Science, Agriculture, and Engineering. A key goal for the NUCore is to bring together researchers from across the university, forging new interdisciplinary links and fostering collaboration. This booklet showcases many of the individuals and groups working in this area: we hope that it will facilitate new contacts between you.

We recognise the agency of children and young people to represent themselves and engage with research that interests them and aims to improve their lives, and collaboration with children and young people is a feature of much of our research. We highly value partnership with other academic and non-academic bodies, many of which are represented here.

Find out more at: www.ncl.ac.uk/research/children-youth



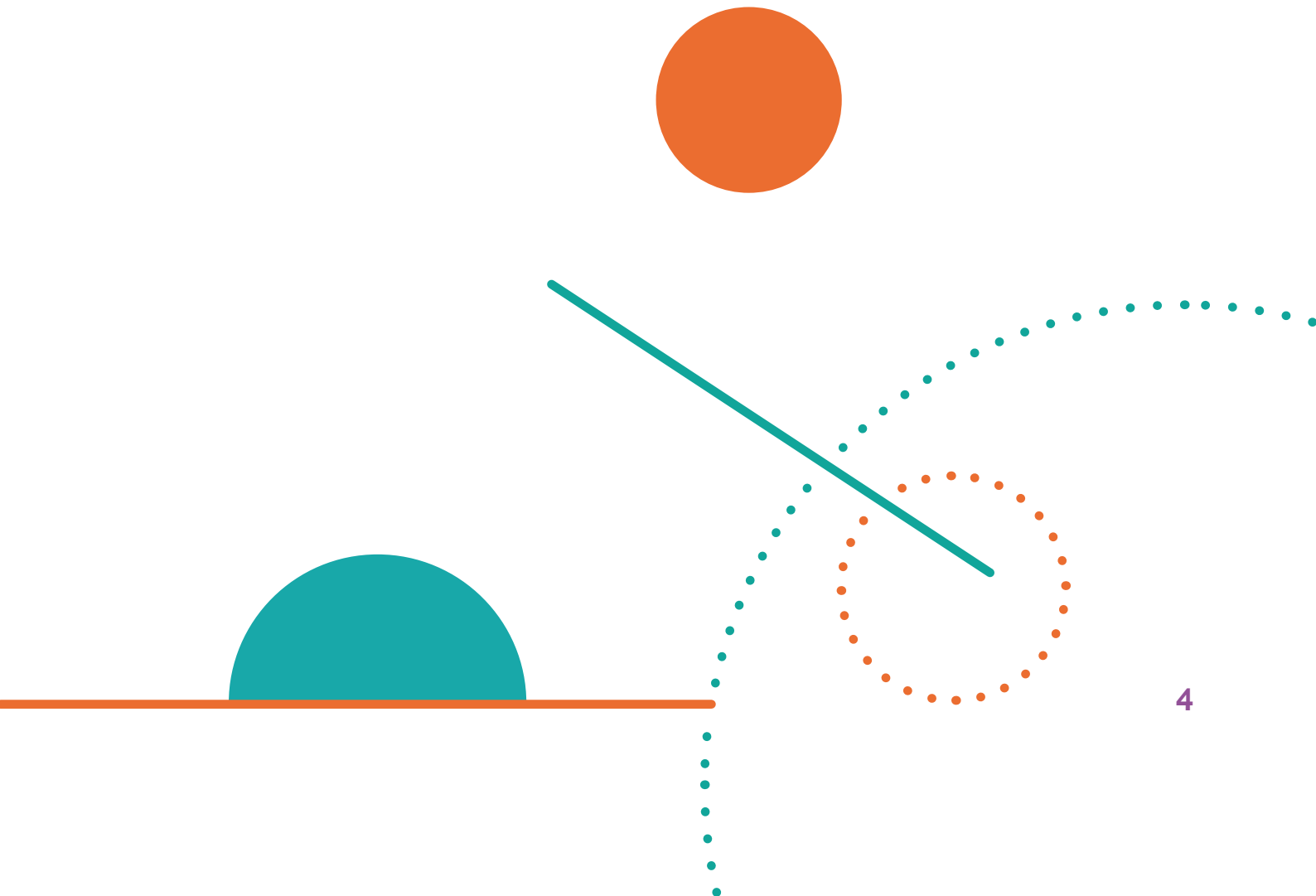
Our current executive committee are:

Cristina McKean
Judith Rankin
Beate Muller
Abi Durrant
Niina Kolehmainen
Janice McLaughlin
Alex Robson
Jill Clark
Rachel Pattinson
Lucy Pearson
Bronia Arnott

If you would like to be involved, please contact us through our website:
www.ncl.ac.uk/research/children-youth

Design by Roots and Wings

Text compiled by NUCoRE intern Helen King



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Our Researchers

Abigail Durrant

Research area: Design to enhance social computing with children and young people

Faculty: Science, Agriculture and Engineering

Research partners: Playing Out CIC; Cedarwood Trust; NE Youth; Children's HIV Association

I am Co-Director of Open Lab, an interdisciplinary design research group in the School of Computing, that takes human-centred and social perspectives to the study of digital technologies. Many projects involve children and young people, for example, through research programmes in educational technology, and through studies of civic engagement that explore children's participation in local community initiatives through digital communications.

I have conducted design research with children and young people for over 20 years, critically exploring how digital technologies shape their social lives, and identifying opportunities to enrich digital interactions through Design to promote creativity and social wellbeing.

A key recently completed project is EPSRC 'Playing out with IoT' (2017 – 2020). Working in collaboration with children aged 3 to 18 years, this research investigated barriers to outdoor play shaped by online and mobile tools, and explored design opportunities using the Internet of Things (IoT) for new creative free play outdoors. Current research on EPSRC INTUIT project (2018 – 2022) explores with young people living with HIV the challenges they face for communicating with healthcare professionals and how these could be addressed through a new diary design.

Key outputs:

Thomas Dylan, Abigail Durrant, Sena Çerçi, Shaun Lawson, and John Vines. 'Lanterns: Configuring a Digital Resource to Inspire Preschool Children's Free Play Outdoors'. In *Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems* (CHI '21). Association for Computing Machinery, New York, NY, USA, Article 635, pp. 1–15. 2021. DOI: <https://doi.org/10.1145/3411764.3445745>

Thomas Dylan, Gavin Wood, Abigail C. Durrant, John Vines, Pablo E. Torres, Philip I. N. Ulrich, Mutlu Cukurova, Amanda Carr, Sena Çerçi, and Shaun Lawson. 'Designing IoT Resources to Support Outdoor Play for Children'. *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*. Association for Computing Machinery, New York, NY, USA, pp. 1–12. 2020. DOI: <https://doi.org/10.1145/3313831.3376302>

Gavin Wood, Thomas Dylan, Abigail Durrant, Pablo E. Torres, Philip Ulrich, Amanda Carr, Mutlu Cukurova, Denise Downey, Phil McGrath, Madeline Balaam, Alice Ferguson, John Vines, and Shaun Lawson. 2019. 'Designing for Digital Playing Out'. *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems*. Association for Computing Machinery, New York, NY, USA, Paper 679, pp. 1–15. 2019. DOI: <https://doi.org/10.1145/3290605.3300909>

Links:

www.openlab.ncl.ac.uk/people/abigail-durrant/

Contact: abigail.durrant@newcastle.ac.uk

Ahmed Kharrufa

Research area: Educational Technology

Faculty: Science, Agriculture and Engineering

Team members: Dan Howard (Innovation Fellow); PhD students: Megan Venn Wycherley, Irina Pavlovskaya, Sami Alghamdi, Colin Watson.

Research partners: West End Trust, North East LEP, Edge Foundation, Action Foundation, Nest, and a number of regional schools.

Our research in the area of educational technology focuses on the design, development, implementation, and evaluation of processes and technologies in support of learning, school-community engagement, and cultural and language learning. Key aspects and goals of our research include: empowering youth and children to contribute actively to the creation of, and engagement with, pedagogically informed learning activities; developing methods to utilize mainstream social networking tools to empower youth to contribute their voice to important global challenges; and empowering the community to contribute in the education and curriculum of our youth and children through a community driven-curriculum approach. The educational application areas of the group include teaching of programming, music, language, and cultural learning, coordinated action, and place-based learning.

Key outputs:

Developed tools and products:

- Enact, the project web app: <https://enacteuropa.com/>
- OurPlace, a place-based learning app: <https://ourplace.app/>
- RemixPortal, a music remixing tool: <https://remixportal.co.uk/>

Lambton-Howard, Daniel, Robert Anderson, Kyle Montague, Andrew Garbett, Shaun Hazeldine, Carlos Alvarez, John A. Sweeney, Patrick Olivier, Ahmed Kharrufa, & Tom Nappey. 'WhatFutures: Designing Large-Scale Engagements on WhatsApp'. In *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems (CHI '19)*. Association for Computing Machinery, New York, NY, USA, Paper 159, pp. 1-14. 2019. DOI: <https://doi.org/10.1145/3290605.3300389>

Richardson, D., & Kharrufa, A. 'We are the greatest showmen: Configuring a framework for project-based mobile learning'. In *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*, April 2020, pp. 1-12.

Venn-Wycherley, M., & Kharrufa, A. 'HOPE for Computing Education: Towards the Infrastructuring of Support for University-School Partnerships'. In *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems*, May 2019, pp. 1-13.

Links:

- Enact project and web app: <https://enacteuropa.com/>
- Centre for Digital Citizens: <https://www.digitalcitizens.uk/>
- WhatFutures: <https://whatfutures.org/>

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Allyson M Pollock and Graham Kirkwood

Research area: Injuries and harm from sport in children

Faculty: Medical Sciences; Humanities, Arts and Social Sciences

Research partners: Various RoSPA, RCEM

The harms of collision sports such as rugby are well established. However, sporting bodies have largely sought to conceal and confuse the public about the nature and severity of injuries and risks; the Laws of the rugby game are made by the rugby unions and implemented in schools and clubs.

Injury surveillance in general is poorly done. The UK Government, and its Scottish, Welsh, and Irish counterparts, have adopted a hands-off approach to injuries in children, conflating the benefits of physical activity with sport participation. This is not likely to change given the absence of government research funding e.g., NIHR; the focus is on secondary rather than primary prevention with research funding controlled by the sporting unions who decide the priorities and select the researchers.

Graham Kirkwood and I have worked with RCEM and RoSPA to establish injury surveillance systems. We have also pulled together what is known about risks and patterns of injury from contact rugby in children in the worldwide literature.

Key outputs:

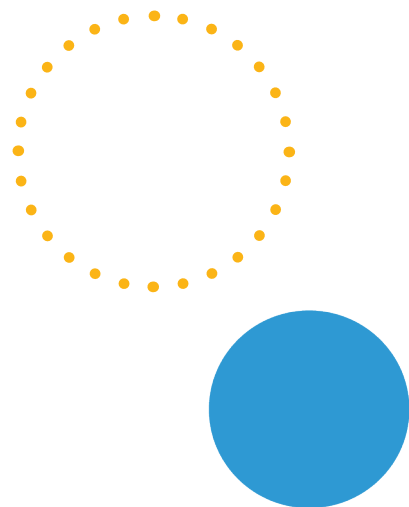
Pollock, A. M., & Graham Kirkwood. 'Injuries in schools' rugby: occasional niggles and scrapes?' In: Wagg S, Pollock AM, eds. The Palgrave Handbook on Sport, Politics and Harm. London, Palgrave Macmillan, 2021. Pp. 573–606.

Pollock, A. M. Tackling Rugby: What Every Parent Should Know About Injuries. London: Verso; 2014.

Links:

<https://allysonpollock.com/>

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Anoop Nayak

Project title: Boys to Men: Understanding What it Means to be a Man, Creating New Templates for Masculinities (PGR)

Faculty: Humanities, Arts, and Social Sciences

Team members: Dr Carl Bonner-Thompson (University of Brighton)

Research partners: Barnardo's children's charity, the Great North Museum, local schools

The topic of masculinity and gender-based violence is an urgent issue at the forefront of media and political debate. North East England reports the highest rates of domestic violence in England and Wales and records the highest level of homophobic violence. The main objective is to develop more egalitarian, respectful, and impactful understandings of what it means to be a man for emerging generations. Drawing on participatory ethnography, the study firstly opens up discussions on masculinity with Year 5 primary-school children (9-10 years) to conceptualise how they understand what it means to be a man. Secondly, it aims to widen young people's perceptions of manhood by extending and pluralising masculine identities and practices. Thirdly, through an exhibition of young people's artwork exploring what it means to be a man, we aim to showcase diverse masculinities. Fourthly, using a digital toolkit, we will disseminate sustainable templates for masculinities for future generations.

Key outputs:

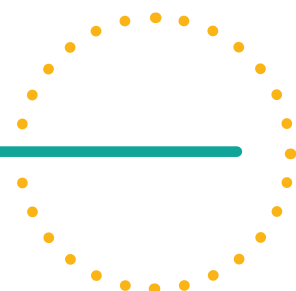
Carl Bonner-Thompson & Anoop Nayak. 'Crafting masculinities: embodying, recuperating and redistributing care in young lives.' *Social & Cultural Geography*, 2021. DOI: 10.1080/14649365.2021.1910993

Carl Bonner-Thompson & Anoop Nayak. 'Sexualities and social justice: young people and the doing of gender and sexual equalities in a former ship-building community.' *Antipode*, 2022. <https://doi.org/10.1111/anti.12835>

Links:

Exhibition captures children's responses to gender stereotypes: <https://www.ncl.ac.uk/press/articles/archive/2018/10/boystomenexhibition/>

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Arwa Katab

Research area: Exploring natural stressors in childhood (PGR)

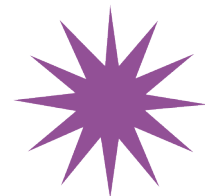
Faculty: Medical Sciences

Team members: Dr Bronia Arnott; Dr Timothy Cheetham; Dr Olivia Craw

Exploring how children adapt to the challenges associated with the transition into formal education, to help recommend future intervention that can enhance children's health and well-being during this period. My thesis also involves exploring appropriate means of assessing children's cortisol measures, specifically, this project will assess the appropriateness of hair samples to examine physiological stress in children. A systematic review is currently in place to review the factors associated with a successful transition into formal schooling within the UK.

Link to the systematic review protocol:
registration number CRD42022316299

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Beate Müller



Research area: Representations of children's experiences of World War II, especially early post-war child Holocaust testimonies; child figures and voices in literary and filmic representations of the war; collections of West German school essays on the war and its aftermath from the 1940s and 1950s.

Faculty: Humanities, Arts, and Social Sciences

Current project title: 'West German Student Essays on the Nazi Era: War Children's Voices from the 1950s'

This project analyses and edits autobiographical school essays written by the youngest German war children about their war-related memories. Interrogating these essays offers a new reading of the role played by the youngest members of the experiencing generation for the political and ideological re-orientation in Adenauer's Germany. The primary sources hail from a wider national initiative conducted at secondary schools in West Germany in the mid-1950s. The resultant 76,000 strong archival collection (Roeßler Archive) of under-researched and unpublished essays on a variety of topics includes 6,800 texts focusing on the war.

These essays amalgamate personal memories, innerfamilial narratives, and public discourses about the war and the early post-war period. Thus, these primary sources represent a repository highly significant for exploring the role of war children's voices in the context of transgenerational reconciliation, innerfamilial mediation, and wider (West) German memory culture.

Key outputs:

"Kriegskinder, Generationendiskurse und imaginierte Gemeinschaften - Schulaufsätze zur Kriegs- und Nachkriegszeit aus dem Roeßler Archiv der FernUniversität in Hagen", public talk given online at Fernuniversität Hagen, 3.2.21, full-length recording available at https://www.fernuni-hagen.de/videostreaming/archiv/ksw/video/video_2021-03.shtml

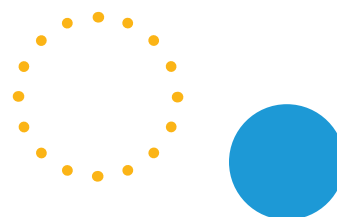
"'Der Mann, den ich vergötterte, hat uns in Unglück geführt': The Post-war Crisis of Consciousness as Mirrored in Essays and Questionnaires by Nuremberg's Schoolchildren in 1946", in: *German Life and Letters*, 69.4, October 2016, pp. 453-467.

(with Boaz Cohen): "A Teacher and his Students: Child Holocaust Testimonies from Early Postwar Polish Bytom", in: *East European Jewish Affairs*, 46.1, 2016) pp.68-115.

Links:

<https://teaching.ncl.ac.uk/childrenunderthenazis/>

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Bronia Arnott

Research area: Development and evaluation of prevention and intervention programmes for infants, children, young people and families to promote lifelong health and wellbeing

Faculty: Medical Sciences

Team members: Lorraine McSweeney (RA) and Arwa Katab (PhD student)

Research partners: Parent-Infant Foundation; Children North East; Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust; Tees Esk and Wear Valley NHS Foundation Trust; Durham University; Public Health England; University of Sunderland; University of Cumbria; University of Huddersfield; North East and North Cumbria Child Health and Wellbeing Network; Youth Focus North East; International Attachment Synthesis Collaboration; Swansea University; Northumbria University; University of York; Cardiff University.

We engage in:

- Collaborative and impactful research to develop, evaluate and implement prevention and intervention programmes to promote lifelong health and wellbeing for infants, children, young people and families.
- Working in partnership with families and stakeholders to understand their needs, to innovate solutions, and to evaluate their impact through mixed methods.
- A commitment to reducing inequalities in early life so that all individuals can enjoy lifelong physical and mental health.

This approach is currently being employed to:

Understand:

- the feasibility of delivering and evaluating a novel intervention for those experiencing hallucinations in first episode psychosis
- the feasibility of delivering and evaluating an interactive film-based intervention in schools to support youth mental health

Evaluate: the effectiveness and cost-effectiveness of an intervention to support parents to recognise childhood overweight

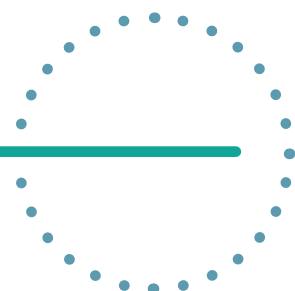
Reduce inequalities: develop a commissioning support tool to widen access to and reduce inequalities in infant mental health services

Key outputs:

Brown, A., & Bronia Arnott. 'Breastfeeding duration and early parenting behaviour: The importance of an infant-led, responsive style'. *PLoS ONE*, vol.9, no.2, 2014 <https://doi.org/10.1371/journal.pone.0083893>

Ginja, S. et al. 'Feasibility of an incentive scheme to promote active travel to school: a pilot cluster randomised trial'. *Pilot Feasibility Stud* 3, 57, 2017. <https://doi.org/10.1186/s40814-017-0197-9>

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Claudia Soares

Research area: Childhood poverty and welfare/social care in the nineteenth and early twentieth centuries in Britain and the Empire. Interests include: history of the family; history of emotions; history of childhood and youth; history of poverty, inequality, and welfare; environmental history

Current project: In care and after care: emotions, institutions and welfare in Britain, Australia, and Canada, 1820-1930.

Faculty: Humanities, Arts, and Social Sciences

My research to date has focused on examining children's experiences of poverty and welfare, in the nineteenth and twentieth centuries. My current project *In Care and After Care* combines 'new' imperial history and history of emotions approaches. It examines the development of transnational policies and practices relating to care and control of children and families at risk, and recovers the social and emotional experiences of marginalised individuals who spent time in a range of state and voluntary institutions. My first monograph, *A Home from Home? Children and Social Care in Victorian and Edwardian Britain, 1870-1920* is forthcoming with Oxford University Press.

My new research as a NUA^{CT} Fellow will include:

1. The experiences of fostering and adoption between 1800-1920;
2. The examination of the emotional costs of care for care leavers in the twentieth century;
3. A project that brings the emotion and the natural environment together in the study of child migration.

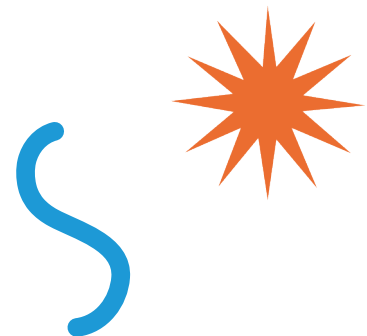
Key outputs:

A Home from Home? Children and Social Care in Britain, 1870-1920 (forthcoming, OUP)

'Leaving the Victorian Children's Institution: Aftercare, Friendship and Support', *History Workshop Journal*, 87, 2019, pp. 97-119.

'Homeliness and authority in the Victorian children's institution', *Journal of Victorian Culture* 23, 1, 2018, pp. 1-24.

Contact: claudia.soares@newcastle.ac.uk



Cristina McKean

Research area: Child Language Development and Disorders

Faculty: Medical Sciences

Team members: Christine Jack, Emily Preston, Elaine Ashton, Kate Benson, Naomi Rose, Helen Stringer, Carolyn Letts, Ghada Khattab, Anastasia Trebacz, Vic Knowland, Faye Smith

Research partners:

- Non-academic: Welsh Government, NSPCC, Public Health England, NE Region Primary Schools, NE Region Speech and Language Therapy departments, Therapy Box, Finnish Institute for Health and Welfare
- Academic: Murdoch Children's Research Unit (AUS), Griffith University (AUS), University of Melbourne (AUS), University of Oulu (FIN), University of Helsinki (FIN), University College Cork, University of Manchester, University of Bristol, University of Plymouth, University St Joseph (Lebanon), Birzeit University (West Bank), Jordan University of Science and Technology

I lead epidemiological research with global reach which develops and evaluates public health practices for children with and at risk of developmental language disorders. Approximately 8% of children do not develop language at the expected rate and have difficulties which persist across their lifespan with profound consequences for their education, health, and wellbeing. Importantly, language difficulties follow the social gradient and the design of health, and education services can often exacerbate social inequalities.

My work aims to develop equitable, comprehensive public health practices to promote robust language development for all children. This agenda is underpinned by principles of social justice, inter-disciplinary collaboration and co-design. My current research focuses on effective identification of children at risk, interventions, and service delivery design and is informed by four cross-cutting themes: 1) developmental change, 2) the child's social

context, 3) cross-cultural diversity and 4) the power of co-design.

Key outputs:

McKean C, Watson R, Charlton J, Roulstone S, Holme C, Gilroy V, Law J. "Making the most of together-time": Development of a Health Visitor led intervention to support children's early language and communication development at the 2-2½ year-old review'. *Pilot and Feasibility Studies*, <https://eprints.ncl.ac.uk/279541> (in press).

Wilson P, Rush R, Charlton J, Gilroy V, McKean C, Law J. Universal language development screening: comparative performance of two questionnaires. *BMJ Paediatrics Open* 6:e001324. 2022. <https://bmjpaedsopen.bmj.com/content/bmjpo/6/1/e001324.full.pdf>

McKean C, Eastwood-Wraith D, Mensah F, Reilly S. Subgroups in language trajectories from 4 to 11 years: the nature and predictors of stable, improving and decreasing language trajectory groups. *Journal of Child Psychology and Psychiatry*, 58, 10, 2017, pp. 1081–1091. DOI: 10.1111/jcpp.12790 <https://acamh.onlinelibrary.wiley.com/doi/10.1111/jcpp.12790>

Links:

- LIVELY: - Language Intervention in the Early Years: <https://research.ncl.ac.uk/lively/aboutlively/>
- BulBul: - Language development in Arabic-speaking children in the early years: tackling the roots of academic and social inequalities: <https://research.ncl.ac.uk/bulbul/>
- ELVS: – Early Language in Victoria Study: <https://www.mcri.edu.au/research/projects/early-language-victoria-study-elvs>
- TECS-E: – Test of Complex Syntax – Electronic (PI Dr Pauline Frizelle – UCC): <https://appadvice.com/app/tecs-e/1144476547>
- ECHO - Enhancing children's oral language skills across Europe and beyond: a collaboration focusing on interventions for children with difficulties learning their first language COST Action IS1406: <https://research.ncl.ac.uk/echo/abouttheproject/>

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David Leat

Research area: Project Based Learning/
Community Curriculum Making

Faculty: Humanities, Arts, and Social
Sciences

Team members: Mrs Ulrike Thomas, Dr Alison
Whelan

Research partners: EDGE Foundation,
Northumbria Police Violence Reduction Unit,
Newcastle United Foundation, Natural
History Society of Northumbria, University
Library, the Amber Collective, Manchester
University, Open Lab, (also many individual
academics across the university).

We support and research schools, teachers and students undertaking PBL (project based learning). This is a 'divergent' pedagogy in which the outcomes are not fixed, are diverse and very variable (but positive) between students. Therefore, it does not sit comfortably in a system or discourse focused on accountability for pre-determined outcomes (through exams). Broadly, PBL is important because it helps develop human capability, informs aspirations, helps the construction of complex identities and provides access to important forms of cultural capital. PBL is a very valuable curriculum model for university engagement with schools, and we help schools access many university and third party resources (brokerage). We term this overall process 'community curriculum making'. We have had a range of internal and external funding.

Key outputs:

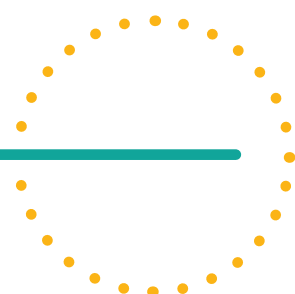
Leat, D. & Thomas, U. Exploring the role of 'brokers' in developing a localised curriculum, *Curriculum Journal*, Vol. 20, no.2, 2018, pp. 201-218.

Leat, D. & Thomas, U. Productive Pedagogies – Narrowing the Gap between Schools and Communities? *Forum Special Edition on Freedom to Learn*. 2017.

Links:

- Our PBL Guide for schools and teachers can be found here: https://www.edge.co.uk/documents/198/PBL-guide-MediumRes_June_21.pdf
- <https://research.ncl.ac.uk/pblgoestouniversity/>

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Emma Gooch

Research projects:

PhD: The Material Culture and Extended Life Course of Children in Ancient Greece: An Inter-Disciplinary Exploration of Identity

Current outreach projects:

- Shining a Light on Women and Children in Antiquity
- Finding Children in Ancient Greece

Faculty: Humanities, Arts, and Social Sciences

Team members: Dr Sally Waite (PI), Dr Lisa-Marie Shillito (Co-I), Andrew Parkin (Co-I), Dr Olivia Turner (RA)

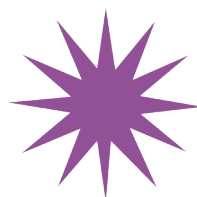
Research partners: Great North Museum: Hancock and Explore Lifelong Learning

I recently completed my PhD (*The Material Culture and Extended Life Course of Children in Ancient Greece: An Inter-Disciplinary Exploration of Identity*) at Newcastle. I remain based at Newcastle working on outreach projects – including with children – as I work on writing my thesis up for publication. I am a Research Associate on; 'Shining a Light on Women and Children in Antiquity'; and 'Finding Children in Ancient Greece', a collaboration between Newcastle University, the Great North Museum: Hancock and Explore Lifelong Learning. 'Shining a Light on Women and Children' develops workshops and resources for introducing objects in the Shefton Collection, which were associated with the lives of women and children in ancient Greece, to women and children today. 'Finding Children' develops workshops and resources for introducing objects in the Shefton Collection, which were associated with the lives of children in ancient Greece, to members of Explore Lifelong Learning.

Links:

<http://dev-research.ncl.ac.uk/shininglightantiquity/>

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Farida Alhjahmmed

Research area: Family Language Policy (PGR)

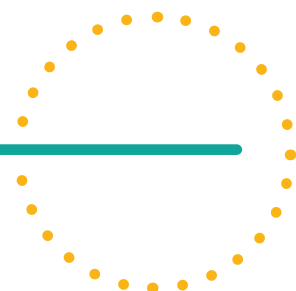
Faculty: Humanities, Arts, and Social Sciences

My research aims to understand the heritage Language experiences of Libyan migrant families in the North of England. In particular, the study explores the family language policies (FLPs) of 15 Libyan parents and their children using Spolsky's (2004) theoretical model of language policy (LP), which comprises three interrelated components: language ideologies, practices, and management.

Key outputs:

Alhjahmmed, F. 'Family Language Policy and Heritage Language Maintenance among Libyan Migrant Families in the UK.' *ARECLS*, vol. 18, no.2, 2021, pp. 6-23. <https://eprints.ncl.ac.uk/280749>

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Francesca Tancini

Project title: PiCoBoo – 19th Century European Picturebooks in Colour

Faculty: Humanities, Arts, and Social Sciences

Research partners: Seven Stories, The National Centre for Children's Books, Newcastle; Victoria and Albert Museum, London

Other partners / collaborations: British Library; Bodleian Libraries; Cotsen Children's Library

The PiCoBoo project, supervised by Prof. Matthew Grenby and hosted by the Children's Literature Unit, Newcastle University, in partnership with Seven Stories and the Victoria and Albert Museum, aims to assess the significance of 19th-century European picturebooks, printed in colour for children, as a catalyst for major cultural and social changes.

Adopting an object-based interdisciplinary approach, PiCoBoo is the first detailed account of 19th-century colour picturebooks for children: what they were, when, where and how they were made, who produced them and for whom, their role in cultural, publishing and visual history, and their long-term influence.

In the absence of other European aggregators of children's books, PiCoBoo has built a network of collections of picturebooks and, in the unreliability of collection and library catalogues, it has established protocols for recognising and cataloguing them.

Key outputs:

PiCoBoo database: https://data.ncl.ac.uk/articles/dataset/PiCoBoo_database/15180147

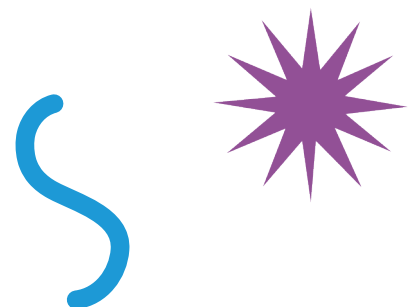
Tancini, Francesca. 'A 'spot the difference' game through Victorian coloured picturebooks'. *V&A Blog*. Published 01/04/2021. <https://www.vam.ac.uk/blog/museum-life/a-spot-the-difference-game-through-victorian-coloured-picturebooks>

Tancini, Francesca. 'CBCP Seminar Francesca Tancini on the PiCoBoo Project and Database'. *Youtube*, uploaded by Centre for Book Cultures and Publishing, 12 Nov 2021. <https://youtu.be/6W0jVXohOxU>

Links:

- <https://www.picoboo.eu/>
- <https://www.vam.ac.uk/research/projects/picoboo>
- <https://cordis.europa.eu/project/id/792994>
- <https://cordis.europa.eu/project/id/792994/reporting>

Contact: francesca.tancini@newcastle.ac.uk



Helen King

Project title: 'We are the gift of life': the political potential of childhood reading in the work of Beverley Naidoo (PGR)

Faculty: Humanities, Arts, and Social Sciences

Research partners: Seven Stories, the National Centre for Children's Books, UK.

My project is the outcome of AHRC Northern Bridge Collaborative Doctoral Partnership with Seven Stories. Using their archival collections, my thesis explores the political potential of childhood reading in the work and archive of Beverley Naidoo. A South African born children's author, Naidoo's fiction addresses political or humanitarian issues, depicting children in apartheid South Africa, British imperial Kenya, and the British asylum system. My thesis explores the representative strategies used by Naidoo to represent marginalised children as agential, the collaborative methodology used to develop her books with young people, and the archived reader responses to her work. Building on current research on child agency within childhood studies, this evidence makes an important contribution to the view that children are both producers and consumers of children's culture. The project also involves public engagement work with Seven Stories.

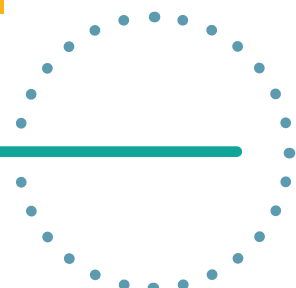
Key outputs:

'Children my age should be reading books like *Journey to Jo'burg*': patterns of anti-racist reading in archived reader responses, IRCL, forthcoming in 2022.

"Books that change your way of thinking': political engagement with an anti-apartheid novel," in *Changing Childhoods*, 27 October 2020, <https://changingchildhoods.com/political-engagement-with-an-anti-apartheid-novel>.

Seeking asylum, speaking silence: speech, silence and psychosocial trauma in Beverley Naidoo's *The Other Side of Truth*, *Barnboken*, Vol. 43 (2020), DOI: <https://doi.org/10.14811/clr.v43i0.493>.

Contact: h.king3@newcastle.ac.uk



Helen Stringer

Research area: Maximising the Impact of Speech and Language Therapy for children with Speech Sound Disorder (MISLToe-SSD)

Faculty: Humanities, Arts, and Social Sciences

Team members: Dr Yvonne Wren, PI, (Bristol Speech and Language Research Unit); Dr Sam Harding (BSLTRU); Dr Joanne Cleland (University of Strathclyde); Sam Burr (BSLTRU); Dr Sarah Wallace (University of Queensland); Carolyn Hawkes (Lead Clinical SLT, NHS Lothian); Lesley Hemmings (SLT, Sirona Health and Care); Linda Lascelles (CEO, Association for All Speech Impaired Children).

Research partners: Royal College of Speech and Language Therapists; Northumbria Healthcare NHS Foundation Trust; Bristol Community Health; Lothian NHS;

Evidence from systematic reviews and trials has shown that intervention is effective for the majority of children with SSD who will not make progress without intervention. However, studies have typically employed intervention protocols which are intense and cannot be replicated in NHS SLT services. Clinical intervention takes place within care pathways which vary in terms of timing of intervention, agent of delivery, number, frequency and duration of sessions, and involvement of others.

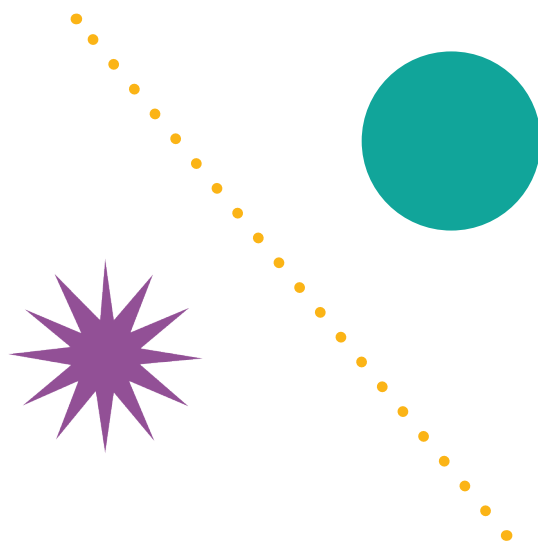
Aims of this work:

1. Develop a robust protocol for collection of a Core Outcome Set (COS) and minimum dataset for children with SSD that is meaningful to stakeholders and can be feasibly implemented within SLT services;
2. Agree a standard approach to the diagnostic process for identification of subtypes of SSD;
3. Determine the range and specification of interventions provided for SSD subtypes in UK NHS SLT services;
4. Identify process for future health economic analysis.

Links:

Registration on COMET Initiative Database
<https://www.comet-initiative.org/Studies/Details/2059>

Contact: helen.stringer@newcastle.ac.uk



Janice McLaughlin



Research area: The Social and Institutional Aspects of Childhood Disability

Faculty: Medical Sciences

Research partners: A range of disability and child advocacy groups, primarily across the North East.

Since 2001 I have been researching the lives of families with disabled children in the North East. Key themes in this work are:

1. The paucity of support provided by local and national state agencies and how this heightens the isolation and marginalisation of families.
2. The damage stigma has on the lives of disabled young people and their families.
3. The value of using varied and collaborative approaches to research design when working with families and disabled children and young people in research.
4. The necessity of building long term partnerships with organisations that are run by or work with disabled children and their families to ensure findings influence policy and practice.

5. Challenging the conditional citizenship of disabled people and their families by advocating for better conceptual frameworks to recognise their capacities to be citizens with the right to participate in both society and policies and practices that are supposed to benefit them.

Key outputs:

McLaughlin, J.; Coleman-Fountain, E. & Clavering, E.C. *Disabled Childhoods: Monitoring Difference and Emerging Identities*. London: Routledge, 2016. Special series, Advances in Disability Studies

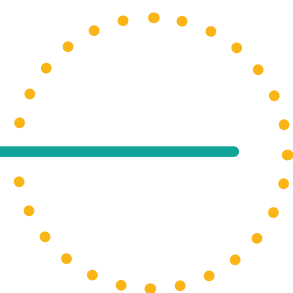
McLaughlin, J. 'Valuing Care and Support in an Era of Celebrating Independence: Disabled Young People's Reflections on their Meaning and Role in their Lives'. *Sociology*. 54, 2, 2020, pp. 397-413.

McLaughlin, J. 'Relational Autonomy as a Way to Recognise and Enhance Children's Capacity and Agency to be Participatory Research Actors'. *Ethics and Social Welfare*, 14, 2, 2020, pp. 204-219.

Links:

Staff profile: <https://www.ncl.ac.uk/gps/staff/profile/janicemclaughlin.html>

Contact: janice.mclaughlin@newcastle.ac.uk



Jayne Jeffries

Research area: Space/s of Disabled children's incarceration through archival inquiry and memories

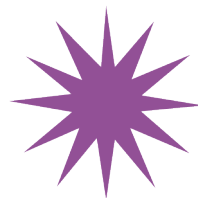
Faculty: Medical Sciences

Using memories of a disabled children's hospital-school from qualitative Participatory Action Research, this work examines a local archive detailing the treatment of disabled children. Archival inquiry of photographs, hospital-school records, and Annual Reports documents fragments of life in a residential hospital-school in North East England, which mesh with first-hand accounts of memories of living away from home as a young child. This work in progress aims:

- to develop digital methods to explore the archive;
- to provide a rich, in-depth history of the social and medical developments in disabled children's recoveries, and
- to document the complex lives and spaces of institutionalisation.

The work contributes to new feminist understandings of the spaces of institutionalisation and/or incarceration in human geography.

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Jill Clark

Research area: Participatory research and co-production

Faculty: Humanities, Arts, and Social Sciences

I am keen on developing and implementing co-production methodology to enhance the interaction between the research and practitioner community. By focusing on co-production with 'users' (including children, families, practitioners) and respecting and valuing the different kinds of knowledge they bring, this has enhanced the responses of individuals, schools, related agencies and communities to educational disadvantage in diverse contexts.

My work also incorporates visual methods which, building on my previous experiences in participatory and co-production methods, can enable shared contributions to be understood and facilitated. Such an approach to research addresses issues in more traditional approaches that focus on undertaking research on, about or for people, rather than with them. It therefore takes into account the lived experiences and tacit knowledge that rests outwith the academy and is more likely to harness the potential of participants and beneficiaries to be active partners in stimulating change.

Key outputs:

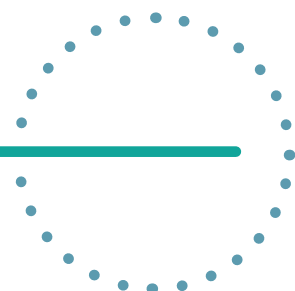
Clark, J., Laing, K., Tiplady, L. and Woolner, P. 'Making Connections: Theory and Practice of Using Visual Methods to Aid Participation in Research'. Research Centre for Learning and Teaching, Newcastle University. 2013. <https://www.ncl.ac.uk/media/wwwnclacuk/cflat/files/making-connections.pdf>

'Research Co-production with Young Women through an Out-of-School Residential Trip.' Faculti. <https://faculti.net/research-co-production-with-young-women-through-an-out-of-school-residential-trip/>

Links:

- Evaluation of Thinking Differently – Young People and Alcohol: <https://www.ncl.ac.uk/cflat/research/projects/projectevaluationofthinkingdifferently.html>
- Co-curate North East: creating sustainable routes for North East communities to digitally transform and co-produce open cultural resources: <https://www.ncl.ac.uk/cflat/research/projects/projectco-curatenortheast.html>
- A Connected Communities scoping review of the involvement of children and young people in research within the criminal justice area: <https://www.ncl.ac.uk/cflat/research/projects/projectaconnectedcommunitiesscopingreview.html>

Contact: jill.clark@newcastle.ac.uk



Judith Rankin

Research area: Maternal and Child Health

Faculty: Medical Sciences

Team members:

Researchers: Adenike Adesanya, Zainab Akhter, Dr Sunil Bhopal, Dr Emer Cullen, Dr Catherine El Zerbi, Dr Svetlana Glinianaia, Dr Nicola Heslehurst, Dr Cath McParlin, Dr Malcolm Moffat, Dr Lem Ngongalah, Dr Gina Nguyen, Raya Vinogradov

PhD/MD students: Zoe Bell, Anna Boath, Kristina Chmelov, Ania Barros Medes Couchinho, Ella Dyer, Nafisa Insan, Samuel Hadjo, Nadia Leake, Tina Pemu, Claire Smiles, Ashleigh Watkins

Research partners: Association for the Study of Obesity, Bliss, Children North East, European Association of Obesity, European Surveillance of Congenital Anomalies, Local Maternity and Neonatal System, MAA, Multiple Births Foundation, National Congenital Anomaly and Rare Disease Registration Service, Scottish Congenital Anomaly and Rare Disease Registration Service, Sands, TinArts, Tiny Lives, Tommy's.

Our research in maternal and child health incorporates a broad research programme under the themes of: health of vulnerable women, risk factors and pregnancy outcome, sexual health, reproductive loss, health of children with complex conditions, and mental health in young people. We are particularly interested in the impact of health inequalities in our research. We are involved in the NIHR Applied Research Collaboration North East and North Cumbria with project topics ranging from postnatal contraception, nature-based interventions, parental intimate partner violence, supporting transition for care leavers and social prescribing for children and young people in community and hospital settings.

Our research is interdisciplinary and uses mixed methods approaches (systematic reviews, and research with quantitative and qualitative designs) as well as co-producing research with our partners. We have collaborations regionally, nationally and internationally. Our research has been used to inform multiple national and international guidelines and has led to demonstratable impact.

Key outputs:

Svetlana V. Glinianaia, Judith Rankin, Anna Pierini, Alessio Coi, Michele Santoro, Joachim Tan, et al. 'Ten-year survival of children born with congenital anomalies: a European cohort study.' *Pediatrics*, 149, 3, 2022. e2021053793.

Brown H, Jesurasa A, Bambra C, Rankin J, McNaughton A, Heslehurst N. 'Assessing the relationship between adverse pregnancy outcomes and area-level deprivation in Wales 2014-2019: A national population-based cross-sectional study.' *BMJ Open*, 11, 11, 2021. e052330.

Heslehurst N, Hayes L, Jones D, Newham J, Olajide J, McLeman L, et al. 'The effectiveness of smoking cessation, alcohol reduction, diet and physical activity interventions in changing behaviours during pregnancy: A systematic review of systematic reviews.' *PloS One*, 15, 2020. e0232774

Links:

NIHR: Supporting children and families: <https://arc-nenc.nihr.ac.uk/our-research-themes/families/>

Contact: judith.rankin@newcastle.ac.uk

Karen Laing

Research area: Addressing educational inequalities

Faculty: Humanities, Arts, and Social Sciences

Current projects:

- Evaluation of Cost of the School Day in collaboration with Child Poverty Action Group
- Developing the Newcastle West End Children's Community (WECC)
- SCRIEARLY (Horizon 2020)
- Evaluation of Newcastle University Access and Participation Plan

Research partners:

- LOCAL: West End Schools Trust, Laidlaw Schools Trust, Newcastle City Council, Centre for Life, Sage Gateshead, Discovery Museum, Dance City, Ways to Wellness, Nuns Moor Centre Trust, Sussed and Able, Northumberland County Council, Leading Link, Success4All, Wallsend Action for Youth
- REGIONAL: Children North East, NE Youth
- NATIONAL: Child Poverty Action Group, Action for Children, Carnegie UK Trust

My research area is primarily around addressing educational inequalities and how people work together to achieve this. A large part of my research has comprised of studies of place-based initiatives to tackle poverty and educational inequalities which is a programme of work spanning 13 years, and has included collaborations with numerous Local Authorities, DfE, and charities. More recently, I am evaluating how Newcastle University is working towards encouraging those who may have experienced barriers to attend university thus widening participation of under-represented groups, and how NU aims to create inclusive environments that ensure the success of all students. A new project SCRIEARLY involves studying best practices across Europe for schools in ensuring disadvantaged children attend school and do well. This is part of my work that researches specific interventions that

aim to improve outcomes for children and young people who experience challenges in their lives. Methodologically, my projects often incorporate co-production and participatory methods, and theory of change approaches.

Key outputs:

Laing K, Robson S, Thomson H, Todd L. 'Creating transformational change through partnership.' In: Kathrin Otrell-Cass, Karen Laing, Janet Wolf ed. *Partnerships in education: Risks in transdisciplinary educational research*. Springer, 2022.

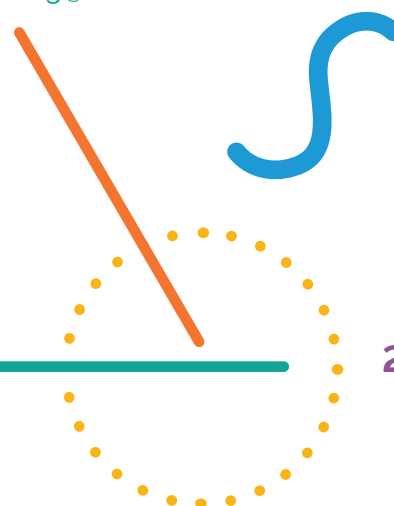
Laing K. 'Democratising evaluation: The contribution of a 'synergic theory of change' approach.' *Research for All*, 6, 1, 2022, p.8.

Clark J, Laing K. 'Research Co-production with Young Women through an Out-of-School Residential Trip.' In: Jo Rose, Tim Jay, Janet Goodall, Laura Mazzoli Smith and Liz Todd, ed. *Repositioning Out-of-School Learning: Methodological Challenges and Possibilities for Researching Learning Beyond School*. Bingley: Emerald Publishing Limited, 2022, pp. 61-71.

Links:

- Fairness and education research cluster: <https://fairnesseducation.co.uk>
- Centre for Learning and Teaching Publication Guides: <https://www.ncl.ac.uk/cflat/publications/guides/>

Contact: k.j.c.laing@newcastle.ac.uk



Karenza Moore

Research area: Safer Partying: Building evidence-based public safety, drug prevention and harm reduction policies and practices

Faculty: Humanities, Arts, and Social Sciences

Research partners:

- Professor Rob Ralphs, Director of Greater Manchester: Testing and Research on Emergent and New Drugs (GMTRENDS) for Greater Manchester Combined Authority (GMCA)
- Kira Weir, Director of Crew 2000, a Scottish drug and alcohol charity based in Edinburgh

Safer Partying is a multi-method research and policy study that aims to illuminate substance use practices, meanings, and motivations among young adults within 'private' or domestic 'hidden' spaces. It is timely given the prominent focus on recreational drug use in leisure settings in the recent 2021 UK Drug Strategy, coupled with the fact that the pandemic has reduced young people's engagement with the night-time economy (NTE) and increased the use of private/domestic spaces to party. The pandemic also reduced access to safe spaces for leisure for those experiencing intersections of multiple disadvantage (Woodrow and Moore 2021, Moore et al 2021). Safer Partying will build a much-needed evidence base and expert network around substance use from which public health and criminal justice policy responses can be developed. The focus is on translating findings on young adult's alcohol and 'recreational' drug use in private/domestic settings to key stakeholders (local and national policymakers, harm reduction and drug policy organisations, and young adults).

Key outputs:

A Special Issue of the Journal of Applied Youth Studies: This focuses on young people's experiences of 'intersecting crises' including the COVID-19 pandemic and the

climate crisis; it includes an Editorial, and journal article focusing on young people's 'liminal leisure spaces' before and during pandemic lockdowns in England. Both link to the *Safer Partying* project through their focus on young people's leisure spaces and practices. Please see below for details.

Moore, K., Hanckel, B., Nunn, C. et al. 'Making Sense of Intersecting Crises: Promises, Challenges, and Possibilities of Intersectional Perspectives in Youth Research'. *JAYS*, 4, 2021, pp. 423–428. <https://doi.org/10.1007/s43151-021-00066-0>

Woodrow, N., Moore, K. 'The Liminal Leisure of Disadvantaged Young People in the UK Before and During the COVID-19 Pandemic'. *JAYS*, 4, 2021, pp. 475–491. <https://doi.org/10.1007/s43151-021-00064-2>

An emergent evidence base: Safer Partying will build a much-needed evidence base and expert network around alcohol and polydrug use practices among young adults in private/domestic spaces, upon which public safety, public health and criminal justice policy responses can be developed

Policy briefs and Research to Response (R2R) workshops: Research findings feed into stakeholder responses and policy-building activities, including audience-appropriate policy briefings, and R2R workshops, facilitating knowledge exchange with key stakeholders, including policy-makers. The workshops will be hosted by Newcastle University in collaboration with Professor Rob Ralphs (GMTRENDS) and Kira Weir (Crew 2000) as the main Safer Partying project partners.

The link(s) to project/research websites: Safer Partying website in progress, please visit www.clubresearch.org for a broad overview of research activities.

Contact: karenza.moore@newcastle.ac.uk

Kate Chedgzoy

Research area: Children and Childhood in Early Modern Culture

Research partners: Dr Edel Lamb, Queen's University Belfast

How did children participate in cultures of reading, writing and performance in early modern Britain (c. 1550-1700)? What can studying texts and other sources documenting that participation tell us about what it meant to be a child, and what meanings childhood carried for adults, in that time and place? Using literary sources to intervene in debates crucial to the history of childhood and interdisciplinary childhood studies, this project draws on methodologies and critical perspectives from both those fields to analyse writings by children, recollections of childhood by adult autobiographers, and other adult-authored representations of children and childhood. Reading early modern cultural materials as records of interactions between children and adults while centring children as subjects of their own lives and agents of cultural production, I aim both to reveal how ideas about childhood and individual children were formed by adult cultural and pedagogic agendas, and to demonstrate that children were able to intervene in cultural production for their own purposes.

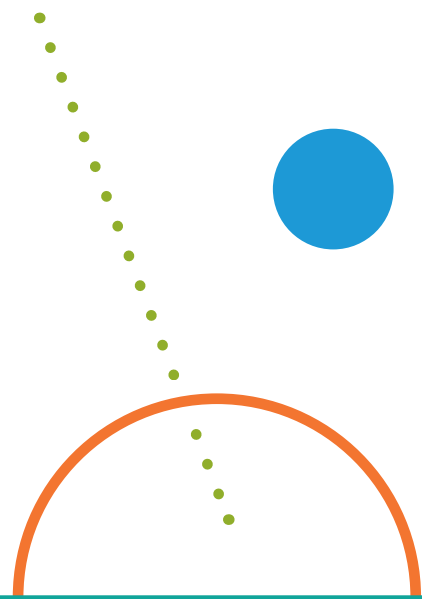
Key outputs:

With Edel Lamb, 'Makers' and 'Memorialls' of Early Modern Children's Literature.' In: Eugene Giddens, Zoe Jacques and Louise Joy, *Cambridge History of Children's Literature in English*. Cambridge, UK: forthcoming 2023.

'Children's Metamorphoses: Ovid, Shakespeare, Sex and Childhood.' In: Jennifer Drouin, ed. *Shakespeare / Sex: Contemporary Readings in Gender and Sexuality*. London, UK: Bloomsbury, 2020, pp. 123-146.

'Other maids: Religion, Race, and Relationships Between Girls in Early Modern London.' In: Miller, NJ and Purkiss, D, ed. *Literary Cultures and Medieval and Early Modern Childhoods*. Basingstoke: Palgrave Macmillan, 2019, pp. 187-201.

Contact: kate.chedgzoy@newcastle.ac.uk



Kathryn Hollingsworth

Research area: Children's Rights; Youth Justice; Children's Rights Judgment Project; Judgments for children; communication and children in the courtroom; children's lawyers

Faculty: Humanities, Arts, and Social Sciences

Research partners: Child Rights and Youth Justice CIC (Kate Aubrey Johnson); Helen Stalford, Liverpool University. I have also worked with Just for Kids Law, Peer Power, Howard League for Penal Reform.

I research in the area of children's rights, with a particular focus on youth justice and judicial approaches to children's rights. I was the co-director (with Professor Helen Stalford of Liverpool University) of the AHRC-funded Children's Rights Judgment Project (see www.CRjudgment.uk and *Rewriting Children's Rights Judgments: From Academic Vision to New Practice*), and more recently I have focused specifically on the functions and justifications of judgments written specifically for children and how judges communicate to children in the criminal courts. Our work on judgments for children has formed the basis of new judicial guidance and judicial training for Crown Court judges in England and Wales, and training programmes for youth court judges in New Zealand and the Canadian Judiciary. In my youth justice research, I am particularly interested in the theorisation and conceptualisation of children's rights, and how children's rights are realised in practice across the youth justice system, including in the legal representation of children.

Key outputs:

Hollingsworth K. 'Children and Juvenile Justice Law: The Possibilities of a Relational-Rights Approach'. In: Dwyer, J, ed. *The Oxford Handbook of Children and the Law*. Oxford, UK: Oxford University Press, 2020, pp. 775-802.

Stalford H, Hollingsworth K. "'This case is about you and your future": Towards Judgments for Children'. *Modern Law Review*, 83, 5, 2020, pp. 1030-1058.

Lambe S, Hollingsworth K. 'Protecting Vulnerable Child Defendants in England and Wales: A House of Cards'. In: Lansdell G; Saunders B; Erikson A, ed. *Neurodisability and the Criminal Justice System: Comparative and Therapeutic Responses*. Cheltenham: Edward Elgar Publishing, 2021.

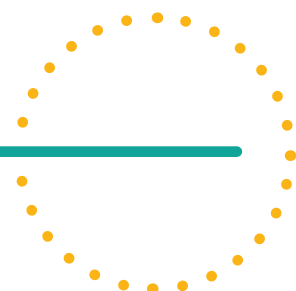
Stalford H, Hollingsworth K, Gilmore S, ed. *Rewriting Children's Rights Judgments: From Academic Vision to New Practice*. Oxford: Hart Publishing, 2017.

Links:

www.CRjudgment.uk

Contact:

kathryn.hollingsworth@newcastle.ac.uk



Laura Tisdall



Research area: I am a historian of childhood, adolescence, adulthood and chronological age in twentieth- and twenty-first century Britain.

Faculty: Humanities, Arts, and Social Sciences

My current research project focuses on how children's and adolescents' perceptions of adulthood in Britain have changed from c.1950 to the present day. This project considers adulthood, as well as childhood, as a constructed category, and contends that we can only understand the two in relation to each other. It will explore the tension between the 'ideal adult' – the psychologically mature, independent, rational actor – and the real adult who often doesn't live up to these ideals. What kind of adult did teenagers think they would grow up to be?

My next research project will look at the treatment and experiences of chronically and terminally ill children in both Britain and the US since 1945. Modern childhood was often understood as future-orientated, valuable only as a staging-point on the route to adulthood. But what happened when children had no adult future to look forward to?

Key outputs:

Tisdall L.A. "What a Difference it was to be a Woman and not a Teenager': Adolescent Girls' Conceptions of Adulthood in 1960s and 1970s Britain.' *Gender and History*, 2022. <https://eprints.ncl.ac.uk/275044>

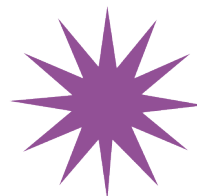
Tisdall L. "'We have come to be destroyed': The 'extraordinary' child in science fiction cinema in early Cold War Britain.' *History of the Human Sciences*, 34, 5, 2021, pp. 8-31. <https://eprints.ncl.ac.uk/272610>

Tisdall L. *A progressive education? How childhood changed in mid-twentieth-century English and Welsh schools*. Manchester University Press, 2020.

Links:

Staff profile: <https://www.ncl.ac.uk/hca/people/profile/lauratisdall.html>

Contact: laura.tisdall@newcastle.ac.uk



Laurence White

Research area: Prosody in child language acquisition

Faculty: Humanities, Arts, and Social Sciences

Team members: Teresa Garrido Tamayo, Caroline Letts

Prosody is the musical aspect of speech. It includes variations in pitch, timing and rhythm that affect our interpretation of the attitudes and emotional states of speakers. It also influences our extraction of words from the ongoing stream of speech, and so is very important for children learning their first languages and for adolescents and older people learning second languages. Ongoing work examines how children process emotions based on the sound of voices and whether variations in their abilities relates to developmental language disorders. Other recent work considers how differences in prosody, and other features of spoken language, affect the vocabulary acquisition of children growing up bilingual.

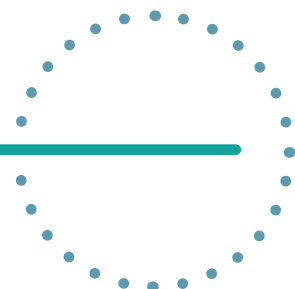
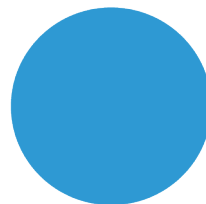
Key outputs:

Special Issue of Monographs of the Society for Research in Child Development: <https://srcd.onlinelibrary.wiley.com/toc/15405834/2018/83/1>

Links:

<https://psychoprosody.com/laurence-white-academic-publications/>

Contact: laurence.white@newcastle.ac.uk



Lee Robinson

Project title: The Motivations and Aspirations of Level 1 Learners in North East England. (PGR)

Faculty: Humanities, Arts, and Social Sciences

My research addresses the motivations and aspirations of young people, aged 16-18, studying towards a Level 1 qualification at an FE College in North East England. During the course of the research a total of 15 young people and 5 staff members took part and research activities included one-to-one interviews, group interviews and activities.

The methodological approach was underpinned by Bourdieu's concepts of Capital. Findings show that aspirations are linked to employment within their chosen field and financial stability. Motivations are focussed on the acquisition the various forms of capital. A key finding shows the young people are from a range of socioeconomic backgrounds. This is counter to existing literature, which suggests Level 1 learners are from low socioeconomic backgrounds, and suggests the link between class / socioeconomic status and level of study is no longer as clearly defined as it once was.

Key outputs:

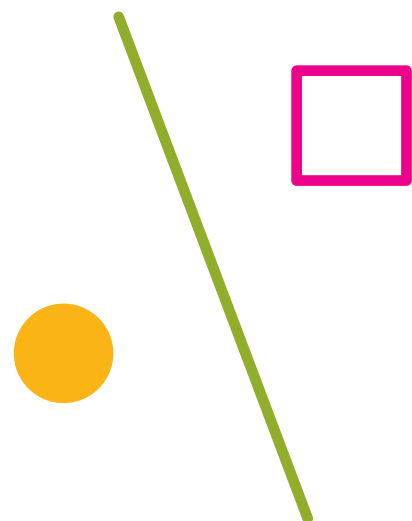
'Social haunting in former mining communities: A young person's perspective'. *BERA*. 21 Apr 2021.

<https://www.bera.ac.uk/blog/social-haunting-in-former-mining-communities-a-young-persons-perspective>

'Why FE's fight against digital poverty is so important'. *TES Magazine*. 6 Oct 2020.

<https://www.tes.com/magazine/archive/why-fes-fight-against-digital-poverty-so-important>

Contact: l.robinson8@newcastle.ac.uk



Linda Sharp and Morven Brown

Research projects:

BEACON – Being active after childhood cancer
PRISM – Supporting young cancer survivors who smoke

Faculty: Medical Sciences

Research partners: University of Twente; University College London; Northumbria University Leeds Teaching Hospitals NHS Trust; The Christie NHS Foundation Trust; Sheffield Teaching Hospitals NHS Foundation Trust

Survivors of childhood cancer are at risk of developing a number of chronic health conditions in later life. Supporting survivors to lead healthier lives has been recognised as a key strategy for reducing their risk of poor health and of early death.

We are currently undertaking a programme of formative research to inform the development of evidence-based and theory-informed behavioural change interventions for childhood cancer survivors. Our research involves synthesising current research evidence, engaging with survivors, their parents, healthcare professionals and other relevant stakeholders, and utilising co-design methods in order to design interventions which are acceptable and feasible.

We also have ongoing interests in (1) potential for supported self-management and (2) understanding risk perceptions and beliefs around cardiovascular late effects of treatment, in survivors of cancer diagnosed in childhood and young adulthood.

Key outputs:

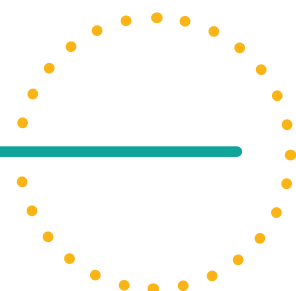
We are designing prototype health behaviour change interventions which we will take into development in future funding bids in order to refine and test them.

Brown, Morven C., et al. 'The development of health behaviour change interventions for childhood cancer survivors: The need for a behavioural science approach'. *Pediatric Blood & Cancer*, 67, 9, 2020. <https://onlinelibrary.wiley.com/doi/full/10.1002/psc.28500>

Brown, Morven C., et al. 'Using qualitative and co-design methods to inform the development of an intervention to support and improve physical activity in childhood cancer survivors: a study protocol for BEing Active after ChildhOod caNcer (BEACON)'. *BMJ Open*, 10, 2020. <https://bmjopen.bmj.com/content/bmjopen/10/12/e041073.full.pdf>

Brown, M.C., Haste, A., Araújo-Soares, V. et al. 'Identifying and exploring the self-management strategies used by childhood cancer survivors'. *J Cancer Surviv*, 15, 2021, pp. 344–357. <https://doi.org/10.1007/s11764-020-00935-2>

Contact: linda.sharp@newcastle.ac.uk



Lucy Pearson

Research area: Children's literature and book history

Faculty: Humanities, Arts, and Social Sciences

Team members: I am part of the Children's Literature Unit in the School of English: the CLU works across a wide range of periods and topics related to children's and young adult literature. CLU colleagues are Matthew Grenby, Karen Sands-O'Connor, and Emily Murphy.

Research partners: I work closely with Seven Stories: the National Centre for Children's Books. This partnership is currently (until 2023) supported by Arts Council England as the Vital North Partnership).

My research focuses on the cultural history of children's books in Britain, how books for children have been made and understood, and how children's literature fits into broader ideas about literature and childhood. My current work focuses on the Carnegie Medal, the UK's oldest literary award for children's books. Considering the Carnegie Medal as a heritage institution and as a key actor in the children's book world, it examines how the Medal has functioned as a focus for negotiating ideas of the 'quality' children's book, and asks how the Medal has shaped understandings of children's literature in Britain.

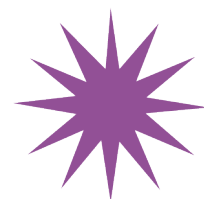
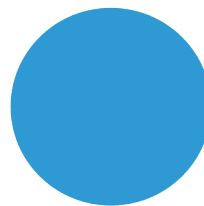
I also have a strong interest in impact work through my partnership with Seven Stories: this has focused on children's interactions with archives and museums, and how this may connect to wellbeing. I am currently working on a project supporting community storytimes for the under-fives.

Key outputs:

Pearson L, Sands--Connor K, Subramanian A. 'Prize Culture and Diversity in British Children's Literature'. *International Research in Children's Literature* 2019, 12, 1, 2019, pp. 90-106. [https://www.eupublishing.com/doi/10.3366/ircl.2019.0293](https://www.euppublishing.com/doi/10.3366/ircl.2019.0293)

Pearson L. *The Making of Modern Children's Literature in Britain: Publishing and Criticism in the 1960s and 1970s*. Farnham: Ashgate, 2013.

Contact: lucy.pearson@newcastle.ac.uk



Lucy Tiplady



Research area: Children and young people's wellbeing, outdoor learning, reducing inequalities and barriers children and young people face in accessing education.

Faculty: Humanities, Arts, and Social Sciences

Projects:

- ESRC Covid-19 Rapid Response: VOICES project - Children and young people living in poverty: Covid-19 needs and policy implications, Co-Investigator
- Natural History Society of Northumbria: How to be a young North East Naturalist evaluation, Principal Investigator
- Catherine Cookson Foundation: Developing outdoor learning: how and why are schools developing provision? Principal Investigator
- Scotswood Garden: Researching the impact of the Breeze Forest School Project, Principal Investigator
- Child Poverty Action Group: Evaluating the Cost of the School Day Project

Research partners: Scotswood Garden, Natural History Society of Northumbria, several NE primary, secondary and specialist schools, Children North East

Working collaboratively with colleagues, I am involved in multiple research projects that seek to reduce inequalities children and young people face in accessing education. I have a particular interest in outdoor learning and the affordances outdoor environments can create in supporting children and young people's wellbeing and development. I use co-produced, participatory, and visual methods in researching with children and young people, schools, and communities.

Key outputs:

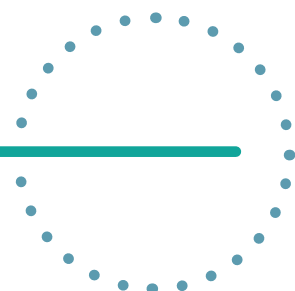
Tiplady LSE, Menter H. Forest School for wellbeing: an environment in which young people can 'take what they need'. *Journal of Adventure Education and Outdoor Learning*, 21, 2, 2021, pp. 99-114. <https://eprints.ncl.ac.uk/263705>.

Tiplady L, Menter H. 'The Breeze Project: supporting children and young people through Forest School.' In: Michelle Jayman, Maddie Ohl and Leah Jewett, ed. *Supporting New Digital Natives: Children's Mental Health and Wellbeing in a Hi-Tech Age*. Bristol: Policy Press, 2021, pp. 78-96. <https://eprints.ncl.ac.uk/277350>

Links:

- Voices Project: <https://www.voicesproject.co.uk/>
- Centre for Learning and Teaching Publication Guides: <https://www.ncl.ac.uk/cflat/publications/guides/>

Contact: lucy.tiplady@newcastle.ac.uk



Matthew Benwell



Research projects:

- The everyday experiences of young refugees and asylum seekers in public spaces - HERA (Humanities in the European Research Area) Joint Research Programme
- Responding to the needs of refugees and asylum seekers in the context of Covid19 - resilience, adaptation, and new forms of care – ESRC

Faculty: Humanities, Arts, and Social Sciences

Team members: Peter Hopkins (PI), Robin Finlay

This HERA project explores the issue of refugee youth, public space and integration in Europe and will answer important questions about the role that arts and cultural initiatives play in the lives of refugee youth and their engagements with public space. We also focus on refugee youth's stories of home-making, their interaction with arrival structures, and their negotiations of inclusion and exclusion in public spaces. In doing so, we consider refugee youth's migration histories as well as new spaces for urban citizenship,

how these emerge in the city, and the role these play in European integration.

This ESRC project explores the needs of refugees and asylum seekers in Glasgow, Scotland, and in Newcastle-Gateshead, in the North-East of England, in the context of Covid-19. We focus on these cities that span distinctive national contexts because they are key points of dispersal for refugees and asylum seekers and have well-established service infrastructures. The research investigates and compares both the response of organisations who provide services for refugees and asylum seekers, and the lived experiences of refugees and asylum seekers in the context of a global pandemic in Scotland and England.

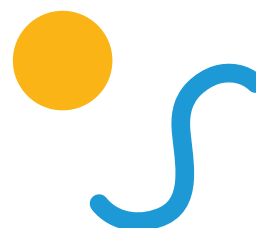
Key outputs:

Finlay, R. Hopkins, P. Benwell, M.C. *"It's like rubbing salt on the wound": the impacts of Covid-19 on asylum seekers and refugees.* Newcastle University, 2021.
https://eprints.ncl.ac.uk/file_store/production/278292/9CA31F73-22E2-4362-B45B-1EC82308EA7E.pdf

Links:

HERA: The everyday experiences of young refugees and asylum seekers in public spaces: <https://heranet.info/projects/public-spaces-culture-and-integration-in-europe/the-everyday-experiences-of-young-refugees-and-asylum-seekers-in-public-spaces/>

Contact: matthew.benwell@newcastle.ac.uk



Matthew Grenby and Barbara Gribling



Research area: Children and Heritage, c. 1675-1945 (and today)

Faculty: Humanities, Arts, and Social Sciences

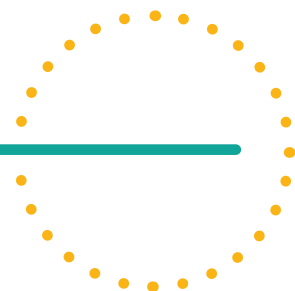
This project brings to light the untold early story of children and their encounters with 'heritage' in Britain. It highlights how children engaged with different forms of heritage (built, cultural, literary), across periods (from the seventeenth to twentieth centuries) and across a range of media. It investigates children's encounters with heritage from 'playing' and 'writing' to 'performing' and 'visiting'. The project highlights the wealth of artefacts and texts created for children and young people designed to introduce them to the material remains of the past, as well as the ways in which children and young people were active consumers and producers of heritage. Provision for children and young people (in terms of objects, but also educational and recreational practices) helped to create the canons of heritage, but even more fundamentally, helped to define what heritage is, what its purposes are, and why it's important.

Key outputs:

In progress (book) Matthew Grenby and Barbara Gribling, *Children and Heritage: A New History*

Dr Barbara Gribling was PI on the pilot project 'Heritage Explorers' working with Research Software Engineer Dr Kate Court in consultation with Professor Matthew Grenby and Adrian Seville. This project built a web app to digitally bring to life the 1820s tour game 'Scenes in London' for schoolchildren

Contact: barbara.gribling@newcastle.ac.uk



Patricia Oliart

Research area: Youth, cultural activism, and politics in Latin America

Faculty: Humanities, Arts, and Social Sciences

My research looks at the development of political subjectivity in youth arts and cultural collectives in Latin America. I focus on how critical discourses addressing forms of inequality such as anti-racism, indigenous rights, feminism, or anti-capitalism are present in the everyday practice, organisation, and creative work of such collectives.

In a context of the discrediting of conventional political organisations and widespread corruption, particularly in Peru, cultural and political collectives provide a vehicle for young people to intervene on issues they want to transform in their societies. Using deliberation and collective interventions as a form of participation, they can generate public support and create better conditions to negotiate important claims, such as the protection of threatened rights, or the common good. My research process includes the collective co-production of knowledge.

Key outputs:

Oliart P. 'Youth protest culture in Lima (2011-2016).' In: Nofre, Jordi; Campos, Ricardo, ed. *Exploring Ibero-American Youth Cultures in the 21st Century Creativity, Resistance and Transgression in the City*. Cham: Palgrave Macmillan, 2021, pp. 25-48.

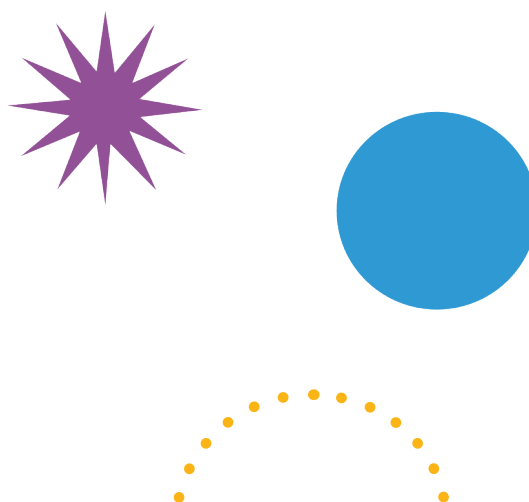
Oliart P, ed. *Pedagogías de la disidencia en América Latina*. Lima, Peru: La Siniestra Ensayos, 2020.

Oliart P, Triquell A. 'Photography Collectives and anti-racism in Peru and Argentina.' In: Wade Peter and James Scorer, ed. *Cultures of Antiracism in Latin America*. London: Institute of Latin American Studies, 2019, pp. 49-72.

Links:

- Research profile: <https://www.ncl.ac.uk/who-we-are/social-justice/stories/youth-activism/>
- <https://www.facebook.com/Pedagog%C3%ADas-de-la-disi-dencia-en-Am%C3%A9rica-Latina-110792717424539>

Contact: patricia.oliart@newcastle.ac.uk



Rachel Pattinson



Research area: CDT Manager (Digital Civics) and Strategic Cultural Partnerships Manager

Faculty: Science, Agriculture, and Engineering; Humanities, Arts, and Social Sciences

I manage digital programmes and cultural partnerships at Newcastle University and support research with children and young people.

As CDT Manager (Digital Civics) at Open Lab in the School of Computing, I work with researchers exploring educational technology, digital tools to support children and young people's health and wellbeing, and how technology can engage children in transforming places and the environment.

In my role as Strategic Cultural Partnerships Manager in the Business Development and Enterprise team, I'm supporting Newcastle University's research strengths in culture and creative arts. I work on collaborations with a number of cultural partners in the North East who deliver arts and creative learning activities for children and young people.

This complements my work as a director and

trustee with Mortal Fools, an award-winning theatre company who co-create work with young people and communities.

Key outputs:

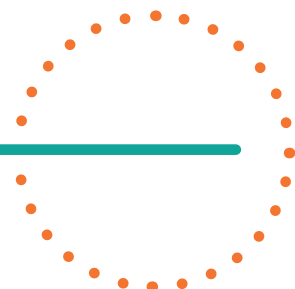
Schofield T, Trujillo Pisanty D, Arrigoni G, Reynolds K, Pattinson R. 'Magical Realism and Augmented Reality: Designing Apps with Children in a Cultural Institution.' In: Proceedings of the 2019 Conference on Designing Interactive Systems (DIS '19). 2019, San Diego, CA, USA: ACM.

Pattinson RL. A partnership approach to children's literature collections. Information Professional 2017, pp. 48-51.

Links:

Staff profile: <https://www.ncl.ac.uk/computing/staff/profile/rachelpattinson.html>

Contact: rachel.pattinson@newcastle.ac.uk



Sally Waite

Project title: Shining a Light on Women and Children in Antiquity

Faculty: Humanities, Arts, and Social Sciences

Team members: Lisa-Marie Shillito, Olivia Turner, Emma Gooch, Andrew Parkin, Diana Blumberg, Rachel Metcalfe, Ulrike Thomas

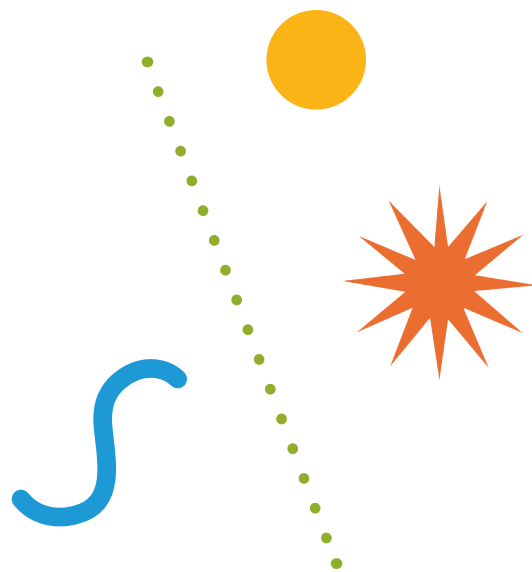
Research partners: Great North Museum

This project aims to bring to light a group of objects from the internationally significant Shefton Collection of Greek Art and Archaeology that relate to the lives of women and children in antiquity. The project will meaningfully engage with the public to generate new knowledge and research about the objects and Collection. The CapCo-funded Newcastle Material Culture Analytical Suite (NeMCAS) will shine new light on the 'lives' of these objects and those who interacted with them by producing new learning about methods of manufacture, decorative techniques, iconography and conservation histories. Through NeMCAS research the project aims to bring the Shefton Collection into dialogue with science and contemporary art for the first time. The project will work with local women and children's groups to shape and define this new research through collaboration in a series of workshops. It will culminate in a hybrid public exhibition at the Great North Museum.

Links:

Further information on the Shefton Collection: <https://greatnorthmuseum.org.uk/collections/archaeology>

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Sarah Barnett



Project title: Applying the Behaviour Change Technique Taxonomy to Parent-Led Language Interventions (ABC-PALS) (PGR)

Faculty: Humanities, Arts, and Social Sciences

Research partners: Video Enhanced Observation

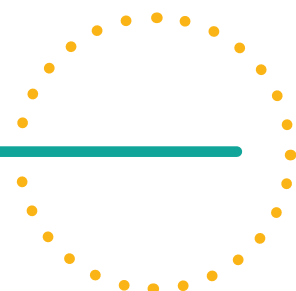
ABCPALS applies the Behaviour Change Technique Taxonomy (BCTTv1) to parent-led language interventions, in order to identify the behaviour change techniques (BCTs) used within them. Specifying BCTs used by speech and language therapists in such interventions will improve their development, reporting, and replication, which are foundational in enhancing their effectiveness. A literature analysis, survey, and clinical observations were conducted to identify BCTs. Using the identified techniques, a parent-led language intervention was developed and piloted using two service delivery methods, one in-person and one online which included specific feedback through Video Enhanced Observation (VEO). These were compared to a telephone consultation method as a treatment control group. Parents using VEO would upload videos of themselves and their child interacting and would 'tag' their use of BCTs. The SLT would also 'tag' the video as feedback for the parent.

Data on parents' perspectives, use of BCTs, and child language outcomes were collected.

Links:

- ABC-PALS Project: <https://youtu.be/cez-sjYgcKE>
- NINE DTP blog: <https://www.ninedtp.ac.uk/sarah-atkinson-applucation-ba-haviour-change-technique-taxonomy-bctt-parent-led-language-therapy-intervention-children-primary-language-delay-disorder/>

Contact: sarah.barnett@newcastle.ac.uk



Sean Molloy



Research area: Advancing Children's Rights in Peace Processes

Faculty: Humanities, Arts, and Social Sciences

Research partners: Peace and Conflict Resolution Evidence Platform

The aim of this project is to open an entirely new and innovative research agenda on the promotion and protection of the rights of children during transition from war to peace. The cessation of conflict offers crucial opportunities to reshape, for the better, the lives and futures of children previously plagued by the scourge of war. This project will explore how peace processes - understood here to encompass peace negotiations, peace agreements and the implementation of peace agreement provisions - advance children's rights after conflict. The project interrogates how peace agreements include provisions on children's rights, and critically examines how these commitments address gaps in existing legal frameworks that govern children's rights during transitions from conflict to peace. The project also examines how these commitments are implemented post-peace agreement through laws, policies and programmes, and the actors and advocacy efforts used to promote the inclusion of children's rights throughout a

peace process, to determine how to do so in the future. The aim of this project is, therefore, to undertake a holistic programme of research, which examines how peace processes can contribute to the promotion and protection of the rights of children during transition from conflict to peace.

Key outputs:

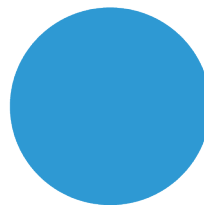
Molloy, S. 'Conceptualising the Transformative Justice Potential of Peace Processes', *International Journal of Human Rights* (forthcoming)

Molloy, S. 'How can the Committee on the Rights of the Child Advance children's Rights in Peace Processes?', *International Human Rights Law Review* (forthcoming)

Molloy, S. and Bell, *How Peace Agreements Provide for Implementation* (PA-X Report). Edinburgh: Global Justice Academy, University of Edinburgh, 2019.

Molloy, S. *Assessing and Influencing Progress in Peace Processes* (PSRP Report). Edinburgh: Global Justice Academy, University of Edinburgh, and University of Notre Dame, 2018.

Contact: sean.molloy@newcastle.ac.uk



Sean Peacock



Project title: "We can make a change": Supporting young people's right to the city through using and designing digital technologies (PGR)

Faculty: Science, Agriculture, and Engineering

Research partners: Newcastle City Council, North Tyneside Council, South Tyneside Council, Sunderland City Council, Nexus, Together for Children, Groundwork North East and Cumbria

This research has supported young people between 8-18 years old to take up their right to the city through using and designing digital technologies. The right to the city has been well-debated within and outside of academia, but young people are rarely thought of as citizens with rights to participate in shaping the city. My research has explored the role that technology appropriation and design could play in enabling them to take up these rights.

I have carried out research in primary schools and youth councils across North East England, drawing heavily on participatory action research approaches. In primary schools, I developed a toolkit of activities and digital resources to enable children to critically evaluate and remediate their neighbourhood. In youth councils, I

investigated the role that design could play in supporting young people to critically respond to issues in their city. Through analysing this data, I will be making recommendations for policy, design, and further research to support youth participation in citymaking.

Key outputs:

Sean Peacock, Robert Anderson, and Clara Crivellaro. 'Streets for People: Engaging Children in Placemaking Through a Socio-technical Process.' In *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems (CHI '18)*. Association for Computing Machinery, New York, NY, USA, Paper 327, 2018, pp. 1–14. <https://doi.org/10.1145/3173574.3173901>

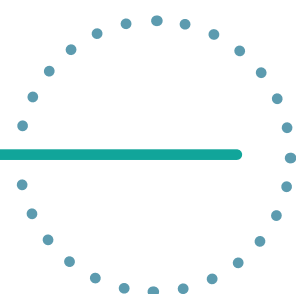
Sean Peacock. 'Schoolchildren helped redesign a city to cut air pollution and climate warming.' *The Conversation*. 19 June 2019. <https://theconversation.com/schoolchildren-helped-redesign-a-city-to-cut-air-pollution-and-climate-warming-118403>

Toolkit containing methods and resources from the schools work: <https://sense-explorers.uk>

Links:

- Research profile: <https://openlab.ncl.ac.uk/people/sean-peacock/>
- LinkedIn: <https://www.linkedin.com/in/peacocksean>

Contact: s.peacock@newcastle.ac.uk



Stephanie Lyttle



Links:

Research profile: <https://www.ncl.ac.uk/ell/research/creative/cw-profiles/stephanie/>

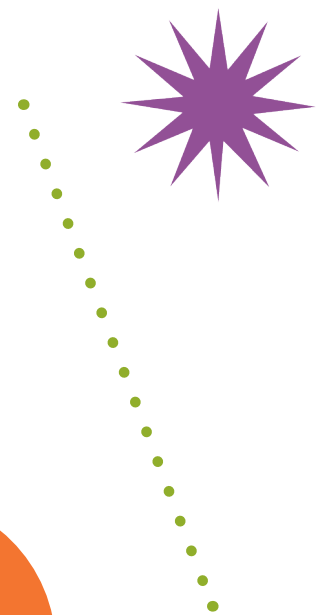
Contact: s.lyttle2@newcastle.ac.uk

Project title: Creative Writing PhD: "Strange Magic: A Creative and Critical Exploration of the Construction of Bisexuality in Young Adult Fantasy Fiction"

Faculty: Humanities, Arts, and Social Sciences

My critical-creative project explores depictions of bisexuality in a selection of post-2009 Young Adult fantasy novels. My primary critical research questions are: in what ways do these texts utilise the transactional nature of magic-based metaphors to construct a picture of bisexual adolescence? How does the othering experience of "growing up magic" mirror the othering experience of growing up bisexual?

Ultimately, the project is concerned with how these queer fantasy texts can support bisexual readers' own journeys towards identity formation. The creative aspect of the project is a YA fantasy novel which aims to provide a rich and authentic portrayal of female bisexuality.



Teresa Garrido-Tamayo

Project title: PhD - Creating a story-based dynamic assessment to identify developmental language disorder in children learning English as an additional language.

Faculty: Humanities, Arts, and Social Sciences

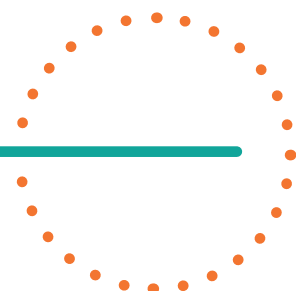
Team members: Dr Carolyn Letts and Dr Laurence White

Developmental Language Disorder (DLD) is a common lifelong condition that affects how children understand and use language, significantly hindering their ability to learn and communicate. Identifying DLD as early as possible is vital to mitigate its impact on children's lives and guarantee they receive adequate support. However, obtaining a reliable diagnosis can be challenging when the child is learning English as an additional language, largely due to a lack of assessment tools appropriate for multilingual children. My project addresses this gap by creating and testing a dynamic assessment resource to help detect DLD in school-aged children with English as an additional language and from diverse home language backgrounds. It involves using storytelling and other activities to explore children's learning potential across areas affected by DLD, including story grammar, emotional vocabulary, and receptive affective prosody. The project's outcomes will contribute to recognising multilingual children's language needs and providing equitable services to this population.

Links:

Creating a story-based dynamic assessment to detect dld in children learning english as an additional language: <https://blogs.ncl.ac.uk/tgarridotamayo2>

Contact: t.garrido-tamayo2@newcastle.ac.uk



Tracy Shildrick

Research area: North East Child Poverty Commission

Faculty: Humanities, Arts, and Social Sciences

Team members: Amanda Bailey (Director of the North East Child Poverty Commission)

NECPC is hosted by – but independent of, Newcastle University. NECPC is not a charity, nor a formally constituted organisation, but a voluntary, regional cross-sector stakeholder network which believes child poverty in the North East is not inevitable and ending it is worth working for, together. Led by an independent Chair for the last six years, and made up of representatives from different sectors in the region, NECPC is ambitious for every baby, child and young person in the North East – with a shared vision of all growing up in our region not just healthy and secure, but having the best start in life. NECPC's work is underpinned by two overarching themes / policy objectives:

- Giving every child in the North East the best start in life, by addressing inequalities associated with poverty
- Preventing and reducing child poverty through Good Work and a strong, effective, and accessible social security system

Other projects:

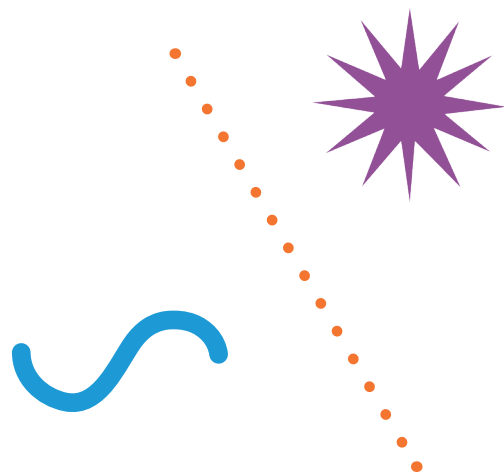
Professor Shildrick has a long history of researching poverty and disadvantage with young people (and older age groups). She has particular interests in long term inter-generational experiences of poverty and disadvantage. Two further recent research projects are below:

- 'Young adults, poverty, trauma, and policing' (recently completed) – collaboration with Newcastle University, Revolving Doors Agency and Leaders Unlocked
- Health Inequalities in the age of Covid 19: Towards fairer health for dis-advantaged communities (to be completed March 2022) whilst not specifically on young people this project highlights many of the challenges around COVID particularly for parents and draws attention to the impacts of covid on the younger generations

Links:

North East Child Poverty Commission: <http://www.nechildpoverty.org.uk/>

Contact: tracy.shildrick@newcastle.ac.uk



Vicky Long

Research area: I am a historian of modern health and medicine but had not focussed much on youth and childhood until I started working on my current project, which examines shifting approaches to the treatment of babies born with spina bifida in late twentieth century Britain (including selective non-treatment). This has raised new issues for me around the history of paediatrics; debates about the value of infant life, and disabled children's lives; the boundaries between infancy and childhood; and the evolution of ethical and medical frameworks which governed decisions about when medical intervention was appropriate, and who should determine this.

Faculty: Humanities, Arts, and Social Sciences

Research partners: I am currently working independently on a book project; I plan to return to the wider research questions and revive a bid when the book is nearer completion. I liaised with several charities during the Wellcome Seed Award (Shine – Spina Bifida; Down's Syndrome Association; Antenatal Results and Choices).

My book project explores how new systems of valuing life in late twentieth-century Britain influenced health policy, devaluing disabled people's lives. In the 1950s and 1960s, significant advances in paediatric surgical, medical, and orthopaedic care transformed open spina bifida from a usually lethal to a frequently survivable condition, reducing survivors' impairment. Yet by the early 1970s, many doctors advocated selective non-treatment, actively treating only the most clinically promising cases, and withholding lifesaving, sometimes life-sustaining care from most babies born with this condition. I connect these developments to the evolution of prenatal screening and diagnosis, and research into lowering the incidence of neural tube defects through dietary folate fortification, locating the entanglement of these fields against the backdrop of rapid developments in reproductive rights; the evolution of the NHS, health economics, epidemiology, evidence-based medicine, and bioethics;

the value of infant lives and disabled lives, and disability rights, in late twentieth-century Britain.

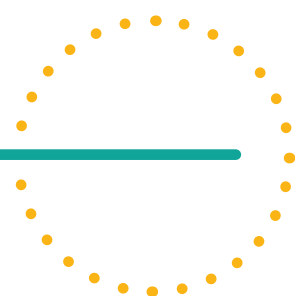
Key outputs:

The book is a work in progress, and I have only started to examine past approaches to treating disabled babies in the last few years. Of my earlier publications, "From danger and motherhood to health and beauty: health advice for the factory girl in early twentieth-century Britain," *Twentieth-Century British History* 2009, 20(4): 454-481, co-authored with Hilary Marland, lies closest the NUCoRE's research area.

Links:

Staff profile: <https://www.ncl.ac.uk/gps/staff/profile/tracyshildrick.html>

Contact: vicky.long@newcastle.ac.uk



Yao Wang

Project title: An ethnographic study of privately-run migrant schools in Guiyang: Exploring the experiences and perceptions of managerial and teaching staff

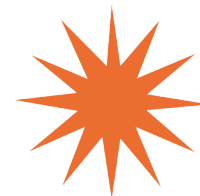
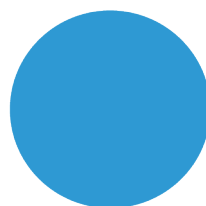
Faculty: Humanities, Arts, and Social Sciences

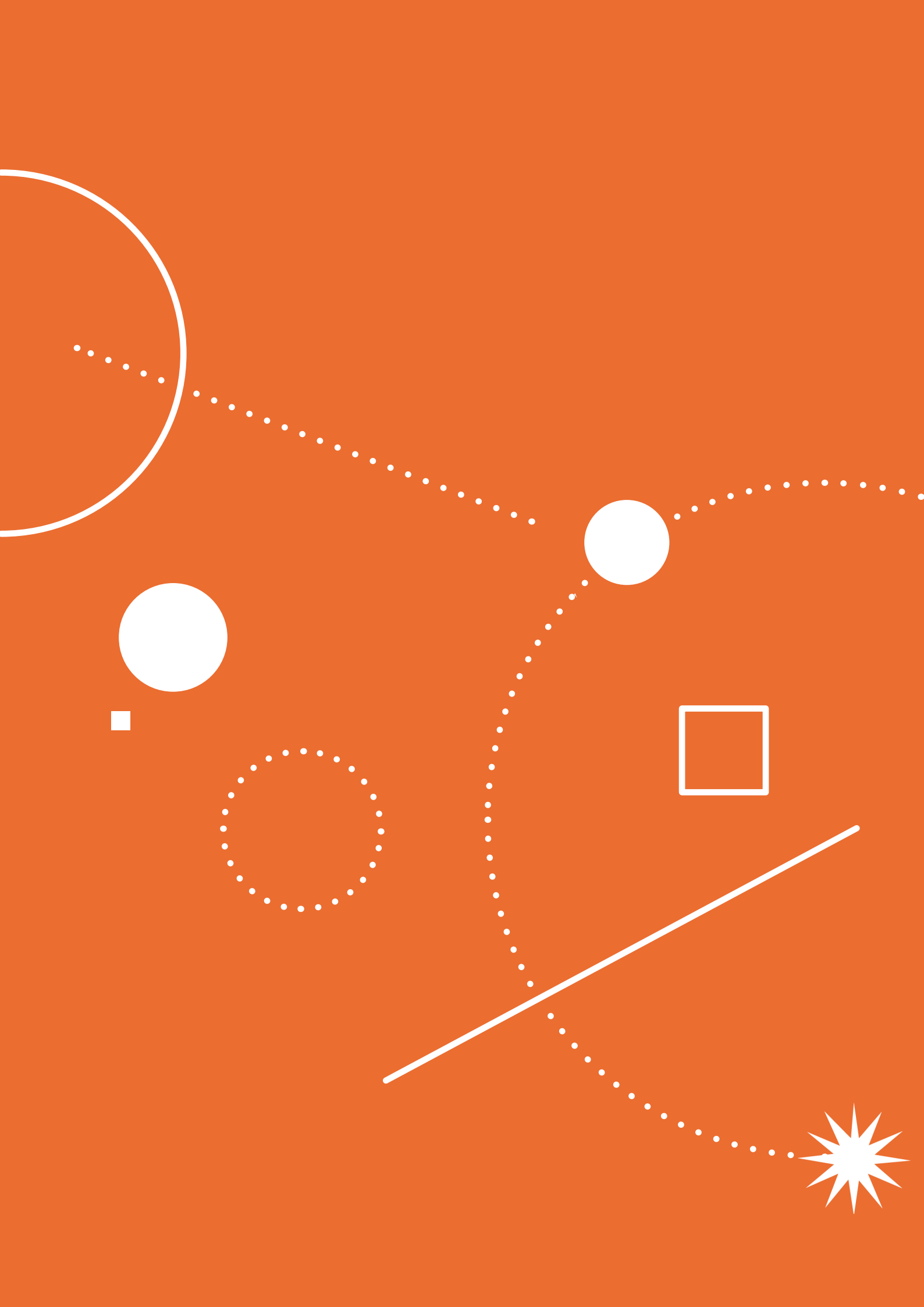
Privately-run migrant schools (PMSs) are the sole educational provision for 2.03 million Chinese internal migrant children. This study explores how PMSs are perceived by staff in relation to migrant children's development. Data collected comprises questionnaires, field notes, and semi-structured interviews, with 26 staff across 16 PMSs. Findings from thematic content analysis of transcripts and field notes identified three main themes. Firstly, PMSs have been a kind of compensation for migrant children. They have filled a gap, over the past 33 years in Guiyang, where there has been an absence of state educational provision for migrant children. Staff suggested that PMSs significantly benefit students' physical, social and psychological development. Secondly, challenges that staff face reflect the demographic, social, economic, political and cultural conditions in which PMSs are situated. Thirdly, many factors contributing to roles PMSs play and challenges they face are interrelated and are part of wider and more complex issues.

Key outputs:

Wang, Y., & Sercombe, P. (2021). 'A Tale of the Field: Can Ethnographic Challenges Become Opportunities?.' In *Overcoming Fieldwork Challenges in Social Science and Higher Education Research*, IGI Global, 2021, pp . 46-72.

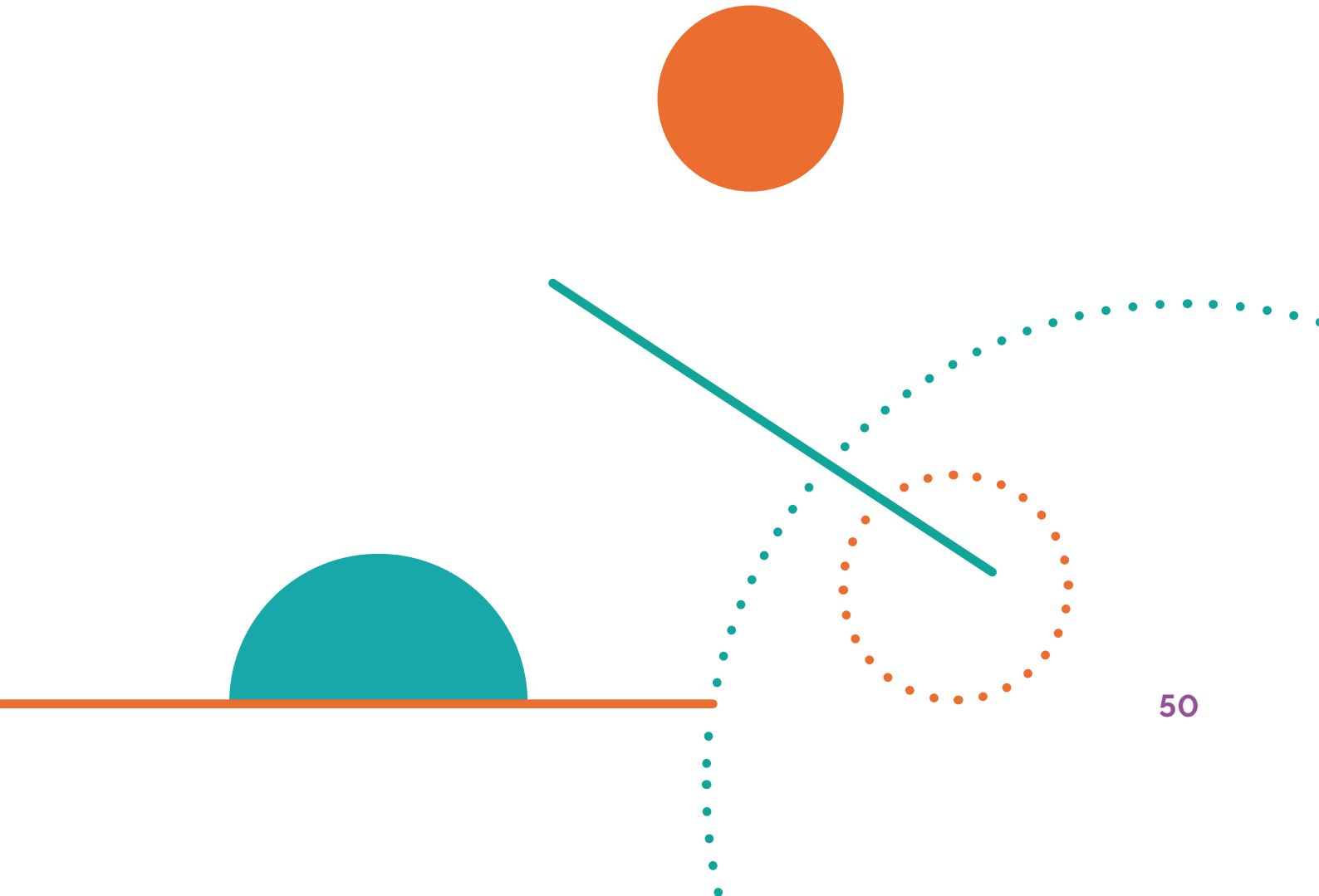
Contact: y.wang239@newcastle.ac.uk





Our Research Groups

These are a small selection of the many research groups, networks, and partnership projects represented by the NUCoRE for Children and Youth. If you would like us to know about your group, please get in touch through the website: www.ncl.ac.uk/research/children-youth/



Centre for Learning and Teaching

Research area: Pedagogic innovation

Team members: Jill Clark; Hanneke Jones; David Leat; Maria Mroz; Heather Smith; Ulrike Thomas; Lucy Tiplady; Liz Todd; Alison Whelan; Pam Woolner; Lydia Wysocki; Karen Laing; Sam Shields.

Our work explores the impacts of the total learning environment on teaching and learning practices and outcomes. We work to effect educational change. We provide alternative models for the curriculum and environment for pupils, teachers, and schools. This helps them to maximise inclusive practices and learner-centred approaches.

Examples of our work which includes children and young people:

- project-based learning
- inquiry learning
- community curriculum making
- understanding the increasing impact of technology in education
- challenges to the traditional role of the teacher
- physical environment research draws together research, policy and practice in participatory school design.

Key outputs:

Planning curriculum embedded Project Based Learning with real world connections: https://www.edge.co.uk/documents/198/PBL-guide-Medium-Res_June_21.pdf

Impacting on young people's emotional wellbeing through Forest School: The Breeze Project, pilot year: http://scotswoodgarden.org.uk/images/Breeze_2017-2018_Report.pdf

Creative Partnerships: Creating purpose, permission and passion for outdoor learning in school grounds: <https://www.ncl.ac.uk/media/wwwnclacuk/cflat/files/creative-partnerships.pdf>

Links:

<https://research.ncl.ac.uk/pblgoesto/university/>

<https://research.ncl.ac.uk/romtels/>

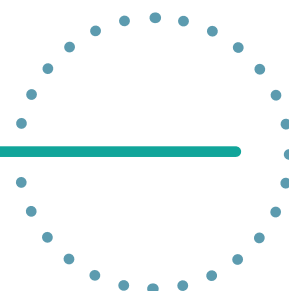
<https://www.ncl.ac.uk/cflat/research/projects/projectimprovingprogressforlower-achieversthroughformativeassessmentin.html>

Research area: Social Justice and Education

As researchers, a sense of social justice motivates us. We explore perceptions and realities of fairness and equality in education. We want to build a more just future. We have developed conceptual frameworks to explore and explain inequities. They sit alongside models of practice which are co-produced and transformative. This helps to advance our knowledge in areas such as relational justice.

Our research works to disrupt education inequities. We have developed a programme of work which explores how schools and other organisations can work together. This can transform communities and address disadvantage.

Our high-profile work which includes children and young people:



- evaluates poverty proofing schools
- explores fairness in education
- enables academics, non-governmental organisations and community groups to work together
- Explores and acts to transform racism in education
- focuses on alternative learning environments.

Key outputs:

'Thinking Differently' about young people and alcohol: an evaluation of preventive trial interventions in Scotland: <https://www.fairnesseducation.co.uk/wp-content/uploads/2017/10/Thinking-Differently-Young-People-and-Alcohol-Evaluation-Newcastle.pdf>

Links:

- Roma Education and translanguaging to include Romani languages: <http://romanitranslanguaging.eu/key-terms/>
- Collaborative ReDesign with Schools (CoReD) project: <https://www.ncl.ac.uk/cored/>

Research area: Visual Methods

Researchers in CfLaT use visual methods to mediate interactions and build understandings between and with participants in diverse research settings. We have developed a range of approaches and tools to support and enhance participation through providing 'something to look at' and a focus for discussion. These include visual and spatial activities used for data collection and generation, which we understand as 'visually mediated encounters'.

A developing strand within this approach uses visual arts experiences as a means to elicit, visualize and discuss, often metaphoric responses in relation to thinking and learning. We are also interested in visually mediated approaches to analysis, presentation, and dissemination. We aim to raise the profile of visual methodology and build capacity across the social sciences in the effective use of this advancing field. We are committed to exploring the implications of using visual methods on:

- data collection
- analysis
- dissemination of results.

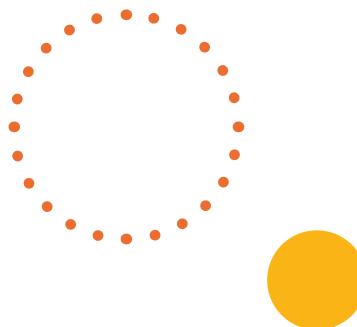
Key outputs:

Making Connections: Theory and Practice of Using Visual Methods to Aid Participation in Research: <https://www.ncl.ac.uk/media/wwwnclacuk/cflat/files/making-connections.pdf>

Collaborative ReDesign with Schools: <https://www.ncl.ac.uk/cored/tools/>

Links:

- Centre for Learning and Teaching – Methodologies and Approaches: <https://www.ncl.ac.uk/cflat/research/projects/projectlearningforchangereviewofrickletonprimaryschoolspremises.html>
- Centre for Learning and Teaching – Using comics to help children understand medical procedures: <https://www.ncl.ac.uk/cflat/research/projects/projectusingcomicstohelpchildrenunderstandmedicalprocedures.html>



Child Speech and Language Research Group

The Child Speech and Language Research Group is comprised of academics, PGR students and post-doctoral researchers with a common interest in child language development and disorders. Our research aims to:

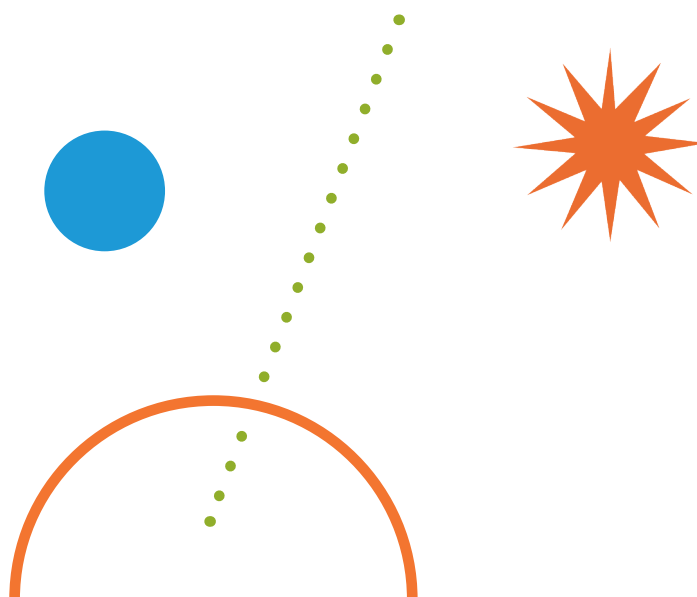
- impact practice and policy to promote robust language development for all children
- develop and evaluate services and interventions for children and young people with language disorders
- support clinical and educational practice for children with speech and language disorders
- develop novel solutions for interventions and services to address the issues of social justice linked to language difficulties
- uncover the mechanisms and processes which underpin language development across languages and in mono and multi-lingual contexts

Research areas:

- understanding mechanisms, processes and individual differences in typical speech and language development
- assessment of speech and language development
- developmental speech and language disorders
- identification of factors which influence speech and language development
- Intervention and service delivery for developmental speech and language disorders
- impact of speech and language development on wellbeing and achievement.
- multi-lingual language development: typical and atypical development, assessment and intervention
- implementation Science in Speech and Language Therapy for children
- collaborative practice to meet the needs of children and young people with speech and language disorders
- public health approaches to child language development

Links:

Research website: <https://www.ncl.ac.uk/ecls/research/research-themes/childrens-speech/>



CLUGG

Newcastle's Children's Literature Unit is one of the UK's leading centres for the study of children's literature. Research interests cover cultures of childhood and youth from the Renaissance, through the long eighteenth century, to the present day. We have a particular focus on book history and publishing.

Central to the life of the Children's Literature Unit is our partnership with Seven Stories: the National Centre for Children's Books, the only UK institution dedicated to original material relating to children's literature. The Seven Stories Collection represents over 250 authors, illustrators, and editors from the 1930s onwards, and through The Vital North Partnership supports our innovative work on modern and contemporary children's literature. In collaboration with Seven Stories, the Children's Literature Unit hosts the annual Fickling Lecture on Developments in Children's Literature.

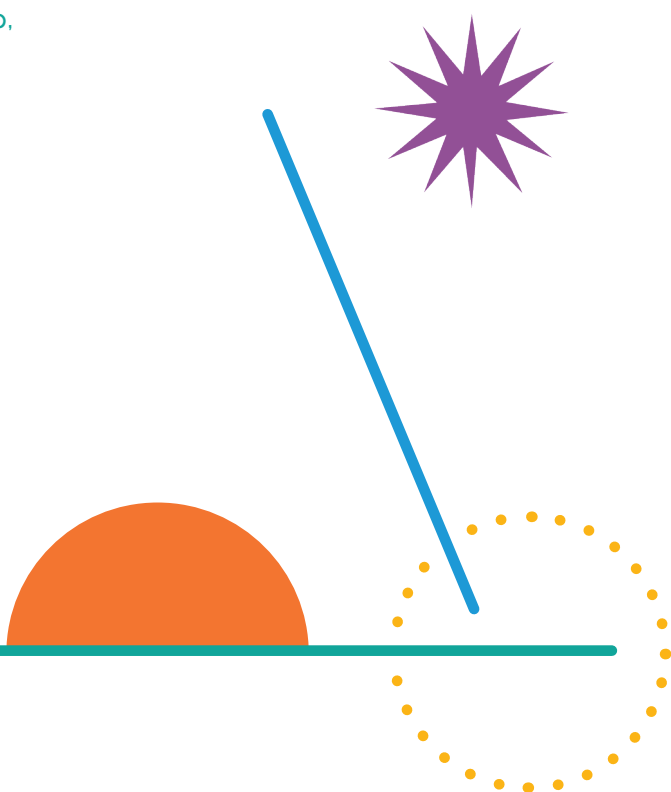
We have a thriving research community centred around the Children's Literature Unit Graduate Group (CLUGG). Our lively and inclusive community of academics and PGRs includes an annual programme of lectures and seminars on aspects of children's literature and culture, and a regular series of work-in-progress seminars. We are currently co-hosting a Global Speaker Series in collaboration with the Children's Literature departments at the University of Antwerp, the University of Pittsburgh, and Ocean University, Qingdao.

Links:

Research website: <https://www.ncl.ac.uk/ell/research/literature/childrens/>

CLUGG blog: <https://blogs.ncl.ac.uk/childrensliteratureinnewcastle/>

Contact: lucy.pearson@newcastle.ac.uk



Life Cycles, Bodies, Health and Disease

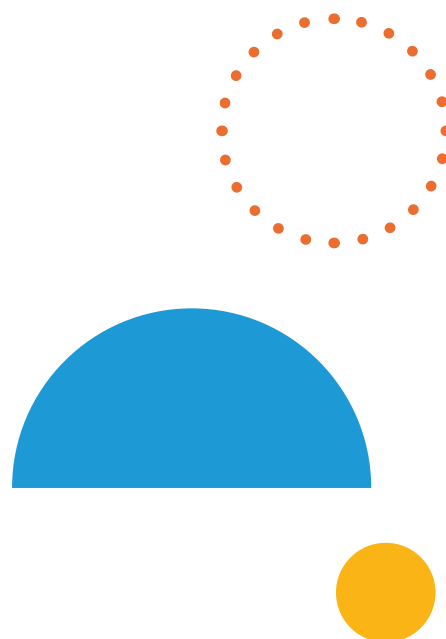
With members drawn from across History, Classics and Archaeology, we examine the lifecycle, gender, migration, reproduction, disease, death, and personhood in the past from interdisciplinary perspectives. We have considerable strength and depth in the history of medicine, environmental history, the history of childhood, and histories of death and body disposal, across different periods and regions. Group members have secured funding from Wellcome, the Leverhulme Trust, and the AHRC to support research and impact work in the field, and recent major monographs by group members include Violetta Hionidou's *Abortion and Contraception in Modern Greece, 1830-1967: Medicine, Sexuality and Popular Culture* (London: Palgrave Macmillan, 2020); Clare Hickman's *The Doctor's Garden: Medicine, Science, and Horticulture in Britain* (New Haven and London: Yale University Press, 2021) and Shane McCorristine's *The Spectral Arctic: A History of Dreams and Ghosts in Polar Exploration* (London: UCL Press, 2018).

Our strand is committed to nurturing research ideas and careers at all stages, and our members range from postgraduate students and colleagues on fixed term contracts, to professors within the School. In addition to workshops and conferences thematically connected to the strand's interests, we hold regular reading group meetings and writing review sessions, enabling group members to discuss new developments in the field, and secure feedback on everything from grant and book proposals to article drafts and conference papers. Lifecycles offer a unique environment to explore past perspectives on life cycles and health, but our group members also participate a leading role in wider Faculty and University-wide research networks, particularly Newcastle's Medical Humanities Network, co-convened by Dr Vicky Long, and the Environmental Humanities Initiative, co-convened by Dr Shane McCorristine.

Links:

Research website: <https://www.ncl.ac.uk/hca/research/themes/life-cycles/>

Contact: vicky.long@newcastle.ac.uk;
violetta.hionidou@newcastle.ac.uk



School of Geography, Politics and Sociology Child and Youth Research Group

A group of geographers, sociologists, social anthropologists and political scientists studying various aspects of the lives and social conditions of children and young people across different local and global situations.

We currently identify our thematic areas as:

- 1) Youth Cultures and Subcultures: We explore a diversity of transitions that young people encounter in the making of modern adulthood. We look at how education, employment, family, religion, citizenship, and global media shape these transitions.
- 2) Young People and Social Inequalities: A key focus of our work is the complexity of the inequalities children and young people experience. We explore how young people show agency and creativity in working through, resisting, and remaking their lives despite such inequalities. Our research looks at a diversity of inequalities.
- 3) Young people, (geo)politics and participation: An important part of our research with young people is about their engagements with (geo)politics. We investigate the contestations associated with their citizenship.
- 4) Methodological Partnerships with Children: We reflect on broader debates about appropriate ways to involve young people in research about their lives. We have a recognised interest in pursuing research practices that enable partnership and build upon approaches to participatory research.

Key outputs:

Finlay R, Nayak A, Benwell M, Hopkins P, Pande R, Richardson M. *Growing up in Sunderland: young people, politics and place*. Newcastle upon Tyne: Newcastle University, 2020.

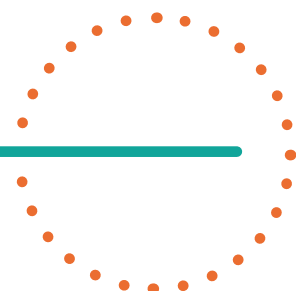
Winkler-Reid S. "Doing your best" in a London secondary school: Valuing, caring and thinking through neoliberalism.' *The Sociological Review*, 65, 1, 2017, pp. 137-153.

Blazek M, Esson J. 'The absent presence: children's place in narratives of human trafficking.' *Area*, 51, 2, 2018, pp. 324-331.

Links:

<https://www.ncl.ac.uk/gps/research/research-groups/youth-research-group/>

Contact: janice.mclaughlin@newcastle.ac.uk



STAR – South Teeside Arts Project

Team members: Peter van der Graaf (Teeside University), Pat Wilson (Teesside University), Liane Azevedo (University of Huddersfield), Catherine El Zerbi (Newcastle University), Martin (TIN Arts) and Heather Corlett (NENC Child Health & Wellbeing Network)

Research area: A pilot study to co-produce wellbeing measures with primary school children, their parents, teachers, and artists for a school-based dance intervention: The South Tees Arts Project (STAR)

Research partners: Northern Ballet, the North East and North Cumbria's Child Health and Wellbeing Network and voluntary sector organisations

Using a mixed-methods design, this study aims to co-produce health and wellbeing measures with primary school children, their parents, teachers, and artists to inform a follow-up evaluation of a dance based-intervention in two primary schools in deprived areas of South Tees. The intervention gives schools access to professional dance artists who help children to find creative and engaging ways to express themselves. The study also aims to conduct a feasibility trial and explore the acceptability of the intervention and measures, including participants understanding of the co-production process of both. The results will support future development of school-based dance interventions and to improve children and their families' health and wellbeing at this critical period of the Covid-19 pandemic. STAR is a finalist in the HSJ Partnership Awards 2022 in the category of Most Impactful Project Addressing Health Inequalities, recognising outstanding contribution to healthcare.

Key outputs:

Not available yet but will include:

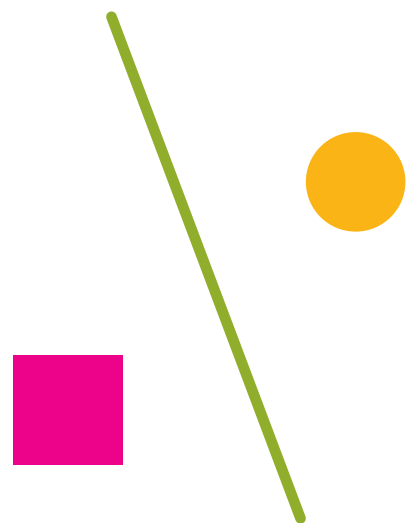
- a final report with exec summary and actionable recommendations
- at least one academic paper in a high-impact journals in the area of psychology, paediatrics and education
- analytical reports to The North East and North Cumbria Child Health & Wellbeing Network, the NENC Integrated Care System; South Tees Public Health, Public Health England and to leading dance sector publications such as Animated (People Dancing) and OneDanceUK.

Links:

Project website: <https://www.tinarts.co.uk/current-projects/star/>

Press release: https://www.tees.ac.uk/sections/news/pressreleases_story.cfm?story_id=7792

Contact: P.Van.Der.Graaf@tees.ac.uk



TryLife Film Project

Team members: Floor Christie-de Jong, Emma Walker and Professor Jonathan Ling (University of Sunderland); Dr. Bronia Arnott (Newcastle University); Dr. Liane Azevedo (University of Huddersfield); Dr. Charlotte Hardacre (University of Cumbria); Heather Corlett and Emilia Soulsby (Child Health & Wellbeing Network North East and North Cumbria); Kevin Franks (Youth Focus: North East)

Research area: The impact of an interactive film-based intervention on resilience, mental wellbeing and help-seeking attitudes in young people (14-18) at school settings in Cumbria and the North East of England: A mixed-methods cluster randomised controlled feasibility trial.

Research partners:

University of Sunderland, Newcastle University, University of Cumbria, University of Huddersfield, Child Health & Wellbeing Network North East and North Cumbria, Youth Focus: North East, TryLife.

The North East and North Cumbria (NENC) Child Health & Wellbeing Network commissioned TryLife to make an interactive film, co-produced with young people. The film aims to be a valuable tool for promoting wellbeing in adolescents. However, evidence is needed to explore feasibility, effectiveness and implementation through a robust evaluation pathway. We propose the first stage of this pathway: a mixed methods feasibility trial to assess the feasibility and acceptability of a randomised controlled trial of an interactive film intervention aimed to build resilience, enhancing mental wellbeing and help-seeking attitudes for young people (14-18 years) in school settings in the North East and North Cumbria. This will inform the design of a definite trial.

Links:

TryLife website (where film is available to view): <https://www.trylife.tv/episode/jessicas-story>

Contact: Emma.Walker@sunderland.ac.uk

