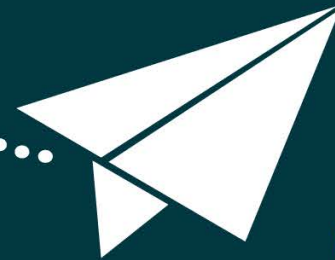
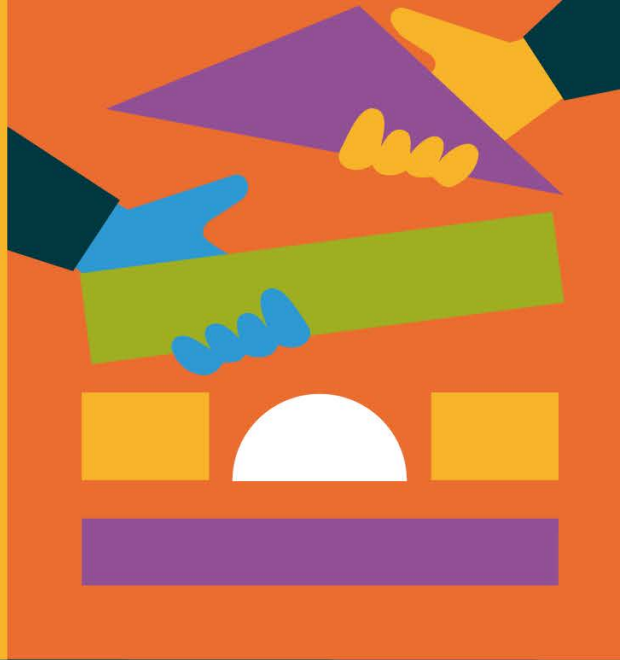
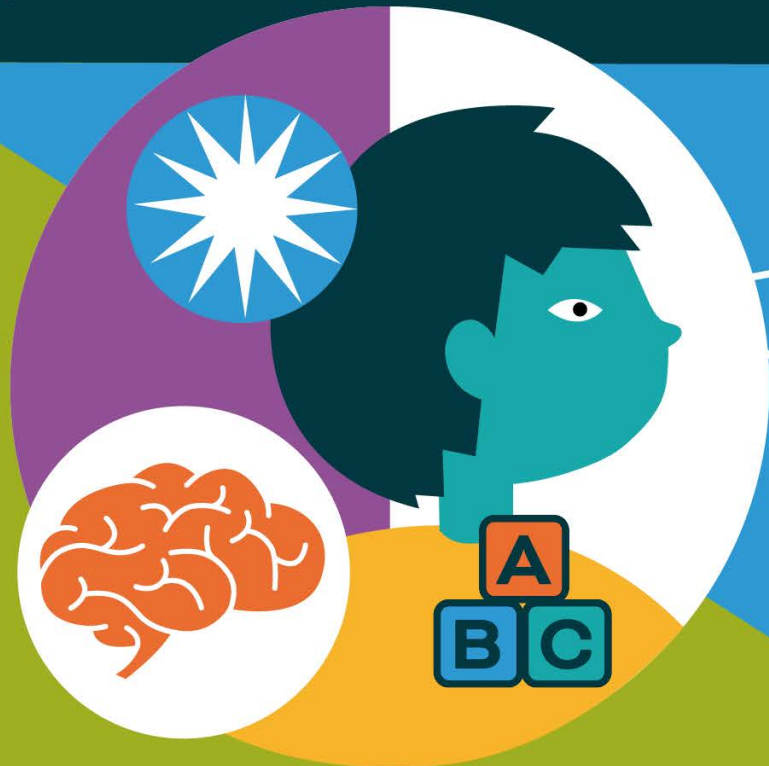


Building Fair Futures for Children and Young People

Newcastle University

Research strengths and areas of expertise



www.ncl.ac.uk/research/children-youth

 **Newcastle University** / Centre for Children and Youth



Professor Abigail Durrant

Co-Director of Open Lab, an interdisciplinary research group in Human-Computer Interaction, for the design and evaluation of technologies using human-centred and participatory methods.

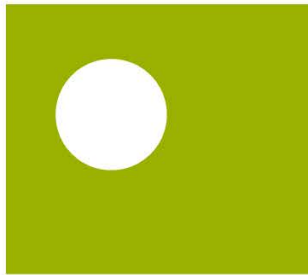
Abi has conducted design research with children and young people for over 20 years, critically exploring how digital interactions shape our social lives, and identifying opportunities to enrich communication and self-expression.





Professor Beate Müller

Beate focuses on 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.



Dr Bronia Arnott



Bronia conducts 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.

Bronia has a commitment to reducing inequalities in early life so that all individuals can enjoy lifelong physical and mental health.

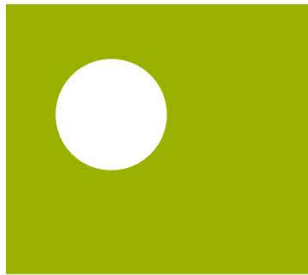


Professor Cristina McKean



Cristina leads epidemiological research which develops and evaluates public health practices for children with and at risk of developmental language disorders.

Her work aims to develop equitable, comprehensive public health practices to promote robust language development for all children.





Professor Janice McLaughlin

Janice conducts research into the lives of families with disabled children, focusing on the paucity of support provided by state agencies and how this heightens the isolation and marginalisation, as well as the damage caused by stigma.

Janice uses collaborative approaches and builds long term partnerships with organisations to ensure findings influence policy and practice.





School of Geography, Politics and Sociology:

Child and Youth Research Group

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

Community for Learning and Teaching

The Community's work explores the impacts of the total learning environment on teaching and learning practices and outcomes.

They work to effect educational change and provide alternative models for the curriculum and environment for pupils, teachers and schools. This helps maximise inclusive practices and learner-centred approaches.



Dr Karenza Moore



Karenza's project, Safer Partying, is a research and policy study that aims to illuminate substance use practices, meanings and motivations among young adults.

The research 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.



Dr Matthew Benwell



Matt is exploring the issue of refugee youth, public space and integration in Europe – looking at the role that arts and cultural initiatives play the lives of refugee youth and their engagements with public space.

Matt recently worked on a project that explored the needs of refugees and asylum seekers in the context of Covid-19.



Rachel Pattinson



Rachel works 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 their environment.

She supports collaborations with cultural partners in the North-East who deliver arts and creative learning activities for children and young people.





Professor David Leat

David and his team support and research schools, teachers and students undertaking project based learning (PBL).

PBL helps develop human capability, informs aspirations, helps the construction of complex identities and provides access to important forms of cultural capital. PBL is a valuable curriculum model for university engagement with schools – the team help schools access many university and third party resources.

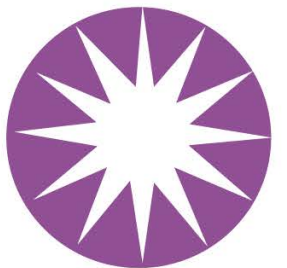


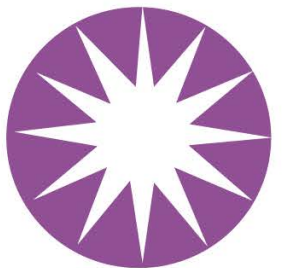


Dr Laura Tisdall

Laura is a historian of childhood, adolescence, adulthood and chronological age in twentieth- and twenty-first century Britain.

Her research focuses on how children's and adolescents' perceptions of adulthood in Britain have changed from c.1950 to the present day. Her work considers adulthood, as well as childhood, as a constructed category, and contends that we can only understand the two in relation to each other.





Professor Kathryn Hollingsworth

Kathryn conducts research in the area of children's rights. She was the co-director of the AHRC-funded Children's Rights Judgment Project, and has more recently focused specifically on the functions and justifications of judgments written specifically for children and how judges communicate to children in the criminal courts.

In her youth justice research, she is interested in the theorisation and conceptualisation of children's rights, and how children's rights are realised in practice across the youth justice system.



Dr Ahmed Kharrufa

Ahmed's 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.





Dr Clara Crivellaro

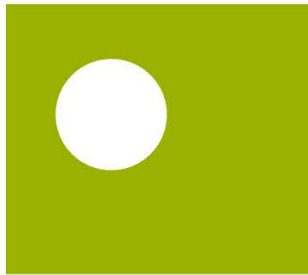
Clara's research focuses on the design of socio-technical processes to support civic participation and social justice in democratic practices and service design. Her research explores how novel design can help young people have a voice in institutional processes (e.g. city planning, family court proceedings) and in the context of service innovation in children's homes.



Professor Allyson Pollock and Graham Kirkwood

UK Government, and Scottish, Welsh, and Irish counterparts, have a hands-off approach to injuries in children's sports, conflating the benefits of physical activity with sport participation.

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



Professor Anoop Nayak

The North East reports the highest rates of domestic violence in England and Wales and records the highest level of homophobic violence.

The objective of Anoop's research is to develop more egalitarian, respectful, and impactful understandings of what it means to be a man for emerging generations.



Arwa Katab

Arwa is exploring how children adapt to the challenges of the transition into formal education, to help recommend future intervention that can enhance children's health and well-being during this period.

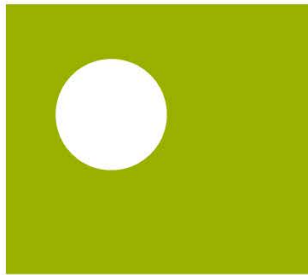
The research also involves exploring appropriate means of assessing children's cortisol measures, looking at the hair samples to examine physiological stress in children.

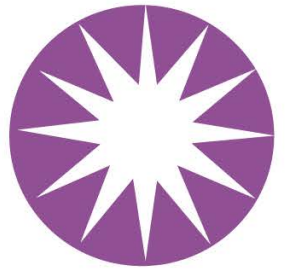


Farida Alhjahmmed

Farida's research aims to understand the heritage Language experiences of Libyan migrant families in the North of England.

Her research explores the family language policies of Libyan parents and their children using Spolsky's theoretical model of language policy, which comprises three interrelated components: language ideologies, practices, and management.





Dr Francesca Tancini

Francesca's project aims to assess the significance of 19th-century European picturebooks, printed in colour, as a catalyst for major cultural and social changes.

The project 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.



Helen King

Using archival collections, Helen explores the political potential of childhood reading.

Her research explores the representative strategies used by Beverley 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, her work makes an important contribution to the view that children are both producers and consumers of children's culture.



Dr Helen Stringer

Helen's work has focused on maximising the impact of speech and language therapy for children with Speech Sound Disorder (SSD).

Evidence from systematic reviews and trials has shown that intervention is effective for the majority 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 services.



Professor Jill Clark

Jill uses co-production to enhance the interaction between the research and practitioner community. By taking this approach with 'users' 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.





Professor Judith Rankin

Judith's research with partners 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. Judith's has a particular focus on the impact of health inequalities.





Karen Laing

Karen's research is primarily around addressing educational inequalities and how people work together to achieve this. A large part of her research has comprised of studies of place-based initiatives to tackle poverty and educational inequalities.

Karen is currently evaluating how Newcastle University is working towards encouraging those who may have experienced barriers to attend, and how NU aims to create inclusive environments that ensure the success of all.

Methodologically, her projects incorporate co-production and participatory methods, and theory of change approaches.

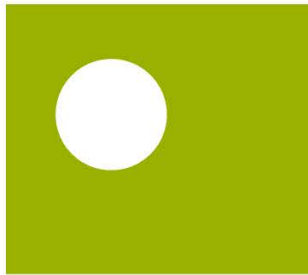
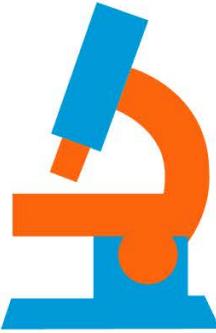


Professor Kate Chedgzoy



Kate asks, how did children participate in cultures of reading, writing and performance in early modern Britain (c. 1550-1700)?

Using literary sources to intervene in debates crucial to the history of childhood and interdisciplinary childhood studies, Kate's work 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.



Dr Laurence White



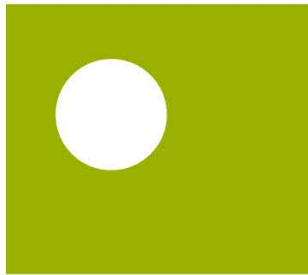
Laurence's work examines how children process emotions based on the sound of voices and whether variations in their abilities relates to developmental language disorders.

His work also considers how differences in prosody, and other features of spoken language, affect the vocabulary acquisition of children growing up bilingual.




Professor Linda Sharp & Dr Morven Brown

Linda and Morven 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.

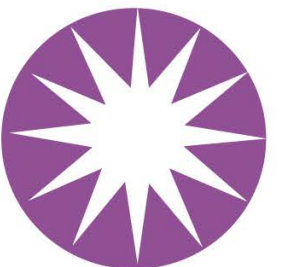





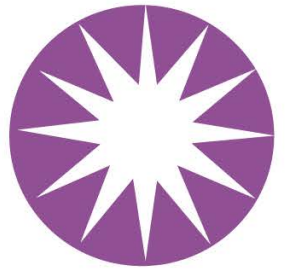
Dr Lucy Pearson



Lucy's 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.



Her current work focuses on the Carnegie Medal, examining how the Medal has functioned as a focus for negotiating ideas of the 'quality' children's book, and asks how the it has shaped understandings of children's literature in Britain.



Lucy Tiplady

Lucy's research focuses on children and young people's wellbeing, outdoor learning, reducing inequalities and barriers children and young people face in accessing education.

She uses co-produced, participatory, and visual methods in researching with children and young people, schools, and communities.



Dr Sunil Bhopal

Sunil is a paediatrician/epidemiologist working on design & intervention of public health interventions for improved early childhood development/nurturing care, including in UK, India, and Kenya. He has a side-interest in the wild-west field that is artificial intelligence and babies/toddlers, and is currently on secondment from Newcastle to the Department of Health & Social Care.





Professor Matthew Grenby and Dr Barbara Gribling

Matthew and Barbara worked together on Children and Heritage, c. 1675-1945 (and today). Their 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'.



Dr Patricia Oliart

Patricia's research looks at the development of political subjectivity in youth arts and cultural collectives in Latin America.

Her focus is 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.



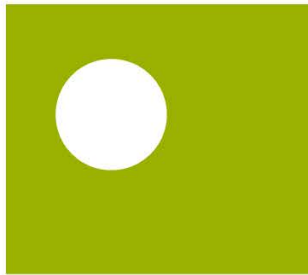
Dr Sean Molly

Sean's current project focuses on advancing children's rights in peace processes.

The aim of this project is 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.

Sean Peacock

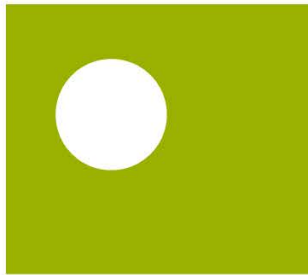
Sean has designed research with young people to understand the issues they face in their neighbourhoods and come up with ways to address these issues, both digital and physical.



Stephanie Lyttle

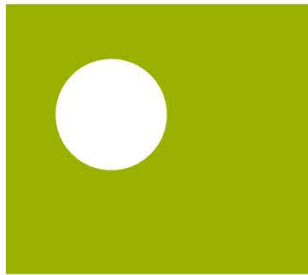
Stephanie's critical-creative project explores depictions of bisexuality in a selection of post-2009 Young Adult fantasy novels.

Ultimately, the project is concerned with how queer fantasy texts can support bisexual readers' own journeys towards identity formation.



Sean Peacock

Sean has designed research with young people to understand the issues they face in their neighbourhoods and come up with ways to address these issues, both digital and physical.





Dr Ruth McGovern

Dr Ruth McGovern is a Senior Lecturer in Public Health Research and a qualified social worker. She leads a programme of research focused upon intervention development and evaluation to improve outcomes for disadvantaged children and families. In particular this includes children and families affected by mental health, substance use, domestic violence and families at the edge of care.



Child and Speech 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.



Newcastle's Children's Literature Unit

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.

