



THE UNIVERSITY *of* EDINBURGH

Centre for Research in Education Inclusion and Diversity

CREID REPORT

# CREID Annual Report 2020

[www.creid.ed.ac.uk](http://www.creid.ed.ac.uk)

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# The Work of the Centre

Founded in 2004, the Centre for Research in Education Inclusion and Diversity ([www.creid.ed.ac.uk](http://www.creid.ed.ac.uk)) focuses on social justice and inclusion in relation to education, training, lifelong learning and related fields such as employment. We have a particular interest in issues of intersectionality, specifically in relation to social class, gender, disability and ethno-religious identity. While CREID is located within the Moray House School of Education and Sport, much of its work is inter-disciplinary, involving collaboration with colleagues in diverse fields including health, law and social policy. We continue to work with colleagues in universities across Europe, the USA, Mexico and Australia. Knowledge exchange is a high priority - we regularly publish research briefings <http://www.ed.ac.uk/education/rke/centres-groups/creid/briefings> and host high profile seminars and conferences <http://www.ed.ac.uk/education/rke/centres-groups/creid/news-events>.

## Central themes

### 1. Education, Inclusion and Diversity

Much of our research focuses on the inclusion of children with additional support needs, including those at risk of exclusion and children of recent immigrants, who are likely to experience various forms of social disadvantage particularly during the Covid-19 pandemic. Work has also focussed on the human rights of children with ASN, a topic of growing importance in Scotland, the rest of the UK and Europe.

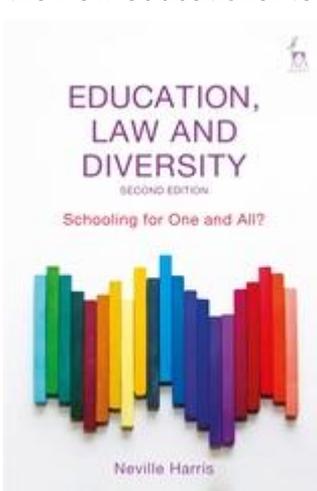
### 2. Higher Education, Lifelong Learning and Social Justice

Lucy Hunter Blackburn is completing her PhD project comparing the fairness of student funding systems in Wales and Scotland and Sarah Minty's doctoral research on family dynamics in HE decision-making is also nearing completion. Shrikant Wad has received a grant from the British Association for International and Comparative Education to fund fieldwork in connection with his doctoral research on the effectiveness of affirmative action policies in Indian higher education. CREID researchers are collaborating with the University of Edinburgh's Office for Widening Access in investigating the attitudes of Scottish school students from BAME backgrounds in relation to choice of university.

## Highlights of the year

The COVID-19 pandemic, which led to temporary university closure in March 2020, has inevitably had a major impact on our activities this year. Face to face fieldwork and teaching were effectively halted in March, forcing us to explore new ways of teaching and researching on-line. Although getting to grips with the new educational technology was demanding, in other areas

space and time opened up, allowing us to write up research projects which were nearing completion. We began 2020 with the launch of a new book by our colleague Neville Harris, Emeritus Professor at the School of Law, University of Manchester. Titled *Education, Law and Diversity: Schooling for One and All*, the book provides a detailed account of how the education system responds to social diversity and how the social and cultural rights of individuals and groups are affected. At the end of the year, Sheila Riddell's new book was published, entitled *Autonomy, Rights and Children with Special Educational Needs: Understanding*



# The Work of the Centre

*Capacity Across Contexts*. Drawing on findings from an ESRC-funded project, this book asked questions about the way in which the new emphasis on children's human rights was reflected in the educational experiences of children with special and additional support needs in England and Scotland.

Despite COVID-related restrictions, many research projects have flourished. Gillean McCluskey continued, with colleagues, to develop her large ESRC-funded project which seeks to advance a multi-disciplinary understanding, and home-international comparison, of the political economies of exclusion, and how more equitable outcomes can be achieved for pupils, their families, and professionals. This will ensure that the knowledge gained of the costs and consequences of exclusion is comprehensive and captures the complexity of the interactions of different incentives and actions.

The TEAMS (Teaching that Matters for Migrant Students) project, led by Nataša Pantić in collaboration with researchers from the Universities of Stockholm, Jyväskylä and Turku, explores the ways in which teachers, schools and education systems respond to migrant students. The project investigates the educational practices and structural conditions that facilitate academic success, cross-cultural socialization and the development of a sense of belonging. The work is funded by the Joint Nordic-UK Research Programme on Migration and Integration, including the Academy of Finland, the Swedish Research Council, Forte of Sweden, the Research Council of Norway, RANNÍS of Iceland, and the Economic and Social Research Council, Part of UK Research and Innovation and NordForsk.

Alongside Daisy Abbott, Glasgow School of Art, and supported by the Scottish Universities Insight Institute, Nataša is also working on the development of an Agents of Change Toolkit (ACT). The aim is to design a toolkit that helps local teachers and schools take action towards the achievement of the UN Sustainable Development Goals (SDGs).

Professors Sheila Riddell and Lani Florian both contributed to the podcast series entitled *The Inclusion Dialogue*. Organised and curated by Dr Joanne Banks, Trinity College Dublin, the podcasts may be found at <http://bankoninclusion.com/>

Sheila Riddell's podcast is available at: <https://audioboom.com/posts/7747254-the-balance-between-children-s-rights-parents-rights-and-local-authority-duties-is-going-to-be>

During the pandemic, CREID researchers investigated its impact on schools, children and their families. The Independent Children's Rights Impact Assessment, led by Professor Kay Tisdall and funded by the Scottish Commissioner for Children and Young People, analysed the impact of the measures introduced by the Scottish Government on children and young people across a range of domains. Sheila Riddell conducted the impact assessment relating to disability and additional support needs. The Impact Assessment and appendices may be found here: <https://cypcs.org.uk/coronavirus/independent-impact-assessment/>

Gillean McCluskey led a rapid response study to COVID-19 funded by the Chief Scientist Office, [In isolation instead of in school](#) (INISS) asking young people from every Scottish community to share their experiences of Covid 19 and the effects of school closures and national exam cancellations on mental health and wellbeing.

# The Work of the Centre

During 2020, the Special Needs Assessment Profile developed by Charles Weedon went on-line recently as an entirely updated edition, and has won some awards and shortlistings:

- SNAP Teach awards Primary and Secondary – winner for Primary SEN and third for Secondary
- NASEN – shortlisted for 2020 award David Ryan Publication Award

# The Team

## **Professor Sheila Riddell: Director of CREID**

Professor Sheila Riddell has worked at the University of Edinburgh since October 2003 and was previously Director of the Strathclyde Centre for Disability Research at the University of Glasgow. Sheila's research interests include education policy, additional support needs, lifelong learning, equality and human rights. As of 1st December 2020, Sheila is working half time and is stepping down as Director of CREID after sixteen years. As of 1st January 2021, Dr Nataša Pantić is taking over as Director of CREID.



## **Dr Nataša Pantić: Director of CREID (starting 2021)**

Dr Pantić is a Senior Lecturer at the University of Edinburgh, School of Education. Much of her recent work has focused on teachers and their education as agents of change. She has published extensively on teachers' work in the contexts of social and cultural diversity. In her current research she uses mixed-method social network analysis to examine how teachers interact with other actors to address educational inequalities and support all students, especially the vulnerable ones.



## **Professor Gillean McCluskey: Deputy Director of CREID**

Professor Gillean McCluskey researches and teaches in the areas of school discipline, exclusion and disaffection, restorative practices and conflict resolution in schools. She has worked in mainstream schools and alternative settings with young people in trouble and at risk, and is interested in the achievements and experiences of marginalised groups in education.



## **Dr Jane Brown: Honorary Fellow**

Dr Jane Brown originally worked in residential care with troubled children and subsequently trained as an art therapist specialising in child protection. She began her career as a researcher at the Centre for the Study of the Child and Society at the University of Glasgow. A member of staff at Moray House School of Education for the past 13 years, she has published widely in the fields of citizenship education and violent behaviour in childhood. Jane retired at the end of 2017 but continues to collaborate with CREID on various projects!



# The Team

## **Professor Lani Florian: Bell Chair of Education**

Professor Lani Florian is Bell Chair of Education at the University of Edinburgh and Fellow of the Academy of Social Sciences (FACSS). Her influential research on inclusive education has led to invitations from around the world to speak, conduct workshops and provide technical assistance on inclusive education projects in many countries and to international agencies including UNICEF, UNESCO, OECD, Open Society Foundations, and the Council of Europe.

Lani is a member of the American, British and European Educational Research Associations. She serves on the board of five academic journals and is series editor of *Inclusive Learning and Educational Equity*, a forthcoming series of books to be published by Springer. She is editor of the *Sage Handbook of Special Education*, now in its second edition, and co-author of *Achievement and Inclusion in Schools*. She is currently visiting adjunct professor at Teachers College Columbia University, New York.



## **Dr James MacAllister: Senior Lecturer in Philosophy of Education**

Dr James MacAllister was awarded a PhD in the Philosophy of Education from the University of Edinburgh in 2011. Prior to this he qualified as a primary school teacher, joined the Scottish police service and taught in Edinburgh primary schools. He has also worked at the University of Manchester and the University of Stirling.



## **Dr Alan Mackie: Teaching Fellow**

Dr Alan Mackie was taught on the School's Community Education programme and has conducted qualitative research on skills development with socially disadvantaged young people in different settings. He blogs on Youth Sociology at: <https://oldmanmackie.wordpress.com/>. Alan has recently moved to a lectureship at the University of Dundee – we wish him all the best in his new post.



## **Dr Gale MacLeod: Senior Lecturer**

Gale studied Philosophy and Theology at Oxford University before working as a residential care worker in a therapeutic community in Warwickshire. On returning to Edinburgh she continued to pursue academic study whilst working first as a care worker and later as a teacher in units and schools for young people described as having social, emotional and behavioural difficulties (SEBD). Gale's interests include the experiences of young people identified as having challenging behaviour in schools, and the medicalization of such behaviour. She is currently Co-lead on a Scottish University Insight Institute seminar series on poverty, attainment and mental wellbeing. Gale's most recent research investigates various aspects of the student experience in higher education.



# The Team

## **Sarah Minty: PhD student**

Sarah Minty is currently undertaking her mixed methods PhD exploring family attitudes to higher education costs in Scotland. She has worked as an educational researcher since 2004, at the University of Stirling, the Institute for Policy Studies in Education at London Metropolitan University and most recently at CREID where she was involved in a number of projects relating to higher education and social justice. She recently completed projects on young people's knowledge of higher education finance, perspectives on widening participation at the University of Edinburgh and student support in Scotland as part of an Impact for Access study with Heriot Watt University.



## **Professor Lyn Tett: Emeritus Professor of Community Education and Lifelong Learning**

Professor Lyn Tett has been continuing to develop her work on adult literacy and lifelong learning policy in the OECD and EU and is now carrying out a small study on the impact of the 'employability skills' discourse in these policy documents on community-based adult learning practice. The work with Professor Viv Cree (PI) and Dr Hazel Christie on the longitudinal study of students who had entered the College of Humanities and Social Science with an HNC or HND qualification from Further Education Colleges has now been completed. Lyn is also working with Gale MacLeod (PI) on a project that aims to investigate how families who worked with family learning team (FLT) workers across Edinburgh when their children started school 7-10 years ago remember that experience and any influence it may have had on them.



## **Dr Elisabet Weedon: Honorary Fellow**

Dr Elisabet Weedon worked with the Open University and at Perth College mainly on UHI degree development and teaching before joining CREID in 2004. Her research focuses on higher education, examining the intersection between social class and the protected characteristics, especially disability. She also works with Sheila Riddell and colleagues in Burgos, Spain, in the area of additional support needs, with a particular focus on analysing administrative data published by governments in Scotland and Spain. This collaboration has continued and led to work comparing indicator data published by the European Agency for Special Needs and Inclusive Education with data from four different European countries. This work has been accepted for publication in the European Journal of Special Needs Education. In addition, Elisabet has collaborated with Lindsay Paterson and Lucy Blackburn-Hunter to publish a paper on the use of SIMD in educational policy.



# The Team

## **Dr Charles Weedon: Associate Fellow**

Dr Charles Weedon worked in schools as a teacher of both Maths and English before becoming involved in Support for Learning. His Masters and Doctoral degrees both focused upon literacy in learning. He has a particular interest in specific learning difficulties and has published a range of assessment approaches, books and articles, as well as contributing to national working groups and to teacher CPD. He has worked at both head of department and classroom level in learning support in the state and independent sectors, across both primary and secondary education, and practised as an independent educational psychologist, including providing evidence to Additional Support Needs Tribunals. His recently published version of SNAP Online won the Teach 2019 award for best Primary SEND resource (<https://snap.rsassessment.com>), and he is currently leading a research and development project with the same publishers “Profiling and addressing specific learning difficulties with Maths”. He is retained by the Royal College of Surgeons as a consulting educational psychologist to advise on specific learning difficulties.



During 2020, the Special Needs Assessment Profile developed by Charles Weedon went on-line recently as an entirely updated edition, and has won some awards and shortlistings:

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NASEN – shortlisted for 2020 award David Ryan Publication Award

## **Dr Grace Chung-yan Kong: Research Assistant**

Dr Grace Kong’s first degree was in Translation and Interpretation, followed later by an MA in Translation Studies. She obtained her PhD in Translation Studies at the University of Edinburgh. Grace joined CREID in 2005 and previously tutored at the Open University of Hong Kong and worked for the Information Services Department of the Hong Kong Government. Grace is currently employed as a research assistant and academic coordinator in CREID.



# Associated PhD Students

## **Ghaleyah Alajmi**

Supervisors: Dr Gale Macleod, Dr Katie Cebula and Dr Josie Booth

Thesis title: Executive function in children and adults with Down syndrome: a systematic review, pilot and intervention study

## **Enid Quesada Alfaro**

Supervisors: Professor Sheila Riddell and Dr Cathy Howieson

Thesis title: Policy transfer in higher education: the case of quality assurance mechanisms in Costa Rica

## **Lucy Hunter Blackburn**

Supervisors: Professor Sheila Riddell and Professor Cristina Iannelli

Thesis title: The Social Distribution of Student Debt in Scotland and the Rest of the UK

## **Colin Brough (with Social Work)**

Supervisors: Dr Gale Macleod and Dr Mark Smith

Thesis title: What do the stories, told by boys and young men from one foster home, tell us about their upbringing with a single male foster carer?

## **Fiona Couper Kenney**

Supervisors: Professor Sheila Riddell and Professor Kay Tisdall

Thesis title: How do young people, parents and professionals understand school non-attendance? Exploring tensions in policy and practice in Scotland.

## **Robin Dallas-Childs**

Supervisors: Dr Gale Macleod and Dr James MacAllister

Thesis title: Exploring the impact of British educational policy on learners in alternative provision

## **Çağla Ergül**

Supervisors: Professor Sheila Riddell and Dr Kevin Wright

Thesis title: Investigating inclusive education for children identified as having special educational needs or disabilities (SEND) by focusing on social communication and participation for the educational and sociological domain

## **Brendan Kwiatowski**

Supervisors: Dr Marlies Kustatscher and Professor Gillean McCluskey

Thesis title: Healthy masculinity and adolescence: resilience to restrictive masculinity

## **Sarah Minty**

Supervisors: Professor Sheila Riddell and Dr Cathy Howieson

Thesis title: Family attitudes to higher education costs in Scotland: the impact of social class

## **Susy Paulus**

Supervisors: Dr Gale Macleod and Dr Simon Beames

Thesis Title: The provision of organised outdoor activities for refugees in Europe

## **Victor Olivia Paz**

Supervisors: Dr Gale Macleod (with Professor Mark Smith, Dundee University)

Thesis title: Social Pedagogy in residential schools in Spain.

# Associated PhD Students

## **Graham Thomson**

Supervisors: Dr Gale Macleod and Dr Christine Nash

Thesis title: The leadership for learning of Scottish secondary school Head Teachers

## **Xiaomeng Tian**

Supervisors: Dr Gale Macleod and Dr Neil Lent (IAD)

Thesis title: A qualitative study on pedagogical relationships at PGT level in the UK

## **Shrikant Wad**

Supervisors: Professor Sheila Riddell and Dr Kuang-Hsu Chiang

Thesis title: A qualitative study on pedagogical relationships at PGT level in the UK

## **Jaye Ware (with Sociology)**

Supervisors: Professor Lynn Jamieson and Professor Gillean McCluskey

Thesis title: Young people's perspectives on gender and sexual diversity in Scottish high schools

# Projects

## **Teaching that Matters for Migrant Students: Understanding Levers of Integration in Scotland, Finland and Sweden (TEAMS)**

Dr Nataša Pantić, Professor Lani Florian, Dr Gil Viry, Dr Diana Murdoch, Dr Marc Sarazin (Scotland team) 1 September 2020 – 28 February 2023

URL: <https://www.migrant-education.net>

Funder: NordForsk, £1,196,104

## **In isolation instead of in school (INISS): Young people's experiences of COVID-19 and effects on mental health and education**

Professor Gillean McCluskey, Professor Lesley McAra, Dr Debi Fry, Dr Tracy Stewart, Dr Sarah Hamilton and Albert King, 1 May 2020 - 23 No 2020

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/iniss-vulnerable-children-experiences-covid-19>

Funder: Chief Scientist Office, Scottish Government, £25,000

## **Excluded Lives: Political Economies of School Exclusion and their Consequences**

Professor Gillean McCluskey, 1 October 2019 - 30 September 2023, led by University of Oxford and in partnership with Cardiff University, Queen's University Belfast and London School of Economics

URL: <http://www.education.ox.ac.uk/research/excluded-lives/>

Funder: ESRC, £2,700,000

## **Beyond Behaviour: Exploring the social consequences for pupils (not) diagnosed with neurodevelopmental and behavioural disorders**

Dr Gale MacLeod, Dr Martin Toyne, Robin Dallas-Childs, Margaret Laurie, June 2019-July 2020

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/beyond-behaviour-neurodevelopmental-disorders>

Funder: Salvesen Mindroom Research Centre (SMRC), £65,000

## **Pupil views on school citizenship and the transition from primary to secondary school**

Dr Jane Brown, Dr Linda Croxford and Sarah Minty, September 2014-October 2020

URL: <http://www.ed.ac.uk/education/rke/centres-groups/creid/projects/gordoncook-pupils-citizens>

Funder: Gordon Cook Foundation, £45,000

## **Schooling for One and All? Inclusion, rights and the challenge of diversity**

16<sup>th</sup> January 2020, University of Edinburgh, UK

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/book-launch-schooling-for-one-and-all>

## **Restorative Justice in Education: Discussing international practices, exploring the future for Scotland | 28 September 2020**

28<sup>th</sup> September 2020, Zoom

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/restorative-justice-edu>

# Presentations

Florian, N. (2020). Invited keynote speaker. *The Universal Value of Teacher Education for Inclusive Education*. Presentation to Inclusive Education: International and Comparative Perspectives, organised by the German DFG funded Network. Freiburg [online], 16<sup>th</sup> May 2020.

Florian, N. (2020). Chairperson. Joint UNICEF/UNESCO Webinar on Inclusion and Equity in Teacher Policy, Teacher Development and Pedagogy [online], 29<sup>th</sup> October 2020.

Florian, L. (2020). *Teacher Education and Empowerment*. Presentation to the [School of Education 2020-21 Research Webinar: Inclusion Dialogue](#) [online]. Trinity College Dublin, 26<sup>th</sup> November 2020.

Riddell, S. (2020). Invited speaker. [Inclusion, Disproportionality and Rights](#). Presentation to [1er Simposio Internacional de Investigación en Comunicación, Educación y Tecnologías SIICET 2020](#) [1st International Symposium on Research in Communication, Education and Technologies SIICET 2020], San Luis, Mexico [video conference], 9-13<sup>th</sup> November 2020.

Riddell, S. (2020). Invited speaker. *Social Justice, Children's Rights and Inclusive Education*. Presentation to the [School of Education 2020-21 Research Webinar: Inclusion Dialogue](#) [online]. Trinity College Dublin, 26<sup>th</sup> November 2020.

Tett, L. (2020). Keynote speaker. Keynote address, *How does the social practices approach to adult literacies promote social justice?* Presentation to CLD West Alliance Adult Literacies Seminar. The Foundry, Barrhead, Scotland, 27<sup>th</sup> February 2020.

Tett, L. (2020). Invited speaker. *Social justice and Family Learning*. Presentation to Education Scotland [video conference]. 24<sup>th</sup> July 2020.

# Publications

## Authored and edited books

Riddell, S. (2021). *Autonomy, Rights and Children with Special Educational Needs: Understanding Capacity across Contexts*. Palgrave Macmillan. DOI: 10.1007/978-3-030-55825-3

## Book chapters

MacAllister, J. (Accepted/In press). Education in and through Ikiri: From Mu to MacIntyre. In D. Lewin, & K. Kenklies (Eds.), *East Asian Pedagogies: Education as Formation and Transformation Across Cultures and Borders* (Contemporary Philosophies and Theories in Education; Vol. 15). Springer. <https://doi.org/10.1007/978-3-030-45673-3>

Minty, S. (Accepted/In press). Ability to learn or ability to pay? How family and finance influence young people's higher education decisions in Scotland. In A. Ross (Ed.), *Education Research for Social Justice: Evidence and Practice from the UK*. London: Springer.

Riddell, S., Harris, N., & Weedon, W. (2021). Special and Additional Support Needs and Rights in England and Scotland: The New Children's Rights Agenda. In Peer, L. & Reid, G. (Eds.) *Special Educational Needs: A Guide for Inclusive Practice* (3<sup>rd</sup> Ed.). London: Sage.

Tett, L. (2020). Rethinking the meaning of justice in adult education. In F. Finnegan & B. Grummell (Eds.), *Power and Possibility: Adult Education in a Diverse and Complex World* (pp. 87-96). Netherlands: Brill.

Weedon, C. (2021). The potential impact and influence of the social model of disability. In Peer, L. & Reid, G. (Eds.) *Special Educational Needs: A Guide for Inclusive Practice* (3<sup>rd</sup> Ed.). London: Sage.

## Refereed journal articles

Chen, D., & MacLeod, G. (Accepted/In press). Effectiveness of digital tools to support pupils' reading in Secondary School: A systematised review. *International Journal of Mobile and Blended Learning*.

Florian, L., & Camedda, D. (Eds.). (2020) Enhancing teacher education for inclusion. Special issue, *European Journal of Teacher Education*, 43(1), 4-8.  
doi:[10.1080/02619768.2020.1707579](https://doi.org/10.1080/02619768.2020.1707579)

Kim, J., Florian, L., & Pantic, N. (2020). The development of inclusive practice under a policy of integration. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2020.1773946>

MacLeod, G., Lent, N., Tian, X., Liang, Y., Moore, M., & Sen, S. (2020). Balancing supportive relationships and developing independence: An activity theory approach to understanding feedback in context for Master's students. *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2020.1719976>

Óskarsdóttir, E., Donnelly, V., Turner-Cmuchal, M., & Florian, L. (2020). Inclusive school leaders – their role in raising the achievement of all learners. *Journal of Educational Administration*. <https://doi.org/10.1108/JEA-10-2019-0190>

# Publications

Riddell, S., Harris, N., & Davidge, G. (2020, forthcoming). Autonomy, education and the rights of children with special and additional support needs and disabilities in England and Scotland: A new paradigm? *Special issue of the Journal of Social Welfare and Family Law: Transforming Children's Rights? Dilemmas, Challenges and Implementation*.

Riddell, S., & Tisdall, E. K. M. (2020, forthcoming). Introduction. *Special issue of the Journal of Social Welfare and Family Law: Transforming Children's Rights? Dilemmas, Challenges and Implementation*.

Tett, L., & MacLeod, G. (2020). Enacting home-school partnerships: The roles of head-teachers, family-learning practitioners and parents. *Cambridge Journal of Education*, 50(4), 451-468. <https://doi.org/10.1080/0305764X.2020.1722062>

Tisdall, E. K. M., Morrison, F., & Warburton, J. (2020, forthcoming). Challenging undue influence? Rethinking children's participation in contested child contact. *Special issue of the Journal of Social Welfare and Family Law: Transforming Children's Rights? Dilemmas, Challenges and Implementation*.

Weedon, E., & Lezcano-Barbero, F. (2020). Challenges of Making Cross-country Comparison of Statistics on Pupils with Special Educational Needs. *European Journal for Special Needs Education*.

Tett, L. (2019). Transforming learning identities in literacy programmes. *Journal of Transformative Education*, 17(2), 154-172. doi:10.1177/1541344617750277

Tett, L., Merrill, B., & Fragoso, A. (2020). Editorial: The changing landscapes of literacy and adult education. *RELA: European Journal for Research on the Education and Learning of Adults*, 11(1), 7-12. doi:[10.1080/0305764X.2020.1722062](https://doi.org/10.1080/0305764X.2020.1722062)

## Other publications

Cairns, D., Coombs, N., Devine, T., Hearn, J., Jarvie, G., MacLeod, G., Paterson, L., Rosie, M., Thin, N., & Mathieson, P. (2020, Sep). *Letter concerning the David Hume Tower*.

McCluskey, G. (10<sup>th</sup> Oct 2020). [What work are we doing in this area? Projects](#). Blog post for World Mental Health Day 2020.

McCluskey, G. (17<sup>th</sup> Mar 2020). [Why do school exclusion rates continue to rise in England?](#) Blog post for British Educational Research Association (BERA).

Riddell, S. et al. (2020). Appendix 8. Children with Additional Support Needs (ASN) and Disabilities. [Independent Children's Rights Impact Assessment on the Response to Covid-19 in Scotland](#). Edinburgh: Children & Young People's Commissioner Scotland and the Observatory of Children's Human Rights Scotland.

# Press Coverage

## **17<sup>th</sup> August 2020**

TES Scotland. [Students urged to talk frankly about Covid-19 closures](#). (interview with Professor Gillean McCluskey and Dr Margaret Laurie).

## **7<sup>th</sup> February 2020**

TES Scotland (by Emma Seith). [Is Scotland's school exclusion policy the one the UK should follow?](#) (interview with Professor Gillean McCluskey).

If you require this document in an alternative format such as large print, please contact Grace Kong at [creid-education@ed.ac.uk](mailto:creid-education@ed.ac.uk) or +44 (0)131 651 6459 [\* Please note that she is working from home during the UK lockdown at the moment and will not be able to answer your calls from her office.]

If you would like any further information about the work of the Centre please contact:

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Twitter: Follow Us on Twitter [@CREID\\_Edin](#)

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