



Norland Conference
29 June 2021

Abstracts

Keynote address

Joy and pride for play with friends from birth

Professor Colwyn Trevarthen

In this talk, Professor Colwyn Trevarthen offers a *descriptive psychology* to discover natural initiatives for a creative life moving in company with affectionate companions. Not an *experimental testing* that tries to define and measure technical strategies and to make verbal explanations of responses to stimuli with symbolic accounts of knowledge as practical habits of 'cognition'. Professor Trevarthen says 'I follow René Spitz appreciation of imaginative self-expression as "Le Non", when a 2-year-old chooses to refuse a request or disobey an instruction. This sense of playful naughtiness is evident from birth, in the first liveliness of intimate contact with feelings of kind others. At least that is what I have learned in 5 decades of recording games that show how infants become happily playful performers with their mothers and fathers, and with skilled and compassionate colleagues in medical care or education. I find we discover our Selves in games with Others, not the other way about, recognizing other persons after defining a Self for its private satisfaction alone.'

Two books he has edited with colleagues summarise the approach -- *Communicative Musicality: Exploring the Basis of Human Companionship*, 2009; and *The Child's Curriculum: Working with the Natural Voices of Young Children*, 2018.

Professor Colwyn Trevarthen

Professor Colwyn Trevarthen, an eminent researcher, academic, teacher and philosopher, is well known among early education and care practitioners. His seminal work on the amazing capabilities of babies and young children has inspired generations of researchers and influenced early years practice. His pioneering work has placed him among the most prestigious thinkers concerning early child development. His work has been widely disseminated through books and articles, and he generously contributes at conferences. His professional generosity and enthusiasm are abundant and infectious, and it is a privilege to have him at Norland and hear about his work. Below, Professor Colwyn Trevarthen, briefly summarises his long career and pioneering work with babies and infants.

Colwyn Trevarthen, Autobiography, June, 2021



Photo January 2018

I am a psycho-biologist, born in New Zealand. Through school years I explored the life of plants and animals on the coast and in forests. In my 20s I gained two MScs, in Botany at Auckland University, and in Zoology at the Medical School in Dunedin where I began study of neurophysiology with Professor Archie McIntyre. He recommended I apply for PhD research with Roger Sperry at the California Institute of Technology, investigating the effects in mammals of cutting the giant nerve tract between the cerebral hemispheres, the corpus callosum. Sperry's earlier work on growth of nervous systems gained him a Nobel Prize, shared with David Hubel and Torsten Wiesel. I completed my PhD with him on "Double visual learning in split-brain monkeys" in 1962.

From 1963 I worked as a USPHS Postdoctoral Fellow at the Institut de Neurophysiologie et Psychophysiologie in Marseille with Jacques Paillard, a leader in research on motor systems of primates. I used high-speed film, 40 frames per second, to track skilled manipulation by baboons after selective cerebral cortex ablations. In 1966 Jerome Bruner of the Harvard Center for Cognitive Studies visited Paillard, and he invited me to apply my filming to record development of communication between mothers and infants and to compare the behaviours with the infant's actions to explore objects and to share use of tools for eating. I joined Bruner's team in 1966 with my wife and first child. Work there led me to propose a theory of 'primary inter-subjectivity' in proto-conversations of 2-month olds with their mothers. I worked as an MRC Research Fellow in Psychology in Cambridge in England, and as a Research Fellow in Cognitive Studies and Lecturer in Psychology at Harvard University, and returned to Caltech as a Senior Research Fellow in Biology.

Shocked by the US part in the Vietnam war in the 1960s, my Californian wife Elizabeth Lee Simmons and I chose to live in the UK. In 1971 I became Lecturer then Reader in Psychology at the University of Edinburgh, and in 1984 Professor of Child Psychology and Psychobiology, from which I retired in 1996 as Professor (Emeritus).

Between 1975 and 1991 I was Visiting Research Fellow, Reader or Professor, at Universities in Melbourne, Auckland, Lagos, Bruxelles, Natal, Texas, Utah, and Rethymnon, besides returns to the California Institute of Technology, and the Ecole des Hautes Etudes en Sciences Sociales, Marseille. In 1996-7 I belonged to the Study Group on "Intersubjective Communication and Emotion in Early Ontogeny" at the Norwegian Academy of Science and Letters, Oslo.

Collaborative research projects on early child development in two very different cultures carried out in the 1980s with Prof. Alistair Mundy-Castle of Lagos University, Nigeria, were led by Penelope Hubley, whose doctoral research with me in Edinburgh demonstrated shared person-person-object skills developing from age-related changes in the second half of the infant's first year, which she called 'secondary intersubjectivity'. Penelope's photographic work with her husband John in Lagos confirmed universal developmental mile-stones of childhood in the first year before mastery of language.

Since 1970 I have published over 300 papers in research journals or as invited chapters in books, on developmental neuropsychology, child psychotherapy and education. I have co-edited four volumes. *Children with Autism: Diagnosis and Interventions to Meet their Needs*, with Kenneth Aitken, Despina Papoudi and Jacqueline Robarts, in 1996; *Communicative Musicality: Exploring the Basis of Human Companionship* with Steven Malloch, in 2009; *Rhythms of Relating in Children's Therapies: Connecting Creatively with Vulnerable Children* with Stuart Daniel, in 2017; and on education, *The Child's Curriculum: Working With the Natural Values of Young Children* with Jonathan Delafield-Butt and Aline-Wendy Dunlop, in 2018.

I received Honorary Doctorates from the Universities; of Crete, East London, and Queen Margaret University, Edinburgh, a Lifetime Achievement Award from the British Psychological Society, and a René Spitz Award of the World Association for Infant Mental Health. I have been given Membership of the Norwegian Academy of Science and Letters, and a Fellowship of the Royal Society of Edinburgh.

Norland Research - Paper presentations

Session I

What does the evidence tell us about 'cry it out' and 'controlled crying' in infant sleep? A scoping review of the scientific and popular literature

Catherine Linney

Background

Around 10% of children have sleep problems in early childhood. Infant sleep problems and night crying can be highly stressful for parents. Infant sleep is a controversial area and behavioural sleep methods, such as 'cry it out', aim to reduce crying by removing the 'reward' of parental attention.

Method

The current evidence on 'cry it out' and 'controlled crying' is mixed. A scoping review is being conducted to draw together recent scientific literature from the past 10 years (2011–2021), along with popular literature (parenting books), to synthesise the evidence, identify research gaps and provide recommendations.

Progress

The project plan and search strategy have been finalised and around 2,500 scientific papers have been identified for screening against inclusion and exclusion criteria. Papers will be included if they focus on infants aged two or younger, focus on sleep training and crying, and are primary research studies. Data is being extracted on the type of study, effectiveness, and demographic details of the participants. Forty-three infant sleep books are also being synthesised to understand the popular literature that parents might consult. This review is also carefully considering ethical considerations, such as how ethical is it to leave an infant to 'cry it out'?

Intervening early: Developing a therapeutic intervention framework for young autistic children*

Amy Prescott and Theodora Papatheodorou**

Despite the significant amount of research that has been conducted concerning children with autism spectrum disorders (ASDs), there is still a clear gap regarding very young children (0–4yrs) and the impact of the condition on the child–caregiver interaction and the family functioning. Furthermore, much of the existing research has been conducted by researchers only instead of involving licensed child therapists, creating a disconnect between academic knowledge and applied practice.

A qualitative case study has been initiated involving (i) a systematic literature review to explore the most recent scientific evidence about early intervention with very young children with ASD and (ii)

co-designing a functional therapeutic framework with three licensed therapists**. In this presentation, we outline the key findings of the systematic literature review and the underlying principles of the proposed intervention framework. The systematic review highlighted that the key issues being explored are child sensory processing challenges and attachment, parental stress and wellbeing, familial impact, and the need for research on interventions focusing on young children. The intervention framework has been designed with this evidence in mind, drawing on neuroplasticity and theories of engagement theory and intersubjectivity, which postulate that babies are born with an inherent intentionality and a capacity for connection with others. These theories also highlight the crucial role of the reciprocity of sensory and affective stimuli in shaping the brain architecture, especially in the early years of life, and its impact on the young child's developmental trajectory.

Acknowledgements

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** With thanks to the advisory group, which consisted of Dhakshimi Patel (Integrated Child Psychotherapist MBACP); Zuzana Camm (MA, Integrative Child and Adolescent Counsellor and Psychotherapist); Jane Yates (Child Therapist); Giyora Schangesich (Developmental Therapist and Supervisor, the Mifne Center, Israel); and Dr Suzan Towers (autism expert).

*** The intervention framework will be implemented by the Transforming Autism Project charity.

An analysis of outdoor pedagogy: Is it all about health?

Sarah Davies-Walters

The benefits of outdoor play for children are widely recognised within literature. However, there appears to be an increased focus on the health benefits, with Alexander *et al.* (2012, p. 159) suggesting that outdoor play has “the potential to increase physical activity to prevent health problems associated with obesity”. This is despite it being acknowledged that the reasons behind childhood obesity are complex (Department of Health and Social Care *et al.*, 2019) and are not overcome with a ‘quick fix’ such as increasing the amount of active outdoor play a child engages with, but instead require “multi-component interventions” (Lanigan, 2018, p. 247). This presentation seeks to explore how this emphasis on play being closely linked to health discourses, which is largely unquestioned (Jette, Bhagat and Andrews, 2014), has led to “biopedagogical discourses” (Plastina, 2019, p. 221), and how concerns about the “public healthification of play” (Alexander *et al.*, 2019, p. 132) are in danger of becoming the new dominant discourse around play and particularly outdoor play for young children.

References

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www.researchgate.net/publication/332061092_Online_Health_Promotion_The_Cross-Cultural_Construction_of_Biopedagogical_Discourses_of_Obesity (Accessed: 4 January 2021).

Session II

More connected, while further apart? A reflection on and investigation of an HEI's experience of supporting students through blended learning during the COVID-19 pandemic

Katie Crouch and Lucy Krebs

Here at Norland College, we pride ourselves on our student–staff relationships and work hard to support students throughout their degree and diploma programmes. This has enabled our higher education provision to gain 95% student satisfaction in the National Student Survey (Norland, 2020). The themes arising from this are the level of interpersonal support, mentoring and our personal tutor approach. This is something that many students state was a prime factor in choosing Norland as a place to study (Norland, 2020).

The academic years of 2019/20 and 2020/21 have brought the world of HE into previously uncharted territory. At Norland, as at all other higher education institutions, March 2020 saw the overnight transition to online learning due to the outbreak of the COVID-19 pandemic. This study explores the impact of the transition to online and blended learning for our student cohort, as well as detailing the andragogical research study that was undertaken to determine how we could provide the most effective and accessible higher education provision for our student community (Yidan, 2019).

This study explores the impact – both the strengths and the challenges – of the forced transition to online and then blended 60/40 learning. The experiences and stories of students, NQNs and front-line staff will be elicited through a mixed methods approach, which enables us as researchers to tell the story of Norland during the COVID-19 pandemic, along with some of the individual lived experiences of the primary actors during these times. This will be accompanied with a dynamic plan

for dissemination, which will help to showcase Norland as being at the cutting edge of both andragogy and research.

References

Yidan, Z. (2019) Can Participatory Action Research Empower Participants in Adult Education Studies? *The Canadian Journal for the Study of Adult Education*, 33(1), pp. 63–73.

Reflections on the viva assessment method as an assessment tool for an educate-focused degree programme

Tom Parsons

This research reflects on the implementation of the viva assessment method within the Norland degree programme. The aim is to present the initial findings from raw data gathered through a questionnaire for students and a focus group with module tutors, both held once the assessment had been completed. Initial analysis of the questionnaire data has revealed emotive responses among the student sample, celebrating the applicability of the assessment type while also citing the assessment anxiety that literature had forewarned. Data gathered from module tutors indicate an entirely positive view towards integrating the viva assessment into the course, citing career relevance and the encouragement of transferable professional skills as key features of the method, in addition to the depth and level of understanding of subject matter that markers were able to gauge from the student. Early analysis suggests that the viva assessment method holds merit for summative assessment in the educate field of study. However, the findings suggest that conversations must still be held to find equilibrium among the factors: assessment design and implementation, demands of assessment criteria, professional development in the field, and the student experience.

So much more than educate: Developing citizens of the world through sharing a love of learning ... whatever that is!

Deborah Buck

How do Norland nannies support children to develop a love of learning which is sustainable over a lifetime? In their training, as part of a spiral curriculum Norland nannies have professional development modules. Within these, a multifaceted approach is taken to continued learning for both professional and personal wellbeing.

Braathe and Otterstad (2012) support a hypothesis of learning from cradle to grave and go further to state that lifelong learning is indeed a child's entitlement. Tezer and Aynas (2018) reinforce this perspective, arguing that continued learning can and should occur at any time, in any place and at any age, and that it is important in fostering self-identity and self-actualisation

Lamb (2011) shares some interesting perspectives on learning together across age and stage; however, his research is purely focused on children who are in formal education and does not draw

on the wealth of learning opportunities that also occur in everyday life. When considering the role of the nanny and their focus on the educare of children, one should not overlook Bronfenbrenner's (1979) discussion of the importance of the environment – referred to as the 'ecological system' – and how one's environment can be used to shape and mould an individual.

Exploring children's 'why' is key to accessing the benefits of continued learning across a lifetime – those nurturing, inspired environments and moments which allow children to be and become through mutual scaffolding, shared thinking and sensitive responses of the nanny.

Participants will be asked to produce personal digital recording – the method of digital storytelling (Lambert, 2013) – in which they develop and share their stories via multiple media modalities, such as text, photographs, voice and animation.

References

Braathe, H.J. and Otterstad, A.M. (2012). Lifelong learning as enactment for education in Norway: From cradle to grave. *Procedia Social and Behavioural Sciences*, 46, pp: 2503-2508.

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Session III

Cognition as collaboration: The significance of sociocultural theoretical perspectives in educational research

Dr Janbee Shaik Mopidevi

In a significant departure from Piagetian perspectives, which recognise cognition as an individual construction, sociocultural perspectives consider cognition as a collaborative process, intrinsically related to participation with others in socio-culturally relevant activities. Its main purpose has been recognised as explicating the relationship between human mental functioning on the one hand, and the cultural, institutional and historical situations in which this functioning occurs on the other.

Using the lens of sociocultural historical perspectives and framing the unit of analysis through Rogoff's three-plane analysis to enable the mutuality and embedded-ness of the planes, this study examined the perceptions (personal), practice (interpersonal) and institutional contexts of early childhood educators from India and England in order to understand their roles in fostering peer relationships and to explicate the relationship between what they perceive, what they practise and the kind of contexts under which they enact their practice. Participants were two reception class

teachers and four learning support assistants from England, and four early childhood educators from an alternative early year setting based on Jiddu Krishnamurti philosophy in India. The research took an ethnographic approach using participant observation and semi-structured interviews to understand educators' perceptions and practice as situated in their respective sociocultural contexts.

The implications of this research for theory, policy and professional practice are considered in terms of cognition as collaboration and the significance of relational pedagogy and a transformative curriculum that is sociocultural in focus.

Key words: developmental psychology, sociocultural theoretical perspectives, three-plane analysis, international and comparative research, transformative curricula, relational pedagogy

An exploration of a live-in/virtual placement: Can transformative learning influence students' professional skills?

Jo Brimble

Students training to be nannies who will work with children and families unquestionably benefit from experience gained in practice. When COVID-19 enforced a national lockdown in January 2021, an organised practical placement within a higher education institution was swiftly replaced by a virtual, simulated live-in placement within a family. A small case study was conducted over four weeks focusing on six students with no prior experience of living with a family as a nanny. It explored whether transformative learning could take place within the concrete experience of a virtual placement given the dearth of previous research into this area. Data was collected via initial interviews, reflections written in the participants' nanny diaries and a focus group discussion once the placement had concluded.

The analysis examined whether students' views had shifted from the initial interview, where they identified common key skills, such as planning and being caring, that they believed were an integral part of being a successful nanny. As the virtual placement progressed and fuelled by daily updates about the children, students' views shifted away from the skills to focus on the formatting of the virtual placement itself. Students explored issues in relation to motivation, difficult scenarios and anger about missed hands-on experience in what had already proven to be an academically challenging year due to the implications of COVID-19 and self-isolation, which for some had limited their previous placement experience.

Using Mezirow's theory of transformative learning, the data portrayed a more meaningful transformation of perspective from each individual. This embodied the practical skills and demands of being highly organised when working as a nanny for a high-net-worth family. In addition to this, the students created their own narrative and dialogue to support the development of future virtual placements while acknowledging the impact that COVID had on them during this time.

Childminders and nannies beyond the walls: What is distinctive about home-based childcare?

Dr Kay Aaronricks and Dr Paulette Luff (Anglia Ruskin University)

Rebekah Pedliham and Dr Theodora Papatheodorou (Norland)

Home-based childcare is defined as non-parental, non-familial childcare arrangements offered in the provider's home, i.e. childminding or employment of a nanny in the UK context (Ang et al., 2017). Although it is widely used, home-based childcare provided by professional childminders and nannies is an under-researched area, especially for the latter group whose role is often conflated with that of au pairs despite motivation and role differentiation.

A scoping study was conducted to build a comprehensive picture of what is known and what is not known about home-based childcare, from literature, to inform further primary research. A pertinent theme that emerged from the scoping study is the distinctiveness of home-based childcare, with benefits for children, families and professional childminders and nannies. Yet, indicators of quality for centre/institutional-based childcare are often used to measure the quality of home-based childcare.

In this presentation we discuss emerging issues from the scoping study and present insights, in response to these themes, from a group of childminders who participated in collaborative action research exploring their role and professional development. Educators and trainers of professional nannies who are participating in the conference will be asked about their perceptions of the distinctive role of nannies. The proposed methodology for further primary data collection to explore home-based pedagogies and practices via a multiple case study will also be shared.

References

Ang, L., Brooker, E. and Stephen, C. A. (2017) Review of the Research on Childminding: Understanding Children's Experiences in Home-Based Childcare Settings. *Early Childhood Education Journal*, 45, pp. 261–270.

Biographies¹

Dr Janet Rose

Dr Janet Rose, Principal of Norland, has had a long-standing career in early years education, training and provision both nationally and internationally. Before joining Norland, she was a Reader in Education and Early Years Education Award and Programme Leader at Bath Spa University. She has an established track record of senior leadership in higher education, leading large degree programmes in early years education and early childhood, as well as MA and doctoral degrees, alongside early years teacher training. As a former teacher and early years practitioner, she has worked in a variety of early years settings and schools both in England and Europe. In the past 10 years, she has worked at several universities, including Gloucestershire University, where she helped to develop the 'top up' degree for Norland students. She is the recipient of two 'Outstanding Teaching' student awards and has a national profile as an early years expert. She is frequently invited to be a keynote speaker at national conferences, including conferences organised by the National College for Teaching and Learning and the National Day Nurseries Association.

She is the author of numerous academic publications and the co-author of two key texts: *The Role of the Adult in Early Years Settings* and *Health and Well-being in Early Childhood*. She is also the founder of Emotion Coaching UK and an Associate of Early Education. Janet is passionately committed to the promotion of quality research and excellence in early years provision. Her entire career has been dedicated to the advancement of young children's potential and wellbeing and the adults who support them.

Catherine Linney

Catherine Linney joined Norland as a research assistant in April 2021 to work with Dr Janet Rose and Dr Theodora Papatheodorou on a research project, for which she is undertaking a literature review on infant sleep. Catherine specialised in developmental psychology for her Master's degree and is interested in synthesising large evidence bases. The sleep review will provide an overview of current literature in the area and collate evidence-based recommendations for best practice.

Catherine has worked as a researcher at two different universities and at an early childhood education college in Australia. She holds a BSc in Natural Sciences (Psychology and Anthropology) and an MA in Research Methods (Developmental Psychology) with distinction, both from Durham University. From 2017 to 2021, Catherine undertook a PhD at the University of Bristol Medical School exploring child health and successfully defended her thesis in May 2021.

During her academic career, Catherine has developed advanced skills in literature reviews and quantitative and qualitative research methods. Catherine has been published seven times in peer-reviewed journals on a range of topics in the fields of psychology and health.

¹ Listed in the order of presentations at the conference

Amy Prescott

Amy Prescott joined Norland in February 2021 to work with Dr Theodora Papatheodorou as a research assistant on a research project to develop a therapeutic framework for the Transforming Autism Project's new family services. She has an innate desire to be involved in research that looks to create impact and change and believes that researchers should use their academic power and training to disseminate findings and enhance the lives of others.

Amy holds a BSc in Sport Science with first-class honours and an MSc in Sport Psychology from St Mary's University, Twickenham. Since 2017, Amy has been undertaking a PhD at Brunel University London. Her PhD research explores the complexities of ageing, identity, health and wellbeing in British nuclear-test veterans. During her academic career, Amy has developed skills to conduct, analyse and interpret qualitative and quantitative data.

Dr Theodora Papatheodorou

Dr Theodora Papatheodorou was initially trained as a preschool and primary school teacher. She has undertaken postgraduate studies in special educational needs in her native country, Greece, and worked in similar roles for nearly 15 years. After the completion of her Master's and PhD studies at Cardiff University, she joined higher education and worked in several universities in the UK and abroad. Prior to joining Norland College, as Research Fellow, Theodora was involved in international development work in the field of early childhood, working for Save the Children and UNICEF. She has conducted several research projects in the field of early childhood, disseminated in different formats and fora. Theodora has a long-standing passion for the education of young children and their educators and is committed to principles of equity and equality to promote social justice.

Sarah Davies-Walters

After teaching and managing ICT and Business Studies for 16 years at an independent Bristol school, in 2011 Sarah was able to fulfil her childhood ambition of training to be a children's nurse. Upon completion of her degree, she initially worked as a staff nurse at the Bristol Children's Hospital but then chose to focus on supporting families within the community and returned to university to complete a Specialist Community Public Health Nursing (Health Visiting) course. Following this, she worked in Somerset as a health visitor. As a nurse and health visitor, she had always enjoyed mentoring and supporting students, families and colleagues, and she decided to return to the education environment in 2016, working as an assessor/trainer with health and social care apprentices at Bath College. She started her Norland career in May 2017 and teaches on both the degree and diploma courses. In September, she starts the final year of her MA in Education: Early Childhood Studies, which she is completing on a part-time basis at Bath Spa University.

Katie Crouch

Katie Crouch is an Early Years Senior Lecturer, having previously been one of Norland's early years consultants within the consultancy and training department. Katie studied Early Childhood Studies and Linguistics at the University of the West of England and graduated with first-class honours in 2010, a Master's degree in 2012 and a PGCE in 2013. Katie is an experienced Head of Inclusion and completed the NASENCO award, and she is now completing her PhD in psycholinguistics. She regularly carries out guest lectures in other HE institutions on topics such as linguistics,

psycholinguistics, child development, and leadership and management. She has previously worked in a range of medical and educational settings, providing a range of play-based therapy, language development and support for children and their families.

Before Katie joined Norland, she led a chain of nurseries, ensuring high standards in early years practice and provision across settings. Through private consultancy, providing professional development and establishing enabling environments, she supported many settings on their journeys to improve outcomes for children. Katie also built and established one of the first school-based, funded two-year-old units in Swindon. Katie has also worked with speech and language therapy units in supporting language development and inclusion.

Lucy Krebs

Lucy Krebs is a lecturer on both the degree and the diploma at Norland and is Student Engagement Manager. As a lecturer, Lucy is involved with both the academic and practical elements of the course, using a variety of different teaching and learning methods. As Student Engagement Facilitator, Lucy works with a team of student representatives to discuss feedback and potential changes to the course and/or student experience, and to plan social and charity opportunities for students. She also oversees the 'Change Agents' programme, which provides students with the opportunity to suggest, implement and run new clubs or opportunities for their peers, as well as the Here to Hear scheme, which is a student mentoring programme. Lucy trained at Norland and since then has worked as a private nanny, as an Early Years Practitioner at the Norland Nursery and with the NQN team, preparing and supporting new Norlanders with their first year of employment. Lucy gained her BA (Hons) studying part time with the Open University in 2016.

Tom Parsons

Tom Parsons is an Early Years Lecturer and Programme Coordinator at Norland College. This involves planning and delivering the BA Early Years Learning and Development curriculum in collaboration with the lecturing team, leading modules with responsibility for assessments, providing academic and pastoral support for students, and conducting research and scholarly activity in order to develop personal practice and to help raise the academic profile of the institution. Prior to Norland, he trained to a foundation level in Early Years Learning and Development before moving on to complete a BA in Education and a PGCE incorporating the diploma in Education and Training at Plymouth University. He is currently studying for an MA in Education through the University of Bath.

Deborah Buck

Deborah Buck has worked in education for the last 24 years and has had a range of experiences within the early years sector, from a nursery (0–3 years) to three- and four-year-olds, as well as working with children aged 5–11 years within the school environment. During this time, Deborah took a position managing a failing preschool. She then took a role as part of the Early Years Advisory Team with Wiltshire Local Education Authority, carrying out this role for almost six years, supporting and advising early years settings on inclusive practice. Part of this role was to coordinate services for children and families who were vulnerable to underachieving. This role also meant that close working relationships were created with other agencies and in particular social care. Deborah then moved into her teaching career, taking up a position as Programme Leader at

Wiltshire College, teaching across levels 1 to 4 in Health and Social Care and also childcare qualifications at level 4 and 5. During her time at Norland, Deborah has progressed from Programme Leader to Acting Head of Teaching and Learning. Deborah has a degree in Early Years Education, was awarded Early Years Professional Status and achieved an MA in Higher Education. Deborah also holds senior fellowship status with the Higher Education Academy.

Dr Janbee Shaik Mopidevi

Dr Janbee Shaik Mopidevi currently works as a Research Associate at Norland College. With a PhD in Early Childhood Education from Anglia Ruskin University, England, and Master's degrees in International Development from Erasmus University, Netherlands, and Politics and Public Policy from the University of Hyderabad, India, as well as work experiences in all three countries, Janbee brings strong interdisciplinary and comparative focus to the field of education and childhood studies, in which she teaches, researches, and offers consultancy services. Her specific research interests are on the issues of wellbeing, equity, inclusion, relational, democratic and sustainable aspects of educational policy and practice, with an international and comparative focus.

Janbee is a Fellow of the Higher Education Academy, a member of the Executive Committee at OMEP UK, a member of the Programme Committee at the Relation-Centered Education Network at the University of California, and a member of the British Association for International and Comparative Education.

Jo Brimble

Jo Brimble is the Placement Manager for Norland. She is responsible for student placements, including liaising with settings and families which will help to promote the development of practical skills for students when working with babies and children. As a qualified NNEB and ADCE childcare practitioner, she was employed in a variety of management roles, including within the private, social services and education sectors, before becoming an accredited childminder when she had her own children. She continued with her CPD, gaining a teaching qualification, and her last role before joining Norland was as a lecturer and assessor for a large college based in Bristol teaching 16- to 18-year-olds and adults in the community. She joined Norland in July 2017 and has recently completed her MA in Early Childhood Studies.

Dr Kay Aaronicks

Dr Kay Aaronicks is Deputy Head of School for Education, in the School of Education and Social Care at Anglia Ruskin University. A childminder by background, her expertise is in early childhood education and care, working with our youngest children, their families and practitioners to help them to gain the best start in life. Her current research concentrates on the professional identity and continuing development of childminders and their voice within the early years and education sector.

Dr Paulette Luff

Dr Paulette Luff has worked in the field of early childhood throughout her career as a teacher, foster carer, school home liaison worker, nursery practitioner and adviser, and childcare and education lecturer in further education. These different areas of work experience have inspired a deep interest in the ways that children and adults develop understandings of the world and the pedagogies that promote learning.

Paulette joined Anglia Ruskin University in 2003 and is currently a senior lecturer in the Department of Education. Paulette leads the MA in Early Childhood Education, and she enjoys teaching modules linked to early childhood curriculum and pedagogy, especially Supporting Children's Learning, in which students undertake projects on areas of continuous provision and compare different curricula. She is also interested in professional enquiries, particularly research into aspects of early childhood education and care and, especially, cultural and intercultural education as an aspect of early childhood education for sustainability.

Rebekah Pedliham

Rebekah Pedliham is a Norland undergraduate who is studying for the BA (Hons) in Early Years Development and Learning, which she is due to complete this summer. She worked as an au pair, a role that inspired her to work with young children. This experience led her to study at Norland to become a qualified nanny, and she will start her NQN training after completion of her degree.