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Executive Summary

During the first two years of the Helen Hamlyn Centre for Pedagogy (HHCP) we accomplished our aim to build robust foundations for a world leading centre for pedagogy, guided by engagement with our stakeholders. As part of the development of the centre we have already had strong engagement with primary schools, early years settings, and education settings in wider society.

The extent of our work in the two-year period shows the very strong commitment of core staff and all involved in the centre. A summary of key actions for the reporting period June 2018-May 2019 is presented below, and addressed in more detail in the report.

- The second phase of consultation outreach activities has been completed (‘Seminar 2’), bringing together the perspectives of children, parents and carers to identify issues in children’s life-wide education that are of key concern for them. This adds to Seminar 1 consultation with educators, organisations working with disadvantaged children, policy makers, and the wider education and research community (see Appendix 1).
- Initial guiding principles for the Centre have been established, based on the Centre consultation phases (Seminars 1 & 2).
- The inaugural international conference in December 2018 was highly successful in bringing together key thinkers and influencers in the education of children in the 0-11 year age range. The conference received very positive delegate feedback (see Appendix 2), increased the Centre’s international visibility in print and social media, and strengthened its stakeholder network.
- World-class research, knowledge exchange, enterprise and teaching activity has been established, involving headteachers, teachers, children, parents and carers. High levels of stakeholder engagement ensure that our research and teaching activity results in improved learning opportunities for young children, particularly children who are living with disadvantage.
- The HHCP Advisory Board continues to flourish as a sounding board for Centre plans, with board members supporting Centre activity by brokering meetings with wider stakeholders and offering opportunities for knowledge dissemination via their professional networks (see Appendix 3).
- A strong centre team has been established: Dominic Wyse and Rosie Flewitt Centre Directors; Yana Manyukhina Research Associate; Isobel Traunter the first HHCP-funded PhD student, and Helen Yim the centre administrator, replacing Judy Barrett. Recruitment for a new Centre director is underway from autumn 2019, following Dr Flewitt’s departure.
Lady Helen Hamlyn gives an address at the HHCP Launch Reception
2 Aims

The aim of the Helen Hamlyn Centre for Pedagogy (HHCP) is to develop outstanding pedagogy for the benefit of children in early years and primary education, particularly children who are experiencing disadvantage. To achieve this, we are committed to:

- having a demonstrable impact on pedagogy in a range of settings including formal education, homes and other educational environments.
- improving pedagogy through research that is close-to-practice, using qualitative, quantitative and mixed-methods designs.
- contributing to wider use of the most effective pedagogy by engaging in partnerships with outstanding organisations and individuals.
- engaging constructively with policy makers and politicians to influence change in educational policies in order to nurture a more equitable society for all.

In line with these objectives, our mission statement is:

The Helen Hamlyn Centre for Pedagogy aims to enable children to realise their full potential through optimal teaching and learning. The centre works to improve pedagogy for children from birth to eleven years, particularly children living with disadvantage. The centre’s main focus is to enhance educational practice through research. This will be achieved through collaboration between education professionals, academics, policy makers, parents and children which results in change on the ground.

With the help of our partners, we will build on the longstanding and world-leading reputation of the UCL Institute of Education and the Helen Hamlyn Trust to create a lasting legacy in the field of primary and early years pedagogy.

The mission of the HHCP is to improve pedagogy so that children’s learning and teachers’ teaching are improved.
### 3 Activities

Table 1 summarises key activities undertaken during the period 1st June 2018 – 17th May 2019. For a more complete list of Centre activity, please see Appendix 5.

**Table 1: Activities undertaken 01.06.2018 - 17.05.2019**

*Key: Dominic Wyse (DW); Rosie Flewitt (RF); Judy Barrett (JB); Yana Manyukhina (YM); Helen Yim (HY)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Who</th>
<th>Outputs</th>
<th>Deviation from proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.12.18</td>
<td>Inaugural HHCP Conference and Reception</td>
<td>DW, RF, JB and YM</td>
<td></td>
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</tr>
<tr>
<td>Autumn 2018 - Spring 2019</td>
<td>'Seminar 2' Consultation with children, parents and carers</td>
<td>RF</td>
<td>Consultation Report (See Appendix 1)</td>
<td></td>
</tr>
<tr>
<td>February 2019</td>
<td>Replacement Centre Administrator recruited</td>
<td>DW, RF</td>
<td>Helen Yim in post February 2019, replacing Judy Barrett</td>
<td>Additional to proposal</td>
</tr>
<tr>
<td>2017-18</td>
<td>RESEARCH: BERA Close to Practice</td>
<td>DW</td>
<td>See Section 4.4.2</td>
<td>New research</td>
</tr>
<tr>
<td>2017-2020</td>
<td>RESEARCH: EEF &amp; RSA Cultural and Arts Interventions</td>
<td>DW</td>
<td>See Section 4.4.3</td>
<td>New research</td>
</tr>
<tr>
<td>October 2017-January 2019</td>
<td>RESEARCH: Valuing children’s signs of learning</td>
<td>RF &amp; HHCP member Dr Kate Cowan (KC)</td>
<td>See Section 4.4.4 and Appendices 4 and 5</td>
<td>New research</td>
</tr>
<tr>
<td>2017-2018</td>
<td>RESEARCH: Youth Mental Health First Aid Training in Schools Programme</td>
<td>HHCP member Dr Guy Roberts-Holmes</td>
<td>See Section 4.4.6</td>
<td>New research</td>
</tr>
<tr>
<td>2017-2018</td>
<td>RESEARCH: Young bi-lingual children and the home learning environment</td>
<td>RF &amp; Dr Sumin Zhao (Visiting Research fellow)</td>
<td>See Section 4.4.7 and Appendix 5</td>
<td>New research</td>
</tr>
<tr>
<td>2018-2019</td>
<td>RESEARCH: Knowledge in national curricula</td>
<td>DW &amp; YM</td>
<td>See Section 4.4.5 and Appendix 5</td>
<td>New research</td>
</tr>
<tr>
<td>Oct 2018 – April 2019</td>
<td>RESEARCH: Innovation in Research Methods</td>
<td>RF, Prof David Poveda &amp; Dr Mitsuko Matsumoto</td>
<td>See Section 4.4.8</td>
<td>New open access research resource</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Who</td>
<td>Outputs</td>
<td>Deviation from proposal</td>
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<tr>
<td>2019-2020</td>
<td>RESEARCH: The Introduction of Research Baseline Assessment 2</td>
<td>HHCP member Dr Guy Roberts-Holmes</td>
<td>See Section 4.4.9</td>
<td>New research</td>
</tr>
<tr>
<td>2019-2020</td>
<td>RESEARCH: Competing Discourses of Early Childhood Education and Care</td>
<td>HHCP member Dr Guy Roberts-Holmes</td>
<td>See Section 4.4.10</td>
<td></td>
</tr>
<tr>
<td>New Nuffield</td>
<td>RESEARCH: How writing works NB Strand of work started 2012.</td>
<td>DW</td>
<td>See Section 4.4.1 and Appendix 5</td>
<td>New research</td>
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<tr>
<td>funded project</td>
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<tr>
<td>January 2019-</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2020.</td>
<td></td>
<td></td>
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<tr>
<td>In preparation</td>
<td>RESEARCH: Children’s agency</td>
<td>YM &amp; DW</td>
<td>Outline bid in preparation to be submitted to the Leverhulme Trust</td>
<td>Additional to proposal</td>
</tr>
<tr>
<td>2019</td>
<td>IMPACT ON INDUSTRY: Developing research-informed digital documentation software</td>
<td>RF and KC</td>
<td>See Section 4.5.1</td>
<td>Additional to proposal</td>
</tr>
<tr>
<td>2018</td>
<td>POLICY: House of Commons Education Committee enquiry 2</td>
<td>DW</td>
<td>See Section 4.5.2</td>
<td>Additional to proposal</td>
</tr>
<tr>
<td>Jan 2019-ongoing</td>
<td>POLICY: DfE Expert Panel</td>
<td>RF</td>
<td>See Section 4.5.2</td>
<td>Additional to proposal</td>
</tr>
<tr>
<td>March 2019-</td>
<td>POLICY: Commonwealth Secretariat Early Childhood Education Toolkit</td>
<td>RF</td>
<td>See Section 4.5.2</td>
<td>Additional to proposal</td>
</tr>
<tr>
<td>ongoing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>TEACHING &amp; Professional Development</td>
<td>HHCP members Josh Franks and Georgina Merchant</td>
<td>See Section 4.6.1</td>
<td>Additional to proposal</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Working with external teacher education organisations</td>
<td>DW, YM, RF</td>
<td>See Section 4.6.2</td>
<td>Additional to proposal</td>
</tr>
<tr>
<td>April 2019</td>
<td>MEDIA, PRESS AND PR: BBC’s series Parentland</td>
<td>DW</td>
<td>See Section 8 for detail, plus other media coverage</td>
<td></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Who</td>
<td>Outputs</td>
<td>Deviation from proposal</td>
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<tr>
<td>May 2019</td>
<td>MEDIA, PRESS AND PR: BBC World Service podcast offering advice on Young Children’s Screentime.</td>
<td>RF</td>
<td>See Section 8</td>
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4 Outcomes

4.1 Summary of Outcomes

This report covers the Centre’s period of activity from June 2018-May 2019. The main outcomes during this time are:

- Successful inaugural conference to launch the Centre as an international hub for research and knowledge exchange about the education of children aged 0-11 years, particularly children who are living with disadvantage;
- Completion of outreach consultation activities (‘Seminar 2’) to identify issues that are of concern for children, parents and carers;
- Launch of a raft of world-class research, knowledge exchange, enterprise and teaching activity;
- Regular meetings with HHCP Advisory Board to broker connections with wider stakeholder groups;
- Maintenance of a strong HHCP staffing team.

Each outcome is examined in further detail below.

Academics and experts join a panel discussion at the inaugural conference
4.2 Inaugural HHCP Conference

The Centre was officially launched at an inaugural international conference held at The British Library on 7th December 2018, followed by an evening Reception with a personal address by Lady Helen Hamlyn. This high profile event featured agenda-setting keynotes geared towards inspiring children and teachers with their own possibility, workshops that grappled with challenging aspects of pedagogy, and rich networking opportunities for academic, student, education professional and education policy delegates. The success of the conference was measured through participant feedback (see Appendix 2), which was highly favourable but also offered constructive ideas for future conference organisation. The conference attracted favourable media coverage (see https://www.tes.com/news/teachers-dont-believe-job-any-more).

4.3 Completion of outreach consultation activities

The second consultation phase (‘Seminar 2’) was successfully completed, enabling the views of children, parents and carers to inform the Centre’s plans for research and impact. Seminar 2 built on the success of ‘Seminar 1’, which was completed in April 2018 (see Appendix 1 for overview of stakeholder consultation process). Through Seminars 1 and 2, we have identified six shared areas of concern to children, parents, carers, educators, policy makers, museum and library educators, and child-related charitable organizations. These represent key fields for our future research:
1. Agency (for children and teachers)
2. Mental health, happiness and mutual respect (NB this applies to children and adults – children wanted happy teachers!)
3. Dialogue (between children and teachers; between senior leadership and teachers; between teachers and parents; between teachers and researchers; between policymakers, teachers and researchers; between museum and library educators, charitable organisations, researchers, schools, parents and children.
4. Collaboration/working together (across all stakeholder sectors)
5. Better resourcing for education (inc. playgrounds, school décor, greater access to and more effective use of digital technologies in education, better food in school).
6. Children’s physical health, safety and futures (inc. issues around physical and online safety and security; climate change).

*Pictures drawn by children in Seminar 2 consultation activities*
4.4 World-class education research close to practice

Through our research and scholarship, we have prioritised projects that are most likely to have demonstrable impact on pedagogy. The HHCP team has extended its international reputation for work in curriculum and pedagogy, writing, reading, communication, language and literacy, and early years assessment.

Our work has had impact in early years and primary classrooms in England, particularly through our research partnerships with schools and practitioners, and through our influence on policy development. Further impact in the academic community and amongst education professionals has been achieved through articles in world leading education journals, book chapters and books (both practical/professional and academic: see Appendix 5, and Section 8 regarding press coverage and social media).

The HHCP team has used quantitative, qualitative, mixed-methods and systematic review procedures in the first two years of its work and will continue to contribute not only to developing and advocating for exemplary pedagogy but also to developing innovative and exemplary close-to-practice research methodology. Here we include key areas of our recent work.

4.4.1 How Writing Works

Learning to write is a vital skill for all children if they are to make progress in their education. Too many children still do not make the progress in writing that is needed. Writing is a core strand of research in the HHCP and has most recently attracted significant funding from Nuffield to explore a new approach to teaching writing through supporting children’s understanding of grammar.

A series of projects on writing, culminating in a book publication, has had considerable impact. The impact on children will be felt as a result of influencing teachers’ practice nationally and internationally. Some examples of impact include: more than 20 talks on the topic of writing and writing education, including Chartered College of Teaching events, Centre for Literacy in Primary Education, and internationally – USA, Australia, Turkey, Hong-Kong (Dominic’s new role as a Visiting Professor); Teaching English, Language and Literacy (Wyse et al. 2017), a book aimed at teachers and teacher trainers which has sold more than 10,000 copies over the course of its four editions, will now also be read by at least 10,000 South African university education students as a result of a peer-reviewed publisher deal in South Africa; How Writing Works has sold in more than 25 countries worldwide (Wyse, 2017, Cambridge University Press). Further related publications are listed in Appendix 5.
4.4.2 British Educational Research Association (BERA) Close to Practice Research Project

This externally funded project (with Prof Chris Brown, Prof Sandy Oliver and Dr Ximena Pobeté) examined the relationships between education research that is close to the practice of teaching and learning, and the quality of education more generally. If teaching and learning is informed by the highest quality education research it is likely that pupils’ learning will be improved. And if education researchers collaborate appropriately with practitioners, it is likely that education research will be improved. This work resulted in a contribution to the BERA-Welsh Government conference on education research in Wales. As part of Dominic Wyse’s forthcoming role as BERA President a strand of his work will focus on how education research and practice can be brought more closely together, through understanding the qualities of both, and by thinking about curriculum in early years, primary, secondary and tertiary education. This work has the potential to influence many thousands of teachers through connections with the Chartered College and through BERA members.

4.4.3 Cultural and Arts Interventions

The HHCP is involved in one of the largest intervention studies of arts and language-based interventions in the world (five randomised controlled trials and process evaluations each featuring an evidence-based arts/language intervention each with 100 schools: about 500 schools in total), funded by the Education Endowment Foundation and the Royal Society of Arts. Dominic Wyse is leading the process evaluations for the IOE team and arts subject knowledge for the project as a whole. Dr Jake Anders is overall project lead for the IOE in partnership with the project lead at the Behavioural Insights Team (see Appendix 5 for detail of our involvement in a Royal Opera House Bridge Conference in June 2019). The current impact of this work is with teachers and children in 500 schools. If the interventions are deemed to be successful then the interventions will be further promoted by their developers and by the research team.

4.4.4 Valuing young children’s subtle signs of learning

The Centre has successfully completed research funded by The Froebel Trust to develop a pedagogy of observation and documentation that foregrounds the uniqueness of every child’s potential and the holistic nature of development, focusing on 3- to 5-year-olds. In this close-to-practice project, we worked for one year with early childhood educators as co-researchers in three early childhood education settings located in urban areas with high levels of social and economic disadvantage and high levels of ethnic and linguistic diversity.
The impact of this study for early years educators, children and policy includes: opportunities for teachers to be centrally involved in researching their own settings, to reflect with us on their practice, and to change their practice for the better; knowledge exchange with digital documentation software producers regarding how to improve so it is more useful for teachers and more accessible for children and parents; keynote talk to early years professionals and academics at Froebel Trust 2019 Annual Conference; BBC World Service interview (Feb 2019) to be broadcast globally and published in a new series of podcasts for parents regarding young children and ‘screentime’; symposium at the American Education Research Association Conference, Toronto, April 2019; and appointment of Dr Flewitt to DfE Expert Panel on early language, literacy and communication apps and advice to parents on young children’s use of digital media, focusing on parents in disadvantaged areas (see Appendix 4 for Summary Project Report).

Immediate benefit has arisen from this research in the three research sites, which cater for around 250 young children aged 3-5 years. Wider and longer-term impact on our work with digital software producers (Tapestry and Kinderley) to improve their apps could have impact for all users, estimated to be in excess of 1 million children nationwide.
4.4.5 Knowledge in national curricula

National curricula determine to an increasingly large extent the activities that children experience every day of their school lives. For that reason we think it is important to engage with national curriculum development in order to influence optimal pedagogy. In addition to having some influence on changes to the assessment of writing in England (as part of our programme of writing research) we have played an influential role in the development of the new national curriculum in The Republic of Ireland. This research was commissioned by the National Council for Curriculum and Assessment (NCCA) to analyse the nature of knowledge and its place in primary curricula as a part of the redevelopment of the Primary School Curriculum in Ireland. A peer-reviewed research paper has been published based on this research (see Appendix 5), and a popular blog post sought to influence thinking about England’s curriculum development in schools [https://www.bera.ac.uk/blog/what-next-for-curriculum]. This work has had impact on Ireland’s national curriculum, and hence poenetal for impact on all primary schools in Ireland. The blog post and associated peer-reviewed paper provide opportunity for further impact internationally.

4.4.6 Youth Mental Health First Aid (MHFA) Training in Schools

This externally funded research project was led by HHCP member Dr Guy Roberts-Holmes and evaluated teachers’ perspectives on training offered through the MHFA scheme. The study was commissioned in response to national surveys suggesting that three children in every classroom have a diagnosable mental health problem. The findings have influenced the development of a national scheme to train teachers in how to identify and support children who may be at risk of mental health issues. The nationwide beneficial reach of the MHFA scheme is over 1,200 school staff and 30,000 pupils.

4.4.7 Young bi-lingual children and the home learning environment

Working with a visiting research fellow from Shanghai, Rosie Flewitt completed a study of how young children in Chinese immigrant families in England develop their skills and knowledge in multiple languages as they interact with distant family and friends on social media. The study illustrated how emergent multilingual learners deploy their knowledge of the features of different language scripts and modes available in digital media (icons, images, stickers, music etc) to maximise their communicative capacity and maintain interaction and interpersonal relationships with distant friends and family. This study addresses a gap in research knowledge by illustrating how social media can enrich opportunities for young children’s emergent translanguaging practices and provide rich opportunities for their heritage language.
A peer-reviewed academic paper has been accepted for publication in a world-leading academic journal (see Appendix 5).

The immediate beneficiaries of this project were the ten case study families who participated in the study, and their extended friends and family networks. Wider benefit for the global knowledge and research community will follow publication of the academic paper later in 2019.

4.4.8 Innovation in education research methods

Building on the work of a Networking Action funded by European Cooperation in Science and Technology (COST), Rosie Flewitt has worked in partnership with Prof Poveda at Universidad Autónomo de Madrid, to develop a unique online resource for researchers interested in studying young children’s digital literacy. The resource comprises a series of podcasts (text, audio and video casts) featuring leading academics in the field of early literacy, each discussing innovative research methods and ethical issues in this burgeoning field of enquiry. See https://digiliteymethodscorner.wordpress.com/.

Immediate beneficiaries of this open access, online research resource are approximately 180 academic members of the EU COST Action, located in around 80 higher education institutions world-wide, where the resource will be cascaded to doctoral students, as well as early and mid-career researchers, and researchers interested in using the latest approaches to conducting research with children.

4.4.9 The Introduction of Research Baseline Assessment 2

This new research project funded by National Education Union will explore the experiences of four year old children and their teachers using a new tablet-based assessment in Reception classes (age 4-5) called Reception Baseline Assessment (RBA). This new assessment to be piloted nationally from September 2019 aims to provide a ‘baseline’ for measures of children’s progress during their years at primary schools, that can be compared to attainment levels at age 11. The policy is a key focus of the government’s assessment and accountability strategy for primary schools. The research will involve a nationwide survey and interviews with teachers and , as well as observations of children across a diverse geographical sample of schools. The potential policy significance and reach of this research is significant since Reception Baseline Assessment will involve all England’s 20,000 primary schools and 600,000 Reception aged children.
4.4.10 Competing Discourses of Early Childhood Education and Care

This BERA-funded early years Research Commission focuses on the Government agenda of School Readiness and will hold four 1-day seminars with academics and local practitioners in Wales, Northern Ireland, Scotland and England. The Research Commission will provide an evidence base in early years education research, which will inform BERA’s strategic direction, and influence how it engages with other learned societies, for example, the Research Councils, with the UK Government and with the early years and primary education community more broadly. This project will have wide reach through BERA, Early Education and TACTYC membership. It aims to develop a community of early years researchers and practitioners that will have a lasting impact upon debates surrounding School Readiness and current Government policy. Outputs will include a national launch of the final Report, research papers and a book based on research evidence.

4.5 World-class knowledge exchange and enterprise

4.5.1 Working with digital software industry

Dr Flewitt and freelance researcher Dr Cowan are working with software developers (Tapestry and Kinderley) to improve observation and documentation apps that are widely used in early childhood education (currently used in more than 15,000 early years settings in the UK). The goal of this knowledge exchange is to make the apps more useful for teachers in early education, and easier to use for children and parents. We are also working with the digital industry to ensure software is suitable for the documentation of children’s collaborative learning and creative project work, as well as their individual accomplishments, and that it is designed to encourage parents and children to document children’s out-of-school interests, activities and accomplishment (see Appendix 4).

4.5.2 Working with education policy and policy-makers

We continue to work closely with education policy makers, including HHCP Advisory Board member Thelma Walker. Our involvement in specific policy development includes:

- **Education Select Committee**: enquiry into Primary National Assessment in England 2017. Professor Wyse led a written response and presented at a committee hearing at the House of Commons. Subsequently statutory primary assessment of writing was changed to have less exclusive emphasis on grammar and more on wider aspects of writing.
o **Education Select Committee**: Education Commitee Life Chances inquiry 2018. Professor Wyse led a written reponse and presented at a committee hearing at the House of Commons.

o Welsh Government & BERA: Education Research in Wales (Conference 2018). Professor Wyse presented with Professor Chris Brown the findings from the close-to-practice research project.

o **National curriculum development in Ireland**: Contribution to the redesign of the Irish primary Curriculum 2018. Professor Wyse and Dr Manyukhina carried out a research project looking at how knowledge is represented in national curricula.

o Welsh Government curriculum reform (see 4.4.5 above). Professor Wyse acted as a consultant to the work, with his particular focus on language/English and arts curricula.

o **DfE Expert Panel on Language, Communication and Literacy Apps**: Dr Flewitt is serving on the Department for Education Expert Panel on Early Years Language, Literacy and Communication apps. The panel is tasked with: 1) developing criteria to identify high quality software applications that promote early language, communication and literacy; 2) identifying high quality apps for investment or development; 3) develop ways of communicating effectively with families in areas of deprivation to improve parents’ and carers’ approaches to home learning; and 4) ensure that technology is accessible to and usable by children with additional educational needs.

o **Commonwealth Secretariat**: Dr Flewitt joined the Commonwealth Secretariat Expert Panel of international educators, thought leaders and policy makers to develop a Commonwealth Early Education Toolkit. The Toolkit will provide a multi-sectoral framework for Ministries of Education in Commonwealth member countries to increase access to quality early education and care, working across the areas of health, nutrition and child protection. Led by Secretary-General Patricia Scotland, the panel met at the Commonwealth Headquarters in London, and identified key criteria that will help ensure children in all Commonwealth member countries have the opportunity to develop holistically, emotionally, socially, physically and cognitively. The toolkit will be suitable for adoption as a model for the global development of early childhood care and education.
4.6 World-class teaching and professional development activity

4.6.1 Embedding research in initial teacher education

HHCP members of the IOE PGCE teaching team have securely embedded the latest research into IOE teacher education to optimise trainee teachers’ understanding of how to be an effective teacher. For example, through guest research lectures, students have been prompted to think critically about children’s underachievement and to look beyond school discourses that tend to associate low academic achievement with the two dimensions of poverty and ethnicity. Students’ written assessments reflect their developing critical thinking and their ability to recognise the complexity of factors that influence children’s learning. Current EdD research being conducted in the teacher education team further suggests that creating an open dialogue between research and teacher training enhances NQTs’ classroom practice.
240 students on the IOE 2018/19 Primary PGCE have benefitted from research-connected initial teacher education, with potential impact on approximately 7200 children annually.

4.6.2 Working with external organisations

Centre for Literacy in Primary Education: Prof Wyse is working in partnership with the nationally and internationally influential Centre for Literacy in Primary Education (CLPE) to offer new opportunities for professional development. CLPE presented their Power of Pictures approach to teaching reading at the HHCP inaugural conference; Prof Wyse gave a lecture at A CLPE/Chartered College network event and spoke at the CLPE curriculum conference.

The Brilliant Club: Dr Manyukhina has joined the Scholars Programme run by the Brilliant Club, a charity whose mission is to inspire and enable children from disadvantaged backgrounds to access higher education. Dr Manyukhina has developed and delivered a programme of university-style tutorials to Key Stage 2 and Key Stage 4 students, gaining direct experience of teaching and learning in the classroom which will contribute to the Centre’s growing understanding of key issues facing teachers and students in schools.

Victoria and Albert Museum of Childhood: Dr Flewitt is working with the Victoria and Albert Museum of Childhood during their consultation on the museum’s re-design and imminent closure for transformational re-development.

Evaluation of Teacher Training Programme Project, Sabre Education, Ghana. Dr Flewitt was intellectual lead, with Lizbeth Bullough and Dr Ioanna Palaiologou, on a project commissioned to review and redevelop the core pedagogy and methodology of a new fast-track teacher-training programme developed by Sabre Charitable Trust to improve the quality of kindergarten education in Ghana. The Sabre Teacher Training Programme aims to improve the education and life chances of poor and marginalised young children in this developing country. The programme is in the process of being trialled in Accra, with a view to being rolled out nationally.
5 Learning

One of the main activities for the Centre’s work in this reporting period has been to launch new research, knowledge exchange and enterprise activity, as detailed in Section 4 above. A key challenge, given the diversity of our activity, has been to set achievable objectives that can be accomplished to the highest standard and in a timely manner by the core Centre members. Our strategy to date has been to draw on the skills and expertise of our growing Centre membership and to build small teams to work on individual research, knowledge exchange and enterprise projects. For example, Centre Director Dr Flewitt was intellectual lead on a knowledge exchange and enterprise project to review a new Early Childhood Education Training Programme in Ghana, working with HHCP members who specialise in early childhood teacher education. To date, this strategy has worked well, but we have learnt that we need to identify the specialist skills of our Centre members, so we can respond efficiently to future calls for research and enterprise bids and assemble teams that will optimise our chances of success in our external bids for funding.

A second area of focus has been to ensure the successful progress of the first HHCP-funded PhD studentship, Isobel Traunter, whose goal is to investigate and ultimately enhance the pedagogy and practice of art education for young children. This is a comparatively under-researched and potentially wide-ranging field of study. A gap in knowledge has been identified by reviewing the available literature, and we have planned carefully to ensure that Isobel receives sufficient training in research methods before commencing her field work. This first doctoral studentship offers 3 years’ funding, but for any future posts it would be advisable to offer 4 years’ funding – as is the case with research council doctoral funding - to enable students to develop a range of research methods knowledge and skills during their first year of study before finalising the design of their own unique research.

A third area has been to work closely with our Advisory Board members to extend the reach of the Centre’s activity through their networks and to broker new research partnerships, such as The Science Museum and Victoria and Albert Museum, including the Museum of Childhood. The Advisory Board meets three times annually, once per academic term, and this arrangement has worked well, although not all Board members have been able to attend all meetings. From this, we have learnt that the dates for meetings need to be set several months in advance, and the Centre Administrator has to put this into action. As a result, there have been sufficient numbers for highly productive debate and discussion, which has led to constructive follow-up actions that promote and enhance Centre activity.

A fourth area of work has been to build the Centre’s outward-facing reputation. To achieve this aim, we have worked closely with the UCL Institute of Education
Marketing Team to promote individual project achievements and to build social media presence for the Centre. The Centre website has attracted a healthy and growing number of visits. About 6000 page views have been received since the website’s inception. Our Twitter feed is highly active and we have built a Centre presence in Facebook (see Section 8 for detail). From this, we have learnt that the Centre website and Twitter are more buoyant sites than Facebook, where exchanges and debate are less vibrant. We plan to review our social media strategy with IOE Marketing towards the end of this academic year. The Centre needs specific additional expertise to maximise its reach.

A fifth achievement and area of learning concerns the successful completion of the second consultation phase (Seminars 1 and 2), as described in Section 4 above. From this, we have learnt that:

- There is a high degree of overlap between the perspectives of children, teachers, policy makers, leaders of children’s charities, care and arts professionals who work with children, academics, parents and carers regarding how to enable all children to realise their full potential through optimal teaching and learning;
- Achieving significant, long-lasting change in pedagogical practices in school, at home and in the wider community requires shifts in policy, practice, and attitudes, so our activity must be carefully coordinated across diverse fields of engagement to ensure maximum benefit for children and for their parents/carers and teachers;
- The education profession is ready for change and has responded positively to the Centre and our activity;
- In order to make significant impact on current teaching practice, we need to think about the development of school-related CPD, guidance for parents and carers, and about the active involvement of teachers, schools and early years settings in our research;
- We know that the most disadvantaged children are ‘hard to reach’, so we must build on the lessons learnt from the child consultations to engineer future opportunities for diverse children to contribute to the Centre’s development.
6 Planning

Please see the additional document, the proposal and plan for the next five years of the HHCP, for our detailed account of future activity.

7 Beneficiaries

We have provided information about beneficiaries in relation to our activities described in section four.
8 Press and PR

8.1 Media outputs

The Centre has created new opportunities for us to build on a robust body of research and to disseminate the rich findings of our work to education professionals, parents, carers and the general public. The following examples of media outputs feature, or are written by, HHCP staff:


- Wyse, D. (2019, 14th May). Would pupils feel more at ease if their words had flow like Jay-Z’s? Research rated as top news story in UCL IOE spring term research news. Linked to this story: https://www.ucl.ac.uk/ioe/research-projects/2019/mar/all-not-lost-art-teaching-creative-writing

- Wyse, D. (2019, 9th April). 20 minute Interview for podcast by BBC World Service Podcast Parentland on subject of formal education starting age, and how parents can best help their children learn to read and write. https://www.bbc.co.uk/sounds/play/p077kntm


- Bloom, A. (2017, 28th November) Teaching grammar does not improve children’s writing ability, research finds. tes online. [press piece arising from
interest in Wyse and Torgerson 2017 paper. More than 160 comments posted]


8.2 PR and social media

We work closely with our Advisory Board members and with UCL Media and Communications to maximise PR in relation to the work of the Centre.

Additionally, the Centre opened a Twitter account in June 2018. Since then the social media platform has been used to promote the Centre’s activities and projects, and disseminate research outputs and project achievements to the public. Innovative and topical ideas and news about pedagogy and early childhood are also shared on the platform, such as issues of child wellbeing and mental health, pedagogy in early years language and literacy, and news about social inequality and educational disadvantage. Tweets sometimes spark high levels of engagement, particularly on the issue of baseline assessment and phonics teaching in early reading. Our tweets reach an average of 10,000 Twitter users each month, with followers actively engaging with us by replying to, retweeting, liking or clicking the tweets. Data on engagement is as high as 200 per month. Having joined over the past year, HHCP has accumulated 600 followers, most of whom are educational practitioners and early and primary education experts, academics, researchers, educational organisations, students and parents.

9 Acknowledgement of the Helen Hamlyn Trust

We acknowledge the Helen Hamlyn Trust in the ways that we would with other research and philanthropic funders. For example, research papers would include the HHT whenever the funding of the Trust was part of, and/or enabled, the research to take place. The publications and outputs of the centre described in this report acknowledge the Trust as appropriate to the nature of the publication and the date of its release. Further discussion with the HHT about this aspect would be helpful.
APPENDIX 1 Consultation with HHCP Stakeholders (Seminars 1 & 2)

SEMINAR 1 (30TH APRIL 2018)

Aim: To consult with diverse adult stakeholders working with young children, including primary and early years educators, head teachers, local and national policy makers, museum and library educators, international academics, teacher educators and doctoral students. Consultation involved a 1-day, interactive seminar entitled ‘Primary and Early Years Education: A Unique and Special Phase’. The following overarching key themes were identified:

1. ENABLING The importance of encouraging, enabling, and facilitating practitioner research, including providing essential information about educational research, creating practical opportunities for early years and primary practitioners to engage in research projects, and developing positive environments of respect, mutual trust, and support, within which effective collaboration between educational professionals and academics can be achieved.

2. BUILDING The need to create networks of knowledge and support, and sustain a continuous dialogue within and across all stakeholder groups, including researchers, educational professionals, and policy makers, to avoid unhelpful fragmentation and compartmentalisation within the field.

3. SHAPING The need to ensure that the shaping of school education occurs through a democratic process which provides educational professionals, parents, and, importantly, children with opportunities to participate in discussions about pedagogical approaches and practices.

4. ACTING Making research accessible and inclusive, i.e. ensuring that the voices of all children, especially those from disadvantaged backgrounds, are heard and that all educational professionals, from school heads to specialist and newly qualified teachers, are provided with adequate opportunities to learn about research and access the essential knowledge generated from it.

5. OVERCOMING The need to address the difficulty of envisioning and enacting meaningful change within the multiple structural constraints, such as prescriptive curriculum and outcome-oriented goals set at the national level, lack of time, resources, and training opportunities, and the need to empower teachers to break free from “the tyranny of the timetable”, question current pedagogical practices, experiment with new approaches, and inform and influence policy.

SEMINAR 2 (OUTREACH CONSULTATIONS, AUTUMN 2018-SPRING 2019)

Aim: To enable children, their parents and carers to contribute their views to the Centre aims. Seminar 2 consultation sessions were held in neighbourhoods with
multiple deprivation, as identified in national data. We consulted with 124 children aged between 7 and 11 years in two schools in the north of England, using creative participatory activities to encourage the children to express their views on issues that affect their experiences of education. To gain the perspectives of parents and carers, we worked with mothers and fathers in 14 families and four sets of grandparents, all living in South England, in urban areas identified with multiple deprivation and in more affluent rural areas with pockets of deprivation. All results have been anonymized to protect participant identity.

**Parent and carer perspectives:** The following key concerns were voiced by parents and carers:

1. **CHILDREN’S SAFETY AND SECURITY:** The constraints and risks of outdoor play (traffic, lack of suitable/safe spaces), and their online safety and security (using mobile phones and social media).
2. **CHILDREN’S PHYSICAL HEALTH:** Healthy Eating; Exercise; ‘Screentime’.
3. **CHILDREN’S MENTAL HEALTH:** Friendships (making friends and ‘fitting in’ at school); Bullying (at school and online); Happiness; Children’s anxiety about their performance at school.
4. **AFFORDABILITY AND QUALITY OF CHILDCARE:** High cost of childcare impedes parents’ return to work (mothers and some fathers stay at home); Closure of local childcare facilities and reduction in Children’s Centres services; Low quality childcare offered by extended family.
5. **CHILDREN’S FUTURES:** Concern for the environment and children’s future lives (Pollution; Importance of nature and recycling); Today’s schooled education does not prepare children for life (does not make them resilient).

**Children’s perspectives:** The children identified the following issues as important to them:

1. **FEELING GOOD:** Children consistently foregrounded their own and others’ emotions (being happy and having fun), and showed strong empathy for others’ unhappiness, loneliness and anxiety. They highly valued teachers who made them feel at ease and good about themselves, and a school ethos that promotes respect, helpfulness and kindness.
2. **PLAYING AND WORKING TOGETHER:** Children consistently prioritised the value of doing things with other people (peers and teachers). They valued their friendships, working and playing together with peers and teachers, and took pride in being part of a team e.g. sports teams and project work in class teams.
3. **ENABLING LEARNER AGENCY:** Children consistently expressed frustration at being made/expected to do things they did not enjoy at school. Although almost all enjoyed school and the opportunities to learn about different things (PE/Sports, Maths and Art were the most popular curriculum areas), they associated sitting and working in class (with no movement or interaction) with

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feeling confined, bored, tired and unhappy. They wanted more choice in what they learn, how they are taught (more collaborative learning, fun, projects and trips) and a more balanced work-play school day.

4. IMPROVING AMENITIES AND RESOURCES: Children appreciated school resources (e.g. big playground, ICT suite, access to books, food and occasional ‘treats’), but would like: better use of technology in teaching and learning; more staff in class to support learning and instil respectful classroom cultures; more variety in food on offer; and enhanced school décor.
## APPENDIX 2: Summary Attendee Feedback

The Helen Hamlyn Centre for Pedagogy (0-11 years) Inaugural Annual Conference

*New Visions for Primary and Early Years Education*

7th December 2018 | British Library

<table>
<thead>
<tr>
<th>What the participants liked</th>
<th>Theory linked to practice</th>
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<tr>
<td></td>
<td>o abundance of practical examples from real settings</td>
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<td>o demonstration of the Centre’s role in identifying good practice</td>
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<th>Great speakers</th>
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<tr>
<td></td>
<td>o Most mentioned: Louis Volantes, Naveed Idrees, Iram Siraj</td>
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<tr>
<td></td>
<td>o Most highly praised: Louis Volantes for new, thought-provoking ideas</td>
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<th>What the participants did not like</th>
<th>Lack of opportunities to convey own views</th>
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<td>Q&amp;A sessions and panel discussion were mentioned as most beneficial in that regard, but not sufficient - many people wanted to exchange views in between talks too</td>
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| Narrow geographic representation | “most participants came from the London area” (NB This was in fact not the case, but was mentioned by one attendee. We include it here as an area to attend to in future events) |

| Lack of adequate space/seating for lunch |

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<tr>
<th>Topics not sufficiently covered</th>
<th>Role of empirical research in pedagogy</th>
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<td>Policy perspective from government and how to influence policy</td>
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<td>Defining pedagogy - agreeing on what we mean by the term</td>
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<td>How to bring about desired change (potential for advocacy?)</td>
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<td>Curriculum development</td>
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<th>Issues to focus on in the future</th>
<th>Making children part of the conversation</th>
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<td>Children with SEND</td>
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<td>Constructing effective learning environments with digital technologies</td>
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<td>ITE and PD</td>
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<td>Wider dissemination: annual conference / blogs / contributions to press</td>
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<tr>
<th>Other noteworthy comments (this selection reflects key points raised in attendee feedback)</th>
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<tr>
<td>'The conference made an excellent case, both with practice-based and academic knowledge, for re-visioning current educational policy and national curriculum, and the speakers eloquently challenged some of the myths and dominant discourses relating to academic attainment.'</td>
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<tr>
<td>'Excellent – [the conference] really did showcase innovative and dynamic examples of visionary practice across a range of settings and was, as such inspiring. As well as being aspirational, it was also very realistic, grounded in practical examples that were clearly working.'</td>
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<tr>
<td>'The objective was well met. Lots of interesting views on pedagogy and future direction’</td>
</tr>
<tr>
<td>'Brilliant speakers and range of issues covered, very informative’</td>
</tr>
<tr>
<td>'As an academic the conference gave me the opportunity to share research and listen to professionals practice that we do not get to listen to in the academic conferences.’</td>
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Whilst the overwhelming majority of comments were positive, a few participants took issue with the "new visions" aspect, stating that:

'The conference lacked a clear outline/plan/strategy for making the "new visions" a reality and the Centre’s role in this process

'It certainly showcased good practice and galvanised enthusiasm to disseminate this. Whether or not the visions were 'new' is another matter... and doesn't seem to me to be the key factor. I thought the discussions cohered more around ideas like developing the individual child, creativity and diversity across the curriculum, the value of collaboration, measures of success in terms of quality rather than quantity, and an inspiring, more humanist, vision for the future. Many of these were not new ideas but older ones that have been swept aside.'
APPENDIX 3 Advisory Board Membership

Julie Allen (Birkwood Primary School, Headteacher). Julie is a Local Leader of Education with experience of supporting schools and newly appointed headteachers.

Julian Astle (RSA, Director of Education). Julian Astle brings extensive experience in central government policy to the Centre’s Advisory Board.

Sonia Blandford (Achievement for All, founder and CEO). Professor Sonia Blandford is currently a visiting professor of education and social enterprise at UCL Institute of Education, and CEO of Achievement for All.

Rosie Flewitt (UCL Institute of Education). Rosie is an expert in early childhood communication and literacy, co-Director of the Helen Hamlyn Centre for Pedagogy (0-11 years) and Head of Research in Department of Learning and Leadership.

Becky Francis (UCL Institute of Education, Director). Becky regularly serves as a consultant to the UK government and international agencies on education policy matters.

Jeremy Myerson (RCA, Former Helen Hamlyn Chair of Design). Jeremy Myerson is an academic and author specialising in design and innovation. He is Director of the WORKTECH Academy and Founding Director of the Helen Hamlyn Centre for Design.

Lucy O’Rorke (Helen Hamlyn Trust, Projects and Research Director). Lucy is an experienced teacher and was responsible for the development of the Helen Hamlyn Trust’s Open Futures Learning Programme.

Alison Peacock (Royal Chartered College of Teaching, Chief Executive). Professor Dame Alison Peacock is a member of the Royal Society’s Education Committee, a trustee of Teach First, a Visiting Professor of the University of Hertfordshire and a columnist for TES.

Hayley Peacock (Little Barn Owls Nurseries, Managing Director and Owner). Hayley provides training and professional development opportunities to the Early Years practitioners worldwide.

John Roche (Helen Hamlyn Trust, Director of Finance and Administration). John was closely involved with the Open Futures Programme, Helen Hamlyn Trust’s flagship education programme.

Thelma Walker (MP). Thelma was elected to Parliament in June 2017, representing the Colne Valley constituency in West Yorkshire. Prior to becoming an MP, Thelma was a teacher and head teacher for over 30 years, working in primary schools, secondary schools and 6th Form Colleges in deprived areas in Kirklees.

Dominic Wyse (UCL Institute of Education, Professor of Early Childhood and Primary Education). Dominic is currently Head of the Department of Learning and Leadership. He is also President of the British Educational Research Association (BERA), from 2019 to 2021.
Valuing Young Children’s Signs of Learning: Observation and Digital Documentation of Play in Early Years Classrooms

Rosie Flewitt, UCL Institute of Education (r.flewitt@ucl.ac.uk)
Kate Cowan, UCL Institute of Education (k.cowan@ucl.ac.uk)

Research Summary

Observations of play in early childhood education have typically been documented in paper-based formats (e.g. scrapbooks, written notes, printed photographs) as part of assessment practices. However, there is a growing trend in early childhood education towards using commercial software to record learning in digital formats, where video, audio, photographs and writing can be combined. These multi-media forms of ‘digital documentation’ offer new possibilities to recognise, represent and value children’s multiple signs of learning in new ways, and to share these narratives with parents and children. Yet there is little research-based guidance on digital documentation, so early education assessment practices run the risk of being guided by commercial drivers rather than by child-centred learning theories.

In this study, we worked closely with educators to develop an early childhood pedagogy of observation, documentation and assessment that recognises the holistic nature of development and foregrounds the Froebelian principles of every child’s unique capacity and potential. The study focused on children aged 3-5 years living with disadvantage and/or in the early stages of learning English in three diverse multicultural early years settings in London. The study design was framed by a multimodal social semiotic perspective on learning (Kress 2010) and an ethnographic approach to social science enquiry. Data generation included video recordings, examples of documentation of individual children’s learning, interviews with educators, parent questionnaires and video-prompted discussions with children. Our findings identified the opportunities and constraints of different observation and documentation approaches used by the participating settings.

Key Findings

1. Approaches to observing and documenting children’s learning vary, depending on each setting’s ethos, and who and what the documentation is for.
2. Practitioners found it harder to observe and document children who: did not communicate confidently in English; spent extended periods playing outside/in physical play; did not seek out adult interaction or produce things that acted as
traces of their learning (e.g. drawings, paintings). This highlighted characteristics of children whose 'signs of learning' are more likely to go unnoticed.

3. Practitioners valued observation and documentation as part of their child-centred pedagogy, yet felt this was in tension with the summative assessment requirements of the EYFS national curriculum.

4. Parents appreciated documentation of their children’s learning, and found digital documentation more accessible than paper-based formats. Parent perspectives on their child’s documentation added valuable insights for practitioners, yet most parents did not contribute to their children’s documentation, irrespective of the format.

5. Children enjoyed sharing their documentation, and this prompted metacognitive reflection on their own learning. However, the design of digital documentation software favours adult use and does not enable children to document their own learning or to access their documentation independently.

6. Video recordings have valuable potential for giving value to aspects of play that might otherwise be overlooked, for supporting reflection, and for letting parents and children know that play is valued.

7. Making video observations presents challenges for educators: time needed to record and re-watch material; impact of digital devices on interactions with children; digital documentation software tends to adhere to EYFS assessment and is not designed to document enquiry-based approaches to early learning.

8. The participatory research design of this study supported practitioners to: reflect critically on their own practice; address challenges; creatively implement changes in how they use digital tools; and embed play principles in their observation and documentation practices.

From Research To Practice

Our focus now is on taking forward the findings of this valuable and original study by promoting early childhood assessment practices that recognize and capture the holistic nature of development and every child’s unique capacity and potential, by:

a. Raising awareness of the need to recognize and value children’s silent signs of learning, which may be hard to document and are often overlooked;

b. Exploring the potentials of digital documentation for critical reflection on learning, including using video as a tool for prompting children’s own recall;

c. Supporting early educators to find ways to include parents and children in documentation processes;

d. Working with digital software designers to explore more accessible, child-friendly documentation interfaces that support the documentation of enquiry-based learning, and proactively encourage child and parental contributions;

e. Founding an international network for Research on Early Childhood Digital Documentation (REDD).

The research findings and their implications for change were debated at a seminar attended by practitioners, academics and software designers (London, January 2019) and the findings have been shared at national and international research conferences (London, Sheffield, Hiroshima, Toronto). A book chapter reports on the study implications for practice (see Cowan and Flewitt 2019, Appendix 6). We are liaising with leading digital software companies to align their app design with the study findings.
APPENDIX 5 Publications, Talks and other Engagement

CONFERENCES AND TALKS


Wyse, D. (2018, 10th to 13th September) Chair of conference committee, and Chair for BERA Annual conference keynote sessions by Paul Millar and by David James.


Education, General Directorate of Innovation and Education Technologies in Ankara Turkey.


CONSULTANCY AND ENTERPRISE


Flewitt, R.S. (2019, February). Co-lead EU multi-stakeholder 2-day Workshop on Young Children’s Digital Literacies, Universidad Autónoma de Madrid, Spain.


Kucirkova, N., National Literacy Trust (NLT) and Flewitt, R.S. (2018-19). Reading for Pleasure on and with Screens. Short, blended course produced with UCL Extend, to provide teacher training on supporting children’s reading for pleasure with digital media. Launch Autumn 2019, to be delivered by NLT (HEFCE Higher Education Innovation Fund, £9,092).


**PEER-REVIEWS PUBLICATIONS: JOURNAL ARTICLES AND REPORTS**


PEER-REVIEWS PUBLICATIONS: BOOKS


PEER-REVIEWS PUBLICATIONS: BOOK CHAPTERS AND SECTIONS


Wyse, D. & Anders, J. (forthcoming). Primary education curricula across the world: qualitative and quantitative methodology in international comparison. In L. Suter, E. Smith and B. Denman (Eds.) The SAGE Handbook of Comparative Studies in Education. (22)


**OTHER TEXT OUTPUTS**


Wyse, D. (2017, 3rd April). Here is what makes some writing ‘world leading’. The Conversation. [22,700+ reads as of October 2018, including significant readership in India, US, and Australia.].