



THE UNIVERSITY *of* EDINBURGH

Centre for Research in Education Inclusion and Diversity

CREID REPORT

CREID Annual Report 2019

www.creid.ed.ac.uk

Table of Contents

The Work of the Centre.....	1
The Team.....	4
Associated PhD Students	7
Projects	10
Events	11
Presentations.....	12
Publications	14
Press Coverage	18

The Work of the Centre

Founded in 2004, the Centre for Research in Education Inclusion and Diversity (www.creid.ed.ac.uk) focuses on social justice and inclusion in relation to education, training, lifelong learning and related fields such as employment. We have a particular interest in issues of intersectionality, specifically in relation to social class, gender, disability and ethno-religious identity. While CREID is located within Education, much of its work is interdisciplinary. For example, we have undertaken collaborative research projects with colleagues in the School of Law at the University of Manchester and Social Policy and Health at the University of Glasgow. We have also worked with many colleagues in universities across Europe, the USA and Australia. Knowledge exchange is a high priority - we regularly publish research briefings <http://www.ed.ac.uk/education/rke/centres-groups/creid/briefings> and host high profile seminars and conferences <http://www.ed.ac.uk/education/rke/centres-groups/creid/news-events>.

Central themes

1. Education, Inclusion and Diversity

Much of our research focuses on policy and provision for children with additional support needs, including those at risk of exclusion who are likely to be experiencing various forms of social disadvantage. Work has also focussed on the human rights of children with ASN.

2. Higher Education, Lifelong Learning and Social Justice

Work on the topic of higher education and access continues. Papers presented at our seminar were published by Emerald Press in a book entitled *Higher Education, Funding and Access – Scotland and the UK in International Perspective*.

Highlights of the year

During 2019, work has continued on the ESRC-funded project entitled *Autonomy, Rights and Children with Special Needs: A New Paradigm?* The research team in Edinburgh included Professor Sheila Riddell, Dr James MacAllister and Dr Amanda Gillooly, and the project was conducted in collaboration with Professor Neville Harris, School of Law, University of Manchester. The project began on the 1st July 2017 and finished at the end of August 2019. An ESRC impact accelerator grant was also awarded. Titled *Making rights a reality for children with additional support needs*, this knowledge exchange work was carried out in collaboration with Enquire, the Scottish National Advice and Information Service for Children with ASN, enabling us to extend the dissemination work of the children's rights project. A film was produced explaining access to justice by Scottish children with ASN and is available for viewing at:

<https://edin.ac/36ptTR0>



The project is of international interest, and a parallel grant has been awarded to researchers at the University of Burgos, Spain, where Sheila Riddell was awarded an international fellowship <https://edin.ac/2PZU1om> and <https://edin.ac/35zrwuQ>

The Work of the Centre

A seminar was held at the University of Burgos in February 2019 <https://edin.ac/34h8hF4> and Elisabeth Weedon worked with colleagues at the University of Burgos on a comparative analysis of SEN statistics from Scotland and Castille y Leon. <https://edin.ac/2PLihRF>

A series of Working Papers and Briefings summarises our main research findings. <https://edin.ac/2LSqx0U>



A seminar on children's rights across different policy fields took place on 1st May 2019 to mark the thirty year anniversary of the United Nations Convention on the Rights of the Child <https://edin.ac/36BzDqH>



A final conference was held at the University of Manchester on 6th June 2019 <https://edin.ac/2Jg5nLw>

Gilleen McCluskey was appointed to a personal chair in 2019 as Professor of School Exclusion and Restorative Practices in schools. In July she was awarded an ESRC large grant for four years for a new project entitled 'Political Landscapes of Exclusion from School in the UK'. This is a four nations study, beginning in October 2019 and working with partners at University of Oxford, Cardiff and Queen's Belfast.

The Work of the Centre

Professor Ellen Boeren continued to act as the Edinburgh Principal Investigator on the ENLIVEN project investigating the experiences and outcomes of young people in education and training programmes across Europe, with a particular focus on those at the social margins. <https://edin.ac/36BI6KN>. The project was funded under the Horizon2020 programme, and Dr Alan Mackie worked as Research Fellow on this phase of the project. Professor John Holford at the University of Nottingham led the research, which was finalised in September 2019.



A seminar for local stakeholders was held in Edinburgh on 28th February 2019 <https://edin.ac/2stq6DI> and a final conference took place in Brussels on 17th September 2019 <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/dissemination-enliven>



Lucy Hunter Blackburn's PhD research on the topic of student funding and the reproduction of inequality in Scotland and Wales continues to make waves. Lucy was also a judge for the Guardian's Higher Education Awards in April.

Sarah Minty's PhD is a unique study of the dynamics of HE decision-making by parents and young people, highlighting contrasts between more and less affluent schools on the west and east coasts of Scotland.

The Team

Professor Sheila Riddell: Director of CREID

Professor Sheila Riddell has worked at the University of Edinburgh since October 2003 and was previously Director of the Strathclyde Centre for Disability Research at the University of Glasgow. Sheila's research interests include education policy, additional support needs, lifelong learning, equality and human rights.



Professor Gillean McCluskey: Deputy Director of CREID

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



Professor Ellen Boeren: Professor in Adult Education

Ellen was a core member of CREID until 30 June 2019. During the past three years, she led the Horizon 2020 project ENLIVEN – Encouraging Lifelong Learning for an Inclusive and Vibrant Europe. During her 7 years at Edinburgh, she has extensively worked with international organisations, such as the OECD, UNESCO and the European Commission. She is a Cyril O. Houle award winner for outstanding contribution to the adult education literature. Ellen is now working as Professor in Adult Education at the University of Glasgow.



Dr Jane Brown: Honorary Fellow

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



Professor Lani Florian: Bell Chair of Education

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



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

The Team

Dr Amanda Gillooly: Postdoctoral researcher

Dr Gillooly is a postdoctoral researcher in CREID. She completed a PhD in psychology in the school of Psychological Sciences and Health at the University of Strathclyde, and previously worked as a Research Associate in the Moray House School of Education, investigating the experiences of children with developmental disabilities and their families. Her recent project (funded by ESRC) involved working with children with ASN, their parents and professionals in order to identify the changes required to promote children's rights as intended by recent legislation.



Dr James MacAllister: Senior Lecturer in Philosophy of Education

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



Dr Alan Mackie: Teaching Fellow

Dr Alan Mackie was awarded his PhD in November this year. Alan teaches on the Community Education programme as well as on the MSc Education programme. He has conducted qualitative research on skills development with socially disadvantaged young people in different settings. He blogs on Youth Sociology at: <https://oldmanmackie.wordpress.com/>



Dr Gale MacLeod: Senior Lecturer

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



The Team

Sarah Minty: PhD student

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



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

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



Dr Elisabet Weedon: Honourary Fellow

Dr Elisabet Weedon worked with the Open University and at Perth College mainly on UHI degree development and teaching before joining CREID in 2004. Her research focuses on higher education, examining the intersection between social class and the protected characteristics, especially disability. She also works with Sheila Riddell and colleagues in Burgos, Spain, in the area of additional support needs, with a particular focus on analysing administrative data published by governments in Scotland and Spain.



The Team

Dr Charles Weedon: Associate Fellow

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



Dr Grace Chung-yan Kong: Research Assistant

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



Associated PhD Students

Ghaleyah Alajmi

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

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

Enid Quesada Alfaro

Supervisors: Professor Sheila Riddell and Dr Cathy Howieson

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

Lucy Hunter Blackburn

Supervisors: Professor Sheila Riddell and Professor Cristina Iannelli

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

Colin Brough (with Social Work)

Supervisors: Dr Gale Macleod and Dr Mark Smith

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

Fiona Couper Kenney

Supervisors: Professor Sheila Riddell and Professor Kay Tisdall

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

Robin Dallas-Childs

Supervisors: Dr Gale Macleod and Dr James MacAllister

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

Brendan Kwiatowski

Supervisors: Dr Marlies Kustatscher and Professor Gilleen McCluskey

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

Sarah Minty

Supervisors: Professor Sheila Riddell and Dr Cathy Howieson

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

Susy Paulus

Supervisors: Dr Gale Macleod and Dr Simon Beames

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

Victor Olivia Paz

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

Thesis title: Social Pedagogy in residential schools in Spain.

Graham Thomson

Supervisors: Dr Gale Macleod and Dr Christine Nash

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

Associated PhD Students

Xiaomeng Tian

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

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

Shrikant Wad

Supervisors: Professor Sheila Riddell and Dr Kuang-Hsu Chiang

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

Jaye Ware (with Sociology)

Supervisors: Professor Lynn Jamieson and Professor Gilleen McCluskey

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

Projects

Making Rights a Reality for Children with Additional Support Needs

Dr Duncan Carmichael

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/making-rights-a-reality-for-asn-children>

Funder: ESRC Impact Grant

New Adult Competencies for Skills Revolution (NACSR)

Professor Ellen Boeren

Funder: Erasmus plus, EUR 206,000 (Edinburgh's share EUR 25,000)

Excluded Lives: Political Economies of School Exclusion and their Consequences

Professor Gillean McCluskey, 1 October 2017- 30 September 2023, led by University of Oxford and in partnership with Cardiff University, Queen's University Belfast and London School of Economics

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

Funder: ESRC, £2,700,000

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

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

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

Funder: Gordon Cook Foundation, £45,000

ENLIVEN: Encouraging Lifelong Learning for an Inclusive and Vibrant Europe

Professor Ellen Boeren and Professor Sheila Riddell, October 2016-September 2019

URL: <http://bit.ly/CREID-ENLIVEN-Horizon2020>

Official website: <https://h2020enliven.org/>

Funder: European Commission-H2020-Young Society 2015 led by University of Nottingham, Edinburgh University's share: €207,718.75 (full amount of grant: €2,499,788.50)

Autonomy, Rights and Children with Special Needs: A New Paradigm?

Professor Sheila Riddell, Dr James MacAllister and Dr Kevin Wright, School of Education, University of Edinburgh and Professor Neville Harris, School of Law, University of Manchester, July 2017 – August 2019.

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/autonomy-rights-sen-asn-children>

Funder: ESRC, £529,800.

Events

Final Conference ENLIVEN

17th September 2019, Royal Library of Belgium, Brussels

URL: <https://h2020enliven.org/events/final-conf-enliven/>

Report Launch Conference: Is the child's and young person's view shaping decisions on SEND/ASN provision in England and Scotland?

6th June 2019, University of Manchester

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/conf-child-yp-view-shaping-send-asn-decisions>.

Seminar: Transforming children's rights? Dilemmas, challenges and implementation

1st May 2019, University of Edinburgh

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/seminar-transforming-children-rights>

ENLIVEN dissemination: Post-School Education and Training for Young People on the Social Margins: Evidence from Scotland

28th February 2019, University of Edinburgh

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/enliven-post-sch-edu-training>.

Seminario Internacional: Autonomía Y Derecho A La Participación De Los Niños Y Niñas Con Necesidades De Apoyo Educativo

19th February 2019, University of Burgos, Spain

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/seminar-autonomy-rights-asn-children-burgos>

Presentations

- Boeren, E. (2019). Organiser. [*Introduction of the ENLIVEN project*](#). Presentation to the project dissemination event "Post-School Education and Training for Young People on the Social Margins." University of Edinburgh, Edinburgh, 28th February 2019.
- Boeren, E. (2019). *The Youth Guarantee and Upskilling Pathways: listening to the learners' voices* (video presentation), [*Final Conference ENLIVEN*](#), Brussels, Belgium, 17th September 2019.
- Blackburn, L. (2019). *The Paradox of Student Loans: Comparing The Redistributive Effect Of Policy Choices on Student Funding in Scotland and Wales*. Presentation to ECER 2019 "Education in an Era of Risk – the Role of Educational Research for the Future," Hamburg, 3rd September 2019.
- Blackburn, L. (2019). *The Paradox of Student Loans: Comparing the Redistributive Effect of Policy Choices on Student Funding in Scotland and Wales*. Presentation to BERA Annual Conference, Manchester, 12th September 2019.
- Mackie, A. (2019). Organiser. [*Post-school transition programmes for young people on the margins – evidence from Scotland*](#). Presentation to the project dissemination event "Post-School Education and Training for Young People on the Social Margins." University of Edinburgh, Edinburgh, 28th February 2019.
- McCluskey, G. (2019). Invited speaker. *Enhancing restorative practices in school: Learning from Scotland*. Restorative Practices Conference, Belfast, Northern Ireland, 14-15th November 2019.
- Riddell, S. (2019). (Presentation) [*Tensions between policy rhetoric and classroom reality*](#). (Paper) [*The Rights Of Children With Special And Additional Support Needs In England And Scotland: A Cross-Border Comparative Study*](#). ECER 2019 "Education in an Era of Risk – the Role of Educational Research for the Future." Hamburg, 3rd September 2019.
- Riddell, S. (2019). Invited speaker. [*Disability, gender and social class in school and higher education: making the connections*](#). Presentation to the Interdisciplinary International Symposium "[*Disability Studies and Participation in Higher Education*](#)". Medizinische Universität, Innsbruck, 27-29th June 2019.
- Riddell, S. (2019). Invited speaker. [*Social justice and widening access to higher education in Scotland: the role of Scottish colleges*](#). Presentation to the seminar "[*Higher Education in Colleges*](#)". Society for Research into Higher Education (SRHE). London, 8th July 2019.
- Riddell, S. (2019). Organiser. [*Autonomy Rights and Children with SEN: A New Paradigm?: The Edinburgh-Manchester ESRC project findings*](#). Presentation to the research report launch conference "[*Is the child's and young person's view shaping decisions on SEND/ASN provision in England and Scotland?*](#)" University of Manchester, Manchester, 6th June 2019.
- Riddell, S. (2019). Organiser. [*Autonomy Rights and Children with SEN: A New Paradigm?: The Edinburgh-Manchester ESRC project findings*](#). Presentation to the seminar "[*Transforming children's rights? Dilemmas, challenges and implementation*](#)". University of Edinburgh, Edinburgh, 1st May 2019.

Presentations

Riddell, S. (2019). Organiser. [*Autonomy, Rights and Children with Special Needs: A New Paradigm? -- Findings from an ESRC-funded study*](#). Presentation to the seminar "[*Transforming children's rights? Dilemmas, challenges and implementation*](#)". University of Edinburgh, Edinburgh, 1st May 2019.

Riddell, S. (2019). [*The biggest extension of rights in Europe? Opportunities and challenges in delivering rights to children with ASN*](#). Presentation to [*Autonomía Y Derecho A La Participación De Los Niños Y Niñas Con Necesidades De Apoyo Educativo: Seminario Internacional*](#). University of Burgos, Burgos, 19th February 2019.

Riddell, S. (2019). [*Designing and selecting qualitative samples: 'The best laid schemes o' mice an' men Gang aft a-gley' Robert Burns 'To a Mouse'*](#). Presentation to [*Autonomía Y Derecho A La Participación De Los Niños Y Niñas Con Necesidades De Apoyo Educativo: Seminario Internacional*](#). Instituto Universitario de Ciencias de la Educación (IUCE), Universidad de Salamanca, Salamanca, 21st February 2019.

Riddell, S. (2019). [*The rights of children with special and additional support needs in England and Scotland: A cross-border comparative study*](#). Symposium "[*Research, Policy and Practice: Current Influences on Special Education*](#)," Umeå University, Sweden, 21st-22nd November 2019.

Weedon, E. (2019). [*Dispute Resolution and Avoidance in Education: Additional Support Needs Scotland and the mechanisms for resolving disputes The experiences of parents*](#). Presentation to [*Autonomía Y Derecho A La Participación De Los Niños Y Niñas Con Necesidades De Apoyo Educativo: Seminario Internacional*](#). University of Burgos, Burgos, 19th February 2019.

Weedon, E. (2019). *The use of quantitative data in educational research: The role of surveys*. Presentation to [*Autonomía Y Derecho A La Participación De Los Niños Y Niñas Con Necesidades De Apoyo Educativo: Seminario Internacional*](#). Instituto Universitario de Ciencias de la Educación (IUCE), Universidad de Salamanca, Salamanca, 21st February 2019.

Publications

Authored and edited books

Boeren, E. (Ed.), & James, N. (2019). *Being an Adult Learner in Austere Times: Exploring the Contexts of Higher, Further and Community Education*. Palgrave Macmillan.

<https://doi.org/10.1007/978-3-319-97208-4>

McCluskey, G., Thorsborne, M. (Ed.), & Riestenberg, N. (Ed.) (2019). *Getting More Out of Restorative Practice in Schools: Practical Approaches to Improve School Well-Being and Strengthen Community Engagement*. London: Jessica Kingsley Publishers.

Tett, L., & Hamilton, M. (Eds.) (2019). *Resisting Neoliberalism in Education: Local, National and Transnational Perspectives*. Bristol: Policy Press.

Book chapters

Boeren, E. (2019). Quantitative Research in Research on the Education and Learning of Adults. In A. Fejes, & E. Nylander (Eds.), *Mapping out the Research Field of Adult Education and Learning* (pp. 139-155). Cham: Springer, Cham. https://doi.org/10.1007/978-3-030-10946-2_8

Cebula, K., & McCluskey, G. (2019). ToM goes to a restorative school: Exploring the potential for productive dialogues around theory of mind and restorative approaches research. In M. Thorsborne, G. McCluskey, & N. Riestenberg (Eds.), *Getting More Out of Restorative Practice in Schools: Practical approaches to improve school wellbeing and strengthen community engagement*. London: Jessica Kingsley Publishers.

Florian, L. (2019). Preparing Teachers for Inclusive Education. In M. A. Peters (Ed.), *Encyclopedia of Teacher Education* (pp. 1-6). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-13-1179-6_39-1

MacAllister, J. (Accepted/In press). Embracing the serpent: Education for Ecosophy and Aesthetic Appreciation. In L. Colucci-Gray, & P. Burnard (Eds.), *Why Science and Art Creativities Matter: STEAM (re-)Configurings for Future-making Education* Brill.

McCluskey, G., & Lloyd, G. (2019). Not much I can do, he's got ADHD. In R. Arshad, T. Wrigley, & L. Pratt (Eds.), *Social Justice Re-examined: Dilemmas and Solutions for the Classroom Teacher* (2 ed.). Stoke on Trent: Trentham Books.

Taiwo, M., & Florian, L. (2019). Inclusive Practice in Nigerian Classrooms. In K. Scorgie, & C. Forlin (Eds.), *Promoting Social Inclusion* (Vol. 13, pp. 105-118). (International Perspectives on Inclusive Education; Vol. 13). Emerald Group Publishing Limited. <https://doi.org/10.1108/S1479-363620190000013009>

Wang, Y., & Florian, L. (2019). Learning from Children: Experiences of Bullying in Regular Classrooms. In C. Forlin (Ed.), *Promoting Social Inclusion: Co-Creating Environments That Foster Equity and Belonging* (pp. 79-92). (International Perspectives on Inclusive Education). Emerald Group. <https://doi.org/10.1108/S1479-363620190000013007>

Weedon, C. (in press, 2019). The Potential Impact and Influence of the Social Model of Disability. In L. Peer & G. Reid (Eds.), *Special Educational Needs: A Guide for Inclusive Practice* (3rd Ed.). Sage.

Publications

Refereed journal articles

Allatt, G., & Tett, L. (2019). Adult literacy practitioners and employability skills: Resisting neo-liberalism? *Journal of Education Policy*, 34(4), pp.577-594. doi: [10.1080/02680939.2018.1493144](https://doi.org/10.1080/02680939.2018.1493144)

Boeren, E. (2019). Understanding SDG4 on Quality Education from a micro-meso-macro perspective. *International Review of Education*, 65(2), 1-18. <https://doi.org/10.1007/s11159-019-09772-7>

Boeren, E. (2019). Foreign-born adults' participation in educational activities: Evidence from Europe. *European Education*, 1-20. <https://doi.org/10.1080/10564934.2018.1520600>

Cole, T., McCluskey, G., Daniels, H., Thompson, I., & Tawell, A. (2019). Factors associated with high and low levels of school exclusions: comparing the English and wider UK experience. *Emotional and Behavioural Difficulties*, 1-17. <https://doi.org/10.1080/13632752.2019.1628340>

Duckworth, V., & Tett, L. (2019). Transformative and emancipatory literacy to empower. *International Journal of Lifelong Education*, 38(4), pp.366-378, doi: 10.1080/02601370.2019.1574923

Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education*, 1-14. <https://doi.org/10.1080/13603116.2019.1622801>

Iñiguez-berrozpe, T., & Boeren, E. (2019). Twenty-first century skills for all: Adults and problem solving in technology rich environments. *Technology, Knowledge and Learning*, 1-23. <https://doi.org/10.1007/s10758-019-09403-y>

MacAllister, J. (2019). Discipline in education. In M. Peters, & D. Aldridge (Eds.), *Encyclopedia of Educational Philosophy and Theory: Living Edition*. SpringerLink. https://doi.org/10.1007/978-981-287-532-7_653-1

MacAllister, J. (2019). Enhanced agency rights for older Scottish children with additional support needs: A philosophical review. *International Journal of Inclusive Education*, 23(5), 519-531. <https://doi.org/10.1080/13603116.2019.1580924>

MacAllister, J. (2019). Utopianism of the Present: MacIntyre on Education and the Virtue of Hope. *International Critical Thought*, 1-12. <https://doi.org/10.1080/21598282.2019.1647548>

MacAllister, J., & Riddell, S. (2019). Realising the educational rights of children with special and additional support needs: Paradigm change or more of the same? *International Journal of Inclusive Education*, 23(5), 469-472. <https://doi.org/10.1080/13603116.2019.1580927>

Mackie, A. (2019). The young unemployed and a 'perfect storm' of stigmatisation. *Concept*, 10(1), pp.6-12

MacLeod, G., Armstrong, D., & Brough, C. (2019). Work done in the margins: A comparative study of mental health literacy in pre-service teacher education in Australia and in Scotland. *Journal of Research in Special Educational Needs*, 19(4), 334-343. <https://doi.org/10.1111/1471-3802.12452>

Publications

MacLeod, G., Barnes, T., & Huttly, S. (2019). Teaching at masters level: Between and rock and a hard place. *Teaching in Higher Education*, 24(4), 493-509. <https://doi.org/10.1080/13562517.2018.1491025>

MacLeod, G., & Tett, L. (2019). 'I had some additional angel wings': Parents positioned as experts in their children's education. *International Journal of Lifelong Education*, 38(2), 1-13. <https://doi.org/10.1080/02601370.2019.1574922>

McCluskey, G., Cole, T., Daniels, H., Thompson, I., & Tawell, A. (2019). Exclusion from school in Scotland and across the UK: Contrasts and questions. *British Educational Research Journal*, 1-20. <https://doi.org/10.1002/berj.3555>

Paterson, L., Blackburn, L., & Weedon, E. (2019). The use of the Scottish Index of Multiple Deprivation as an indicator to evaluate the impact of policy on widening. *Scottish Affairs*, 28(4), 414-433. <https://doi.org/10.3366/scot.2019.0296>

Riddell, S., & Carmichael, D. (2019). The biggest extension of rights in Europe? Needs, rights and children with additional support needs in Scotland. *International Journal of Inclusive Education*, 23(5), 473-490. <https://doi.org/10.1080/13603116.2019.1580925>

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

Other publications

Gillooly, A., & Riddell, S. (2019). [*Working paper 1 \(statistics update\): An overview of statistics on SEN in England and ASN in Scotland*](#). Edinburgh: CREID, University of Edinburgh.

Mackie, A., Boeren, E., & Riddell, S. (2019). [*CREID Briefing 41: Post-School Education and Training for Young People on the Social Margins*](#). Edinburgh: CREID, University of Edinburgh.

MacLeod, G., Matthews-Smith, G., Marvell, R., & Dozier, M. (2019, Jun 11). [*Protocol for a Systematic Scoping Review of Literature on PGT*](#).

Mowat, J., & MacLeod, G. (2019). [*Poverty, attainment and wellbeing: Making a difference to the lives of children and young people*](#). Scottish Universities Insight Institute.

Riddell, S. (2018). [*Working Paper 6: Literature Review: Autonomy, Rights and Children with Special and Additional Support Needs*](#). Edinburgh: Centre for Research in Education Inclusion and Diversity (CREID), University of Edinburgh.

Riddell, S. (2019). [*CREID Briefing 43: Autonomy, Rights and Children with Special Needs: A New Paradigm? — Scottish Case Study Findings*](#). Edinburgh: CREID, University of Edinburgh.

Riddell, S. (2019). [*Working Paper 8: Scottish Case Studies Analysis*](#). Edinburgh: CREID, University of Edinburgh.

Riddell, S., Carmichael, D., Harris, N., MacAllister, J., & Wright, K. (2018). [*CREID Briefing 40: Analysis of key informant interviews: Scotland*](#). Edinburgh: CREID, University of Edinburgh.

Riddell, S., Gillooly, A., Harris, N., & Davidge, G. (2019). [*The Rights of Children with Special and Additional Support Needs in England and Scotland: Report*](#). Edinburgh: CREID, University of Edinburgh.

Publications

Riddell, S., Gillooly, A., MacAllister, J., Harris, N., & Davidge, G. (2019). [*The Rights of Children with Additional Support Needs: From Paper to Practice*](#) (a short film) Digital or Visual Products. Edinburgh: CREID, University of Edinburgh.

Riddell, S., Harris, N., Gillooly, A., & Davidge, G. (2019). [*CREID Briefing 45: Autonomy, Rights and Children with Special Needs: A New Paradigm? – The Rights of Children with Special and Additional Support Needs in England and Scotland*](#). Edinburgh: CREID, University of Edinburgh.

Weedon, E., Lezcano Barbero, F., & Casado Muñoz, R. (2019). [*Working Paper 10: A comparison between the statistics on students with additional needs in Scotland and Castilla y León*](#). Edinburgh: CREID, University of Edinburgh.

Weedon, E. (2019) [*Working Paper: Disabled students in higher education in the UK: Social and other characteristics by type of impairment*](#). Edinburgh: CREID, University of Edinburgh.

Weedon, C., Reid, G., Ruttle, K., & Long, R. (2019). A fully revised and on-line edition of SNAP Assessment – HodderEducation/ Rising Stars – Joint winner of 2019 Teach Primary SEN Category.

Press Coverage

10th November 2019

The Sunday Times (by John Boothman). [‘Postcode lottery’ flawed for access to university.](#)

22nd July 2019

Tes Scotland (by Emma Seith). [National special schools battle to fill places.](#)

9th June 2019

BBC Radio 4 More or Less. Interview with Lucy Hunter Blackburn on data on widening access to HE in Scotland. <https://www.bbc.co.uk/programmes/m0005mjx>

25th April 2019

Education Law Consultant newsletter "The Additional Support Needs Update" (Issue 4, Spring 2019). [Education Law Consultant](#) (interview with Professor Sheila Riddell)

28th February 2019

The Times. [Councils accused of shirking duty to special needs children.](#)

10th February 2019

The Herald Scotland. [Growing concern over decline in support plans.](#)

15th January 2019

The Herald. (Op-ed piece, Sheila Riddell). [Mixed messages on ASN support.](#)

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

CREID

The Moray House School of Education

University of Edinburgh

Simon Laurie House

St John Street

Edinburgh EH8 8AQ

Tel: 0131 651 6459

Email: creid-education@ed.ac.uk

Website: www.creid.ed.ac.uk

Twitter: Follow Us on Twitter [@CREID_Edin](#)

Facebook: <https://www.facebook.com/creid.education.uoe/>

YouTube: http://bit.ly/CREID_YouTube