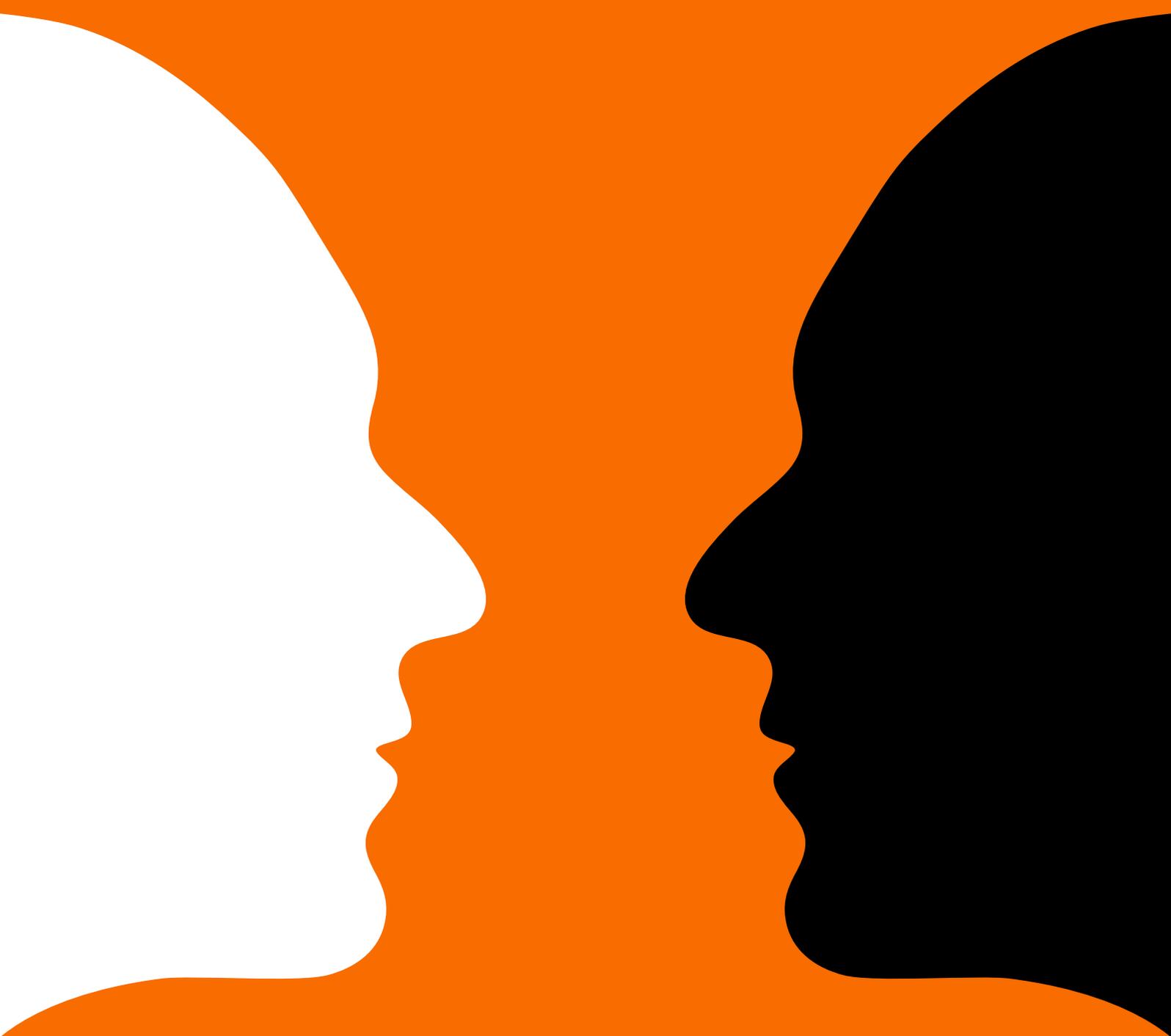




THE UNIVERSITY *of* EDINBURGH  
Moray House School of  
Education and Sport



# CERES

**CENTER FOR EDUCATION FOR  
RACIAL EQUALITY IN SCOTLAND**

**ANNUAL REPORT 2019-20**

One: Foreword .....	3
Two: CERES members .....	4
Three: Doctoral students and teaching .....	8
Four: Research .....	10
Five: Publications and research outputs .....	12
Six: CPD, knowledge exchange and impact .....	15
<i>Knowledge Exchange and CPD</i> .....	15
<i>Blogs and Media</i> .....	18
<i>Impact: shaping policy and practice</i> .....	19
<i>Esteem Indicators</i> .....	20

# One: Foreword

---

The Centre for Education for Racial Equality in Scotland (CERES) is a research and knowledge exchange centre based at the Moray House School of Education and Sport.

Our main objective is to contribute to processes that enable people **to be treated with respect, fulfil their potential and have equitable experiences** by:

- progressing and embedding issues of social justice, rights and anti-discriminatory practice in society and its institutions, and
- working with children, families and communities to contribute to participation and self-emancipation.

In current socio-political times, the work of CERES is more relevant than ever. The global rise of **Black Lives Matters** has led to increased calls for educational institutions (including our own) to decolonise our curricula and to tackle racial injustice. **CERES has a lot to offer to these processes and debates**, and this is no time for complacency.

This report lists some of the highlights of our work in the fields of research, knowledge exchange and impact, publications and teaching. Our members section introduces our team, with a particular spotlight on our **new members Dr Davies Banda, Dr Jite Eferakorho, Dr Labake Fakunle and Dr Ibtihal Ramadan** – we are delighted that they are part of CERES.

The **CERES website has received a new design** in summer 2020, improving its accessibility for a wide range of audiences. Alongside the website redesign we have launched a **series of weekly blogs**, co-edited by **Professor Rowena Arshad and Dr Fiona O'Hanlon**. These blogs are intended to raise issues in relation to promoting race equality and antiracism within education in general, with examples of best practice and discussions about conundrums and discomforts. They aim to promote discussion, to provide spaces for disruption, transformation and boundary-pushing in the area of race equality and antiracism in education. The blogs have seen increased traffic to our website, and have been **reposted on Times Educational Supplement (TES) Scotland** and the University's **RACE.ED website**, bringing these important pieces to a wider audience. Since launching our blogs, CERES has gained **over 300 new Twitter followers**, and individual blogs have been shared on Twitter to **over 86,000 readers**.

Summer 2020 also saw the launch of **RACE.ED**, a cross-university network concerned with race, racialization and decolonial studies, of which CERES is an affiliate.

Finally, the last academic year also saw the retirement of CERES founder and race equality activist **Professor Rowena Arshad CBE**. We are incredibly thankful for Rowena's inspiration, invaluable guidance and mentorship over the years, and are delighted that she will continue to support the work of CERES. Rowena's article '[We need all teachers to help stamp out racism](#)' was recently published in TES Scotland.

We hope you enjoy reading more about CERES activities and achievements on the following pages.

**Yvonne Foley**, Director  
**Marlies Kustatscher**, Deputy Director

## Two: CERES members

---

**Our Centre brings together the wonderful work of an interdisciplinary and international team and we continue to grow. Our website showcases our members' achievements, but we also want to take the opportunity of this report to introduce some of their highlights.**



### **Professor Rowena Arshad**

Rowena was the Head of Moray House School of Education and Sport from 2013-19. Following her retirement from the University in 2020, she continues her invaluable support of race equality work in her role as Convenor of the College of Arts, Humanities and Social Science Equality, Inclusion and Diversity Committee. She also convenes the University of Edinburgh's Race Equality and Anti-Racist Sub-Group. A leading light in Scottish teacher activism in the area of equality and anti-discrimination, Rowena was awarded the OBE in 2001 for services to race equality, an honorary doctorate by Edinburgh Napier for services to gender equality and in 2019 was awarded a CBE for services to education.

### **Dr Farah Akbar**

Farah joined the MSc TESOL team in January 2015. Previously, she taught at the University of Southampton after having completed her PhD in Linguistics at the University of Essex. Her research interests are in the areas of language teaching, especially in the evaluation of ELT materials and assessment literacy. More recently she has been engaged with projects on issues of religious conversions and identity. She is also part of the Religious and Moral Education (RMEd) working group at a primary school in Edinburgh that aims to understand the current Scottish Government and City Council policy for RMEd and makes recommendations to reflect diversity in the school.



### **Dr Davies Banda**

Davies is the Director of Learning and Teaching and Deputy-Director of the Academy of Sport, both roles within Moray House School of Education and Sport. His research interests focus on using sport for development and peace purposes, a field within which debates on power, proximity and access to development aid and whiteness have been key features of the debate on sport and empowerment of disadvantaged communities. Davies has also used his role within the school to advocate for social justice through pursuing creating widening participation opportunities for groups at risk of exclusion in higher education. He has undertaken consultancy for United Nations agencies and global sports organisations and associations. He works with community based organisations in sub-Saharan Africa.

## Dr Jite Eferakorho

Jite is a Teaching Fellow in Language Education at the Moray House School of Education and Sport. His research explores critical multicultural literacy, teacher education policy, multicultural reform efforts in the preparation of teachers, multicultural education and citizenship, and educational leaders within the social and global context of education. He has presented at national and international conferences and published in the Journal of School Leadership; Sage Encyclopaedia for Educational Leadership and Administration; International Journal of Diversity in Organisations, Communities and Nations; and several technical reports.



## Dr Labake Fakunle

Labake is a Teaching Fellow and Coordinator of the MSc Education General Pathway at the Moray House School of Education and Sport. She is Course Organiser of the PG Course "Higher Education in the Global Context" and teaches on other MSc Education courses, including Education Policies and the Politics of Education. Labake's research areas include internationalisation, student experience and employability. She is particularly interested in exploring missing voices in dominant discourses in internationalisation processes.

## Dr Yvonne Foley

Yvonne is the Director of CERES and Head of Institute for Education, Teaching and Leadership (ETL) at the Moray House School of Education and Sport. She worked for many years as an English language teacher in Taiwan and the UK. Before returning to Scotland, she was Director of Studies within an international school system (over three campuses) in Taipei, Taichung and Kaoshiung. She is currently a member of NALDIC (National Association of Language Development Across the Curriculum) and IATEFL (International Association in Teaching English as a Foreign Language).



## Dr Andy Hancock

Andy started teaching in multilingual primary schools in London before working for two years in a State Secondary school in Karoi, Zimbabwe. In 1990 he moved to Scotland to become a peripatetic support teacher to bilingual and traveller pupils in Central Region, and for a short period was seconded as part of a regional anti-bullying project investigating racist incidents and developing anti-racist support materials for schools. Prior to coming to the University of Edinburgh Andy was Manager of the Bilingual Support Service in North Lanarkshire. Andy has researched and published extensively on a range of issues including complementary schools, language policy in Scotland, linguistic landscapes and aspiring teachers' understandings of linguistically diverse classrooms.

## Jonathan Hancock

Jonathan is a Research Associate at the Moray House School of Education and Sport, University of Edinburgh. He has over seven years professional research experience and has worked on projects relating to issues of pedagogy, social justice, race equality and public policy in academia and the third sector. He has published on identity and belonging, internationalisation, language policy in Scotland and pupils learning English as an Additional Language (EAL) through CERES. Currently, Jonathan's research work focuses on spatial literacies and equality in education.



## Dr Kristina Konstantoni

Kristina is a Senior Lecturer in Childhood Studies in the Moray House School of Education and Sport. Her main research interests are on identities, equity, social justice and children's rights and participation, and how these are taken forward in educational practice by engaging and listening closely to young children, parents/cares and practitioners. She is also interested in the links between social policy (particularly educational), research, theory and practice related to social justice and equity. Kristina is involved in a number of large scale research projects, such as the ESRC GCRF Safe, Inclusive and Participatory Pedagogies project and the Hub & Spoke project.

## Dr Marlies Kustatscher

Marlies is the Deputy Director of CERES, a Lecturer in Childhood Studies at the Moray House School of Education and Sport, and the Co-Programme Director of the BA Childhood Practice. Her research interests include children and young people's experiences of intersectional inequalities, children's rights and participation, and the politics of emotions. Marlies is currently conducting arts-based participatory research with Afrocolombian and indigenous young people in Colombia, and part of the ESRC GCRF Safe, Inclusive and Participatory Pedagogies and the Hub & Spoke projects.



## Dr Jingyi Li

Jingyi is a Co-Programme Director of the MSc Education programme and a Senior Teaching Fellow in the Moray House School of Education and Sport. Jingyi previously worked in a local NGO in Scotland with ethnic minority children and their families. She also has been teaching at local Chinese schools in Edinburgh for over ten years. Her research interests lie in international education and development, education policy, curriculum development and global citizenship education.

## **Rosa Murray**

Rosa is the Deputy Head of Institute for Education, Teaching & Leadership and Deputy Director of Teacher Education. She taught in secondary schools prior to working with the General Teaching Council for Scotland (GTCS) where she was responsible for shaping and developing Professional Standards and Learning and Development Programmes for teachers in Scotland. Rosa led the development of Professional Values and Learning for Sustainability (LfS) within the GTCS Professional Standards for teachers, this work was in partnership with Learning for Sustainability Scotland and the Scottish Government and embedded values and LfS throughout all the professional standards for teachers in Scotland. Rosa has co-authored several articles focused on LfS and her key interests and passions are Social Justice, Activist teachers and Learning for Sustainability.



## **Dr Fiona O'Hanlon**

Fiona is a Senior Lecturer in Languages Education at Moray House School of Education and Sport. Fiona's research focuses on languages education at the primary and secondary school stages – encompassing both Gaelic-medium education and the learning of modern languages as a subject in English-medium education. She is a Board Member of SCILT (Scotland's National Centre for Languages) and represents Higher Education on this board (2018 – ongoing). Between 2014 and 2017 Fiona was a Board member of Bòrd na Gàidhlig, the executive non-departmental public body which works to promote the use and understanding of Gaelic language, education and culture. As part of this role, she was a member of the Core Group for the development of the National Statutory Guidance on Gaelic education, required by the Education (Scotland) Act 2016. Fiona is also co-editor of CERES blogs, along with Professor Rowena Arshad. Fiona was on maternity leave from March 2019 to March 2020.

## **Dr Mike Orr**

Mike is a Teaching Fellow on the MSc TESOL programme. He started teaching English over thirty years ago. Since then, he has worked as a teacher and teacher educator in different parts of the world. Quite early on, he became interested in the way access to English language learning is often associated with power and privilege. From this starting point he has developed two related areas of interest: the presentation of English language teaching as an apolitical activity; and the general absence from English language teacher education programmes of courses that deal with the use of language to represent the power of ruling elites as natural and normal.



## **Dr Ibtihal Ramadan**

Ibtihal is a CARA postdoc fellow. Her research interests are related to racism, minorities in higher education, and Islamophobia, utilising Critical Race Theory and Postcolonial perspectives. Her current research is examining the experiences of Muslim academics, in AHSS disciplines, at UK universities in relation to DCM and the study of Muslim and Islam within British universities, which continues to be impacted by the old orientalist tropes, and is currently tainted by 'War on Terror' political rhetoric. Ibtihal's PhD research examined the daily experiences of Muslim academics at UK universities. Findings showed that day-to-day racism and Islamophobic microaggressions have been part of their experiences. Ibtihal is currently a member of the steering group of Ad-HE project on Tackling racism on Campus.

## Three: Doctoral students and teaching

---

The CERES team contribute to teaching on race, equality, social justice, intersectionality, internationalisation and anti-racism across UG and PG programmes at the Moray House School of Education and Sport.

In 2019-20, **Rosa Murray** is the Programme Director of 'National Returning to Teaching' and currently working, at the request of the Scottish Government, on increasing BAME participation and welcoming members of refugee communities onto the course.

**Labake Fakunle** has developed a new course entitled 'Higher Education in the Global Context' and **Jingyi Li** has welcomed over 180 students on her 'Comparative Education and International Development' course 19/20.

We are particularly proud of our diverse and international cohort of PhD students who are working with us on a range of different topics:

Agnieszka Fraser: **The influence of social factors on the acquisition of L2 and L1 by young migrant Polish children in Scotland** (awarded 2020).

Ann Thirkell: **A study of the pedagogical approaches used by Gaelic-medium primary teachers to develop Gaelic language in Gaelic-medium education.**

Chen Zhang: Closing the Broch: **Applicant to returnee, an ethnographic study of a group of Chinese students' complete Scottish education journey to investigate how they make adjustments emotionally, cognitively and behaviourally that may influence their educational, sociocultural and employment success.**

Christiana Fizet: **History Teachers' Understanding of Canadian history and orientations: a critical study of the master narrative** (awarded 2020).

Dana Dabbous: **A critical inquiry into education for refugee pupils: the construction of primary teachers' pedagogies in supporting pupils who are refugees** (awarded 2019).

Fatma Büşra Aksoy Kumru: **Active citizenship in the early years: listening to children on decision-making.**

Gizem Silistire: **Exploring young children's daily experiences in the nursery classroom.**

Hang Lu: **The Disparity between Urban and Rural English Education in Basic Education and Foreign Language Education Policies in China: The Influence of Neoliberalism, the Commodification of Language and Fetishism.**

Hao Zhang: **Language Policy in two Scottish Mandarin Primary Classrooms.**

Hoda Mobasseri: **Islamic Feminism and the potential of Adult Education spaces to progress Muslim women's lives.**

Huaiyuan Huang: **Ethnic Solidarity Education and Identity Construction: Migrant Ethnic Korean Youth in Changchun City, Northeast China.**

Jagdeep Gill: **Perceptions of high school students on the language used as a medium of instruction in school and their identity formation in the context of Punjab, India.**

Jesús Hernandez Gonzalez: **Academic literacies for deeper learning: a longitudinal study of CLIL in primary science classrooms.**

Jian Liao: **Equity and Inclusion in Education of Migrant Pupils in Urban China.**

Jing Xu: **Critical Reading in Vocational Colleges in China.**

Jiyuan Song: **Parental investment in education: An ethnographic case study of first and second generation Chinese immigrant families in Scotland.**

Keri McDonald: **Sport for Development Evolvment in South Africa.**

Lisa MacDonald: **An t-ionnsachadh bòidheach: exploring practice, opportunities and challenges in Gaelic 0-5 education.**

Margaret Mroczkowski: **An investigation of teachers' and learners' experiences, attitudes and perceptions towards the inclusion of L1 in the L2 classroom and its effects on L2 motivation.**

Matthew Holmes: **Sport for Development in Zambia.**

Min Kyung Kwon: **What are the perspectives of South Korean secondary school students on current sex education?**

Mohammad Alkuwari: **International Branch Campuses in Qatar: Qatari Students' Experience of Campus Life** (awarded 2020).

Sakie Chiba-Mooney: **Stakeholders's views on a Japanese Complementary School in Scotland.**

Xiaomei Sun: **A longitudinal study of extensive reading implementation in Chinese secondary schools.**

Zhou Qianqian: **Motivation VS Language Attainment: A longitudinal multiple-case study on a class of tertiary students learning Chinese in a UK master's programme.**

## Four: Research

---

The CERES team bring together a diverse range of research expertise and have secured funding for a multitude of projects. Our research involves children and young people, practitioners and educators from early years to higher education, and wider educational and policy stakeholders. We aim to engage decision-makers, from school to policy levels, and to provide them with valuable insights on how to implement social justice approaches and amplify voices that are often silenced.

The following is a snapshot of our successful projects over the last year.

**Jite Eferakorho was awarded an ERASMUS Grant to visit the University of Connecticut in May 2020. The award has been rescheduled for 2021 due to Covid-19 pandemic.** The objective is to develop a critical multicultural literacy (CML) pedagogy in language education. A CML approach challenges the dominant monolingual and native speaker ideology. It problematizes extant language policy discourses that privilege monoglossic language ideologies. This project is part of Jite's overarching teaching-research philosophy which raises awareness of cultural sensitivity and uses the cultural and linguistic knowledge of students as a conduit for learning. This outcome aligns with my critical pedagogical goal: to prepare language teachers to meet the needs of an increasingly diverse, pluralistic, and global society.

**Labake Fakunle is part of a 'Rapid transition to online – COVID-19'** research grant (\$5,000), funded by Universitas 21. The project involves teams in 7 universities (University of Queensland (Lead institution), University of Edinburgh, University of Connecticut, University of Hong Kong, University of Auckland, University of Johannesburg, Pontificia Universidad Catolica de Chile).

**Yvonne Foley** is an advisor on the **ADiBE Project: CLIL for All: Attention for Diversity in Bilingual Education Project (2019-2021)** (Do Coyle is Co-I in Moray House), which brings together key figures with ample experience in the field of Content and Language Integrated Learning (CLIL) from six countries (Spain, Austria, Finland, Germany, Italy, and the UK) and is funded by Erasmus+.

**Kristina Konstantoni** and colleagues have been awarded £43,300 from the UK Froebel Trust, £5,000 from the Knowledge exchange and Impact fund at CAHSS, and £5,000 from Edinburgh Future Institute for their work on socially just public spaces for young children. The projects involve NGOs in Scotland and Greece (for example, the Network for Children's Rights) and ask the question: **How can business and public play spaces and cafes be reimaged and reclaimed as socially just rights-reinforcing spaces for children?**

Kristina Konstantoni and Marlies Kustatscher are Co-Is on two large grants that have recently been secured at Moray House: **Safe, Inclusive, Participative Pedagogy: Improving Early Childhood Education in Fragile Contexts (2020-2024)** (ESRC GCRF £1.8 million, PI Kay Tisdall) brings together partners in Brazil, Eswatini, South Africa, and Palestine, and will identify and develop safe, inclusive participative pedagogy that is implementable in fragile contexts and sustainable for governments, communities and families. Kristina and Marlies are also involved in the **UK Froebel Trust Hub and Spoke large grant (£450,000)**, led by Lynn McNair.

Marlies Kustatscher and colleagues have received an AHRC GCRF Changing the Story Large Grant to work with academic and NGO partners in Colombia on **Cuál es la verdad? (What is the Truth?) De-constructing collective memories and imagining alternative futures with young people in Chocó through music and arts (2019 - 2021) (£94,000)**. The project focuses on Quibdó, the capital of Chocó in the Colombian Pacific, and involves Afrocolombian and indigenous young people in a participatory arts-based project that aims to build dialogue between different neighbourhoods and visualize alternative futures.

Marlies Kustatscher and the BA Childhood Practice team have been awarded a Small PTAS Grant (Widening Participation) from the University for a project on **'Mentoring for success: Co-producing a meaningful workplace mentoring scheme with students and employers' (2020-2021)**.

Jingyi Li has secured a Seedcorn Funding Research Grant to study **The educational impact of Model UN Conferences in Scottish Schools**.

Jingyi Li has also received a competitive Student Experience Grant (£2,204) for a project on **Community engagement activities for enhancing PGT students' experience**, which involves three MSc Education student as co-applicants. The project allowed PGT students to put a formative assessment (a cross-curricular learning programme) into practice and offer learning opportunities for 40 BAME children and their parents by developing and delivering a summer multilingual STEM programme in Edinburgh. The project also explored the impact of community engagement activities on PGT students' experience and employability.

**Fiona O'Hanlon**, Do Coyle and Thomas Chaurin have been awarded £35,000 by Edinburgh, Fife and East Lothian Councils for a project on **Developing excellence in 1+2 languages: working together for success**. In addition, Fiona and colleagues have also secured £7,560 through a CAHSS Knowledge Exchange and Impact Grant for **Developing Excellence in 1+2 languages: working together to create a self-assessment tool for schools**. 2019-2020. This tool aims to support effective language pedagogy both for multilingual learners (from a range of home language backgrounds) and for pupils learning modern languages in the school context.

## Five: Publications and research outputs

---

The following is a list of some of the contributions to academic and non-academic outputs of CERES members:

**Arshad**, R., Pratt, L., and Wrigley, T. (Eds.) (2020) Social Justice Re-examined: dilemmas and solutions for the classroom (2nd ed.). Stoke on Trent: Trentham Books.

**Arshad**, R. (2020) Educate and act for anti-racism. In Arshad, R., Pratt, L., and Wrigley, T. (Eds.), Social Justice Re-examined: dilemmas and solutions for the classroom (2nd ed.). Stoke on Trent: Trentham Books.

**Arshad**, R. (2020) Shaping Practice: The impact of personal values and experiences. In Arshad, R., Pratt, L., and Wrigley, T. (Eds.), Social Justice Re-examined: dilemmas and solutions for the classroom (2nd ed.). Stoke on Trent: Trentham Books.

Benjamin, S. and **Arshad**, R. (2020) Key concepts and theories: From ambiguity to clarity. In Arshad, R., Pratt, L., and Wrigley, T. (Eds.), Social Justice Re-examined: dilemmas and solutions for the classroom (2nd ed.). Stoke on Trent: Trentham Books.

**Arshad**, R. (2020) Lessons Learnt about 'Race' in Scotland. In Meer, N., Akhtar, S. and Davidson, N. (Eds.), Taking Stock: Race Equality in Scotland. Runnymede Trust Report.

**Arshad**, R. (2019) Leading for and managing diversity. *Management in Education*, 33(3), pp. 143-146.

Rosenhan, C., **Akbar**, F., & Numajiri, T. (2019) Examining tacit knowledges in assessing international postgraduate students. *Transformative Dialogues: Teaching and Learning Journal*.

**Fakunle**, O. (2020) Developing a framework for international students' rationales for studying abroad, beyond economic factors. *Policy Futures in Education* (In press).

**Fakunle**, O., Lock, J., & Johnson, C. (2020) Is internationalization intentionally integrated in online learning environments? Exploring the challenges and possibilities. *International Journal on Innovations on Online Education* (forthcoming). <https://doi.org/10.1615/IntJInnovOnlineEdu.2020035172>

**Fakunle**, O. & Pirrie, A. (accepted subject to revision) International student reflections on employability development opportunities during a UK one-year Masters programme. *Journal of International Students Special Issue* (Routledge).

**Fakunle**, O. et al. (2019) Academic conferences as learning sites: A multinational comparison of doctoral students' perspectives and institutional policy. *International Journal of Doctoral Studies* 14, 479-497. <https://doi.org/10.28945/4383>

**Fakunle**, O. (2019) Students: The missing voices in internationalization. *University World News*, 539: 15 February 2019. <https://www.universityworldnews.com/post.php?story=20190212144121925>

**Fakunle**, O. (2019) Empowering the student voice in internationalization. World Education News and Reviews. <https://wenr.wes.org/2019/06/empowering-the-student-voice-in-internationalization> June 2019.

**Foley**, Y. (2020) Working with EAL Learners: How ready are trainee teachers? EAL Journal, 10, pp. 18-21.

Pratt, L. and **Foley**, Y. (2020). Using Critical Literacy to 'do' Gender. In **Arshad**, R., Pratt, L., and Wrigley, T. (Eds.), Social Justice Re-examined: dilemmas and solutions for the classroom (2nd ed.). Stoke on Trent: Trentham Books.

**Hancock**, A. (2020) Inclusive practices for pupils with English as an additional language. In **Arshad**, R., Wrigley, T. and Pratt, L. (Eds.), Social Justice Re-Examined: Dilemmas and Solutions for the Classroom Teacher 2nd Edition (pp.122-134). London: UCL Institute of Education Press.

**Hancock**, A. and **Hancock**, J. (2019). Scotland's language communities and the 1+2 Language Strategy. Languages, Society & Policy. <https://doi.org/10.17863/CAM.47263>.

Yoshimura, M. & **Hancock**, A. (2019) Language education and expected professional qualities and competencies for teachers in Scotland [スコットランドにおける言教育と教Tに求められる能力]. Nara University of Education, Japan.

**Hancock**, A. & **Hancock**, J. (2018) Extending the 1+2 Language Strategy: Complementary schools and their role in heritage language learning in Scotland. CERES/University of Edinburgh.

**Hancock**, A.(2018) Learning literacy in multilingual contexts: Scotland and South Africa. In V. Nomlomo, Z. Desai & J. September (Eds.). From Words to Ideas: The Role of Literacy in Enhancing Young Children's Development (pp. 32-51). Cape Town: University of the Western Cape/British Council South Africa.

**Hancock**, A. (2018) Inclusive practices for pupils with English as an additional language. In B. Skinner & B. O'Toole (Eds.), Minority Language Pupils and the Curriculum: Closing the Achievement Gap (pp 24-27). Ulster University/University of Dublin.

**Hancock**, A. (2018) Creating a Safe Space for Classroom Discussions'. In Robertson, J., Williams, A., Jones, D., Lara, I. & Loads, D. (Eds.), EqualBITE: Gender Equality in Higher Education(pp. 49-52). Rotterdam: Sense.

Botterill, K. and **Hancock**, J. (2019) Rescaling belonging in Brexit Britain: Spatial identities and practices of Polish nationals in Scotland after the UK Referendum. Population, Space and Place, 25(1).

**Konstantoni**, K. (2020) Intersectionality in Cook, D. and Burman, E. (eds) SAGE Encyclopaedia of Children and Childhood Studies, SAGE: London.

**Konstantoni**, K. and Patsianta, K. (2019) Young Children's Rights in 'tough' times: Towards an intersectional children's rights policy agenda in Greece and Scotland, in: Murray, J. Swadener, B. B. and Smith, K. (eds) Routledge International Handbook of Young Children's Rights.

**Konstantoni**, K. and Patsianta, K. (2019) Babies and young children in Greece and Scotland. In Nostimonimar, News Website, Greece. <http://www.nostimonimar.gr/ta-mora-tis-elladas-kai-tis-skotias/#comments>

**Kustatscher**, M. (2020) Gender, in Cook, D. and Burman, E. (eds) SAGE Encyclopaedia of Children and Childhood Studies, SAGE: London.

Xu, G., Wei, R., Jian, Liu., **Li**, J., Kang, C., Ma, L., Gan, Q., & Liu, Y. (2019) Collobration and Cooperation: National core skills framework for schools in China. Journal of East China Normal University.

Leask, K., Christie, B., and **Murray**, R. (2020). Learning for Sustainability: Our collective future depends upon it. In **Arshad**, R., Pratt, L., and Wrigley, T. (Eds.), Social Justice Re-examined: dilemmas and solutions for the classroom (2nd ed.). Stoke on Trent: Trentham Books.

Nicol, R., Rae, A., **Murray**, R., Higgins, P. and Smith, H. (2019) How can Initial Teacher Education tackle "Super-wicked" Problems? Scottish Educational Review 51 (1), 17-29.

Griffiths, M. & **Murray**, R. (2019) Love and social justice in learning for sustainability, Ethics and Education, 12:1, 39-50.

**O'Hanlon**, F. & Paterson, L. (2019) Seeing is believing? Public exposure to Gaelic and language attitudes. Scottish Affairs.28:1, p.74-101.

**O'Hanlon**, F. Paterson, L. McLeod, W. (2020) Classifying Gaelic-medium education: Language use in pre-school, primary school and secondary school settings. In S.M. Kidd, T.O.Clancy & R. Ó Maolalaigh (Eds). Litreachas, Eachdraidh & Cànan, Rannsachadh na Gàidhlig 7. Pp.296-319.

Landgraf, S. Armstrong, T.C., **O'Hanlon**, F. (2020) 'Tha e rud beag a bharrachd air dìreach teagasg' – Ag Obair ann am Foghlam tro Mheadhan na Gàidhlig: amasan, ideòlasan agus fèin-aithne.' ['It's more than just teaching' – working in Gaelic-medium education: aims, ideologies and identity]. In S.M. Kidd, T.O.Clancy & R. Ó Maolalaigh (Eds). Litreachas, Eachdraidh & Cànan, Rannsachadh na Gàidhlig 7. Pp.279-295.

**Orr**, M. and Annous, S. (2018). "There is no alternative! Student perceptions of learning in a second language in Lebanon." Journal of Language and Education 4:1.

# Six: CPD, knowledge exchange and impact

## Knowledge Exchange and CPD

In June 2019, CERES organized '**A CERES Conversation 2019: Getting it right for every child: Is our education provision racially literate?**'. The highly successful three-day conference provided education practitioners and researchers (early years, schools, colleges, universities, adult education) with spaces to consider how literate our establishments are on matters of racial, cultural, religious and linguistic diversity.

**The following is a list of other key knowledge exchange events our team have been leading on and contributing to.**

**Arshad, R.** (2020) Online Webinar Presenter: 'Progressing Race Equality: Action, Allyship and Anti-Racism', Advance HE, 24th September 2020. Audience: 1,058.  
(requests have come in from the University of Bournemouth, University of Edinburgh, University of Sunderland to use the lecture as a teaching and library resource).

**Arshad, R.** (2020) Online Webinar Presenter: Into Headship national conference, 23rd September 2020. Audience 300+.

**Arshad, R.** (2020) Chaired Edinburgh Race Lecture, 'After Utoya – Sifting through the wreckage of white supremacy', by Professor Nasar Meer. September 2020.

**Eferakorho, J.** (2020) Symposium: Decolonizing the Mind: Talking about language in Africa in the 21st century. This paper adopts a critical multicultural literacy paradigm to help promote diverse epistemological frames of reference through appropriation of the colonial language, decolonising the curriculum and problematizing the canonical status granted to certain literary texts by offering a critical literacy reading.

**Fakunle, O.** (2020) The Impact of Doctoral Students Missing Conferences. Missing Conferences Symposium. Australian Association for Research in Education (AARE) Professional and Higher Education SIG. 15 September 2020.

**Fakunle, O.** & Allah-Mensah, J. (2020) Divergence between practice and perspectives on conferences as learning sites for doctoral students: Findings from a multinational project. [Webinar]. Society for Research into Higher Education (SRHE) 13 January 2020.

**Fakunle, O. & Li, J. Staff perceptions on creating inclusive internationalised classrooms.**

**(2019/20)** CERES Network Members Labake and Jingyi successfully organised a workshop at the University of Edinburgh Teaching and Learning conference and Practice Worth Sharing Events at the Moray House School of Education and Sport.

Johnson, C. & **Fakunle, O.** (2020) Supporting Early Career Researchers through Virtual Writing Groups. [Webinar] (SRHE) 29 January 2020.

**Foley, Y.** (2020) Online webinar presenter: The Importance of Language Learning and Maintenance amid Brexit and COVID-19: Evidence from successful EAL practice, Bilingualism Matters / SCILT, September 2020.

**Foley, Y.** (2019) Keynote speaker: Critical Approaches to Literacy: Globalising the Local. Sheffield, June 2019.

**Foley, Y.** (2019) Keynote speaker: Inspiring Diverse Approaches: a call to globalise the local, SATEAL, Edinburgh, March 2019.

**Hancock, A.** (2019) Invitation to present research findings at LANGS National Conference 28 February 2019 (Scottish Local authority 1+2 Quality Officers).

**Hancock, A.** (2019) Invitation to present research findings at Language Rules Conference at University of Nottingham 17 April 2019.

**Hancock, A.** Links developed with Sydney Institute for Community Languages Education, Sydney School of Education & Social Work, University of Sydney.

**Hancock, A.** Contributed to Professional Learning Events: JESIE Summer School (Chinese UG students), YBoom (Chinese Headteachers), VIAA (Netherlands Teacher Educators), University of Pennsylvania (EdD students).

**Konstantoni, K.** (2019) 'Young Children's Rights in 'tough' times: Implications for quality early learning and childcare provision'. 29TH European Early Childhood Education Research Association (EECERA) Conference, 'Early Years: Making it Count', 20th-23rd August 2019, Thessaloniki, Greece.

**Konstantoni, K.** McNair Lynn and Addison, L. (2019) Invited Talk and Workshop participation: What do child centred practices and spaces look like and why bother? The case of play-cafés. 27 June 2019. University of Potsdam. Germany.

**Konstantoni, K.** (2019) Invited Talk: Whose Childhood Counts? The critical role of ethnography and participation in researching childhoods and intersectional inequalities. 6 June 2019, Growing Together: Celebrating diversity and fostering inclusion, University of Groningen, The Netherlands.

**Konstantoni, K.** (2019) Invited Keynote Talk: Towards intersectional childhood studies: Beyond Diverse Childhoods. 22 January 2019, Bergische University Wuppertal, Germany.

**Konstantoni, K.** (2019) Organiser: Pop Up Play Café 2019. As part of the Fire Starter Festival <https://firestarterfestival.com>, funded by the Institute for Continuous Improvement, Partners included: Cowgate Under Fives, Riverside Cottage Nursery, Let Me Eat and Community Playthings. Please find video here: <https://vimeo.com/326591656> This was a community engagement event to explore children and families' experiences and perspectives about play cafes. A growing number of community and business play spaces seek to provide 'child-friendly' spaces. To what extent are these adult designed spaces relevant for young children and their families, and constitute environments that promote children's rights and high quality education and learning?

**Konstantoni, K.** (2019) Organiser and Chair: First seminar of the Childhood & Youth Studies Research Group, University of Edinburgh. Speaker: Dr McNair Lynn and Addison, L. 'What do child centred practices and spaces look like and why bother?' (7 March 2019).

**Kustatscher, M.** and Henderson, E. (2019) The complexity of emotional labour in early years: emotions, embodiment and social inequalities. 29th Annual EECERA Conference, Thessaloniki, Greece. August 2019.

**Kustatscher, M.** organized and chaired symposium on 'Early Years Education for all: Including Rights and sustainability in conversations around 'quality' at the 29th European Early Childhood Education Research Association (EECERA) Conference, 'Early Years: Making it Count', 20th-23rd August 2019, Thessaloniki, Greece.

**Kustatscher, M.** (2019) How young is too young? Early Years, children's rights and anti-racist practice. Talk at CERES Conference 2019, Edinburgh. June 2019.

**Li, J.** (2017-19) National core skills framework for schools in China. Jingyi was invited to join a cross-disciplinary team in the Beijing Normal University to work on the project of developing a national core skills framework for Chinese students. The project was funded by the Partnership for 21st Century Learning (P21) and SKT Education and beyond. Jingyi presented a paper reviewing the framework development process on behalf of the research team to BAICE 2018 Conference in York. The core skills framework was published in May 2018. An article focusing on collaboration skill has been published by Journal of East China Normal University.

**O'Hanlon, F.** (2019) Co-organised (together with Prof Rhys Jones and Dr Elin Royles, University of Aberystwyth) a 2-day stakeholder engagement event on Evaluation, Impact and Outcomes in working with children and young people in regional and minority language revitalisation efforts (Cardiff, February 2019). This was attended by over 50 policy makers and practitioners from civil society youth organisations in Wales, Scotland, Northern Ireland and Ireland. This workshop was both a knowledge exchange activity for an ESRC funded research project, and an exploration of the challenges facing youth work organisations working through the medium of a minority language in terms of how to evaluate and demonstrate the impact and outcomes of their work. A workshop briefing report was published after the event:

Royles, E., O'Hanlon, F. & Jones, R. (2019) Evaluation, Impact and Outcomes in working with children and young people in regional and minority language revitalisation efforts. <https://bit.ly/3k28Zyq>

**Orr, M.** Critical language teacher education: Pontificia Universidad Católica de Chile (School of Education) (May 2019).

Lecture: Language and power: ideology, discourse and text.

Workshop: reflective writing for language teachers.

Workshop: action research for language teachers.

Workshop: local voices, local poets and language teaching.

**Orr, M.** Council for at risk academics (CARA) Istanbul (December 2019).

Week of workshops for Syrian refugee academics focusing on promoting and preparing their research for dissemination and publication.

## Blogs and Media

### CERES blogs

We have been overwhelmed by the reach and uptake of the new CERES blog series, edited by Rowena Arshad and Fiona O'Hanlon. Since we started the blogs, CERES's twitter feed has had over 300 new followers. Our blogs have had excellent coverage. The figures below taken from the CERES site represent the number of times each tweet about a new blog has been seen. It does not capture the number of times people further engaged with the blogs or how many others have seen it once the blogs have been retweeted by others.

<b>Decolonising the ITE Curriculum</b>	<b>3,458</b>
<b>Black Lives Matter for mainly white classrooms</b>	<b>1,642</b>
<b>It's never too late to talk anti-racism with young people</b>	<b>3,079</b>
<b>Art Stories: Anti-Racist community-based Art Education</b>	<b>86,275</b>
<b>There is complicity in comfort, an exercise of privilege – by an anonymous primary teacher</b>	<b>11,484</b>
<b>I am a Mongol and that is who I am</b>	<b>680</b>
<b>Flight, Fight or Freeze – BME teachers' survival in a predominantly white workforce</b>	<b>9,260</b>
<b>University of Edinburgh's Black History</b>	<b>7,372</b>
<b>The Active Pursuit of Anti-Racist Allyship</b>	<b>1,931</b>
<b>Black-White Allyship: How strong are the ties that bind?</b>	<b>1,208</b>
<b>History of Lothian Black Forum</b>	<b>5,083</b>
<b>Anti-Gaelic rejectionism and minority rights in Scotland</b>	<b>1,777</b>
<b>Teachers of Deaf Children: Black Deaf Lives Matter</b>	<b>1,805</b>

(Figures as of 13<sup>th</sup> November 2020)

Some of the blogs have been retweeted by RACE:ED, Sociology Journal and other organisations working on race equality. The Times Educational Supplement Scotland contacted CERES for permission to reproduce the anonymous blog by the primary teacher - <https://www.tes.com/news/i-wont-be-put-tackling-racism-through-education>. This blog also produced much engagement and discussion with the content with many tweeting support for this early career teacher.

**Here is a selection of our CERES blogs by our members published to date, as well as other blog contributions made by our members:**

**Arshad, R.** (2020) Contributed to Henry Dee's online article on the history of the Lothian Black Forum and Anti-Racist protests in Edinburgh 1989-1992. Professor Arshad was a founding member of the Lothian Black Forum. <https://scottishcriticalheritage.wordpress.com/2020/07/13/fighting-denial-the-lothian-black-forum-and-anti-racist-protests-in-edinburgh-1989-1992/>

**Arshad, R.** (2020) Decolonising and Initial Teacher Education. CERES Blog. <http://www.ceres.education.ed.ac.uk/ceres-blog-decolonising-and-initial-teacher-education/>

**Fakunle O.** (2020) "Learning from a critical incident in an internationalised classroom" University of Edinburgh Teaching Matters [Blog]. <https://www.teaching-matters-blog.ed.ac.uk/mini-series-learning-from-a-critical-incident-in-an-internationalised-classroom/>

**Fakunle, O.** (2020). Why do doctoral students attend conferences? 10 August 2020. Conference Inference: Blogging the World of Conferences [Blog]. <https://conferenceinference.wordpress.com/2020/08/10/why-do-doctoral-students-attend-conferences-omolabake-fakunle/>

Jones, E. & **Fakunle, O.** (2020). In conversation - The student voice and institutional policy, June 2020. Retrieved from <https://youtu.be/3gBMBNydXx8>

**Konstantoni, K.** (2020) It is never too early to talk anti-racism with young people. CERES Blog. <http://www.ceres.education.ed.ac.uk/ceres-blogs-it-is-never-too-early-to-talk-anti-racism-with-young-people/>

**Orr, M.** Release of "The new us". (September 2019).

Mike worked with film maker Razan Madhoun on a language focused project to document the experience of a refugee family recently arrived in Scotland. This project was funded with an Innovation Initiative Grant from University of Edinburgh. The film can be viewed here: [https://media.ed.ac.uk/media/t/1\\_pf9ojrtt](https://media.ed.ac.uk/media/t/1_pf9ojrtt)

## Impact: shaping policy and practice

**Arshad, R.** Convenor of College of Arts, Humanities and Social Science Equality, Inclusion and Diversity Committee at the University of Edinburgh.

**Arshad, R.** Convenor of University of Edinburgh's Race Equality and Anti-Racist Sub-Committee. Wrote and taking forward the implementation of the University of Edinburgh Race Equality and Anti-Racist Action Plan.

**Arshad, R.** Convenor of the Scottish Government Diversity in Teaching Profession Working Group taking forward the 17 recommendations of the Teaching in a Diverse Scotland working group report. The working group was chaired by Professor Arshad. <https://www.gov.scot/publications/teaching-diverse-scotland-increasing-retaining-minority-ethnic-teachers-scotlands-schools/>

**Hancock, A.** (2020) Invitation to contribute to Policy Paper with Reform Scotland for Scottish Government.

**Hancock, A.** (2020) Professional link to SATEAL and part of writing team for the revised edition of 2+ Languages Document (January 2020).

**Konstantoni, K.** (2019) Invited as early years expert to participate in roundtable to discuss supporting families alongside Early Learning and Childcare. Event organised by Scottish Government, Children in Scotland, One Parent Families Scotland and Parenting Scotland. 2 September 2019, COSLA conference Centre, Edinburgh.

**Konstantoni, K.** was invited by the Early Years Quality Improvement Education Officer (Edinburgh Council) to consult on guidance for Early Years settings across Edinburgh to support them in developing their curriculum, especially around anti-bias curriculum (her research expertise). Kristina's research and publications are being used to inform the development. The Early Years Quality Improvement Education Officer is also currently looking into options for developing Career Long Professional Learning and has invited Kristina to develop material and training around the anti-bias curriculum, should they find relevant funds.

**Kustatscher, M.** in 2019-20 developed and delivered a 5-part training course on Practitioner Inquiry for childhood practitioners in Edinburgh (funded by Education Scotland, partnership between Edinburgh City Council and Edinburgh Froebel Network).

**Konstantoni, K.** and **Kustatscher, M.** (2019) gave an invited talk to the Social Research Team at Scottish Government about 'Taking a children's rights and intersectional approach in research: a participatory action research case study.'

**Konstantoni, K.** (2019-present) Member of the Scottish Government's Strategic approach to participation: research group.

**Konstantoni, K.** (2019) Member of the Scottish Government's working group for development of online modules for Early Learning and Childcare.

**Kustatscher, M.** (2019) What is 'Quality' in the Early Years? Presentation to Senior Early Years Team at Edinburgh City Council, January 2019.

## Esteem Indicators

### Rowena Arshad:

- Awarded a CBE in 2020 for services to education.
- Made a Fellow of the Educational Institute of Scotland in 2019 in recognition of work on race equality.
- Member of the Scottish Advisory Board for Place2Be (from 2019-).

### Labake Fakunle:

- 2019 Teaching Award Nominee for 'Best Practice in Inclusive Learning and Teaching'. Edinburgh. University Students' Association (EUSA) Teaching Award.
- 2019 Best example of ECR Collaborative Research Award, Universitas21 Impact Report. Available here: [https://universitas21.com/sites/default/files/2020-02/U21\\_Impact%20Report\\_v8\\_LR.pdf](https://universitas21.com/sites/default/files/2020-02/U21_Impact%20Report_v8_LR.pdf)

COPYRIGHT © The University of Edinburgh, November 2020. We have made every effort to ensure the accuracy of the information in this report. For more information or if you would like to get in touch, please email [ceres@ed.ac.uk](mailto:ceres@ed.ac.uk)

The University of Edinburgh is a charitable body registered in Scotland, with registration number SC005336.

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