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Institution: University of Roehampton
Unit of Assessment: Panel C, UoA 25 Education
a. Overview

Research in Education is conducted in Froebel College through four well established centres: the *Centre for Educational Research in Equalities, Policy and Pedagogy* (CEREPP led by Crozier); *Beliefs, Rights and Values in Education* (BRaVE led by Harris); *Applied Music Research Centre* (AMRC led by Ockelford); and *Early Childhood Research Centre* (ECRC led by Brehony, then Urban). This submission comprises 16 scholars with a current doctoral cohort of 62 students (15 full-time and 47 part-time), researching across the traditional foundation disciplines of history, philosophy, psychology and sociology.

b. Research Strategy

Roehampton aims to be a leading centre for educational research and to ensure the significance of our work through facilitating positive change in education that will enhance the lives of young people in ways that are innovative and empowering. The overarching strategy during the assessment period and for the next five years is to further extend the global reach of Education at Roehampton by maximising opportunities to develop our specialist fields through our four research centres; to establish high quality collaborations; to provide a forum for debate and ensure the wider impact of the research that we undertake; and to integrate fully research students into the research environment. The delivery of this strategy is illustrated for each of our four research centres.

CEREPP has an established international reputation for its critical sociological work on educational inequalities and social justice (Burke, Crozier, Epstein, Hoskins, Moreau), students' and teachers'/academics' social identities (Burke, Crozier, Hoskins, Moreau), teaching and learning in school and higher education and across a range of curriculum subjects (Burke, Crozier), school governance (Wilkins), parent-school relationships (Crozier) and education policy (Bates, Crozier, Epstein, Moreau, Olmedo, Wilkins). CEREPP members lead two inter-university and intra-university initiatives: the *Paulo Freire Institute* (PFI:UK), directed by Burke, with co-international director Torres (UCLA), dedicated to the development of critical theoretical and pedagogical perspectives and frameworks through research and praxis; and *Higher Education Research @ Roehampton*, a university-wide umbrella, with members from Business and Education, which fosters and coordinates research on higher education with respect to governance, policies and practices, experiences and identities, and engagement in wider society and representations of universities.

CEREPP has very strong international links through the European Research Network About Parents in Education (ERNAPE) (Crozier), and via policy connections in France (Moreau) and Latin America (Olmedo). External collaborators and visiting researchers include Professors Francis (King's College London), Mills (Queensland), Mirza (Institute of Education), Reay (Cambridge), Skelton (Birmingham) and Torres (UCLA), who contribute to the research culture through conference presentations, internal and external seminar contributions and developing and advising on research projects. Other Visiting Scholars include Denessen from Radboud who worked with colleagues on research methodological issues and developed an international exchange for undergraduate students, and Keddie who has an Australian funding council grant to undertake comparative research in the UK and Australia. Crozier is visiting Professor at Plymouth. Olmedo has held visiting positions at Uberlandia (Brazil), Guanajuato (Mexico), Granada and Santiago de Chile, and IoE, in connection with his policy work; Burke was visiting scholar at UCLA and California, Irvine, leading to the establishment of the Paulo Freire Institute at Roehampton in 2010; Moreau is Research Associate at the CERTOP Institute, Toulouse.

CEREPP hosts bi-annual public debates involving high profile scholars and public policy representatives. Debates in the census period have included *Learning Re/worked: A New Agenda for Educational Equalities* (Professor Michael Apple, Wisconsin-Madison and Dame Helena Kennedy); *The Formations of Gender and HE Pedagogies*, and public debate on widening participation (Professor Les Ebdon, OFFA; Dr Sarah Howls HEFCE; Professor Monica McLean, University of Nottingham; Professor Sue Clegg, Leeds Metropolitan University); *'Race', Ethnicity and Migration - Education Issues and European Perspectives* (Professor Ian Swan University of Leeds); *What Would a Socially Just Education System Look Like?* (Professor Anne Phoenix, Thomas Coram Institute, University of London; Dr Rob Berkeley, Director of the Runnymede Trust; Vernon Coker, Labour Minister for Education). A forum on New Directions in Research on Elite Schools at CEREPP featured papers by Epstein (Cardiff, now Roehampton), Fahey and Kenway

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(Monash), Koh (Nanyang), McCarthy (Illinois, Urbana-Champaign), Rizvi (Melbourne), and Weis (SUNY).

CEREPP's profile attracts students researching issues linked to Black and minority ethnic student attainment in schools and higher education. Mau (graduated 2013) studied British Chinese school students, language and identities after working as a research fellow on Francis's ESRC British Chinese research project. She also organised the seminar and conference programme, worked with Crozier on the INSETROM Comenius project and worked with Burke and Crozier on the Formations of Gender and HE Pedagogies project.

BRaVE contains one of the most established teams of philosophers of education in the UK. Members are particularly proactive within the Philosophy of Education Society of Great Britain (PESGB). Strong Spanish links have been developed through the VII Congreso Internacional Filosofía de Educación, Madrid 2012 and the International Network of Philosophers of Education 2010 (Harris). Our approach to the philosophy of education is eclectic and outward looking, seeking to embed philosophical dimensions in thinking about teaching, learning, curriculum, management and policy. Terzi's work on disabilities, capabilities and justice offers a philosophical dimension to debates around inclusion and special educational needs; her book *Justice and Equality in Education: A Capability Perspective on Disability and Special Educational Needs* was recognised by a Nasen award (2011). Harris provides a philosophical perspective on higher education studies, while Stables' increasingly influential work on philosophical semiotics impacts on thinking about policy, learning and teaching, conceptions of childhood and adulthood, and school design. Students within BRaVE add depth to this body of knowledge by exploring key philosophical issues in relation to Education, including Aristotle's concept of human flourishing and discourses around creativity and performance. Visiting Professors Arai (Josai University) and Fujimori, (Shinshu), worked with BRaVE on personal, social and health education and citizenship. Stables has had visiting positions at the Universities of Ghent and Chaiyi, Taiwan and Harris at Murcia, Barcelona and Madrid. Stables leads an international network adopting semiotic perspectives, with core members in France, Belgium, Germany, Norway, Finland, Austria, Brazil and Australia. The International Philosophy of Education Summer School, which has been central to the work of PESGB in promoting the philosophy of education, is regularly held at Roehampton; high profile speakers have included Levinson (Harvard: Civic Education), Siegel (Miami: Rationality and Education), Curran (Rochester, NY: Ethics and Education), Brighthouse (UW Madison: Social Justice and Education), Hansen (Teachers' College: Cosmopolitanism and Education) and Reich (Stanford: Multiculturalism and Education). The International Sociology of Education Conference, held annually in London, is a collaboration between CEREPP and BRaVE (Harris, Crozier and Hoskins).

AMRC, developed from the previous *Centre for Research in Creativity and Learning*, has an internationally unique focus on the application of music in everyday as well as specialist contexts, from the use of music in commercial advertising to music therapy with profoundly disabled children. Ockelford undertakes world-leading research into children with exceptional musical abilities or needs and is a key international figure in the fields of music education and psychology, through his long-standing position as Secretary of the Society for Education, Music and Psychology Research (SEMPRE). Further academic leadership is provided by Hargreaves, a senior figure in the world of music psychology, with a particular emphasis on identity, well-being and society. AMRC has a strong body of research students, in collaboration with Psychology at Roehampton, which has an international reputation for training music therapists. Examples include a number of students exploring communication with autistic children via musical interaction. A major focus since 2008 has been the *Sounds of Intent* project, which has mapped, for the first time, musical development in children and young people with learning difficulties. External collaborators and visiting researchers include Bailer (University of Music and Performing Arts, Vienna, Austria), Folkestad (Lund, Sweden), Kaminska (Fryderyk Chopin Academy of Music, Poland), MacDonald and Miell (Edinburgh), Olsson (Göteborg, Sweden), and Selke (Tallinn Pedagogical University, Estonia), who contribute to AMRC's focus on music education and the social psychology of music. Hargreaves is Visiting Professor at Goteborg, Macau and Curtin Universities, where he lectures regularly and supports doctoral students. Ockelford is Visiting Research Fellow at the Institute of Education, London, where he collaborates with Welch. In 2008, AMRC hosted The Second European Conference on Developmental Psychology of Music, which featured speakers from ESCOM (the European Society for the Cognitive Sciences of Music).

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ECRC investigates histories, policies, pedagogies and practices in early childhood, locally and internationally, from a critical perspective informed by its members' shared interest in the transformative power of collaborative research. Research is situated within a Froebelian tradition that conceptualises societal engagement with young children as a public good requiring trans-disciplinary investigation. Brehony's (deceased October 2013) critical historical perspectives on the international Froebel movement and on (early) education as a means of transmitting hegemonic culture are complemented by Urban's international work on professionalism, early years policy and (in)equality in early childhood systems, Elfer's research on infants, policy and profession, and Robson's studies in cognition and international involvement in participatory research with children.

Work at ECRC is developed through an extensive global network of collaborating researchers and research centres, including partners across many European countries, the US, Latin America, Africa, Asia, Australia and New Zealand. Visiting Professorships and international research fellowships have included Elfer at the University of Vienna, where he was invited to give a series of lectures on psychoanalytic insights into nursery organisation and practice, and Urban in Primorsak, Slovenia. Urban is a trustee of the Early Childhood Education Research Association, Convenor of the European Special Interest Group, *Professionalism in Early Childhood*, and a founding member of the international Romani Early Years Professional Network.

ECRC hosts public seminars and conferences which have included: *What is the Rationale for Music in a Children's Centre?* (with AMRC); *An Architect of Character: Transcendental Pedagogy and Revising the Little Red Schoolhouse*; *Digital Childhoods: What have we learned about young children and technologies at preschool and at home?*; *Does the view of Play Development and interactions between adults and children in the 'Play Lab' chime with Froebelian approaches to Play and the Key Person Approach?*; *Young Children's Creative Thinking*; *Investing for the next generation - the contribution and limitations of childcare markets*; *Goldschmied: A radical pioneer for people under three* (second in the Froebel Trust/ECRC 'Froebel Pioneer' Conference Series). In ECRC, students are investigating early childhood education in Bahrain, Saudi Arabia, Nigeria, Greece, Ireland and Albania.

c. People

i. Staff

Staffing strategy

Focused and sustained university support for Education has resulted in further strengthening of the staff base since 2008. In total, 16 staff have been submitted to this UOA (9 Professors, 3 Readers and 4 Lecturers/Senior Lecturers, including 3 Early Career Researchers). Education research interests also feature in submissions to Sociology, Business and Modern Languages & Linguistics, reflecting the broad base of education research at Roehampton. Hargreaves, Harris, Ockelford, Robson and Terzi were submitted to the RAE 2008. Guided by a commitment to ensuring that we maintain and build on our specialist fields when staff have retired or moved elsewhere, the arising vacancies were filled by a combination of established academics (Crozier, Olmedo, Moreau) and early career researchers (Wilkins, Bates and Hoskins). Further investment in posts to ensure strong research leadership across all areas resulted in the appointment of Stables from the University of Bath, Urban from East London and Epstein from Cardiff. Staff strengths have also been recognised through the promotion of Terzi to Reader and then to Professor. Burke joined us at Roehampton from the Institute of Education in 2009, left briefly for the University of Sussex in 2012 but returned to Roehampton in 2013. Professor Kevin Brehony, a major figure in early years' education, died in October 2013, and hence cannot be submitted. Alexander, Francis and Read, who left the University during the census period to go to other universities, have continued to work collaboratively with our research centres on funded projects and impact activities, such as Francis and Read's *Formations of Gender and HE Pedagogies*, and to supervise PhD students. Emeritus Professors Mahony, Best, Mason and Troman are still closely involved with Roehampton, undertaking activities which include mentoring new staff and supervising PhDs.

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Staff development

A peer mentor is appointed for all new staff. Professors are responsible for supporting early and mid-career staff to establish their research at Roehampton and to ensure that they maximise opportunities for impact. Individual research plans, coupled with annual review, ensure that all staff are supported in the development of their personal research profiles. Early career researchers have particularly appreciated the 'So you want to publish workshops' (Mahony and Moreau), which support and guide staff in the early stages of research publishing, providing peer review and constructive critique in a convivial atmosphere.

Staff are allocated dedicated research time via a comprehensive workload model, with research allowances of 40% and additional allowances for the development of impact. A sabbatical term is available for research every three years and all staff bar recent appointments have had one or two sabbaticals in the census period. Further short term concentrated research time is arranged for specific activities such as research collaboration visits.

All research supervisors undergo mandatory training comprising a SEDA-accredited course for new supervisors or a short course for experienced supervisors new to Roehampton, plus at least one session a year from the programme of the Supervisor's Forum. From 2013, Epstein leads a regular forum for those in their first or second year of supervision to share practice and explore challenges. This is based on the popular Epstein, Boden and Kenway Academic Support Kit (2005). Each research student has two or three supervisors, one of whom has previously supervised to completion and who is responsible for mentoring inexperienced supervisors.

Equal opportunities Roehampton is a richly diverse environment and this is reflected in our staffing and procedures. The current REF entry is 54% female and 46% male and comprises researchers from a range of national and ethnic backgrounds.

c. ii. Research students

Research student numbers have grown over the assessment period from 35 to 58 students. Froebel Trust bursaries for research concerned with Froebelian theory and educational methods have supported 4 students. Sacred Heart Scholarships, which are aimed at international students carrying out research that aims to make a direct contribution to education in their home country, have supported 2 students working on children's musical development in Colombia and the tensions produced by curriculum change in higher education in Ghana. Others have been funded by national ministries in Bahrain, Saudi Arabia and Kuwait. Membership of the new AHRC Doctoral Training Partnership with Royal Holloway and five other institutions (announced October 2013) will support development of the postgraduate community in fields such as philosophy, history and music.

Careful attention is paid at the selection stage (application and interview) to ensure that there is a good fit between the proposed research and Education's areas of activity. All research students are members of the university's Graduate School which provides opportunities for peer networking and social integration, as well as more formal training, plus interdisciplinary events and events relating to impact. Research students have staff-level access to university facilities such as common rooms and IT systems and individual desk space in Education's research student rooms. In line with the Researcher Development Framework, the Graduate School co-ordinates the university's Research Student Development Programme, a clearly articulated 3-tier programme of training, combining generic and careers-related training, plus interdisciplinary events organised by the Graduate School, research methods training at major disciplinary level and Education-based specialist subject provision. The Graduate School also provides induction and a buddy system for new students, and supports student-led events such as the annual research student conference. The University has adopted the model of support provided by Education, whereby each new research student is assessed on entry to provide a detailed profile of their training and development needs. This is then used to create a tailored skills development and support programme from the university provision, including additional arts and humanities and science research methods sessions where appropriate.

All Education research students are full members of a research centre, taking part in and presenting at seminars organised within centres, as well as in research activities at School and University level and beyond. The keynote lectures from guest speakers to the joint Roehampton-Kingston EdD programme are open to all research students, as are public lectures presented by

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the School of Education and the annual International Sociology of Education Conference and PESGB summer schools. All research students are supported financially to present refereed papers at conferences. These have included presentations in Australia, Canada, Iceland, Malaysia, Portugal, Switzerland, Denmark and Finland, as well as the UK. Students may teach or act as research assistants to support their career development, limited to six hours per week for full-time students. A number of research students have also taken opportunities to become part-time research centre assistants or researchers on funded projects, employed through the University. The Introduction to Supporting Learning and Teaching course, taken by research students with teaching/demonstrating responsibilities, is accredited for professional recognition by the Higher Education Academy and the University Careers Service runs special sessions for doctoral students on non-academic careers. Research centres organise student discussion forums and annual student-led conferences at which research students are encouraged to present their research papers.

Since 2008, our graduates have inter alia secured academic and research positions at Roehampton, Canterbury Christ Church, the King's Learning Institute (this graduate is also a Principal Fellow of HEA), University College Cork, University of Cambridge and in Colombia.

d. Income, infrastructure and facilities**Income**

Education has increased its research income from £759,964 in the RAE 2008 to £1,708,704.25 in this census period. Our research funding has come from a broad range of sources, including research councils, the EU, government and charities. Since 2008 these have included the following:

CEREPP: Burke and Crozier were funded by the Higher Education Academy (HEA) for a project on Formations of Gender and HE Pedagogies; Wilkins received an ESRC Future Leaders research grant for work on the Governance of Academies and Free Schools, and ESRC grants were awarded to High Achieving Pupils and British Chinese Pupils. International research and impact development has been funded through Crozier's partnership with the INSETRom Comenius Project on Teachers and Roma children and families and a TEMPUS project (with Burke and University of Nis) on Higher Education Equal Access for All; Mahony was funded by a British Academy Award for a project entitled Building Schools for the Future; the Society for Education Studies funded related work on white working class girls' school experiences; and the Nuffield Foundation a project to explore the experiences of young people attending a Pupil Referral Unit. Burke and Crozier sponsored a Fulbright Post-doctoral fellow, Jones from UCLA, who carried out an international comparison of HE gender and pedagogies as a development of the original *Formations of Gender and HE Pedagogies project* whilst based at Roehampton. Moreau's grants include *Towards the child-friendly university?* (Leadership Foundation for Higher Education), *Supporting Student Parents in Higher Education* (Nuffield), and a grant from the UK Resource Centre for Women in Science Engineering and Technology for *The Presence and Representation of Women in SET Occupations in UK Based Online Media*. Olmedo has received funding for Philanthropy, Business and Education: market-based solutions to educational problems in developing countries (with Ball, Institute of Education) and from the British Academy/Royal Society, a grant which forms part of Olmedo's Newton International Fellowship; his project *Dynamics of endogenous and exogenous privatisation in education: the implementation of the quasi-market model in Spain* (with Luengo, Granada) is funded by the Spanish Ministry of Education.

BRaVE: Stables co-directs the AHRC *Design Matters?* project with Daniels at Oxford and he has been PI for grants from the British Academy (*Conceptions of effort in school*), EPSRC (KT Champion grant: scoping for AHRC bid with FeildenCleggBradley architects) and PESGB (an international seminar series on semiotics as philosophy for education that has led to three book contracts). PESGB has also sponsored the Philosophy of Education Summer Schools.

AMRC: projects include funding from the Esmée Fairbairn Foundation, the AMBER Trust and SEMPRES (Ockelford) for the investigation of musical development with children and young people; a British Academy Award, a Sir John Cass Foundation grant (Hargreaves) and a Froebel Foundation grant for an inter-research centre project with ECRC (Hargreaves and Robson) to research well-being, creativity and early learning. Hargreaves directs the Froebel Research Fellowship project in his role as Froebel Research Fellow.

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ECRC: Director Urban has led a number of international collaborative studies funded by the EU, Education International, Roma Education Fund, and Colombian Ministry of Education, related to early childhood policies at international (e.g. European Union), various national (e.g. Colombia, Germany, Ireland) and local (e.g. Utrecht, Netherlands) levels. Examples include *Early Childhood Education in Europe; Competence Requirements in Early Childhood Education and Care; Perfiles, competencias, necesidades de cualificación y condiciones sistémicas de apoyo al trabajo del talento humano en el atención integral a la primera infancia en Colombia, and Roma Early Childhood Inclusion Studies*. Elfer's research into the wellbeing of babies and children under three in nursery contexts, resulting in the 'supervision of staff' requirement in the Early Years Foundation Stage, has been funded by the Froebel Trust (with Robson) and South London Health Innovation and Education Network. Urban is Cluster Leader for early childhood in a framework service contract to provide expertise and support for European cooperation in education and training to the European Commission.

Further inter-research centre research funding includes two Comenius projects: *Images and Identities* and *Creative Connections* led by staff member, now Emeritus Professor Mason, with five EU partners.

Infrastructure

The University Research Committee, chaired by the Vice-Chancellor, oversees institutional research strategy, fosters new initiatives, allocates strategic investment and monitors research quality. Ethics are co-ordinated by a University Ethics Committee with a representative from each department. Research activities are coordinated locally by the School of Education's Research Advisory Group. The integration, planning and daily support of Education's research activities is enabled by the university Research Office and two full-time department Research Facilitators with backgrounds in Education research, who support bidding, facilitate the development of networks and partnerships, maintain mailing lists, organise web development and support web organisation. A dedicated academic works to support the development of impact across the institution, and chairs an impact advisory group that coordinates this activity and encourages its strategic development.

Although our demands in terms of material infrastructure are light, AMRC has bespoke research space to conduct experimental work and well-appointed seminar, meeting and conference rooms are available in Froebel College and the wider University.

e. Collaboration and contribution to the discipline or research base

National and international collaborations We collaborate with a broad range of individuals and institutions in the UK, Europe and elsewhere. Details are provided in the Research Strategy.

Conference, symposium, workshop organisation The annual Philosophy of Education summer School is regularly held at Roehampton. UoA members' research has underpinned the conferences of practitioner bodies such as Wandsworth Early Years Partnership and the South East Network of Learning and Teaching in HE. Members of the UoA have a high profile organising role in professional associations such as the Society for Research in Higher Education and the British Education Research Association. Burke for example convenes the Access and Widening Participation SRHE network which regularly organises popular national symposia.

Invited and Keynote presentations include: Burke (2012) *Developing Participatory Pedagogies in Higher Education*, Swedish Network for Educational Development annual conference, Sweden and (2013) *Power, Politics and Pedagogic Possibilities, Revisioning the Widening Participation Agenda in Higher Education*, Purpose, Policies, Pedagogies and Practice conference, Griffith University, Australia; Crozier (2009) *Education, Education, Education: the classed and raced educational aspirations and struggles of parents and families with specific reference to the UK* European Research Network About Parents and Education, University of Malmo, Sweden, and (2010) *What Works? Student Retention and Success*, The Higher Education Academy Conference, Leeds; Elfer (2011) *Work Discussion and social defences in nursery organisation*, Kobe, Japan; and (2011) *What makes a good nursery?* London Early Years Advisers Conference, London; Epstein (2008) *Schizoid Sexual Agendas: Children, Popular Culture and Schooling*,

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Gendering Childhood Workshop, Linköping University, Sweden and (2008) *Moral Panics about Boys*, Festschrift for Diana Leonard, Institute of Education, London; Harris (2008) *La dimensión internacional de la universidad: entre el modelo económico y el cultural*, Universidad de Murcia, Madrid; and (2010) *Language matters in the university*, The Idea of a University Conference, Roehampton University, (organised by Digby Stuart Centre for Catholic Studies and BRaVE), London; Ockelford (2010) *The impact of autism and blindness on auditory and musical development*, Visual Impairment and Autism Conference (RNIB), London and (2013), Derek Paravicini: *Extraordinary musician, Extraordinary mana*, TEDx talk at Esher College, UK; Robson (2012) *Creative Thinking in Young Children*: Inaugural address to CSLtd (teaching school consortium), Wiltshire, UK; Stables (2009) *Multiliteracies: Towards a Fully Semiotic Perspective on Teaching and Learning*, University of Ghent Department of Educational Studies, Ghent, Belgium and (2013) *The Semiotics of the Teaching Event 28th International Summer School for Semiotic and Structural Studies*, International Semiotics Institute, Imatra, Finland; Terzi (2010) *Theories of Capabilities in Education*, II International Colloquium in 'Ethics, Disability and Justice: Autonomy, Capacity and Dependency', Università Cattolica del Sacro Cuore, Milan, Italy; and (2011) *L'Approccio delle Capacità (Capability Approach) applicato alla Disabilità e ai Bisogni Educativi Speciali*, 8th International Congress 'La Qualità dell'Integrazione Scolastica e Sociale' Centro Studi Erickson, Rimini, Italy; Urban (2013) *Learning from the margins? A preliminary attempt at a radical re-narrativisation of the story of the early childhood desiring machine from a transformative postcolonial perspective*, 21st international Reconceptualising Early Childhood Education conference (RECE 2013) Kenyatta University, Nairobi, Kenya and (2013) *Which society do we envision? (La educación es una práctica política)* International Conference 'Unfolding - Nurturing a culture that allows each and every child to unfold their unique potential and to engage in society', Brussels, Belgium.

Grant reviewing Burke, Crozier, Urban and Wilkins have served on the ESRC College of Reviewers; Ockelford is on the equivalent body at AHRC. Crozier was a member of the ESRC First Grants panel. Urban is a review panel member for the AERA Early Childhood Education Dissertation Award Committee and the European Education Research Quality Indicators. Staff also act as reviewers for ESRC, AHRC, PESGB, Leverhulme, Nuffield and international funding bodies in Hong Kong, Qatar, Belgium, Finland, Australia, Austria, Estonia, Canada, USA, Qatar, South Africa and Switzerland.

External doctoral examining Staff have examined PhDs across the UK, including Institute of Education, Cambridge, Durham, Leeds, Sheffield and York, and at overseas universities including Cork, Evora, Deakin, Ghent, Granada, Jonkoping, Barcelona, La Laguna and Witwatersrand.

Officers, council members and fellows of professional bodies Ockelford is Secretary of the Society of Education, Music and Psychology Research. Crozier is on the Scientific Committee of European Research Network About Parents and Education (ERNAPE), the BERA National Advisory Body and the Runnymede Trust Race Forum, and she is a Fellow of the Royal Society of Arts. Terzi is Fellow of the Human Development and Capability Association and is on the executive committee for the Society for Applied Philosophy. Olmedo is on the Education Advisory Committee at PEAS (a UK based Charity that operates in Uganda and Zambia). Stables and Harris have acted as PESGB regional secretaries. Members of BRaVE have acted as newsletter and web editors for PESGB. Moreau is Executive Member of the Gender and Education Association.

Editors, members of editorial/advisory boards Harris is Editor of the *Journal of International Studies in Sociology of Education*. Stables was European Editor of *Journal of Curriculum Studies* until 2010. Hargreaves is associate editor for *Psychology of Music* and *Musicae Scientiae*. Crozier is member of Executive boards of *Ethnography and Education* and *Journal of International Studies in Sociology of Education*. Burke is Executive Editor, *Teaching in Higher Education*, and Regional Editor, *Women's Studies International Forum*. Moreau is section editor for *Thirdspace: a Journal of feminist theory and culture*, editorial board member for *Gender and Education* and *Multidisciplinary Journal of Social Diversity*. Hoskins is on the advisory boards for *Journal of Education Policy* and *International Studies in the Sociology of Education*. In addition, Roehampton academics review for and sit on editorial boards of over 50 academic peer reviewed Education journals and numerous highly ranked non-education journals, in fields including politics, psychology, sociology and philosophy (particularly Crozier, Hargreaves, Terzi, Stables, Burke).