



May 2024

A MESSAGE FROM OUR DIRECTOR PROFESSOR LEON FEINSTEIN



[Watch Professor Leon Feinstein's video](#) as he talks about the important work that the Centre does, and exciting activities happening in July!



[Public lecture: Towards a new settlement on meeting the needs of children, particularly the most vulnerable](#)

In this public lecture, Anne Longfield CBE (Chair of the Commission on Young Lives) set out a vision for how to best meet the needs of the nation's children, particularly in terms of what it would take to reduce vulnerability and risk of harm or reduced life chances. This included analysis of the last decade and issues such as pandemic, austerity and poverty that have so heavily influenced children's lives. Building on a career advising governments on and delivering policy and practice for children, and looking ahead to a likely new administration, the lecture considered requirements for policy making that better meets the needs of children. It considered wider issues such as poverty and social care and then asked what might be the requirements for the education system and for teachers and schools. [Watch the video here.](#)



[Researchers explore how the use of non-mainstream schools might affect educational outcomes of children in care](#)

Rees Centre researchers Dr Nikki Luke and Professor Ian Sinclair's paper on 'Closing the Gap': How is the Use of Non-Mainstream Schools Related to the Educational Outcomes of Children in Public Care?, has been published by The British Journal of Social Work.

The article stems from a wider programme on the education of children in care, and complements previous work showing that in the 'right' mainstream school and in stable placements a substantial proportion of these children can catch up educationally with their peers.

The paper argues that there is a real need for individualised teaching in a supportive setting which should be flexibly met in mainstream schools, special units within these schools or, at the most, short-term placements in NMS. In high-income countries, children in care have, on average, much lower educational attainment than their peers. This Rees work suggests that reducing the use of NMS, combined with best practice in mainstream schools and placement support, could substantially reduce this notorious and hitherto intractable gap. [Read more here.](#)



[Lisa Cherry named top inspirational changemaker for helping women and kids suffering trauma](#)

Named as an inspirational figure in the women, family and children category by the Big Issue, Lisa Cherry is recognised for her work in assisting schools and services to create systemic change in the way that we work with those experiencing trauma.

“Formed in the early 90’s, The Big Issue has been part of the soundtrack of my career. I cannot think of a publication that I would rather be aligned with than this one. I felt so proud to be on the front cover; in a publication which continues to highlight how much still needs to change in regard to homelessness, stigmatisation and marginalisation caused by inequity and systemic harms. Onwards we must go,” Lisa said. [Read more here.](#)

Rees Centre **DEPARTMENT OF EDUCATION** **UNIVERSITY OF OXFORD**

Are you raising someone else's child (also known as being a kinship carer), where the child is likely to be with you for sometime?

Are you from the Black or Asian community and living in London or the Midlands?

If, yes, then we would really like to talk to you about your experiences, for our research project.

Why are you doing the research?
There isn't a lot of research about the experiences of people from Black and Asian families who are raising someone else's child, which means that organisations don't know what support and services would be helpful for kinship carers and children from these communities.

If you are interested please get in touch with Priya Tah by email priya.tah@education.ox.ac.uk or phone 07514 423133

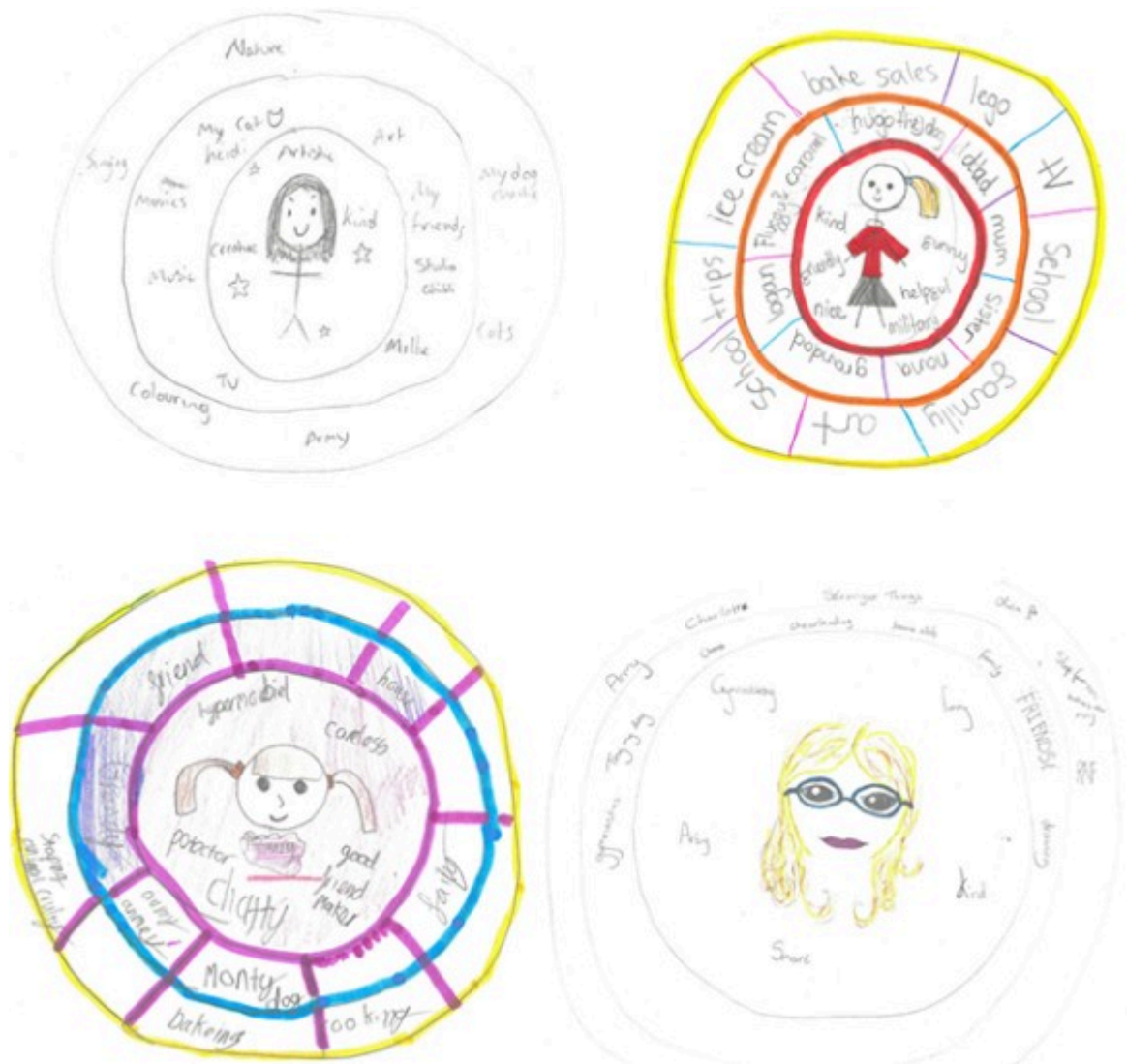
You will receive a voucher for taking part

We look forward to talking to you!

Kinship

[Recruiting participants for kinship project](#)

The Kinship Families project is progressing smoothly, and is currently in the recruitment and data collection phase. We have successfully interviewed 20 out of our targeted 40 participants. To ensure diverse representation, our focus is now on recruiting from the Asian community, as the majority of our participants have been from the Black community. Please get in touch with [Priya Tah](#) if you know anyone who may be interested in taking part. Further details can be found here: [Raising someone else's child: The experiences of Black and Asian kinship carers in London and the Midlands](#)



Student's creative data generation method published by NCRM

DPhil student, Lucy Robinson has had one of her research methods – the self portrait and relational map – published by the National Centre for Research Methods (NCRM). The publication includes details on the method, a step-by-step guide and a recommended reading list. Creative data generation methods like the ones used by Lucy are a valuable tool for qualitative researchers studying complex social phenomena. They can also support more inclusive research practice and offer the researcher the opportunity to explore an individual's experiences more deeply than through speech alone. [Find out more here.](#)



[DPhil students presented at the University of Bath's Qualitative Research Symposium](#)

DPhil students Lucy Robinson, Jennifer Ginger and Josie Scammell attended and presented at the University of Bath's Qualitative Research Symposium in January. Lucy and Jennifer presented on the topic 'Credibility, trust and power: is sharing positionality with participants always ethical?' while Josie presented on her paper titled '(Over) thinking exit ethics: conceptualising a trauma-informed approach to the ethics around leaving the field.' [Read more here.](#)



[Coram's event on how our understanding of poverty and need has evolved](#)

DPhil Emeritus Professor Harriet Ward CBE, who is an Honorary Research Fellow at the Department of Education's Rees Centre, was one of the panel speakers at Coram's online event 'His Innocent Subjects: A Historical Exploration of the Deserving and Undeserving Poor'. She talked about the historical development of the concept of the deserving and undeserving poor, and how this legacy has affected the experiences of children in care, including those looked after by Coram's Foundling Hospital. [Watch the recording here.](#)



A review of the measurement of spending by Children's Services

In April 2024, the Centre submitted with partners a report to DfE on reform of how DfE measures spending on children. Section 251 of the Apprenticeships, Skills, Children and Learning Act (2009) mandates local authorities in England to submit financial information to the Department for Education (DfE) about all income and expenditure on education and children's services.

The problem is that the s251 is flawed and does not give an accurate analysis of spending on children's services and education. It does not enable effective comparisons at a local, regional or national level, and does not help us find out what truly is cost-effective.

Our recommendations provide an opportunity to refresh the s251 as a reporting tool which more accurately reflects spending for central government but also enables local authorities to compare their costs and identify new and emerging trends or pressures in the children's social care system. We hope to hear soon from DfE what the response will be to the report.

BLOGS



[Coherent lives: Making sense of adoptees' experiences in education through narrative identity](#)

'Who am I? Where do I fit in? What do I want to be?' These are common questions we associate with adolescent development. For young people who have left care through adoption, these questions about identity and self have added layers of nuance and complexity that may not be fully appreciated by peers, extended family or adults in the school workforce. [Read Rees research officer Andrew Brown's blog, which is written based on the article 'Coherent lives: Making sense of adoptees' experiences in education through narrative identity' here.](#)

UPCOMING EVENTS



WEBINAR LUNCHTIME SERIES

21st May & 18th June | 12:30 - 13:30

Explore practice of care, practice in education, policy and system change. Join in the conversation with researchers, students and practitioners.

[Webinar Lunchtime Series](#)

The Rees Centre Webinar Lunchtime Series intends to focus on a broad range of questions related to the practice of care, practice in education, policy and system change. This series serves as a platform for the sharing and exchange of knowledge, catering to researchers, students, practitioners, and individuals

interested in these subjects. The first webinar on Research into action: The story of the New Belongings Programme takes place on Tuesday 21st May at 12.30pm on Teams. [To find out more, click here.](#)



[Attachment Aware Schools Research Conference 2024](#)

Rees Centre will be presenting key findings from the Alex Timpson Attachment and Trauma Awareness in Schools Programme that explored the perceived impact of whole-school attachment and trauma awareness training on staff and children in over 300 schools across England. [Visit the website for more information.](#)



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