Doing Advocacy and Negotiating Power in Child Protection Practice within Early Childhood Education and Care.

Claire McLoone-Richards

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Abstract

The Critical Overview provides a synthesis of six published outputs underpinned by feminist scholarship which taken together, critiqued the impact of organisational child safeguarding cultures within Early Childhood Education and Care (ECEC). The thesis argues for more enhanced and robust provision and facilitation for ECEC students' education provision in developing their professional advocacy skills, to support the rights of children and protect their welfare. The six publications, which comprise one empirical research paper, one critical literature review paper and four book chapters, were collectively analysed and synthesised via a feminist narrative methodology. The publications' synthesis developed a focus on the need for child protection education to promote a better understanding of the individual ECEC student's professional disposition for advocacy in child protection practice. The themes of professional disposition and child advocacy were examined within contexts of Early Childhood Education and Care (ECEC) and teacher education within the empirical research paper as part of the research publications' synthesis. The synthesis of the published outputs also developed an original concept model known as the *Child Advocacy Reflective Framework (CARF*). It is proposed that the framework can contribute to an innovative pedagogy to develop professional advocacy, that is to do advocacy and positively negotiate the inter-play of power dynamics in professional and multi-disciplinary contexts as part of competent child protection practice.

The *CARF* was informed by the selected publications which focused on the acquisition of advocacy skills in safeguarding children within ECEC and, the application of Bourdieu's Social and Cultural Reproduction Theory. This theoretical application was particular to the conceptual triad of Habitus, Field and Capital while the concept of Habitus is a key component of the relational triad of Field and Capital. The synthesis of the combined works makes the case for more awareness and understanding of the significance of the student's personal Habitus and what the research subsequently identified as the developing *ECEC Habitus*, within education and professional practice experiences. The agentic properties of the *ECEC Habitus* are highlighted within the *CARF*, in promoting self-advocacy and advocacy on behalf of children. The important aspect of the *CARF* is the synthesis of the domains of the individual's personal history, combined with their educational (Capital) and professional (Field) experiences all of which may have an empowering impact on the student's confidence and propensity for professional advocacy.

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2) Richards, C. (2015) Taking a holistic view: critically examining complex professional issues. In, Reed, M. & Walker, R. (eds.) *A Critical Companion on Early Childhood Studies.* London, Sage.
3) Richards, C.M. & Gallagher, S. (2017) Common Vigilance: A perspective of the role of the community in safeguarding children. In, Brown, Z. & Ward, S. (eds.) *Contemporary Issues in Childhood*. London, Sage.
4) Richards, C.M. (2019a) 'Looking Back in Anger' the impact of mother and child trauma experiences in the context of Domestic Violence and Abuse. In, Fleet, A. & Reed, M. (eds.) *Thinking about Pedagogy in Early Education: Multiple Early Childhood Identities*. London, Routledge.
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6) McLoone-Richards, C. & Robinson, C. (2020) '*I know I am just a student but…*': the challenges for educators in students to develop their advocacy skills in protecting children. *Early Years: An International Research Journal*, DOI:1080/09575146.2020.17409036

Introduction and contextual foreground of the Critical Overview

The Critical Overview provides a detailed examination of the six output publications, concluding with a reflection of the synthesis of the research work, and the contribution of the grand narrative of the thesis to child protection practice within Early Childhood Education and Care (ECEC). The original concept of the research related to themes of children's rights, child advocacy and the concept of power, all of which are intrinsically connected to my interests as an academic and my former professional experiences within the disciplines of mental health nursing, domestic violence and child protection. The Critical Overview will elucidate the rationale and coherence of the submitted work, while illustrating where my published work is positioned with other research and how it is distinctive (University of Worcester, 2018-19). In the examination and synthesis of my research, I intend to demonstrate new understandings of the complexities and challenges for ECEC practitioners in "doing advocacy" and the dynamics of "negotiating power" to protect the rights of children and their welfare. I aim to reach a better understanding of the significance of the disposition of the ECEC [student] practitioner in acquiring confidence and competency through their educational and practice experiences, in the development of their professional advocacy skills.

The aims of the collective research outputs (publications) are:

1. To articulate the contribution to knowledge in the field of Early Childhood Education and Care (ECEC);

2. To examine the significance of the development of the ECEC student's disposition for advocacy in child protection practice;

3. To critically examine the impact of ECEC institutional culture in developing and supporting professional advocacy skills and,

4. To propose a framework of child advocacy as a pedagogical tool for reflection to inform knowledge and practice within the discipline of ECEC in safeguarding and child protection.

The feminist narrative methodology (Fraser & MacDougall,2017; Woodwiss, Smith & Lockwood, 2017) of the Critical Overview reflects the conceptual underpinnings of the outputs which in turn, is interwoven with *Interruptions* (see Appendix A) as short narratives, offering perspectives and personal insights of my experiences within the research. In turning to the theoretical position of my research, principally, my feminist lens to Bourdieu's conceptual triad of Habitus, Field and Capital (Bourdieu and Wacquant, 1992a; Bourdieu and Passerson, 1977; Bourdieu, 2006; Bourdieu, 2007) was instrumental in examining the concept of the aptitude and disposition of the ECEC student practitioner for child advocacy in practice. His work is central and key to the development of the *Child Advocacy Reflective Framework (CARF)* (see Figure 1, p.39) in proposing a pedagogical tool for ECEC education

and practice. Consequent to the feminist narrative analysis of the combined publications (Fraser & McDougall, 2017; Woodwiss *et al*., 2017), which is explored further in Chapter 4 relating to the Overview's methodology and synthesis, there is a necessary recognition of my subjectivity and positionality as the researcher. Carless and Douglas (2017, pp.307- 308) describe the distinctive qualities of narrative research which lend very appropriately to the social justice orientation of the PhD outputs. The qualities include how narrative offers rich insight to lived experiences, offering new insights to the personal life trajectory. They describe how narrative research requires true ethicality in acknowledging and uncovering stories which are silenced or unheard.

In summary, the output publications have been significantly influenced by the works of Pierre Bourdieu on the acquisition of dispositions of advocacy (Bourdieu and Wacquant, 1992a; Bourdieu and Passerson, 1977; Bourdieu, 2006; Bourdieu, 2007; Edgerton and Roberts, 2014; Grenfell, 2008; McNay, 1999; Swartz, 1997), in addition to Michel Foucault's work on theorising and understanding political power (Foucault, 1977; Faubion, 2002; Gallagher, 2017; Graham, Treharne and Nairn, 2017; Pembroke, 2013; Taylor, 2012;). These key thinkers, but essentially Bourdieu, have been influential within the output publications' theoretical examination, synthesis and contextualisation of the culture and power of institutions that uphold or oppress the rights of the individual.

By augmenting my feminist voice and perspective, I wanted to trouble and grapple with the taken-for-granted notions of doing advocacy within ECEC, or even passive or tokenistic advocacy which ignores or limits the rights of the child. Further to this consideration, I explore the role of gender as a social construction and how this is played out (or performed, Butler, 1990; 2005) within the educational and professional spaces of ECEC culture, as reflected in the selected outputs. Taken together, the outputs as publications provide scope for an appraisal of the identities of the ECEC practitioner and the limits or potentials that are self-imposed or, imposed by others in child protection practice. In order to draw together the coherent strands within the outputs, the Critical Overview applies the concept of Bourdieu's Habitus to evoke an understanding of the *ECEC Habitus*, with its possibilities and its impediments to the agency of the practitioner. The unsettling aspects of this focus within the Critical Overview give way to the transformative and emancipatory prospects within educational contexts of ECEC, and in recognition of the output publications' contributions to the education of future child advocates.

CRITITICAL OVERVIEW

Chapter 1

Autobiographical context with chronological description tracing the development of the outputs

bell hooks wrote 'To make yourself heard as a child was to invite punishment' (2014, p.9), the quote captures the essence of the silencing of children within institutional contexts of adult power and authority, and chimes with the *Interruption* (See Appendix A) that seeks to highlight my personal narrative of disempowerment as a child. This subjectivity is considered a virtue within the research inquiry (Glesne & Peshkin, 1992; Maxwell, 2013; Reason,1988) as emphasis is given to the importance of "critical subjectivity" which should not be suppressed, as it is also an anchor to the researcher's inquiry so that "we do not become overwhelmed" (Reason, 1988, p. 12) and become lost in our own narrative data. Here I refer to the sum of my personal interests and my research values which include integrity, humility and diligence. These attributes have been nurtured by my extensive and diverse experiences of professional practice within a range of health, educational and legal institutions.

In terms of experiential knowledge, my professional career commenced when I qualified as a nurse (Registered Mental Nurse, RMN) working in the field of acute mental health services in the statutory sector. I also managed and developed services for drug and alcohol misuse concerns both in the voluntary and statutory sectors and domestic abuse support services. My former role of almost a decade as the Co-ordinator for the Worcestershire Forum Against Domestic Abuse, provided a valuable opportunity for me to acquire substantive knowledge and experience in understanding the devastation and chronic impact of violence and trauma on the health and well-being of children and adults. The opportunity to convey my experiential knowledge and insights through writing and publication began with my new academic career in 2007 as a Senior Lecturer within the Centre for Early Childhood at the University of Worcester, and subsequently within the then, National Centre for the Study and Prevention of Violence in 2015 (now the Department for Violence Prevention, Trauma and Criminology). These varied and rich experiences evoked a commitment and passion for the concept of agency and advocacy in terms of children's rights and welfare discourses within institutions, including the family, and how adults should be a conduit in facilitating children's rights in their safeguarding and child protection practices.

In recognition of the chronological development of the publications, they comprise one journal article as a critical literature review (McLoone-Richards, 2012); four book chapters, two of which focus on themes of power and professional advocacy in ECEC child protection practice (Richards, 2015 & Richards & Gallagher, 2017), while the other two chapters consider issues related to childhood experiences of domestic violence within ECEC settings and responses to victims, including access to practitioner supervision and cultures of compassion within ECEC, (Richards, 2019a & Richards, 2019b). Finally, McLoone-Richards &

Robinson (2020) as an empirical study, focuses on the ECEC student practitioner and primary teacher experiences of acquiring agency and advocacy skills within educational and professional environments.

The critical catalyst for the theme of the PhD scholarship began with the chronicle of a nation confronted with a forgotten and tragic history of the lives of thousands of Irish children. These children had been incarcerated within the myriad of institutions run by the Irish Roman Catholic Church (IRCC) and supported by the State. The findings of the Commission to Inquire into Child Abuse (CICA, 2009) otherwise known as the Ryan Report, exposed the prolonged and systematic institutional abuse of children, whose testimonies as adult survivors described their suffering of physical, sexual, emotional abuse and neglect, at the hands of the religious orders who were entrusted with their care and welfare by the Irish State. The research for the journal article (McLoone-Richards, 2012) was purposeful to understand the nature and influence of Irish Roman Catholicism and the relationship to child welfare within institutional care and wider society. It was important for me to understand from an historical, cultural and social context what was happening in a predominantly Catholic Ireland which held such high regard to the importance of family life, that the vulnerable position of children was so detrimentally negated and discounted.

At this point in the development of my research, it was helpful to consider the role of Catholic feminism in challenging the hegemonic nature of the dominant patriarchal discourses so prevalent within Irish institutions, impacting on the lives of women. Holland (1999) writes of the 'violence of patriarchal Catholic discourses' which have silenced Irish Catholic women (p.235). Coblentz and Jacobs (2018) cite Mary Daly's (1985) intense description of sexism in the Catholic Church, as being distinctly patriarchal and how women are promised heavenly rewards for their 'passive obedience' (p.546). Hunt (2020) extends the concept of patriarchy to what Catholic feminists describe as the kyriarchal church which perpetuates instutionalised forms of oppression and conditions of injustice for women and children. This imbued sense of passivity and obedience resonated within me as the researcher as I reflected on my own childhood and adolescent experiences. Not least as Daly (cited by Coblentz and Jacobs, 2018) argues how gender stereo-typing propagated by the Catholic Church produced anxiety in girls, compromised their potential, their intellectual abilities and their social relationships with others. This damning assertion interestingly chimed with Osgood (2008) in her research on ECEC practitioner identities. Her study on the subjective experiences of 24 nursery workers, included a focus on practitioner identities of "good Catholic girls" (p.123) where Catholic identities intersecting with gender identities became a means of 'control and regulation over girls.' The nuances of Irish Catholicism left indelible marks on my psyche and how I saw myself as a girl, as a young woman, within various institutional contexts particular to my family life and beyond, and throughout my Irish educational experiences. The sense of obedience, complicity and powerlessness are represented in the Interruptions (See Appendix A for chapters, 1, 2 , 3, 4 and 7). Here I turn to Simon's work on 'difficult knowledge' (2011, p.432) as both salient and poignant in the

retrospective and reflexive analysis of my experiences through the lens of Catholic feminism which influenced the development of my publications, specifically McLoone-Richards (2012), Richards (2019a) and McLoone-Richards & Robinson (2020). Simon reflects on the 'deeply felt set of uncertainties on how to respond' (p.434) to difficult knowledge which is characterised by violence, pain, loss and death (Di Paolantonio, 2015; Pinar, 2014; Simon, 2011). My growing research interests having stemmed from the McLoone-Richards (2012) paper, along with my new difficult knowledge and insights, was important in problematising issues of advocacy and negotiating power differentials and inequalities as part of professional challenge in safeguarding and protecting children. Beyond the original Irish context, I applied my thinking to the field of ECEC based on my experiences of teaching within a university and the dilemmas and anxieties experienced by students and tutors alike, where there were safeguarding concerns about babies and young children (see McLoone-Richards & Robinson, 2020).

My earlier published work Richards, (2009) and Richards, (2011), are not included as selected outputs, (see Table 1, see p.9) for the listing of selected outputs and unselected publications. These works focused on issues relating to quality assurance and improvement of child welfare and protection in early childhood. At the time of writing the chapters, I was one of the early commentators on the critical need for professional supervision relating to child safeguarding practice within the ECEC sector. Tickell introduced the concept of supervision within the Early Years Foundation Stage (2011b) before it became a mandatory requirement within the welfare requirements for children in 2012. Until that point, this provision was not commonly practiced, if at all.

The themes of professional challenge and advocacy were subjects considered within the book chapter (Richards, 2015). The tensions of professional hierarchies and inter-professional power dynamics were examined in contexts of child protection practice. The role of the ECEC practitioner was examined in the multi-professional field of child protection practice, and the necessary pre-requisite of self-advocacy was highlighted in determining advocacy and promotion of the rights of the child. The self-advocacy factor (Richards, 2015) received scant recognition within previous statutory guidance on safeguarding children practice and provisions for quality education and care in the early years sector (HM, Government, 2015; NCTL, 2013; Nutbrown, 2012).

The third selected publication, Richards & Gallagher (2017) was a provocation to the child protection mantra that 'safeguarding is everyone's responsibility' (HM, Government, 2015, p.9). The objective of the chapter was to examine the role of the community as an important aspect of a collective responsibility for safeguarding children. The significance of a child's community was considered as part of timely interventions to promote the welfare of children. However, the community was deemed at risk of being overlooked or underestimated in its potential safeguarding role. The chapter saw the first introduction of the concept of Habitus (Bourdieu and Wacquant, 1992a; Bourdieu, 2006; Grenfell, 2008) in

my writing, within contexts of safeguarding children beyond the domain of professional practice. The role of a non-professional as a member of the community was examined in the terms of Bourdieu's concept of Habitus, alongside assumptions of 'place', expertise and non-expertise in protecting children in the community. The chapter was inspired by the journal article McLoone- Richards (2012) and Richards (2015) in response to speaking out and advocating for children within ECEC practice and, also drew from the discussed implications of dispositions of kindness both in personal and professional contexts to protect children. These are the professional attributes that in fact permeate all of the outputs and therefore feature as a conceptual thread within the Critical Overview.

The book chapters Richards (2019a) and Richards (2019b) focus on the concern of Domestic Violence and the links to children within ECEC practice and settings. Richards (2019a) as a critical review of the literature, examined the impact of Domestic Violence and Abuse (DVA) on the mother and child relationship, and this focus included a consideration of professional assumptions that abused mothers may have reduced capacity to care for and protect their children. At the time of writing, Section 75 of the Serious Crime Act 2015 in England and Wales, had legislated for the occurrence of coercive control within intimate or family relationships. The tendency to focus on coercive control within adult relationships was extended to the experiences of children affected by coercive control directly and indirectly (Katz, 2016), and the chapter sought to raise more critical awareness of these dynamics specifically within the ECEC sector. The concept of the abuse of power (Foucault, 1997, Faubion, 2002) was discussed within the institution of the family and linked to DVA and the impact on young children. These issues were discussed in relation to trauma in early childhood and the role of early help agencies in supporting mothers, particularly that of the ECEC practitioner.

Richards (2019b) as a scholarly work in book chapter form, focused on organisational cultures of calm and compassion which were highlighted as being inducive to supporting effective organisational safeguarding practice. The book chapter was inspired by the research I conducted about health professionals' personal and professional experiences of domestic violence (DV) (Mc Gregor *et al.*, 2016). Although an exploratory study, the early findings prompted further questions on the experiences of female dominated professions where DV was hidden or unrecognised as a workplace concern. The importance of safe spaces for ECEC practitioners was considered in enabling quality effective supervision and mentoring of staff. A particular focus was given to the effect of the individual's past trauma of abuse, and how this may affect responses and decision-making in safeguarding children in practice. The chapter returned to further consideration of Bourdieu's concept of Habitus (Bourdieu and Wacquant, 1992; Bourdieu, 2006) and its application and meaning for the effective protection of children in ECEC practice.

Finally, the journal article McLoone-Richards and Robinson (2020) which comprised empirical data examined the disposition of the student and their relationship with their

educational institution and professional work placements. The Habitus theme re-emerged as students determined their efficacy in safeguarding expertise within their organisational safeguarding culture. Issues of hierarchy and voice on perspectives of advocacy were considered and the wider implications to safeguarding children in practice. This final output was recognised as the developed progression of the sum-total of the selected publications, the starting point of the McLoone-Richards (2012) paper appeared to close the writing loop with the themes of power and promoting advocacy for vulnerable children. McLoone-Richards and Robinson (2020) reflects the need for educated and competent practitioners to advocate for and with children (HM Government, 2015; HM Government, 2018).

The six selected publications as highlighted in Table 1 (see p. 9), were deemed appropriate in quantity and quality to demonstrate my coherent, significant and original contribution to knowledge and practice in the field of ECEC and teacher education, and potentially to multi-professional child protection. The listed publications in the left side column were not selected for the Overview but are noted for the inspiration, and connectivity to themes of the affective Habitus (Reay, 2015) and my interest in developing the *agentic Habitus* as integral to the ECEC student's emerging professional advocacy in child protection practice.

Table 1: Situating the context of my publications within the Critical Overview

Key – Publications selected for discussion within the Critical Overview.

Richards, C. (2009) Safeguarding Children: Every Child Matters so Everybody Matters! In, Reed, M. & Canning, N. (eds.) *Reflective Practice in the Early Years.* London, Sage.	McLoone- Richards, C. (2012) 'Say Nothing! How Pathology within Catholicism created and sustained the Institutional Abuse of Children in 20th century Ireland', in *Child Abuse Review* 21: 394-404. DOI:10.1002/car.2209.
Richards, C. (2011) Quality Matters because Quality Protects. In, Reed, M. & Canning, N. (eds.) *Quality Improvement in the Early Years*. London, Sage.	Richards, C. (2015) Professional discussions and challenges in safeguarding and protecting children. In, Reed, M. & Walker, R. (eds.) *A Critical Companion on Early Childhood Studies.* London, Sage.
Richards, C. (2013) *Journal of Beliefs and Values: Studies in Religion and Education.* Book Review- Keenan, M. (2012) CHILD SEXUAL ABUSE & THE CATHOLIC CHURCH. Gender, Power and Organizational Culture. Oxford, Oxford University Press.	Richards, C.M. & Gallagher, S. (2017) Common Vigilance: a perspective on the role of the community in safeguarding children. In, Brown, Z. & Ward, S. (eds.) *Contemporary Issues in Childhood: an ecological approach*. Abingdon, Routledge.
Richards, C. (2014) Safeguarding Children. In, Dryden, L. & Mukherji, P. (eds.) *Foundations of Early Childhood.* London, Sage.	Richards, C.M. (2019a) 'Looking Back in Anger' the impact of mother and child trauma experiences in the context of Domestic Violence and Abuse. In, Fleet, A. & Reed, M. (eds.) *Thinking about Pedagogy in Early Education: Multiple Early Childhood Identities*. London, Routledge.
McGregor, K., Stephens-Lewis, D., Richards, C.M., Gilchrist, E., Taylor-Dunn, H. & Jones, R. (2016*) An Exploration of Healthcare Professionals' Personal and Professional Experience of Domestic Violence and Abuse.* NCSPVA, University of Worcester.	Richards, C.M. (2019b) Creating safe reflective spaces and places for practitioners in mentoring and supervision of safeguarding children. In, Gasper, M.& Walker, R. (eds) *Mentoring, Coaching and Supervision in the Early Years: theory and practice.* London, Bloomsbury.
Richards, C.M. (2020) "*The boys won't leave the girls alone!":*The importance of advocacy and educational leadership in addressing School-Related-Gender-Based-Violence (SRGBV*).* In, Bendou, A., Jones, C., Thornburgh, D. & Bracken, S. (eds.) *Issues in Education Quality: Teaching, Volume 1.* Agadir, Ibn Zohr University.	McLoone-Richards, C. & Robinson, C. (2020) 'I know I am just a student but.': The Challenges for educators in supporting students to develop their advocacy skills in protecting children. *Early Years An International Research Journal*. DOI: 10.1080/09575146.2020.1749036

Chapter 2

An evaluative description of the originality of each output

In consideration of the collection of selected outputs in Table 1 (p.9), there is a necessity for the discipline of social science to generate knowledge that is conducive to reflexivity, which Bourdieu acknowledged when he wrote '*Social science is reflexive in the sense that the knowledge it generates is "injected back" into the reality it describes*' (Bourdieu and Wacquant, 1992, p. 37). The quote suggests the benefits of self-analysis in offering a better understanding of the research process and the focus of the research itself. The *Interruption* (See Appendix A) illustrates a subjective narrative of my experiences as a student nurse within a new institution and negotiating its culture. The reference to a "fish out of water" (Maton, 2014, p.56) is used in describing a sense of alienation and feeling out of place. The significance of this experience is important in presenting personal insight and affinity with student practitioners in determining their place within their new ECEC practice settings. This chapter expands on the originality of each output at the time of publication and evaluates and justifies such claims of originality in relation to the provided guidance by the University of Worcester (2018-19, see Appendix B) and with reference to the mapping of the publications to the listed features of originality offered by Philips and Pugh (2010), see Table 2, see p.17), the chapter will also allude to the respective methodology of each output. The six publications, through the process of evaluation and re-contextualisation identified cogent themes of power, advocacy and self-agency as intrinsic characteristics of ECEC child protection practice. The publications also highlight antithetical representations of institutional cultures of dispassion in contrast to cultures of compassion in child welfare and care.

Output 1

McLoone- Richards, C. (2012) 'Say Nothing! How Pathology within Catholicism created and sustained the Institutional Abuse of Children in 20th century Ireland', in *Child Abuse Review* 21: 394-404. DOI:10.1002/car.2209

The peer-reviewed paper as a critical literature review, discussed the role and power of institutions in the governance of the lives of children and their families in twentieth century Ireland. The research question focused on the nature of Irish Catholicism and the relationship with the State which created a culture of apathy, collusion and silence in advocating for the rights of children. The research was framed within a feminist paradigm, and there was a critical awareness and understanding based on my experiential knowledge (Maxwell, 2013; Ravitch and Riggan, 2017) and lived experience that the social construction of childhood in Catholic Ireland was heavily influenced by the patriarchal institutions which governed family life and the individual's life (Holland, 1999; Hunt, 2020). Namely the

powerful roles of the Irish Roman Catholic Church (IRCC) and State. The ontological perspective (Crotty, 1998; Marshall and Rossman, 2011; Ravitch and Carl, 2016; Ravitch and Riggan, 2017) was based on the identification of a social reality of how I was understanding a reality of twentieth century Ireland. It also related to the context of the institutional abuse deferential attitude by the State and its agents to the IRCC.

The research method of a historical critical review of the literature incorporated and constructed individual sources of knowledge, opinion and inquiries to examine the research question and to inform the response to the research problem. The review itself used a feminist phenomenological theoretical framework (Cohen, Shabot & Landry, 2018; Crotty, 1998) to understand the lived experiences of victims and survivors of institutional child abuse in twentieth century Ireland. Further to the theoretical underpinning, the research adopted a phenomenological constructivist methodology to the literature review, as the intention was to extrapolate meanings and understandings of the individuals as the subjects of the research and their worlds and also of the authors of the various literature, in understanding their interpretations and meanings of the knowledge acquired from the research inquiry processes (Rasmussen, 1998; Wilkinson & Hanna, 2016). Although the methodology was less rigorous than a systematic review of the literature, the critical review as a method offered a critical analysis of the complex issues within the strong body of literature (Karpetis, 2017). The sourced literature provided mainly historical accounts in terms of addressing the research question. The paper did not comprise primary research data of victim and survivor narratives of institutional abuse, but the CICA (2009) report included the recorded testimonies of thousands of adult survivors, and the review also referred to the autobiographical account by Peter Tyrell (2006) of his confinement within the Letterfrack Industrial School. However, there were valuable witness accounts by the authors of public inquiries who were involved in the site visits of these children's institutions. Overall, this data constructed an insight and understanding of the cultural, social, political and religious contexts of the powerful hierarchical structures governing the public in twentieth century, including detrimental discourses about poverty, education, children and morality.

In terms of originality, the paper made novel allusions to professional dispositions of kindness in safeguarding practice and it is at this juncture where my embryonic thinking subsequently developed theoretical links to Bourdieu's (1992) concept of 'disposition' in terms of the Habitus in the synthesis of the outputs and writing the Critical Overview. I was interested in the multiple variations and applications of Habitus, particularly in the instance of the journal article, to the *Irish Catholic Habitus* (Rey, 2007) who describes the religious disposition as not a natural thing because it is a social construction, implying the inherent links to how a child is raised. Similarly, although the Habitus concept is criticised as being too deterministic (Dillon, 2001; Sweetman, 2003), there was scope within the Critical Overview to examine the agentic potential of Habitus. This point is explored further in

Chapter 4 for the evaluation and synthesis of the selected publications. The paper did consider Foucault's writings on moral discipline and punishment regarding the attitudes of the Catholic Church and State towards children of poor families or those deemed as morally corrupt. Further, the paper articulated how the concept of 'honour culture' (Sev'er & Yurdakul, 2001; Souza, Souza, Roazzi & da Silva, 2017) within an institutional context, upheld a deference to hierarchies of power, promoting cultures of obedience and compliance. This point was examined in the context of the Irish State and the IRCC, and an argument is asserted that the notion of honour culture (Donnelly, 2016; Gill & Brah, 2014; Leung & Cohen, 2011; Souza *et al.* 2017) has an original application in its implication across all societal institutions and disciplines of child protection, including that of ECEC. The honour culture concept creates organisational obedience, collusion, deference and apathy among practitioners and subsequently can jeopardise and compromise the rights of children and their welfare.

Output 2

Richards, C. (2015) Taking a holistic view: critically examining complex professional issues. In, Reed, M. & Walker, R. (eds.) *A Critical Companion on Early Childhood Studies.* London, Sage.

The chapter provided a critical literature review of the concept of power within organisational cultures and professional hierarchies, using the lens of post-structuralist feminism. The chapter investigated how such cultures and professional hierarchies may negatively impact or impede professional discussions and challenge in safeguarding the welfare of children. Foucault's (1977; 1978; 1980) understanding of power is key to the chapter as he suggests how power exists in relationships and how it is experienced by the expression of one to another. This Foucauldian analysis was integral to the assumed positions of power within child protection disciplines, and the ECEC practitioner role and relationships with other professionals. Lumsden (2014) commented that 'while literature in the early years is burgeoning, there is relatively little written on the early years and safeguarding' (p. 1358). The Richards (2015) publication was the first original iteration of the theme of professional challenge within safeguarding contexts of the discipline of ECEC. It was a development of the previous publication's (Richards, 2009) original proposal to introduce consistent quality professional supervision within ECEC provision, as part of meeting the requirements of its safeguarding responsibilities (Bradbury-Jones, 2007, 2013; HM Government, 2018; Tickell, 2011). The book chapter asserted the need for a developing appreciation of self-advocacy and self-determination as precursors for the advocacy of others, to be effective as a practitioner. The point is salient to previous commentary by Dalrymple and Hough (1995) on the importance of promoting values of advocacy within organisations which espouse to promote the rights of children as '[d]isempowered workers cannot empower young people' (p.ix).

Output 3

Richards, C.M. & Gallagher, S. (2017) Common Vigilance: A perspective of the role of the community in safeguarding children. In, Brown, Z. & Ward, S. (eds.) *Contemporary Issues in Childhood*. London, Sage.

The chapter has links to previous writings of McLoone-Richards (2012) and Richards (2009), again the chapter draws from the significance of dispositions of kindness (Clegg and Rowlands, 2010; Dexter, Lavigne, Oberg de la Garza, 2016; Rowlands, 2009) both in personal and professional contexts to protect children. The chapter focuses on the concept of Habitus (Bourdieu and Wacquant, 1992a; Bourdieu, 2006; Swartz, 1997) in the context of safeguarding children beyond the domain of professional settings. In the examination of the perspectives and location of non-experts within community situations of safeguarding children, the opportunity to consider the dynamics of power and privilege within child protection discourses in the public domain was enabled by the lens of feminist methodology. Feminist research has been especially influential within the discipline of sociology (Oakley, 1981; Reinharz, 1993) and feminist scholarship continues to be used as a means of presenting the complexities of societies and the diversities of intersectionality, positions within power structures across societal and cultural hierarchies (Denis, 2008; Hughes & Cohen, 2010; Stanley & Wise, 1993). The chapter's methodology of a feminist perspective through the lens of Bourdieu examined the role of community by an original application of the concept of Habitus (Laberge, 2010; McNay, 1999) based on personal and professional assumptions of 'place' (disposition), expertise and non-expertise in protecting children in the community. The role of common vigilance focuses on the community and the inherent challenges that can exist in safeguarding children. There is a return to the concept of power in the chapter, between expert and non-experts and Bourdieu's perspectives on legitimacy (Habitus) and embeddedness of practice (Field) offer useful insights to the discussion of safeguarding children in community contexts.

Output 4

Richards, C.M. (2019a) 'Looking Back in Anger' the impact of mother and child trauma experiences in the context of Domestic Violence and Abuse. In, Fleet, A. & Reed, M. (eds.) *Thinking about Pedagogy in Early Education: Multiple Early Childhood Identities*. London, Routledge.

The chapter offered new insights within the field of ECEC particular to early childhood identity development. A feminist methodology was applied to the social phenomena of Domestic Violence and Abuse (DVA) as means of understanding the impact of DVA on the mother-child relationship, and its influence on the developing identity of the child. Feminist scholarship, particularly since Second Wave Feminism in the 1960s and 1970s, has long focused on the experiences of (all) women's inequalities, oppression and exclusion. This

position of "Standpoint" (Collins, 1992, Harding, 1991) offers a specific 'epistemic privilege' (DeVault, 1996, p. 40) associated with women as victims of DVA and their identities as mothers. These expert insights of women as victims were also examined with the experiences of women working within ECEC provision and is therefore considered within the mainly feminised spaces of ECEC cultures and organisations. The critical literature review had a novel focus within ECEC provision and included a critical consideration of professional assumptions that abused mothers have reduced capacity to care for and protect their children. Foucault's (1991) concept of the abuse of power was discussed within the institution of the family and its wider application to gender-based violence and coercive control (Katz, 2016, Morris, 2009). The chapter introduces a critical awareness of the vicarious trauma and secondary trauma of ECEC practitioners working with familied affected by DVA, this is an original application to this discipline and the reflexive analysis offered by the chapter via a case study, offers a narrative for further reflexivity by the ECEC student on the critical issue of victim/survivor perspectives. The links to DVA and the impact on young children were examined and how these issues related to trauma in early childhood and the role ECEC practitioners as part of early help interventions in supporting mothers as victims of DVA.

Output 5

Richards, C.M. (2019b) Creating safe reflective spaces and places for practitioners in mentoring and supervision of safeguarding children. In, Gasper, M. & Walker, R. (eds.) *Mentoring, Coaching and Supervision in the Early Years: theory and practice.* London, Bloomsbury.

The book chapter (Richards, 2019) was based upon the findings of a mixed-methods research study commissioned by the Cavell Nurses' Trust (CNT) in 2015. The opportunity to conduct this research as a former nurse in recognition of my experiential knowledge (Maxwell, 2013), prompted considerable reflection on the extensive experience of my past employment within the NHS. I subsequently reviewed the data and from my own reflexive processing (Cunliffe, 2003 & Glense & Peshkin,1992) as I was prompted to consider the wider application of these findings to other multi-disciplinary contexts. The reflections were specific to the required institutional safeguards, to promote greater openness and cultures of trust in the interests of all staff as victims and survivors of abuse. When invited to contribute to the Bloomsbury publication on the theme of 'Mentoring and Supervision', this was a timely opening to expand my educational research and critical thinking on the subject of "wounded healers" (Bradley, 2009; Gilbert & Stickley, 2012; Straussner, Senreich & Steen, 2018) within a range of professional environments.

A feminist perspective based on Standpoint theory (Harding, 2009; Watson, Flores, Grotewiel, Brownfield, Alsan & Farrell, 2018) formed the theoretical perspective for the

book chapter, as there was an abiding sense of commitment to problematise the nature of gender-based violence, oppression and power struggles within the institutions which predominantly employ women. The knowledge acquired through the standpoint theoretical and methodological lens promoted reflection by myself as a feminist researcher, on how power dynamics in relationships and institutions can 'be an obstacle to the production of scientific knowledge' (Rolin, 2009, p.219). Thus, this mindfulness enabled the research project to be critically cognisant of the dynamics of the abuse of power on the individual, and the inherent feelings of shame, anger and distrust by those who are victims of domestic violence towards those in more powerful positions such as managers, supervisors or researchers. The inquiry acknowledged the multiple forms of oppression and the related dynamics of these experiences (García-Moreno, Palitto, Devries, Stöckl, Watts, Abrahams, Petzold, 2013; Kim and Gray, 2008; Morris, 2009) sought to raise more critical awareness, to prevent or to minimise the detrimental impact of abuse on the individual. This included a focus on how a compassionate culture of an institution can influence an ethos of kindness and care for the benefit of all who live or work within an institution (Mc Loone-Richards, 2012).

The research was informed by the social injustices experienced by women within occupations that are globally held by women, such as nursing and other forms of health and social care. The focus of the book chapter turned to ECEC, mostly occupied by women in the sector. The chapter highlighted the significance of organisational cultures of care and compassion in being conducive to safeguarding practice in the culture of ECEC and made the first original soundings in ECEC literature of the need to recognise the realities of personal trauma and abuse, particular to domestic violence within this workforce dominated by women. This point was considered within professional situations of supervision and mentoring of staff. The chapter made an original link to two otherwise unrelated concepts, that of Bourdieu's concept of Habitus (Bourdieu, 2006; Bourdieu, 2007; Laberge, 2010) in terms of professional dispositions and the meaning for effective safeguarding children practice.

Output 6

McLoone-Richards, C. & Robinson, C. (2020) '*I know I am just a student but…*': the challenges for educators in students to develop their advocacy skills in protecting children. *Early Years: An International Research Journal*, DOI:1080/09575146.2020.17409036

The original empirical research study focused on the disposition of the student and the relationship with educational and professional institutions was explored from the empirical data. The research methodology from a feminist standpoint (Acker, 1989; Harding, 2009; Watson *et al*., 2018) sought to develop a better understanding of women's experiences within institutional contexts of education and professional practice, in attempting to offer new perspectives and insights to promote change and emancipation (Friere, 1996). The

study was aptly shaped by feminist methodology towards supporting research that sought to value women, their insights and experiences and ultimately lead to action or change to benefit their educational and professional practice. Smith (1990, 1992) is especially noted for her work on standpoint research as she asserted that women knew best in describing their experiences and that their point of entry to our research should be noted as "superior". Subsequently, the feminist research of this output examined how students' developing advocacy skills to safeguard and protect children were enabled in response to influential factors in their professional practice environments. The role of the university as the education provider was examined in view of the experiences of academic staff in supporting students in the event of a disclosure about a child protection concern. Bourdieu's concept of Habitus (Bourdieu, 2006; McNay, 1999) was considered in relation to the student's position in terms of the challenges and opportunities in developing their confidence and competency in "finding their place and voice" to advocate for vulnerable children. The important role of ECECs and teachers in safeguarding children was discussed, the paper argued the need for more robust provision and integration of teaching advocacy skills within child protection studies for students as developing professionals. An original application of the Habitus theme re-emerged as students determined their efficacy in safeguarding expertise in response to their organisational safeguarding culture. Beyond this application, I have identified the *ECEC Habitus* in recognition of the identities and perceptions of students and practitioners, this point is explored further in chapter 4 of the Critical Overview. Issues of hierarchy and voice in situations of doing advocacy were considered in the chapter and the wider application to safeguarding children in practice. While all of the outputs have to some extent informed the development of the proposed *Child Advocacy Reflective Framework (CARF)* (see Figure 1, p. 39) this research played a pivotal role in its development because the collective data of student and academic staff experiences offered important insights to the internalised dialogues and conflicts of the individual when faced with dilemmas about organisational safeguarding children. These experiences of doubt and professional uncertainty were exacerbated by cultures of silence or deference to authority, where students felt disempowered to question or challenge practice. The attributes of Bourdieu's conceptual triad offered a constructive and enlightened theoretical platform to engage further critical thought and analysis to better understand the experiences of students and the role of education to developing effective child advocates, hence the creation of the original *CARF* pedagogical tool for ECEC education programmes and training.

Statements of Originality

Philips and Pugh (2010) describe a range of features to define Originality in research. The following Table 2 is a mapping of the attributes of innovation and original contribution of each selected output and the Critical Overview against these Originality statements. This table highlights the potential for impact on education and practice beyond the submitted publications.

Table 2.
Summary of Originality Statements (Philips and Pugh, 2010)

Criteria	Evidence
1.Setting down a major piece of new information in writing for the first time **(Outputs 1-6 and Critical Overview).**	Outputs 1 to 6 and the Critical Overview examine the concepts of power, advocacy and children's rights in ECEC cultures of child protection education and practice while applying the cogency of Bourdieuian and Foucauldian theory (Bourdieu & Wacquant,1992; Bourdieu,2006; Foucault, 1977, Faubion, 2002) in a novel way to advance understanding of the complexity of these issues.
2.Continuing a previously original piece of work **(Outputs 1 to 6)**	Outputs 1, 2,3,4 & 6 are extended research based on previous publications focusing on the role of professional supervision, organisational challenge in developing cultures of advocacy in safeguarding children: Richards (2009); Richards (2011) and Richards (2014). Output 5 is an extended study based on previous empirical research focusing on women as mothers who are victims of domestic violence: McGregor *et al*. (2016)
3.Providing a single original technique, observation, or result in an otherwise unoriginal but competent piece of research **(Critical Overview)**	The Critical Overview offers a number of specific new insights based on observations from research conducted in the production of all publications since 2009 to 2020, but specifically the synthesis of the selected outputs from 2012-2020. Firstly, the development of the concept of '*efficacy episodes*' (see p.36) in professional practice is original to the teaching and development of child protection professionals. Secondly, the development of the 'affective habitus' (Reay, 2015) is extended to the originality of the ECEC Habitus (see p. 9 and the notion of the agentic '*projected and rejected habitus*' (see p.36) and finally, the original exposition of the *Child Advocacy Reflective Framework, CARF* (see Figure 1, see p.39) is a significant original feature within the completed thesis. The *CARF* is purported to have potential application for education programmes and Continuing Professional

	Development (CPD) training within ECEC fora.
4.Showing originality in testing somebody else's idea **(Outputs 1 to 6 and Critical Overview))**	The threads of Bourdieu's concept of Habitus (Bourdieu & Wacquant, 1992a; Bourdieu, 2006) and Foucault's (1991) concept of power, subordination and the use of violence and lastly Butler's theory of gender performativity (1990) have been critically examined and applied within the synthesis of the 6 outputs (see criterion 1). Additionally, the Critical Overview considers and incorporates Simon's (2011) concept of 'difficult knowledge' as part of the narrative approach and synthesis of the outputs, Bourdieu's conceptual triad (Bourdieu, 1990; Bourdieu & Wacquant, 1992) is more specific to my original concept of the *ECEC Habitus* in response to Output 6.
5.Carrying out empirical work that hasn't yet been done before **(Output 6)**	This empirical paper was unique at the time of conducting the study when its findings were presented at the International Child's World Conference (2014). The delegate responses generated considerable interest to the issue of students' experience of safeguarding children in professional practice and the tensions within the role of the education provider in supporting them. At the time of publication specific to the discipline of ECEC, no such research had been conducted specific to the development of students' dispositions of advocacy and the impact of histories of personal trauma.
6.Making a synthesis that hasn't been made before **(Critical Overview)**	Grant's (2011) Synthesis Connectivity as a methodogical tool (see chapter 4) has been adapted to demonstrate the connectivity of the outputs by identifying retrospective research questions to enhance the outputs' connectivity and the underpinning theoretical perspectives to explicate the connectivity of the outputs.
7.Using already known material but with a new interpretation **(Critical Overview)**	The themes of 'difficult knowledge' (Simon, 2011) is used in developing the subjectivity of the feminist research narrative and developed alongside the Bourdieuian theoretical framework and concepts of honour culture (Gill & Brah, 2014).
8.Bringing new evidence to bear on an old issue **(Outputs 1,2, 6 and Critical Overview)**	The themes of safeguarding children through professional competent practice and in support of promoting the voice of the child (their rights) (McLoone-Richards, 2012; Richards, 2015) is examined through the confidence of practitioners in finding their voice (self-advocacy) (McLoone-Richards & Robinson, 2020), enabling dispositions of advocacy to promote the rights and welfare of children.
9.Being cross-disciplinary and	The thesis' selected published outputs offer evidence

using different methodologies **(Outputs 1, 2, 4, 5, 6 and Critical Overview)**	of different methodologies such as Feminist Research Narrative (Fraser & MacDougall, 2017; Woodwiss *et al*. 2017) Thematic Analysis (Braun & Clarke, 2006) and autoethnography within *Interruptions* (Appendix A*)* (Block & Weatherford, 2013) to explore institutional cultures supporting professional advocacy for children's rights have been considered within ECEC settings.

Chapter 3

An evaluative review of the contribution made by the outputs to the subject or discipline area.

The contribution made by the six selected publications is evaluated in terms of research impact within the discipline of ECEC, and Table 3 (p.22) offers an illustration of each selected output in terms of citations and indexes of research accessibility. The *Interruption* (See Appendix A) serves to describe an aspect of my former Irish childhood education experience, sometimes oppressive and incongruent with the rights of the child. In keeping with the reflexive subjectivity of the research, DeVault (1996, p.39) stipulates how the feminist researcher 'must refuse to put aside her experience and, indeed, must make her bodily existence and activity a "starting point" for inquiry. The gradual theorising of my experiences, subjectivity and knowledge, formed the starting points of the research outputs towards the accumulation and synthesis of the research within the Critical Overview. Each appendixed *Interruption* is therefore pointed in reminding of the cogency of the subjective reflexive self. The chapter articulates the contribution to knowledge of the outputs or in other words research impact, defined by the Research Councils UK (RCUK, 2019) within the Research Excellence Framework (REF) 2021 as 'having an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia' (p. 90). The introduction of the Overview identified emergent themes of children's rights, child advocacy and power within ECEC institutional cultures, and organisational safeguarding practice in promoting the welfare and protection of children from harm. Therefore, through the lens of 'contribution', the benefits of professional advocacy within ECEC for children's protection within diverse cultural and environmental contexts are considered. This was measured alongside the described moral obligation (Terämä *et al*., 2016) to demonstrate the worthiness of the six publications towards enhancing ECEC child protection practice within working professional partnerships (HM Government, 2018).

Since the 1990s early childhood degree qualifications and service provision for children and families have received continued attention, resources, policy initiatives and research interest. It is not my intention to present a raft of detailed significant events in the ECEC timeline, however, it has been over 25 years since the inception of the Early Childhood Studies Degree Network (ECSDN) and the launch of Early Childhood degree programmes. Yet, the naming of ECEC is all encompassing of the "care" and "education" of young children Dalberg, Moss and Pence (1999), while Moss (2006) later reflected on the existence of a two-tiered system of childcare in England. This divisive inequality demarcated the childcare provisions delivered by expert pre-school teachers and nursery staff and those defined as low status, less qualified and poorly paid childcare workers. At this juncture, Bourdieu's commentary (Grenfell, 2012) on the inequalities of society as perpetuated by education systems does seem particularly pertinent. Both in terms of the subjective identities of

childcare workers and the differing and unequal provisions of education and care for pre-school children in England. The disparate and confusing aspects of childhood studies education was in part addressed by Nutbrown's (2012) review of early education and childcare qualifications. This included the ECSDN's efforts to develop the Early Childhood Graduate Practitioner Competencies (see Appendix C) to form part of an Early Childhood degree programme. Of the nine listed competencies, these include recognised competency of advocating for the rights of the child and the safeguarding and protection of the child (ECSDN, 2020; QAA, 2019). The QAA Subject Benchmarks for early childhood studies also refer specifically to students as being 'independent, critical [and] insightful advocates of children'(2019, p.11). The new Subject Benchmarks stipulate how EC studies course structures need to take account of all aspects of child development and the child's world, which includes a vital recognition of the importance of competence and skill in caring for and safeguarding all children.

The Critical Overview chapter provides an evaluative review of the contributions of each selected output to the discipline of ECEC and the education of ECEC student practitioners, (see p. 24).

Table 3

Citation indices and other sources of impact

Output 1

McLoone- Richards, C. (2012) 'Say Nothing! How Pathology within Catholicism created and sustained the Institutional Abuse of Children in 20th century Ireland', in *Child Abuse Review* 21: 394-404. DOI:10.1002/car.2209

Citations (n=46) **ResearchGate (n= 8)** **WRaP views (n= 104) downloads (n=1)**

Output 2

Richards, C. (2015) Taking a holistic view: critically examining complex professional issues. In, Reed, M. & Walker, R. (eds.) *A Critical Companion on Early Childhood Studies.* London, Sage.

WRaP views (n=99) downloads (n= 0)

Output 3

Richards, C.M. & Gallagher, S. (2017) Common Vigilance: A perspective of the role of the community in safeguarding children. In, Brown, Z. & Ward, S. (eds.) *Contemporary Issues in Childhood*. London, Sage.

ResearchGate (n=3) **WRaP views (n=193)** **downloads (n=98)**

The book chapter shares joint authorship with Stuart Gallagher (University of Worcester). At the time of writing, there was a shared interest in different contexts of safeguarding children and the impact of expert roles in safeguarding practices. As authors we wanted to consider the role of the community which is often overlooked or underestimated. My own interest was influenced by my previous teaching and research on the role of the community with regard to protecting children from child sexual exploitation within post graduate teaching and CPD police training at Bedfordshire University. The research and writing that I undertook for 50% of the chapter content, and my significant contribution sees a novel application of Bourdieu's Habitus to the discipline of ECEC and child protection practice and the role of the wider community as follows under the headings; Introduction; In the olden days before TVs and social workers; B is for Bronfenbrenner and Bourdieu; and The case for common vigilance. **Please refer to Chapter 6 for evidence of joint authorship.**

Output 4 ***(see footnote on contribution)***

Richards, C.M. (2019a) 'Looking Back in Anger' the impact of mother and child trauma experiences in the context of Domestic Violence and Abuse. In, Fleet, A. & Reed, M. (eds.) *Thinking about Pedagogy in Early Education: Multiple Early Childhood Identities*. London, Routledge.

Citations (n=0) **ResearchGate (n=5)** **WRaP downloads (n=0)**

Output 5

Richards, C.M. (2019b) Creating safe reflective spaces and places for practitioners in mentoring and supervision of safeguarding children. In, Gasper, M. & Walker, R. (eds.) *Mentoring, Coaching and Supervision in the Early Years: theory and practice.* London, Bloomsbury.

Citations (n=8) WRaP views (n= 37) downloads (n=4)

Output 6

McLoone-Richards, C. & Robinson, C. (2020) '*I know I am just a student but…*': the challenges for educators in students to develop their advocacy skills in protecting children. *Early Years: An International Research Journal*, DOI:1080/09575146.2020.17409036**.**

Citations (n=0) ResearchGate (n=22) WRaP views (n=19) downloads (n=2)

At the time of the research, I was the Designated Lead for Safeguarding Children within the School of Education (SoE) at the University of Worcester. My colleague Catriona Robinson within the SoE also had a shared interest in safeguarding children in settings of primary education. My significant contribution was via my role as the Principal Investigator for the study, and as co-researchers we designed the research question, methodology and methods for the purpose of conducting the research. I co-ordinated the ethics application for approval to conduct the research within the SoE. I organised the collection of data (completed questionnaires from the Students' Union) and as authors we jointly analysed the data via thematic analysis of student and tutor data sets. I conducted the focus group and recorded/analysed the collected data. Finally, with my colleague's consent, I undertook full authorship for the preparations and drafting of the research paper as an output towards my PhD by Publication. **Please refer to Chapter 6 for evidence of my sole authorship of the journal article.**

***Citation Count for each published output (Source Google Scholar, accessed 21/01/2021) *Output reads on ResearchGate accessed 21/01/2021. *Views and Downloads from Worcester Research and Publications (WRaP), University of Worcester repository (2016-2020) accessed 21/01/2021.**

***Footnote* - Editorial Provocation for Output 4** – 'Richards explores the impact of domestic violence and abuse on the mother-child relationship. The dynamics between the mother and child becomes ever more multi-faceted in such situations as the mother is often in the position of making critical decisions not only for herself but also for her child. Richards explains the various types of violence and explains how they add additional layers of complexity to the already complex mother-child relationship. She challenges our existing definition of 'victim' and our perception of who the victim is. In understanding the challenges faced by mother and child, she highlights some implications for us as early childhood professionals (ECPs) working with and alongside mothers and their children. **How can we become advocates not only for children but also for women in a considered way that takes into account the situation they are in?** (Cheng, 2019a, p. 200).

Output 1

McLoone- Richards, C. (2012) 'Say Nothing! How Pathology within Catholicism created and sustained the Institutional Abuse of Children in 20th century Ireland', in *Child Abuse Review* 21: 394-404. DOI:10.1002/car.2209 (IMPACT FACTOR- 1.190)

The first selected output as a peer reviewed journal article identified 46 citations (Google Scholar, 2021) within publications varying from international academic research journals, books and book chapters, commissioned reports, PhD theses and an international student education resource. See Appendix D as an illustration of *some* of the cited work to evaluate and discuss the contributions of the McLoone-Richards (2012) paper on the theme of institutional cultures of child abuse and children's rights. From the outset, McGarvey's (2018) PhD thesis perhaps best summarises the paper by describing how 'McLoone-Richards offers an extensive list of cases, state and church sponsored commissions, and the massive cover-up campaign instituted by the Roman Catholic Church in Ireland' (p.83). While Keating (2015, p.98) cites my original reference to the "culture of honour" in his examination of the role of the State's deferential attitude to the Irish Roman Catholic Church (IRCC), 'This mindset was undoubtedly influenced by what McLoone-Richards has described as "a culture of honour towards its church and its agents". Additionally, Kaufman and Erooga (2016) in their study funded by The Royal Commission in Australia discuss cultures of power where individuals of status and authority may behave with impunity or remain unchallenged.

The contribution of Output 1 to the discipline of child protection within organisational safeguarding is evidenced as significant within a range of multi-disciplinary contexts (See Appendix D). Although the paper is not specific to ECEC culture and context, the research does merit consideration in terms of engaging further focus on concepts of power and advocacy in promoting the rights of the child. Added to this, the 2012 paper referred to the 'low status and professional esteem' (p.396) of staff entrenched in the warehousing model of institutional childcare (Briggs, 2001). This point has some bearing on public and professional perceptions of early childhood care (see Osgood, 2008; McLoone- Richards & Robinson, 2020; Moyles, 2001). The risk of low morale and disenfranchisement of ECEC staff can give way to a detachment towards children in their care. It is my contention that the concept of honour culture (McLoone-Richards, 2012) within any organisation alongside pathologies of care, implicate the critical need for qualified ECEC advocates who are willing to speak up for children to safeguard their interests and protect their rights. Output 1 critically conveys the importance of a willingness to challenge and advocate for children rather than to 'say nothing'. It is by means of a more instructive and transformative education of "doing advocacy" within ECEC student degrees, that a potential is met to ensure more competent and effective advocates for young children in protecting their rights. This contention is conducive to the listed EC Graduate Competencies (ECSDN,2020) (see Appendix C), specifically to competency in being an advocate for children and to safeguard and protect children.

Evaluative Contributions of Outputs 2 to 5

The **Outputs 2 to 5** as published book chapters are evaluated to determine their contribution specific to the discipline of ECEC. Moed and Halevi (2015) refer to different behaviours within different disciplines in accessing and citing research and this is an important consideration, in validating the contribution of these published works within the ECEC discipline of study and practice. The chapters are used in national and international contexts of ECEC under-graduate education programmes and CPD training, and the most likely mode of citation is via the student assessment process or as part of the knowledge acquisition for individual informed professional practice. The WRaP repository indicates data which present how each published output has been accessed and read, (see Table 3, p. 22). The selected book chapters have 'lead to the creation and interpretation of new knowledge through original research or other advanced scholarship' (UoW, 2018-19, p. 5). Each book chapter has made new and important contributions to the concern of safeguarding children and their protection within ECEC in educational and practice contexts, the contributions are considered here.

Output 2

Richards, C. (2015) Taking a holistic view: critically examining complex professional issues. In, Reed, M. & Walker, R. (eds.) *A Critical Companion on Early Childhood Studies.* London, Sage.

The chapter was a development of themes of professional advocacy in Richards (2009) and at the time of publication it was one of the earliest references in the literature to this professional skill as being essential for student and practitioner development within childhood studies programmes and ECEC practice. Richards (2015) extended this concept of professional advocacy and negotiating power differences within further contexts of organisational and professional hierarchies. In turning to Foucault's (1972, 1980) work on power and power struggles between the powerful and the powerless, this has multiple applications in ECEC settings between adults and children, ECEC practitioners and parents, ECEC practitioners and students (McLoone-Richards & Robinson, 2020) and ECEC practitioners with other high-status professionals. Foucault's (1972, 1980) conceptualisation of discourse is helpful in relation to professional discourses of child protection, such discourses are influenced by social structures and practices specific to disciplines and policy provisions. Here the ECEC [student] practitioner is subject to different experiences of power as subject (powerful) or object (powerless) pending on their positioning and voice in negotiating and shifting the influential or dominant discourse. This bears semblance to the chapter's reference to Payne's (2000) descriptions of social and political power, which relate to the ECEC's status and legitimacy of professional challenge in child protection practice, and where this occurs beyond their EC domain to multi-professional contexts of unsettling

hegemonic discourses of authoritative or, the apparent *more expert* positions of others. I was concerned about the realities and challenges within and across professional disciplines in addressing and engaging with "difficult conversations" (Richards, 2015; Williams, Beovich, Flemming, Donovan, & Patrick, 2017) about the welfare of a child, particularly where there was cause to escalate a concern about a child at risk of significant harm. The concern for such professional challenge steered me to exploring this issue within the Early Years sector as the role of the ECEC was considered as critical in terms of safeguarding young children (Lumsden, 2014; Taggart, 2016). There was recognition that the status of ECEC practitioners and "their voices" were at risk of not being heard or, viewed as less credible (Richards, 2009 & 2015) in comparison to other child protection disciplines. The chapter's analogy of the "fly in the ointment" was useful in representing the uncomfortable experiences of professional challenge by the ECEC practitioner in "doing child advocacy". Freddolino, Moxley and Hyduk (2004) offer the *Four Traditions of Advocacy Practice in Social Work* model (see Appendix E) and they suggest that 'Advocacy is not a uniform practice function…which can be approached in a homogenous way' (p.120). The authors' advocacy model was developed from their research and evaluation of advocacy programmes in the United States, and they identified how advocates construct their advocacy practice based on social contexts and issues responding to the needs of the vulnerable and those who survive their exclusion and oppression. The model is germane to the proposed *CARF* (see Figure 1, p.37) as the practitioner advocate is required to reflect on their identity as an advocate, in determining self-advocacy as a pre-requisite to advocate for children. The chapter's contribution has raised the professional stakes and legitimacy of the expertise of ECECs in finding and expressing their professional voices in promoting the rights of the child, which are so deeply embedded and valued within ECEC culture.

Output 3

Richards, C.M. & Gallagher, S. (2017) Common Vigilance: A perspective of the role of the community in safeguarding children. In, Brown, Z. & Ward, S. (eds.) *Contemporary Issues in Childhood*. London, Sage.

In reference to Table 3 (Citation Indices and other sources of impact) the WRaP data indicates that the book chapter is the most read at 183 views and 87 downloads. While the data do not provide details on the type of student or professional disciplines accessing the publication, it does have a wide application to a multi-professional audience working with children and their families. More specifically in contributing to safeguarding and child protection practice, the chapter makes a contribution to the ECEC discipline and the study of children's rights and their protection, as it begins to challenge taken-for-granted governmental and professional mantras that 'safeguarding children is everyone's responsibility' (HM Government, 2004; 2015; 2018). The distinction and meaning of individual and collective safeguarding responsibilities were problematised, and original and

critical thinking on the concept of community responsibility was presented. Further, the significance of the collective and individual position was examined, and the first application of Bourdieu's Habitus (Shusterman, 1999) in my research, offered a new perspective in promoting an understanding of the barriers and challenges to advocate on behalf of vulnerable children. At this juncture in my publications, I was beginning to examine the concept of Habitus within the discipline of child protection and the implications specific to ECEC practice. Beyond this application I have teased out the description of the *Agentic Habitus* and its alignment within the individual as an active or passive child advocate, and the impediments which confound the latter. The notion of *"not my place*" merited further consideration in the chapter and my continued research contribution to understanding the *ECEC Habitus* as illustrated in the CARF (see figure 1, p.39). The role of the collective community's responsibility was advanced by an application within the bio-ecological framework (Bronfenbrenner and Ceci, 1994) in advancing critical thought on public health approaches in child protection, through the novel concept of collective vigilance. The critical stance and disposition of "the expert" was juxtaposed with "the non-expert" where [authoritative] voice and power come to bear in difficult child protection discussions. There are implications for the ECEC discipline to be cognisant of the voice of the wider family and community as to what life is like for a child within the presented bio-ecological model (Bronfenbrenner and Ceci, 1994). The chapter contributed to critical professional reflective practice towards ascertaining a student or novice practitioner response promoting inclusivity in practice and self-determination in their advocacy for children.

Output 4

Richards, C.M. (2019a) 'Looking Back in Anger' the impact of mother and child trauma experiences in the context of Domestic Violence and Abuse. In, Fleet, A. & Reed, M. (eds.) *Thinking about Pedagogy in Early Education: Multiple Early Childhood Identities*. London, Routledge.

The publication was part of an international collaboration between Early Childhood studies academics and practitioners from Australia, Malaysia, the UK and the United States, illustrating the possibilities of knowledge transfer and innovative practice across international contexts (Brown et al. 2010; Hurley and Taylor, 2016). The chapter made an original contribution within the ECEC discipline in examining how practitioners should consider issues related to trauma in early childhood development, and how children' rights are compromised as a consequence of the impact of domestic violence. Cheng (2019, p. 200) writes that [Richards] 'challenges our existing definition of 'victim' and our perception of who the victim is.' Importantly, the chapter evoked a Foucauldian perspective on "power" (1991) and the use of violence as a form of power within the realm of the family. This notion was expanded further in the chapter when ECEC practitioners were invited to reflect on their power as "outsiders to the family, and how we use this power for good" (p.

182). The point is further emphasised by enticing critical reflexivity in recognition of personal power and influences while the concept of 'sociological imagination' (McCoy, 2012; Mills, 1959) has value in evoking the ECEC student's capacity to understand and appreciate the plight of another person, the epiphany of being in a child's shoes. The ECEC student practitioner is reminded by the chapter's contributions of their responsibility to advocate for those who are rendered vulnerable and less powerful as victims and survivors of domestic violence. The publication was influential in the later development of the *CARF* (see p.39) through interpretations of critical reflexivity of personal empowerment and agency, and how ECEC culture stymies or nurtures self-determinism and acts of agency in practice.

Output 5

Richards, C.M. (2019b) Creating safe reflective spaces and places for practitioners in mentoring and supervision of safeguarding children. In, Gasper, M. & Walker, R. (eds.) *Mentoring, Coaching and Supervision in the Early Years: theory and practice.* London, Bloomsbury.

The chapter contributes to the theme of professional supervision within the Early Years sector (Richards, 2011), at the time of publication there was no reference in the literature on this issue nor, was there any provision of supervision to reflect on practice regarding safeguarding children. Soni (2019) notes that there is very little research available on supervision within ECEC provision since its statutory introduction in England in 2012. In contexts of the chapter's standing with wider literature, the importance of placing students in authentic professional learning environments was discussed by Clifford, Macy, Albi, Briker & Rahn (2005) in helping students to 'become immersed in the professional community' (p.175). Supervision models such as the Developmental Model (Caruso and Fawcett, 1999) and the Reflective Model (Korthagen, 2001) in childhood education have been significant to embedding and assigning the importance of supervised practiced for high-quality care and service provision as part of ECEC provision (Richards, 2011). Soni's (2013) study on the role of group supervision with 12 Family Support Workers (FSWs) in four Children's Centres in England identified this approach as a useful model in supporting the professional development of FSWs. Additionally, Soni's (2019) study with EC practitioners identified the benefits of group supervision as a valued aspect of safeguarding and child protection practice, as echoed by the Signs of Safety model and research (Munro, Turnell, Devine & Cunliffe, 2020). However, Soni (2019) also noted this tended to be the most dominant feature of the ECEC supervision at the cost of compromising adequate safe spaces for critical thinking on reflexive practice.

My reflections of these professional experiences and following my research involvement with the CNT (2016) study, prompted further reflexivity in the recognition of how my experiential knowledge could inform my continued research on the concept of cultures of

compassion (Clegg & Rowland, 2010; Phatudi, 2017 & Taggart, 2016). This related to concerns about domestic violence from victim and survivor narratives of abuse, and in the instance of the book chapter, contributes to ECEC situations. The research challenge for the book chapter and its contribution, intended to address the issue related to institutional cultures of silence about domestic violence and trauma and a development of the honour culture theme (McLoone-Richards, 2012), experienced by the individual practitioner in their professional environment. There was a need to examine the role of compassionate institutional cultures to empower practitioners (as victims/survivors) through empathic professional relationships, nurtured by mentoring and supervision arrangements that promoted safe spaces for meaningful reflective practice. The chapter contribution aligns with current literate focusing on supervision and child protection practice which allows for the emotionality of child protection (Ruch, 2007; Rushton and Nathan, 1996; Trevithick, 2011) and the release of anxiety or vicarious trauma enmeshed in responding to child and adult victims of domestic violence. The methodology of feminist standpoint research (Harding, 2009; Watson *et al*., 2018) developed the research question by means of a critical review of the literature, with interjections of salient questions to invoke critical reflection from the reader to promote enhanced understanding on the experiences of women and children as victims of violence. The chapter also included a fictional case study intended to engage further reflection to represent a practitioner narrative of personal historical and vicarious trauma in relation to domestic violence.

Output 6

McLoone-Richards, C. & Robinson, C. (2020) '*I know I am just a student but…*': the challenges for educators in students to develop their advocacy skills in protecting children. *Early Years: An International Research Journal*, DOI:1080/09575146.2020.17409036 (IMPACT FACTOR -0.745)

The research paper made a significant contribution to the subsequent development of the *CARF* (see Figure 1, p. 39) as here the dispositions of the ECEC student, and the relationship to the educational and professional institutions are explored from the research empirical data. The two-staged study was conducted by means of a survey questionnaire with 30 ECEC and primary teacher students and 18 academic staff, followed by a small focus group with ECEC students. The research's contributions identified contrasting experiences of uncertainty and anxiety with a recognition of growing efficacy in their safeguarding role and responsibilities as students and academic staff. The Habitus (Bourdieu and Wacquant, 1992a, Grenfell, 2008) theme re-emerged as students determine their efficacy in safeguarding expertise in response to their organisational safeguarding culture. Issues of organisational hierarchy and the ECEC student voice in the context of advocacy were considered, and the findings from this study provided valuable insights to the dilemmas and conflicts experienced by ECEC students and trainee teachers for safeguarding children in professional practice. The paper highlighted how the student experience of "finding a voice"

in their professional placement was challenging, hampered by their self- doubt, lack of knowledge and confidence. The issue of "finding voice" has been examined in the literature relating similar experiences of social work and nursing students and practitioners (Morrison, Cree, Ruch, Winter, Hadfield & Hallet, 2019; O' Connor & Kelly, 2005; O'Connor & Leonard, 2014). The output's contribution has also identified the role of educators in considering the significance of the *Agentic* and *ECEC Habitus* of each student, in view of their personal histories and the opportunities for transformative learning and impactful future professional practice. The publication focused beyond the academic context of knowledge transfer to the real need for incorporating "doing advocacy" skills within child protection studies. Finally, the paper contributes to the discipline of ECEC signifying the critical role of the education provider (university) in its management of suitably inspiring professional placements for the ECEC student, towards enhancing their safeguarding children practice and developing their advocacy skills. Further to this, the awareness and competence of academic staff in their safeguarding of children is also emphasised from the research (McLoone-Richards and Robinson, 2020).

Further evidence to support the contributions made by the selected outputs:

In addition to each of the selected outputs, my professional stature within the academy has been recognised in diverse ways such as being requested to peer review research papers in the context of institutional child abuse and domestic violence consequently, I have conducted peer review of papers for submissions to the following journals:

- *Journal of Research and Nursing*
- *Irish Review Studies*
- *International Journal of Transitional Justice*
- *International Journal for Crime, Justice and Social Democracy*
- *Contemporary Justice Review: Issues in Criminal, Social and Restorative Justice.*
- *Child Abuse Review*
- *Journal of Gender Based Violence.*
- *Violence and Victims Journal*

I have completed published book review/s which is testament to my developing recognition and impact to the field of safeguarding and child protection practice. My expertise is particular to understanding of institutional power and cultures of compliance or defiance of dominant norms and values. The books are as follows:

- Keenan, M. (2011) *Child Sexual Abuse and the Catholic Church: Gender, Power and Organisational Culture. Oxford*, Oxford University Press published in the *Journal of Beliefs and Values: Studies in Religion and Education.*
- Gardner, R. (2016) *Tackling Child Neglect.* London, Jessica Kingsley Publishers.

Chapter 4

A description, synthesis and evaluation of any links between the outputs, preferably supported by a diagrammatic representation of the interrelationships between the outputs.

The increased interest of professional advocacy (see Table 4, p.28 for published interrelated themes) in child protection practice enabled a conceptual coherence in the emerging publications of the last decade, a point which is helpfully iterated by Grant (2011) as she writes:

'the critical point for prospective students intending to use their publications retrospectively towards a doctorate is that their publications should cohere conceptually through their sustained interest in and pursuit of a central topic' (p.264).

The *Interruption* (see Appendix A) describes a pivotal point in the feminist research narrative of appreciating the importance of voice and advocacy for others. The chapter of this Critical Overview requires a synthesis of the interrelationships between the six selected outputs (See UoW Handbook, 2018-19, p. 3). The articulation of the 'coherent thread' (Smith, 2015, p.19) requires a detailed and retrospective critical analysis of each publication to establish the necessary 'logic of connectivity' (Grant, 2011, p. 251) for the Critical Overview (see Appendix F). Lee (2010) refers to the requirement of eliciting a 'cover story' from the synthesis of the published works (p.12-13) which is articulated in this chapter. In doing so, Grant (2011) developed 'five levels of connectivity' (p. 251) as a strategy in the synthesis of her thesis by publication. Subsequently, four of Grant's five levels (see p. 33) were applied to present the evaluated synthesis of the outputs, the second level as a literature review to demonstrate connectivity was omitted as this level is demonstrated in chapters 1, 2 and 3 of the Critical Overview pertaining to the literature review within each output.

Table 4 - Diagrammatic representation of Synthesis of Outputs

Output 1	Output 2	Output 3	Output 4	Output 5	Output 6
McLoone-Richards (2012)	Richards (2015)	Richards, C.M. & Gallagher, S. (2017).	Richards, C.M. (2019a).	Richards, C.M. (2019b)	McLoone-Richards, C. & Robinson, C. (2020)
Culture (Ferriter, 2009; Inglis, 1998) **Power** (Foucault, 1977) **Disposition** (Richards, 2012); **Institutional Child Abuse** (Brennan, 2007; Coldrey, 2007; Penhale, 1999).	**Advocacy** (Lansdown, 2012; Pascal, 2003) **Professional Challenge** (Laming, 2003) **Child protection** (Laming, 2003; Powell & Uppal, 2012).	**Habitus** (Laberge 2010; Shusterman, 1999; Vitellone, 2004) **Child protection** (Allnock, 2106; Horwath, 2016; Jay, 2014) **Community Vigilance** (Holland, 2014; Holman, 1998; Jack & Gill, 2010)	**Trauma** (O'Brien et al. 2013; Romito, 2008) **Power** (Faubion, 2001; Katz, 2016; Romito, 2008) **Childhood identity** (Mullender et al. 2002; Katz, 2016)	**Organisational Cultures** (Helm, 2017; Ruch, 2007) **Compassion** (Helm, 2007) **Self Advocacy** (Morrison, 2010; Richards, 2015) **Supervision** (Peshkin, 2001; Bradbury-Jones,2013; Richards, 2012)	**Habitus** (Bourdieu, 1990; Bourdieu & Wacquant, 1992;Mc Nay, 1999) **Gender** (Harwood et al.2013; Harwood et al. 2016) **Culture** (Ferguson, 2005; Helm, 2017; Moyles, 2010).
CHILD ADVOCACY REFLECTIVE FRAMEWORK **Culture** **Advocacy** **Habitus** **Gender**					

Note: The table presents the selected outputs with reference to some of the key literature and themes which influenced and informed the development of the *Child Advocacy Reflective Framework (CARF).*

Four of Grant's (2011) five levels of connectivity to describe and evaluate the synthesis of the outputs are adapted and articulated as follows:

1. **The development of reflective questions and the clustering of the outputs to guide the synthesis process;**
2. **Identify and integrate the theoretical framework to enhance the connectivity;**
3. **Methodological Framing to describe the connectivity and synthesis of outputs;**
4. **Explain the insights and understanding as a result of the synthesis.**

1.The development of reflective research questions and the clustering of the outputs to guide the synthesis process.

Two reflective research questions guided the synthesis process:

i) What is the relationship between institutional cultures and professional advocacy in safeguarding and protecting children?

ii) How do the six publications relate to and connect to each other as completed works?

The questions (i) and (ii) are simultaneously addressed within this consideration. There was recognition of the question of institutional cultures promoting or denigrating the welfare of children and their rights, stemming from the journal article McLoone-Richards (2012). The term 'stemming' was appropriate to conjure the offshoot publications which continued to trouble and reflect on the role of child protection professionals in advocating for children's rights and to be protected from harm and abuse. The original (2012) paper critically examined the impact and pathology of toxic institutions and individuals as their agents, in the failure of care and protection of vulnerable children. The concept of *honour culture* was introduced which was developed and ran as a thread within the following five publications. This was particular to Richards (2015) and McLoone Richards and Robinson (2020), where professional hierarchies and cultures of deference were further problematised in contexts of challenging inter- professional exchanges on safeguarding children (Richards, 2015). The connectivity of this theme was captured in the empirical study (McLoone Richards & Robinson, 2020) of ECEC students and trainee teachers where they described issues of struggling to be recognised or "taken seriously" within their novice positions in safeguarding children practice. Maton (2014) refers to the relation between one's Habitus within one's current circumstances and the point resonates with the "fish out of water" concept (Maton, 2014, p.56; Reay, 2015, p.13). This is where ECEC student practitioners encountered the challenges of prejudice or dismissal as not having a professional voice or, the authority to critique or question their experiential learning of child safeguarding practice.

The concept of Habitus (Bourdieu, 1971a; Bourdieu, 1973; Bourdieu, 1989; Bourdieu & Wacquant, 1992) was further explored in its gestation and formation of early childhood identities relating to trauma in the family (Richards, 2019a). Maton (2014) writes of Bourdieu's recognition of family life as being formative in the development of the Habitus. The theme of Habitus was further linked to the discussion of common vigilance in community contexts of safeguarding children in the chapter (Richards & Gallagher, 2017). There were echoes from Richards (2012), where individual dispositions of kindness were explored beyond professional domains to the public domain with the concern for the protection of children. However, this discussion necessarily included a focus on the dilemmas and uncertainties of the non-expert and their juxta-positioning with the expert (professional) in voicing their concern or questioning a child's welfare. These scenarios are not uncommonly related within public inquiries following the death of a child as a result of abuse and neglect (Laming 2003 & 2009) and are perhaps resonant of Bourdieu's referencing of how individuals learn to habituate a sense of their place in society. Crossley's allusions to the expression "not for the likes of us" (2014, p. 95) underlined the differences and inequalities of the individual's experiences in terms of who has greater voice, power and place to question or challenge perceptions and experiences of authority.

Finally, Richards (2019b) reflects on what has been termed as the antithesis of pathological institutional cultures to those of calmness and compassion. Here, the chapter considered the significance of the ECEC practitioner's Habitus to influencing their safeguarding practice and includes a critical examination of an individual's personal trauma and how this may impact on their practice. The relevance and new application of the *CARF* (See Figure 1, p.39) is pertinent at this juncture in the reflexive activity of new knowledge and awareness of the emancipatory potential of the educated Habitus in being transformational as part of the ECEC student's learning and development. The chapter calls for the provision of safe and nurturing spaces for practitioners to be enabled to engage in meaningful supervision and reflection on professional dialogues about child protection practice.

2. Identify and integrate the theoretical framework to enhance the connectivity;
(Bourdieu's conceptual triad as the theoretical framework for the thesis is developed):

Bourdieu's theoretical framework of Social and Cultural reproduction comprised the triad of his "thinking tools" (Grenfell, 2014, p. 47), that are Habitus, Field and Capital. Notably, the selected outputs have focused on the concept of Habitus in explicating the significance of the individual's disposition to self-advocacy and professional advocacy. Admittedly, less attention or fleeting reference is made to Field or Capital within the outputs. However, as suggested, these concepts should not be treated as separate units but rather, they need to be observed and implemented by their inter-connectedness in understanding the complexities of the social world from different perspectives (Bourdieu, 1990c & Grenfell, 2014). The panoramic view of the six outputs permits the evaluation to uncover a thread of

connectivity as a strong and emerging weave of Field and Capital concepts, afforded a more cogent meaning to the sum analysis of the thesis. Laberge (2010) in discussing Bourdieu's conceptual triad cites the importance of understanding the concept of Field to appreciate the effects on the dynamics of the individual Habitus.

The key question of this thesis is how to better understand the significance of the Habitus and the impact of ECEC cultures in developing professional advocacy skills for ECEC practitioners. In McLoone-Richards (2012), Foucault (1977) is cited in the context of the disciplined morality of children, and a retrospective analysis of the paper further revealed a clear exposition of the dynamics and effects of the interrelationship of Habitus, Field and culture as Capital. The paper highlighted the hierarchical positions of power and governance of the institutions of Church and State on the lives of children and their families. Similarly, Bourdieu's concept of Doxa (Bourdieu, 1977b; 2000a; Deer, 2014) conveys the apparent acceptance of the legitimate power of hierarchical institutions. Ultimately, the McLoone-Richards (2012) paper began to develop the specificity of focus on the significance of institutional culture to creating ethoses of practicing self-determination, commitment and advocacy for the rights of children and their welfare. The recognition of Bourdieu's work in subsequent publications was at times purposeful or later explicated in the identifying a coherent concept for retrospective analysis (Grant, 2011), as noted within the examination of challenging professional discussions (Richards, 2015). Here concepts of Habitus and Field are retrospectively identified within the professional exchanges for power or authority 'through the subtle inculcation of power relations upon the bodies and dispositions of individuals' (McNay, 1999, p. 99). The same is argued for the publications Richards & Gallagher (2017), Richards, (2019a) and Richards (2019b), where the Bourdieuian lens is applied to ECEC cultural contexts of safeguarding practice. The concepts of Habitus, Field and Capital can be observed directly or implicitly as the golden thread connects each published work. This is particular to the time, place and space of Field and Habitus and how the opportunities offered by Capital in terms of culture and education afford the individual the language, identity, recognition and acceptance within the Field in question. Bourdieu refers to this as 'le sens pratique' or "the feel for the game" (Bourdieu & Wacquant, 1989d & Bourdieu & Wacquant, 1992, p.120), whereby the actor or individual (student) has acquired a certain mastery of knowledge, language and or behaviours which may be adapted in a range of given [professional] contexts.

Finally, McLoone-Richards & Robinson (2020) provides another interpretation or reinterpretation of Bourdieu's triadic tools via the initial exploration of the ECEC student or trainee teacher and their Habitus, which is forming and reforming in the Field of their professional learning placements. Bourdieu & Wacquant (1992) note the Field as 'a space of conflict and competition' (p.17) and the study conveyed the dilemmas and anxieties of the student feeling like "a fish out of water" (Reay, 2015) or not quite fitting in to the professional setting. This experience was perhaps further troubled by their university

education as Capital or, their 'educated habitus' (Edgerton & Roberts, 2014, p. 202). Here the student experiences the realities of their shifting Habitus in their attempts to attain competency and achieve '*efficacy episodes'* in their developing safeguarding practice. Bourdieu describes the cleft habitus (Bourdieu, 2000; Reay, 2015) where the individual, as in the case of the student experiences a range of powerful emotions. These tensions and inner conflicts in essence create a disparity between the Field of the university lecture theatre and the Field of their professional setting, such as a school or nursery. The Habitus is recognised as not being static (Bourdieu & Wacquant, 1992) and in the processing of change, the student feels conflicted or ambivalent about their position; a conflict or clash of knowledge, values and voice, where the former Habitus is rejected and the developing Habitus may be actualised and projected, in the continuing practice of self-advocacy and advocacy for a child.

3. Methodological Framing to describe the connectivity and synthesis of outputs

As a feminist researcher, I am interested in the experiences of women in a variety of social contexts, including the experiences of children, their rights and gender in all its manifestations, where dominant institutions and cultures discriminate and disadvantage individuals and collectives within society. The totality of my research, the outputs and the Critical Overview, is framed within a post -structuralist feminist paradigm which implies that my methodology 'produce[s] knowledge for rather than of women' (Acker, 1989, p. 67). Each of the outputs and the synthesis their key emerging themes, incorporate the work of Bourdieu and Foucault as a means of offering new insights to the issues of power, agency and advocacy within settings of ECEC child protection education and practice. I apply a Foucauldian position to the deconstruction and analysis of power (Foucault, 1972; 1973) within discourses of child protection. He suggests that power and knowledge are parallel concepts and although mutually distinctive, the focus on knowledge is particularly apt in contexts of child protection expertise and practice and, the expressions of power and dominance within disciplines and their respective institutions.

In an examination of gender, societal and cultural constructions of gender can suspend people into self-limiting beliefs of themselves while being constrained within restrictive or harmful relationships. This point resonates with Bourdieu's (2000; 2006) concept of Habitus which describes the range and limits of the individual's sense of agency and possibilities. Although Bourdieu's Habitus is criticised as being overly-deterministic (Jenkins, 2002; Mutch, 2003), my research focuses more on the agentic possibilities of the *ECEC Habitus*. For example, in output Richards (2015) I examine the experiences of professional challenge within child safeguarding practices of ECEC. Similarly, in McLoone-Richards and Robinson (2020) the study highlights the struggles and tensions for ECEC students in acquiring agency

as essential to self-advocacy as a pre-requisite to advocate for children. The over-arching feminist research methodology of the Critical Overview includes a critical self-analysis, this reflexivity promoted greater awareness and attention of my feelings and experiences as the researcher. The research process for the six outputs and the synthesis of the Critical Overview was both cognitive and the emotional, and the *Interruptions* (Jackson, 2004) (see Appendix A) serve to provide insights of my personal researcher narrative. The *Interruptions* also served as an additional weave with a 'golden needle' to fuse the golden threaded connectivity (Smith, 2015) of the PhD outputs within the Critical Overview.

Hence as mentioned, a post-structuralist feminist paradigm (Foucault, 1977, 1980, 1983; Butler, 1990, 2005) through feminist narrative (Butler, 2005; Fraser & MacDougall, 2017; Riach, Rumens and Tyler, 2016; Woodwiss, Smith and Lockwood, 2017) was used to address the research aims. The intention here was to extend and enrich the professional identity and disposition of the ECEC student practitioner within the field of child protection, in contexts of ECEC practice and alongside other professional disciplines. As reflected in the outputs, current ECEC education provisions do not adequately equip students as emerging practitioners for the realities of doing advocacy and negotiating power politics and inequalities within child protection (McLoone- Richards & Robinson, 2020; Richards, 2015). A point that is noted in more general terms by the Children's Commissioner for England (2019) in stressing that there are no specific qualifications to become an advocate for children, which means that many practitioners are underqualified.

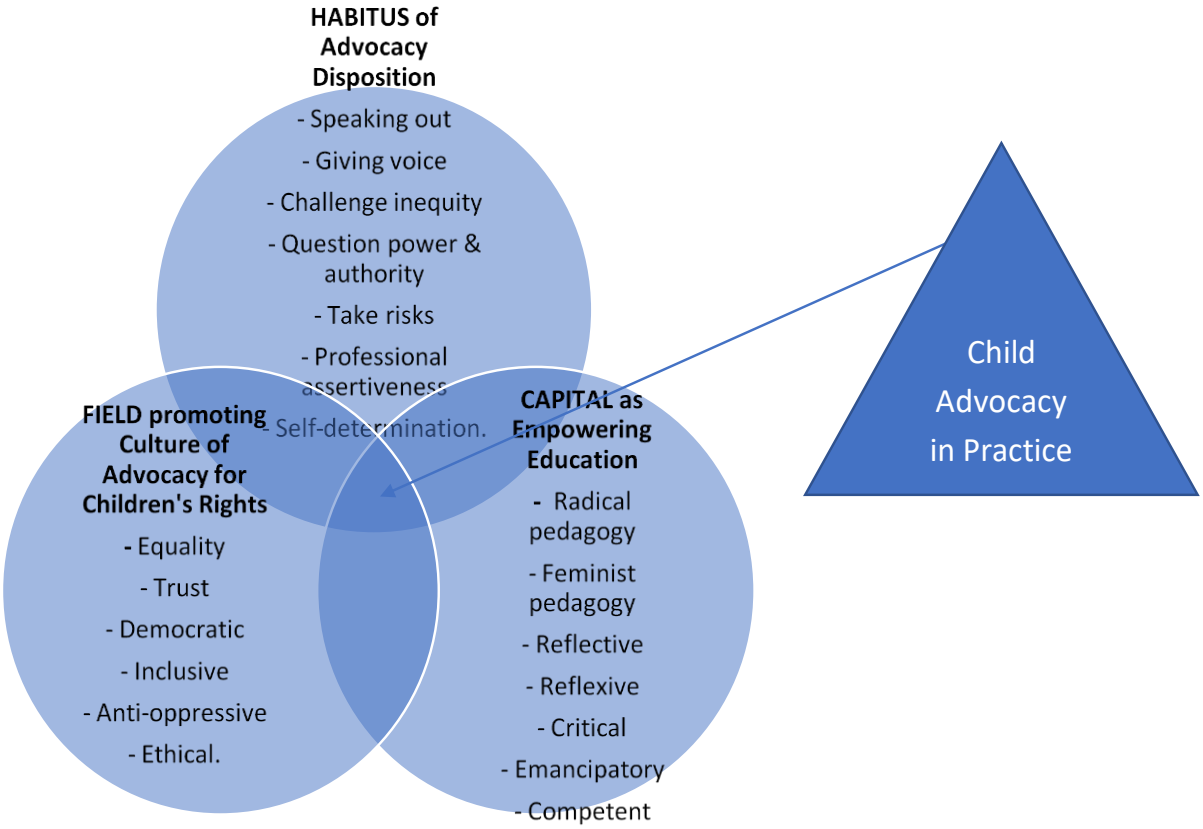
4.Insights and understanding as a result of the synthesis:

The synthesis of my research interests within the theoretical and methodological framework continued to define and refine the grand narrative by the synthesis of each published output. The sequence of research and writing evolved in critically examining the impact of organisational safeguarding cultures, in developing and supporting practitioner self-agency and advocacy skills. The latter application of Butler's theory of gender performativity and anti-narrative research (Butler, 2005; Riach *et al*. 2016) related to the outputs' themes of institutional cultures and the communities within them. The concept of the anti-narrative as a method in uncovering features of what is described as 'organisational undoing' (Butler,1993, p.115), was enlightening to the synthesis of the outputs. Butler's 'anti-narrative' method involves a critical reflexive evaluation of the conditions and impact of narrative making and meaning by individuals within organisations. Subsequently, the synthesis of the research examined the positioning and disposition of the practitioner, specifically the Early Childhood Practitioner and Teacher in child protection practice (Richards, 2015, 2019a, 2019b). This included a focus on the student experience as a novice expert in their transition to competent expert (McLoone-Richards & Robinson, 2020), and how the culture of an organisation supports or supresses propensities and dispositions of

self-agency and advocacy (McLoone Richards, 2012) in professional challenges of child protection practice. Ultimately, the premise of the research progressed to an alignment with a constructionist epistemology (Crotty, 1998; Jha, 2012) in attempting to draw meanings from the experiences of child protection practitioners and the worlds within which they engage. The focus of the research was enhanced by the application of a critical feminist theoretical lens (bell hooks, 2015; Jackson, 2004; Rolin, 2009; Romito, 2008) which enriched the development of the feminist narrative approach in developing an appreciation of the interplay of gender politics, power and privilege within institutional environments, and their inherent cultures and practices of safeguarding children.

Finally, the synthesis connectivity process led to the emergence of the *CARF* (see Figure 1, p. 39) which incorporates the key learning from the outputs and further extends Bourdieu's work by mapping the concepts of Habitus, Field and Capital within the domain of early childhood education and practice. The *CARF* identifies the agentic Habitus of the ECEC student characterising their advocacy disposition with features such as professional assertiveness and self-determination. This domain is overlapped with the Field as their professional context, which is depicted positively with aspects of anti-oppressive practice and upholds principles of democracy and empowerment. While the domain of Capital as education, overlaps with qualities of emancipatory and critical pedagogies which promote competent and reflexive practitioners. The three domains of the framework centrally intersect, and it is at this critical juncture that professional child protection advocacy is realised. As articulated in the synthesis of the outputs, the *CARF* posits that it is only when the three domains are at a constant and critical intersection, that dispositions for child advocacy and the everyday practice of child protection advocacy may be effectively sustained.

Figure 1 - Child Advocacy Reflective Framework (CARF)



Child Advocacy in Practice is at *the intersection* of the domains of compassionate culture, empowering and transformational education, here the *ECEC Habitus* is enabled to promote a positive Disposition for Child Advocacy. The *Child Advocacy Reflective Framework (CARF)* provides a conceptual synthesis of the outputs and may be adopted as a reflective tool to develop greater awareness of the influence of personal, educational and cultural factors which may promote dispositions of advocacy within ECEC child protection practice. While the *CARF* is aspirational in its gestation phase it nonetheless had immediate implications for my professional practice as an educator and researcher. The reflexive component of the framework permitted opportunities of enhanced awareness and insights of my development as a researcher and my capacity to engage more critically with emancipative pedagogies espoused by the likes of bell hooks (2014), Giroux (2011) and Freire (1996). The *CARF* adds scope to current literature on the critical importance of facilitating compassionate and empowering educational and professional cultures (Lumsden, 2014; Soni, 2019; Trevithick, 2019) to promote competent and empathic advocates for children in child protection practice. The *CARF* aims to contribute to the personal and professional

development of ECEC student practitioners in the field of continued learning and supervision, as a means of conducing quality provision and positive impact in promoting the rights of the child and their welfare. It is noted that the *CARF* which is developed from the synthesis of the six publications, has implications for the future pathways of educational provision within programmes of Further and Higher Education within disciplines specific to ECEC and has implications for CPD provisions beyond ECEC.

Chapter 5

A critical reflection using an appropriate methodology, model or theory on the student's development as a research practitioner

The *Interruptions*, (Appendix A) created an opportunity for a loop of continuity and connectivity across the required sections of the Critical Overview. The purpose of these Interruptions was to offer samplings of critical insights through personal narratives towards my professional emergence, in developing my doctoral voice. Estes (1990) and Cimarolli, Boerner, Brennan-Ing, Reinhardt and Horowitz (2011) describe the importance of narratives to explain our subjective realities and the features of our lived experiences in communities and institutional lives. Similarly, the subjective experiences of the researcher and her personal experiences are claimed as necessary in understanding the complex issues that we try to research and understand within personal and social worlds (Barr, 2019; Dauphinee, 2010; Tamboukou, 2018; Wall 2006; 2016). The guardians of traditional research methods may question the research efficacy of self-narrative and, in reference to critics of autoethnography, Wall (2006) describes how it may be viewed as less scientifically robust or worthy in certain disciplines. Nonetheless, Block and Weatherford (2013) highlight the important place of autoethnography in promoting a greater understanding and new insights to understanding our social realities more clearly (Richardson, 2000; Sparkes, 1999). Therefore, encouragement and confidence were taken on board in the developing research and incorporating an autoethnographic perspective within the feminist narrative, enabling a critical reflection of my development and competence as a researcher practitioner.

My development as a Researcher using the Vitae Researcher Development Framework (CRAC, 2010)

The Research Development Framework (RDF) was introduced by the Career Research and Advisory Centre (CRAC, 2010) as a means of offering a framework to enable individual evaluation and reflection on their development in competencies of research practice. Therefore, the RDF model is considered an effective means to realise the goals of this chapter. The framework comprises domains with specific dimensions to be considered on aspects of Knowledge and Intellectual Abilities (Domain A), Personal Effectiveness (Domain B), Research Governance (Domain C) and Engagement, Influence and Impact (Domain D) (see Appendix F). The experiences and processes of my development to becoming an ethical and competent researcher have been influenced by my extensive professional expertise within a range of professional contexts (Evans, 2011; Lave & Wenger, 1991; Park, 2007; Vygotsky, 1978), Wenger, 1998), I acknowledge the incrementality of my learning experiences through my varied social learning systems and communities of practice,

continuing to my development as an academic since 2007. These learning experiences have served to enrich my capabilities in research practice as will be demonstrated within the domains of the RDF.

Domain A – Knowledge and intellectual abilities

I have continued to learn and develop over the course of my varied and rich career pathway spanning almost four decades. The 'knowledge' that I have acquired is a consequence of situated and critical reflective learning (Brookfield, 1998; Freire, 1996; James and Brookfield, 2015; Peshkin, 2001; Wenger, 1998) from the range of professional communities and institutions I have encountered. These experiences have been an important aspect of what I view as 'practice-informed' research, where I have developed research interests and curiosity about issues and problems within the contexts of professional practice. These have concerned aspects of mental health and well-being, human rights and advocacy for such rights within institutional contexts, violence prevention and emancipative educational pedagogies (bell hooks, 2014; Giroux, 2011; Freire, 1996). I have acquired an excellent knowledge of research methods both as a research practitioner and as a teacher and supervisor of undergraduate and postgraduate programmes and student researchers. My competency of research knowledge has been evidenced in terms of the opportunities to teach research theory within the university and to collaborate with colleagues in research activities or independently as a researcher. I have demonstrated my cognitive skills in the critical analysis and evaluation of research findings in terms of the portfolio of publications as part of the PhD thesis and indeed, how I have evidenced my own independent and critical thinking and synthesis of writing in the drafting of this Critical Overview. I have embraced creativity within all aspects of my research practice and teaching practice, including the dissemination of my research within academic and public domains. One such example is the innovative *Child Advocacy Reflective Framework CARF* (Figure 1, p.39) which is intended as a pedagogical tool for the training of ECEC student practitioners for application to future child protection practice. This concept is the product of my research outputs and my efforts to propose and defend the application of Bourdieu's concept of Habitus within child safeguarding and protection education.

Domain B – Personal effectiveness

As a full-time academic and part-time research student my mettle has been tested across all the dimensions of this domain in affirming my personal effectiveness as a researcher. When I consider my personal qualities in determining my acumen as a researcher, I recognise that my keenness for my research and publication rarely waned. My motivation for research and publication was nurtured and sustained within the culture of collaborative and reflective

education which inspired my professional development within the university. I managed to effectively balance my academic life with that of my life beyond the campus, including the ability to prioritise my research and writing with the necessary time to pause, reflect and to enjoy my personal life. I became more confident in my academic writing having found my feminist voice (bell hooks, 2014; Harding, 2009; Romito, 2008) while maintaining the integrity of my work through the peer review process. I note here the equal importance of humility in these experiences where, assertions of expertise on a subject also require an openness to challenge and alternative viewpoints. As I progressed in my academic career to taking up my role within the newly named Department of Violence Prevention, Trauma and Criminology I immediately took full advantages of the increased research opportunities within this new context. Here I became more acquainted with the role of Co-Investigator within research as the Cavell Nurses Trust, West Mercia Women's Aid and The Ambulance Charity Service as examples in this regard. These experiences were influential in the development of the outputs Richards (2019a and (2019b). I have also made full use of the extensive CPD programme provided by the Research Development School where I accessed training events such as, making funding applications, critical ethic issues on research and understanding the role of the Principal Investigator in research.

I was very fortunate to be a Trustee and a Chair for the Association of Child Protection Professionals (formerly known as BASPCAN). This afforded me a wonderful opportunity to work closely with eminent academics, practitioners and policy makers within the field of child protection practice across the UK and Ireland, an indeed internationally. Undoubtedly, this privileged experience afforded me a range of excellent networking and collaborative working experiences which I may never have appreciated had I remained within the confines of my university. I recognised an increase in my confidence which paralleled a recognition of my positive reputation in the field of child protection research and practice.

Domain C – Research governance and organisation

It is with some degree of confidence that I can assert my proficiency and competence in the domain of professional conduct where aspects of ethicality and professional appropriateness are called into focus. My professional career traverses a trajectory of highly disciplined professions including their observance of specific Professional Codes of Conduct as with nursing, local government employment and the Bar Council for England and Wales. All of these experiences have ensured my certainty and assurances of good research professional conduct due to my knowledge and expertise in dealing with the complexities of life, with people who were more often than not, in difficult circumstances of their health, safety and well-being. My understanding and appreciation of the human rights discourse has enabled a particular sensitivity of ethics and legal and just behaviours on all matters related to research funding, practice and publication.

I have acquired substantive experience of research management as a principal investigator and co-investigator (McGregor *et al*., 2016; McLoone-Richards & Robinson, 2020) honing my

skills in all aspects of research project management. This includes the inception of an idea to funding processes and ethical clearance, where I articulate and counter possible issues of risk that may be associated with the research activity. For instances, I have referred previously to the study conducted on behalf of the Cavell Nurses' Trust where information was made available to all participants as potential victim/survivors of domestic violence, where they may need additional support beyond the research study. I have conducted literature reviews which also formed part of research proposals and commissioned reports. Similarly, as part of research management I have contributed to data management and its analyses while identifying and facilitating events and dissemination processes to promote the research findings. This would include my own efforts to develop a publication for the same purpose.

Domain D- Engagement, influence and impact

My professional career to date has meant that working with others was integral to my professional existence and purpose. My experiences of working collaboratively in teams as a player, leader or manager within statutory and non-statutory agencies are varied and extensive. As a nurse, counsellor, social justice activist or educator, I had the privileged responsibility of mentoring and supervising others, as students or new members of staff to the host organisation. I am mindful of the triumphs of positive and supportive collegiality and the challenges of leadership in times of organisational change and uncertainties of professional identity (Wenger-Trayner & Wenger-Trayner, 2015), all of which resonate the importance of openness and supportive communications and compassionate cultures of working together. These narratives of multi-professional working, team building and leading individuals through resistance are all highly valuable metaphors and references for me in my advancing career as a researcher. As a consequence, I am mindful of the ethics of sound research practice (Cater and Øverlien, 2014; Ellsbery and Heise, 2002: UoW, 2018), from the perspectives of inclusivity of participation, to the formation and development of a research question and the ability to progress with integrity and humility to promote collaborative research engagement with others. In the case of my individual writing, I endeavour to reflect on my research objectives, the ethics of my writing and the invitation to others to review my work. This also helps to ensure my research commitment to offering new knowledge and insights while considering how to promote and disseminate the research output.

I welcome the opportunities to discuss my research interests and publications with students and colleagues, both within the university and at national and international conference events. Admittedly, I became more confident in the use my doctoral voice (Grant, 2011), and became more proactive in presenting with increasing authority and confidence at research seminars within the university context (such as '*A PhD by Publication is no Picnic in the Park*' February, 2019, and '*The Fly in the Ointment; a Disposition for Advocacy in*

Promoting the Rights of the Child, June, 2019). I braced myself for critical peer review, all of which encouraged, enthused and evoked further critical thinking about my research and its possible impact on practice. I also facilitated a series of presentations about my PhD research at national and international conference events, this included a workshop with students in Agadir in 2019 entitled "*Speak Up and Speak Out!": Your role in promoting child advocacy, personal and professional implications'*, this paper was part of the gestation of the Richards and Robinson (2020) paper for the PhD portfolio.

The Critical Overview provides an illustration of my publications so far (see Table 1, see p.8) and I have been able to promote my research with the media in the instance of the Cavell Nurses' Trust research when I was required to be a spokesperson for radio and journalist interviews, to discuss the significance of the research findings and the prevalence and vulnerability of health care professionals to experiences of domestic violence. The media interest in 2016 was significant and this provided an important opportunity to engage with the public about this research. I had further opportunities to promote the findings of this research at the International Academy of Law and Mental Health in Prague (2017) and again at the International Summit (2018) of the Institute on Violence, Abuse and Trauma in San Diego. While in the context of public engagement I was invited in 2020 to have an in-depth discussion with an audience at the Wintergardens Theatre in Malvern to share some insights about my research regarding advocacy and child protection at the Borderlands Film Festival, following the preview of a German film '*System Crasher'*. I have ongoing experience of peer reviewing research papers and contributing to book reviews, all of which is listed on pages 25-26 of this Critical Overview.

Chapter 6

For publications that are not single authored information must be provided on the distinct contribution. Please see further.

Statement of Contribution: Output 3

Richards, C.M. & Gallagher, S. (2017) Common Vigilance: A perspective of the role of the community in safeguarding children. In, Brown, Z. & Ward, S. (eds.) *Contemporary Issues in Childhood*. London, Sage.

Percentage contribution to publication

Claire Richards was involved with the conception and drafting of the book chapter, including all revisions and redrafts for the final completed work (50%).

Stuart Gallagher was involved with the conception and drafting of the book chapter, including all revisions and redrafts for the final completed work (50%).

Signed (Research student Date: 9/11/2020

Claire Richards

Signed (co-author)…… *Stuart Gallagher – returned by email* Date: 9/11/2020

Stuart Gallagher

Statement of Contribution: Output 6

McLoone-Richards, C. & Robinson, C. (2020) '*I know I am just a student but…*': the challenges for educators in students to develop their advocacy skills in protecting children. *Early Years: An International Research Journal*, DOI:1080/09575146.2020.17409036

Percentage contribution to publication

Claire Richards led the conception and design of the study, collected and analysed the data, drafted, revised and submitted the paper (80%).

Catriona Robinson was involved with the conception and design of the study including collecting and analysing data (20%).

Signed (Research student) Date: 10/11/2020

Claire Richards

Signed (co-researcher)… Date: 10/11/2020

Catriona Robinson

Chapter 7

Conclusions, including a synoptic evaluation of the overall contribution made to the discipline and suggested directions of future work.

The resultant synthesis of the six publications developed the original concept of the *Child Advocacy Reflective Framework (CARF)* (see Figure 1, see p.39) which has the potential to inform an innovative pedagogy of developing child advocacy skills within ECEC education. There is a recognition of the complexity and challenges of childhood, particularly of vulnerable children and their safeguarding needs. Similarly, professional advocacy for children is deemed a requisite to uphold their rights and their protection (Cascardi, Brown, Shpiegel and Alvarez, 2015; Lansdown, 2010; Moody and Darbellay, 2019). The assertion that 'safeguarding is everyone's responsibility' (HM Government, 2018; Richards and Gallagher, 2017) has become part of everyday parlance in the multi-disciplinarity of child protection practice. The simplicity of the statement is a salient reminder. The research outputs have potential for a wide inter-disciplinary contribution to child protection practice (HM Government, 2015; HM Government; 2018, McLoone-Richards and Robinson, 2020), supporting a sociological perspective to child protection welfare, particularly in recognising the agency of children and advocacy for their rights. The feminist narrative of the synthesised research took a retrospective step in identifying the preliminary stages to develop student competency for child advocacy in practice. The research offered a critical exposition of the role of the ECEC practitioners and primary teachers in their safeguarding roles, in addition to careful consideration of the role of effective supervision and mentoring to enable confident and competent practitioner child advocates (Richards, 2015; Richards, 2019b). Likewise, the necessity of the professional disposition for child advocacy was examined in McLoone-Richards, (2012) Richards (2015) and McLoone-Richards and Robinson (2020) where aspects of self-determination and professional assertiveness were presented as necessary attributes towards developing a propensity for child advocacy.

The importance of the ECEC student or practitioner in finding their professional voice was considered in Richards (2015) within contexts of difficult professional challenge and discussion. The book chapter considered concepts of power and hierarchy within multi-professional fora where the ECEC practitioner negotiates and understands their voice and authority in advocating for the child. The good practice of the ECEC practitioners was described as follows 'in their advocacy for the child, they are undaunted and uncompromised by the positions of assumed or real power held by other professionals in their communications and professional discussions' (Richards, 2015, p.159).

The significance of the safeguarding organisational culture was considered in McLoone-Richards (2012) and Richards (2019b) where the concept of institutional honour culture described features of obedience, collusion and deference (McLoone-Richards, 2012) which contrasted with cultures of compassion, inclusivity and equality (Richards, 2019b). The latter

chapter essentially depicts the requirements of care and sensitivity as part of the ethos of the ECEC workplace environment. The chapter elevates the importance of the relationship with the 'self' towards developing a sound disposition for child advocacy in practice, all of which is integral to good access to professional supervision and reflective thinking spaces within safe professional environments. The book chapter (Richards, 2019a) focused on the need for greater understanding within the ECEC sector of the impact of DVA on developing childhood identities and their welfare, including a consideration of the impact of violence on the mother and child relationship. There was a direct invitation to the ECEC student and practitioner to reflect on their role and practice in advocating for the child and their mother as victims of DVA.

Freire writes of the 'banking concept of education' which promotes the practices that 'mirror oppressive society as a whole' (1996, p.59), he calls for the creation of radicalised spaces in our classrooms where teaching moves beyond mere teaching. Therefore, teaching becomes more than knowledge transfer, but critically challenges, problematises and contextualises knowledge and experiences within the worlds of the student and wider society. Freire writes:

'the more radical the person is, the more fully he or she enters into reality so that, knowing it better, he or she can better transform it. This individual is not afraid to confront, to listen, to see the world unveiled. This person is not afraid to meet the people or to enter into dialogue with them' (p.21).

The statement reflects the need for ECEC and teacher education to take greater account in promoting an understanding of the implications for professional practice, and the complex realities of safeguarding children by effective child advocacy in practice. That is, the recognition and contextualising of feeling, thinking and doing child advocacy. The synthesised research argues that the principle of advocacy in child protection needs to embrace the requirement for improved understanding of the realities of child protection advocacy in practice. This is particular to the discipline of ECEC and teacher education. However, the point has currency to a wider multi-professional audience. Cognitive understanding and expert knowledge are equally weighted with the emotional components of passion, anxiety, instrumental anger (Lepoutre, 2018; Zembylas, 2007) and compassion as part of child advocacy (Richards 2015, McLoone-Richards and Robinson, 2020). The collective research identified the importance of the competent child advocate as an agent to advance the rights of the child and their protection. Here, the importance of child protection education based on philosophies of critical feminist pedagogy (bell hooks, 2014; Freire, 1996; McCusker, 2017) emphasised the focus on child advocacy in practice. The approach is to better prepare students for the realities of "doing child advocacy" (McLoone-Richards and Robinson, 2020). The research synthesis presented the theoretical underpinning of Bourdieu's (1992) conceptual triad of Habitus, Field and Capital as a means of articulating the personal and political circumstances which may promote professional

dispositions for child advocacy. This triad is mirrored within the formation of the original *CARF* (p.39).

The Habitus (Bourdieu & Wacquant, 1992a; Bourdieu,2006) is recognised as key within the relational triad of Field and Capital, and the thesis argues for the student practitioner's understanding and reflection of the significance of their personal Habitus within ECEC and teacher education programmes. This critical understanding can engage awareness of the possible influences of their historical experiences, intrinsic and extrinsic factors which may inhibit self-determination and self-advocacy. The reference to "not for the likes of us" (Crossley, 2014, p.95) which tends to stymie personal aspirations or immobilise personal development, or the "fish out of water" (Maton, 2014, p.56; Reay, 2015, p.13) idiom, convey the internal tensions and emotional conflicts of the student in adjusting to, or being accepted within their new cultural and institutional environments. The agentic properties of the individual Habitus highlighted within the *CARF*, promote attributes of self-advocacy and advocacy on behalf of others. Additionally, the concept of Field considered the student's relational experiences of their educational and professional cultural spaces which may support the development of their self-advocacy and professional advocacy. The *CARF* reflected on education as a form of Capital with its empowering impact on the student's confidence and propensity for professional child advocacy.

On consideration of directions for future work beyond the completion of the thesis, there is scope to introduce the *CARF* within the undergraduate and postgraduate programmes of the University of Worcester. The introduction of the *CARF* would initially be within ECEC programmes and the MA in Understanding Domestic and Sexual Violence, as students will be invited to consider and reflect on the application of the model to their educational and professional experiences of advocacy in practice, for victims of trauma. Further to this research informed teaching, there is an intention to conduct a pilot study with students on their learning experiences. This will include a focus on the application of the *CARF* as a tool in developing greater awareness of the relational and influential factors, which nurture student competency in child (and adult) advocacy. The pilot study should create an opportunity to write an empirical research paper for an appropriate peer review journal.

There is an opportunity to revisit the thesis in the preparation of a manuscript for publication. The text could be a study companion for academia and professional practice which would focus on the aptitude and skills of child advocacy in practice. The book would include the applicability of the *CARF* to a wide range of interdisciplinary safeguarding practice for children and adults. Additionally, at the time of completing the thesis, I have been successful in my submission of a book proposal which invited postgraduate students of the MA in Understanding Domestic and Sexual Violence as contributors, to reflect on their experiences of research in practice with victims and survivors of abuse and trauma. One of my book chapter contributions will consider the role of advocacy within research, and its importance in representing the voices of service users and providers. The *CARF* merits

further consideration within the discussion of the ethical disposition of a researcher, and the impact of the individual Habitus on a researcher's dispositions of respectful inquiry.

Finally, the theme of the thesis was inspired by the launch of the CICA report in Ireland in 2009, which provided an account of the historic institutional child abuse at the hands of the IRCC and Irish State. The significance of these historical events and survivor testimonies inspired the output McLoone-Richards (2012) forming part of the research synthesis of the Critical Overview. Towards the completion of the thesis, the *Final Report of the Mother and Baby Homes Commission of Investigation* (Department of Children, Equality, Disability, Integration and Youth, 2021) was made available to the Irish public in January 2021. Both reports detailed the callous lack of regard, compassion and care for thousands of children, and in the case of the Final Report of The Mother and Baby Homes Commission, the deaths of up to 9,000 babies in the period from 1922 to 1998 is documented. Further to these historic tragedies at the hands of the Catholic Church and State, there was a gradual unearthing narrative from hundreds of unmarked children's graves at Canada's former run Catholic residential schools for indigenous children (Leyland, 2021; Robinson, 2019). Similarly, the Independent Inquiry into Child Sexual Abuse (IICSA, 2021) launched the report findings on child protection safeguards within religious organisations across England and Wales. I consider the relevance of my research also in wider contexts of institutional violence against children and how my work may inform legacies of such abuse and its prevention. There is a poignancy in drafting the final sentences of this Critical Overview as both historical episodes offer salient reminders of the vulnerability of children within institutional care. The importance of personal dispositions of advocacy and kindness of the ECEC student practitioner in child protection practice is underlined, as it applies to all child protection professionals. The courage to take a stance against mainstream social and political discourses about what is considered as the best interests of children, or the lack of such consideration, requires tenacity and self-determination. It requires a willingness to challenge powerful and oppressive hierarchical institutions and their representatives. There is a final recognition to one such person who did just that, the remarkable advocacy of Alice Litster is cited in the Final Report of The Mother and Baby Homes on 447 occasions (Department of Children, Equality, Disability, Integration and Youth, 2021). As an inspector for the Irish State between 1922 and 1957, she was relentless in her efforts to improve the lives and conditions for women and their children. Alice Litster is recognised as a child advocate in her commitment to uphold the rights of the child despite the challenges and opposition she encountered by the Church and State. She is a modern-day inspiration for child advocacy in practice, she was willing to speak up and speak out.

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Appendices

APPENDIX A

Interruptions as a Self-Narrative

Chapter 1

Autobiographical context with chronological description tracing the development of the outputs

Interruption. *As a child at school I remember the silence of the classroom, small heads bent downwards, each one engaged in their arithmetic task or carefully penning inky handwriting in exercise books. To whisper at your desk mate was to face the consequence of a sharp verbal or physical reprimand from the teacher, or in her short absence from the classroom, to have your named chalked on the blackboard alongside the other perpetrators. The power of the so called "teacher's pet" in such circumstances was despised and yet coveted, an emotional dissonance that as a child, I could not fully comprehend. The memory of walking in single files along the shiny polished corridors of the school, finger pressed against our mouths with adult shouted instructions of "Ciunás!" (Silence!) have stayed with me. There were long periods in the school day where I did not feel that I could speak, for fear of punishment. I was glad of the outbursts of frenetic play in the schoolground. Looking back now, I suppose I was glad of the noise of my own home, where I did have a voice, to speak, to shout and to sing.*

Chapter 2

An evaluative description of the originality of each output

Interruption. *I can visualise in my mind's eye the concentric circles of the institutional worlds that stem from, and span across my life experiences from childhood to adulthood. My early beginnings within family life and educational contexts, were overseen and influenced by the then stalwart institution of the Irish Roman Catholic Church. At the age of eighteen as a student nurse, I entered the realms of the psychiatric hospital institution, named after a local saint. It was a large foreboding Victorian building, of mile long shiny corridors, high windows, vast dormitories and smoke-filled day rooms. The hospital was segregated into the "male side" and the "female side", as a student on my first day donning my white starched uniform and hat, I did feel like a "fish out of water". I perhaps felt as lost and vulnerable as some of the women as patients in my care. I quickly appreciated the sharp authority of the ward sister and observed her own meekness towards the doctor on his ward rounds. I remember smarting as the chief nursing officer addressed me and my peers by our surname. It felt as though my own first name as my self-identity and history were being eroded, nothing about me before that moment seemed to matter. It was at this point that I felt I was a lesser being in this institution, a mere student, that I somehow had to surrender to this new power and authority. To be obedient and not to answer back.*

Chapter 3

An evaluative review of the contribution made by the outputs to the subject or discipline area.

Interruption. *We all share a history of abuse. Being abused and hurt as a child, and sometimes being the abuser and the cause of hurt. There is shame and pain in these memories, that is why it is difficult to talk about and to write about. In my adult head I recall scenarios where I should have or could have spoken out or, intervened to stop the hurt. As a child there is no power to do so, as a child there is little or no appreciation of what it means to have power. I was the Messenger Girl at school, it was my job to deliver and repeat exactly the intercom announcements to the prefab classrooms as they had no intercom facility. I could hear the shouting and crying before I entered the classroom. The teacher at the front of the class was pulverising a small girl, I know now she was probably about six years old. Her wrong-doing was her "bad handwriting" and blotting her exercise book. The teacher was so involved in her physical assault on the child, that she had not really noticed me. I waited with sick anxiety, seconds seemed like hours. I finally said, "Excuse me Miss, do you mind if I interrupt your class to give them a message please?" The teacher stopped and looked at me, composing herself she unleashed her helpless victim. She said, "Do you all see that? Look at the nice manners of this girl." So, I thought to myself "good manners", they can be disarming and can save me and perhaps others. If you have good manners, then the adult might not hurt you.*

Chapter 4

A description, synthesis and evaluation of any links between the outputs, preferably supported by a diagrammatic representation of the interrelationships between the outputs.

Interruption. *My visit as a law student to Geneva in 2004 for the United Nations International Human Rights Commission was mesmerising. I was campaigning with my peers for a world moratorium of the death penalty, the "fish out of water" feeling had returned with full pelt. I was still trying to "find my voice" to speak with accomplished academics, politicians and legislators. I had the chance to participate in a forum on genocide, it troubled me and spurred me on to research further on the prevention of genocide. The concept of advocacy for and on behalf of others became more urgent. The idea that an individual may be more willing to say something or say nothing about the wrongs of human behaviours got me thinking about what influenced individual acts of courage, challenge or protection. In short, I was increasingly interested in the human propensity and disposition for compassion and advocacy.*

Chapter 5

A critical reflection using an appropriate methodology, model or theory on the student's development as a research practitioner.

Interruption. *I am not sure who wrote or said "I am what I have been becoming" or indeed if anyone has? Qvortrup's (2009) describes children as "human becomings" as opposed to human beings. That is not to remove their humanity but rather to be ever mindful of the influences of ourselves as adults, our institutions, cultures and traditions and their impact on the child's sense of self and their development. When I reflect on the trajectory of my nomadic professional life, I am grateful for the wealth of experiences I had within a range of professional disciplines, housed within professional institutions, enveloped by their own institutional cultures. Most of these experiences have been positive, when I was privileged to learn from and work with inspiring, kind, conscientious people, who cared for and advocated in small ways on a daily basis, for the needs of others who were vulnerable and in need of empowerment. As an apprentice across the decades in various contexts, I observed and interacted with the interplay of power dynamics within professional teams and across professional disciplines. I learned an appreciation of enabling cultures of care and compassion within the workplace that benefitted everyone, as a worker or a service user. I also saw the uglier side of power and cultures of toxic hierarchies and callousness, all of which created cultures of fear, silence and compliance. So when I write, "I am what I have been becoming", I mean that my growth and transitioning has not stopped yet. I am the "sum" of my life experiences so far and what life continues to teach me. Sometimes I am disappointed in myself for not speaking up loudly enough or for being complacent. Other times, despite a risk of being unpopular or being shut down, I know personally or I believe, that I said and did the right thing.*

Chapter 7

Conclusions, including a synoptic evaluation of the overall contribution made to the discipline and suggested directions of future work.

Interruption. *The research journey for the PhD award is almost complete, which defines me by professional references such as a "late career academic and researcher" or having a "Significant Responsibility for Research" within my institution. It seems I do have a voice, I have something to say, something of value and importance in contexts of social justice and equality. I have reflected on my experiences as a child, a student nurse, a professional and an academic, all of which show aspects of inner conflicts, self-doubt and ambivalences of negotiating self-determination, advocacy for others while tempered with disfavour in particular situations across the lifespan. Advocacy is a skill to be taught, to be experienced, to be lived and endured in order to develop a true appreciation of its power and its impact for children, for those who are vulnerable and voiceless in our institutions and wider society.*

APPENDIX B

Listing of 'significant and original contribution to knowledge' as defined by the University of Worcester (2018-19):

a) Development of a new model, paradigm or conceptual framework and the testing of its application.
b) Successfully challenge the existing model or paradigm and show how it can be improved or why it should be discarded (in certain circumstances).
c) Exposing that 'taken for granted' truths or assumptions are not substantiated by contemporary evidence.
d) Extending model or paradigm development for one field to another and showing how its use refines, deepens or changes understanding of the target field.
e) Opening up a new field and mapping its "topography" for later researchers to do in-depth work.
f) Development of an existing methodology, form of enquiry or tool set for data collection, analysis, display or interpretation and showing how its use in application proved to be superior in some circumstances compared to other tools.
g) Demonstrating limitations and errors in existing dominant methodologies, forms of enquiry or use of existing tools or analytical techniques and the consequences for interpretation of previous structures.
h) Adding progressively to understanding of an issue, part of a field of a complex problem (e.g. multidisciplinary one), social or natural phenomenon or professional practice by a series of linked in-depth studies or experiments.
i) Building on, yet adding to, existing theory by providing new insights as a consequence of interrogating original data generated from fieldwork or experiment.
j) Creating novel artefacts in any medium (e.g. photography, painting, textile, sculpture) which answer new research questions in professional practice, including the synthesis of artefact/s with a research-informed and analytical narrative.

APPENDIX C – Early Childhood Graduate Competencies

The Early Childhood Graduate Practitioner is an advocate for young children's rights and participation and recognises that children are active co-constructors of their own learning. They critically apply high-level academic knowledge of pedagogy and research evidence, to the holistic developments of infants and young children (0-8), in a practice context that is respectful of the child, their family and community.

An Early Childhood Graduate will have met nine competencies through assessed placement tasks, observations of practice and academic assignments. They will understand the importance of:

- Advocating for young children's rights and participation
- Promoting holistic child development
- Working directly with young children, families and colleagues to promote health, well-being, safety and nurturing care
- Observing, listening and planning for young children to support their well-being, early learning, progression and transitions
- Safeguarding and Child Protection
- Inclusive Practice
- Partnerships with parents and care givers
- Collaborating with others
- Ongoing professional development

Source – Early Childhood Studies Degree Network (2020)

APPENDIX D

A sampling of Output 1's contributions and impact to the field and discipline

SOURCE	REFERENCE
Journal Article	Keating, A. (2015) Administrative Expedience and the Avoidance of Scandal: Ireland's Industrial and Reformatory Schools and the Inter-Departmental Committee of 1962-3. *Estudios Irelandeses*. 10, 95-108.
Journal Article	Death, J. (2015) Bad Apples, Bad Barrels: Exploring Institutional Responses to Child Sexual Abuse by Catholic Clergy in Australia. *International Journal for Crime, Social Justice and Social Democracy,* 4, 2: 94-110.
International student resource	Segment 4: O'Sullivan, E., Zeira, A., Schrörer, W., Köngeter, S., Zeller, M., Smirnova, S. & Kunshenko, I. (2015) *Institutional care: Historical and contemporary cross-national comparative perspectives*. (Summer-school at Trinity College, Dublin with universities from India, Germany, Russia and Israel)
Report	Marriott, K. (2016) *Male Survivors of Child Sexual Abuse: Internalised Validation Through The Royal Commission*. Unpublished Manuscript, Macquarie University, Sydney.
Report	Kaufman, K. & Erooga, M. (2016) *Risk Profiles in Institutional Child Sexual Abuse: A Literature Review.* (Funded by The Royal Commission into Institutional Responses to Child Sexual Abuse).
Report	Cahill, D. & Wilkinson, P. (2017) *Child Sexual Abuse in the Catholic Church: An Interpretive Review of the Literature and Public Inquiry Reports.* RMIT University, Melbourne.
Book chapter	Browne, K. & Nash, C.J. (2018) Resisting marriage equalities: The complexities of religious opposition to same sex marriage. In, Bartolini, N., MacKian, S., & Pile, S. (eds.) *Spaces of Spirituality*. London, Routledge.
PhD Thesis	Carville, E. (2018) *The Representation of Celtic Tiger Irish Masculinity in Hollywood Cinema (1994-2008*). (Doctoral Dissertation National University of Maynooth, Ireland).
PhD Thesis	McGarvey, M (2018) *Jean-Luc Marion and Gianni Vattimo's Contributions for the Postmodern Faith*. (Doctoral dissertation Duquesne University, Pittsburgh, PA).
Journal Article	Harper, C.A. & Perkins, C. (2018) Reporting Child Sexual Abuse within Religious Settings: Challenges and Future Directions. *Child Abuse Review*. 27, 30-41.
Journal Article	Guerzoni, M.A. (2018) A situational crime prevention analysis of Anglican Clergy's child protection practices. *Child Abuse and Neglect*. 77: 85-98.
Journal Article	Mendes, P., Pinskier, M., McCurdy, S. & Averbukh, R. (2020) Ultra-Orthodox Jewish communities and child sexual abuse: A case study of the Australian Royal Commission and its implications for faith-based communities. *Children Australia*, 45, 14-20.

APPENDIX E

Four Traditions of Social Work Practice Model (adapted from Freddolino, Moxley & Hyduk, (2004).

Control over what Advocacy seeks to achieve

Control over Advocacy Activities		Professional Control	Recipient Control
	Professional Control	**Cell 1** Protecting the vulnerable	**Cell 3** Protecting or advancing claims or appeals
	Recipient Control	**Cell 2** Creating supports to enhance functioning	**Cell 4** Fostering identity and control

Note

There are two dimensions to this advocacy model, control over activities and outcomes. Each cell represents a different aspect of advocacy and the practice themes that emerge are identified as specific principles to advocacy in social work practice. Freddolino *et al.* suggest that the model highlights the complexity of advocacy and that social workers should be aware of the diversity of advocacy and how if applies in different contexts of practice.

APPENDIX F

Matrix of Connectivity of Collected Research Outputs (Publications):

Objectives:

1. To articulate the contribution to knowledge in the field of Early Childhood Education and Care (ECEC);

2. To examine the significance of the development of the ECEC student's disposition for advocacy in child protection practice;

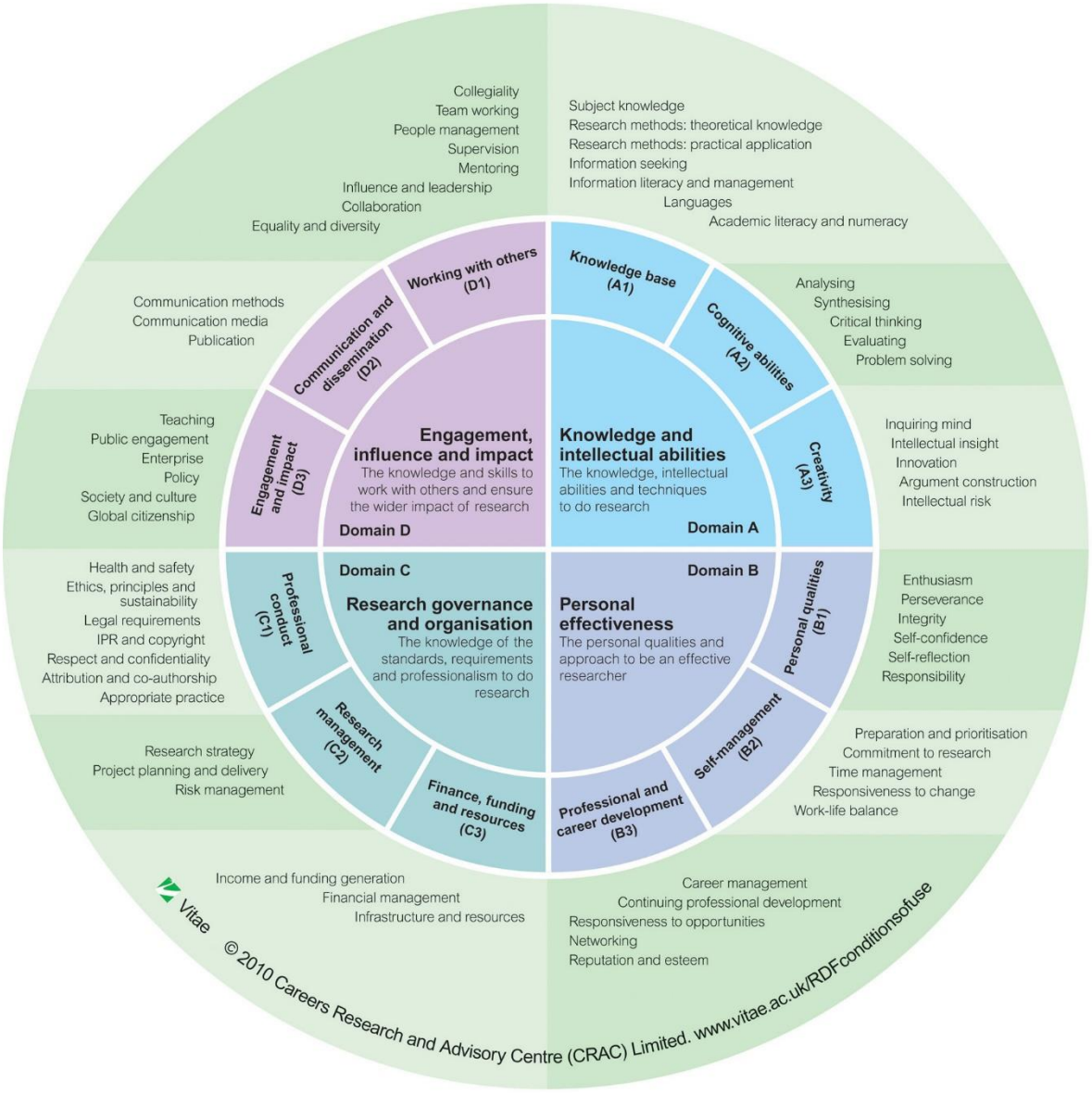
3. To critically examine the impact of ECEC institutional culture in developing and supporting professional advocacy skills and,

4. To propose a framework of child advocacy as a pedagogical tool for reflection to inform knowledge and practice within the discipline of ECEC in safeguarding and child protection.

OUTPUTS	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
1.McLoone-Richards (2012	√		√	
2. Richards (2015)	√		√	
3.Richards & Gallagher (2017)	√	√		
4.Richards (2019a)	√		√	
5. Richards (2019b)	√	√	√	
6. McLoone-Richards & Robinson (2020)	√	√	√	*√

NB: * denotes the identified paper in my early attempts to develop the reach of Bourdieu's conceptual triad of Habitus, Field and Capital to a develop a new concept framework in education to promote a better understanding of Advocacy in theory and practice.

APPENDIX G – Researcher Development Framework



Portfolio of Outputs - 1 to 6

1) McLoone- Richards, C. (2012) 'Say Nothing! How Pathology within Catholicism created and sustained the Institutional Abuse of Children in 20th century Ireland', in *Child Abuse Review* 21: 394-404. DOI:10.1002/car.2209
2) Richards, C. (2015) Taking a holistic view: critically examining complex professional issues. In, Reed, M. & Walker, R. (eds.) *A Critical Companion on Early Childhood Studies.* London, Sage.
3) Richards, C.M. & Gallagher, S. (2017) Common Vigilance: A perspective of the role of the community in safeguarding children. In, Brown, Z. & Ward, S. (eds.) *Contemporary Issues in Childhood*. London, Sage.
4) Richards, C.M. (2019a) 'Looking Back in Anger' the impact of mother and child trauma experiences in the context of Domestic Violence and Abuse. In, Fleet, A. & Reed, M. (eds.) *Thinking about Pedagogy in Early Education: Multiple Early Childhood Identities*. London, Routledge.
5) Richards, C.M. (2019b) "*Is it safe?"…*Creating safe reflective spaces and places for practitioners in mentoring and supervision of safeguarding children. In, Gasper, M.& Walker, R. (eds) *Mentoring, Coaching and Supervision in the Early Years: theory and practice.* London, Bloomsbury.
6) McLoone-Richards, C. & Robinson, C. (2020) '*I know I am just a student but…*': the challenges for educators in students to develop their advocacy skills in protecting children. *Early Years: An International Research Journal*, DOI:1080/09575146.2020.17409036