Setting the Context of the ECEC Research Commission

Dr Guy Roberts-Holmes, Dr Jan Georgeson and Dr Verity Campbell-Barr

Dr. Guy Roberts-Holmes is an Associate Professor at UCL, Institute of Education. His research is focused on the neoliberalisation of early years education and its impacts upon children, teachers and pedagogy. His recent publications include The Introduction of the Reception Baseline Assessment (Bradbury and Roberts-Holmes, 2015) which won the BERA (British Educational Research Association) Impact Award (2016). His research with Alice Bradbury, entitled Grouping in the Early Years and Key Stage 1: A necessary evil (2018) demonstrated the rise and negative impacts of ability labelling in the early years and primary school. His recent book The Datafication of Early Years and Primary Education (Routledge: Bradbury and Roberts-Holmes, 2017) examined the development and impact of neoliberal digital accountabilities. He is Principal Investigator of the national pilot of Reception Baseline Assessment (2019) sponsored by the National Education Union and is writing a book with Professor Peter Moss called 'Neoliberalism and Early Childhood Education: imaginaries, markets and pedagogies' (2020, Routledge).

Dr Jan Georgeson is Senior Research Fellow in Early Education Development at University of Plymouth and has a professional background as teacher of young children with special educational needs. She has also worked and volunteered as a Portage worker supporting parents and carers of children with special educational needs. Jan carried out research at Birmingham University from 1995 onwards, completing an EdD in Educational Disadvantage and Special Educational Needs in 2006. She has carried national and international research into professional development for early years practitioners and support for families of young children at risk of learning delay, as well as ways of supporting teachers to develop children’s computational thinking. Jan has written extensively on early years topics and is currently engaged in research capturing the sensitivity and skill of practitioners in ‘micro-moments’ of interaction with young children in early years settings.

Verity Campbell-Barr is an Associate Professor in Early Childhood Studies and Associate Director for Research at Plymouth Institute of Education, University of Plymouth. Verity has over 15 years of experience researching early childhood education and care services. Her research interests centre on the quality of early childhood services, particularly the role of the early childhood workforce in supporting the quality of services. She has undertaken international research on the knowledge, skills and attitudes for working in early childhood services and has recently embarked on an analysis of the full range of early childhood degrees available in England. Verity has written extensively on quality and the workforce in early childhood services and has recently published Professional Knowledge and Skills in the Early Years with Sage.