

# Lynn. J. McNair

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## EDUCATION

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PhD University of Edinburgh (2016)

Thesis title: *'Rules, rules, rules, and we're not allowed to skip': An exploratory study: Listening to children's voices about the transition to primary one.*

Supervised by: Professor John. M. Davis, Moray House School of Education and Sport  
Professor John. Ravenscroft, Moray House School of Education and Sport

MSc Childhood Studies University of Strathclyde (2006)

Dissertation title: *A Socio-Cultural Approach to Literacy Development.*

Supervised by: Emeritus Professor Aline-Wendy Dunlop

Froebel in Early Childhood Practice, Roehampton University, Froebel Institute, London. (2004)

Post Development Award (PDA) in Early Education, Telford / Stevenson College, Edinburgh (2000)

## AWARDS

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Nursery World Award for Outstanding Publication:  
'Froebel today: Offering Children First-Hand Experiences Through Forest School: Relating to and Learning About Nature. London: Sage Publications (2014)

O.B.E. For Services to Early Education (2012)

## RESEARCH, POLICY AND PRACTICE WORK

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The Froebel Trust Hub and Spoke Programme (£450,00.00): (2021 - 2024)

*Culture:*

*To develop a new widespread and transformational pedagogy of practitioner enquiry, to subtly embed Froebelian principles in ELC settings across Scotland and beyond. To pilot, evaluate and extend compelling new approaches to children's participation in and ownership of their ELC*

*environments, with particular attention to diversity and inclusion. To co-develop from bottom-up the local, regional, national and international infrastructure and value based systems that will sustain this work – in partnership with the Froebel Trust. To advocate for more Froebelian practice and policy coherence: across public and private sector providers and other key influencers (including a special influence on the third sector).*

*Network Development:*

*To establish a first wave of 5 national spokes in partnership with Edinburgh, Falkirk, west Lothian, West of Scotland and Orkney Local Authorities to sustain training and research. To develop a supporting programme of co-produced outreach, publishing, events and communications – to build community, strengthen practice and celebrate a growing treasury of knowledge and advocacy about children’s lives and childhood practice. To begin to contextualise and share our work by establishing our first two international spokes in Greece and the Czech Republic – delivering parallel training and research support.*

*Professional Development:*

*To delivery PI training through our spokes – building on each practitioner’s prior participation with the Froebel certificate (UofE), and extending this to leadership development. To catalyse and share unrivalled and sustained knowledge base about Froebelian approaches to children’s lives, rights and experiences in Scotland, via PI-led research. To empower practitioners with a variety of supporting tools and approaches to cultivate reflexive Froebelian practice, prototyped through our Hub (i.e., the network-servicing partnership between Cowgate, ELC research staff at The University of Edinburgh and our Hub and Spoke co-ordination team).*

The Froebel Trust (£7,760.00): (2018-20)  
‘Telling Life Stories: Developing a Froebelian Approach to Documenting Children’s Experiences in the Early Years.  
*Dr Lynn. J. McNair (P-I), Dr Cara Blaisdell (Academic Consultant).*

The Froebel Trust: (2020)  
  
An exploration of how the Froebel Storytelling Approach can support young children through the COVID 19 pandemic  
  
*Dr Lynn. J. McNair (PI) Sally Cave PI, in partnership with CREC (Co-I).*

Edinburgh Futures Initiative Research Awards (£5,000): (2019)  
How can business and public play spaces and cafes be reimaged and reclaimed as socially just rights-reinforcing spaces for children (The Play-Café project)  
*Dr Kristina Konstantoni (Co-I), Dr Lynn. J. McNair (Co-I), Dr Marlies Kustatscher (Co-I), Dr Urszula Markowska-Manista (Co-I), Luke Addison (Co-I), Simon Bateson, (Co-I), Kurt Cleary (Photographer), Lorna Baird (Advisor), Angus Calder (Architect), in partnership with Community Playthings and Let Me Eat, Evaluation of two artist-in-residence projects in early years settings (Moving Matters and Talking Tales). Co-designed evaluation framework and research tools, responsible for data collection via interviews, focus groups, observations. Responsible for thematic analysis and writing the report.*

University of Edinburgh: Seedcord Funding (2019)  
Quality for Whom? Perspectives on ‘quality’ in the context of the Scottish ELC expansion.  
*Dr Lynn.J. McNair (PI), Luke Addison (Co-I).*

International Project (2016)  
Social and Emotional Experiences in Transition through the Early Years.  
*Professor Jayne White (P-I) and Dr Lynn. J. McNair (Co-I).*

Pedagogies of Educational Transitions (- 2015)  
A large part of this funding, allowing exchange of European POET members, came from the Marie Curie International Research Staff Exchange Scheme FP7, conducted by the European Commission. The funding for the New Zealand members, through the New Zealand-EU International Research Staff Exchange Scheme, was supported by government funding and administered by the Royal Society of New Zealand. A small amount of the funding for the Australian contingent was provided by Charles Sturt University.

## Other Research Roles

Research assistant, Moray House School of Education. Professor John. M. Davis (P-1)  
This project employed the findings of the CREANOVA project (carried out 2009-2012) to investigate how individual, structural, and inter-subjective relational issues defuse or escalate creativity in learning and working environments; it analysed what lessons could be learned for educationalists who seek to promote creative learning environments. CREANOVA was a major European Union (EU) research project funded by the Education, Audio-visual and Culture Executive Agency (EACEA) of the European Commission (European Commission Project Number 143725-LLP-1-2008-1-ES-KA1-KA1SCR). The project involved universities, vocational education specialists, regional governments, creative and technical experts from the Basque Country (Spain), Estonia, France, Finland, Germany, Ireland, Italy, and Scotland (UK). It investigated how learning environments, workspaces, and design processes were constructed to achieve sustainable innovation in the technology and creative industries.  
(2012)

Research assistant, Moray House School of Education. Dr. J M. Davis (P-I)  
Researching literature of transitions, I contributed to the FIESTA project. The FIESTA project put forward a framework for European Collaborative Working, Inclusive Education and Transition: Analysing Concepts, Structures and Relationships.  
(2012)

Research assistant, Moray House School of Education. Dr J. M. Davis (P-I)  
Early Years Staff's Views of VQS and HNCs. Scottish Social Service Council and Care Commission.  
(2006)

## PUBLICATIONS

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### Journal articles:

McNair, L. J., Blaisdell, C., Davis, J., Addison, L.J. (2020) Acts of Pedagogical Resistance: Marking out an ethical boundary against human technologies. *Policy Futures Education*. Sage.

McNair, L. J., and Powell, S. (2020) Froebel: a path least trodden. *Early Childhood Education*.

- Blaisdell, C., McNair, L.J., Addison, L.J., and Davis, J.M. (2020). 'Why Am I In All Of These Pictures'? *The Politics of Children's Rights* (under review). EECERA 2020.
- McNair, L. J., The Relationship Between Young Children's Transitions and Power: 'Why are all the doors locked? I don't feel free...I am not in charge of me anymore.' *Children's Geographies* (under review).
- McNair, L. J., Blaisdell, C., Addison, L. J. and Davis, J.M. (forthcoming) Acts of Pedagogical Resistance: Marking out an Ethical Boundary Against Human Technologies. *International Journal of Child, Youth and Family Studies*
- McNair, L. J., Cameron, I., and Gilbertston, L. (2019) Adult Roles In Support Of Early Childhood Play, Encouraging Sensitivity To The Individual And Reflexive Approaches. *Scottish Educational Review*. 51 (2) pp. 43-49.
- Blaisdell, C., Harden, J., and Tisdall, E.K.M. (2014) Introduction to the Special Issue on involving children and young people in research. *International Journal of Child, Youth and Family Studies* 5(4) pp. 605-610 [available at: <https://journals.uvic.ca/index.php/ijcyfs/issue/view/767>] (co-editor of special issue)
- McNair, L. J., Blaisdell, C. (in preparation) Telling Life Stories: developing a Froebelian approach to documenting children's experiences in the early years. *Children Geographies*.
- McNair, L. J., Addison, L.J., Konstantoni, K., Kustatscher, M (in preparation) Quality for whom? - Perspectives on 'quality' in the context of the Scottish ELC expansion. *Special Issue FORUM*.

### **Reports:**

- Davis, J. M., MacNicol, R., McNair, L.J., Mann, J., O'Neill, M., Wray, B (2016) 'An Equal Start: A plan for equality in early learning and care in Scotland. Bigger: Common Weal.
- Davis, J.M., Aruldoss, V., McNair, L.J., and Bizas, N. (2013) Enabling Creativity in Learning Environments: Lessons from CREANOVA project. *Learning Landscapes Special issues: Creativity: Insights, Directions and Possibilities*. 6 (1): 179 – 200.
- Davis, J.,M., Aruldoss, V., McNair, L.J., and Bizas, N. (2012) Enabling Creativity in Learning Environments: Lessons from the CREANOVA project. Edinburgh: University of Edinburgh. [available at: [http://sro.sussex.ac.uk/49395/1/Enabling\\_Creativity.pdf](http://sro.sussex.ac.uk/49395/1/Enabling_Creativity.pdf)]
- Davis, J.M., Ravenscroft, J., McNair, L.J., and Noble, A (2012). FIESTA: A Framework for European Collaborative Working, Inclusive Education and Transition: Analysing Concepts, Structures and Relationships. Edinburgh: University of Edinburgh) [available at: [http://www.enableireland.ie/sites/default/files/publication/FIESTA\\_Literature\\_Review\\_v6\\_9\\_1\\_2.pdf](http://www.enableireland.ie/sites/default/files/publication/FIESTA_Literature_Review_v6_9_1_2.pdf)]
- Davis J. M., Kilgore, J, McNair, L.J., and Bremner, J (2006) Early Years Staff's Views of VQS and HNCs. Scottish Social Service Council and Care Commission.

## Book Chapters:

- Dunlop A-W., Burns, M., and McNair, L. J. (2020) Raising the status of the early years workforce and what this means for children's experience. In S. Palmer (ed). *Play is the Way*. Paisley: CCWB Press.
- Bruce, T., Mc Nair, L. J., and Whinnet, J. (2020) (editors) *Putting Storytelling at the Heart of Early Childhood Practice*. London: Routledge.
- Blaisdell, C., Davis J., Arldross, A., McNair, L.J. (2019) Testing, universalism, and the governance of young children's development in India and Scotland: towards a more participatory fulfilment of young children's rights. London: Routledge.
- McNair, L. (2019) 'A Case Study at Cowgate Under 5s Centre' In T. Bruce., P. Elfer., S. Powell., and L. Werth (eds.). *The Routledge International Handbook of Froebel and Early Childhood Practice*. London: Routledge.
- McNair, L. et al. (2019) 'Communities of Froebelian practice: strawberry runners and the Edinburgh Froebel Network'. In T. Bruce., P. Elfer., S. Powell., and L. Werth (eds.) *The Routledge International Handbook of Froebel and Early Childhood Practice*. London: Routledge.
- McNair, L.J. and Whinnett, J. (2018) 'Tracing Froebel's Legacy – Curriculum for Excellence (Scotland).' In T. Bruce (2018). *The Froebel Story*. London: Sage.
- Ravenscroft, J. Davis, J. M. and McNair, L.J. (2018) 'The Continuity Need for Child Led Approaches within Inclusive Systems: A focus on transition across eight countries. In S. Halder., V. Argyropoulos (eds.) *Inclusive Practices, Equity and Access for Individuals with Disabilities: Insights for Educators Across the World*. London: Palgrave.
- McNair, L.J. (2017) 'Case Study at Cowgate Under 5s Centre'. In T. Bruce (2019) (ed.) *The Froebel Story*. London: Sage Publications.
- McNair, L. J. (forthcoming) 'Come Let Us Live with Our Children: an ethnographical approach to carrying out research with young children. In 'Research Journeys – Transition Journeys. *The Bloomsbury Handbook of Early Childhood Transitions*. London: Bloomsbury.
- Warden, C., and McNair, L. (2016) 'A Scottish Perspective: development of a value based curriculum'. In D. Boyd., N. Hirst (ed). *Comparing practice in England, Scotland and Wales*. Taylor and Francis Group.
- McNair, L.J. (2012) 'Offering Children First-Hand Experiences Through Forest School: Relating to and Learning About Nature'. In T. Bruce (ed.) *Froebel Today*. London: Sage Publications.
- McNair, L. J., and Warden, C. (2016) 'A Scottish perspective: development of a value based curriculum'. In D. Boyd and N. Hirst (eds.) *Understanding Early Years Education across the UK: Comparing practice in England, Northern Ireland, Scotland and Wales*.

## TEACHING

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### MSc Education, Early Childhood Practice and Froebel, University of Edinburgh

2019-

#### Pathway coordinator

*Responsibility for the overall design of the programme. Responsibility for the ongoing programme design, maintenance and improvement. Responsibility for monitoring the programme in operation. Responsibility for the effective coordination of colleagues who contribute to the design and delivery of the programme.*

#### Course organising

*Writing handbooks, designing/organising course materials on Learn, working with adjustment schedules, liaising with course secretary, associate tutors and guest speakers. Collecting and responding to mid-semester feedback and attending student rep meetings. Attending exam boards.*

#### Course development and delivery

*This was a new course, so I designed, developed and delivered 2 hour sessions combining interactive lectures, student presentations, facilitated workshop sessions, and facilitating peer feedback between students themselves.*

### BA Childhood Practice, University of Edinburgh

2005-2020

#### Lecture development and delivery

Workbased Learning 1: Professional Development. Workbased Learning 2: Organisational Development.

*Developed and delivered 2 hour sessions combining interactive lectures, student presentations, facilitated workshop sessions, and facilitating peer feedback between students themselves.*

#### Course organising

*Writing handbooks, designing/organising course materials on Learn, working with adjustment schedules, liaising with course secretary, associate tutors and guest speakers. Collecting and responding to mid-semester feedback and attending student rep meetings. Attending exam boards.*

#### Course development

*Substantial revision of existing materials and creation of new materials. Designing and maintaining online Learn environment. Sole lecture delivery from 2005 – 2018.*

Work Based Learning One (2016)

*Worked with the IAD and the course organiser for Work Based Learning One to develop a programme of study skills support for incoming BACP students.*

## **Other teaching, University of Edinburgh**

Programme Director (2009 -)  
Froebel in Childhood Practice (CPD) Courses (11 cohorts – 515 students per annum)

*Responsibility for the overall design of the programme. Responsibility for the ongoing programme design, maintenance and improvement. Responsibility for monitoring the programme in operation. Responsibility for the effective coordination of colleagues who contribute to the design and delivery of the programme.*

<https://www.ed.ac.uk/education/professional-learning/froebel>

## **Other teaching, University of Strathclyde**

Visiting Scholar (2009 -)  
Froebel in Childhood Practice (CPD) Courses (11 cohorts – 515 students per annum)

*As a visiting scholar I deliver lectures / presentations to MSc students. The most recent online lecture I delivered (2017) was on the work of Mikhail Bakhtin, the Russian literary theorist and philosopher of language whose wide-ranging ideas significantly influenced western thinking in cultural history, linguistics, literary theory and aesthetics*

## **Supervision**

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### **PhD supervisor for:**

**2018-**

*Fatma Büşra Aksoy Kumru: Title: Active citizenship in early years: listening to children on decision-making (ongoing).*

*Luke Addison: Title: Bringing children's voices to the fore of education for sustainability in the early years (ongoing).*

*Shu Li: Title: Chinese Parents Effective Involvement in Early Childhood Education: A Comparative Study (ongoing).*

*Lisa MacDonald: Title: An t-ionnsachadh bòidheach: exploring opportunities, Potentials and challenges in Gaelic 0-5 education (ongoing).*

*Sara Adahussain: Title: Exploring the Impacts of Public Kindergarten Expansion Project in Relation to Class equity in the Kingdom of Saudi (ongoing).*

**MSc Personal Supervisor for:** 27 MSc Early Childhood and Froebel tutees.

## CONFERENCES

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### Conference Presentations:

Becoming Self-Aware: Responding to a changing world (Keynote). BA Childhood Practice Conference: Connections in Childhood (23 March, 2021). Edinburgh: University of Edinburgh

Finnish Society for Childhood Studies, Childhood and Time. IX . Tampere University, Finland (2020).  
*Paper accepted.*

Methodological Possibilities Through a Lived Story Approach: A Pedagogy of Sustainable Ethics. EECERA 2020: Zagreb, Croatia. *Paper accepted.*

Ministry of Agriculture (Early Years) Government of Hungary. (October 2019) Invited to present. Title of paper: *Nature Kindergarten, Froebel and Risk: A Scottish Perspective.* McNair, L. J.

Nature Kindergarten, Froebel and Risk: A Scottish Perspective. Ministry of Agriculture (Early Years), Government of Hungary (2019). Invited to Present: McNair, L.J and Addison, L.J.

Education Scotland 'Are We Offering a Creative Curriculum?' Ensuring a creative response to the refreshed narrative on Scotland's curriculum. (November, 2019). Keynote: *Creativity in Learning.* McNair, L. J.

Edinburgh Froebel Network: Gifts for our Future 11: Looking inwards, looking outwards, looking forwards' (September 2019) University of Edinburgh, John McIntyre Building. Keynote: *Telling Lived Stories: Developing a Froebelian Approach to documenting Children's experiences. participatory work in the early years: time, space and emergent pedagogy.* McNair, L. J.

Royal Geographical Society Annual Conference (August 2019). London: England. Presentation: *From Learning Stories to Lived Stories.*

EECERA 29<sup>th</sup> Annual Conference 'Early Years Making it Count' (August 2019) Thessaloniki, Greece. Presentation: *'Quality for Whom? – Perspectives on 'quality' in the context of the ELC expansion.* McNair, L.J.

Postdam University, Berlin (26 June 2019) Invited to present: *'What do child-centred practices and spaces look like and why bother?* McNair, L.J.

Holyrood Events Conference 'Early Learning and Childcare Expansion: Delivering the Workforce'. Whitespace, Edinburgh (12 June 2019). Invited to Present: *'Quality to whom?' – Perspectives of Quality in the context of the Scottish ELC expansion.* McNair, L.J.



BA Childhood Practice Conference, University of Edinburgh (28 March 2018) Invited to present: *'What do child-centred practices and spaces look like and why bother?'* McNair, L.J.

Holyrood, WhiteSpace, Norloch House, Edinburgh (14 March, 2019).. Invited to present: *'Stimulating Play and Learning: Creating Early Years Environments'*: McNair, L.J.

University of Edinburgh: Seminar for Childhood and Youth Studies. (7 March, 2019). Invited to present: *What do child-centred practices and spaces look like and why bother?'* McNair, L.J.

Stories from our Research Practice Froebel Trust Conference, Roehampton University, London (2 March, 2019). Invited to present: *'Telling Lived Stories: developing a Froebelian approach to documenting children's experiences in the early years.'* McNair, L.J.

University of Edinburgh: Seminar Centre for Research on Families and Relationships, Seminars on Adverse Childhood Experiences (ACEs).(25 February 2019). Invited to present: *A Counter-Argument to the ACEs Debate'*. McNair, L.J.

Invited to present: 'ACEs, resilience and the early years' – Dr Ariane Critchley and Dr Lynn McNair. Seminar Centre for Research on Families and Relationships seminars on Adverse Childhood Experiences (ACEs) and resilience. University of Edinburgh. 25 February 2019.

Practitioner Forum (Scottish Government) University of Strathclyde (14 January 2019). Invited to present: *'The Use and Usefulness of standardised Assessments in P1 Classrooms: The fit with play-based learning approaches and with the early level curriculum planning and progression systems – Froebelian approaches to literacy, language, numeracy and maths in a play-based Primary 1 setting'*. McNair, L.J.

Children's Parliament – PINS talk LOVE. St Enoch Square (3 December, 2018) Invited to present *'Considering Love, Learning and Pedagogy. Is there a place for love in our professional relationships with children and young people.'* McNair, L.J.

University of Strathclyde (28 November, 2018) Invited to present: *"Why am I in all these pictures?" Issues of voice, labour and access in digital learning stories"*. McNair, L.J.

Invited to present: *"Why am I in all these pictures?" Issues of voice, labour and access in digital learning stories'*. University of Strathclyde. 28 November 2018.

Care and Learning Alliance, Inverness, Scotland (27 September, 2018) Keynote speaker: *'Play is the highest form of research'*. McNair, L.J.

University of Strathclyde (19 June 2018) Keynote speaker: *'Children Making Changes: An Investing in Children Approach to Scotland'*. McNair, L.J.

Glasgow Early Years Annual Conference, Glasgow City Council (7 June, 2018). Keynote speaker: *'Lived Stories'* McNair, L.J.

The 8<sup>th</sup> International Froebel Society Conference 'Education for Peace: Froebelian Contributions at Global and Local Level'. Hiroshima Prefectural Citizen's Culture Center, Hiroshima, Japan (6 -

8<sup>th</sup> September, 2018). Presenter: *'Telling Life Stories: developing a Froebelian approach to documenting children's experiences in the early years'*. McNair, L.J.

Children's Rights Conference, Midlothian Council. Midlothian, Scotland. (21 May, 2018). Invited to Present: *'Lived Stories'*. McNair, L.J.

Froebel Gathering Day. Richmond, London (21 April, 2018). Presenter: *"Rules, rules, rules and we're not allowed to skip": Exploratory Study Listening to the Children's Voices about the Transition from Primary One"*. McNair, L.J.

Scottish Government (January 2018). Invited to present: *'Participatory pedagogy: a robust and ethical approach to play, dialogue, and equalities in early years.'* McNair, L. J.

Inspired Kindergartens: Annual Conference for Teachers. Tauranga, New Zealand.(11 November, 2018) Keynote speaker: *"A Child's Work"*. McNair, L. J.

Edinburgh Froebel Network. Froebel: Gifts for Our Future Annual Conference (7 October, 2018).. Keynote speaker: *"Rules, rules, rules, and we're not allowed to skip: Exploratory Study Listening to the Children's Voices about the Transition from Primary One"* McNair, L. J.

Scottish Government (September, 2017). Invited to present: *'Participatory pedagogy: a robust and ethical approach to play, dialogue, and equalities in early years'*. McNair, L.J.

EECERA, University of Bologna, Italy, 27<sup>th</sup> Annual Conference 'Early Childhood Education Beyond the Crisis, Social Justice, Solidarity and Children's Rights'. (29 August – 3<sup>rd</sup> September 2017). Presenter: *'Institutionalised Ageist Practices'*. McNair, L.J.

University of Jyväskylä. Finland (July, 2017). Invited to present to students and staff: *"Rules, rules, rules, and we're not allowed to skip: Exploratory study listening to children's voices about the transition from primary one"*. McNair, L. J.

EECERA, University of Bologna, Italy, 27<sup>th</sup> Annual Conference, 'Early Childhood Education Beyond the Crisis, Social Justice, Solidarity and Children's Rights'. (29 August – 3<sup>rd</sup> September 2017). 'Institutionalised Ageist Practices'.

UNESCO Child and Family Research Centre 8<sup>th</sup> Biennial International Conference : *Rediscovering Empathy, Values, Relationships and Practice in a Changing World.'* (8 June 2017) Invited to present: *'Young Children's Empathy and Froebelian Philosophy and Practice'*. McNair, L.J.

Scottish POET team seminar. Transition as tools for change. Early Years Research Seminar, University of Waikato, Hamilton, New Zealand (16 November 2016). Invited to present: *'Rules, rules, rules and we're not allowed to skip': Listening to young children's perspectives on transition; which is located within the field of Childhood Studies and draws on anthropology, philosophy, psychology and sociology.'* McNair, L.J.

New Zealand Association for Research in Education, 24<sup>th</sup> RECE Annual Conference, 'Reconceptualising Early Childhood Education', Wairakei Resort - Taupo, New Zealand (30 October – 3 November 2016). He kōrero, he kaupapa, he whāriki - Kia tipu whakaritorito: Re-weaving theories and practices to re(construct) critical questions, new imaginings and

social activism. Presenter: *'Reconceptualising Creativity. This seminar exposed the work of post-structural theorists, e.g., Baudrillard'*. McNair, L.J.

UNESCO, Paris, 'Developing a European Family Support Network' (7<sup>th</sup> – 8<sup>th</sup> September 2016).  
Invited to present: *Children and Youth Perspectives on Intersectionality*. McNair, L.J.

Early Years Annual Conference, Bishopbriggs Academy. (27<sup>th</sup> June 2016) Invited to present:  
*'Taking a dialogic 'look'*. McNair, L.J.

EECERA, Dublin City University, Dublin, Ireland, 26<sup>th</sup> Annual Conference, 'Happiness, Relationships, Emotion and Deep Level Learning'. (31<sup>st</sup> August – 3<sup>rd</sup> September 2016).  
Symposium presentation: *'Parents' and Children's Perspectives on Transitions'*. McNair, L.J.

University of Strathclyde: Scottish Pedagogies of Educational Transitions Transitions as a Tool for Change, McCance Lecture Theatre, Richmond Street, University of Strathclyde, Glasgow. (14<sup>th</sup> May 2016). Invited to present: *Rules, rules, rules and we're not allowed to skip.'*  
*Exploratory study listening to children on the transition to primary school*. McNair, L. J.

Pedagogies of Educational Transitions, 'Connecting Policy and Practice', Canberra, Australia (March, 2016) Seminar. *'Starting School in Scotland: The bairns are daein' fine'*. McNair, L.J.

Pedagogies of Educational Transitions, 'Doctoral Students Perspectives', Charles Sturt University, Albury Australia (19 February, 2016) Seminar.

Nursery World, Annual Conference, London: England (6 February, 2016) Invited to present:  
*'Rules, rules, rules and we're not allowed to skip'*. McNair, L.J.

International Family Day Care Conference, 'My Rights, My Voice: Celebrating the Rights of the Child. Edinburgh, Scotland, (22-25 Jul, 2015). Invited to present: *The Importance of Play*.  
McNair, L.J.

International Childhood and Youth Research Network. 3<sup>rd</sup> International Conference, Nicosia, Cyprus. (10-12 June 2015). Presenter: *Rules, rules, rules and we're not allowed to skip.'*  
*Exploratory study listening to children on the transition to primary school*. McNair, L. J.

Centre for the Study of Childhood and Youth, 4<sup>th</sup> International Conference, 'Celebrating Childhood Diversity', University of Sheffield (9-11<sup>th</sup> July, 2013) Invited to Present: *'Understanding Diversity: Young Children, Social Justice and Changing Worlds'*. McNair, L.J.

International PhD Symposium on Children's Rights, University of Liverpool (12<sup>th</sup> January 2013).  
Presenter: *Children and Parents' Perspectives: the missing piece of the puzzle in understanding young children's transitions*. McNair, L. J.

Centre for the Study of Childhood and Youth, 5<sup>th</sup> International Conference, University of Sheffield (1<sup>st</sup>-3<sup>rd</sup> July 2014). Presenter: *Engaging with diverse participant groups: putting reflexivity into practice in ethnographic research*. McNair, L.J.

## **Conferences attended:**

International Froebel Society, 'What does it mean to understand Froebel?' – Working on, with and according to Froebel today'. Germany. (23-25 June 2016).

Pioneer Conferences, 'Elinor Goldshmid A Radical Pioneer for People under Three. A Celebration of the life, principles and practice of Elinor Goldshmid. University of Roehampton, London. England (5th October, 2013).

## **Webinar Presentations**

EECERA convocation (November 2020). 'Perspectives on Pedagogy'. Organised by CREC.

Observing Children. Froebel USA (online) Conference 2020 (October 2020). Organised by Froebel USA. (Presenter).

How Does a Froebelian Pedagogical Approach Address the Challenges that Covid:19 Brings to Our Work with Young Children. (August 2020). Organised by Children in Scotland. (Presenter).

The Froebel Storytelling Approach. (August 2020). Organised by Centre for Research in Early Childhood (CREC). <https://www.google.com/search?client=firefox-b-e&q=CREC> (Presenter).

Changing Early Childhood Spaces: Using Froebel as our Pedagogical Blueprint. (August 2020) Organised by the Froebel Trust.

Dr Robin Di Angelo Discusses 'White Fragility' (August 2020) Organised by Dr Robin Di Angelo.

Froebel Short Taster Courses (30 July 2020) Facilitated by Dr. Stella Louis. Organised by the Froebel Trust.

'Everyone's a Singer Until Someone Says They're not'. (13 July 2020). Organised by the Froebel Trust.

4<sup>th</sup> Froebel Network Gathering (24 April 2020) Organised by Edinburgh Froebel Network. (Presenter).

## EARLY LEARNING AND CHILDCARE PRACTICE EXPERIENCE

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- *Head of Cowgate under 5s Centre* (2002 - ongoing)
- *Currently working in practice and registered with the SSSC*
- *Due regard member for the SSSC* (2009 – 2016)
- *Forty years of experience working with young children and their families*
- *Experience working in Froebelian-inspired settings, with accompanying CPD*
- *Experienced in play-based and outdoor learning with young children*
- *Advisory Board Member of Cattanach [www.cattanach.org.uk](http://www.cattanach.org.uk)* (2020 -

## CONTRIBUTIONS TO ACADEMIC COMMUNITY

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Founding member of the UNESCO Family Support Research Network and Key Collaborator of the proposed Horizon 2020 project. (ongoing) UNESCO is a participating partner in various projects under the Horizon 2020 programme. My role to date has been to present on intersectionality issues for young people. I have hosted the family Support Research Network in Scotland (May 2017).

- External Examiner for the University of Strathclyde. (2020 -
- External Examiner for the University of the Highlands and Islands. (2019 -
- Regulations Expert, University of Edinburgh. (2019 -)
- Ethics Committee Member. (2019 -)
- Peer Reviewer for *Pedagogica Historica: International Journal of the History of Education* (2020 -)
- Peer Reviewer for *Early Childhood Journal* (2019 -)
- Peer Reviewer for Sage (book proposal) (2020 -)
- Journal Editorial Role for the *Global Educational Review* (2020 -)
- External Examiner for PhD thesis (University of Edinburgh and University of Sheffield). (2019 -