



Full Curriculum Vitae and List of Publications

GENERAL

1. Name: Lynn. J. McNair

2. School: Institute for Education, Community and Society

3. College: Arts, Humanities and Social Sciences

4. Date of first appointment in The University of Edinburgh:

Lecturer (Early Childhood Practice and Froebel) / Research Fellow, University of Edinburgh (2021–present, Previously Senior Teaching Fellow, April 2018–2021);

Associate Tutor, University of Edinburgh (September 2004–April 2018)

5. Date(s) of promotion in The University of Edinburgh: N/A

6. Career since graduation, including any significant periods of leave e.g., due to illness, disability or maternity/adoption/shared parental leave (to ensure that appropriate allowance is made of this in assessing the level of output and that you are not disadvantaged): I have consistently worked at the U of E on early childhood and Froebel courses. I have had no significant periods of leave, including no incidences of sick leave.

7. University education specify university, class of degree and dates:

PhD in Education, University of Edinburgh (2016);

Diploma in Child Development, University of Aberdeen (2010);

MSc Childhood Studies, University of Strathclyde (2006);

Froebel in Early Childhood Practice, University of Roehampton (2004);

Diploma in Leadership and Management, Stevenson College (2002/2003);

Teaching Qualification in Further Education, Telford College (2000 - 2002).

PERSONAL PROFILE

I have widely recognised expertise in teaching in early childhood education, teaching that has achieved international standing. This has been underpinned by a long-established commitment to valuing and raising the status of children's perspectives within the early childhood field. I have extensive experience of educational leadership during periods of institutional change, including bringing paper-based and face to face courses online. I am future-orientated, continually searching new ways to facilitate dialogue with practitioners and early childhood staff to foreground early childhood education and champion environments where children and adults can flourish. I have recognised expertise in designing research-driven teaching at Undergraduate and Masters level and a track record of capacity building through doctoral workshops at local and international level.

I have taught in Higher Education for twenty-two years, ranging from the BA in Childhood Studies (2004- 2008); BA in Childhood Practice (2008 -2020) to MSc in Early Childhood Practice and Froebel (2019 -). I have throughout my academic career lectured at MSc and Doctoral level, locally (University of Edinburgh, University of Strathclyde, University of the Highlands and Islands), nationally (University of Roehampton) and internationally (Charles Sturt University, Australia; University of Waikato, New Zealand; [University of Jyväskylä](#), Finland; University of Potsdam, Berlin; Technical University of Liberec, Czech Republic; Singapore University of Social Sciences, Singapore). My pedagogical competency at this level has led to my qualification as a Principal Fellow of the Higher Education Academy (2022). This is recognised as a professional pedagogical qualification for teaching in this sector in the UK.

TEACHING EXPERIENCES

University of Edinburgh

- **BA Childhood Practice (2004 – 2019)**

Work-Based Learning Coordinator:

I developed two core courses: Work-Based Learning 1 – Professional Development and Work-Based Learning 2 – Organisational Development, each worth 40 credits. My responsibilities included course design, material development, and administrative coordination, such as writing handbooks, managing content on LEARN, liaising with the course secretary and tutors, and facilitating student-led activities like the annual BACP conference. I delivered these courses solely from 2004 to 2019, ensuring their alignment with SSSC accreditation standards. The courses used a blended learning approach, combining interactive lectures, workshops, student presentations, and peer feedback, which significantly enhanced the students' knowledge and professional skills. These efforts contributed to the degree program's 100% student satisfaction rating in the National Student Survey.

- **MSc Education, Early Childhood Practice and Froebel (2019 – Present)**

Pathway Coordinator and Course Organiser:

I have overall responsibility for the structure and delivery of the MSc Early Childhood Practice and Froebel programme, encompassing curriculum design and ensuring that the programme meets high academic standards comparable to other UK higher education institutions. My duties include overseeing the assessment process to guarantee that students achieve their learning outcomes and ensuring rigorous and consistent marking, particularly for master's dissertations. I provide detailed feedback and foster a supportive academic environment, having successfully supervised 88 MSc students and celebrated their achievements at graduation ceremonies with pride. In addition to academic oversight, I manage the administrative and organisational aspects of the course, including writing handbooks, designing course materials, managing Learn Ultra content, and liaising with teaching staff and guest speakers. I actively collect and act on student feedback to enhance the learning experience and attend exam boards and student representative meetings to stay engaged with student progress. In 2023, I took on the role of Academic Cohort Lead, further expanding my capacity to support students both individually and in group settings, as well as overseeing the recruitment and selection of teaching staff and applying for scholarship funding.

- **MSc Education, Slow Pedagogies (2023 - Present)**

Professor Alison Clark and I designed this course, which went through the Curriculum Management Group (December 2022) and the Board of Studies (2023). The course commenced in January 2024. I am the course organiser. The course received a EUSA nomination for 'Outstanding Course' (April, 2024).

- **Froebel and Childhood Practice, MHSES, (2010 – Present)**

Course Director and Course Organiser:

I manage one of MHSES's most successful professional development programmes, which has generated approximately £3 million in student fees. My responsibilities include overseeing the programme structure, student recruitment, and coordinating colleagues involved in teaching and administration. I am dedicated to guiding students to produce their best work and ensuring a cohesive learning experience. In addition, I have organised the annual Froebel summer school for many years, successfully facilitating two summer schools in 2024 that generated £43,000. My role involves writing handbooks, organising materials, managing communications with the course secretary, and coordinating guest speakers and tutors. I provide detailed feedback to students to enhance their learning and actively support the course's conclusion with a celebration evening where students share their experiences.

- **MSc Education**
Guest Lecturer: CCLD programme, lecture on the Early Childhood Curriculum (2021).
- **MSc Dissertation:** Participatory Research WITH Young Children (April, 2023 / 2024).
- **Undergraduate:** Understanding Decolonisation: Facilitator (January 2026 -)

Guest Lecture At the request of Professor Alison Clark, I was invited to deliver a lecture on: “Stretched Time: What does it make possible for children” (November 2025).

Guest Lecture At the request of Aoife Cooney, Director of Social Sciences, Atlantic Technological University Sligo to deliver a lecture: ***Beyond Compliance: Froebelian Pedagogical Leadership for a Living Curriculum*** (November 2025).

University of Strathclyde

- **Visiting Scholar:**

I delivered lectures / presentations to MSc students. My most recent lecture 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.

University of Applied Sciences, Potsdam, Berlin

- **MA Childhood Studies and Children’s Rights**

Guest Lecturer:

Since 2022, I have delivered guest lectures as part of the international collaboration between the Childhood and Youth Studies hub at the University of Edinburgh and colleagues in Berlin. In 2023, my lecture focused on “Froebel and Early Childhood Practice” (July 2023). The previous year, I delivered a series of lectures on “Children and Young People’s Participation in Practical Studies during Covid-19.” Notable sessions included “Young Children’s Perspectives of Covid-19: An International Human Right to be Heard” (January 2022) and “What Do Child-Centred Practices and Spaces Look Like and Why Bother?” (June 2022). These lectures highlighted the significance of children’s participation and human rights in early childhood education.

RESEARCH

I have generated circa £2.3 million worth of research income and circa £3 million in Continued Professional Development income. My most recent research grant: I was the Principal Investigator (PI) and Co- Principal Investigator for two major research projects (Froebel Futures and Safe, Inclusive Participative Pedagogy), which has set the journey of travel in our field nationally and internationally. I have been involved in over 19 research projects, during 2006 – 2026, and this includes co-leading and / or collaborating on five key research projects/reports for the Scottish Social Services Council and the European Union. I have produced numerous publications including two books, 22 journal articles, 20 book chapters, four edited books, four pamphlets, and six research reports. My publication record demonstrates my long-term commitment to the University of Edinburgh given that for many years I was involved in research I was not a full time academic, but in a combined role as a practitioner and academic combined.

MAJOR RESEARCH INTERESTS

My research and publications in early childhood education, particularly focusing on Froebelian pedagogy, have significantly impacted local, national, and international audiences. My research encompasses a wide range of topics, including early childhood, principles of liberal education and environment, children’s human rights, children’s interaction with nature, and pedagogy as a critical and political practice. Additionally, I explore themes such as practitioner inquiry, young children’s

transitions, anti-racist practice, neoliberalism, social justice, democracy, civic education, economic inequalities, cultural and ideological hegemony, and alternative pedagogical approaches.

I have presented my work at 137 conferences and events worldwide, earning recognition for my articles, which have attracted interest both locally and globally. My contributions to early education and Froebelian pedagogy are well-regarded, leading to frequent invitations to write as a main author or co-author. Notably, two of my books received nominations for awards, and I won the 'Professional Book' award twice from Nursery World (September 2013 and September 2021).

The Scottish Government regularly consults me to share insights on various topics and for participation in conferences and projects. Most recently, I contributed to the 'Shared Inspection Framework' (July 2024), designed to improve the inspection of all Early Learning and Childcare services. This framework emphasises self-evaluation and aims to support practitioners and providers in delivering high-quality care and education.

My research has also influenced policy at the parliamentary level. I contributed to commissioned research for Thrive at Five, a charity in England, which informed the English Parliament's decision to expand childcare benefits and hours in the Spring Budget of 2023. This policy initiative will continue to evolve under the current government.

In addition to my research

and writing, I am actively involved in peer reviewing for prestigious journals such as the *European Early Childhood Research Journal*, *The Curriculum Journal*, and *Journal of Early Childhood Research*. I hold an editorial role for the Global Educational Review and serve as a Special Topic Editor for the Video Journal of Education and Pedagogy. Furthermore, I regularly review book proposals for major publishers, including Routledge, Sage, Bloomsbury, and Taylor & Francis, often providing testimonials that are included in published works.

My commitment to enhancing the status of early years professionals is evident through my participation in initiatives led by the Scottish Social Services Council (SSSC) and the Scottish Government. For instance, two of my Froebel students played crucial roles in developing the national guidance document *Realising the Ambition: Being Me* (Education Scotland, 2020). Additionally, my collaboration with the Common Weal organisation significantly influenced the Scottish Government's Blueprint for Early Years, which led to the establishment of a fully degree-led profession, the expansion of funded early learning hours to 1440, and the creation of a fully accredited workforce.

With over four decades of experience in early childhood practice and Froebelian pedagogy, I am particularly passionate about social justice issues. I have actively promoted practitioner research through various projects and networks, supporting numerous master's and PhD students to complete their studies successfully.

RESEARCH GRANTS

In all my research applications, whether as PI or Co-I, I have always been involved in a significant way, for example in the discovery of the grant, writing the bid, playing a major role in the research process, analysing data or disseminating the results with government, professionals, children and parents. My research results have influenced change in policy and practice nationally and I am proud to be seen as one of the key proponents of outdoor and creative pedagogy in Scotland, the EU and Internationally.

1. Early Years Qualification 4N (EYQ4N) Project:

Amount: £333,510.20 (Nuffield)

Years: 2026 – 2028

Co-investigator for the Scottish arm of the EYQ4N project. Exploring workforce qualifications.

2. Four Nations Project:

Amount: £5,000 (Nuffield)

Years: 2025 – 2026.

Co-investigator for the Scottish arm of the Four Nations project. Exploring workforce development / issues.

3. Froebelian Futures (formerly Hub and Spoke Programme)

Amount: £450,000 (The Froebel Trust)

Years: 2021–2024

Major role in application; aims to develop a transformational pedagogy of practitioner inquiry and embed Froebelian principles in ELC settings across Scotland and beyond.

4. The Play-Café Project: What Would Froebelian Play Cafés Look Like?

Amount: £43,306.32 (The Froebel Trust)

Years: 2021–2023

Co-writer; explores the potential of Froebelian principles in informal learning environments like play cafés, emphasising children's rights and experiences.

5. Safe, Inclusive Participative Pedagogy: Improving Early Childhood Education in Fragile Contexts

Amount: £1.8 million

Year: 2020

Co-Investigator; international project focusing on developing inclusive pedagogy in fragile contexts, involving partners from Brazil, Eswatini, Palestine, and South Africa.

6. Telling Life Stories: Developing a Froebelian Approach to Documenting Children's Experiences in the Early Years

Amount: £7,760.00

Years: 2018–2020

Major role in application; explored documentation methods for children's learning, challenging standardisation in early childhood education.

7. Exploration of the Froebel Storytelling Approach During COVID-19

Year: 2020

Co-Investigator; studied how Froebelian storytelling supported young children's experiences during the pandemic, gathering perspectives from practitioners in England, Scotland, and New Zealand.

8. Mentoring for Success: Co-Producing a Meaningful Workplace Mentoring Scheme

Amount: £1,500

Year: 2020

Co-investigator; developed a workplace mentoring scheme involving students and employers.

9. Edinburgh Futures Initiative Research Awards: How Can Business and Public Play Spaces and Cafes Be Reimagined for Children?

Amount: £5,000

Year: 2019

Co-Investigator; researched social justice in public play spaces, focusing on children's rights.

10. Quality for Whom? Perspectives on 'Quality' in Scottish ELC Expansion

Year: 2019

Principal Investigator; examined practitioners' perspectives on quality in early learning and childcare.

11. Social and Emotional Experiences in Transition through the Early Years

Year: 2016–present

Co-Investigator; ongoing research tracking young children's transitions from babyhood to primary school.

12. Pedagogies of Educational Transitions

Year: 2015

Involved in funding for exchange of European POET members, presenting findings in various countries.

OTHER RESEARCH ROLES

Collaborator Role (March, 2026)

Collaborated with Dr Mathewos Anza on the project 'Integrating Froebelian Principles with Ethiopian Curriculum in Early Childhood Education: Ligaba Beyene Preschool, South Ethiopia (proposed budget, £50, 000.00).

Research Associate, Royal Botanical Garden

'Wee Garden Project' (2021–2023)

<https://propagatelearning.rbge.ac.uk/course/view.php?id=367>

Research Associate, Moray House School of Education and Support

Led UK data collection in collaboration with European Union (EU) leads Professor John M. Davis and Stephen Farrier. This project (2009–2012) investigated individual, structural, and relational factors that influence creativity in educational and workplace environments. Part of the CREANOVA project, funded by the European Commission (Project Number: 143725-LLP-1-2008-1-ES-KA1-KA1SCR), it involved multiple countries and examined sustainable innovation in technology and creative industries.

Research Associate, Moray House School of Education

Collaborated with Professor J M. Davis and Professor John Ravenscroft on the FIESTA project (2012), which proposed a framework for European Collaborative Working, Inclusive Education, and Transition, analysing concepts, structures, and relationships in educational transitions.

Research Associate, Moray House School of Education

Led data collection and collaborated with Dr J M. Davis on Early Years Staff's Views of VQS and HNCs, funded by the Scottish Social Services Council and Care Commission (2006).

SUPERVISION EXPERIENCE

MSc Students Supervised: 138

MSc by Research Student:

- Shu Li: Chinese Parents' Effective Involvement in Early Childhood Education: A Comparative Study.

PhD Students Supervised (Completed):

- Hazhari Ismail: "Exploring the Education Access Policy in Promoting Equitable Quality in Early Childhood Education: A Phenomenology Study from Public Preschool Teachers' Perspective in Malaysia (2021 – 25) [Principal Supervisor].
- Sara Abahussain: Exploring the Impacts of Public Kindergarten Expansion Project in Relation to Class Equity in the Kingdom of Saudi (2020 - 2024).
- Fatma Busra Aksoy Kumru: Exploring Children's Participation in Scottish Early Learning and Childcare Contexts Through Adopting a Froebelian Lens (2023).
- Krystallia Kyritsi: Creativity in Primary Schools: Investigating Perspectives on Creativity and Equity within Scottish Primary Education (2018).

Current PhD Students:

- Kirsten Moore: Re-imagining Scottish Primary Education: A Froebelian Lens (Lead Supervisor)
- Costica Darie: The Spiritual Dimension of Froebelian Pedagogy: Its Essence and Relevance in Contemporary Early Childhood Education (Principal supervisor).
- Emma Brodie: To What Extent Does Playing the Piano (Piano Lessons). Impact Performance in Children. (2025 -) [Principal supervisor].

- Lisa MacDonald: An t-ionnsachadh bòidheach: Exploring Opportunities, Potentials and Challenges in Gaelic 0-5 Education (2019 -) [Co-supervisor].
- Luke Addison: Froebelian Pedagogy in the Anthropocene: The Everyday Lives of Children and Their Entanglements with More-than-Human Others (2019 -) [Principal supervisor].
- Fatemeh Sadeghi: A Socially and Culturally Compatible ECE Curriculum: A Narrative Approach to Employing the Sociocultural Features of a Context While Adapting International Curriculums and Teacher Training Courses in Iran (2021 -) [Principal-supervisor].
- Konstantina Papaspyropoulou: Play, Play-Based Learning, Playful Learning: Which Term Would Froebel Use? An Exploration of the Influential Factors That Contribute to the Development of Different Play Opportunities in the Early Years in Glasgow (October 2022 -) [Principal - supervisor].

KNOWLEDGE EXCHANGE AND IMPACT

I was invited to present the Scottish specific recommendations from the EY4N research to the First Minister and the Cabinet Secretary for Children, Young People and The Promise at Bute House (5 February 2026), to inform pre-manifesto policy development.

I have made a significant impact in early childhood education, recognised by my O.B.E. for services to the field (2009). My research focuses on knowledge exchange, public engagement, and professional improvement. I developed and have directed the Froebel CPD Certificate since 2010, generating over £3 million for MHSES in Continued Professional Development revenue. This qualification, praised in the Siraj Blatchford Report for the Scottish Government, has been a key driver of quality pedagogy and was recently added to the Scottish Social Services Council's CPL Directory for Early Learning and Childcare (February 2024).

In May 2024, I organised the 'Repositioning Power in Early Childhood Conference,' opened by Interim Head of School, Sam Fawcner. I have presented at 137/public events, viewing these experiences as reciprocal opportunities for knowledge exchange. My work with early learning settings provides insight into practice, while also informing my own perspectives.

As an External Examiner for the University of the Highlands and Islands and the University of Strathclyde, I have provided independent assessments of academic standards and contributed to improvements through formal reports. These roles have allowed me to engage with students, academic staff, and other professionals, fostering mutual learning. I also served on panels for final-year student presentations, engaging with professionals from the Scottish Government and higher education institutions.

As a visiting scholar at the University of Strathclyde, I have shared knowledge on Mikhail Mikhailovich Bakhtin and participatory methodologies with young children. Additionally, I contributed to the Safe Inclusive Participatory Pedagogy project, exchanging ideas with international colleagues.

I have collaborated with the Scottish Government on the Creative Bravery Project, 'Play and Imagination,' alongside Sophie Hadaway (Art Council, Wales), Hanneke Scott (Scott Sculptors, USA), Caroline Walsh (Royal Botanical Gardens, Edinburgh), and Mairi Ferris (Inspiring Scotland), which led to the development of a nature kindergarten at RBGE.

In August 2022, I presented alongside Prof. Kay Tisdall on children's rights in early years to colleagues and students at UCL's Institute of Education. I was also invited by Louise Scott (Deputy Chief Social Researcher – Scottish Government) to share my insights at the 'Evidence in Policy' event (November 2022).

ACADEMIC LEADERSHIP AND MANAGEMENT EXPERIENCE

I was invited by Fan ZiXu, Editorial Assistant at Routledge, to review the proposal titled "Multi-dimensionality of the Transition to School: Navigating the Complexities and Dynamics," reflecting my status as an authoritative specialist in young children's transitions (June 2024).

Additionally, I was invited to supervise a student as part of the MSc by Research Sustainable African Futures program at Wits-Edinburgh (April 2024).

As Academic Cohort Lead (2024 - present), I support a cohort of students on the MSc Froebel Pathway, facilitating visits to early learning and childcare settings and organising study skill presentations to enhance our academic community.

In my role as Course Director for the Froebel Early Childhood Practice and Froebel Course, I have realised my vision to reintegrate Froebel principles into MHSES. My leadership emphasises collaboration, empathy, flexibility, and critical thinking. I have developed a diverse learning environment, trained successors, and acted as an informal mentor to ensure course sustainability. My commitment to lifelong learning drives me to continuously improve the course based on new knowledge and experiences, and I engage in external networking opportunities, supporting attendance at Froebelian conferences.

As MSc Pathway Coordinator, I prioritise inclusivity, ensuring equitable opportunities for all teaching team members. This leadership role involves active listening, networking, managing coursework, organising regular meetings, providing feedback, and facilitating positive interactions. I also oversee financial matters, such as scholarships, while leading and developing strategy.

During the transition from the BA Childhood Practice to the MSc Early Childhood and Froebel Pathway, I played a pivotal mentoring role for the next Course Organiser, highlighting my belief that mentorship is an ongoing process throughout one's career. I was honoured to receive the Principal Fellowship of the Higher Education Academy (PFHEA) in February 2022. As an EdTa mentor for two years and an EdTa assessor (2024), I demonstrate my commitment to learning and teaching in higher education, sharing my experience and insights with newer colleagues.

I have been a member of the ethics committee for several years, and was invited to be the Deputy Ethics Lead in 2021. I also volunteered to be the Regulations Expert, at the University of Edinburgh in 2019.

INVITATIONS AND ADVISORY ROLES

- Open University: Critical Reader for E209r Developing Subject Knowledge for the Primary Years (November 2025 – January, 2026)
- Invited by Sarah Anderson, to speak about early years work at Edinburgh Community Engagement Forum (October, 2025)
- Invited by Xiao Wang. Training Manager. UK – China Training Ltd. To present to an International Delegation from China's Child Planning Association (Two presentations were delivered, am and pm, October, 2025).
- Invited by Kirsten Moore to join the Scottish Educational Research Association (SERA) board as a convenor (September, 2025).
- Invited by Prof. Alison Clark to be on the advisory committee for a Slow Pedagogy project (funded by the Froebel Trust) (February 2025).
- Invited by the Open University to be a 'Critical Reader' for a newly developed module E209 (February 2025).
- Invited by Paul Lindley, [Raising the Nation Play Commission](#), to discuss digital play (February 2025).
- Invited by Kathleen Tuite to write a foreword for Early Childhood Ireland's publication on practitioner inquiry (August 2024).
- Invited by Karen Lawson to be the Patron of Play for The Croft, Leith (Earth in Common) (August 2024).
- Invited to the Annual General Meeting of the European Early Childhood Education Research Association (June 2024).
- Member of the EECERA Special Interest Transitions Group (2016 – present).

- Invited by Eilidh Currie, Scottish Government, to participate in: 'Population Health Framework: Early Years and Health Evidence' (May 2024).
- Invited to be an Advisory Member for Reshaping the Early Years Sector by Prof. Alice Bradbury (UCL); Prof. Kate Hoskins (Brunel); Sigrid Brogaard Clausen (University of Roehampton), commencing January 2025.
- Invited by Sigrid Brogaard Clausen, University of Roehampton, for a collaborative study on Quality Assurance (April 2024).
- Invited by the former Children's Commissioner to participate in a book project, 'Born to Play' (April 2024).
- Invited by the BBC to consult on an early childhood program (March 2024).
- Mentored two colleagues from Moray House School of Education and Sport for their Higher Education Academy journey (successful completion in 2024).
- Invited by Dr Mona Sakr, Middlesex University, to join the Froebelian Leadership Advisory Panel (August 2023 – February 2024).
- Invited by McNichols Early Childhood Laboratory, Drexel University, to review the Qualitative Characteristics of Children's Play (January 2024).
- Invited by Dr Will Smith to contribute to the Scotland COVID Inquiry - Comparative Report (August 2023).
- Mentored Lily Fitzgibbon, Stirling University, on her research 'Illustrating adventurous play for young children's self-report' (March 2023).
- Invited by colleagues in New Zealand to organize a Twitter Conference/Symposium (October 2022), resulting in an editorial role for a special issue of the Video Journal of Education and Pedagogy.
- Invited to be Honorary Editor-in-Chief for the Universal Journal of Educational Research (August 2022).
- Invited by Dr Louise Scott, Scottish Government, to present on evidence-informed policy and practice (July 2022).
- Invited by University of Strathclyde to review presentations
- for their graduate apprenticeship program (May 2022).
- Invited by Kirsten Leask, Learning for Sustainability, to participate in an online professional conversation (March 2022).
- Invited by Dr William Smith, University of Edinburgh, to join the PhD panel (December 2021).
- Invited by Tracey Docherty, Children's Parliament, to discuss children's human rights in practice (September 2021).

APPOINTMENTS AS EXTERNAL EXAMINER

- External Examiner for the University of Strathclyde (2020 - 2024).

Graduate Apprenticeship / BA Childhood Practice / BA (Hons) Dissertation / MSc

BACP, Year 1 -4. Subjects, Academic Literacy, Emotional and Social Development (part 1), Promoting Playful Pedagogies, Leading Professional Enquiry, Contemporary Childhood, Emotional and Social Development (part 2), Leading Pedagogy in the Curriculum, Leading and Managing Evidence-Based Innovation and Quality, Children's Rights, From Deficit to Strengths Based Working in Multi-Professional Teams, Playful Spaces – Documenting Children's Learning, Leading and Developing the Professional Self.

- External Examiner for the University of the Highlands and Islands (2019 – 2024).

Graduate Apprenticeship, Children's Rights Perspective; Childhood and Society **BACYS (Hons)** Learning and Childcare, Childhood and Society; Child and Youth Studies; Globalised view of childcare and A Children's Rights Perspective **MA** Children and Young People's Participation and Leadership; Acquisition of Language.

EXTERNAL EXAMINER OF PHD THESIS

1. Linda Graham – PhD examination. ‘Listening to Young Children’s Voices: An Ethnographic Study of Children’s Experiences of Reading for Pleasure. Northumbria University. February 2023.
2. Eleonora Teszenyi - ‘Exploring Features of Multi-Age Practice and Adult-Child Interactions: A Case Study From Hungary’ PhD examination. Open University. January 2023
3. Katherine Jones - PhD examination. Power, agency and diversity in pre-school children’s multimodal performance repertoires: A critical exploration of children’s social interaction strategies in a pre-school setting. University of Sheffield. December 2020.

EDITORIAL ROLES

Editor, Bloomsbury

- The Power of Froebel in Early Childhood Education: Exploring Ideas, Practice, and Impact in Scotland and Beyond (manuscript submitted, January 2025).
- Antiracism in Early Childhood Education: Theory and Practice (June 2023; manuscript submitted June 2024)

Special Topic Editor, Video Journal of Education and Pedagogy

Editorial Board Member, Global Educational Review

Book Editor, Sage Publications

CONSULTANCIES / COURSE

Scrutineer for the Froebel Trust

Grant applications

2026 -

Expert Evaluator

Matla Further & Higher Education Authority

2025 –

For the Undergraduate Diploma in Child Care Education

External Reviewer / Critical Reader

Open University

2023 - 2025

Assessed the remake of the Level 1 module E109 Exploring Perspectives on Young Children’s Lives and Learning for the BA (Hons) Early Childhood degree.

Critical Reader for new module, E209R Developing Subject Knowledge for the Primary Years.

External Assessor

Open University

2023 - Present

Evaluating the remaking of the Level 1 module E109 Exploring Perspectives on Young Children’s Lives and Learning as part of the BA (Hons) Early Childhood degree.

Invited Contributor

Scotland COVID Inquiry - Comparative Report

August 2023

Contributed insights to the comparative report assessing the impacts of COVID-19 on Scotland’s early childhood sector.

Programme Evaluator

Malta Further & Higher Education Authority

2025 – 2026

Bachelor of Education in Early Childhood Education

Malta Further & Higher Education Authority

2018 - 2022

Evaluating the Child and Adolescent Well-Being programme to ensure quality and effectiveness.

International Consultant

Literacy and Adult Basic Education (Labe) Project, Uganda

February 2022

Conducted an end-of-project evaluation for Labe, an indigenous NGO focused on literacy and education, funded by Comic Relief.

External Reviewer

Institute of Technology, Sligo

December 2021

Reviewed the Bachelor of Education (B'Ed) Early Childhood Education and Care programme to provide feedback on its structure and content.

Programme Evaluator

Institute for Education

Joint Programme with Malta College of Arts, Science and Technology (MCAST)

Provided comments on the Bachelor of Arts (Hons) Early Years Learning and Care programme, including overall objectives, structure, and reading materials.

Consultant

Queen Margaret University

Assisted in the development of their Nature Kindergarten initiative, focusing on integrating nature-based learning.

Consultant

Care Inspectorate

Provided expertise on the new National Standards for early childhood education settings.

PROFESSIONAL ACTIVITIES OUTSIDE THE UNIVERSITY

Invited by Baroness Longfield to attend the 'Everything to Play for: Raising the National Play Commission at the House of Lords. Contributed to the report by providing oral evidence (June 2025).

Invited to Write an Article for The Times

Contributed an article titled "How to Fix Scottish Education" (March 2024). David McCann, the editor, praised the piece as "excellent."

Invited to Call for Action Networks

Resisting Accelerated Education (March 2024).

Advocating for Better Framework Inspections and Standards (March 2024, February 2024).

Contributed to Froebelian Education Report for Lord David Blunkett (July 2023).

Independent Expert, University of Aberdeen

Acted as an independent expert in a Senior Lecturer application review (June 2023).

Consultancy for Thrive to Five

Provided consultancy services for Thrive to Five from March to July 2023.

Co-creator of the Leadership Circus

Collaborated with Scottish Government colleagues to co-create the Leadership Circus initiative (March 2022).

Founder and Facilitator of the Edinburgh Froebel Network

Regularly facilitates the annual Froebel Conference.

Grant Reviewer for the Froebel Trust (2017 - present).

Peer Reviewer

1. UCL Press (2025) Title: Towards an anti-racist practice of Early Childhood Studies in Higher Education: challenging the whiteness of the field with Critical Race Theory.
2. Horizon Research Publishing (HRPUB), USA (2024): Late Talking and Specific Language Impairment.
3. The Curriculum: BERA (2023): The Image of the Child in the Moroccan Early Childhood Education Curriculum.
4. Journal of Early Childhood Research (2023): Play with Open-Ended Experiences of Democracy the Waldorf Case.
5. International Journal of Education and Life Transitions (2023): Care in Early Learning and Childcare Transitions.
6. Luminescence (2023): Reflections of Covid-19 Virus on Early Childhood Drawings.
7. Children's Geographies (2022).
8. Intellectus Journal (2022).
9. Routledge (2022): Proposal Review on Children's Storytelling with the More-Than-Human.
10. Children's Rights (2019, 2020, 2021).
11. Pedagogica Historica: International Journal of the History of Education (2020).
12. Sage (2020): Book proposal review.
13. Early Childhood Journal (2019).

Early Years Expert for the Scottish Judicial System

Acts as an expert witness, advising courts on liability issues in cases related to early years education. Provides reports and occasionally gives evidence under oath, resolving areas of agreement/disagreement with other experts.

Organiser and Participant of Professional Book Groups.

INTERNAL RECOGNITION / ESTEEM

EUSA Awards (2026 – to date)

29 Nominations: Teacher of the Year; Outstanding Course; Cohort Academic Lead; Supervisor of the Year.

EUSA Awards (2025)

49 Nominations: Teacher of the Year; Outstanding Course; Cohort Academic Lead; Supervisor of the Year.

Award: Teacher of the Year

EUSA Awards (2024)

Nominations: Teacher of the Year; Outstanding Course.

EUSA Awards (2023)

Nominations: Teacher of the Year; Personal Tutor of the Year; Supervisor of the Year.

EUSA Awards (2022)

Award: Teacher of the Year

Nominations: Supervisor of the Year; Personal Tutor of the Year; Outstanding Course for Pedagogy and Practice of Friedrich Froebel for the Early Years.

Assessor – EdTA Programme (2024)

Invited to serve as an assessor on the EdTA Programme, reflecting a strong commitment to learning and teaching in higher education. This role demonstrates a willingness to share experience, knowledge, and ideas with newer teaching colleagues.

Research Member – Scottish Government Covid-19 Research Inquiry (Early Years) (2024)

Invited by William Smith, Senior Lecturer in Education and International Development and Director of Internationalisation, to be a research member of the Scottish Government Covid-19 Research Inquiry, focusing on the Early Years sector.

Mentor – EdTA Programme (2022)

Invited to serve as a mentor on the EdTA Programme. This role highlights a commitment to fostering learning and development in higher education by supporting colleagues who are newer to teaching.

EXTERNAL RECOGNITION / ESTEEM

Membership of societies where academic distinction is the criterion of membership

- **SERA Member** (invited to join). (2025 -)
- **Research Award** (nomination) Education Sciences for: Bridging Froebel and AI: Reconceptualising Play Pedagogy in a Chinese Context.
- **Symposium Organiser (Invited):** Scottish Educational Research Association (SERA) Conference: Education in a Fragile World: Past, Present and Future (November 2024), invited by Konstantina Papaspyropoulou.
- **Advisory Board Member:** Roehampton University London, invited by Sigrid Brogaard Clausen. Responsibilities include steering and guiding the research team, developing dissemination strategies, and making policy recommendations.
- **Advisory Board Member:** Cattinach Foundation (current involvement with strategic leadership and research dissemination).
- **Member:** European Early Childhood Education Research Association (EECERA) (since 2023).
- **Focus Group Participant:** UNICEF UK, invited by Fatou Drammeh, part of Rights-Based Early Years Focus Group (August 2023).
- **Institutional Member:** Association for Visual Pedagogies (since 2022).
- **Member:** The Child, Law and Policy Network (since 2022).
- **Founding Member:** UNESCO Family Support Research Network.
- **Founding Member:** Edinburgh's Froebel Network.
- **Associate Member:** Thrive Outdoors Scotland (Ongoing Project: Can a nature kindergarten work at the Royal Botanical Gardens?) (since September 2021).
- **QAA Subject Benchmark Advisory Panel Member for Early Childhood Studies (since 2021).**

Keynotes and Plenary Talks at Major Conferences (includes local, national and international).

1. Presentation: Making Time: The Unhurried Child: An Introduction to Slow Pedagogies (16.07.2026).
2. Presentation: Dialogising Relational Pedagogy. (Group presentation with international colleagues) RCEN Conference, Gold Coast, Australia. (16.06.2026).
3. Presentation: An Exploration into the Spiritual Dimensions of Froebelian Philosophy and Pedagogy. RCEN Conference, Gold Coast, Australia. (15.06.2026).
4. Presentation: Dialogising of Philosophies and Theories, Orienting ECE Approaches. Invited by the Froebel Trust. (Group presentation with international colleagues) (04.2026).
5. Presentation: Wonder in the Basket: Curiosity, Rights, and Discovery in Early Years Practice. Invited by the Children and Young People's Hub, U of E. (05.2026).
6. Presentation: Scotland: Outdoor Play. Invited by Inspiring Scotland to present to colleagues from Canada. (05.2026).
7. Presentation: 'Holding Education Relationally: An invitation to think, feel and connect differently'. BA Conference, MHSES (01.05.2026).
8. Presentation: Selected Highlights from the Scottish Covid-19 Comparative Report on School Closures: Surprises and Outliers. (Will. C. Smith., Lynn. J. McNair, Fatih Aktas, May, 2025).
9. Presentation: 'What is this play of the little ones? The great drama of life itself, The Croft, Leith, (April, 2025).

10. Keynote Presentation at the Repositioning Power in Early Childhood conference, John McIntyre Conference Suite, Pollock Halls. Children's Leadership: Child-Led Research. (May 2024).
11. Presentation at the Repositioning Power in Early Childhood conference, John McIntyre Conference Suite, Pollock Halls. Anti-Racist Practice in Early Education. (May 2024).
12. Keynote Presentation at Banquet Hall, Hamilton, South Lanarkshire. Playing with Slow: A Froebelian Lens (May 2024).
13. Keynote Presentation at the Trades Hall, Glasgow. Froebelian Leadership in 2030: Nurturing Tomorrow's Visionaries (October 2023).
14. Keynote Presentation at the South Ayrshire Local Authority Conference on Creativity. 'Creativity and Self-Expression' (October 2023).
15. Invited to present a workshop at the South Ayrshire Creativity Conference. 'Slow Pedagogy: A Froebelian Lens' (October 2023).
16. Keynote Presentation at the Play Works Conference: A Scottish Conference on Play - Thrive Outdoors. 'Discovering the extraordinary in the ordinary: The power of everyday awe'. (September 2023).
17. Invited to present a workshop at the Play Works Conference: A Scottish Conference on Play. Thrive Outdoors. (September 2023).
18. Invited to present at a Pecha Kucha event. 'Ditching the Curriculum'. We Play Festival. Scottish Storytelling Centre. (September 2023).
19. Invited by Emeritus Professor Aline-Wendy Dunlop to present at the Scottish Educational Research Association - Early Years Network. 'An ethnographic approach to carrying out transition research with young children.' (September 2023).
20. Presenter: '*The image of the child: how it impacts on pedagogical documentation*'. European Early Childhood Education Research Association (August/September 2023).
21. Presenter: '*An ethnographical approach to carrying out transition research with young children*'. European Early Childhood Education Research Association (August/September 2023).
22. Presenter (invited to present) Importance of Play / Slow Pedagogy and the Unhurried Child. Little Busy Bees. Tayport: Dundee (August 2023).
23. Potsdam University, Berlin. Invited to present: '*Froebel and Early Years Practice*' (July, 2023).
24. Presenter (invited to present) Froebel: Gift for Our Future Conference: 'Practitioner Inquiry' (May 2023).
25. Keynote at the Celebration of Realising the Ambition and 1140 Hours Curriculum in West Dunbartonshire: Childhood a Period in its own Right: Participatory Transition Processes (May, 2023).
26. Keynote at the Froebel Falkirk Festival: Childhood a Period in its own Right: Participatory Transition Processes (April, 2023).
27. Presenter (and co-organiser) of Pedagogical Provocations. Twitter Conference (October 2022).
28. Keynote at the 31st Annual EECERA Conference 'Cultures of Play: Actors, Affordances and Arenas'. Hosted in partnership with the University of Strathclyde (August 2022).
29. "Relationships and Key Insights". Cross-Disciplinary Insights and Innovations. ISSETT book launch. (Invited to Present) (September 2022).
30. Keynote: "Nourished by Froebelian Principles" Hosted by East Dunbartonshire Council. (September 2022).
31. Presentation at BERA Annual Conference: "Race and the Space in Between: Reflections on anti-racist practice in early years" Hosted by the University of Liverpool. (September 2022).
32. Keynote at the 31st Annual EECERA Conference 'Cultures of Play: Actors, Affordances and Arenas'. "Connected Cultures; identifying and celebrating Scotland's actors, affordances, and arenas of play through stories and practice". Hosted in partnership with the University of Strathclyde (August 2022)
33. Presentation at the 31st Annual EECERA Conference 'Cultures of Play: Actors, Affordances and Arenas'. "What does it mean to be a child". Chaired by Lynn McNair: The Intersections of

- Transitions in Early Childhood with Concepts of the Child, Play and Children's Culture. Hosted in partnership with the University of Strathclyde (August 2022).
34. Presentation at the 31st Annual EECERA Conference 'Cultures of Play: Actors, Affordances and Arenas'. "Enhancing the flow of knowledge: Practitioners as Researchers". Hosted in partnership with the University of Strathclyde (August 2022).
 35. Froebel and Childhood Practice: Celebration Event. Dumfries & Galloway. Keynote : 'Child-Led Pedagogy' (June, 2022).
 36. The Royal Society of Edinburgh (March 2022). Living Alongside Our Children: Taking Children's Rights Seriously (Invited to present).
 37. Children's Parliament (December 2021) Children's Rights in the Early Years: Year of Childhood. (Invited to present).
 38. Vivid Life and Learning: Rendering Through Lived Stories. Online presentation: Doran International Early Childhood Centre (22 August 2021). (Invited to present by my PhD student, Fatemeh Sadeghi).
 39. 'Connectivity Between Social Justice and Play: Learning from our wise elders'. (Keynote). International Froebel Conference (1- 4 June 2021). Online.
 40. Centre for Research into the Education of Marginalised Children and Young Adults (CREMCYA). Presents: Towards Decolonised Futures: An Interdisciplinary Conference Challenging the Politics of Knowing and Being (May 27/28, 2021). Online presentation: 'An Alternative Vision: Uncovering Practitioner Bias.
 41. Early Years Scotland Annual Conference (May 15 2021). Invited to present. Online presentation: 'Transition Journeys – Which Path to Take?'
 42. Conference on Childhood Studies: Childhood and Time. (May 10-12/2021). Online presentation: 'Telling Life Stories: Making the Complex Visible in Systems that Prefer Simplicity.
 43. Froebel in Scotland: Froebel Gathering. Invited to Present. Online presentation organised by the Froebel Trust (21 April 2021).
 44. Vivid Life and Learning: Rendering Through Lived Stories. Invited to present. Online presentation: University of the Highlands and Islands (20 April 2021).
 45. Becoming Self-Aware: Responding to a changing world (Keynote). BA Childhood Practice Conference: Connections in Childhood (23 March, 2021). Edinburgh: University of Edinburgh
 46. Finnish Society for Childhood Studies, Childhood and Time. IX . Tampere University, Finland (2020). *Paper accepted.*
 47. Methodological Possibilities Through a Lived Story Approach: A Pedagogy of Sustainable Ethics. EECERA 2020: Zagreb, Croatia. *Paper accepted.*
 48. 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.
 49. McNair, L.J., Addison, L.J., & Higgins, L. (2019) Invited to present: Froebel's Principles Today Technical University Liberec, Czech Republic – Froebel's Principles Today.
 50. 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.
 51. 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.
 52. Royal Geographical Society Annual Conference (August 2019). London: England. Presentation: *From Learning Stories to Lived Stories.*
 53. Keynote speaker (2019): "Telling Lived Stories: Developing a Froebelian Approach to Documenting Children's Experiences". Edinburgh Froebel Network: Gifts for our Future 11; Looking inwards, looking outwards, looking forwards'. Edinburgh: John McIntyre Building.
 54. EECERA 29th 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.

55. Potsdam University, Berlin (26 June 2019) Invited to present: *'What do child-centred practices and spaces look like and why bother?*
56. 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.
57. 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.
58. Holyrood, Whitespace, Norloch House, Edinburgh (14 March, 2019). Invited to present: *'Stimulating Play and Learning: Creating Early Years Environments':* McNair, L.J.
59. 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.
60. 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.
61. 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.
62. 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.
63. Care and Learning Alliance, Inverness, Scotland (27 September, 2018) Keynote speaker: *'Play is the highest form of research'.* McNair, L.J.
64. University of Strathclyde (19 June 2018) Keynote speaker: *'Children Making Changes: An Investing in Children Approach to Scotland'.* McNair, L.J.
65. Glasgow Early Years Annual Conference, Glasgow City Council (7 June, 2018). Keynote speaker: *'Lived Stories'* McNair, L.J.
66. The 8th International Froebel Society Conference 'Education for Peace: Froebelian Contributions at Global and Local Level'. Hiroshima Prefectural Citizen's Culture Center, Hiroshima, Japan (6 - 8th September, 2018). Presenter: *'Telling Life Stories: developing a Froebelian approach to documenting children's experiences in the early years'.* McNair, L.J.
67. Children's Rights Conference, Midlothian Council. Midlothian, Scotland. (21 May, 2018). Invited to Present: *'Lived Stories'.* McNair, L.J.
68. Froebel Gathering Day. Richmond, London (21 April, 2018). Invited to Present: *"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.
69. 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.
70. Inspired Kindergartens: Annual Conference for Teachers. Tauranga, New Zealand. (11 November, 2018) Keynote speaker: *"A Child's Work"*. McNair, L. J.
71. 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.
72. 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.
73. EECERA, University of Bologna, Italy, 27th Annual Conference 'Early Childhood Education Beyond the Crisis, Social Justice, Solidarity and Children's Rights'. (29 August – 3rd September 2017). Presenter: *'Institutionalised Ageist Practices'.* McNair, L.J.
74. 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.

75. McNair L and Davis J M (2017) *Young Children Empathy and Froebelian Philosophy and Practice*. UNESCO Child and Family Research Centre 8th Biennial Conference: Rediscovering Empathy: Values, Relationships and Practice in A Changing World. June. Galway.
76. McNair L and Davis J M (2017) The Froebel Approach to Early Education. Holyrood Magazine Developing the Early Years Workforce Conference Edinburgh June 2017.
77. 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.
78. New Zealand Association for Research in Education, 24th 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.
79. UNESCO, Paris, 'Developing a European Family Support Network' (7th – 8th September 2016). Invited to present: *Children and Youth Perspectives on Intersectionality*. McNair, L.J.
80. Early Years Annual Conference, Bishopbriggs Academy. (27th June 2016) Invited to present: *'Taking a dialogic 'look'.* McNair, L.J.
81. EECERA, Dublin City University, Dublin, Ireland, 26th Annual Conference, 'Happiness, Relationships, Emotion and Deep Level Learning'. (31st August – 3rd September 2016). Symposium presentation: *'Parents' and Children's Perspectives on Transitions'*. McNair, L.J.
82. 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.
83. Pedagogies of Educational Transitions, 'Doctoral Students Perspectives', Charles Sturt University, Albury Australia (19 February, 2016) Seminar.
84. 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.
85. 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.
86. International Childhood and Youth Research Network. 3rd 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.
87. Centre for the Study of Childhood and Youth, 4th International Conference, 'Celebrating Childhood Diversity', University of Sheffield (9-11th July, 2013) Invited to Present: *'Understanding Diversity: Young Children, Social Justice and Changing Worlds'*. McNair, L.J.
88. Davis, JM, Aruldoss V, and McNair L (2013) *Understanding Diversity: Young Children, Social Justice and Changing Worlds* 4th International Conference: Celebrating Childhood Diversity 9th - 11th July University of Sheffield.
89. International PhD Symposium on Children's Rights, University of Liverpool (12th January 2013). Presenter: *Children and Parents' Perspectives: the missing piece of the puzzle in understanding young children's transitions*. McNair, L. J.
90. Centre for the Study of Childhood and Youth, 5th International Conference, University of Sheffield (1st-3rd July 2014). Presenter: *Engaging with diverse participant groups: putting reflexivity into practice in ethnographic research*. McNair, L.J.

WEBINAR PRESENTATIONS

1. "It is Rocket Science" (online Scottish Launch of the project) (31.03.2026)
2. The Power of Froebel in Early Childhood (Invited by the Froebel Trust to present) (15.01.2026).
3. Born to Play: Book Launch 'What is this play of the little ones? The great drama of life itself (4 June 2025) (Invited by Tam Baillie to present).
4. Froebel a Brief Introduction to His Life. (15 December 2023) (Invited by Doran, Iran to present).
5. Froebel's Principles Today. (15 December 2023) (Invited by Doran: Iran to present).
6. Froebel the Central Importance of Play. (15 December 2023) (Invited by Doran: Iran to present).
7. Practitioner Inquiry – Troubling Certainty: Making the dominant narratives stutter (3 February 2023). (Invited by the Scottish Government to Present).
8. Learning for Sustainability 'Being human in a non-human world'. (20 September 2022). (Invited to Present)
9. 'Why Does Froebel Matter in the 21st Century?' (4 May 2022). International Webinar Organised by the Froebel Trust. (Invited to present).
10. 'A Froebelian Approach: Nurturing Self-Regulation'. (30 March 2022). Invited to present by Froebel Trust (1883 people registered).
11. 'Basics End of Project Evaluation' The Literacy and Adult Basic Education (LAFE) Project, Uganda (specifically, Gulu; Nwoya; Obongi; Koboko). (28 March, 2022). Invited to present by LAFE.
12. 'How do we capture the learning in our lived stories?' (10 January, 2022). Invited to present by Cowgate Under 5s Centre.
13. 'Rights-Based Practice in the Early Years' (14 December, 2022). Invited to present by the Children's Parliament.
14. 'Enabling participation in early childhood education: Learning from policy interventions in different cultural contexts': 'A Government-Centric Approach to Participation in Early Childhood Education' (December 2021). A webinar from the UKRI GCRF project '[Safe, Inclusive and Participative Pedagogy: Early Childhood Education in Fragile Settings](#)' (SIPP).
15. 'Critical Conversation' – The Curriculum. (21 September 2021). Invited by Education Scotland to be a panel member.
16. Vivid Life and Learning: Rendering Through Lived Stories. Online presentation: Doran International Early Childhood Centre (16 September 2021). (Invited to present by Moray Council).
17. EECERA convocation (November 2020). 'Perspectives on Pedagogy'. Organised by CREC.
18. Observing Children. Froebel USA (online) Conference 2020 (October 2020). Organised by Froebel USA. (Presenter).
19. 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).
20. 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).
21. 4th Froebel Network Gathering (24 April 2020) Organised by Edinburgh Froebel Network. (Presenter).

Any other relevant information including any special circumstances of which the panel is asked to take account

As stated throughout most of my 20 years of research I have carried out a full-time position as a Head of Centre – hence when judging the volume of my outputs, it would be appreciated if that could be taken into account. I was also a non-traditional learner who embarked on HNC qualifications, and did not take the school to degree route. I have also been a FE / SVQ assessor, which leaves me well placed to support and enable the social justice and widening access agenda aim of universities. I am an active supporter of the Athena SWAN Charter.

Hosted the Scottish Launch of: "It is Rocket Science" at MHSES. (24 March 2026).

Invitation to Speak at the St Andrews Union Debating Society: Invited by Birte Burkart to speak at the St Andrews Debating Society (September 2025).

Children as Social Butterflies: Navigating Belonging in a Diverse Swiss Kindergarten: Invited by Yan Zhu, from UCL, to carry out a book review (June 2025).

Raising the Nation Play Commission: Invited by Baroness Ann Longfield to attend the House of Lords, due to my role in the 'Everything to Play : A plan to ensure every child can play' report (June 2025).

CriticiseAI Research: Invited by Federica Carnio, University of Stirling, to participate in the research project CriticiseAI: The Marketisation of AI-powered Educational Feedback in Higher Education (February 2024 - 2025).

Froebel and Play Book Chapter: Invited by Tam Baillie (former Children's Commissioner) to write a chapter on Froebel and Play for his book Born to Play (February 2024 submitted December 2024).

Practitioner Inquiry Consultancy: Invited by Carmel Ward, Early Childhood Ireland, to consult on a Practitioner Inquiry project, including online meetings and a podcast (February 2024).

Give Them Time Celebration Event: Invited to attend the Law that Gives Them Time event hosted by the Scottish Parliament (January 2024).

SERA Joint Inspection Consultation: Participated in the SERA discussion on the IES / CI joint inspection report (January 2024). My name will be included in the political response.

Academic Career Feature: Professor Richard Willis wrote an article on my academic career, stating he would "very much like to work with Dr Lynn McNair OBE in view of her outstanding contributions to early years education," which the editor of EYE (Early Years Educator) is interested in publishing (January 2024).

LIST OF PUBLICATIONS

Books Published / Book Chapters:

McNair, L.J. (2025) 'What is this play of the little ones? It is the great drama of life itself'. In T. Baillie., J.H. McKendrick (2025) Born to Play. Paisley: C/C/W/B Press.

McNair, L. J. (2024) An Ethnographic Approach to Carrying Out Transitions with Young Children. (pp.179 -196). In A-W. Dunlop., S. Peters, and S.L. Kagan. The Bloomsbury Handbook of Early Childhood Research. London: Bloomsbury.

McNair, L. J. (2024) Learning from our Children: The story of Eilidh. In T. Bruce, et al. (eds). The Bloomsbury Handbook to Friedrich Froebel. London: Bloomsbury. Pp 256-262.

McNair, L. J. (2023) Harnessing the Power of Evidence: Parental participation in one Early Learning and Childcare setting in Scotland. In C. Devaney. International Perspectives on Parental Support and Parental Participation in Child and Family Services. London: Routledge.

McNair, L. J., Blaisdell, C., Davis, J.M., and Addison, L.J. (2022) Act of Pedagogical Resistance: Marking out an ethical boundary against human technologies. In Teresa.K. Aslanian. Det er her det skjer! Møter med etikk, religion og filosofi i barnehagen universitetsforlaget (pp. 131-147).

E.J. White., McNair, L.J., Redder, B., Santos da Costa., Souza Amorim., Harju, K., Westbrook, F., and Herold, L.K., Revilla, Y.L., and Marwick, H. (2022) Enacted Pedagogies in First Transitions (pp. 109 – 136). In E.J. White., H. Marwick., N. Rutanen., K. Souza Amorim., L.K.M. Harold (eds.) First Transitions to Early Childhood Education and Care. Intercultural Dialogue Across the Globe.

McNair L.J. and Blasdell. C. (2022) 'Children's Involvement in Auditing the Learning Environment in Scotland' in L. Arnott and K. Wall: The Theory and Practice of Voice in Early Childhood: An International Exploration. London: Routledge.

Blaisdell, C., Davis, J.M., Aruldross, V., and McNair, L. Towards a more participatory fulfilment of young children's rights in early learning settings: Unpacking universalist ideals in India, Scotland and the EU. Pp. 395-405. In J. Murray., B.B. Swadener., and K. Smith. The Routledge International Handbook of Young Children's Rights. London: Routledge.

- 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.
- 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' pp.132-137. 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. 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.
- Spratt, J., Spencer, B., McNair L.J, Whinnett, J., Waters, J. & Clement, J. (2018) Froebelian chimings with the legally framed early childhood curriculum document in Great Britain. In T. Bruce, P. Elfer, S. Powell and L. Werth. *The Routledge International Handbook of Froebel and Early Childhood Practice: Re-articulating Research and Policy*. Bruce, T., Elfer, P., Powell, S. & Werth, L. (eds.). Routledge, p. 285-291.
- 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. (pp.132-137).
- 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*. (pp.100 -159).
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