

## ARC Research Symposium

**Saturday 28th September 2024**  
**10am - 3.30pm**

### FREE Virtual Event

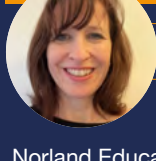
ARC's purpose is to support all schools and education settings to be attachment and trauma aware in their practice for the benefit of all members of the learning community and particularly the most vulnerable, by bringing together, sharing and celebrating best practice. Key to that is our members' research which helps shape, inform and enhance that practice, and continues to develop our understandings of trauma and attachment.

**This open and supportive knowledge exchange symposium enables researchers to share and discuss their work, whether introducing a completed doctorate, discussing an action research project, or exploring new ideas and perspectives on aspects of practice.**



10.00 - 10.10	Welcome	Kate Brooks
10.10 - 10.30	ARC Director of Partnerships	Zoe Byrne
10.30 - 11.00	Speaker 1	Lisa Gentle
11.00 - 11.30	Speaker 2	Rachel Jones
11.30 - 11.45	Break	
11.45 - 12.15	Speaker 3	Sarah Collins and Clare Holmes
12.15 - 12.45	Speaker 4	Clare Anderson
12.45 - 13.30	Lunch	
13.30 - 14.00	Speaker 5	Steph Little
14.00 - 15.00	Emotion coaching workshop	ECUK
15.00 - 15.30	Plenary & thanks/discussion/networking	Kate Brooks

### Speakers



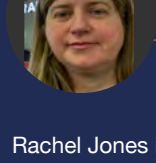
**Lisa Gentle**

Lisa's role as Research Associate involves her working on targeted research projects alongside fulfilling the role of Assistant Managing Editor of the *Norland Educare Research Journal*. Lisa is currently conducting qualitative analysis of Emotion Coaching data and has previously conducted similar analysis for an Attachment Aware Schools project which resulted in co-authorship of a detailed report and sole authorship of a paper. She also provides other researchers with support and collaborates with others working on research projects. This aspect of her role has resulted in co-authorship of a paper about infant sleep submitted to the *Norland Educare Research Journal* for publication.

Lisa is nearing the end of an attachment related psychology research PhD investigating the association between implicit secure base script knowledge and unconscious assumptions about help seeking and help providing behaviours in mentoring relationships.

The presentation is an overview of an examination of 43 pre-existing case studies, each consisting of a background and outcome statements gathered from staff working with pupils participating in an Attachment Aware Schools project. The following three themes relevant to the staff experience and perception of the AAS project were identified and will be explored during the presentation: pupil development, opportunities for growth and change, and barriers to growth and change.

*We need more space around this photo please*



**Rachel Jones**

*Exploring opportunities for teachers and parents to work in partnership together to support adopted children.*

Rachel Jones is a Senior Lecturer in Education at Birmingham City University She worked as an Early Years and Primary school teacher in the Black Country before moving on to ITE. Currently she teaches on Community Studies programmes at BCU. Rachel adopted her son in 2015 which led to her interest in exploring attachment and trauma-informed practice as well as the provision for previously looked after children.

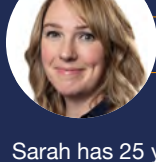
Her EdD research examines the partnerships and relationships between primary school teachers and families who have adopted children. Adoptive parents share their child's life history through their life storybooks, as well as the information they have shared with their child's teacher to assist in their child's holistic development. Analysis from a recent survey completed by primary school teachers focusses in on how equipped they are to support adopted children appropriately to make progress both academically and in their social and emotional development.



**Clare Holmes**

*Programme Leader for ATMH Partnerships, University of Chester*

Clare joined the University of Chester in 2019. She is an experienced educational practitioner and worked in mainstream secondary education for the 28 years in a range of pastoral roles including SENCo, Designated Teacher for Looked After Children, Safeguarding Lead and Mental Health Lead. This led her to complete the National Award for Special Educational Needs Coordination (NASENCO) alongside becoming a Specialist Leader of Education for Emotional and Mental Health. Clare has also worked on multi-agency initiatives to embed attachment-aware and trauma-informed approaches in schools and other settings. Clare teaches on a range of modules at both undergraduate and postgraduate level and leads on several projects in partnership with Local Authorities and charities. She is an advocate for inclusive practices within education and has a personal commitment to her own continuing professional development in the field of special educational needs and disabilities, with a particular interest in social, emotional and mental health needs.



**Sarah Collins**

*Programme Leader for ATMH PGCert, University of Chester*

Sarah has 25 years' experience working in education, as Primary classroom practitioner, SENCO and senior leader including Deputy Headship. She has been responsible for teaching and learning in a variety of schools and contexts both in the UK and Spain. She completed the NASENCO award and MA SEND through Chester University with a focus on pastoral support provision in Primary settings. Sarah teaches on a range of programmes at the University of Chester, both at undergraduate and postgraduate level and is programme leader for the Attachment, Trauma and Mental Health PGCert. More recently she has been involved in external projects with virtual schools and local authorities auditing schools, public sector and community and voluntary sector organisations (e.g. probation service, women's refuges, drug treatment service) for their provision of attachment and trauma-aware practice for staff and service users.



**Clare Anderson**

*Senior Educational Psychologist - Dorset Council*

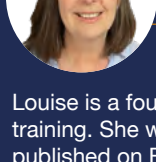
I have worked as an Educational Psychologist for a local authority since 2005, having previously been a Secondary Art Teacher and Head of Year. My particular areas of interest over the years have included working with care-experienced children, attachment and trauma. I completed my professional doctorate in Educational Psychology at UCL in February 2024, and my thesis research was focused on exploring the use of emotion coaching in secondary schools. The aim of my research was to investigate the impact of training secondary school teachers to use emotion coaching on students' subsequent emotional reactivity (observed emotion regulation) in the classroom.



**Steph Little**

Steph spent most of her 17 years in schools teaching A Level and GCSE Psychology. She has a master's in Child and Adolescent Mental Health from the University of Northampton where she evaluated an Attachment and Trauma informed teacher training INSET and published the impact the training had on teachers cognitive empathy (2020 and 2021).

Most recently, Steph graduated from the Doctorate in Educational and Child Psychology at UCL (2023) and she is now working as an Educational and Psychological in Bedfordshire. Her thesis explored secondary teachers' perspectives on self-regulated learning. Feedback suggested that this is a useful format to support teachers to bridge the gap between a relational approach and delivering curriculum objectives. She is looking forward to explaining this in her talk.



**Dr Louise Gilbert**

*Emotion Coaching UK*

Louise is a founder of Emotion Coaching UK (EC UK), which supports EC research and training. She worked on the original Bath Spa University EC implementation project and has published on EC in academic journals and has edited two textbooks.

She also facilitates the EC UK Research Community and supports practitioners in developing their research skills and projects.

Louise presents to national and international audiences and acts as a consultant for multi-disciplinary and specialist groups implementing EC programmes.

She has been integral to successful bids for research projects, most recently, the Department of Education's Early Years Recovery Programme.

**Click here to book your ticket**