

Education Committee  
**DfE use of Evidence**

**Dr David Whitebread     Dr Pam Jarvis**  
**On behalf of the Save Childhood Movement**  
**Early Years Education (EYE) Academic Advisory Group**  
**[www.savechildhood.net](http://www.savechildhood.net)**

**Summer-born children: the case for equal opportunities and inclusion**

There is a considerable body of evidence, stretching back to at least the 1960's (Armstrong, 1966; Bell & Daniels, 1990) showing that summer-born children significantly under-achieve academically in relation to autumn born children. They are, for example, significantly over-represented amongst the children diagnosed with specific learning difficulties (Martin et al, 2004) and attending special schools (Bibby et al, 1996). The precise causes of this have been difficult to determine, but it is likely that the relative immaturity of summer born children in age-cohort classes is a significant factor. In one particular study, Daniels, Shorrocks-Taylor and Redfern (2000) showed that summer born children's results in standard tests still showed a systematic difference to the results of children born at an earlier stage in the school year, even when they had spent the same amount of time at school as their older classmates. It therefore appears that this difference arises because they remain the youngest in their class and that simply taking children into the school system at an earlier age does not adequately tackle the issue, and that as long as summer-born children remain in age-cohort classes, where they are always the youngest and least cognitively and physically mature, they will not be able to benefit from the educational experiences provided as well as their older peers.

There is robust evidence from around the world that, on average, the youngest children in their year group at school perform at a lower level than their older classmates (the 'birthdate effect'). This is a general effect found across large groups of pupils. Specific Summer-born pupils may be progressing well, but the strength of the effect for the group as a whole is an issue of very significant concern

Sykes et al (2009, p.3)

There are only two nations in the world where this effect is not experienced- Finland and Denmark (Bedard and Dhuey 2006). In both nations, children are not expected to engage in a formal academic curriculum until much later in their schooling than in other European nations, by which time the developmental experience percentage 'gap' has begun to significantly narrow. For example, by the eighth birthday summer born children have 12.5% less developmental experience than winter born children, compared to a 20% differential between a four year old and a five year old. By the mid-teens, children from both of these nations significantly outperform British children in many areas of the curriculum, literacy in particular (PISA 2009).

The 'summer born' effect is more apparent in the early years, but it is found across the whole period of education in England, and at levels that indicate the youngest children experience the greatest problems.

## Summer-born children keep on lagging behind

% attainment gap between autumn-born and summer-born children



theconversation.com

Data: UK Department for Education. \*Maths

(Theconversation.com 2014)

In England, we find that being younger in your school year has significant negative effects on outcomes including national achievement tests at age 16 and higher education (college) participation at age 19/20. This negative effect is not only for the very youngest – it is incremental across the whole age distribution within a cohort.

(Institute for Fiscal Studies 2010, p.2)

Crawford et al (2011) suggest that there is additional evidence to suggest that summer born children are more likely to report being bullied or that they are 'unhappy' in the early stages of schooling than winter born children, more likely to opt for vocational training than academic study at the 16-18 stage of education, and less likely to attend a Russell Group University. They also find evidence that middle class summer borns are given a richer learning environment in the home than winter borns: 'parents appear to be 'compensating' for the disadvantages that their August-born children face in school by spending more time at home helping them learn' Crawford et al (2011, p.3), but that this has little impact upon the summer-born/ winter born gap when socio-economic advantage data is factored in. This again suggests that extra input is not effective in closing the summer born/ winter born gap. Why might this be?

Evidence from developmental psychological research suggests that children's abilities to learn through direct instructional approaches, typical of formal schooling, are not clearly secured until around the age of 7 years. During this period, the rapid development of children's executive functioning (working memory, inhibitory control and control of their attention) (Garon, Bryson & Smith, 2008) and 'Theory of Mind' (Klein, 1998) support their crucially significant transition from being dependent on the guidance of adults, or 'other-regulated', to achieving independent cognitive control, or 'self-regulation'. In a number of recent publications, Whitebread (2012, 2013, 2014) has provided comprehensive reviews of research indicating the fundamental significance of early self-regulation for long-term educational achievement and emotional well-being, and the role of informal adult-child interactions and playful learning experiences in supporting its early development. This evidence clearly supports the view that children are best supported to become confident and powerful learners by the provision of informal, play-based educational experiences up to the age of 7. At that point, they are then equipped, irrespective of the month of their birth, to be able to benefit from formal schooling.

In England, Sykes et al report that a disproportionate number of summer born children are referred for special educational needs, many of whom had been initially misdiagnosed. It appears that some early years teachers and practitioners create over-homogeneous expectations of children allocated to birth year 'class' cohorts, regardless of the fact that the oldest child in the group has benefitted from 20% more developmental experience than the youngest: 'teachers may not take children's relative levels of maturity into account when making assessments of their ability and may therefore label younger children as less able than their older peers' (Sykes et al 2009, p.4). Crawford et al (2011) additionally found that summer born children were more likely to smoke tobacco and cannabis, and to be regular drinkers of alcohol in the mid-teenage years. The reasons for this are unclear; for example it may relate to accumulated stress caused by being constantly pitted against older children in a highly competitive education system, which simplistically ranks pupils on the basis of formal test results, or it may be due to the relative immaturity of summer borns when they initially meet such temptations, as compared to their winter born peers.

The evidence therefore suggests that in England, we urgently need to change our school entry procedures. It is crucial that children are not discriminated against at the very beginning of their schooling on the basis of the time of the year at which they were born; and the research suggests that such a policy is just as damaging as discriminating against a child on the basis of disability, ethnicity or gender, all of which are the focus of quite exacting legislation in The Equality Act 2010 (Gov.UK 2013). Even the most basic equal opportunities approach would entail all children having the same entitlement to education and care that is appropriate to their current stage of development, regardless of birth-date: 'If the aspiration of 'fairness for all children' in education is to be realised, the contribution of the developmental courses of cognitive and emotional abilities to birth date effects needs closer investigation' (Sykes et al 2009, p.34).

Based on a review of the international literature relating to early years education reform, the Scottish Executive Education Department (2006) suggested that the evidence suggests that a better way to proceed with respect to a school entry age would be to create two distinct stages of early years practice from birth to three and from three to six, with children's setting placement in the later stage being extremely flexible, based on a number of factors, most importantly, the child's individual level of development. Flexible admission to school based on calendar age rather than allocation to a birth year cohort was also advocated by Sprietsma (2007), in a study carried out for the Center for European Economic Research. Perhaps some thought should be given to extending the 'early years' stage of education, and flexible admission, transitions and grouping of children to the point at which the child attains his/ her seventh birthday, by which time the percentage of life experience that a summer born child lacks in comparison to an autumn born child has greatly reduced, besides which the ability of the child to deal with the abstract language and concepts required to fully engage in the culture of formal education has greatly increased due to increasing developmental maturity (Whitebread 2012, 2013, 2014).

In England, concerned parents have created the Campaign for Flexible School Admissions for Summer Born Children (<http://summerbornchildren.org/home-2/>), claiming that their children's rights as stipulated by the European Union Charter of Fundamental Rights have been contravened, in terms of their child's best interests not being a consideration in England's processes for admission to the education system. In July 2013, the DFE published

a document in response to such criticisms, setting out their policy. Initially, they inform readers that parents are not compelled to send their child to school until s/he has passed his/her fifth birthday, but they go on to state that 'Children are assessed when they reach the end of each key stage, not when they reach a particular age' (DFE 2013, p.7). This clearly puts parents into an insoluble quandary. On the basis of this policy muddle, if a child turns five in August s/he does not legally have to attend school until the entry to Year 1- however, s/he will still be assessed on the same basis as children who were born in the September of the previous year, and who have been in school for a whole year longer. This is clearly highly discriminatory, and in the face of such a muddled approach to school entry, it is very understandable that parents are left with no choice other than to express their dissatisfaction in a formal campaign against this policy.

The evidence would therefore seem to suggest that a fairly radical change to school admission policies is required if the UK schooling system is to respond in an equitable fashion to the needs of children born in different months of the year. The evidence from international comparisons, and from what is now known about early child development, would suggest that the simplest and most sustainable approach would be to extend the period of informal, play-based pre-school provision, along the lines of the existing Early Years Foundation Stage, until children are 7 years of age. This would ensure that all children would then be cognitively and emotionally ready to begin their formal schooling, including formal instruction in reading and mathematics. Countries in which this is the current approach have been shown to achieve higher educational outcomes overall, and to have eradicated inequitable consequences for their 'summer-born' children.

## References

Armstrong, H. G. (1966) A comparison of the performance of summer and autumn-born children at eleven and sixteen, *British Journal of Educational Psychology*, 36, 1, pp. 72-6.

Bedard, K., and Dhuey, E. (2006). The Persistence of Early Childhood Maturity: International Evidence of Long-Run Age Effects. *The Quarterly Journal of Economics*, 2006, 121(4), 1437-1472

Bell, J. F. & Daniels, S. (1990) Are Summer-Born Children Disadvantaged? The Birthdate Effect in Education, *Oxford Review of Education*, Vol. 16, No. 1, pp. 67-80.

Bibby, P.A., Lamb, S.J., Leyden, G. & Wood, D. (1996) Season of birth and gender effects in children attending moderate learning difficulty schools, *British Journal of Educational Psychology*, 66, 2, pp. 159-68.

Crawford, C. Dearden. L. and Greaves, E. (2011) Does when you are born matter? The impact of month of birth on children's cognitive and non-cognitive skills in England. Available at: <http://www.ifs.org.uk/bns/bn122.pdf>

Daniels, S., Shorrocks-Taylor, D. and Redfern, E. (2000) 'Can Starting Summer-born Children Earlier at Infant School Improve their National Curriculum Results?'. *Oxford Review of Education*, vol. 26 (2), pp 207-220. UK: Carfax Publishing.

DFE (2013) Advice on the admission of summer born children. Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/308008/Summer\\_born\\_advice\\_amended\\_May\\_14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/308008/Summer_born_advice_amended_May_14.pdf)

Gov.UK (2013) Equality Act 2010: guidance. Available at: <https://www.gov.uk/equality-act-2010-guidance>

Garon, N., Bryson, S. E., & Smith, I. M. (2008). Executive function in preschoolers: A review using an integrative framework. *Psychological Bulletin*, 134(1), 31-60.

Institute for Fiscal Studies (2010) When you are born matters: The impact of date of birth on educational outcomes in England. Available at: <http://www.ifs.org.uk/wps/wp1006.pdf>

Klein, P. D. (1998). The role of children's theory of mind in science experimentation. *The Journal of Experimental Education*, 66, 101–124.

PISA (2009) What Students Know and Can Do. Available at: <http://www.oecd.org/pisa/pisaproducts/pisa2009keyfindings.htm>

Scottish Executive Education Department (2006) Early Years Education: Perspectives from a review of the international literature. Available at: <http://www.scotland.gov.uk/Resource/Doc/90566/0021792.pdf>

Sprietsma, M. (2007) The Effect of Relative Age in the First Grade of Primary School on Long-Term Scholastic Results: International Comparative Evidence using PISA 2003, ZEW Discussion Papers, No. 07-037

Sykes, E., Bell, F. and Rodeiro, C. (2009) Birthdate Effects: A Review of the Literature from 1990-on. Available at: <http://www.cambridgeassessment.org.uk/Images/109784-birthdate-effects-a-review-of-the-literature-from-1990-on.pdf>

The Conversation (2014) Children born in summer suffer at school, but here's how to start tackling this problem. Available at: <http://theconversation.com/children-born-in-summer-suffer-at-school-but-heres-how-to-start-tackling-this-problem-34634>

Whitebread, D. (2012). *Developmental Psychology and Early Childhood Education*. London: Sage.

Whitebread, D. (2013) Self-regulation in young children: its characteristics and the role of communication and language in its early development. In D. Whitebread, N. Mercer, C. Howe & A. Tolmie (Eds.). *Self-regulation and dialogue in primary classrooms*. *British Journal of Educational Psychology Monograph Series II: Psychological Aspects of Education – Current Trends*, No. 10. (pp. 25-44). Leicester: BPS.

Whitebread, D. (2014). The importance of self-regulation for learning from birth. In H. Moylett (Ed.). *Characteristics of Effective Learning: helping young children become learners for life* (pp. 15-35). Maidenhead: Open University Press.

## Contributor bios

### Dr David Whitebread, Faculty of Education, Cambridge

David Whitebread is a developmental cognitive psychologist and early years specialist. Before joining the Faculty he taught in Primary schools, mainly in Leicestershire, for 12 years. His research interests are concerned with children's cognitive development and implications for early years and primary education. A particular focus has been the development of metacognitive awareness and strategic control in relation to a number of areas of learning. These have included children's problem solving and reasoning, mathematical strategies and road safety skills. Other interests include children learning through play, evolutionary psychology and the application of cognitive neuroscience to education. His current research focus is concerned with the early development of metacognition and self-regulation in young children, and with the role of play and language in supporting this development.

### Current Research Projects

**ChAT** (Children Articulating Thinking): an internally funded project which aims to examine the role of classroom talk in the development of Year 1 children's metacognition and self-regulation.

**PLaNS** (Play, Learning and Narrative Skills): a project funded by the LEGO Foundation investigating the impact of an intervention using playful experiences with Lego to support the development of children's metacognitive abilities, and their narrative and writing skills.

### Selected Publications

**Whitebread, D.** (2014). The importance of self-regulation for learning from birth. In H. Moylett (Ed.). *Characteristics of Effective Learning: helping young children become learners for life* (pp. 15-35). Maidenhead: Open University Press.

**Bryce, D. & Whitebread, D.** (2012) The development of metacognitive skills: evidence from observational analysis of young children's behaviour during problem-solving. *Metacognition and Learning*, 7 (3), 197-217.

**Whitebread, D. & Pino Pasternak, D.** (2013) Video analysis of self-regulated learning in social and naturalistic contexts: The case of preschool and primary school children. In S. Volet & M. Vaurus (Eds). *Interpersonal Regulation of Learning and Motivation: Methodological Advances* (pp. 14-44). New York: Springer.

**Sangster-Jokic, C., Polatajko, H. & Whitebread, D.** (2013). Self-regulation as a mediator in motor learning: The effect of the Cognitive Orientation to Occupational Performance approach on children with DCD. *Adapted Physical Activity Quarterly*, 29, 103-126.

**Whitebread, D. & Basilio, M.** (2013). Play, culture and creativity. In D. Gauntlett & B. Stjerne-Thomsen (Eds.) *Cultures of Creativity*. Billund, Denmark: The LEGO Foundation.

**Whitebread, D., Mercer, N., Howe, C. & Tolmie, A.** (Eds.) (2013). Self-regulation and dialogue in primary classrooms. *British Journal of Educational Psychology Monograph Series II: Psychological Aspects of Education – Current Trends*, No. 10. Leicester: BPS.

**Whitebread, D.** (2013) Self-regulation in young children: its characteristics and the role of communication and language in its early development. In D. Whitebread, N. Mercer, C. Howe & A. Tolmie (Eds.). *Self-regulation and dialogue in primary classrooms. British Journal of Educational Psychology Monograph Series II: Psychological Aspects of Education – Current Trends, No. 10.* (pp. 25-44). Leicester: BPS.

**Coltman, P., Warwick, J., Wilmott, J., Pino Pasternak, D. & Whitebread, D.** (2013) Teachers co-constructing pedagogical practices to support children's exploratory talk and self-regulation: the Children Articulating Thinking (ChAT) project. In D. Whitebread, N. Mercer, C. Howe & A. Tolmie (Eds.). *Self-regulation and dialogue in primary classrooms. British Journal of Educational Psychology Monograph Series II: Psychological Aspects of Education – Current Trends, No. 10.* (pp. 127-146). Leicester: BPS.

**Whitebread, D.** (2013). Too much, too young. *New Scientist, No. 2943, 16 November, 28-29.*

**Whitebread, D. & O'Sullivan, L.** (2012). Preschool children's social pretend play: supporting the development of metacommunication, metacognition and self-regulation. *International Journal of Play 1*(2),

**Grau, V. & Whitebread, D.** (2012). Self and social regulation of learning during collaborative activities in the classroom: The interplay of individual and group cognition. *Learning and Instruction, 22*(6), 401-12.

**Whitebread, D. & Grau Cardenas, V.** (2012) Self-regulated learning and conceptual development in young children: the development of biological understanding. In A. Zohar & Y.J. Dori (eds). *Metacognition in Science Education: Trends in current research* (pp 101-132). New York: Springer.

**Whitebread, D.** (2012). *Developmental Psychology and Early Childhood Education.* London: Sage.

**Whitebread, D., Basilio, M., Kovalja, M. & Verma, M.** (2012). *The importance of play: a report on the value of children's play with a series of policy recommendations.* Brussels, Belgium: Toys Industries for Europe.

**Whitebread, D. & Basilio, M.** (2012) The emergence and early development of self-regulation in young children. *Profesorado: Journal of Curriculum and Teacher Education, Monograph issue: Learn to learn. Teaching and evaluation of self-regulated learning, 16*(1),15-34.

**Sangster Jokic, C. & Whitebread, D.** (2011) The role of self-regulatory and metacognitive competence in the motor performance difficulties of children with developmental coordination disorder: A theoretical and empirical review. *Educational Psychology Review, 23,* 75-98

**Bryce, D., Szűcs, D., Soltész, F. & Whitebread, D.** (2011). The development of inhibitory control: An averaged and single-trial Lateralized Readiness Potential study, *NeuroImage, Special issue: Educational Neuroscience, 57* (3), 671 - 685.



**Whitebread, D. & Coltman, P.** (2011) Developing young children as self-regulated learners. In Moyles, J., Georgeson, J. & Payler, J. (Eds) *Beginning Teaching: Beginning Learning: In Early Years and Primary Education*. Maidenhead: Open University Press.

**Whitebread, D. & Bingham, S.** (2011). *School readiness: a critical review of perspectives and evidence*. TACTYC Occasional Paper No. 2: TACTYC.

**Gauntlett, D., Ackermann, E., Whitebread, D., Wolbers, T., Wekstrom, C. & Thomsen, B.S.** (2011) *The Future of Learning*. Billund, Denmark: The LEGO Group.

**Pino Pasternak, D. & Whitebread, D.** (2010) The role of parenting in children's self-regulated learning. *Educational Research Review*, 5, 220-242.

**Gauntlett, D., Ackermann, E., Whitebread, D., Wolbers, T. & Wekstrom, C.** (2010) *The Future of Play*. Billund, Denmark: The LEGO Group.

**Whitebread, D. & Coltman, P.** (2010) Aspects of pedagogy supporting metacognition and mathematical learning in young children; evidence from an observational study, *ZDM: The International Journal on Mathematics Education*, 42 (2), 163-178

**Whitebread, D.** (2010) Play, Metacognition & Self-Regulation. In P. Broadhead, J. Howard & E. Wood (eds) *Play and Learning in Early Years Settings: from research to practice*. London: Sage.

**Whitebread, D., Almeqdad, Q., Bryce, D., Demetriou, D., Grau, V. & Sangster, C.** (2010) Metacognition in young children: current methodological and theoretical developments. In A. Efklides & P. Misailidi (eds) *Trends and Prospects in Metacognition Research*. New York: Springer.

**Whitebread, D. & Pino Pasternak, D.** (2010) Metacognition, Self-Regulation & Meta-Knowing. In Littleton, K., Wood, C. & Kleine Staarman, J. (eds) *International Handbook of Psychology in Education*. Bingley, UK: Emerald.

**Whitebread, D., Coltman, P., Pino Pasternak, D., Sangster, C., Grau, V., Bingham, S., Almeqdad, Q. & Demetriou, D.** (2009) The development of two observational tools for assessing metacognition and self-regulated learning in young children, *Metacognition and Learning*, 4(1), 63-85

**Whitebread, D., Coltman, P., Jameson, H. & Lander, R.** (2009) Play, cognition and self-regulation: what exactly are children learning when they learn through play? *Educational and Child Psychology*, 26, 2, 40-52

**Szücs D, Soltész F, Bryce, D. & Whitebread, D.** (2009) Real-time tracking of motor response activation and response competition in a Stroop task in young children: A lateralized readiness potential study, *Journal of Cognitive Neuroscience*, 21, 11, 2195-2206

**Bingham, S. and Whitebread, D.** (2008) Teachers supporting children's self-regulation in conflict situations within an early years setting. In Papatheodorou T. and Moyles J. (eds) *Learning Together in the Early Years: Exploring Relational Pedagogy*. London: Routledge.



**Whitebread, D.** with Dawkins, R., Bingham, S., Aguda, A. & Hemming, K. (2008) Organising the early years classroom to encourage independent learning. In Whitebread, D. & Coltman, P. (eds) (2008) *Teaching and Learning in the Early Years, 3rd ed.*, Routledge

**Whitebread, D. & Coltman, P.** (eds) (2008) *Teaching and Learning in the Early Years, 3rd ed.*, Routledge

**Whitebread, D., Bingham, S., Grau, V., Pino Pasternak, D. & Sangster, C.** (2007) Development of Metacognition and Self-Regulated Learning in Young Children: the role of collaborative and peer-assisted learning, *Journal of Cognitive Education and Psychology*, 3, 433-55

**Whitebread, D. & Coltman, P.** (2007) 'Developing Young Children as Self-Regulating Learners'. In J. Moyles (ed) *Beginning Teaching: Beginning Learning in Primary Education*, 3rd Ed., Open University Press

**Whitebread, D.** (2006) 'Creativity, problem-solving and playful uses of technology: games and simulations in the early years classroom'. In M. Hayes, and D. Whitebread (ed) *ICT in the Early Years*, Open University Press

**Whitebread, D. & Jameson, H.** (2005) 'Play, Storytelling and Creative Writing'. In Moyles, J. (ed) *The Excellence of Play*, 2nd Ed, Open University Press

**Whitebread, D., Anderson, H., Coltman, P., Page, C. , Pino Pasternak, D. & Mehta, S.** (2005) 'Developing Independent Learning in the Early Years', *Education 3-13*, 33, 40-50

**Whitebread, D. & Neilson, K.** (2000) 'The contribution of visual search strategies to the development of pedestrian skills by 4-11 year old children', *British Journal of Educational Psychology*, 70, 4, 539-57

**Hendy, L. & Whitebread D.** (2000) 'Interpretations of Independent Learning in the Early Years', *International Journal of Early Years Education*, 8, 3, 243-52

**Whitebread, D.** (ed) (2000) *The Psychology of Teaching and Learning in the Primary School*, London: RoutledgeFalmer

**Whitebread, D.** (1999) 'Interactions between children's metacognitive processes, working memory, choice of strategies and performance during problem-solving', *European Journal of Psychology of Education*, 14, 4, 489-507

**Whitebread, D.** (1996) 'The Development of Children's Strategies on an Inductive Reasoning Task', *British J. of Educational Psychology*, 66, 1, 1-21

#### **In Press**

**Kuvalja, M., Basilio, M., Verma, M. & Whitebread, D.** (in press). Self-directed language and private gestures in the early emergence of self-regulation: current research issues. *Hellenic Journal of Psychology: Special Issue: Perspectives on Self-Regulation Research in Education*

**Kuvalja, M., Verma, M. & Whitebread, D.** (in press). Patterns of co-occurring non-verbal behaviour and self-directed speech: A comparison of three methodological approaches. *Metacognition & Learning: Special Issue*

**Whitebread, D. & Bingham, S.** (in press). School readiness, starting age, cohorts and transitions in the Early Years. In J. Moyles, J. Georgeson & J. Payler (Eds.). *Early Years Foundations: The Critical Issues*, 2nd Ed. Maidenhead: Open University Press.

**Whitebread, D., Pino-Pasternak, D. & Coltman, P.** (in press). Making Learning Visible: the role of language in the development of metacognition and self-regulation in young children. In S. Robson & S. Quinn (Eds.). *The Routledge International Handbook of Young Children's Thinking and Understanding*. London: Routledge

### **Dr Pam Jarvis, Leeds Trinity University**

Dr Pam Jarvis is both a historian and a graduate psychologist, and her key research focus is that of 'well being' in education across all age ranges and academic levels. She has many years of experience of creating and teaching developmental, social science and social policy modules for Education/ Child Development programmes in higher education. She has Qualified Teacher Status (secondary) and was awarded a PhD by Leeds Metropolitan University in 2005 for her thesis 'The Role of Rough and Tumble Play in Children's Social and Gender Role Development in The Early Years of Primary School'.

Before joining Leeds Trinity, she led the postgraduate programme in Early Childhood Studies and the Early Years Professional Status Project at Margaret McMillan School of Teaching, Health and Care in the Bradford College University Centre. She has been an Open University Associate Lecturer since 1997, and is currently working on the Masters in Education/ Masters in Childhood and Youth module 'Understanding Children's Development and Learning'.

Pam is originally from South London, but has lived in Yorkshire for over 25 years. She has three adult children who provided her initial education relating to the importance of play-based learning within human development, and she continues to learn from observing the play of her two young grandsons.

### **Teaching and Administration**

Pam is currently working in the Department of Children, Families and Young People, delivering modules on the Foundation Degree and the BA (Hons). From September 2014, she will be contributing to the Leeds Trinity University Early Years Teacher Status pathways.

### **Research**

Pam has been engaged in active research for over twenty years, and is currently concluding a piece of historical research on the life and work of Early Years practice pioneer Margaret McMillan. She is preparing to extend her PhD research, focusing specifically on the original narratives that young children create within their free play. Her theoretical approach is that of human development through biocultural or 'nature via nurture' processes, viewing the evolutionary, biological and social aspects of development as intricately intertwined; this is outlined in her book 'Perspectives on Play'; see below. In the past, she acted as lead researcher on a project that evaluated a reading recovery programme for secondary school pupils within the inner city areas of Leeds, Bradford and Halifax, and a project that

investigated the experiences of 'parent learners,' balancing higher education study with the provision of care for dependent children and paid employment.

### **Selected publications**

Brock, A., Jarvis, P. and Olusoga, Y. (2014) *Perspectives on Play: Learning for Life (2<sup>nd</sup> Edn)*. Abingdon: Routledge.

Brock, A., Dodds, S, Jarvis, P. and Olusoga, Y. (2011) *Brincar: aprendizagem para a vida*. Sao Paulo: Grupo A. (Brazilian edition of *Perspectives on Play*, translated by Fabiana Kanan)

Brock, A., Dodds, S, Jarvis, P. and Olusoga, Y. (2009) *Perspectives on Play: Learning for Life*. Harlow: Pearson Education.

Jarvis, P. and Broadhead, P. (2010) Playful Learning Seminar: Leeds Metropolitan University 8th April 2008. *Research Intelligence*, Spring 2010 (BERA publication).

Jarvis, P., George, J. and Holland, W. (2012) *The Early Years Professional's Complete Companion* (second edition). Harlow: Pearson Longman.

Jarvis, P., George, J. and Holland, W. (2010) *The Early Years Professional's Complete Companion*. Harlow: Pearson Longman.

Jarvis, P. and George, J. (2010) Thinking it Through: Rough and Tumble Play, pp.164-178 in J. Moyles (Ed) *Thinking it through: Reflecting on playful pedagogy in the early years*. Buckingham: OU Press.

Jarvis, P. and Georgeson, J. (2014) Theme 2: Parents and Families. In J. Payler and E. Wood (Eds) *Early Years Policy Advice and Future Research Agendas*. London: BERA. <http://www.bera.ac.uk/wp-content/uploads/2014/02/Early-Years-Policy-BERA-TACTYC2.pdf>

Jarvis, P. and Holland, W. (2015) The Freedom of the Great Outdoors. In L.Trodd (Ed) *The Early Years Practitioner's Handbook*. Abingdon: Routledge (in publication).

Jarvis, P. and Holland, W. (2011) The Early Years Professional and the Children's Centre: at the hub of the 'Big Society'? pp. 79-92 in A. Brock and C. Rankin (Eds) *Making it work for the child: professionalism for the early years interdisciplinary team*. London: Continuum.

Jarvis, P., Newman, S., Holland, W. and George J. (2012) *Research in the Early Years: a step by step guide*. Harlow: Pearson Longman.

Jarvis, P., Newman, S. and Swiniarski, L. (2014) On 'becoming social': the importance of collaborative free play in childhood. *International Journal of Play*. Vol. 3, No. 1, pp. 53-68. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/21594937.2013.863440>

Jarvis, P. (2014) Human Development and The Early Years. *Nursery World*. Available at: <http://www.nurseryworld.co.uk/nursery-world/opinion/1143672/human-development>

Jarvis, P. (2014) The McMillan Sisters and the Deptford Welfare Experiment. *TACTYC Reflections papers*. Available at: <http://tactyc.org.uk/reflections/>

Jarvis, P. (2010) 'Born to Play': The biocultural roots of 'rough and tumble' play, and its impact upon human development, pp.61-78 in P. Broadhead, J. Howard and E. Wood (Eds) *Play and learning in early years settings; from research to practice*. London: Sage,

Jarvis, P. (2009) Play, narrative and learning in education: a biocultural perspective. *Educational and Child Psychology* Vol 26 (2) pp.66-76.

Jarvis, P. (2007) Dangerous activities within an invisible playground: a study of emergent male football play and teachers' perspectives of outdoor free play in the early years of primary school. *International Journal of Early Years Education*, Vol 15 (3) pp.245-259.

Jarvis P. (2007) Monsters, Magic and Mr. Psycho: Rough and Tumble Play in the Early Years of Primary School, a Biocultural Approach. *Early Years, An International Journal of Research and Development*, Vol 27 (2) 171-188.

Jarvis, P. (2006) Rough and Tumble Play, Lessons in Life. *Evolutionary Psychology* 4, pp.268-286.

Tan, J., Jarvis, P., Conway, P. and Hall, K. (2008) *Reading Matters Evaluation Report*. Carnegie Faculty of Sports and Education, Leeds Metropolitan University [available at]: <http://www.readingmatters.org.uk/downloads/Research-Briefing-RM%20Exec-Summary-Final-Rpt-June08.pdf>

### **Conference Presentations**

Jarvis, P. (2014) The Role of Narrative in Development and Learning. BPS North East of England Branch Annual Conference: *Health and Well-Being in the 21st Century: Towards 2050*. Northumbria University, 12<sup>th</sup> September 2014.

Jarvis, P. (2014) On Becoming Human. *British Educational Research Association (BERA) Annual Conference*. Institute of Education, London, 23<sup>rd</sup> -25<sup>th</sup> September 2014

Jarvis, P. (2014) On Becoming Human. Last Margaret McMillan Memorial Lecture at McMillan School of Teaching, Health and Care, Bradford. 13<sup>th</sup> May 2014.

Jarvis, P. and Newman, S. (2013) On becoming social: the importance of collaborative free play in childhood. *Play across the Lifespan Conference*. Leeds Metropolitan University, Leeds 27<sup>th</sup> June 2013.

Jarvis, P. and George, J. (2013) The Role of "Well Being" in the Transition to Higher Education. Poster Presentation, *Annual Teaching and Learning Conference*, University of Teesside. Middlesbrough. 23<sup>rd</sup> January 2013.

Jarvis, P. and Newman, S. (2012) In pursuit of well-being in education. *British Educational Research Association (BERA) Annual Conference*. Manchester 4<sup>th</sup>-6<sup>th</sup> September 2012.

Jarvis, P. (2014) Margaret McMillan, Child Health Pioneer: maternalist politics in the 20<sup>th</sup> Century. *Pain, Illness, Trauma and Death in Childhood*. University of Greenwich, London. 1<sup>st</sup> February 2014.

Jarvis, P. (2010) Keynote Address: EYPs Present and Future: What is the EYP in 2010, and what might s/he become by 2015? 21<sup>st</sup> May 2010. *Leading Change, Raising the Game*; a conference for Early Years Professionals in the Cornwall/ Isles of Scilly area, sponsored by Cornwall's Local Authority Early Years Development Team and funded by the Children's Workforce Development Council.

Jarvis, P. and George, J. (2009) The Biocultural Roots of Play Behaviour and its link with development and Learning. *Training, Advancement and Co-operation in Teaching Young Children (TACTYC) Annual Conference*, Birmingham 6<sup>th</sup>-7<sup>th</sup> November 2009.

Jarvis, P. (2008) The biocultural roots of play behaviour and its links with social development, *Leeds Metropolitan Playful Learning Colloquium*, 9<sup>th</sup> April 2008.

Jarvis, P, (2007) Play, Learning for Life, *The Henry Mitchell Lectures*, Bradford College, 18<sup>th</sup> October 2007

Jarvis, P. (2004) The Role of Rough and Tumble Play in Children's Social and Gender Role Development, *British Psychological Society Proceedings* 13 (1) Developmental Psychology Section Annual Conference, Symposium 4, Extending Children's Opportunities to Learn, p.29.