

# Michael Reed



## Senior Lecturer in Centre for Children & Families

Institute of Education

### Contact Details

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I work part-time at the University, as I am semi-retired. Grandchildren and an extended family keep me out of trouble as does being a 'serial gardener'. I have grandchildren in Australia and I travel to the continent regularly and engage in academic work with Australian colleagues.

### Qualifications

MA, (Ed) Independent Research (University of Sussex)

Adv Dip (Ed) Educational Psychology (Cambridge, Institute of Education)

Adv Dip (Ed) The Education of Children with Special Educational Needs (Cambridge, Institute of Education)

Cert Ed (Distinction) (University of Wales)

AdB, Associate of the Drama Board Education UK

National Vocational External Verifier Award UK (City and Guilds)

## Teaching & Research

### Practice Based Research

I have a particular interest in practice-based research. I have written and co-edited a number of books including *Reflective Practice in the Early Years* (2010), *Quality Improvement and Change in the Early Years* (2012) and *Work Based Research in the Early Years* (2012). A *Critical Companion to Early Childhood* London, followed in (2015), all published by SAGE. In 2017 I produced a book on leading practice. This was a commission from the National Pre-school Learning Alliance (PLA). Most recently, I have worked with colleagues the development of three research based chapters published in a book from Sage exploring pedagogical documentation. I am currently developing (for Routledge as a Co-Editor) an international book series on pedagogy and practice.

This experience is used at the University as part of research and publications based teaching. It is a very positive way of engaging students in learning that close connections with professional practice.

### Further Research

I have recently collaborated in a published research project exploring the impact of training on practice which involved eight University of Worcester partner colleges and over three hundred undergraduate students. As a result, I was a joint recipient of the University of Worcester Partnership Teaching Award (2017). I am a reviewer for two academic journals. I present symposia and papers at international conferences and events, most recently:

Reed, M (2017) UK contribution to a self-organised Symposium: *voices and places of pedagogical documentation: beyond observation*. European Early Childhood Education Research Association conference, Bologna, Italy, August, 2017. CHAIR: Professor Lasse Lipponen, University of Helsinki, Finland

Reed, M and Stobbs, N (2017) *Research-informed Teaching: Understanding Children's Learning*. University of Worcester, Annual Learning, Teaching and Student Experience Conference - 15-16 June 2017

Reed, M (2017) *A discussion seminar exploring assessment and planning with young children*: The Australian Children's Education and Care Quality Authority (ACECQA). Sydney, February 2017 <http://www.acecqa.gov.au/> Reed, M (2016) European Early Childhood Education Research Association conference. What are the qualities of an effective early education leader? Dublin, Republic of Ireland 3rd - 5th September, 2016. Abstract: <http://www.eecera2016.org/conference>

## Professional Bodies

Member of the European Early Childhood Education Research Association

Member of the British Educational Leadership Management and Administration Society

Institute of Education, University of Worcester Research Mentor

## Publications

### Book Preface

Reed, M. (2016) Preface to the third edition: *The Early Years Foundation Stage*. Edited by Ioanna Palaiologou. London, Sage Publications

Reed, M and Walker, R (2016) Preface: *Contemporary issues in Early Childhood An ecological approach*. Brown, Z and Ward, S (eds). London, Routledge

### Further Publications

Reed, M. *Effective leadership for high quality early years practice*. London, National Pre-School Learning Alliance Publications

Reed, M and Walker, R (eds.) (2015) *A Critical Companion to Early Childhood* London, Sage Publications. (Website: <https://study.sagepub.com/reedandwalker>)

Callan, S and Reed, M (eds.) (2012) *Work-based Research in the Early Years*. London, Sage Publications

Reed, M, and Canning, N. (eds.) (2012) *Implementing Quality Improvement and change in the Early Years*. London: Sage publications

Reed, M, and Canning, N (eds.) (2010) *Reflective Practice in the Early Years*. London, Sage Publications

#### Refereed book chapters

Walker, R; Reed, M and Carey-Jenkins, D. (2017) Educational Policy and Practice, In: Musgrave, J. Saven-Baden, M and Stobbs, N, (eds) *Studying Early Childhood Education and Care: A critical guide for Higher Education students*, pp 82-93. Northwich: Critical Publishing

*Effective Leadership for High Quality Early Years Practice*, (2017) Consultant author: Michael Reed The publication was produced with the Pre-school Learning Alliance. A registered educational charity, it provides high-quality affordable childcare and education to support children and families

Stobbs, N; Harvell, J and Reed, M (2017) Developing Pedagogical Documentation within the EYFS Curriculum Framework In: Fleet, A; Patterson, C and Robertson J (eds) *Pedagogical Documentation in Early Years Practice: Seeing Through Multiple Perspectives*. London, SAGE Publications, pp. 41-54

Reed, M and Stobbs, N (2017) Pedagogical Documentation and Student Learning In: Fleet, A; Patterson, C and Robertson J (eds) *Pedagogical Documentation in Early Years Practice: Seeing Through Multiple Perspectives*. London, SAGE Publications, pp. 117-130

Walker, R; Reed, M and Stobbs, N (2017) Knowledge and Practice of Pedagogical Documentation: professional Development for Educators In: Fleet, A; Patterson, C and Robertson J (eds) *Pedagogical Documentation in Early Years Practice: Seeing Through Multiple Perspectives*. London, SAGE Publications, pp. 165-178

#### Journal articles

Reed, M (2017) [Online] Contributing author : *Response from ECSDN, TACTYC and SEFDEY to the proposed International Early Learning Study (IELS) from the Organisation for Economic Cooperation and Development (OECD)*, The response is available from: <http://tactyc.org.uk/consultations/>

Walker, R; Reed, M and Sutton – Tsang, S. (2017) Effect on students from attending a university degree programme run in partnership with further and higher education institutions. *Journal of Further and Higher Education*. Published 02 May 2017. Pages 1-10 Received 30 Oct 2015 Accepted 23 Jun 2016 Published online: 02 May 2017 <http://dx.doi.org/10.1080/0309877X.2017.1302565>

Reed, M (2016) A proposal that provokes further dialogue about practitioner inquiry and elements of a methodological exploration. *Varhaiskasvatuksen Tiedelehti Journal of Early Childhood Education Research* vol. 5 issue 1

Reed, M. and Walker, R. (2014) Leading by Example: An Examination of Early Education Foundation Degree Students Completing Research Dissertations. *JECER* 3 (1), 2014, p. 51–64. [Online: available from: <http://jecer.org/issues/jecer-31-2014>]

## External Responsibilities

I am an External Examiner for two Universities in the UK. I have contributed to Course External Validation Panels for Universities in the UK and I occasionally act as an external reviewer for journals and for Sage Publications.

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<http://www.worcester.ac.uk/discover/michael-reed.html>