**References**

Ahmed, S. (2014). *Willful subjects*. London: Duke University Press.

Akindes, F. (1999). Methodology as Lived Experience: Rhizomatic Ethnography in Hawaii. *Diegesis, 5,* 17-26.

Akkerman, S. and A. Bakker. (2011). Boundary crossing and boundary objects. *Review of Educational Research,* *81*(2): 132-169.

Anderson, G. (2017). Participatory action research (PAR) as democratic disruption: New public management and educational research in schools and universities. *International Journal of Qualitative Studies in Education*, *30*(5), 432–449. <https://doi.org/10.1080/09518398.2017.1303211>

Anderson, J., & Jones, K. (2009) The difference that place makes to methodology: uncovering the “lived space” of young people’s spatial practices. *Children’s Geographies*, *7*(3), 291–303.

Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 285-303.

Andrew, A., Cattan, S., Costa-Dias, M., Farquharson, C., Kraftman, L., Krutikova, S., Phimister, A. and Sevilla, A. (2020). Family time use and home learning during the Covid-19 lockdown. *Institute for Fiscal Studies Report*.

Askins, K., & Blazek, M. (2017). Feeling our way: Academia, emotions and a politics of care. *Social & Cultural Geography*, *18*(8), 1086–1105.

Atkinson, P., Coffey, A., Delamont, S., Lofland, J. & Lofland, L. (eds.) (2007). *Handbook of Ethnography*. London: Sage.

Bailey, C. (2021) *Researching Virtual Play Experiences: Visual Methods in Education Research.* Palgrave Macmillan.

Bamberger, M., Vaessen, J. and Raimondo, E. (2016). *Dealing with complexity in development evaluation.* California: Sage Publications.

Banks, S. (2016) Everyday ethics in professional life: social work as ethics work. *Ethics and Social Welfare*. 10(1), pp.35-52.

Banks, S. and Brydon-Miller, M. (2019). *Ethics in Participatory Research for Health and Social Well-being: Cases and Commentaries.* Routledge: Oxon.

Bartlett, L. (2007). To Seem and To Feel: Situated Identities and Literacy Practices. *Teachers College Record, 109*(1), 51–69.

Barton, D. & Hamilton, M. (1998). *Local Literacies: Reading and Writing in One Community.* London: Routledge.

Batsleer, J. and Davies, B. (2010). *What is Youth Work?* SAGE: London.

Beard, M. (2015). The public voice of women. *Women’s History Review*, *24*(5), 809–818. <https://doi.org/10.1080/09612025.2015.1023023>

Becker, S., Dearden, C., & Aldridge, J. (2000). Young carers in the UK: research, policy and practice. *Research Policy and Planning, 18*(2), 13-22.

Bezemer, J. & Kress, G. (2008). Writing in Multimodal Texts: A Social Semiotic Account of Designs for Learning. *Written Communication, 25*(2), 166-195.

Bitz, M., (2009). *Manga High: Literacy, Identity, and Coming of Age in an Urban High School.* Massachusetts: Harvard Education Press.

BERA. (2011). Ethical Guidelines for Educational Research. British Association of Ethical Research. Retrieved from <https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf>

Berger, R. (2015). Now I see it, now I don’t: Researcher’s position and reflexivity in qualitative research. *Qualitative research, 15*(2), 219-234.

Blackburn, M., V. (2014). Humanizing Research WIth LGBTQ Youth Through Dialogic Communication, Consiousness Raising, and Action. In D. Paris & M. T. Winn (Eds.), *Humanizing research: decolonizing qualitative inquiry with youth and communities*. Sage.

Blackman, S. J. (2007). `Hidden Ethnography’: Crossing Emotional Borders in Qualitative Accounts of Young People’s Lives. *Sociology*, *41*(4), 699–716.

Blaikie, N. W. H. (2009). *Designing social research: The logic of anticipation* (2nd ed). Polity Press.

Blazek, M. (2016). *Rematerialising Children’s Agency: Everyday Practices in a Post-Socialist Estate.*Policy Press: Bristol.

Blazek, M. and Askins, K. (2020). For a relationship perspective on geographical ethics. *Area*, *52*(3), 464-471.

Blazek, M. and Hricová, P. (2015). Understanding (how to be with) children's emotions: relationships, spaces and politics of reconnection in reflections from detached youth work.  In: Kraftl, P., Blazek, M. (Eds) *Children's Emotions in Policy and Practice: Mapping and Making Spaces of Childhood*. Palgrave Macmillan: London

Bondi, L. (2005). Making connections and thinking through emotions: between geography and psychotherapy. *Transactions of the Institute of British Geographers*, *30*(4), 433–448.

Booher-Jennings, J. (2008). Learning to label: Socialisation, gender, and the hidden curriculum of high-stakes testing. British Journal of Sociology of Education, 29(2), 149-160.

Boonk, L., Gijselaers, H. J., Ritzen, H. and Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review,* *24***,** 10-30.

Borg, M., Karlsson, B., Hessok, S. and McCormack, B. (2012) Opening up the many voices in knowledge construction, *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 13 (1), Art 1.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101.

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: SAGE.

Bridges, D. (2001). The ethics of outsider research. *Journal of Philosophy of Education, 35*(3), 371-386.

Bronfenbrenner, U. (1979). *The Ecology of Human Development: experiments by nature and design.* Cambridge, Harvard University Press.

Brown, A. & Danaher, P. A. (2019) CHE Principles: facilitating authentic and dialogical semi-structured interviews in educational research. *International Journal of Research & Method in Education, 42*(1), 76-90. DOI: 10.1080/1743727X.2017.1379987

Brown, C. L. (2015). *Educational binds of poverty: The lives of school children*. Abingdon, Oxon: Routledge.

Brown, C. (2017). ‘Favourite places in school’ for lower-set ‘ability’ pupils: school groupings practices and children’s spatial orientations. *Children's Geographies, 15*(4), 399-412. <https://doi.org/10.1080/14733285.2016.1269154>

Bryman, A. (2016). *Social research methods* (5th edition). Oxford: Oxford University Press.

Bubb, S. and Jones, M. A. (2020). Learning from the COVID-19 home-schooling experience: Listening to pupils, parents/carers and teachers. *Improving Schools,* *23****,***209-222.

Buckingham, H. (2009). Competition and contracts in the voluntary sector: Exploring the implications for homelessness service providers in Southampton. *Policy and Politics*, *37*(2), 235–254.

Buoye, A. J. (2004). *Capitalizing on the Extra Curriculum: Participation, peer influence, and academic achievement* (Unpublished doctoral dissertation). University of Notre Dame, Indiana.

Burke, P.J. and Kirton, A. (2006) The Insider Perspective: teachers-as-researchers, *Reflecting Education,* 2(1):1-4.

Burnett, C. & Bailey, C. (2014). Conceptualising Collaboration in Hybrid Sites: Playing Minecraft Together and Apart in A Primary Classroom. In C. Burnett, J. Davies, G. Merchant, & J. Rowsell (Eds.), *New Literacies Around the Globe: Policy and Pedagogy* (pp. 50-70). Abingdon, Oxon: Routledge.

Busch, L. (2017). *Knowledge for sale: The neoliberal takeover of Higher Education*. London: MIT.

Cahill, C. (2004) Defying gravity? Raising consciousness through collective research. *Children’s Geographies, 2*(2), 273-286.

Cahill, C. (2007). Doing Research with Young People: Participatory Research and the Rituals of Collective Work. *Children’s Geographies*, *5*(3), 297–312.

Call-Cummings, M., Hauber-Özer, M., Byers, C. & PedenMancuso, G. (2019) The power of/in Photovoice. *International Journal of Research & Method in Education, 42*(4), 399-413. DOI: 10.1080/1743727X.2018.1492536

Cameron, J., & Gibson, K. (2005). Participatory action research in a poststructuralist vein. *Geoforum*, *36*(3), 315–331. <https://doi.org/10.1016/j.geoforum.2004.06.006>

Campbell, H.J. and Vanderhoven, D. (2016). *Knowledge that Matters: Realising the potential of co-production.* N8 Research Partnership, Manchester, UK.

Carey, M. (2009). ‘Critical Commentary: Happy shopper? The problem with service user and carer participation’. *The British Journal of Social Work, 39* (1), 179-188.

Carr, S. (2016). Liberalism. In *The SAGE encycopedia of lifespan human development*. Sage Publications.

Cave, N. (2017, May 4th) ‘I have turned a corner and wandered on to a vast landscape’, The Guardian, <https://www.theguardian.com/music/2017/may/04/nick-cave-death-son-struggle-write-tragedy>

Chanfreau, J., Tanner, E., Callanan, M., Laing, K., Paylor, J., Skipp, A., & Todd, L. (2015a). *Out-of-school activities: Understanding who does what (Briefing Paper 2). Accessed at:*<http://natcen.ac.uk/media/1135451/out-of-school-activities-who-does-what.pdf>. Retrieved from London:

Chanfreau, J., Tanner, E., Callanan, M., Laing, K., Paylor, J., Skipp, A., & Todd, L. (2015b). *Unequal access to out-of-school activities (Briefing Paper* *1). Accessed from*<http://www.natcen.ac.uk/media/563125/out-of-school-resbr1.pdf>*.* Retrieved from London:

Chanfreau, J., Tanner, E., Callanan, M., Laing, K., Paylor, J., Skipp, A., & Todd, L. (2016a). *Can out-of-school activities close the education gap? (Briefing Paper 4). Accessed at:*<http://natcen.ac.uk/media/1216042/can-out-of-school-activities-close-the-education-gap.pdf>. Retrieved from London:

Chanfreau, J., Tanner, E., Callanan, M., Laing, K., Paylor, J., Skipp, A., & Todd, L. (2016b). *The value of after school clubs for disadvantaged children (Briefing Paper 3). Accessed at*<http://www.natcen.ac.uk/media/1123186/resbr3-final.pdf>. Retrieved from London:

Chanfreau J., Tanner E., Callanan M., Laing K., Skipp A., and Todd L. (2016). *Out of school activities during primary school and KS2 attainment*. ESRC Centre for Longitudinal Studies Working Paper Series.

Charities Act 2011. London. Retrieved from <http://www.legislation.gov.uk/ukpga/2011/25/pdfs/ukpga_20110025_en.pdf>

Charity Commission. (2013). *What makes a “charity.”* London: Charity Commission. Retrieved from <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277353/cc4text.pdf>

Charity Commission. (2018). Recent charity register statistics: Charity Commission. Retrieved November 1, 2018, from <https://www.gov.uk/government/publications/charity-register-statistics/recent-charity-register-statistics-charity-commission>

Chen, H.T. (2015). *Practical Program Evaluation: Theory-driven evaluation and the integrated evaluation perspective*. California: Sage Publications.

Cheung Judge, R. (2015). Volunteer Tourism and Non-elite Young Subjects: Local, Global, and Situated. In Dwyer, C. and Worth, N. (eds.) *Geographies of Identities and Subjectivities, Vol. 4*in Skelton, T. (editor-in-chief) *Geographies of Children and Young People*(Singapore, Springer).

Cho, J., & Trent, A. (2009). Validity criteria for performance-related qualitative work: Toward a reflexive, evaluative, and coconstructive framework for performance in/as qualitative inquiry. *Qualitative Inquiry*, *15*(6), 1013–1041. <https://doi.org/10.1177/1077800409334224>

Clark, J**.** (2012). Using diamond ranking as visual cues to engage young people in the research process. *Qualitative Research Journal, 12*, (2), 222-237.

Clark, J. and Laing, K. (2018). Co-production with young people to tackle alcohol misuse. *Drugs and Alcohol Today*, *18*(1), 17-27.

Clark J, Laing K, Tiplady L, Woolner P. (2013). *Making Connections: Theory and Practice of Using Visual Methods to Aid Participation in Research.* Newcastle University: Research Centre for Learning and Teaching/ AHRC.

Clark J, Laing K, Newbury-Birch D, Papps I, Todd L. (2017). *'Thinking Differently' about young people and alcohol: An evaluation of preventative trial interventions in Scotland.* Newcastle upon Tyne: Newcastle University.

Cloutier, D.S., Martin-Matthews, A., Byrne, K., Wolse, F. (2015). The space between: using ‘relational ethics’ and ‘relational space’ to explore relationship-building between care providers and care recipients in the home space. *Social & Cultural Geography, 16*(7), 764-782.

Coalter, F. (2007). *A wider social role for sport: Who’s keeping the score?* London: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education* (8th ed.). London: Routledge.

Collins, D., & Coleman, T. (2008) Social geographies of education: Looking within, and beyond, school boundaries. *Geography Compass*, *2*(1), 281-299.

Cook, D. T. (2001). Exchange Value as Pedagogy in Children’s Leisure: Moral Panics in Children's Culture at Century's End. *Leisure Sciences: An Interdisciplinary Journal*, *23*(2), 81-98.

Cook, T. (2009) The Purpose of Mess in Action Research: Building Rigour Though a Messy Turn. *Educational Action Research,* *17*(2), 277-291.

Conroy, J. C. (2004). *Betwixt & between: the liminal imagination, education, and democracy*. Oxford: Peter Lang.

Costas Batlle, I. (2019). Non-formal education, personhood and the corrosive power of neoliberalism. *Cambridge Journal of Education, 49*(4), 417-434.

Costas Batlle, I., Carr, S., & Brown, C. (2017). “I just can’t bear these procedures, I just want to be out there working with children”: An autoethnography on neoliberalism and youth sports charities in the UK. *Sport, Education and Society*, *23*(9), 853–865.

Crang, M. and Cook, I. (2007). *Doing ethnographies*. London: Sage.

Creamer, E., & Edwards, C. (2019). Embedding the dialogic in mixed method approaches to theory development. *International Journal of Research & Method in Education, 42*(3), 239-251.

Crenshaw, K. (1989). (1989) Demarginalizing the Intersection of Race and Sex. The University of Chicago. *Legal Forum*, 139-167.

Cresswell, T. (2014). *Place: an introduction*. John Wiley & Sons.

Crick, T., Knight, C., Watermeyer, R. and Goodall, J. (2020). The Impact of COVID-19 and “Emergency Remote Teaching” on the UK Computer Science Education Community. United Kingdom & Ireland Computing Education Research conference, 2020. 31-37.

Cummings, C., Laing, K., Law, J., McLaughlin, J., Papps, I., Todd, L. and Woolner, P. (2011)*Can changing aspirations and attitudes impact on educational attainment? A review of interventions.* York: Joseph Rowntree Foundation.

Dadds, M. (2003) Dissidence, Difference and Diversity in Action Research. *Educational Action Research*, *11*(2), 265-282.

Daly, A. (2014). *UN CRC Article 12 – Putting child friendly justice into practice.* Paper to the European Progress in Achieving Child Friendly Justice Seminar, Brussels, February 2014.

Daniels, D. Reimagining parents’ educational involvement during the Covid-19 lockdown. *Southern African Review of Education, 26*(1), 134–147.

Danish, S. J., Taylor, T. E., & Fazio, R. J. (2003). Enhancing Adolescent Development Through Sports and Leisure. In G. R. Adams & M. D. Berzonsky (Eds.), *Blackwell Handbook of Adolescence* (pp. 92–108). Oxford: Blackwell.

Davies, B. (2005). The (im)possibility of intellectual work in neoliberal regimes. *Discourse*, *26*(1), 1–14.

Davies, B. (2009) Defined by history: youth work in the UK. In: Verschelden, G., Coussée, F., Van De Walle, T. and Williamson, H. (Eds) *The history of youth work in Europe and its relevance for today's youth work policy,* Volume 1, Council of Europe, Strasbourg.

Davies, S. (2011). Outsourcing, public sector reform and the changed character of the UK state-voluntary sector relationship. *International Journal of Public Sector Management*, *24*(7), 641–649.

De Lissovoy, N. (2015). *Education and emancipation in the neoliberal era: Being, teaching, and power*. Palgrave Macmillan.

Deleuze, G. & Guattari, F. (1987). *A Thousand Plateaus.* Minnesota: University of Minnesota Press.

Denscombe, M. (2014). *The good research guide. For small-scale social research projects* (5th editio). Maidenhead: Open University Press.

Denzin, N. (1970). Strategies of multiple triangulation. *The research act in sociology: A theoretical introduction to sociological method, 297*, 313.

Dewey, J. (1897). *My Pedagogic Creed.*   Retrieved 18.01.03, 2003, from <http://www.users.globalnet.co.uk/~infed/e-texts/e-dew-pc.htm>.

Dewey, J. (1916, Copyright renewed 1944 John Dewey.  HTML markup copyright 1994 ILT Digital Classics). *Democracy and Education*. Copyright © 1916 The Macmillan Company. Retrieved 18.01.03, 2003, from <http://www.ilt.columbia.edu/publications/dewey.html>.

Dewey, J. (1997). *Democracy and education: An introduction to the philosophy of education*. Free Press.

Dhillon, J. K. & Thomas, N. (2019) Ethics of engagement and insider-outsider perspectives: issues and dilemmas in cross-cultural interpretation. *International Journal of Research & Method in Education, 42*(4), 442-453. DOI: 10.1080/1743727X.2018.1533939

Dickens, L. (2017). World Making, Critical Pedagogies, and the Geographical Imagination: Where Youth Work Meets Participatory Research. *Antipode,*49(5), 1285-1305.

Dillon, P., P. Päivi Vesala, and C. S. Montero. 2015. “Young People’s Engagement with Their School Grounds Expressed Through Colour, Symbol and Lexical Associations: A Finnish–British Comparative Study.” *Children’s Geographies, 13*(5), 518–536. doi: 10.1080/14733285.2014.894962

Doucet, A., Netolicky, D., Timmers, K. and Tuscano, F. J. (2020). Thinking about Pedagogy in an Unfolding Pandemic.

Duncheon, J. C. and Tierney, W. G. (2013). Changing conceptions of time. *Review of Educational Research*, *83*(2), 236–272.

Durose, C., Mangan, C., Needham, C., Rees, J. and Hilton, M. (2013). *Transforming local public services through co-production.* University of Birmingham.

Dyson, A. & Todd, L. (2010). Dealing with complexity: Theory of change evaluation and the full service extended schools initiative. *International Journal of Research and Method in Education,* *33*(2), 119-134.

Edwards, A. (2009). Relational agency in collaborations for the well-being of children and young people. *Journal of Children’s Services, 4*(1), 33-43, [doi.org/10.1108/17466660200900004](https://doi.org/10.1108/17466660200900004)

Edwards, A. (2011) Building common knowledge at the boundaries between professional practices: Relational agency and relational expertise in systems of distributed expertise, *International Journal of Educational Research*, 50, 33-39. DOI: [10.1016/j.ijer.2011.04.007](https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.1016%2Fj.ijer.2011.04.007)

Edwards, A. (2017a). Revealing relational work. In A. Edwards (Ed) *Working Relationally In and Across Practices: A cultural historical approach to collaboration*. Cambridge University Press. Chapter 1, pp 1-21.

Edwards, A. (2017b). Using and refining the relational concepts. In A. Edwards (Ed) *Working Relationally In and Across Practices: A cultural historical approach to collaboration*. Cambridge University Press. Chapter 17, pp 299-310.

Edwards, A. (Ed) (2017c) *Working Relationally in and across Practices: A Cultural-Historical Approach to Collaboration*. Cambridge: Cambridge University Press

Eccles, J. S., Barber, B. L., Stone, M. and Hunt, J. (2003). Extracurricular activities and adolescent development. *Journal of Social Issues, 59*(4), 865-889.

Eivers, E., Worth, J. and Ghosh, A. (2020). *Home learning during Covid-19: findings from the Understanding Society longitudinal study.* Slough: NFER.

Ellsworth, E. (1989). Why doesn’t this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, *59*(3), 297–325. <https://doi.org/10.17763/haer.59.3.058342114k266250>

Emerson, R. M., Fretz, R. I. & Shaw, L. L. (2001). Participant Observation and Fieldnotes. In: P. Atkinson, A. Coffey, S. Delamont, J. Lofland and L. Lofland (Eds.). *Handbook of Ethnography* (pp.352-368). Sage.

Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge. <https://doi.org/10.4324/9780429493133>

Eshach, H. (2007). Bridging in-school and out-of-school learning: Formal, non-formal, and informal education. *Journal of Science Education and Technology*, *16*(2), 171–190.

Evans, J. (2012). *Connected communities—Philosophical communities*. Queen Mary, University of London. <https://issuu.com/queenmaryuniversityoflondon/docs/connected_communities_philosophical_communities>

Evans, S.D. (2014). The Community Psychologist as Critical Friend: Promoting critical community praxis. *Journal of Community and Applied Social Psychology*,*25*(4), 355-368.

Facer, K. and Pahl, K. (2017). *Valuing interdisciplinary collaborative research: Beyond impact*. Bristol: Policy Press.

Fals Borda, O. (1995). *Research for social justice: Some North-South convergences*. Southern Sociological Society Meeting, Atlanta. <http://comm-org.wisc.edu/si/falsborda.htm>

Fiennes, C., Oliver, E., Dickson, K., Escobar, D., Romans, A. and Oliver, S. (2015). *The Existing Evidence About the Effectiveness of Outdoor Learning.* Giving Evidence: London.

Fitzgerald, H., Stride, A. & Enright, E. (2020) Messy Methods: Making Sense of Participatory Research with Young People in PE and Sport. *European Physical Education Review*. DOI:10.1177/1356336X20953462.

Flewitt, R. (2011). Bringing Ethnography to a Multimodal Investigation of Early Literacy in a Digital Age. *Qualitative Research, 11*(3), 293-310.

Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings, 1972-1977*. Vintage.

Foucault, M. (2008). *The birth of biopolitics. Lectures at the Collége de France, 1978-79*. Basingstoke: Palgrave Macmillan.

Francois, C. (2012). Getting at the core of literacy improvement: A case study of an urban secondary school. *Education and Urban Society*, *46*(5), 580–605.

Fredricks, J. A. and Eccles, J. S. (2006). Extracurricular Involvement and Adolescent Adjustment: Impact of Duration, Number of Activities, and Breadth of Participation. *Applied Developmental Science, 10*(3), 132-146.

Freire, P. (1970). *Pedagogy of the Oppressed.* The Continuum Publishing Co.

Funnell, S. C. and Rogers, P.J. (2011). *Purposeful Program Theory: Effective use of theories of change and logic models*. John Wiley and Sons: San Francisco.

Furnham, A. (1999). Economic socialization: A study of adults’ perceptions and uses of allowances (pocket money) to educate children. *British Journal of Developmental Psychology*, *17*, 585-604.

Furnham, A. (2001). Parental attitudes to pocket money/allowances for children. *Journal of Economic Psychology*, *22*(3), 397-422.

Garratt, D., & Piper, H. (2012). Citizenship education and philosophical enquiry: Putting thinking back into practice. *Education, Citizenship and Social Justice*, *7*(1), 71–84. <https://doi.org/10.1177/1746197911432592>

Garrelts, N. (2014). *Understanding Minecraft: Essays on Play, Community and Possibilities.* North Carolina: McFarland.

Gauntlett, D. (2007). *Creative Explorations: New Approaches to Identities and Audiences.* London: Routledge.

Geertz, C. (1973). *The Interpretation of Cultures: Selected Essays.* London: Basic Books.

Gilligan, C. (1993). *In a Different Voice. Psychological Theory and Women’s Development*. London: Harvard University Press.

Glynos, J., & Howarth, D. R. (2007). *Logics of critical explanation in social and political theory*. Routledge.

Goffman, E. (1971). *The Presentation of Self in Everyday Life*. Harmondsworth: Penguin.

Golden, N. A. (2018). Narrating neoliberalism: Alternative education teachers’ conceptions of their changing roles. *Teaching Education*, *29*(1), 1–16.

Goodall, J. (2017) *Narrowing the Achievement Gap: Parental Engagement with Children’s Learning*. Abingdon: Routledge

Goodyear-Smith, F., Jackson, C., & Greenhalgh, T. (2015). Co-design and implementation research: challenges and solutions for ethics committees. *BMC medical ethics, 16*(1), 78.

Grandia, L. (2015). Slow ethnography: A hut with a view. *Critique of Anthropology*, *35*(3), 301–317.

Grant, S. (2007) Learning through 'being' and 'doing'. *Action Research* *5*(3), 265-274.

Greene, J. C. (2008). Is mixed methods social inquiry a distinctive methodology? *Journal of mixed methods research, 2*(1), 7-22.

Greene, J. C., Kreider, H., & Mayer, E. (2005). Combining qualitative and quantitative methods in social inquiry. *Research methods in the social sciences*. In B. Somekh & C. Lewin (Eds.). *Theory and methods in social research*. Sage.

Greig, A., Taylor, J., & Mackay, T. (2007). *Doing research with children*. London: Sage.

Griffiths, M. (1998). *Educational research for social justice: Getting off the fence.* McGraw-Hill Education (UK).

Grosz, E. (1991). *Sexual subversions.* Allen & Unwin.

Guberman, S. R. (2004). A Comparative Study of Children’s out-of-school Activities and Arithmetical Achievements. *Journal for Research in Mathematics Education*, *35*(2), 117-150.

Haggis, T. (2008) ‘Knowledge Must Be Contextual’: Some Possible Implications of Complexity and Dynamic Systems Theories for Educational Research. *Educational Philosophy and Theory,* *40*(1),158-176.

Hagood, M.C. (2004). A Rhizomatic Cartography of Adolescents, Popular Culture, and Constructions of Self. In K. Leander & M. Sheehy (Eds), *Spatialising Literacy Research and Practice,*15, 143-160.

Haines Lyon, C. (2018). Democratic parent engagement: Relational and dissensual. *Power and Education*, *10*(2), 195–208. <https://doi.org/10.1177/1757743818756913>

Hammersley, M. (2018) What Is Ethnography? Can It Survive? Should It? *Ethnography and Education,* *13*(1), 1-17. doi: 10.1080/17457823.2017.1298458.

Hampshire College (ndg) "What is research?".

Hattie, J.A., Marsh, H.W., Neil, J.T. and Richards, G.E. (1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference. *Review of Educational Research*, *67*, 43-87.

Hatzidimitriadou, E., Mantovani, N. and Keating, F. (2012). *Evaluation of co-production processes in a community-based mental health project in Wandsworth*, Kingston University/St George’s University of London, London, UK.

Head, G. (2020). Ethics in educational research: Review boards, ethical issues and researcher development. *European Educational Research Journal, 19*(1), 72-83.

Heimans, S., & Singh, P. (2018). Putting the steam back into critique?‘Gathering’ for critical–dissensual collaborations in education policy research. *Policy Futures in Education*, *16*(2), 185–201. <https://doi.org/10.1177/1478210317736209>

Hilton, M., Crowson, N., Mouhot, J.-F., & McKay, J. (2012). *A historical guide to NGOs in Britain. Charities, civil society and the voluntary sector since 1945*. Basingstoke: Palgrave Macmillan.

Hirsch, B. J., Deutsch, N. L., & Dubois, D. L. (2011). *After-school centres and youth development: Case studies of success and failure*. New York: Cambridge University Press.

Holland, S., Renold, E., Ross, N. and Hillman, A. (2010). Power, agency and participatory approaches: A critical exploration of young people’s engagement in participative qualitative research. *Childhood*,*17*(3), 360-375.

Holloway, S. L., Holt, L., & Mills, S. (2019) Questions of agency: Capacity, subjectivity, spatiality and temporality. *Progress in Human Geography*, *43*(3), 458–477.

Holt, L. & Bowlby S. (2012) Special Units for Young People on the Autistic Spectrum in Mainstream Schools: *Sites of Normalisation, Abnormalisation, Inclusion, and Exclusion,* *44*(9), 2191-2206.

Home, O. (2020). *Education and COVID-19: Focusing on the long-term impact of school closures.* OECD. Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships*. Springer.

Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, *63*(1), 37–52. <https://doi.org/10.1080/00131911.2010.488049>

Horton, J., & Kraftl, P. (2006) Not just growing up, but going on: Materials, Spacings, Bodies, Situations. *Children’s Geographies*, *4*(3), 259–276.

Israel, B.A., Schulz, A.J., Parker, E.A., Becker, A.B., Allen, A.J., and Guzman, R. (2003) Critical issues in developing and following community based participatory research principles, pp. 53–76, in Minkler, M. & Wallerstein, N. (2003) *Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass.

Jackson, A. Y. and Mazzei, L. A. (2011). *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives.* London: Routledge.

Jay, T., Rose, J., & Simmons, B. (2017). Finding "Mathematics": Parents Questioning School-Centered Approaches to Involvement in Children's Mathematics Learning. *School Community Journal*, *27*(1), 201-230.

Jay, T., Rose, J., and Simmons, B. (2018). Why Is Parental Involvement in Children’s Mathematics Learning Hard? Parental Perspectives on Their Role Supporting Children’s Learning. *Sage Open, April-June,*1-18, [doi.org/10.1177/2158244018775466](https://doi.org/10.1177%2F2158244018775466)

Jay, T., & Xolocotzin, U. (2012). Mathematics and economic activity in primary school children. In *Proceedings of the 36th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 331-338).

Jeynes, W. (2012). A Meta-Analysis of the Efficacy of Different Types of Parental Involvement Programs for Urban Students. *Urban Education,* *47****,*** 706-742.

Jones, L., Holmes, R., Macrae, C. & Maclure, M. (2010). Documenting Classroom Life: How Can I Write About What I Am Seeing? *Qualitative Research, 10* (4), 479-491.

Kara, H. (2018) *Research ethics in the real world*. Bristol: Policy Press.

Kearns, L-L. (2016). The construction of ‘illiterate’ and ‘literate’ youth: the effects of high-stakes standardized literacy testing. *Race Ethnicity and Education, 19*(1), 121-140, DOI: [10.1080/13613324.2013.843520](https://doi.org/10.1080/13613324.2013.843520)

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner*. Springer Singapore. <https://doi.org/10.1007/978-981-4560-67-2>

Kerstetter, K. (2012). Insider, outsider, or somewhere in between: The impact of researchers’ identities on the community-based research process. *Journal of Rural Social Sciences, 27*(2), 99-117.

Kirby, P. (2016). Shadow schooling: Private tuition and social mobility in the UK. Sutton Trust.

Koch, A. B. (2019) Children as participants in research. Playful interactions and negotiation of researcher–child relationships. *Early Years*, *online first*. DOI:10.1080/09575146.2019.1581730

Koro-Ljungberg, M. (2015). *Reconceptualizing qualitative research: Methodologies without methodology*. Sage.

Koshy, V. (2010). *Action research for improving educational practice: A step-by-step guide*. <https://catalogue.solent.ac.uk/openurl/44SSU_INST/44SSU_INST:VU1?u.ignore_date_coverage=true&rft.mms_id=990096797480204796>

Laclau, E., & Mouffe, C. (2014). *Hegemony and socialist strategy: Towards a radical democratic politics* (Second edition). Verso.

Laing, K. & Todd, L. (2015). *Theory-based Methodology: Using theories of change in educational development, research and evaluation*. Newcastle upon Tyne: Research Centre for Learning and Teaching.

Landsdown, G. (1994). Children’s rights. In B. Mayall (Ed.), *Children’s childhoods. Observed and experienced* (pp. 33–44). London: Falmer Press.

Lather, P. (1992). Critical frames in educational research: Feminist and post‐structural perspectives. *Theory Into Practice*, *31*(2), 87–99. <https://doi.org/10.1080/00405849209543529>

Lareau, A. (2000) *Home advantage: Social class and parental intervention in elementary education*. Rowman & Littlefield Publishers.

Leander, K. M. & Rowe, D. W. (2006). Mapping Literacy Spaces in Motion: A Rhizomatic Analysis of a Classroom Literacy Performance. *Reading Research Quarterly, 41* (4), 428-460.

LeDantec, C. and S. Fox. (2015). Strangers at the gate: Gaining access, building rapport, and co-constructing community-based research. In *Proceedings of the 2015 ACM conference on Computer supported cooperative work*. Vancouver, BC, Canada. March 14-18, 2015: 1348-1358.

Leiser, D., & Beth Halachmi, R. (2006). Children’s understanding of market forces. *Journal of Economic Psychology*, *27*(1), 6-19.

Lewis, A., & Scott, A. (2000). The economic awareness, knowledge and pocket money practices of a sample of UK adolescents: A study of economic socialization and economic psychology. *Children’s Social and Economics Education*, *4*(1), 34-46.

Liabo, K., Ingold, A. and Roberts, H. (2017). Co-production with ‘vulnerable’ groups: Balancing protection and participation. *Health Science Reports*, e19.

Lipman, M. (2003). *Thinking in education* (2nd ed). Cambridge University Press.

Lipman, P. (2004). *High stakes education*. London: Routledge Falmer.

López-Alvarado, J. (2016). Educational research: Educational purposes, the nature of knowledge and ethical issues. *International Journal of Research and Education, 2*(1), 1.

Lorenz, C. (2012). If you’re so smart, why are you under surveillance? Universities, neoliberalism, and new public management. *Critical Inquiry*, *38*(3), 599–629.

Low, S. M., & Lawrence-Zúñiga, D. (Eds.) (2003) *The anthropology of space and place: Locating culture* (Vol. 4). Blackwell.

Lundy, L. (2007) ‘Voice’ is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Journal, 33*(6), 927-942.

Lyotard, J.-F. (1984). *The postmodern condition: A report on knowledge*. University of Minnesota Press.

Macmurray, J. (1958/2012). Learning to be human. *Oxford Review of Education*, *38*(6), 661–674.

Macmurray, J. (1995). *The self as agent: Volume I of the form of the personal*. Faber and Faber.

Madden, R. (2010). *Being ethnographic: A guide to the theory and practice of ethnography*. Thousand Oaks, CA: Sage Publications.

Madjar, N., & Cohen-Malayev, M. (2013). Youth movements as educational settings promoting personal development: Comparing motivation and identity formation in formal and non-formal education contexts. *International Journal of Educational Research*, *62*(1), 162–174.

Marsh, H. W. & Kleitman, S. (2002). Extracurricular School Activities: The Good, the Bad, and the Nonlinear. *Harvard Educational Review, 72,* 464-515.

Martell, L. (2014). The slow university: Inequality, power and alternatives. *Forum: Qualitative Social Research*, *15*(3), 2–17.

Masny, D. (2013). Rhizoanalytic Pathways in Qualitative Research. *Qualitative Inquiry, 19* (5), 339-348.

Massey, D. (1994) ‘A Global Sense of Place’. *Space, Place and Gender*, John Wiley & Sons, pp146-156.

Massey, D. (2005) *For Space*. SAGE, London.

Maton, K. (2013). *Knowledge and knowers: Towards a realist sociology of education*. London and New York: Routledge.

McChesney, K., & Aldridge, J. (2019). Weaving an interpretivist stance throughout mixed methods research. *International Journal of Research & Method in Education, 42*(3), 225-238.

McLeskey, J., Waldron, N. L., & Redd, L. (2012). A case study of a highly effective, inclusive elementary school. *The Journal of Special Education*, *48*(1), 59–70.

McNamee, M. (2001). Introduction: Whose ethics, which research? *Journal of the Philosophy of Education, 35*(3), 309-327.

McTaggart, R. (1996). Issues for participatory action researchers. In O. Zuber-Skerritt (Ed.), *New directions in action research*(pp. 243-255). Falmer Press.

Mellor, N. (2001) Messy Method: The Unfolding Story. *Educational Action Research,* *9*(3),465-484.

Mendick, H. (2005). A beautiful myth? The gendering of being/doing ‘good at maths’. *Gender and Education (17)*2, 203-219, DOI: [10.1080/0954025042000301465](https://doi.org/10.1080/0954025042000301465)

Miller, R.L. and Brewer, J.D. (2003) *The A-Z of Social Research: A Dictionary of Key Social Science Research Concepts*. Sage.

Milligan, L. (2016) Insider-outsider-inbetweener? Researcher positioning, participative methods and cross-cultural educational research. *Compare: A Journal of Comparative and International Education, 46*(2), 235-250. DOI: 10.1080/03057925.2014.928510

Mills, S. and Kraftl, P. (Eds.) (2014). *Informal Education, Childhood and Youth: Geographies, Histories, Practices.*Palgrave MacMillan: London.

Mongon, D. (2013). *Educational attainment: White British students from low income backgrounds*. OFSTED. [https://webarchive.nationalarchives.gov.uk/20141116031343/http://www.ofsted.gov.uk/sites/default/files/documents/a-and-a/Access%20and%20achievement%20-%20Educational%20attainment%20-%20White%20British%20students%20from%20low%20income%20backgrounds.pdf](https://webarchive.nationalarchives.gov.uk/20141116031343/http:/www.ofsted.gov.uk/sites/default/files/documents/a-and-a/Access%20and%20achievement%20-%20Educational%20attainment%20-%20White%20British%20students%20from%20low%20income%20backgrounds.pdf)

Morrow, V. (2005). Ethical issues in collaborative research with children. In A. Farrell (Ed.), *Ethical research with children* (pp. 150–165). New York: Open University Press.

Mouffe, C. (2009). *The democratic paradox* (Repr). Verso.

Mouffe, C. (2013). *Agonistics: Thinking the world politically*. Verso.

Mouffe, C. (2018). *For a left populism*. Verso.

Moutsios, S. (2010). Power, politics and transnational policy‐making in education. *Globalisation, Societies and Education*, *8*(1), 121–141. <https://doi.org/10.1080/14767720903574124>

Museus, S. D. (2009). A critical analysis of the exclusion of Asian American from Higher Education Research and Discourse. In S. D. Museus & L. Zhan (Eds.), *Asian American voices: Engaging, empowering, enabling*. New York: New York Press.

Nahapiet, J. and Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *The Academy of Management Review, 23*(2), 242-266.

Needham, C. and Carr, S. (2009). *Co-production: An emerging evidence base for adult social care transformation*. SCIE Research Briefing 31.

Nietzsche, F. W., Ridley, A., & Norman, J. (2005). *The Anti-Christ, Ecce homo, Twilight of the idols, and other writings*. Cambridge University Press.

Nind, M. (2014). *What is inclusive research?* London: Bloomsbury.

Nind, M., Wiles, R., Bengry-Howell, A. and Crow, G. (2012). Methodological innovation and research ethics: forces in tension or forces in harmony? *Qualitative Research*,*13*(6), 650-667.

Noddings, N. (2012a). The caring relation in teaching. *Oxford Review of Education*, *38*(6), 771-781.

Noddings, N. (2012b). *Philosophy of education*. Boulder, CO: Westview Press.

Nukaga, M. (2008). The underlife of kids’ school lunchtime. *Journal of Contemporary Ethnography*, *37*(3), 342.

Nygreen, K. (2006). Reproducing or challenging power in the questions we ask and the methods we use: A framework for activist research in urban education. The Urban Review, 38(1), 1-26.

O’Boyle, A. (2018) Encounters with identity: reflexivity and positioning in an interdisciplinary research project. *International Journal of Research & Method in Education, 41*(3),353-366. DOI: 10.1080/1743727X.2017.1310835

O’Connor, U. (2012). Schools together: Enhancing the citizenship curriculum through a non-formal education programme. *Journal of Peace Education*, *9*(1), 31–48.

OFSTED. (2013). *Unseen Children: Access and achievement 20 years on*. OFSTED. <https://www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on>

Olssen, M. (2006) Understanding the mechanisms of neoliberal control: lifelong learning, flexibility and knowledge capitalism. *International Journal of Lifelong Education,*25(3), 213-230.

O’Neill, M. (2014). The slow university: Work, time and well-being. *Forum: Qualitative Social Research*, *15*(3), 2–21.

Opie, C., & Sikes, P. J. (Eds.). (2004). *Doing educational research: A guide to first-time researchers*. Sage Publications.

Otto, A., Schots, P. A. M., Westerman, J. A. J., & Webley, P. (2006). Children’s use of saving strategies: An experimental approach. *Journal of Economic Psychology*, *27*(1), 57-72.

Paina, L., Wilkinson, A., Tetui, M., Ekirapa-Kiracho, E., Barman, D., Ahmed, T., Mahmood, S., Bloom, G., Knezovich, J., George, A. and Bennett, S. (2017) Using theories of change to inform implementation of health systems research and innovation: experiences of Future Health Systems consortium partners in Bangladesh, India and Uganda. *Health Research Policy and Systems,* *15*(2), 29-38.

Palmer, A. (2009). ‘I’m not a 'maths‐person'!’ Reconstituting mathematical subjectivities in aesthetic teaching practices. *Gender and Education, 21*(4), 387- 404,  DOI: [10.1080/09540250802467950](https://doi.org/10.1080/09540250802467950)

Pattall, E., Cooper, H. and Robinson, J. (2008). Parent Involvement in Homework: A Research Synthesis. *Review of Educational Research, 78*(4), 1039-1101, [doi.org/10.3102/0034654308325185](https://doi.org/10.3102%2F0034654308325185)

Peck, J., & Tickell, A. (2007). Conceptualizing neoliberalism, thinking thatcherism. In H. Leitner, J. Peck, & E. S. Sheppard (Eds.), *Contesting Neoliberalism: Urban Frontiers* (pp. 26–50). New York: The Guildford Press.

Perry, M. & Medina, C. (2011). Embodiment and Performance in Pedagogy Research: Investigating The Possibility of the Body in Curriculum Experience. *JCT [online], 27*(3), 62.

Peters, M., Seeds, K., Goldstein, A., Coleman, N. (2008). *Parental involvement in children’s education 2007* (Research Report DCSF-RR034). London, England: Department for Children, Schools and Families.

Phillips, B. and Prout, A. (2003). *Issues in the theory of young people’s participation: A discussion brief’*, Paper for the ESRC Seminar Series: Challenging Social Exclusion: Perspectives for and from children and young people, University of Durham, Durham, UK.

Phoenix, A. (2006). Interrogating intersectionality: Productive ways of theorising multiple positioning. *Kvinder, køn & forskning*(2-3).

Plowman, L. & Stephen, C. (2008). The Big Picture? Video and The Representation of Interaction. *British Educational Research Journal, 34*(4), 541- 565.

Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education, 8*(1), 5-23.

Pring, R. (2010) The need for a wider vision of learning. *International Studies in Sociology of Education,*20(1), 83-91.

Pring, R., & Thomas, G. (2004). *Evidence-based practice in education*. McGraw-Hill Education.

Prosser, J. (2007). Visual methods and the visual culture of schools. *Visual Studies, 22*(1), 13-30.

Prosser, J. (2011). Visual methodology: Toward a more seeing research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 479–496). London: Sage.

Raffles, H. (2002). *Intimate knowledge.* UNESCO. Oxford: Blackwells.

Rancière, J. (2010). *Dissensus on politics and aesthetics; on politics and aesthetics.* (S Corcoran, Trans.). Continnum.

Rancière, J. (2014). *Hatred of democracy* (Steve Corcoran, Trans.). Verso.

Raveche Garnett, B., Smith, L. C., Kervick, C. T., Ballysingh, T. A., Moore, M. & Gonell, E. (2019) The emancipatory potential of transformative mixed methods designs: informing youth participatory action research and restorative practices within a district-wide school transformation project. *International Journal of Research & Method in Education, 42*(3), 305-316. DOI: 10.1080/1743727X.2019.1598355

Read, J. (2009). A genealogy of homo-economicus: Neoliberalism and the production of subjectivity. *Foucault Studies*, *6*(1), 25–36.

Reay, D. (2017). *Miseducation: inequality, education and the working classes*. Bristol: Policy Press.

Richards, K. (2011). Case study. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning: Volume 2* (pp. 207–221). New York: Routledge.

Richardson, L. (2000). New writing practices in qualitative research. *Sociology of Sport Journal*, *17*(1), 5–20.

Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M.Y., Sanders, D. and Benefield, P. (2004). *A Review of Research on Outdoor Learning*. NFER/Kings College: London.

Riessman, C. K. (2008). *Narrative methods for the human sciences*: Sage.

Ringrose, J. & Renold, E. (2014). “F\*\* K Rape!” Exploring Affective Intensities in A Feminist Research Assemblage. *Qualitative Inquiry, 20*(6), 772-780.

Romi, S., & Schmida, M. (2009). Non-formal education: a major educational force in the postmodern era. *Cambridge Journal of Education*, *39*(2), 257–273.

Rorty, R. (1982). *Consequences of pragmatism: Essays, 1972-1980*. Minneapolis: University of Minnesota Press.

Saad-Filho, A., and Johnston, D. (2005) *Neoliberalism: A critical reader*. University of Chicago Press.

Sallah, M. and Cooper, C. (2008) *Global Youth Work: Taking it Personally*. National Youth Agency:  Leicester.

San Pedro, T. & Kinlock, V. (2017) Toward Projects in Humanization: Research on Co-Creating and Sustaining Dialogic Relationships. *American Educational Research Journal, 54*(1S), 373S–394S. DOI: 10.3102/0002831216671210

SAPERE P4C. (2011). *Community Philosophy, practical thinking model.* SAPERE p4C.

SAPERE (2015) *Philosophy for Children, Colleges and Communities.*  <https://www.sapere.org.uk/index.html#:~:text=SAPERE%3A%20Philosophy%20for%20Children%2C%20Colleges,disadvantage%2C%20to%20become%20lifelong%20learners>. [Accessed 21/05/21]

Sayer, A. (2011). *Why things matter to people: Social science, values and ethical life*: Cambridge University Press.

Scott, D. (1996). Ethnography and Education. In: Scott, D. and Usher, R. (eds.). *Understanding Educational Research*. London: Routledge, 143-158.

Shahjahan, R. A. (2015). Being ‘lazy’ and slowing down: Toward decolonizing time, our body, and pedagogy. *Educational Philosophy and Theory*, *47*(5), 488–501.

Shildrick, T., Blackman, S., MacDonald, R. (2009). Young people, class and place. *Journal of Youth Studies*, *12*(5), 457-465.

Shucksmith, M. (2016). *InterAction: How can academics and the third sector work together to influence policy and practice?* Dunfermline: CarnegieUK Trust.

Silverman, D. (2013). *Interpreting qualitative data* (4th editio). London: Sage.

Slovenko, K. and Thompson, N. (2016). Social pedagogy, informal education and ethical youth work practice. *Ethics and Social Welfare*, *10*(1), 19–34.

Smith, M. K. (1996). Youth work in schools. Available at  <http://www.infed.org/youthwork/b-ywscho.htm>

Specht, W. (Ed.) (2010). *Mobile Youth Work in the Global Context: Reaching the Unreachable.*ISMO:  Stuttgart.

St. Croix, T. (2018). Youth work, performativity and the new youth impact agenda: getting paid for numbers? *Journal of Education Policy,*33(3), 414-438.

Stalford, H. and Drywood, E. (2009). Coming of age? Children’s rights in the European Union. *Common Market Law Review*, *46*(1), 143-172.

Stipek, D., Givvin, K., Salmon, J. and MacGyvers, V. (2001). Teachers’ beliefs and practices related to mathematics instruction. *Teaching and Teacher Education, 17*(2), 213-226, doi.org/10.1016/S0742-051X(00)00052-4

Stringer, E. T. (2014). *Action research* (4th ed). Sage Publications.

Stringer, E. and Dwyer, R. (2005) *Action Research in Human Services*. Upper Saddle River, NJ: Prentice Hall.

Sutton Trust. (2014). *Research brief. Extra-curricular inequality.* Retrieved from London:

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2008). *Final report from the primary phase: Pre-school, school and family influences on children's development during Key Stage 2 (7-11).* Nottingham, United Kingdom: Department for Children, Schools and Families. <https://ro.uow.edu.au/cgi/viewcontent.cgi?referer=https://scholar.google.co.uk/&httpsredir=1&article=2806&context=sspapers> [accessed 11.06.2021]

Taber, K. S. (2013). *Classroom-based Research and Evidence-based Practice: An introduction* (2nd ed.). London: Sage.

Taylor Aiken, G. (2017). Social innovation and participatory action research: A way to research community? *European Public and Social Innovation Review*, *2*(1), 17-33.

Thomson, P. (2008) *Doing Visual Research with Children and Young People*. London: Routledge.

Thomson, P. and Gunter, H. (2011) Inside, Outside, Upside Down: The Fluidity of Academic Researcher ‘Identity’in Working with/in School. *International Journal of Research & Method in Education,* *34*(1), 17-30.

Thorpe, H., & Rinehart, R. (2013). Action sport NGOs in a neo-liberal context: The cases of Skateistan and Surf Aid International. *Journal of Sport & Social Issues*, *37*(2), 115–141.

Todd, L. (2012). Critical dialogue, critical methodology: Bridging the research gap to young people’s participation in evaluating children’s services. *Children’s Geographies, 10*(2), 187-200.

Tymms, P. (2016). Purposes for educational research. *The BERA/SAGE Handbook of Educational Research*, p.165.

Tuck, E., & Yang, W. (2014). R-Words: Refusing Research. In D. Paris & M. T. Winn (Eds.), *Humanizing research: decolonizing qualitative inquiry with youth and communities*. London: Sage.

UNESCO (2020). *COVID-19 Educational Disruption and Response.* Available: <https://en.unesco.org/covid19/educationresponse> [Accessed 6.5.2020].

Valentine, J. C., Cooper, H., Bettencourt, B. A. and DuBois, D. L. (2002). Out-of-school activities and academic achievement: the mediating role of self-beliefs. *Educational Psychologist, 37*(4), 245-256.

Wallace, D. F. (2009). *This is water. Some thoughts, delivered on a significant occasion, about living a compassionate life*. New York: Little, Brown and Company.

Waller, W. (1932). *The sociology of teaching.* John Wiley & Sons Inc. <https://doi.org/10.1037/11443-000>

Webley, P. (1996). Playing the market: the autonomous economic world of children. In P. K. Lunt & A. Furnham (Eds.), *Economic Socialization. The Economic Beliefs and Behaviours of Young People* (pp. 149-161). Cheltenham: Edward Elgar Publishing Limited.

Weiner, G. (2004). Critical action research and third wave feminism: A meeting of paradigms. *Educational Action Research*, *12*(4), 631–644. <https://doi.org/10.1080/09650790400200261>

Weiss, C.H. (2000). Which links in which theories shall we evaluate? In S.C. Funnell, T.A. Hacsi, A. Petrosino & T.A. Huebner (Eds.) *Program Theory in Evaluation Challenges and Opportunities: New Directions for Evaluation*. NJ: John Wiley and Sons.

Werner, O., & Schoepfle, G. M. (1987). *Systematic fieldwork: Foundations of ethnography and interviewing* (Vol. 1). Newbury Park, CA: Sage.

Wiles, R., V. Charles, G. Crow and S. Heath (2006). Researching researchers: lessons for research ethics. *Qualitative Research, 6*(3), 283-299.

# Wilkins, A. (2018). Assembling schools as organisations: On the limits and contradictions of neoliberalism. In M. Connolly, C. James, S. Kruse, and D.E. Spicer (eds) *SAGE International Handbook on School Organization.* Sage: London, pp. 509-523.

Wilshaw, M. (2013). *Unseen children—HMCI speech*. OFSTED. [https://webarchive.nationalarchives.gov.uk/20131216154121/https://www.ofsted.gov.uk/resources/unseen-children-hmci-speech](https://webarchive.nationalarchives.gov.uk/20131216154121/https:/www.ofsted.gov.uk/resources/unseen-children-hmci-speech)

Winter, J., Salway, L., Yee, W. C., & Hughes, M. (2004). Linking home and school mathematics: The home–school knowledge exchange project. *Research in Mathematics Education, 6*(1), 59–75.

Wolcott, H. F. (2008). *Ethnography: A Way of Seeing.* Plymouth: Altamira Press.

Yasunaga, M. (2014). *Non-formal education as a means to meet learning needs of out-of-school children and adolescents*. *Unesco*.

Yin, R. K. (2012). *Applications of case study research* (3rd ed.). London: Sage.

Young, K. (2009). *The Art of Youth Work*. Russell House Publishing: Lyme Regis.

Žižek, S. (2010). *Violence: Six sideways reflections*. Profile Books.