Dr Catherine Kilburn

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DBS status: Clear - registered with update service

An early career academic who enjoys teaching and supporting students to enable them to achieve their potential. I have a range of previous employment experiences which I draw on within my teaching to provide real life examples to support the students' learning. I am interested in developing a career which combines teaching and research.

EDUCATION

2019 – 2024 PhD Education

University of Hull: Supervised by Dr Jo Traunter

Thesis – 'Boys don't play with girls' Gender Boundaries in Play: An Analysis of Preschool Children's Regulation of Gendered Behaviour Across Three Settings

Thesis examiners: Dr Patricia Shaw, Dr Liz Chesworth, Dr Kay Heslop

My research is concerned with identifying the techniques that pre-school children utilise in play to control their peers gender exploration through the reinforcement of gender stereotypes and norms. This was a qualitative research project which included the voices of the child participants.

2016 – 2018 MA Early Childhood Education

University of Sheffield: Merit

Modules included:

- Early childhood education, history, and policy
- Development, learning, and curriculum in early childhood education
- Contemporary issues in early childhood education
- Research methods and methodology in early childhood education

Dissertation explored parents' and practitioners' beliefs surrounding superhero and weapon play within a nursery setting.

2009 – 2010 Early Years Professional Status

University of Winchester

Full year route focusing on the children's development from birth to 8yrs old. Included placements in a community nursery with a high level of children with SEND, and a large private nursery.

2003 – 2007 BA (Hons) Primary Education with QTS

University of Winchester: 2:1

Specialism: Advanced Early Years

Modules included all primary subjects along with professional teaching practices. Third year English, mathematics and science modules had an early childhood education focus along with specific early childhood modules covering theories of early childhood education. Final year dissertation was a reflective evaluation of modifications made to improve my teacher questioning skills within a foundation stage class.

OTHER QUALIFICATIONS

- Associate Follow of the Higher Education Academy
- Applied for Fellow of the Higher Education Academy (outcome due w/c 01/07/24)
- Level 3 Award in education and Training – City & Guilds
- Level 3 Beach Schools Practical Skills and Environmental Management – AET & Archimedes Training
- Working towards Level 3 Forest School Leader – University of Hull & AIM Qualifications

TEACHING/SUPERVISING EXPERIENCE

2023 – Current Lecturer

Module tutor for 6 modules across the year, teaching at levels 4, 5, 6 and 7 which included:

L4 – Ethical Dilemmas and the Moral Maze – team taught portfolio module, workshop tutor

L4 – Professional Reflective Practice: Learning Journeys – Lead tutor

L5 – Play and Learning – Lead tutor

L5 – Action Research Project – Lead tutor

L6 – Childhood in the Digital World – co-taught module

L7 – Creative Inquiry, Communication and Playful Learning – team taught module, workshop tutor

Role included supporting the students, setting up empty canvas shell for the modules where I was lead tutor, planning and delivering the module content, marking and providing feedback on assignments, as well as providing student support and ongoing formative assessment.

UG extended research project supervision. Supervising tutor for 4 L6 student extended research projects.

MA extended research project supervision. Supervising tutor for 4 MA student extended research projects.

Personal supervisor – 36 students – L4, L5 & L7 students

2022 – 2023 Lecturer

Module tutor for 6 modules across the year, teaching at levels 4, 5, 6 and 7 which included:

L4 – Professional Reflective Practice: Learning Journeys – Lead tutor

L5 – Play and Learning – Lead tutor

L5 – Action Research Project – Lead tutor

L6 – Childhood in the Digital World – co-taught module, involved in designing module content plan

L7 – Research Design and Implementation – workshop tutor

L7 – Early Childhood Education: Curricular and Pedagogical Debates – team taught module, workshop tutor

Role included supporting the students, setting up empty canvas shell for the modules where I was lead tutor, planning and delivering the module content, marking and providing feedback on assignments, as well as providing student support and ongoing formative assessment.

Involved in developing new MA Early Childhood Education module to start in 2023-2024 year.

Involved in mapping FdEd Professional Practice in Early Years 0-8 to DfE Early Years Educator criteria for inclusion on DfE relevant early childhood qualification list.

UG extended research project supervision. Supervising tutor for 3 L6 student extended research projects.

MA dissertation supervision. Supervising tutor for 4 MA student dissertations.

Personal supervisor – 20 students – L7 students

2022 Lecturer

Module tutor for level 6 Leadership, Management and Team Working in the Children's Workforce module (34 students) responsible for lecture planning, teaching, student support and assessment marking during semester 2. Teaching was delivered via Teams and in-person. Role included supporting the students, setting up empty canvas shell for the module, planning and delivering the module content, marking and providing feedback on assignment.

MA dissertation supervision. Supervising tutor for 24 MA student dissertations.

2021 Module Tutor- Ad-Hoc Sessions Lecturer

Module tutor providing tutor support for a level 5 Workplace Pedagogy in Practice module to a group of 10 students, and assessment marking during semester 2. Tutor meetings took place over Teams and support was provided regarding the different types of assessments for the module. Assessments marked were individual Pebblepad portfolios and conference papers, as well as a group presentation in which I was a member of a three-person assessment team.

2020 – 2022 Guest Lecturer, University of Hull School of Education

Unpaid guest lecturer on two undergraduate early years education modules (level 4) and one MA level module (level 7). This included both in-person and online teaching as well as involvement in the formative assessment process for one undergraduate module.

RESEARCH

2024 – 2025 Developing a tool kit to support the implementation of the Lundy Model of Participation for Children – Co-investigator

Ferens Education Trust Bid seeking funding to implement the Laura Lundy Model of engagement for children's services around Hull, targeting young and non-verbal children in deprived or marginalised areas. The project will start with focus groups involving local practitioners, teachers, and community workers, to work with us to develop a toolkit advocating Lundy principles to amplify child voice, establishing children as experts in their lives, and promote child-centred practices. This toolkit will support the learning and development of marginalized children in Hull, ensuring their voices are heard and respected.

2019 – 2023 'Boys don't play with girls' Gender Boundaries in Play: An Analysis of Preschool Children's Regulation of Gendered Behaviour Across Three Settings

This thesis contributes to the contemporary discussions around the impact of gender on preschool children's lives. Drawing on theories of young children's gender development and Bronfenbrenner's socio-ecological theory, this research examines the role that three and four-year-old children play in policing their peers' gender exploration across three preschool settings. Drawing on feminist micro-ethnographic methods, this qualitative research explores the lived experiences of preschool participants. Using video-recorded observations, video-stimulated conversations and an image elicitation task, the participants' knowledge and experience of gender stereotypes and policing were illuminated. The data were analysed using critical conversation analysis which combined aspects of conversation analysis and critical discourse analysis, to enable the researcher to analyse how and why children use their communication to reinforce power and discourse.

RELEVANT EMPLOYMENT

2012 – 2019 Early Years Deputy Manager, Early Years Centre, Southampton University, Southampton

Main responsibilities included working with parents with a particular focus on financial matters, supporting practitioners and modelling practice as well as working in the rooms when needed. The Early Years Centre provides care for children from birth to 5 years and I spent time working with the children in all age groups.

I trained the staff on how to use digital learning stories including Tapestry and iConnect as well as in observation and assessment. I mentored practitioners who were completing Early Years ITT courses which included observing their practice and providing written feedback.

2010 – 2012 **Acting Manager & Pre-School Teacher, Fawley Independent Day Nursery, Holbury, Southampton**

Responsible for managing staff and ensuring the quality of the provision, working with parents, ensuring ratios and statutory requirements were met. Responsible for planning activities that met children's learning and development needs, key worker responsibilities including completing observations on the children and ensuring that their learning stories were kept up to date. Working with parents as well as working with other professionals including attending TAC meetings.

2000 – 2003 **Self-Employed Childminder**

1997 – 1999 **Pre-School Assistant**

DEPARTMENTAL ACTIVITY

12/2023 - Current **Interim Programme Director**

Attending PLG meetings, facilitated Education Studies All Programmes meeting, supported tutors and students on the FdEd and Top-Up programme. Engaged in recruitment activities for the programmes. Remapped the FdEd to the revised EYE criteria to apply to DfE for continued Full and Relevant status, included minor mods for all L4 and L5 modules. Updating CMEE throughout T2. Attended module and programme boards and liaised with external examiner.

09/2023 – 12/2023 **Recruitment Lead for Education Studies**

Organised staff and student ambassador cover for recruitment events, including open days and prospective student visits to the University. Arranged visit from Hull College early childhood students to the University. Visited Wilberforce College to speak to students who are interested in education.

2021 – 2022 **Postgraduate Faculty Representative**

Attending faulty research committee meeting and the Graduate research officer committee to represent the views of postgraduate students within the faculty

2020 **Presentation at Faculty PGR Research Culture and Community Seminar**

'Pre-school children's policing of their peers' gender play' – presented the rationale for my PhD and explained the methodology.

OUTREACH

2023 "Boys don't play with girls!" – Preschool children's role in reinforcing gender stereotypes in early childhood education [Blog post]. *Lifting Limits*.

Invited to submit a blog post to be published on the Lifting Limits website after presenting at the University of Warwick PGR online conference. Blog post focused on PhD research findings.

2022 **The Wonder of Research**

Online event created for The Modern Researcher 2 using ThingLink to deliver a range of presentations and resources to a non-academic audience.

2021 **Pre-school Children's Policing of their Peers' Gender Play**

Wonder Learning Partnership Training School Newsletter, Edition 36, Available from https://learningpartnership.education/newsletters/

CONFERENCES

Sept 2024 "Boy kittens play over there" Preschool children's role in reinforcing gender norms and stereotypes whilst playing with their peers (presentation). *EECERA 2024: Developing Sustainable Early Childhood Education Systems: Comparisons, Contexts and the Cognoscenti*. Brighton, 03 – 06 September 2024.

April 2024 Not always innocent – preschool children's reinforcement of gender stereotypes through play focusing on the methods that pre-school children use to reinforce gender stereotypes within EY settings (presentation). *University of Warwick 11th Education Studies Postgraduate Research Conference: A Hopeful and Ambitious Education – Navigating uncertainty, complexity and chapter.* Online, 26 – 27 April 2024.

Aug 2023 Letting the child's voice be heard - The role of participatory research techniques to elicit young children's perceptions and experiences of the policing of gendered norms in the preschool years (presentation). *EECERA 2023: Children's Curiosity, Agency and Participation.* Lisbon, 30 August – 02 September 2023

The challenge of balancing the competing pressures of enabling children's agency and the practitioner's role in challenging gender stereotypes (poster). *EECERA 2023: Children's Curiosity, Agency and Participation.* Lisbon, 30 August – 02 September 2023

Aug 2022 Not always innocent: Preschool children's reinforcement of gender stereotypes during play (poster). *EECERA 2022: Cultures of Play: Actors, Affordances and Arenas*. Glasgow, 23-26 August 2022.

Feb 2022 Inequality of experience: Preschool children's control of the environment through the use of gender (presentation). *BECERA 2022: Early Childhood Education and Ecological Sustainability conference.* Online, 22-23 February 2022.

Jan 2022 "I'm a big boy now, and big boys don't cry!": Peer reinforcement of gender stereotypes within preschool settings (presentation). *ECSDN 5th Research Conference: The year of the Early Childhood Studies Student*. Online, 28 January 2022.