## References

- Ackerman, B.P. and Brown, E.D. 2010. Physical and psychosocial turmoil in the home and cognitive development. In *Chaos and Its Influence on Children's Development: An Ecological Perspective*, Eds G.W. Evans and T.D. Wachs, pp. 35–47, Washington, DC, American Psychological Association.
- Agle, B.R., Mitchel, R.K. and Sonnenfeld, J.A. 1999. Who matters to CEOs? An investigation of stakeholder attributes and salience, corporate performance, and CEO values. *Academy of Management Journal*, 42, 507–525.
- Ainsworth, M.D.S. 1991. Attachments and other affectional bonds across the life cycle. In *Attachment across the Life Cycle*, Eds C. Murray Parkes, J. Stevenson-Hind and P. Marris, London, Routledge.
- Aitken-Little, K.A., Eckert, T., Lovett, B. and Little, S. 2004. Extrinsic reinforcement in the classroom: bribery or best practice. *School Psychology Review*, 33(33), 344–362.
- AITSAL (Australian Institute for Teaching and School Leadership). 2018. Australian professional standards for teachers. Available at: https://www.aitsl.edu.au/teach/standards [Accessed 14 October 2021].
- Aldgate, J., Heath, A. and Colton, M. 1992. *The Educational Progress of Children in Foster Care*, Swindon, ESRC Report.
- Alexander, R. 2004. Towards Dialogic Teaching: Rethinking Classroom Talk, Cambridge, Cambridge University.
- Andreasson, I., Asp-Onsjo, L. and Isaksson, J. 2013. Lessons learned from research on individual educational plans in Sweden: obstacles, opportunities and future challenges. *European Journal of Special Needs Education*, 28(4), 413–426.
- Asmussen, K., Fischer, F., Drayton, E., McBride, T. and McBride 2020. Adverse Childhood Experiences: What We Know, What We Don't Know, and What Should Happen Net, London, Early Intervention Foundation.
- Australian Institute of Health and Welfare. 2015. National survey of children in out-of-home care 2015. Available at: https://www.aihw.gov.au/about-our-data/our-data-collections/national-survey-children-out-of-home-care-2015 [Accessed 4 March 2021].
- Baines, E., Blatchford, P. and Chowne, A. 2007. Improving the effectiveness of collaborative group work in primary schools: effects on science attainment. *British Educational Research Journal*, 33(5), 663–680.
- Bal, A. and Thorious, K. 2012. Culturally responsive positive behaviour support matters. Available at: http://dm.education.wisc.edu/abal/intellcont/CRPBIS% 20Brief\_Bal%20et%20al\_2012-1.pdf#:~:tet=Culturally%20Responsive%20Positive %20Behavioral%20Support%20Matters%20The%20importance,as%20grounds% 20for%20different%20rights%2C%20privileges%2C%20and%20outcomes [Accessed 14 October 2021].

- Barnardo's. 2015. Overseen but Often Overlooked Children and Young People 'Looked after at Home' in Scotland, Edinburgh, Barnardo's Scotland.
- Barth, R.P., Crea, T.M., John, K., Thoburn, J. and Quinton, D. 2005. Beyond attachment theory and therapy: towards sensitive and evidence-based interventions with foster and adoptive families in distress. *Child & Family Social Work*, 10(4), 257–268.
- Bazalgette, L., Rahilly, T. and Trevelyan, G. 2015. NSPCC achieving emotional wellbeing for looked after children: a whole system approach. [Online]. Available at: https://learning.nspcc.org.uk/research-resources/2015/achieving-emotional-wellbeing-looked-after-children-whole-system-approach [Accessed 10 December 2021].
- Bentley, J.K.C. 2010. Children as architects of inclusive education. In *Equality*, *Participation and Inclusion*, Eds J. Ri, M. Nind K. Sheehy, K. Simmons and C. Walsh, London, Routledge.
- Bergin, C. and Bergin, D. 2009. Attachment in the classroom. *Educational Psychology Review*, 21, 141–170.
- Berridge, D. 1997. Foster Care: A Research Review, London, The Stationery Office.
- Berridge, D. 2007. Theory and explanation in child welfare: education and looked-after children. *Child & Family Social Work*, 12(1), 1–10.
- Berridge, D. 2017. The education of children in care: agency and resilience. *Children and Youth Services Review*, 77.
- Biesta, G. and Tedder, M. 2007. Agency and learning in the lifecourse: towards and ecological perspective. *Studies in the Education of Adults*, 39(2), 132–149.
- Black-Hawkins, K. and Florian, I. 2012. Classroom teacher's craft knowledge of their inclusive practice. *Teachers and Teaching*, 18(5), 567–584.
- Blackwell, W.H. and Rossetti, Z.S. 2014. The development of individualized education programmes: where have we been and where should we go now? *Sage Open*, 1–15. doi: 10.1177/2158244014530411 [Accessed 11 October 2020].
- Blatchford, P., Kutnick, P., Baines, E. and Galton. 2003. Toward a social pedagogy of classroom group work. *International Journal of Educational Research*, 39(1–2), 153–172.
- Bowlby, J. 1940. The influence of early environment in the development of neurosis and neurotic-character. *International Journal of Psycho-analysis*, 21, 154–178.
- Bowlby, J. 1969. Attachment and Loss: Vol. 1: Attachment, London, Hogarth Press.
- Bowlby, J. 1973. Attachment and Loss: Volume II Separation, Vol. 2, London, Hogarth Press.
- Bowlby, J. 1981. Attachment and Loss: Vol. 3: Loss: Sadness and Depression, London, Penguin Books.
- Boyd, P. 2014. Learning conversations: teacher researchers evaluating dialogic strategies in early years settings. *International Journal of Early Years Education*, 22(4), 441–456.
- Braun, V. and Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Bretherton, I. 1992. The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28(5), 759–775.
- Bromfield, L. and Holzer, P. 2008. A National Approach for Child Protection Project Report, Melbourne, Australian Institute of Family Studies.

- Bromfield, L. and Osborn, A. 2007. Research Brief No 10 Kinship Care, Melbourne, Australian Institute of Family Studies.
- Bush, T. and Glover, D. 2014. School leadership models: what do we know? *School Leadership & Management*, 34(5), 553–571.
- Bush, T. 2015. Teacher leadership: construct and practice. *Educational Management Administration & Leadership*, 43(5), 671–672.
- Butler-Sloss, L. 1988. Report of the Inquiry into Child Abuse in Cleveland, London, HMSO.
- Cairns, K. 2013. The effect of trauma on children's learning. In *Pathways for Education for Young People in Care: Ideas from Research and Practice*, Ed S. Jackson, London, BAAF.
- Cameron, C., Connelly, G. and Jackson, S. 2015. Educating Children and Young People in Care Learning Placements and Caring Schools, London, Jessica Kingsley.
- Carrington, S. and Robinson, R. 2004. A case study of inclusive school development: a journey of learning. *International Journal of Inclusive Education*, 8(2), 141–153. doi: 10.1080/1360311032000158024
- Cavioni, V., Zanetti, M.A., Beddia, G. & Spagnolo, M.L. 2018. Promoting resilience: a European curriculum for student teachers and families. In *Resilience in Education, Concepts Contexts and Connections*, Eds M. Wosnitza, F. Peixoto, S. Beltman and C.F. Mansfield, Cham, Springer.
- CELCIS (Centre for excellence for looked after children in Scotland). 2015. Measuring children and young people's outcomes in residential education. [Online]. Available at: https://www.celcis.org/knowledge-bank/search-bank/measuring-children-and-young-people-outcomes-residential-care [Accessed 10 April 2021].
- Chambers, H. 2009. People with Passion Getting the Right People around the Table: A Summary Report on How to Embed Creativity in the Lives of Looked after Children and Young People, London, National Children's Bureau.
- Chan, A. and Poulin, A. 2007. Monthly changes in the composition of friendship networks in early adolescence. *Merrill-Palmer Quarterly*, 53(4), 578–602.
- Child Trends Databank. 2020. State-level data for understanding child welfare in the United States. Available at: https://www.childtrends.org/publications/state-level-data-for-understanding-child-welfare-in-the-united-states [Accessed 4 March 2021].
- Children First. 2021. Kinship care support Scotland. [Online]. Available at: https://www.children1st.org.uk/help-for-families/parentline-scotland/guidance-advice/kinship-care/ [Accessed 16 October 2021].
- City of Edinburgh Council. 2015. Child protection for professionals. [Online]. Available at: https://www.edinburgh.gov.uk/downloads/download/13089/child-protection-for-professionals [Accessed 14 October 2021].
- Clyde Report. 1946. Report of the Committee on Homeless Children, London, HMSO. Congress. Gov. 1997. Adoption and safe families act of 1997. Available at: https://www.congress.gov/bill/105th-congress/house-bill/867 [Accessed 14 October 2021].
- Connell, J. P. and Wellborn, J. G. 1991. Competence, autonomy, and relatedness: a motivational analysis of self-system processes. In *Self-processes and Development*, Eds M. R. Gunnar and L. A. Sroufe, pp. 43–77, Hillsdale, NJ, Erlbaum.
- Connolly, M. 2003. Kinship care: a selected literature review. Submitted to the Department of Child, Youth & Family. Wellington: Department of Child, Youth & Family. Retrieved from www.cyf.govt.nz/documents/about-us/publications/social-work-now/kinship-care.pdf

- Cooper, P., Tiknaz, Y., Bennathan, M. and Rose, J. 2007. *Nurture Groups in School and at Home: Connecting with Children with Social, Emotional and Behavioural Difficulties*, London and Philadelphia, Jessica Kingsley Publishers.
- Cooper, V. and Kellett, M. 2017. Listening to children. In *Beginning Teaching, Beginning Learning in Early Years and Primary Education*, Eds J. Moyles, J. Georgeson and J. Payler, Milton Keynes, McGraw Hill Education / Open University Press.
- Cornelius-White, J. 2007. Learner-cantered teacher-student relationships are effective: a meta-analysis. *Review of Educational Research*, 77(1), 113–143.
- Crozier, G. 2000. Parents and Schools: Partners or Protagonists, Stoke on Trent, Trentham Books.
- Danby, S., Thompson, C., Theobald, M. and Thorpe, K. 2012. Children's strategies for making friends when starting school. *Australian Journal of Early Childhood*, 37(2), 63–66.
- Daub, S.R. 2020. Twenty years and counting: the past, present, and future of ACEs research In Adverse Childhood Experiences Using Evidence to Advance Research, Practice, Policy and Prevention, Eds G.J.G. Asmundson and T.O. Afifi, London, Academic Press Elsiver.
- Davidson, N. and Worsham, T. 1992. Enhancing Thinking through Co-operative Learning, London, Teachers College Press.
- DCSF. 2008. Every Child a Talker: Guidance for Lead Practitioners, London, DCSF.DeCharms, R. 1968. Personal Causation: The Internal Affective Determinants of Behaviour, New York, NY, Academic Press.
- Deci, E.L. 1975. Intrinsic Motivation, New York, NY, Plenum Press.
- Deci, E.L. and Ryan, R. 1985. *Intrinsic Motivation and Self-Determination in Human Behaviour*, New York, NY, Plenum.
- Den Brok, P., van Tartwijk, J., Wubbles, T. and Veldman, I. 2010. The differential effect of the teacher-student interpersonal relationship on student outcomes for students with different ethnic backgrounds. *British Journal of Educational Psychology*, 80(2), 199–221.
- Denby, R. 2015. Kinship Care: Increasing Child Well-Being through Practice, Policy, and Research, New York, NY, Springer.
- Denscombe, M. 2010. The Good Research Guide for Small-Scale Social Research Projects, 4th ed., Maidenhead, McGraw-Hill International.
- Dent, R.J. and Cameron, R.J.S. 2003. Developing resilience in children who are in public care: the educational psychology perspective. *Educational Psychology in Practice*, 19(1), 3–19.
- Department for Children, Schools and Families (DCSF). 2010. Promoting the educational achievement of looked after children. Statutory guidance for local authorities. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/276468/educational\_achievement\_of\_looked\_after\_children.pdf [Accessed 25 August 2021].
- Department for Education. 2019. Children looked after in England (including adoption). Year ending 31 March 2019. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/850306/Children\_looked\_after\_in\_England\_2019\_Tet.pdf [Accessed 18 July 2020].

- Department for Education. 2020. Outcomes for children looked after by local authorities in England. 31 March 2019. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/884758/CLA\_Outcomes\_Main\_Tet\_2019.pdf [Accessed 4 March 2021].
- Department for Education. 2021. The Children Act 1989 guidance and regulations Volume 2: care planning, placement and case review. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1000549/The\_Children\_Act\_1989\_guidance\_and\_regulations\_Volume\_2\_care\_planning\_placement\_and\_case\_review.pdf [Accessed 14 October 2021].
- Desforges, C. and Abouchaar, A. 2003. The Impact of Parental Involvement.
- Deutsch, M. 1949. A theory of cooperation and competition. *Human Relations*, 2, 129–152.
- Donohue, K.M., Perry, K.E. and Weinstein, R.S. 2003. Teachers' classroom practices and children's rejection by their peers. *Journal of Applied Developmental Psychology*, 24(1), 91–118.
- Doyle, O., Hegarty, M. and Owens, C. 2018. Population-based system of parenting support to reduce the prevalence of child social, emotional, and behavioural problems: difference-in-differences study. *Prevention Science*, 19(6), 772–781. doi: 10.1007/s11121-018-0907-4
- Duncan, D. 2013. Children and young people in care until 26: a must for improved outcomes. *Scottish Journal of Residential Child Care*, 12(3), 4–8.
- Dunn, J. 2004. Children's Friendships: The Beginnings of Intimacy, Oxford, Blackwell. Duschinsky, R., Greco, M. and Solomon, J. 2015. The politics of attachment: lines of flight with Bowlby, Deleuze and Guattari. Theory, Culture & Society, 32(7–8), 173–195.
- Dutta, V. and Sahney, S. 2016. School leadership and its impact on student achievement: the mediating role of school climate and teacher job satisfaction. *International Journal of Educational Management*, 30(6), 941–958.
- Education Policy Institute. 2020. Education in England Annual Report 2020. Available at: https://epi.org.uk/wp-content/uploads/2020/09/EPI\_2020\_Annual\_Report\_.pdf [Accessed 4 March 2021].
- Education Scotland. 2017. Engaging parents and families A toolkit for practitioners Section 1: involving all parents. [Online]. Available at: https://dera.ioe.ac.uk/26575/2/Section16June16\_tcm4-870639\_Redacted.pdf [Accessed 12 October 2021].
- Education Scotland. 2021. *Appling Nurture as a Whole School Approach*, Livingston, Education Scotland. Available at: https://education.gov.scot/improvement/Documents/inc55ApplyingNurturingApproaches120617.pdf [Accessed 3 October 2021].
- Edwards, A. 2010. Being an Expert Professional Practitioner: The Relational Turn in Expertise, Dordrecht, Springer.
- Eichsteller, G. and Holthoff, S. 2012. The Art of Being a Social Pedagogue Practice Examples of Cultural Change in Children's Homes in Essex, ThemPra Social Pedagogy Community Interest Company. Available at: http://www.thempra.org.uk/downloads/Essex\_Report\_2012.pdf [Accessed 18 March 2021].
- Elliot, J.G., Stemler, S.E., Sternberg, R.J., Grigorenko, E.L. and Hoffman, N. 2011. The socially skilled teacher and the development of tacit knowledge. *British Educational Research Journal*, 37(1), 83–103.
- Emerson, R.M., Fretz, R.I. and Shaw, L.L. 2001. Participant Observations and fiel notes. In Handbook of Ethnography, Ed P. Atkinson et al. London, Sage.

- Felitti, V.J., Anda, R.F., Nordenberg, D., Williamson, D.F., Spitz, A.M., Edwards, V., ... Marks, J.S. 1998. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *American Journal of Preventive Medicine*, 14, 245–258.
- Fernandez, E. 2008. Unravelling emotional, behavioural and educational outcomes in a longitudinal study of children in foster care. *British Journal of Social Work*, 38(7), 1283–1301.
- Fletcher-Campbell, F. 1998. Progress or procrastination? The education of young people who are looked after. *Children & Society*, 12(1), 3–11.
- Francis, J. 2000. Investing in children's futures: enhancing the educational arrangements of 'looked after' children and young people. *Child & Family Social Work*, 5(1), 23–33.
- Francis, J. 2008. Developing inclusive education policy and practice for looked after children. *Scottish Journal of Residential Child Care*, 7(2), 60–70.
- Gabriel, S., Renaudb, J.M. and Tippina, B. 2007. When I think of you, I feel more confident about me: the relational self and self-confidence. Journal of Experimental Social Psychology, 43(5), 772–779.
- Galton, M. 1990. Grouping and group-work. In *Social Psychology of the Primary School*, Eds C. Rogers and P. Kutnick, London, Routledge.
- Garvin, M., Tarullo, A., VanRyzin, M. and Gunnar, M. 2012. Postadoption parenting and socioemotional development in post institutionalized children. *Development and Psychopathology*, 24(1), 35–48.
- Gerhardt, S. 2003. Why Love Matters: How Affection Shapes a Baby's Brain, Hove, Brunner/Routledge.
- Gibbs, G. 1988. Learning by Doing: A Guide to Teaching and Learning Methods. Further Education Unit, Oxford, Oxford Polytechnic.
- Giddens, A. 1984. *The Constitution of Society: Outline of the Theory of Structuration*, Berkeley and Los Angeles, University of California Press.
- Gilbert, N., Parton, N. and Skivene, M. 2011. *Child Protection Systems: International Trends and Orientations*, New York, Oxford Scholarship online.
- Gillies, R. 2003. The behaviours, interactions, and perceptions of junior high school students during small-group learning. *Journal of Educational Psychology*, 95, 137–147.
- Goleman, D. 1996. *Emotional Intelligence: Why It can Matter More than IQ*, London, Bloomsbury.
- Goleman. 2004. Forward. In *Building Academic Success on Social and Emotional Learning*, Eds J.E. Zins, P. Weissberg, M.C. Wang, & H.J. Walberg, New York, NY, Teachers College Press.
- Goodall, J. and Montgomery, C. 2014. Parental involvement to parental engagement: a continuum. *Educational Review*, 66(4), 399–410. doi: 10.1080/00131911.2013. 781576
- Gray, D.E. 2013. *Doing Research in the Real World*, 3rd ed., Thousand Oaks, CA, Sage.
- Greenwood, R. and Hinings, C.R. 1988. Design archetypes, tracks and the dynamics of strategic change. *Organization Studies*, 9, 293–316.
- GTCS (General Teaching Council for Scotland). 2021. Professional standards for scotland's teachers. [Online]. Available at: https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers.asp [Accessed 12 October 2021].

- Hadi, J. and Johansen, T. 2021. The Common Third, A kindred spirit to youth work? Available at: https://sppa-uk.org [Accessed 14 June 2021].
- Hagborg, W. 1998. An investigation of a brief measure of school membership. *Adolescence*.
- Hampshire, K.R., Porer, G., Owusu, S.A., Tanle, A. and Abane, A. 2011. Out of the reach of children? Young people's health seeking practices and agency in Africa's newly emerging therapeutic landscape. *Social Science & Medicine*, 73(5), 702–710.
- Hamre, B.K. and Pianta, R.C. 2001. Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72, 625–638.
- Happer, H., McCreadie, J. and Aldgate, J. 2006. *Celebrating Success: What Helps Looked after Children Succeed*, Edinburgh, Social Work Inspection Agency.
- Hare, A.D. and Bullock, R. 2006. Dispelling misconceptions about looked after children. *Adoption and Fostering*, 30(4), 26–35.
- Harker, R., Dobel-Ober, D., Lawrence, J., Berridge, D. and Sinclair, R. 2003. Who takes care of education? Looked after children's perceptions of support for educational progress. *Child and Family Social Work*, 8(2), 89–100.
- Harris, A. 2003. Teacher leadership as distributed leadership: heresy, fantasy or possibility? *School Leadership & Management*, 23(3), 313–324.
- Harris, A. and Goodall, J. 2008. Do parents know they matter? Engaging all parents in learning. *Educational Research*, 50(3), 277–289. doi: 10.1080/00131880802309424
- Hart, A. & Heaver, B. 2013. Evaluating resilience-based programs for schools using a systematic consultative review. *Journal of Child and Youth Development*, 1(1), 27–53.
- Harter, S. 1999. Symbolic interactionism revisited: potential liabilities for the self-constructed in the crucible of interpersonal relationships. *Merrill-Palmer Quarterly*, 45, 677–703.
- Hattie, J. 2009. Visible Learning: A Synthesis of over 800 Meta-Analysis Relating to Achievement, London and New York, Routledge.
- Hedges, H. and Cullen, J. 2012. Participatory learning theories: a framework for early childhood pedagogy. *Early Child Development and Care*, 182(7), 921–940.
- Hennessy, a, Connelly, G. and Welch, V. 2014. Research Briefing: Improving Educational Outcomes for Children Looked after at Home: The Perspectives of Designated Managers of Looked after Children, Glasgow, CELCIS, University of Strathclyde.
- Hennink, M., Hutter, I. and Bailey, A. 2011. *Qualitative Research Methods*, Los Angeles, CA, Sage.
- Hertz-Lazarowitz, R. 1989. Cooperation and helping in the classroom: a contextual approach. *Journal of Educational Research*, 13, 113–119.
- Hjörne, E. and Säljö, R. 2013. Institutional labelling and pupil careers, negotiating identities of children who do not fit in. In *The Routledge International Companion to Emotional and Behavioural Difficulties*, Eds T. Cole, H. Daniels and J. Visser, London, Routledge.
- HMSO. 1946. Care of Children Committee. Report of the Care of Children Committee. cmd.6922. London, HMSO.
- Hodges, J. and Tizard, B. 1989. Social and family relationships of e-institutional adolescents. *Journal of Child Psychology and Psychiatry*, 30(1), 77–79.

- Hollingworth, K.E. 2012. Participation in social, leisure and informal learning activities among care leavers in England: positive outcomes for educational participation. *Child and Family Social Work*, 17, 438–447.
- Hollins, E.R. 2008. Culture in School Learning, 2nd ed., London, Routledge.
- Hoogsteder, M., Maier, R. and Elbers, E. 1998. Adult-child interaction, joint problem solving and the structure of cooperation. In *Cultural Worlds of Early Childhood*, Eds M. Woodhead, D. Faulkne and K. Littleton, London, Routledge.
- Jackson, S. and Ajayi, S. 2007. Foster care and higher education. *Adoption and Fostering*, 31(1), 62–72.
- Jackson, S. 1987. *The Education of Children in Care*, Bristol, School of Applied Social Studies, University of Bristol.
- Jackson, S., Ajayi, S. and Quigley, M 2005. *Going to University from Care*. Final report of the By Degrees project. Institute of Education, London.
- Jacobs, G. and Renandya, W. 2019. Student Cantered Cooperative Learning Linking Concepts in Education to Promote Student Learning, Singapore, Springer.
- James, A. 2009. Agency. In *The Palgrave Handbook of Childhood Studies*, Eds. J. Qvortrup, W.A. Corsaro and M.S. Honig, pp. 34–45, London, Palgrave.
- Jang, H., Reeve, J. and Deci, E.L. 2010. Engaging students in learning activities: it is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology*, 102(3), 588–600.
- Japan Network for Prevention of Child Abuse and Neglect. n.d. Child Abuse Prevention Law System. Available at: http://www.orangeribbon.jp/about/child/institution.php [Accessed 14 October 2021].
- Jennings, P.A. and Greenberg, M.T. 2009. The Prosocial classroom: teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.
- Johnson, D.W., Maruyama, G., Johnson, R., Nelson, D. and Skon, L. 1981. Effects of competitive, cooperative and individualistic goal structures on achievement: a meta-analysis. *Psychological Bulletin*, 89, 47–62.
- John-Steiner, V. and Mahn, H. 1996. Sociocultural approaches to learning and development: a Vygotskian framework. *Educational Psychology*, 31, 91–206.
- Johnston, H. 2017. One Moana is all we need.... Centre for Ecellence for Looked After Children in Scotland, 27June [Blog]. Available at: https://www.celcis.org/knowledge-bank/search-bank/blog/2017/06/one-moana-all-we-need [Accessed 4 October 2021].
- Jospe, R. 1990. Hillel's rule. The Jewish Quarterly Review, LI(1-2), 45-57.
- Kant, I. 1966. The Fundamental Principles of the Metaphysics of Ethics, Trans, Ma 1579-1601nthey-Zorn, New York, NY, Appleton-Century-Crofts.
- Kautz, T., Heckmani, J., Dirisii, R., Ter Weeliii, B. and Borghansi, L. 2014. Fostering and Measuring Skills: Improving Cognitive and Non-cognitive Skills to Promote Lifetime Success. OECD Education Working Papers, No. 110. OECD Publishing, Paris. Available at: https://doi-org.ezproxy.lib.gla.ac.uk/10.1787/5jxsr7vr78f7-en
- Kell, C.I and Sweet, J. 2017. Widening possibilities of interpretation when observing learning and teaching through the use of a dynamic visual notation. *Innovations in Education and Teaching International*, 54(2), 162–169. doi: 10.1080/14703297.2016. 1273789

- Kessler, R.C., McLaughlin, K.A., Green, J.G., Gruber, M.J., Sampson, N.A., Zaslavsky, A.M. 2010. Childhood adversities and adult psychopathology in the WHO world mental health surveys, *British Journal of Psychiatry*, 197(5), 378–385.
- Kinsella, E.A. 2001. Reflections on reflective practice. *Canadian Journal of Occupational Therapy*, 68(3), 195–198.
- Kohn, A. 1993. Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise and Other Bribes, Boston, Hougton Mifflin.
- Kolb, D.A. 1984. Experiential Learning: Experience as the Source of Learning and Development, Englewood Cliffs, NJ, Prentice-Hall.
- Kourkoutas, E., Georgiadi, M. and atzaki, M. 2011. Teachers' perception of pupils' social dysfunctions: a combined qualitative and quantitative approach. *Procedia Social and Behavioural Sciences*. Elsevier.
- Kovalainen, M. and Kumpulainen, K. 2007. The social construction of participation in an elementary classroom community. *International Journal of Educational Research*, 46(3–4), 141–158.
- Kutnick, P. and Blatchford, P. 2014. Effective Group Work in Primary School Classrooms, New York, NY, Springer.
- Ladd, G.W. and Burgess, K.B. 2001. Do relational risks and protective factors moderate the linkages between childhood aggression and early psychological and school adjustment? *Child Development*, 72(5), 1579–1601.
- Larrivee, B. 2000. Transforming teaching practice: becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293–307.
- Leflot, G., Onghena, P. and Colpin, H. 2010. Teacher-child interactions: relations with children's self-concept in second grade. *Infant and Child Development*, 19, 385–405.
- Lei, H., Cui, Y. and Chiu, M.M. 2016. Affective teacher—Student relationships and students' externalizing behaviour problems: a meta-analysis. *Frontiers in Psychology*, 7, 1311.
- Leithwood, K. and Mascall, B. 2008. Collective leadership effects on student achievement. *Education Administration Quarterly*, 44(4), 529–561.
- Lewin, K., Lippitt, R. and White, R. 1939. Patterns of aggressive behaviour in experimentally created social climates. *The Journal of Social Psychology*, 10, 271–299.
- Lewis, A. and Norwich, B. 2001. A critical review of systematic evidence concerning distinctive pedagogies for pupils with difficulties in learning. *Journal of Research in Special Educational Needs*, 1(1).
- Lewis, A. 2010. Silence in the context of child voice. Children & Society, 24(1), 14–23.
  Liew, J., Chen, Q. and Hughes, J.N. 2010. Child effortful control, teacher-student relationships, and achievement in academically at-risk children: additive and interactive effects. Early Childhood Research Quarterly, 25, 51–64.
- Lin, N. and Ensel, W.M. 1989. Life stress and health: stressors and resources. *American Sociological Review*, 54(3), 382–399.

- Lizzio, A., Dempster, N. and Neuman, R. 2011. Pathways to formal and informal student leadership: the influence of peer and teacher-student relationships and level of school identification on students' motivations. *International Journal of Leadership in Education*, 14(1), 85–102.
- Louis, K., Marks, H. and Kruse, S. 1996. Teachers' professional community in restructuring schools. *American Educational Research Journal*, 33(4), 757–798.
- Lundberg, K.M. 2008. Promoting self-confidence in clinical nursing students. *Nurse Educator*, 31(2), 106–108.
- Lundy, L. 2007. "Voice" is not enough: conceptualising article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927–942.
- Luthar, S. and Brown, P. 2007. Maximizing resilience through diverse levels of inquiry: prevailing paradigms, possibilities, and priorities for the future. *Development and Psychopathology*, 19, 931–955.
- Mannisto, I.I. and Pirttima, R.A. 2018. A review of interventions to support the educational attainments of children and adolescents in foster care. *Adoption and Fostering*, 42(3), 266–281.
- Masci, C., De Witte, K. and Agasisti, T. 2018. The influence of school size, principal characteristics and school management practices on educational performances: an efficiency analysis of Italian students attending middle school. *Socio-Economic Planning Services*, 61, 52–69.
- McGrath, H. and Noble, T. 2011. *BOUNCE BACK! A Wellbeing and Resilience Program* Lower Primary K-2; Middle Primary: Yrs 3-4; Upper Primary/Junior Secondary: Yrs 5-8. Melbourne, Pearson Education.
- McGrath, H.L. and Noble, T. 2003. *Bounce Back! Classroom Resiliency Program*, Melbourne, Pearson Education.
- Mendis, K., Gardner, F. and Lehmann, J. 2015. The education of children in out-of-home care. *Australian Social Work*, 68(4), 483–496.
- Mitchell, D., Morton, M. and Hornby, G. 2010. Review of the Literature on Individual Education Plans: Report to the New Zealand Ministry of Education, Wellington, Ministry of Education.
- Moll, L.C. and Greenberg, J. 1990. Creating zones of possibilities: combining social contexts for instruction. In *Vygotsky and Education: Instructional Implications and Applications of Sociohistorical Psychology*, Ed L.C. Moll, pp. 319–348, Cambridge, Cambridge University.
- Moloi, K.C. and Grobler, B. 2014. The perceptions of educators on skilful conversation as a strategic tool to improve teaching and learning in secondary schools. *Mediterranean Journal of Social Sciences*, 5(15), 256–266.
- Moloney, M. and McCarthy, E. 2018. *International Leadership for Effective Inclusion in Early Childhood Education and Care*, New York, NY, Routledge.
- Moreno, J.L. 1934. Who shall survive? A new approach to the problem
- Morgan, R. 2009. Keeping in Touch: A Report of Children's Experience by the Children's Rights Director for England, London, Ofsted.
- Morrissey, B. 2020. Theorising Leadership for Inclusion in the Irish context: a triadic typology within a distributed ecosystem. *Management in Education*, 35(1), 22–31.

- Moss, C.M. and Brookhart, S.M. 2012. Learning Targets: Helping Students Aim for Understanding in Today's Lesson, Aleandria, Association for Supervision & Curriculum Development. Available at: ProQuest Ebook Central. [8 August 2021].
- Nazareno, L. 2013. Portrait of a teacher led school. *Educational Leadership*, 71(2), 50–54.
- Nettles, S.M., Mucherah, W. and Jones, D. 2000. Understanding resilience: the role of social resources. *Journal of Education for Students Placed at Risk*, 5(1), 47–60.
- New Zealand Government. 2007. New Zealand Curriculum, Wellington, Ministry of Education New Zealand.
- Norwegian Government. 1992. Act of 17 July 1992 No. 100 relating to child welfare services (the child welfare act). Available at: https://www.regjeringen.no/contentassets/049114cce0254e56b7017637e04ddf88/the-norwegian-child-welfare-act.pdf [Accessed 10 October 2021].
- NSPCC (National Society for the Prevention of Cruelty to Children). 2017. Introduction to child protection in Scotland course: training course for organisations that work with children. [Online]. Available at: https://learning.nspcc.org.uk/training/introduction-safeguarding-child-protection?gclid=e03b0a02ab5d1b246a316b68610 56648&gclsrc=3p.ds&utm\_source=bing&utm\_medium=cpc&utm\_campaign=GEN\_Learning\_Child%20Protection%20Lkdn\_BMM&utm\_term=%2Bchild% 20%2Bprotection&utm\_content=Child%20Protection [Accessed 14 October 2021].
- OECD. 2005. Teachers Matter: Attracting, Developing and Retaining Effective Teachers, Paris, OECD Publications.
- OECD (Organisation for Economic Co-operation and Development). 2015. *Skills for Social Progress: The Power of Social and Emotional Skills*. [Online]. OECD Skills Studies. Available at: https://www.oecd.org/education/skills-for-social-progress-9789264226159-en.htm [Accessed 15 October 2021].
- O'Higgins, A., Sebba, J. and Luke, N. 2015. What is the relationship between being in care and the educational outcomes of children? *An International Systematic Review*, Oxford, Rees Centre for Research in Fostering and Education, University of Oxford.
- O'Neil, L. 2016. The attainment gap- a look behind the statistics. [Online]. Available at: https://www.celcis.org/knowledge-bank/search-bank/blog/2016/07/attainment-gapwhat-stats-tell-us/ [Accessed 4 April 2021].
- Okpala, C.O., Okpala, A.O and Smith, F.E. 2001. Parental involvement, instructional ependitures, family socioeconomic attributes, and student achievement. *The Journal of Educational Research*, 95(2), 110–115. doi: 10.1080/00220670109596579
- Okpych, N.J. and Courtney, M.E. 2020. The relationship between extended foster care and college outcomes for foster care alumni. *Journal of Public Child Welfare*, 14(2), 254–276. doi: 10.1080/15548732.2019.1608888
- Pantic, N. and Florian, L. 2015. Developing teachers as agents of inclusion and social justice. *Education Inquiry*, 6(3), 333–351.
- Paxman, M. 2006. An Issues Paper: Outcomes for Children and Young People in Kinship Care, Ashfield, NSW, Centre for Parenting and Research, NSW Department of Community Services.
- Pears, K.C., Fisher, P.A., Bruce, J., Kim, H.K. and Yoerger, K. 2010. Early elementary school adjustment of maltreated children in foster care: the roles of inhibitory control and caregiver involvement. *Child Development*, 81(5), 1550–1564.

- Pellegrini, A. and Blatchford, P. 2000. *Children's Interaction at School: Peers and Teachers*, London, Edward Arnold.
- Pianta, R.C. Ed. 1992. Beyond the Parent: The Role of Other Adults in Children's Lives, San Francisco, Josey-Bass.
- Platt, J. 1981. Evidence and proof in documentary research: some specific problems of documentary research. *The Sociological Review*, 29(1), 31–52.
- Pollak, S.D., Klorman, R., Thatcher, J.E. and Cicchetti, D. 2001. P3b reflects maltreated children's reactions to facial displays of emotion. *Psychophysiology*, 38, 267–274.
- Poulou, M. 2014. The effects on students' emotional and behavioural difficulties of teacher-student interactions, student's social skills and classroom context. *British Educational Research Journal*, 40(6), 986–1004.
- Powell, N.W. and Marshall, A. 2011. The relationship factor: making or breaking successful transitions for youth at risk. *Reclaiming Children and Youth*, 20(2), 13–17.
- Pruzan. 2001. The question of organizational consciousness: can organizations have values, virtues and visions? *Journal of Business Ethics*, 29(3), 271–284.
- Public Health Scotland. 2021. Adverse childhood eperiences. Online. Available at: http://www.healthscotland.scot/population-groups/children/adverse-childhood-eperiences-aces/overview-of-aces [Accessed 14 October 2021].
- Quigley, A. 2018. A teacher's hunt for evidence on... Zero-tolerance behaviour policies Times Educational Supplement 2018. Available at: https://www.tes.com/magazine/archived/teachers-hunt-evidence-zero-tolerance-behaviour-policies [Accessed 7 October 2020].
- Rainio, A.P. 2007. Ghosts, bodyguards and fighting fillies: manifestations of pupil agency in play pedagogy. *ACTIO: International Journal for Human Activity Theory*, 1, 149–170.
- Rainio, A. and Hilppö, J. 2017. The dialectics of agency in educational ethnography. *Ethnography and Education*, 12(1), 78–94.
- Raskaukas, J.L., Gregory, J., Harvey, S.T., Rifshana, F. and Evans, I.M. 2010. Bullying among primary school children in New Zealand: relationships with prosocial behaviour and classroom climate. *Educational Research*, 52(1), 1–13.
- Razer, M. and Friedman, V. J. 2017. From Exclusion to Excellence Building Restorative Relationships to Create Inclusive Schools, Rotterdam, Sense Publishers.
- Reeve, J., Jang, H., Carrell, D., Jeon, S. and Barch, J. 2004. Enhancing students' engagement by increasing teachers' autonomy support. *Motivation and Emotion*, 28(2), 147–169.
- Ridge, T. and Millar, J. 2000. Excluding children: autonomy, friendship and the experience of the care system. *Social Policy and Administration*, 34(2), 160–175.
- Riley, T. and Ungerleider, C. 2012. Self-fulfilling prophecy: how teachers attributions, expectations, and stereotypes influence the learning opportunities afforded Aboriginal students. *Canadian Journal of Education*, 35, 303–333.
- Rix, J., Hall, K., Nind, M., Sheehy, K. and Wearmouth, J. 2009. What pedagogical approaches can effectively include children with special educational needs in mainstream classrooms? A systematic literature review. *Support for Learning*, 24(2), 86–89.
- Rix, J. and Matthews, A. 2014. Viewing the child as a participant within context. *Disability & Society*, 29(9), 1428–1442.

- Rogoff, B. 1990. Apprenticeship in Thinking: Cognitive Development in Sociocultural Activity, New York, NY, Oford University Press.
- Rogoff, B. 1998. Cognition as a collaborative process. In *Handbook of Child Psychology. Volume 2: Cognition, Perception, and Language*, Eds D. Kuhn and R. Siegler, pp. 679–744, Chichester, John Wiley & Sons.
- Rogoff, B. 2003. *The Cultural Nature of Human Development*, New York, NY, Oford University Press.
- Rogoff, S. 1994. Developing the understanding of the idea of communities of learners. *Mind, Culture and Activity*, 1(4), 209–227.
- Rollnick, S., Caplan, S. and Rutchman, R. 2016. *Motivational Interviewing in Schools: Conversations to Improve Behaviour and Learning*, New York, NY, The Guilford Press.
- Roorda, D.L., Koomen, H.M.Y., Spilt, J.L. and Oort, F.J. 2011. The influence of affective teacher-student relationships on students' school engagement and achievement: a meta-analytic approach. *Revision for Publication in Review of Educational Research*, 81(4), 493–529. doi: 10.3102/0034654311421793
- Rubie-Davies, C.M. 2008. Teacher beliefs and expectations: relationships with student learning. In *Challenging Thinking about Teaching and Learning*, Eds C.M. Rubie-Davies and C. Rawlinson, pp. 25–39, Haupaugge, NY, Nova.
- Rutter, M. 1971. Parent-child separation: psychological effects on the children. *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, 12(4), 233–260.
- Rutter, M. 2012. Annual research review: resilience clinical implications. *Journal of Child Psychology and Psychiatry*, 54(4), 474–487.
- Schaps, E., Battistich, V. and Solomon, D. 2004. Community in School as Key to Student Growth: Findings from the Child Development Project in Building Academic Success on Social and Emotional Learning, Eds J.E. Zins and R.J. Walberg, New York, NY, Teachers College Press.
- Schwab, S., Sharma, U. and Hoffmann, L. 2019. How inclusive are the teaching practices of my German, Maths and English teachers? psychometric properties of a newly developed scale to assess personalisation and differentiation in teaching practices. *International Journal of Inclusive Education*. doi: 10.1080/13603116.2019. 1629121
- Scott, J. 1990. A Matter of Record: Documentary Sources in Social Research, Cambridge, MA, Polity Press.
- Scott, J. 2011. The impact of disrupted attachment on the emotional and interpersonal development of looked after children. *Educational and Child Psychology*, 28(3), 31–43.
- Scottish Executive. 2001. Learning with Care: The Education of Children Looked after Away from Home by Local Authorities, Edinburgh, HM Inspectors of Schools and the Social Work Services Inspectorate.
- Scottish Government. 2002. National care standards: a guide. Available at: https://www.gov.scot/publications/national-care-standards-guide/ [Accessed 25 August 2021].
- Scottish Executive. 2004. A curriculum for ecellence. The Curriculum Review Group [Online]. Available at: http://www.educationengland.org.uk/documents/pdfs/2004-scottish-curriculum-review.pdf [Accessed 14 October 2021].
- Scottish Government. 2006. Scottish schools (parental involvement) act 2006. [Online]. Available at: http://www.legislation.gov.uk/asp/2006/8/contents#pb1 [Accessed 16 October 21].

- Scottish Government. 2008. Core tasks for designated managers. [Online]. Available at: http://www.scotland.gov.uk/Resource/Doc/237892/0065324.pdf [Accessed 20 January 2017].
- Scottish Government. 2009. Curriculum for excellence: building the curriculum 4 skills for learning, skills for life and skills for work. [Online]. Available at: http://www.gov.scot/resource/doc/288517/0088239.pdf [Accessed 10 October 2021].
- Scottish Government. 2014a. Children and young people (scotland) act. [Online]. Available at: http://www.legislation.gov.uk/asp/2014/8/pdfs/asp\_20140008\_en.pdf [Accessed 17 October 2021].
- Scottish Government. 2014b. National guidance for child protection in scotland. [Online]. Available at: http://www.gov.scot/Publications/2014/05/3052/0 [Accessed 10 October 2021].
- Scottish Governfment. 2020. Education outcomes for looked after children 2018/19. Available at: file:///C:/Users/user/Downloads/education-outcomes-looked-children-2018-19%20(1).pdf [Accessed 4 March 2021].
- Scottish Parliament. 2012. Education and culture committee -inquiry into the educational attainment of looked after children. Available at: www.scottish. parliament.uk
- Sebba, J., Berridge, D., Luke, N., Fletcher, J., Bell, K., Strand, S., Thomas, S., Sinclair, I. and O'Higgins, A. 2015. *The Educational Progress of Looked after Children in England: Linking Care and Educational Data*. [Online]. Available at: http://www.education.o.ac.uk/wp-content/uploads/2019/05/Linking-Care-and-Educational-Data-Overview-Report-Nov-2015.pdf [Accessed 12 October 2021].
- Sempik, J., Ward, H. and Darker, I. 2008. Emotional and behavioural difficulties of children and young people at entry into care. *Clinical Child Psychology and Psychiatry*, 13(2), 221–233.
- Serafini, F. 2000. Dimensions of reflective practice. Available at: http://serafini.nevada.edu/Handouts/ReflectivePractice.htm [Accessed 30 December 2020].
- Shapiro, J.P. and Gross, S.J. 2013. *Ethical Educational Leadership in Turbulent Times*, New York, NY, Routledge.
- Sharan, S. 1980. Cooperative learning in small groups: recent methods and effects on achievement, attitudes and ethnic relations. *Review of Educational Research*, 50, 241–271.
- Sharratt, L. and Planche, B. 2016. Leading Collaborative Learning: Empowering Excellence, California, Sage.
- Shonkoff, J.P. and Phillips, D.A. Eds. 2001. From Neurons to Neighborhoods: The Science of Early Childhood Development, Washington, DC, National Academy Press.
- Singapore Government. 2020. Children in Care Foster Children and Foster Parents.

  Available at: https://www.msf.gov.sg/research-and-data/Research-and-Statistics/Pages/Children-in-Care-Foster-Children-and-Foster-Parents.aspx
- Sikes, P. Lawson, H. & Parker, M. 2010 Voices on: teachers and teaching assistants talk about inclusion. In *Equality, Participation and Inclusion*, Eds J. Ri, M. Nind K. Sheehy, K. Simmons and C. Walsh, London, Routledge.
- Simón, C.M., Muñoz-Martinez, Y. and Porter, G.L. 2021. Classroom instruction and practices that reach all learners. *Cambridge Journal of Education*. doi: 10.1080/ 0305764.2021.1891205

- Skolfam. 2015. Skolfam. Available at: http://www.skolfam.se/wp-content/uploads/2015/10/The-Skolfam-working-model-konceptbeskrivning-NY.pdf [Accesses 8-10-20].
- Smith, M. and Walden, T. 1999. Understanding feelings and coping with emotional situations: a comparison of maltreated and non-maltreated pre-schoolers. *Social Development*, 8(1), 93–116.
- Smyth, C. and Eardley, T. 2008. *Out of Home Care for Children in Australia: A Review of Literature and Policy*, Sydney, Social Policy Research Centre.
- Spillane, J. and Coldren, A.F. 2011. *Diagnosis and Design for School Improvement: Using a Distributed Perspective to Lead and Manage Change*, New York, NY, Teachers College Press.
- Spilt, J.L., Koohmen, H.M. and Thijs, J.T. 2011. Teacher wellbeing: the importance of teacher-student relationships. *Educational Psychology Review*, 23, 457-477.
- Stein, M. 2005. Resilience and Young People Leaving Care: Overcoming the Odds, York, Joseph Rowntree Foundation.
- Stene, K.L., Dow-Fleisner, S.J., Ermacora, D., Agathen, J., Falconnier, L., Stager, M. and Wells, S.J. 2020. Measuring the quality of care in kinship foster care placements. *Children and Youth Services Review*, 116, 105–136.
- Stoddart, J.K. 2012. Using research and outcome data to improve educational services and supports for young people in care: a case study of a local children's aid society in Ontario. *Children and Youth Services Review*, 34(6), 1154–1160.
- Street, B. 1984. *Literacy in Theory and Practice*, New York, NY, Cambridge University Press.
- Sugden, E.J. 2013. Looked-after Children: what supports them to learn? *Educational Psychology in Practice*, 29(4), 367–382.
- Sui-Chu, E.H. and Willms, J.D. 1996. Effects of parental involvement on eighth-grade Achievement. *Sociology of Education*, 69(2), 126–141. doi: 10.2307/2112802
- Sylva, K., Scott, S., et al. 2008. Training parents to help their children read: a systematic consultative review. *Journal of Child and Youth Development*, 1(1), 27–53.
- Talmy, S. 2011. The interview as collaborative achievement: interaction, identity, and ideology in a speech event. *Applied Linguistics*, 32(1), 25–42.
- Tharp, R.G. and Gallimore, R. 1988. Rousing Minds to Life. Teaching, Learning and Schooling in Social Contet, New York, NY, Cambridge University Press.
- The Adoption of Children's Act 2002. [online]. Available at: https://www.legislation.gov.uk/ukpga/2002/38/contents [Accessed 12 October 2021].
- Thomas, N. and O'Kane, C. 1998. The ethics of participatory research with children. *Children and Society*, 12(5), 336–348.
- Tideman, E., Vinnerljung, B., Hintze, K. and Aldenius, A. 2011. Improving foster children's school achievements: promising results from a Swedish intensive study. *Adoption and Fostering*, 35(1), 44+. Available at: https://link.gale.com/apps/doc/A256457181/AONE?u=glasuni&sid=bookmark-AONE&id=74831714 [Accessed 8 August 2021].
- Timmermans, A.C., de Boer, H. and van der Werf, M.P.C. 2016. An investigation of the relationship between teachers' expectations and teachers perceptions of student attributes. *Social Psychology of Education*, 19, 217–240.

- Tobbell, J. and O'Donnell, V. 2013. The formation of interpersonal and learning relationships in the transition from primary to secondary school: students, teachers and school context. *International Journal of Educational Research*, 59, 11–23. doi: 10.1016/j.ijer.2013.02.003
- Tsang, S., Leibowitz, R., Spence, N. and Scott, E. 2005. Reunification: The Ideal Goal. Factors Contributing to the Successful Active Reunification of Children and Young People in Out-Of-Home Care with Their Birth Families: A Preliminary Qualitative Research Project, NSW, Association of Children's Welfare Agencies.
- Tuckman, B.W. 1965. Developmental sequence in small groups. *Psychological Bulletin*, 65(6), 384–399.
- Ubha, N. and Cahill, S. 2014. Building secure attachments for primary school children: a mixed methods study. *Educational Psychology in Practice: Theory, Research and Practice in Educational Psychology*, 30(3), 272–292.
- UNCRC (United Nations Convention on the Rights of the Child). 1989. United Nations conventions on the rights of the child. [online] Available at: https://downloads.unicef.org.uk/wp-content/uploads/2016/08/unicef-convention-rights-child-uncrc.pdf?\_adal\_sd=www.unicef.org.uk.1632847065243&\_adal\_ca=so%3Dgoogle%26me%3Dcpc%26gclid%3DEAIaIQobChMI8Khio2i8wIVirTtCh3KuwdtEAAYAy [Accessed 29 September 2021].
- Ungar, M., Ghazinour, M. and Richter, J. 2013. Annual research review: what is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry*, 54(4), 348–366.
- U.S. Department of Health & Human Services National survey of child and adolescent well-being (NSCAW), 1997–2014 and 2015–2024. Available at: https://www.acf.hhs.gov/opre/project/national-survey-child-and-adolescent-well-being-nscaw-1997-2014-and-2015- [Accessed 14 October 2021].
- Van den Bergh, I., Denessen, E., Hornstra, L., Voeten, M. and Holland, R.W. 2010. The implicit prejudiced attitudes of teachers: relations to teacher expectations and the ethnic achievement gap. American Educational Research Journal, 47, 497–527.
- Vygotsky, L.S. 1978. *Mind in Society: The Development of Higher Psychological Processes*, Cambridge, MA, Harvard University Press.
- Watkins, C. 2005. Classrooms as learning communities: a review of research. *London Review of Education*, 3(1), 47–64.
- Webb, N. and Farivar, S. 1994. Promoting helping behaviour in cooperative small groups in middle school mathematics. *American Educational Research Journal*, 31, 369–395.
- Webb, N. and Palinscar, A. 1996. Group processes in the classroom. In *Handbook of Educational Psychology*, Eds D.C. Berliner and R.C. Calfee, pp. 841–873, New York, NY, Macmillan.
- Weinberg, L., Zetlin, A. and Shea, N. 2009. Removing barriers to educating children in foster care through interagency collaboration. *Child Welfare*, 8(4), 78–111.
- Welbourn and Leeson 2013. The education of children in care: a research review. In *Pathways through Education for Young People in Care Ideas from Research and Practice*, Ed S. Jackson pp. 27–42, London, BAFF.
- Wenger, E. 1998. Communities of Practice, Cambridge, Cambridge University Press.Werner, E. 1993. Risk, resilience, and recovery: perspectives from the Kauai longitudinal study. Development and Psychopathology, 5(4), 503–515.

- Winkler, A. 2014. Resilience as refleivity: a new understanding for work with looked after children. *Journal of Social Work Practice*, 28(4), 461–478.
- Winter, K. 2006. Widening our knowledge concerning young looked after children: the case for research using sociological models of childhood. *Child & Family Social Work*, 11(1), 55–64.
- Winter, K. 2015. Insights 28, Evidence Summaries to Support Social Services in Scotland: Supporting Positive Relationships for Children and Young People Who Have Experience of Care, Glasgow, Institute for Research and Innovation in Social Services.
- Wood, D., Bruner, J. and Ross, G. 1976. The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89–100.
- Woolgar, M. 2013. The practical implications of the emerging findings in the neurobiology of maltreatment of looked after and adopted children: recognising the diversity of outcomes. *Adoption and Fostering*, 37(3), 237–252.
- Woolgar, M. and Baldock, E. 2015. Attachment disorders versus more common problems in looked after and adopted children: comparing community and expert assessments. *Child and Adolescent Mental Health*, 20(1), 34–40.
- Wosnitza, m., Peioto, F., Beltman, S. and Mansfield, C.F. 2018. Resilience in Education Concepts, Contexts and Connections, Cham, Springer.
- Young Minds, National Children's Bureau. n.d. Wise-up to wellbeing in schools. Available at: file:///C:/Users/user/Downloads/YoungMinds\_wise-up-prioritising-wellbeing-in-schools.pdf [Accessed 12 October 2021].