

Professor Philip Garner (Summary CV – post 2014)*

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Academic and Professional Qualifications

- 1969 Bachelor of Arts (Hons) Geography & Fine Art (Class I) University of Wales, Aberystwyth
- 1971 Post-graduate Certificate in Education (PGCE) (Distinction in the Practice of Teaching) Manchester University
- 1975 Course Diploma: Research Methods in Education. The Open University
- 1988 Master of Arts (Education), London University, Institute of Education
- 1993 Doctor of Philosophy. A Comparative Study of the Views of Disruptive Students in England and the United States. London University, Institute of Education

Employment History

1971-1973 Assistant Teacher, Art/Geography, Cardinal Newman Comprehensive School, Coventry LA
1973-1975 Head of Art Department, Carnforth High School, Lancashire LA
1975-1980 Head of Design Faculty & Senior Teacher, St Thomas the Apostle High School, Lancashire LA
1981-1984 Headteacher, Maryfields Support Centre, Inner LEA, London Borough of Camden & Westminster
1984-1987 Head of Special Educational Needs, Queens Park Community Schools, London Borough of Brent
1988-1999 Senior Lecturer (latterly Reader) in Special Educational Needs, Brunel University
1999-2005 Research Professor in Special Education, The Nottingham Trent University, Faculty of Education
2019 (onwards) Professor of Education, Brunel University London
2005-2018 Professor of Education, University of Northampton, Faculty of Education & Humanities

University Roles and Responsibilities (most recent)

2018 Senior Leadership Team, Faculty of Education & Humanities, Northampton University
2018 Ethics Committee Member Northampton University
2018 Research Degrees Committee, Northampton University
2018 Chair of the Ethics Committee Northampton University
2018 Student Appeals Panel, Northampton University

External Profile (post-2014)

- Consultant, UNICEF China (Social and Emotional Learning in Chinese Schools) (2012-2015)
- Consultant, ASEPA/Government of Australia: Leading Learning 4All (2016-17)
- Member of Academic Promotions Committee, University of Thessaly, Greece (2016-18)
- European Universities Network – Evaluation Consultant (Teach-UP) (2017-2019)
- EU Horizon 2020: Visiting Assessor, University of Tallinn, Estonia (2018)
- European Universities Network – Evaluation Consultant (Learning Leadership 2 Change) (2018-2020)

Research/Consultancy Grant Capture (post-2014)

2014 European Commission / Ministry of Education, Turkey: Promoting Inclusive Schooling (£20,000)
2015 London Leadership Strategy: Evaluation of SEND Review (£9,000)
2016 Government of Australia: Leading Learning 4All: Resources for School Leadership (£150,000)
2016 Ministry of Education, Norway: Evaluation of Vocational Education and Training in Georgia (£55,000)
2016 *Sightsavers*/Ministry of Education, Sierra Leone: Development of Inclusive Education Policy for Sierra Leone (£35,000)
2016 EU Daphne II: ICAM – Including Children Affected by Migration (£330,000)
2016 UNICEF (China) Developing Child Friendly Curricula (£140,000)
2017 European Commission: Equity and Social Inclusion through Positive Parenting (£90,000)
2017 UNICEF Bhutan/MoE Bhutan: Household Survey of Childhood Disability (£80,000)
2018 European Commission (EACEA): Evaluation Study: Teach UP Curriculum Project (£20,000)
2018 European Commission (EACEA): Evaluation Study: Leading2Change Project (£18,000)
2018 Portsmouth Teaching School Alliance: DfE External Review (£22,000)
2019 DfE/Whole School SEND: Promising Practice in Alternative Provision for SEND (£20,000)
2019 EACEA Social Inclusion: Networking ICAM Migration (£110,000 – pending)

Publications (post-2014)

Books / Reports / Monographs

Garner, P., Elliott, J. & Kauffman, J. (eds.) (2014) *A Handbook of Emotional and Behavioural Difficulties in Education*. London: Sage Publishers (Principal Editor; revised & extended 2nd edition)
Howley, M., Perepa, P., Preece, D., Garner, P. and Rose, R. (2015) *Children with Autism in Oman: Comprehensive Literature Review*. Muscat & Oman: UNICEF.
Perepa, P., Howley, M., Garner, P., Preece, D., Rose, R. and Farrow, B. (2016) *Situation Analysis on Inclusive Education and Children with Autism in the Sultanate of Oman: Ten-Year Autism Strategy and Five-Year Autism Action Plan*. Muscat & Oman: UNICEF.
Garner, P. (2016) *Final Evaluation Report, SEND Review (NP2-436)*. London: London Leadership Strategy (LLS)

Garner, P., Rose, R., Murray, J. & Preece, D. (2017) *Knowledge Attitudes & Practices (KAP) on Children with Disabilities in Bhutan*. Thimphu: UNICEF.

Rose, R., Garner, P. Farrow, B. & Zhao, Y. (2017) *Report on Research to Inform the Development and Production of a Policy document and a Strategy on inclusive Education for Children with Disabilities in the Republic of Sierra Leone*. London: SightSavers International

Garner, P. (2019) *Final Evaluation Report, Portsmouth Teaching School Alliance School Improvement Project*. Portsmouth: PTSA

Garner, P. (2021) *The Tyranny of Inclusion*. London: Routledge (Publisher contract)

Chapters in books

Garner, P. (2014) Curriculum, inclusion and EBD. In: Garner, P., Kauffman, J. and Elliott, J. (eds.) *The Sage Handbook of Emotional and Behavioural Difficulties*. 2nd. London: Sage. pp. 291-302.

Garner, P., Kauffman, J. and Elliott, J. (2014) Introduction: Themes and dimensions of EBD: a conceptual overview. In: Garner, P., Kauffman, J. and Elliott, J. (eds.) *The Sage Handbook of Emotional and Behavioural Difficulties*. London: Sage. pp. 1-5.

Garner, P. (2015) 'New Developments in Behaviour for Learning: A Positive Approach to Managing Classroom Behaviour', in S. Capel, M. Leask & T. Turner (eds) *Learning to Teach in the Secondary School*. London: Routledge (4th Edition).

Garner, P. (2018) Professional capital to enhance SEND provision: how whole-school learning communities can support the development of inclusive practice. In D. Bartram (ed) *Great Expectations: Leading an Effective SEND Strategy*. London: John Catt Publishers

Garner, P. (2018) 'Foreword' *Which School? For Special Needs*, 2018-19. Woodbridge: John Catt Educational Ltd.

Garner, P. (2018) Managing Classroom Behaviour: Adopting a Positive Approach, in S. Capel, M. Leask, & T. Turner (Eds.) *Learning to Teach in the Secondary School*. London: Routledge

Rose, R., Garner, P. & Farrow, B. (2018) Developing Inclusive Education Policy in Sierra Leone: A Research Informed Approach, in S. Halder & V. Argyropoulos (Eds) *Inclusion, Equity and Access for Individuals with Disabilities*. London: Palgrave-Macmillan

Garner, P. (2019) Rhetoric and realities: policy as an instrument of deflection in meeting the needs of marginalised young children, in J. Murray, B. Swadener and K. Smith (Eds) *The Routledge International Handbook of Young Children's Rights*. London: Routledge

Articles in journals

Garner, P., Aspland, T., Fergusson, A. & Forbes, F. (2014) 'The Australian Curriculum: meeting the needs of students with differences?' *Journal of Research in Special Education* 15(4), pp. 225-234. 1471-3802.

Odunsi, R., Preece, D. & Garner, P. (2017) Nigerian teachers' understanding of autism spectrum disorder: a comparative study of teachers from urban and rural Lagos State. *Disability, CBR & Inclusive Development*, 29(3), 98-114

Garner, P. (2018) The Warnock Report – 40 Years On. National Association for Special Education. Published at <https://onlinelibrary.wiley.com/page/journal/14679604/homepage/warnockvirtualissue#/>

Garner, P., Murray, J., Preece, D., Rose, R. & Yu Zhao (2018) Knowledge, attitudes and practices to children with disabilities in Bhutan: a contextualised literature review. *Early Child Development and Care*. DOI: [10.1080/03004430.2018.1545170](https://doi.org/10.1080/03004430.2018.1545170)

Garner, P. (2019) Violence in Schools: an overview and a leadership response to a changing agenda. *Journal of Educational and Developmental Psychology* (forthcoming)

Invited Conference Papers (post-2014)

Garner, P. (2014) National & international perspectives on special educational needs and teacher education. Forward for Special Educational Needs in Teacher Education, Institute of Education, London University, June.

Garner, P. (2014) Reflect, shift, transform. First Asia Pacific Conference on Creating Inclusive Schools, Sydney, Australia, May

Garner, P. (2014) The trouble with behaviour: lessons from the past and pointers to the future. Invited Keynote presented to: Behaviour for Learning Conference, Institute of Education, Warwick University, February

Garner, P. (2015) Violence in Schools: issues facing school leaders. International Confederation of Principals, Helsinki, August.

Garner, P. & Forbes, F. (2015) Steerage learning for steerage students: Enhancing provision for migrant and refugee students. ACSA Biennial Conference: Curriculum Leadership for a Diverse Australia. Adelaide: September

Garner, P. (2016) Teacher Education for Special Education in England: recent approaches, challenges and opportunities. International Congress for Special Education, Konya. Turkey.

Garner, P. (2016) Barriers to Better Behaviour: real-world evidence. ResearchEd Annual Conference, Capital City Academy, September

Garner, P. (2016) Developing Inclusive Practices in Schools. British Council Global Inclusion Conference Dubai, United Arab Emirates, November

Garner P. (2018) Using school-based research to support change in SEND provision: challenge and opportunity. Annual Research Conference, The Laurel Trust, Foundlings Museum, London.

Teaching, PhD Supervision & Examining

I have taught at undergraduate and M-level at 3 universities, and my inputs have supported the University of Northampton's current 'Gold' rating in the Teaching Excellence Framework (TEF).

PhD Completions (Involvement as 1st or 2nd Supervisor and/or Director of Studies)

- 1994-1999: Brunel University (2 completed theses)
- 1999-2005: Nottingham Trent University (11 completed theses)
- 2007-2018: University of Northampton (21 completed theses)

Current Involvement as 1st or 2nd Supervisor and/or Director of Studies): University of Northampton (External advisor, 3 theses)

I have acted as an External Examiner at 53 HE institutions (UK and Internationally) and as an Internal Examiner or Chair on 19 occasions.

* A full cv is available on request