



Dr Jo Rose
BSc, PhD(Leic.)

Senior Lecturer in Education

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Summary

Dr Jo Rose is a Senior Lecturer in Education at the University of Bristol. Her background is in social psychology, and she has been working in educational research since 2001. Her research interests lie in the areas of educational partnerships and collaborative working, and young people's trajectories through the educational system with a particular focus on young people from disadvantaged backgrounds. She explores these interests through her research in the fields of widening participation, inclusion, and parental engagement in education. Jo's work uses a wide diversity of methods: both quantitative and qualitative, both large- and small-scale, and both fixed and emergent designs. Many of her projects incorporate mixed methods, and she often works across disciplinary boundaries. This presents interesting methodological challenges and questions, and has helped to develop her range of methodological expertise.

Jo is interested in supervising doctoral students in the areas listed above (subject to capacity), with particular interests in educational partnerships and collaborative working, and in widening participation and aspirations. In addition, Jo and [Shelley Mckeown Jones](#) supervise a number of students together: we bring complementary interests, and diverse expertise in a broad range of methodological approaches. Our shared focus on how differences in socio-economic, cultural, and ethnic backgrounds can impact on the likelihood of positive trajectories and outcomes means that we offer potential students the opportunity to join an exciting and dynamic group of researchers.

Jo is co-director of PASE, the Centre for Psychological Approaches to Studying Education.

Biography

Jo Rose comes from a social psychology background, and since 2006 has been carrying out research in how best to support young people's trajectories through education. Her research interests include inter-professional collaboration and educational partnerships; widening participation in higher education; and understanding educational contexts to support achievement and aspiration. Her work has been well-received by practitioners, schools, and local authorities, who have used her findings at workshops and seminars to help them reflect on and develop their own practice. Prior to 2006, Jo carried out research in school and teacher effectiveness, and teacher professional development.

Jo joined the Graduate School of Education at Bristol in December 2009.

Teaching

As well as teaching on the courses listed, Jo is personal tutor to students on the Psychology in Education pathway, and supervises a number of EdD and PhD students.

Jo welcomes expressions of interest from PhD applicants in the research topics listed on her overview page, and particularly in the areas of:

- Widening participation
- Aspirations of young people
- Educational partnerships
- Inter-professional collaboration

Keywords

- inter-professional working
- inter-disciplinary working
- partnerships
- collaborative working
- aspirations
- widening participation
- social justice
- inequalities in education
- inclusive education
- parental engagement
- quantitative methods
- qualitative methods.

Skills

- British Psychological Society (Graduate Member).

Memberships

Organisations

[School of Education](#)

[BERA - British Educational Research Association](#)

[British Psychological Society](#)

Recent publications

- Stanforth, A & Rose, J, 2018, ["You kind of don't want them in the room": tensions in the discourse of inclusion and exclusion for students displaying challenging behaviour in an English secondary school](#). *International Journal of Inclusive Education*.
- Avila, TB & Rose, J, 2018, ["When nurturing is conditional: How NEET practitioners position the support they give to young people who are not in education, employment and training"](#). *Research in Post-compulsory Education*.
- Rose, J, Stanforth, A, Gilmore, G & Bevan-Brown, J, 2018, ["You have to do something beyond containing": developing inclusive systems in a partnership of primary schools](#). *Emotional and Behavioural Difficulties*, vol 23., pp. 270-283
- Rose, J, Sutherland, R, Hill, J, Triggs, P & Yee, WC, 2018, ["Amber: Ambitions Evaluation and Research Evaluation of the South Bristol Youth Ambitions Programme \(Phase 1 and Phase 3\): Interim Report"](#).
- Jay, T, Rose, J & Simmons, B, 2018, ["Why Is Parental Involvement in Children's Mathematics Learning Hard? Parental Perspectives on Their Role Supporting Children's Learning"](#). *SAGE Open*, vol 8.
- Rose, J, Sutherland, R, Hill, J, Triggs, P & Yee, WC, 2018, ["Amber: Ambitions Evaluation & Research Programme \(Phase 1 and Phase 3\): Final Report"](#).
- Jay, T, Rose, J & Milligan, L, 2017, ["Adoption, adaption, and integration: renegotiating the identity of educational research through interdisciplinarity"](#). *International Journal of Research & Method in Education*, vol 40., pp. 223-230
- Jay, T, Rose, J & Simmons, B, 2017, ["Finding 'mathematics': parents questioning school-centred approaches to involvement in children's mathematics learning"](#). *School Community Journal*, vol 27., pp. 201-230
- Rose, J, Thomas, S, Zhang, L, Edwards, A, Anwandter, A & Roney, P, 2017, ["Evaluation of Research Learning Communities"](#). Educational Endowment Foundation
- Tikly, L, Rose, J, Washbrook, L, Yee, WC & Hill, J, 2016, ["The High-Potential Learners Project: increasing the participation in Russell Group universities of high-potential learners from low-performing institutions"](#). University of Bristol

[View complete publications list](#) in the University of Bristol publications system

Courses

Dr Rose currently teaches 3 courses: