Monday, September 04, 2017

10:30 - 17:00  PESP Invisible College 2017

Session Type: Pre-Conference Events

17:00 - 18:00  BERA Annual General Meeting 2017

Session Type: Pre-Conference Events

Tuesday, September 05, 2017

Registration

09:00 - 10:00  Registration, tea & coffee, light snacks, networking and exhibition viewing

Session Type: Registration

Keynote Lecture

10:00 - 10:55  Early Career Researcher Keynote: Gerry Czerniawski

Session Type: Keynote Lecture

Chair(s)/Convenor(s)/Facilitator(s): Mhairi Beaton

Discussant(s):

10:00  Becoming and being and early career researcher -- identity, practice and serendipity

Gerry Czerniawski
University of East London, UK

Early career researchers have, until relatively recently, been invisible in the eyes of policy makers, with very little attention, historically, paid to their induction and professional development. The European Commission has achieved much in drawing attention to the policies and practices required to successfully support fledgling academics as they embark on their new careers. However, for many early career researchers working within a rapidly changing higher education context, particularly within the field of education, little support is available to them at the start of their new university careers. While no single route exists by which to develop an academic career, the assumption for many early career researchers is that they should just ‘get on with it’. While developing a professional identity, dealing with ‘imposter syndrome’, competing for funding and developing the necessary research ‘outputs’, it is all too easy to forget the magic and reward of carrying out research. Drawing on theory, policy and practice I examine, in this presentation, what it means to be an emerging academic in the field of education and reflect on strategies for career progression.

Parallel Session 1

11:00 - 12:30  Symposium: Building effective career education in schools
(Career Guidance)

Session Type: Career Guidance

11:00  Building effective career education in schools

Tristram Hooley¹; Anthony Mann²; Erik Haug³; Charlotte Chadderton⁴; Suzanne Rice⁵

¹The Careers & Enterprise Company, UK; ²Education and Employers Taskforce, UK; ³Inland Norway University of Applied Science, Norway; ⁴University of East London, UK; ⁵University of Melbourne, Australia
Career education and guidance describes a wide range of educational and labour market interventions that can be employed to help individuals to manage their careers and make successful transitions. A key area of focus for such activities has been the initial transition that young people make from school to work. However, in recent years such transitions have become elongated and increasingly complex. In theory the growth of such complexity should increase the need for career education and guidance, yet the fortunes of the field have been mixed with some policymakers dismissing it whilst others have engaged enthusiastically.

Michelle Obama recently used her final speech as First Lady to honour school guidance counsellors in the US. However, even in systems where there is policy support the practice of career education and guidance remains peripheral in many school systems. In particular, it is often bedevilled by weak professionalism and poor inter-professional working. There has been a concerted effort to build the evidence base within the field, but questions about the efficacy of career education and guidance in schools remain.

This session will explore the practice of career education and guidance in schools in England, Norway and Australia as well as drawing on literature to set this in a global context. Papers will draw on a diverse range of theoretical perspectives to examine the state of the evidence and explore what is known about ‘what works?’ in career education and guidance. They will also examine how the participation in and benefit from career education and guidance vary across different groups of learners by a range of demographic characteristics. The symposium brings together a methodologically diverse set of papers, combining literature based work and empirical work conducted employing qualitative and quantitative methods such as interviews, focus groups, longitudinal studies.

Paper will cover the following topics.

- Careers education: a review of the evidence basis from two Education Endowment Foundation literature reviews.
- Key features of quality in Norwegian school based career guidance
- School-based careers education and the implications for race equality.
- How well does careers education work for different groups of students? A case study from Australia.

11:00 - 12:30
Innovative Pedagogical Approaches in Education
(Comparative and International Education)

Session Type: Comparative and International Education

Chair(s)/Convenor(s)/Facilitator(s): Paul Cammack
Discussant(s): 

11:00
Teaching Civics: A study of the educators' conceptualisation of citizenship education in India.
Charu Dada; Anne-Marie Smith; David Sullivan
Bangor University, UK

In India the concept of citizenship education was introduced as part of the British education system during the colonial era. Post-independence, the Secondary Education Commission of India (1953) continued teaching civics under the subject of social studies, however, the aim of civics education was made to focus towards nation building by creating responsible democratic citizens who saw beyond regionalism, language, culture and religion (Subramaniam, 2003; Jain, 2005; Joshee, 2008). This research study aims to explore the Indian educators’ conceptualisation of the term ‘citizenship education’ as it is taught through Social Studies specifically civics curriculum, in the Central Board of Secondary Education (CBSE) schools in Ludhiana district in North India. The main research questions are: (1) Explore the educators’ attitude and approach towards the teaching of citizenship education and the intended learning outcomes from a civics classroom; (2) Explore the nature and purpose of citizenship education through civics curriculum in the context of teaching Social Studies; (3) Explore the influence of personal and professional ideologies such as political, social and cultural of the educators on their teaching when in a classroom. The study was conducted in Ludhiana district in the state of Punjab (India). Social studies teachers from Central Board of Secondary Education (CBSE) affiliated schools were selected; and teacher trainees majoring in social studies were selected from Colleges of Education affiliated to Punjab University, Chandigarh. The research study employed sequential mixed method research to collect data. Participants were first invited for a questionnaire survey and subsequently to semi structured focus group interviews. Data was examined using thematic and statistical analysis. This paper will present a discussion on the findings of the research study, highlight the key themes and engage with the broader debate of teaching citizenship education in the Indian and the international context.

11:30
Judging the Quality of Teaching: Local and European perspectives on the evaluation of teaching
Paul Cammack
University of Cumbria, UK

The paper aims to demonstrate lessons that can be learnt about evaluation of schools and teachers using examples drawn from a transnational project focussed on the Evaluation of School Leaders and Teachers’ Practice.

This paper will have two, interlocking components;

1. To share findings about similarities and differences in the evaluation of school leaders and of teachers drawn from a number of European countries. This section will illustrate alternatives to the evaluation of schools and teachers that demonstrate an on-going, formative approach to evaluation that is collaborative and participatory.
2. To demonstrate how comparative studies can lead to meta-cognition that goes beyond the scope of the topic that forms the focus of a transnational project. This section will draw on Mezirow’s theory of ‘perspective transition’ to illustrate the challenges and opportunities presented by reflection on transnational differences in professional practice.

Reflective practice is seen as an important component of developing teaching and learning (Ghaye, 2010) and international projects create opportunities for high-quality professional learning through comparative studies of education which can provide insight into one’s own and others’ professional practices (Dale, 2007). Systems and procedures for the evaluation of school leaders and teachers’ practice vary widely from country to country (Headen, 2014; Eurydice Report, 2013). This paper will present findings drawn from a transnational Erasmus+ project on the Evaluation of School Leaders and Teachers’ Practice to reveal a variety of perspectives on the nature, purpose and characteristics of the evaluation of school leaders and teachers. The paper will draw on experiences of participants in the project to demonstrate how experience of alternative practices can be used as a basis for reflective inquiry within a process of Mezirow’s ‘perspective transformation’ to inform professional practice for a variety of stakeholders, including inspectors, school leaders and teachers.

The paper aims to stimulate reflection amongst participants on the potential for comparative studies for personal reflection and professional development.

12:00

**Thrice Upon a Time in Italy - Minds, Bodies and Fantasies of 20th Century Italian Pedagogy**

Luca Morini; Federica Jorio

Coventry University, UK

This paper will propose an historical and philosophical overview of significant (and, sadly, scarcely recognised abroad) contributions from Italian pedagogy, discussing theories, practices and experiences ranging from the immediate post-war period to the end of the 20th Century, and providing insights into the historical contexts that framed and informed them.

The paper will be an opportunity for the larger community of non-Italian-speaking education researchers, teachers and practitioners to go beyond the current, well established formalisations of the usual, well-known Italian approaches such as Montessori (1935, 1952) and Reggio Emilia (1971, 1995), and to explore a broader landscape of pedagogical philosophies and practices.

The overview provided by the paper will explore seminal theories, practices and experiences in the development and evolution of Italian nursery schools and kindergartens, in the construction of an approach to primary schooling oriented to creativity and cooperation and moving away from standardised assessment, and in the broader discussion and critique of education’s role in society.

To exemplify this, the paper will focus on three paradigmatic figures whose work traversed the second half of the 20th Century and converged on Education from different disciplines: Gianni Rodari (1920-1980), a schoolteacher and writer, Elvio Fachinelli (1928-1989), a psychoanalyst and radical thinker, and Riccardo Massa (1945-2000), a philosopher and education methodologist. Throughout the paper, emphasis will be put on drawing on the particularity of these authors’ historically situated experiences and pedagogical narratives to go beyond their specific applications through all levels of learning institutions. In doing this the paper will highlight the underlying humanistic and politically engaged philosophical stances that characterised this “golden age” of Italian pedagogical praxis as a whole, and its enduring, if conflicted, impact in Italian pedagogical and educational policy discourse.

Finally, in its concluding part, the paper will discuss the policies and cultural closures that curtailed and limited the possible, further developments and diffusion of the above discussed philosophies and approaches, while still strongly highlighting their enduring relevance and value for rebuilding, in Italy and abroad, an engaged idea of education focussed on citizenship, creativity and cooperation.

**11:00**

**The Purposes of Assessment**

(Curriculum, Assessment and Pedagogy)

Chair(s)/Convenor(s)/Facilitator(s): Amit Ahuja

Discussant(s): Amit Ahuja

Guru Gobind Singh Indraprastha University, India

Academic success, measured in terms of academic achievement, is a major concern for teachers and students. Emotional intelligence is an integrated concept that links cognitive and affective domains and facilitates individuals to make sense of actions and feelings and be empathetic. Self-efficacy is an individual’s belief(s) in his/her ability to perform some work, overcome barriers and achieve. As personality features, emotional intelligence and self-efficacy are crucial for determining an individual’s adjustment, performance, and achievement. So, whether a variable comprising cognitive and affective domains (emotional intelligence) or another variable from only affective domain (self-efficacy) has a significant effect on academic achievement? The present study was conducted to find out the main and interaction effects of these variables on academic achievement of school students. The research questions formulated were (i) how do emotional intelligence and self-efficacy influence the academic achievement of school students? (ii) How do emotional intelligence and self-efficacy interact to influence the academic achievement of school students? (iii) How are emotional intelligence, self-efficacy and academic achievement co-related with each other? Review of related researches revealed mixed findings with respect to the effects of emotional intelligence and self-efficacy on academic achievement. So, null hypotheses were formulated for concerned objectives. The sample comprised 225 secondary school students (age group 13-14 years)
admitted in Government Senior Secondary Schools. Through random sampling, only male secondary students were selected to control effects of gender. As tools for data collection, culture fair emotional intelligence test and self-efficacy test were administered on the students and academic achievement was measured as summative assessment scores of these students. One way 2X2 ANOVA showed that emotional intelligence had statistically significant effect on academic achievement at .01 level of significance but neither self-efficacy nor the interaction effects between emotional intelligence and self-efficacy had statistically significant effect on academic achievement. A statistically significant positive correlation was found between emotional intelligence & self-efficacy (.01 level), emotional intelligence & academic achievement (.01 level) and self-efficacy & academic achievement (.05 level). Through structured interview students opined that tendency to control/ assert emotions rather than confidence, which may be over confidence also, supported them to manage anxiety and perform satisfactorily. The other plausible reason may be the fact that emotional intelligence addresses cognitive and affective aspects while self-efficacy comes under affective domain only. Findings revealed practical implications for teachers, students, and parents.

11:30

The essay: Its purpose in summative assessment and improving marking reliability

Claire Whitehouse
AQA Centre for Education Research and Practice, UK

In England, the reformed A-levels are required to offer students more opportunities to demonstrate higher order skills, in particular the construction of a logical argument. Conventionally, essays with maximum marks of twelve and higher are used in the summative assessment of such skills. As acknowledged by Ofqual the examinations regulator, the essay is also one of the least reliably marked types of question. Despite this essay writing at A-level is regarded as a bridge to studying and learning at university. Therefore, the essay has a role to play in summative assessment, but improvements in the marking of this type of response are needed. To this end a project is underway to understand what different stakeholders consider to be the purpose of essays in summative assessment and what constructs of value should be measured. Such an understanding may help to improve the utility of the descriptors used in levels of response mark schemes for essays.

The first stakeholders approached were 47 senior examiners involved in setting and marking question papers from ten subjects in which essays play a major role, including English Literature, Psychology and Business Studies. Semi-structured interviews in nine groups and one pair of examiners, plus a one-to-one interview were used to elicit the participants’ opinions and attitudes towards the use of essays. The discussions focused on the topics of the purpose of essays in exams, the features of essays that are rewarded and how mark schemes demonstrate and encourage the correct rewarding of marks. A grounded theory approach was used to identify key themes within the transcripts.

The emergent themes fell into two groups: similarities across subjects in the way essays are used and differences between subjects. For example, across subjects examiners were concerned about the reproduction of memorised essays that do not respond to the question asked. This was attributed to the loss of the use of the essay as a tool for exploring ideas; an example of the backwash effect of assessment on learning. These findings and others will be discussed in detail in the conference paper. As will a means of improving marking reliability by using what is valued in essays across subjects to draft core levels descriptors for marking essay questions. Elements of subject discourse may then be layered around this core.

12:00

National Reference Test Student Survey

Ming Wei Lee, Rebecca Mead
Ofqual, UK

Currently, GCSE awarding is guided by statistical predictions of grade distributions. The basic principle is that if the group of students (the ‘cohort’) taking a qualification in one year has similar prior attainment to the cohort in the previous year then the overall results (outcomes) should be comparable. To do this, exam boards produce a reference matrix, based on the results of a previous cohort, which compares the cohort’s Key Stage 2 (KS2) attainment with their GCSE grades. Exam boards’ outcomes should closely match the prediction unless they have convincing evidence that justifies otherwise. This approach does not prevent individuals from achieving higher GCSE results than their KS2 results might predict, but any national improvement in achievement cannot be reflected in overall outcomes. Thus, recognising that a national indicator, independent of GCSE is required, Ofqual has introduced the National Reference Test (NRT). The NRT examines the reformed GCSE curricula in English language and mathematics and will be taken annually by a nationally representative sample of Year 11 students shortly before GCSEs. The results will be analysed and reported at national level. Should the NRT indicate there has been a change in the quality of the national cohort, this can be reflected in GCSE awarding.

To gain information that will help contextualise the main NRT results, and monitor student motivation and GCSE preparation time, Ofqual has developed a student survey to accompany the NRT. The survey will be completed immediately after students have finished the hour-long NRT (in either English language or mathematics) and is expected to take no more than five minutes. The first section concentrates on students’ experiences of taking the NRT. This is based in part on the Student Opinion Scale (Sundre, 2007). The second section focuses on students’ preparation for their forthcoming GCSE English language or mathematics exams through questions related to lessons in school and extra curricula activities. The final section focuses upon subject- and exam-specific motivation in English language or mathematics e.g. rating the importance of this subject in their current studies, everyday life and plans for the future.

Both the NRT and the student survey will be administered for the first time in 2017. This paper will focus on the relationship between students’ responses on the survey and their ability estimates obtained from the psychometric analysis of the NRT results.
A level Modern Foreign Languages: what happens when native speakers take qualifications designed for non-native speakers?

Rachel Taylor; Nadir Zanini
Ofqual, UK

A levels are high stakes assessments typically taken at age 18 in England, Wales and Northern Ireland. The results that students achieve are put to many uses: they allow students access to University level education and can open the door to further employment opportunities. This highlights the importance of ensuring fairness in the results that students achieve, and the responsibilities that awarding organisations and regulators face in ensuring that students are awarded the grades that they deserve.

This paper focuses on A level Modern Foreign Languages (MFL), qualifications that were designed for students that are acquiring the MFL as a second language (i.e. non-native speakers). The paper discusses the findings of a study that explored the potential effect of examination entries from native speakers on overall national results in A level French, German, Spanish, Russian and Italian. The research was planned in response to stakeholders' concerns that the proportion of native speakers sitting A level MFL is increasing, and that students for whom the MFL is a second language are being disadvantaged because of this.

To date, there has been little evidence in the literature to support or refute stakeholder concerns in relation to the effects of native speakers in A level MFL. The aims of this study were therefore threefold: i) to quantify the number of native speakers certificating in A level MFL; ii) to consider the potential effects of native speaker characteristics on the results that students achieve; and iii) to address stakeholder concerns around the potential effects of native speakers on standard setting in A level MFL.

Schools with students entering A levels in French, German, Spanish, Italian and Russian with any of the five UK awarding bodies in summer 2016 were contacted to take part in the research and data were collected about students' native speaker characteristics. Teachers were asked to indicate which students were native speakers in each subject, and students were asked to complete a questionnaire about their language acquisition background. The information provided was used to explore any associations between native speaker characteristics and the grades that students achieve.

The results focus on the prevalence of native speakers in A level MFL, how native and non-native speakers perform, and the potential implications for standard setting and the grades that students achieve.

From Language Learners to Intercultural Citizens: Exploring EFL Teaching for Citizenship Development in China in a Globalised World

Geng Zhang
University of Hong Kong, Hong Kong SAR

EFL (English as a foreign language) is more about communication but plays a role of embracing citizens and culture with different values and beliefs in other parts of the world. EFL education calls for developing intercultural citizenship in front of this globalised world. Intercultural citizenship is concerned with learners' intercultural competence and civic literacy on multi-dimensions including personal, local, national, and global aspects. However, few studies, in particular to the context of China, consider EFL learners' socialised transfer from language learners to intercultural citizens.

Within this backdrop, this study intends to investigate the role of EFL teaching in developing intercultural citizenship by focusing on both teaching practice and policy documents. Specifically, the aims of this study are 1) to examine whether and how EFL teaching is linked with intercultural citizenship in classrooms, 2) to identify whether and how citizenship and intercultural development are included in educational policy documents such as EFL syllabus, and 3) to compare 1) with 2) in order to disclose whether classroom practices match with policy requirements.

Drawing one China’s university as case, this study conducts the data from teachers and learners through four methods: 1) classroom observations were conducted to explore how EFL teaching was linked with intercultural citizenship in practice, 2) interviews with both teachers and learners were adopted to explore their perceptions on developing intercultural citizenship through EFL teaching, 3) questionnaire data was presented to examine to what extent learners’ civic awareness is developed over one-semester EFL study, and 4) documentation was employed to gather data from educational policy. The collected data was analysed by qualitative and quantitative methods.

The preliminary findings firstly suggest that scant attention is paid to develop intercultural citizenship in classroom teaching, although most EFL teachers realise its significance. This inadequate attention lies in teachers' off-the-cuff remarks on civic awareness and insufficient instructions regarding critical thinking of different values and beliefs. This scant concern over intercultural citizenship also accounts for the less development of learners’ civic awareness over one-year study. Secondly, the findings display that although educational policy documents require citizenship education across disciplines including EFL education, intercultural citizenship is not emphasised in EFL syllabus. And both teaching practice and policy documents pay less attention to intercultural citizenship.

This study extends current theories on the relationship between EFL teaching and citizenship education, and provides implications on intercultural teaching. Also, certain insights are made for policy-making on EFL education.

Primary teachers’ attitudes towards implementing activities which recognise and use the home languages and cultural insight of pupils with English as an Additional Language

Discussant(s):
This study sought to explore UK primary teachers’ attitudes towards the implementation of activities which utilise and value EAL (English as an Additional Language) pupils’ linguistic and cultural knowledge. Whilst research has advocated such pedagogies, it has almost exclusively been conducted in highly multilingual classrooms, with the involvement of researchers themselves, focusing on outcomes for bilingual children, and drawn on qualitative data (e.g. Kenner et al., 2008; McGilp, 2014). The current study extends this research in several key respects: adopting a mixed-methods, large-scale design; considering the extent to which monolinguals’ linguistic and inter-cultural understanding could be enhanced and by focusing on a largely monolingual context.

Through the use of an electronic survey, this study aimed to establish the extent to which teachers feel it is feasible to introduce such activities by asking them to indicate how willing and confident they would be to implement particular class activities. Unlike previous studies, the data was collected from teachers (n=200) with different characteristics (e.g. language experience), in schools (n=108) with variable characteristics, e.g. numbers of pupils who use EAL, location (urban / rural), within one, largely monolingual English county. The effects of these factors on teachers’ willingness and confidence were analysed.

In addition, data from interventions with 158 trainee teachers and focus groups with 30 practising teachers is used to illustrate: the barriers perceived and experienced by teachers to such pedagogies; perceptions of home language use more generally, as well as differences in trainee and practising teachers’ attitudes towards activities which use pupils’ linguistic and cultural knowledge.

Results indicate that teachers’ attitudes were affected by many factors. For example, teachers showed greater willingness to implement aural, vocabulary-based activities rather than more formal, written activities. Teachers’ willingness and confidence were affected by pressures of the National Curriculum; long-established learning traditions (e.g. the dominance of English) as well as their own linguistic experiences.

Reference List

11:00 - 12:30 Symposium: Governance, Accountability and Data in the Early Years (Early Childhood Education and Care) FUL-109

11:00 Governance, Accountability and Data in the Early Years 3689255

Guy Roberts-Holmes1; Alice Bradbury1; Siew Lee1; Pam Jarvis2
1UCL Institute of Education, UK; 2Leeds Trinity University, UK

Dr. Pam Jarvis (Reader, Leeds Trinity University) Discussant.

The linked papers in this symposium use a theoretical framework drawing on Foucault’s concept of ‘disciplinary power’ and Deleuze’s ‘societies of control’ to analyse the shifting operation of performativity and accountability in neoliberal early years educational settings. We examine the ‘hyper-governance’ of early years and primary education through comparative and visualised data-accountability. The three linked papers, all drawing on qualitative data, critique the reductionist and deficit construction of children through policy, as exemplified by the Reception baseline assessment and funded nursery places for ‘disadvantaged’ two-year-olds. Overall, this symposium asks what is served (produced) through constructions such as baseline assessment and providing funded places for ‘disadvantaged’ two year olds. The term ‘milieu’, in denoting spaces of uncertainty, allows us to examine government early years policy on baseline assessment as investment in a form of human capital in the child: the child as ‘abilities-machine’ that forms part of society’s human capital and returns on the government’s educational investments.

Dr. Guy Roberts-Holmes (UCL, IoE) Network Governance of Early Years Education: A Policy Analysis of Reception Baseline Assessment

Reception Baseline Assessment is examined as an example of neo-liberal datafication, that is, the ‘fetishisation of statistical measurement and competitive ranking’ (Shore and Wright, 2015, 22). Within datafication, the political and ethical purposes of early years education become collapsed into an economic and business approach, so that complex social problems such as inequality and poverty are purported to be managed through computation. This paper explores the use of three ‘approved’ private providers for Baseline Assessment, which blurred the distinctions between not-for-profit social enterprises, digital policy innovation labs, edu-business and the state. It is argued that through a process of networked governance (Ball and Juneman, 2012) these cross-sectoral organisations successfully enticed some primary schools of the ‘moral economy’ of Baseline and thus facilitated a contentious policy.

Dr. Alice Bradbury (UCL, IoE) The power of data: pedagogy, values and subjectivities in the data-obsessed school

This paper draws on the developing field of data studies in education (Selwyn, 2015, Williamson, 2014) to examine how the collection and analysis of data shape pedagogy and practice in classrooms of young children, the values and discourses that dominate the setting, and the data-driven subjectivities that result. It is argued that early years and primary classrooms are undergoing a process of ‘datafication’ (Lingard et al, 2013), that is a shift in practice and priorities towards the production, analysis and comparison of attainment data, informed by government policy. This paper explores how early years settings and primary schools attempt to manage the tensions between the production of data, care and learning for young children.
Siew Lee (UCL, IoE) *Funded nursery places for disadvantaged two year-olds: the making of abilities machines*

A final paper considers how, similarly, funded nursery places for disadvantaged two year-olds are seen as an ‘answer’ to identifying and then engaging with ‘disadvantaged’ families. Here Foucault’s concept of ‘governmentality’ is useful in investigating questions of how the government constructs self-governing subjects and in particular, how ‘disadvantaged’ two year-olds have come to be significant targets of the state. Regimes of truths associated with being ‘disadvantaged’ mask and undermine the realities of family life. Modes of governance open up the internal world of the home for intervention and reproduce a rationality that demands parents take up responsibility for their child’s learning experiences.

11:00 - 12:30  Strategies for teacher development to enhance classroom practice  
(Educational Effectiveness and Improvement)

Session Type: Educational Effectiveness and Improvement

Chair(s)/Convenor(s)/Facilitator(s): Fiona Byrne

Discussant(s):

11:00  Active Learning with Tablet Computers in the Early Years

Fiona Byrne  
University of East London, UK

This research project concentrates on the most recent technological tool used by early years educators - the tablet computer. A review of the current literature revealed that there is a limited amount of research on the integration of tablet computers into early years settings, and that the majority of research that does exist focuses on the development of children’s literacy and mathematics ability. Literature also indicated that early years teachers have problems integrating technology into early years settings, displaying numerous anxieties about children’s potential passive interaction with technology.

This paper outlines a research project completed with early years practitioners concerning the active use of tablets in early years settings. Qualitative data was collected over the period of an academic year as practitioners were interviewed and children were observed using tablets within two separate nursery settings. Research questions focused on investigating how practitioners use tablet computers with EYFS (Early Years Foundation Stage) settings and whether active learning was supported on these devices. This paper analyses practitioners’ understandings and beliefs around the uses of tablets, focusing specifically on how practitioners support children’s active and creative usage of tablet computers.

11:30  Can you not just tell me how to do it? How one ITE provider is using published schemes of work to support student experiences of teaching science in primary schools.

Arlene Anderson; Deborah Herridge  
Northumbria University, UK

Background:  
‘I’ve not taught any science since I’ve been in placement.’ Was a typical student response in a University’s ITE survey on experiences of final placements (2015). Student’s overwhelming feedback (Anderson & Herridge, 2016) was that while teaching English and mathematics daily, science remained the ‘poor relation’ in terms of curriculum time and student experience.

Recent studies (e.g. Dinham, 2015) suggest that positive attitudes towards science are lacking in both children and teachers in primary schools in England. This paper reports on work completed to identify student perceptions of teaching science following the provision of a suite of resources to support in-class provision. It gives an historical perspective of curriculum change in science and looks at the influence of schemes of work. In particular, we examine why one scheme has been successful in supporting students to bring more science into their classroom.

Research Question/focus of enquiry

The research questions for the paper focus on two related elements:

- How do students perceive their confidence and competence to teach primary science prior to their final placement?
- Does training and provision of resources impact on science teaching on final placement?

Research methods and/or mapping of the literature

Taking an interpretivist approach, we combined qualitative interviews, focus groups and classroom observations using an impact framework adapted from Guskey (2000).

A sample of final year undergraduate students were interviewed and observed teaching science pre and post introduction of the resources.

After being trained and given access to Pearson’s ‘Science Bug’ scheme of work they participated in a focus group and further interviews. From these methods we built a picture of the overall efficacy of the use of these resources and a greater understanding of the impact on the student experience. In addition, we used student’s and children’s drawings of their experiences of science as an indicator of pupil experience.

Research findings and/contribution to knowledge

Initial findings suggest that this approach has a significant and positive impact on student learning and we conclude that this approach could be usefully adopted in the future.
Towards transformative Continuous Professional Development (CPD) with teachers in the Chaoyang District of Beijing, China

Jillian Duncan; Lucy Barker
Northumbria University, UK

The area of teacher’s Continuous Professional Development (CPD) is of growing interest internationally. This article presents an international perspective on one style of CPD, through the authors’ experiences of facilitating CPD in the Chaoyang District of Beijing in China over a two-week period. The CPD facilitated for the Chinese primary and secondary teachers incorporated the features that have been identified as allowing for transformative learning (Kennedy 2005, Piggot-Irvine 2006) while at the same time setting out to develop participants’ theoretical understandings (Darling- Hammond et al. 2009).

Education authorities in the UK and increasingly elsewhere have put high-quality professional development as central to the improvement of teaching and learning in their schools. While (CPD) programmes vary widely in their content and format, most share a common purpose: to ‘alter the professional practices, beliefs, and understanding of school persons toward an articulated end’ (Griffin, 1983, p. 2). In most cases, that end is the improvement of student learning. Professional development programmes are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students (Guskey, 2002). This article examines whether a transformative style of CPD can be facilitated and sustained (Guskey, 2002) in a different culture; with a focus on transferable skills for the delegates. It proposes a model for change in teachers, with the intention of transferring skills learned in the training room to skills learned in the classroom.

The CPD involved two members of academic staff from Northumbria University to plan, design and facilitate a programme with the overall title ‘Innovative Teaching methods in the UK’. Appropriate content, Timperley et al. (2007) argue, is essential for successful professional learning. The programme was designed to be interactive and engaging for the delegates and involved active learning and cooperative learning (Kagan, 2013; Slavin, 1991) strategies.

This article begins with a definition of transformative CPD, followed by an outline of the CPD programme, its theoretical framing and of participants’ views of this model of CPD and its impact on their ongoing classroom practices. The article ends with a view to delivering a UK-based CPD programme in the future for Chinese teachers, which would empower them to develop their coaching and leadership skills and facilitate CPD with colleagues on returning to Beijing.

References:
Dinham (2012) Reconceptualising mathematics and science Teacher Education Programs through collaborative partnerships between scientists and educators. University of Melbourne
meaning (and non-meaning) of public accountability according to a specific image of economic and market logic. As Ranson (2010) shows, in tandem with these trends has been an increased focus on improved accountability in education, albeit narrowly conceived in contract, corporate, performative and consumer terminology. Yet public accountability is a contested terrain that secretes a multiplicity of meanings and a variability of positions and counter-positions as multiple actors and organisations spanning the private, public and charity sectors engage in the socio-material and discursive or rhetorical labour of offering up competing, sometimes contradictory conceptions of what it means to be publicly accountable.

Within a context of contradictions, and ‘post-truth politics’ educational leaders and educational governance the fourth paper by Schostak - *Post-Truth Politics and the Contradictions of Leadership - is there an educational way out?*- argues are caught within a dystopian media and policy discourse of workers, immigrants and automation on the one hand and on the other popular media tropes of the denial of expertise in relation to ‘what everybody knows’, the untold success and the self-made individual. Is there a compelling alternative logic, discourse and practice that re-establishes ‘knowledge’, ‘facts’ and ‘argument’ as critical to public decision making? Drawing upon the political theories of Balibar, Rancière, Mouffe and Negri, and the practical legacies of democratic education (c.f Fielding and Moss 2011) and the co-operative movement (Woodin 2014) it is argued forms of organisation and community can be created that reinvents Dewey’s aspiration for the role of education in creating a democratic public.

| 11:00 - | STEM education: methods for encouraging and supporting engagement | FUL-113 |
| 12:30 | (Educational Research and Educational Policy-making) |  |
| **Session Type:** Educational Research and Educational Policy-Making |  |
| **Chair(s)/Convenor(s)/Facilitator(s):** Pallavi Amitava Banerjee |  |
| **Discussant(s):** |  |
| 11:00 | Listening to Children - Experiences of engineering education in UK Primary Schools | 3683935 |
| **Rebecca Broadbent** |  |
| Aston University, UK |  |
| This paper focuses on an area of academic study that is largely neglected, that of primary school age children’s experiences and perceptions of engineering education. Grounded in the argument that young people should be adequately equipped to make informed decisions about their future careers, the study set out to examine current educational approaches. In doing so it aimed to critically examine whether young people are being offered meaningful, timely educational experiences. |  |
| Previous studies have identified the ages of 8-10 years as crucial in the development of career aspirations; however, children in this age range are rarely the focus of engineering education research. With political and public attention being paid to STEM education a number of independent and government funded engineering education activities have been created, leading to a profitable business venture for some. A consequent difficulty is that at school level, engineering education provision operates outside of the national curriculum, with little or no monitoring on the reach or pedagogic value of the activities. A disjointed field results, to be negotiated by teachers and students who are offered an array of resources with little knowledge of their educational aims or their ability to meet these aims. |  |
| The PhD study upon which this paper is based investigates the longer term educational and social impact of ‘active’ engineering focused activities for children age 8-10 in the UK. Using a Grounded Theory approach, focusing on engineering education, a longitudinal study into the education and career aspirations of the children aged 8-10 and 11-13 years is underway. |  |
| The emergent findings indicate that by the age of 10 years, a small number of children already possess engineering-focused career aspirations (prior to engaging in formal engineering education activities). Such children are generally influenced by a number of factors including perception of their own ability and access to engineering role models. Whilst the media also has a role to play in how children view engineering, one of the unexpected emergent findings relates to the fact that rather than being influenced by engineering education activities, the majority of children who engage in ‘informal engineering education’ either tend to dismiss such activities as ‘not engineering’ or frame them within their current world-view of engineering (which may or may not be accurate). The paper concludes by arguing that this finding is of great importance as it provides a different, and previously unexplored avenue regarding the provision of engineering education. |  |
| 11:30 | Is informal education the answer to increasing and widening participation in STEM education? | 3681926 |
| **Pallavi Amitava Banerjee** |  |
| Exeter University, UK |  |
| The general trend for science and maths A-level entries as a percentage of all A-level entries had been downwards over the last 15 years. Research evidence from large scale national surveys conducted in the UK on 10-14 year olds reported most students enjoyed learning science in school but did not consider pursuing it as a career. A strong correlation has been shown between interest, attitudes and aspirations towards STEM subjects and the take-up of these courses. |  |
| To help young people develop a positive attitude towards science, technology, engineering and mathematics (STEM) early-on the formal and informal education sector worked together. The focal point for these efforts had been the 11-16 age group – a critical period for forming views on STEM and developing aspirations. STEM enrichment and enhancement activities were thus delivered across primary and secondary schools. The activities included science practical lessons, supported by ambassador visits, trips to laboratories, STEM centres and higher |  |
A direct noticeable impact of the social support intervention is currently in the field for the 2016/17 academic year, for which I am hoping to publish interim results in Spring 2017.

We find consistently positive effects of our intervention on attendance. Using mid-year attendance data, the texts result in an 11 per cent increase in attendance (6% points) for students whose Study Supporters were texted, compared to the control group. We also find an indication that this intervention works most effectively on participants taking GCSEs compared with participants taking equivalent ‘functional skills’ qualifications. Sub-group analyses will be explored further in the final outcome data.

Additionally, an iteration of the social support intervention is currently in the field for the 2016/17 academic year, for which I am hoping to publish interim results in Spring 2017.

The paper draws upon in-depth qualitative interviews with 30 graduates who studied at three different higher education institutions (HEIs) in the UK. These graduates had studied a range of degree disciplines (including arts, humanities and science and technology), were living in the UK and were all aged 30-40 at the time of interview. Interviews explored graduates’ university experiences including the discipline they studied, the extra-curricular activities they had participated in as students, (including societies and clubs), and the scope of their civic and political participation since graduating. Analysis was guided by questions about the extent to which particular HE experiences bears upon civic participation in graduates. Drawing on this analysis the paper addresses sociological questions about the extent to which particular types of educational experiences (for example, curricula and pedagogical) influence civic participation, and/or whether pre-higher education experiences (such as childhood and family experiences of civic participation) shape both higher education study and adult civic participation.

The paper is framed by contemporary debates about social inequalities more generally and the socially uneven distribution of social capital in particular. It makes an important contribution to these debates by examining relationships between different types of higher education experiences and civic participation which is an important source of social capital. The paper concludes with a brief discussion of the implications of these findings not only for our understandings of the role of HE in the structuring of social life, but also of the relationships between different forms of capital (human and social) and how these can be conceptualised and measured.

11:30

Understanding student engagement in active blended learning: the importance of epistemic beliefs and concepts of teaching and learning.

Elizabeth Palmer1, Sylvie Lomer2
1University of Northampton, UK; 2University of Manchester, UK

The paradigm of learner centred education is now well established at the heart of educational design and practice in British higher education (Reigeluth et al., 2016). This approach characterises the learner as ‘active’ in the learning process, as self-regulating and as their own teacher and teacher of others, for example through peer instruction. Similarly, ‘active learning’ positions the student as active agent not passive recipient (Reece & Walker, 2007, p.3), engaged in the construction of knowledge within individual and social frameworks.

With the increase in educational technology, higher education is also incorporating digital, online modes of teaching and learning as a complement to traditional face-to-face modes in blended learning approaches. Blended learning thus seeks to establish a learning community which operates synchronously and asynchronously across both virtual and physical environments (Alammary et al, 2014; Buckley, et al, 2010; Wu, et al., 2010). In principle, ‘blended’ learning encompasses the values of learner-centred and active learning pedagogies. The learner-centred active, blended learning paradigm assumes students are motivated, engaged, capable of independent learning and agentic. The locus of control has theoretically shifted from tutor to learner, however, in practice higher education students may have neither compatible epistemological beliefs, nor the requisite capacities or desire to study in this way (Pokorny & Pokorny, 2005; Orton-Johnson, 2009; Henrie, et al., 2015; Powell et al., 2015).

This paper reports on a qualitative research project undertaken at the University of Northampton which is moving towards an entirely Active Blended Learning (ABL) based curriculum. The project originally intended to explore why patterns of student engagement in ABL were variable across the institution. We established focus groups across the institution and to date have over 200 participants in multiple subject areas. Thematic analysis of results indicates that, aside from well-established practical factors such as access, technological proficiency, and communication, underpinning concepts of knowledge, teaching and learning played important roles in engagement. Students protested vociferously about expectations of independent learning, considered online tasks not to be ‘proper learning’, viewed teachers setting online tasks as lazy and demonstrated a reified view of knowledge as transferable directly from staff to students. This presentation will problematise these views and examine ways forward for institutions and teaching staff to shift epistemic beliefs and models of teaching and learning, as a fundamental component of pedagogic innovation.
11:00 - Symposium: Widening Access Throughout the Student Lifecycle

Session Type: Higher Education

11:00 Widening Access Throughout the Student Lifecycle

Graeme Atherton; Anke Twiggs-Flesner; Julian Crockford; Neil Williams; Jon Rainford

This symposium will examine themes emerging at present in researching and theorising in the field of access to higher education (HE). Widening access to higher education (HE) has been an increasingly important aspect of education policy in the UK over the last 15 years. Higher Education Institutions (HEIs) in England via their Access Agreements with the Office for Fair Access (OFFA), are investing over £750m per year in financial support and activities to widen access to HE at pre-entry, and when student enter HE to support their success and post HE progression.

While there have been improvements in the likelihood of those from lower socio-economic (SEC) groups entering HE in the last 10 years, those from higher SEC groups are still two and a half times more likely to enter HE than those from lower SEC. There has also been an increasing focus in the last 5 years in differences in outcomes by social background with evidence showing that those from black and minority ethnic (BAME) backgrounds for example, being nearly 20% less likely to get an upper 2nd degree or better than the average. The symposium will explore how the drivers of inequalities in access to HE are being understood in the research that is attempting to better scope the effectiveness of policies and practice to ameliorate these inequalities. It will draw on papers from a new book to be published later in 2017 by the National Education Opportunities Network (NEON), the professional organisation for access to HE in England, entitled ‘Widening Access to Higher Education across the Student Lifecycle’. The symposium will be led by Dr. Graeme Atherton, Director of NEON and the co-editor of this book. He will set the context for the discussion drawing on the themes emerging from the book, and also placing the symposium in the international context drawing on work he has recently undertaken looking at access to HE across the world.

Paper 1 - Looking for the Smoking Gun in the Wrong Places? Causality and the evaluation of widening participation outreach; Implications for evaluation practice.

Paper 2 - Legitimating and Justifying What is Done in Access Agreements: The role of evidence-based practice throughout the whole student lifecycle

Paper 3 - "Things Ain't What They Used To Be" - Addressing mature student needs?: A case study in an HE in FE setting

Paper 4 - Engaging Students in a Research Internship Scheme and its Impact on the Graduate Outcomes of BME Interns

The papers featured in the symposium critically examine both work by policymakers and practitioners to reduce inequalities in access to HE both in terms of entry to HE, success whilst in HE and employment outcomes after HE. In themselves the papers constitute a range of different perspectives on this issue. They emphasise the complexity of this field and the spread of different actors engaged in it – from both within and outside HE. The bringing together of these papers in this context though, will provide in particular a space to examine the assumptions and ideas that drives what HEIs and other actors do in this field. Widening Access activity is very process driven operating within a well developed regulatory structure. What constitutes progress and success itself in this area needs greater debate and questioning – as the first paper featured in the symposium emphasises as does the efficiency of the very regulatory structure itself which is what the second paper covers. The relationship between HE and specific groups of learners also needs to be further unpacked if we are to better support their progression through HE. The third and fourth papers with regard to mature students and BAME learners respectively look to do this.

It is hoped this symposium will make a positive contribution to both strengthening the connection between educational research per se in the UK, and widening access to HE research and also to the practice of widening access work. The opportunity to explore with colleagues from the educational research community the themes described above will we believe, be exceptionally valuable in taking forward the work that NEON members are undertaking to reduce inequalities in access to HE in the UK.

11:00 - Symposium: Transnational Perspectives on the History of Missionary Education: Impact of Mission Education (Panel 1)

Session Type: History

11:00 Transnational Perspectives on the History of Missionary Education: Impact of Mission Education (Panel 1)

Maria Patricia Williams; Kim Fong Poon-McBrayer; Annalaura Turiano; Linda Chisholm

This symposium will consist of two panels. Each will address the same set of issues, but papers will be divided thematically into the impact of Mission Education and Mission Education and Identity. One discussant will discuss the entire set of papers in the second session.

The discussion is broadly framed by the debate initiated by Gary McCulloch on historical revisionism (2017), which has drawn attention to the ways in which, over time, revisionist approaches in the historiographies of both the United States and United Kingdom have helped shape the field of history of education. From different contemporary vantage points, new generations have asked new questions of history of education...
and helped shape its continuous reinterpretation. While there have been differences in timing and emphasis, there have also been parallels between these historiographies. Thus early twentieth century ‘Facts and Acts’ approaches celebrating the progress of public school development gave way in the 1960s to approaches emphasising the links between education and social change and a broader notion of what ‘education’ might entail. Such revisionist approaches in due course spread to other parts of the world. They also characterised approaches to education that were conducted within imperial and colonial contexts.

Since the 1980s, two major emerging trends have included on the one hand ‘post-revisionist’ and post-colonial approaches and on the other ‘transnationalism’. Whereas transnational histories study societies, ‘in the context of the entanglements that have shaped them’, paying particular attention to ‘mobility, circulation and transfers’, post-revisionist and post-colonial studies have focused rather more on the complexities of local appropriation and adaptations, forms of hybridization and the ‘relational construction of the modern world’. (Conrad, 2016, 44 & 54) Within transnational and post-revisionist or post-colonial studies, questions of national and bifurcated identity and the social construction of gender have enjoyed some attention.

Paper 1 - Mother Cabrini, her Missionary Sisters and the Education of Women, 1880-1918
Maria Williams, UCL Institute of Education

Paper 2 - Impact of missionary-initiated special education: A revisionist perspective
Kim Fong Poon-McBrayer, The Education University of Hong Kong, Department of Education Policy & Leadership

Paper 3 - The Salesian Missionaries in Egypt (1959-1970): Converting Mission into Technical Cooperation,
Annalaura Turiano, University of Aix-Marseille, France

The papers in this Panel will in different ways draw on and develop these approaches to revise specific interpretations of mission education within defined contexts. The transnational and post-revisionist lenses are important for doing so. Encounters examined in the first panel will include those between European, British Protestant and Catholic denominations and communities in Egypt, the United States and Hong Kong. Transnational connections between Italy, the United States, Egypt, Britain and Hong Kong will be examined.

The originality of several of the papers lies in their exploration of continued, post-colonial links and relationships between, among others, Jesuits, Salesians and Missionary Sisters of the Sacred Heart of Jesus and societies which once were colonised. Their continued impact beyond the literal end of colonialism casts some light on the way in which past and present continue to be inter-related and intertwined in these societies in fields such as technical and vocational education, the education of girls, migrants and pupils with special needs. As such, the papers attest to the significance of history in understanding contemporary social and educational dynamics in different societies. But they also point to the ways in which the nature of the trans-national encounter may have changed over time.

Papers will be based on research using a range of methodologies, such as oral history, case studies, macro and micro-level studies and interdisciplinary approaches.

11:00 - Symposium: New Directions in Curriculum History (I)
(Fuller)

11:30 Session Type: History

11:00 New Directions in Curriculum History (I)

Mariano González-Delgado1; Gary McCulloch2; Rain Mikser3; Ivor Goodson4; Christine Woyshner5; Caixia Peng6

1Universidad de La Laguna, UK; 2UCL Institute of Education, UK; 3Tallinn University, Estonia; 4University of Brighton, UK; 5Temple University, USA; 6Soochow University, China

Paper 1 - The trials of Nuffield Physics. Professor Gary McCulloch, UCL Institute of Education, United Kingdom,
Paper 2 - International Actors and National Curriculum Development: The Case of UNESCO in Spain in Late Franciosim. Dr, Tamar Groves,
Univiersidad de Extremadura, Spain, and Dr, Mariano González-Delgado, Universidad de La Laguna, Spain,
Paper 3 - The Aspects of Curriculum in Japanese Education Presented at Exhibitions in the Late Nineteenth and Early Twentieth Century Britain.
Ms, Mari Hiraoka, Shibaura Institute of Technology, Japan,
Paper 4 - Centralization of the Swedish school system - where did it happen? A study on the range of governance and school mathematics in Sweden, 1910-1980. Dr, Johan Prytz, Uppsala University, Sweden,

Curriculum history has been a field of study that had a great impact within educational research. In relation to the new directions that were opened within the field of History and Sociology of Education in Britain and the United States in the late 1970s, the history of the curriculum began to produce useful research. The curriculum could not now be understood as a foreign element in relation to the various social forces that had shaped it. The change of school subjects, as well as their origins or selection, organization and distribution of their knowledge had a direct relation with a series of socio-historical factors. Different aspects such as the political contexts, the open struggles between different social actors for the control of knowledge or certain socio-cultural elements began to be central within this line of research. On this basis, a series of historical studies would be established to observe how and why the various school subjects had been transformed. The series of best known works within this type of research was the one edited by I. Goodson under the title ‘Studies in Curriculum History’ published by Falmer Press. This project would offer the international public a remarkable number of researches that emphasized the need to analyse the curriculum under the historical, social and political variables that shaped them. In turn, this arrangement enabled to configure a framework that would give rise to different perspectives of analysis. In this manner, the curriculum history was making way for other research fronts. Teachers’ life stories, the Cold War as a
The secret history of school meals: Cold War plans for communal feeding 1945 - 1987

John Preston
University of East London, UK

In the early cold war (1945-1968), British schools were considered to be an essential resource for the feeding of the general public in the event of an atomic attack. In the hours after nuclear war ‘...a hot drink and sandwich consisting of a bread with a spread of some kind’ would be offered to survivors to be followed by a weekly menu of communal dinners. In a system known as ‘messing for the masses’ up to one hundred people would sit down in shifts at each school for the ‘crash feeding’ of improvised school dinners. As the cold war continued (1968 – 1987), the role of the school meals service in communal feeding was scaled back as plans for survival became increasingly individualised. In the later cold war, plans for schools as a locus of feeding became increasingly fragmented.

Using civil defence plans from the National Archives and from the archives of local authorities arising from an Economic and Social Research (ESRC) project, this paper considers the role of the school meals service in national and local planning during the early and later cold war. The cold war necessity to plan for atomic attack led to considerable innovation by the school meals service in terms of the planning of menus and the storage of meals but ultimately these plans were scaled back for two reasons. Firstly, military and geo-political concerns put the emphasis on...
households, rather than schools, as the locus of civil defence feeding plans. Secondly, the stratified system of schooling meant that not all schools were willing to participate in communal feeding.

The paper considers the wider implications of these findings in explaining the role of British schools in preparedness throughout the cold war where, in contrast to the United States, schools were not given an active role in preparing children and communities for nuclear attack. It also discusses the wider role of school meals as part of social cohesion and communality in the post-war context.

12:00 The Creation of Institutes of Education: Brazil and England as Part of an Entangled History of Teacher Education

Diana Gonçalves Vidal; Rafaela Silva Rabelo
University of Sao Paulo, Brazil

In 1920, the New Education Fellowship (NEF) emerged as an international movement designed to gather educators from different countries in the belief that education could respond to the new demands of a changing world. In the context of the end of World War I and the claims for peace and democracy, this fellowship, situated in the United Kingdom, gave origin to branches worldwide, including South America representations. Between the two wars, NEF organized seven international conferences and a number of regional ones, notably in South Africa, New Zealand and Australia, around themes central to the “New Education”, and drawing attention to large audiences of professionals, administrators and academics working in education, as well as lay people.

As Eckhardt Fuchs claims, at that time, the field of education was being internationalized, and, being an international movement, the field impacted on by the NEF was international in scope. According to Kevin Brehony, the field of education in many countries was marked by its relatively late arrival in the universities and its marginality within the hierarchy of established disciplines. In England at least, he argues, the academy was mainly synonymous with the emerging Departments of Education in the universities. As a matter of fact, in the 1930s, the Institute of Education of London was associated to the University of London, becoming a center for the study of education, says Gary McCullock. The same happened in Brazil. In 1934 in São Paulo and 1935 in Rio de Janeiro, Institutes of Education were created and their Teachers Colleges associated to the Universities of São Paulo and Distrito Federal, by the guidance of Fernando de Azevedo, Anísio Teixeira and M.B. Lourenço Filho, educators related to New Education ideas, as Diana Vidal points out.

These vestiges conduct the research to inquire about the construction of epistemological territories, in different geographical spaces and societies. Yet, to argue about the dispute of meanings associated to the New Education international movement concerning to local hybridizations. Finally, to search for circulation of individuals and ideas between Brazil and England in what we might consider an entangled history of teacher education. These issues are part of research projects that focus on the circulation of the New Education Fellowship (NEF) in Brazil (FAPESP Processes # 2015/06456-1 and 2016/07024-0).

11:00 - 12:30 Promoting the voices of students on the autism spectrum

Session Type: Inclusive Education
Chair(s)/Convenor(s)/Facilitator(s): Darran Farrer
Discussant(s): FUL-124

11:00 The affordances of activity-centred interviews for facilitating communication with students on the autism spectrum

Harriet Hummerstone
University of Southampton, UK

The Special Educational Needs and Disabilities Code of Practice (2015) mandates that students with SEN or disabilities, including those on the autism spectrum, must be involved in making decisions about their education. However, differences in communication between individuals on the autism spectrum and neurotypicals (those not on the autism spectrum) could make effective consultation difficult. This two-phase study assesses how activity-centred methods may facilitate the process of communicating educational preferences and needs to both myself (as a researcher) and to teaching staff in mainstream secondary schools. This study is innovative in developing and applying methods for improving the sharing and understanding of individual needs of students on the autism spectrum.

Phase one adopted an exploratory and participatory approach to investigate the current processes of communication and support in schools. Autistic adults advised on interviewing and communication techniques for individuals on the autism spectrum, which informed photo-trails and activity-centred interviews with six students on the autism spectrum (aged 11-12 years) from two secondary mainstream schools; seven members of staff were also interviewed. Thematic analysis explored the complexity of the views of students, staff members and myself regarding the processes of communication and support. Overall, there were four key areas where students and staff members reported distinctly different perspectives: (i) staff members’ understanding of the students’ individual differences, (ii) the effectiveness of support offered by staff, (iii) the availability of staff, and (iv) knowledge about the students’ sensory experiences. These findings support Milton’s (2012) ‘double-empathy problem’, which refers to the mutual incomprehension that occurs when two individuals from different perspectives (in this case, a student on the autism spectrum and a neurotypical staff member) try to communicate meaning.

The second phase of this study therefore focussed on the design and development of methods for facilitating communication and support between students and teaching staff to resolve the ‘double-empathy problem’. Four different activities to facilitate communication and increase knowledge of the areas of difference identified in phase one were developed. Autistic students and adults evaluated these methods, providing
feedback on suitability and improvements. Completion of these methods by students then led to the co-creation of an individualised information sheet about students’ preferences and needs by students and myself. These information sheets were used to facilitate focus group discussions between staff members who supported the student to construct some basic staff guidelines for how this information may be used effectively within a secondary mainstream environment.

11:30

Teachers Responding to Autistic Sociality in Conversations with Pupils about their Learning

Carmel Conn
University of South Wales, UK

Theory and practice in relation to autism education is dominated by a medicalised conceptualization of teaching and learning as straightforwardly “knowledge transfer” (Guldberg 2016). The focus has been fully on the autistic pupil and their impairment, with a deficit-development approach to learning most often promoted (Kasari and Smith 2013). Recent micro-level research of interaction, however, provides evidence of autistic children showing communication competences they were not thought to have, for example, echolalia used to convey meaning (Korkiakangas and Rae 2013, Tuononen et al. 2014). This contributes to the idea of a form of “autistic sociality” (Ochs and Solomon 2010) and calls for a more complex pedagogical response.

This paper reports on the pilot study for a knowledge inquiry into practitioner engagement with autistic pupils’ learning that took place in two mainstream primary schools in the south Wales area. The study used a participatory design in which practitioners (teachers and support staff) were invited to be co-inquirers and contribute to the development of specific research questions about the ways in which autistic pupils engage in learning interactions. Practitioners were also asked to participate in the gathering and analysis of information about these from their own classroom practice.

The pilot study had the following three specific aims: firstly to explore actions needed to set up an inquiry group into the learning of autistic pupils, with practitioners acting as co-inquirers. In a half day event, research on interactional competences of autistic children was reviewed and the question “How do I extend the learning of an autistic pupil?” was discussed. A second aim was to test methods for gathering information about learning interactions in a classroom setting using a range of digital equipment and supported by researcher visits. The final aim was to explore approaches to data analysis and the effectiveness of these in providing information about learning interactions, symmetries and asymmetries of knowledge, and opportunities for extending learning. Transcription conventions developed by Jefferson (Atkinson and Heritage 1984) and used in conversation analysis were applied to moments of recorded interaction identified by co-inquirers as significant. Key to analysis was reflection by practitioner participants, in their settings and in a follow up event, on recorded moments of interaction. Information gathered provides evidence of interaction where autistic sociality is recognized, acknowledged and engaged with by practitioners and helps to elucidate healthy aspects of an interactional ecology in mainstream classrooms for autistic pupils.

12:00

How can a multi-dimensional approach aid the voice of students with autism as part of the SEND code of Practice 2015?

Darran Farrer
University of Southampton, UK

The Special Educational Needs and Disability (SEND) Code of Practice (2015) focuses on child participation at all levels of provision planning. This requires schools to seek and incorporate the views of children into both their own care and education and other local provision. Hearing the voices of children with SEND, particularly those with autism, for whom communication may be difficult, forms the basis of this study which took place in an infant school in East Anglia, in an area home to many families living in poverty.

A case study design using action research methodology was adopted, focusing on three children with autism. The consideration of the interconnected circumstances affecting the lives of the children in the study was influenced by Bronfenbrenner’s ecological theory of development. The aim was to implement and evaluate a multi-modal approach to supporting children aged between four and seven with autism to communicate their thoughts, feelings and ideas about their education. The aspiration was to enable these children to fully participate in their own review meetings, as required by the Code of Practice.

Children were engaged in a series of visual and creative activities during the school year with support from teaching assistants. They were asked to take photographs of different places around school and use talking mats to organise their photos and explain how they felt about those places. They also drew pictures, talking to adults about what the children were drawing and how they felt about the aspects of school life portrayed. Teachers, parents, and other professionals involved with the child contributed via short surveys or interviews before and after the children’s annual progress reviews. They were asked about the SEND Code of Practice, children’s participation, and their feelings about the pupil voice intervention.

Analysis of the data suggests that the young children involved could give their own opinions of what they enjoyed and did not enjoy doing in school. They appreciated using cameras to take photographs and utilising talking mats to present their preferences. Interviews with professionals indicated that, at first, they did not feel that they knew the children particularly well, but after they had had the chance to see the children’s input into the review system, they felt that they had greatly increased their knowledge of the children. The parents felt that the new procedures gave a greatly increased sense of their child as the centre of the process.
Putting Researcher and practitioner inputs into knowledge exchange in practice in aspects of inclusive education: four cases studies and a general model

Karl Wall; Catherine Carroll; Gill Brackenbury; Amelia Roberts
UCL Institute of Education, UK

Drawing on the practical implementations of four different research/practice developments undertaken at UCL-IOE, this symposium addresses aspects of inclusive education. These range over a ten year period, operationalized by the new Centre for Inclusive Education (formerly SENJIT) at UCL-IOE and examines knowledge exchange (KE) processes and practices among researchers and practitioners in each case study. The background, context, developmental journey and its outcomes are each presented, underpinned by the KE model that informed its work. The case studies are of differing longevity and duration. The final paper gives an overview of these processes proposing a new general model for KE applicable to different aspects of inclusive educational processes and issues, incorporating current professional development research.

The first case study –

Paper 1
‘Researcher and practitioner inputs into knowledge exchange 1: Children’s visual needs, habilitation and the training of habilitation specialists’.
Dr Karl Wall1
Senior Research Fellow
UCL Centre for Inclusive Education at University College London, Institute of Education

Dr Jessica Hayton
Department of Psychology and Human Development, University of London, Institute of Education
This paper focuses on how blind and visually impaired children can be trained to maximise their independence. The Mobility21 Project (UCL-IOE) resulted in new national standards, the creation of a new national training scheme and the development of a professional body for the habilitation practitioners involved, through a series of sustained collaborative exchanges of research evidence, best practice and practitioner engagement.

The second case study –

Paper 2
Researcher and practitioner inputs into knowledge exchange 2: PALAC and the inclusion needs of looked after children.
Dr Catherine Carroll2
Associate Senior Research Fellow
UCL Centre for Inclusive Education, University College London, Institute of Education

This paper focuses on the issue of children who are, or who have been, in care, who are one of the lowest performing groups in terms of educational outcomes in the United Kingdom and internationally (Flynn et al. 2013). Promoting the Achievement of Looked-After-Children (PALAC) has been and is a KE programme that aims to improve educational outcomes for pupils in care so that they may thrive at school. Central to this is a collaborative relationship between practitioners in schools and researchers. PALAC emphasises the generation of evidence from practice engaging schools and virtual school heads in a collaborative six month programme; accessing research findings; using a comprehensive school audit tool, regular support from facilitators with research and school practitioner backgrounds and opportunities to share and evaluate findings.

The third case study –

Paper 3
Researcher and practitioner inputs into knowledge exchange 3: MITA and the deployment and use of Teaching Assistants.
Dr Karl Wall
Senior Research Fellow
UCL Centre for Inclusive Education at University College London, Institute of Education

Rob Webster3
Director of the MITA Project, UCL Centre for Inclusive Education at University College London, Institute of Education

This paper addresses the practices of teaching assistants in how they can be most effectively managed and deployed to support children’s learning. Maximising the Impact of Teaching Assistants (MITA) involves collaborative exchanges between researchers and practitioners drawing on a systematic examination of practices, evaluations of current practice, school-based identification of needs and how these might be developed.

In the fourth case study,

Paper 4
Researcher and practitioner inputs into knowledge exchange 4: SSLIC and whole school support of oral language development
Gill Brackenbury4
Director, UCL Centre for Inclusive Education at University College London, Institute of Education

This paper reports a new project, Supporting Spoken Language in the Classroom (SSLIC) which focuses on auditing and identifying key
environmental, strategy and pedagogic aspects of early year’s and KS1 settings supportive of developing young children’s spoken language development, based on the Better Communication Research Programme.

Paper 5
Researcher and practitioner inputs into knowledge exchange: Models and practice in the inclusive context in a general model.
Dr Amanda Roberts
Deputy Director, UCL Centre for Inclusive Education at University College London, Institute of Education

This paper critically draws on the four case studies (Papers 1-4 in this Symposium) to generate a new overarching model of KE in relation to inclusive education issues. It seeks to energise ‘knowledge mobilisation and co-creation’ (p.37 Carnegie Report), balancing the practical requirements of educational practitioners with the prioritisation of strategic direction and reflective enquiry. A criteria-enriched framework is generated with a clearly articulated summary of findings for practitioners to consider in their own settings. It constructs a series of domains, arrived at collaboratively, around identifying the evidence underpinning decision processes; how this works collaboratively leading to priority change identification, the specification of actions, timing and data collection methods, fostered, bi-directionally, by case-study exchanges between schools and academics. This model of KE challenges current measures of Research Impact as defined by REF as being too linear, mindful of the injunction in the recent Carnegie Report (p.37) to: Explore ways in which REF Impact guidance could admit and reward non-linear processes of knowledge mobilisation and co-creation.

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<th>Time</th>
<th>Session Type: Mathematics in Education</th>
<th>Symposium: Mathematics Curriculum Enactment: The Designers' Dilemma</th>
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<td>Symposium: Mathematics Curriculum Enactment: The Designers' Dilemma</td>
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<td>Mathematics Curriculum Enactment: The Designers' Dilemma</td>
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Geoffrey Wake¹; Sue Hough¹; Yvette Solomon²; Steve Gough³; Paul Dickinson⁴; Anna Baker⁴; Paul Brown⁴; Julian Gilbey⁴; Tabitha Gould⁴; Elizabeth Kimber⁴; Tatiana Rostovtseva⁴; Alison Clark-Wilson⁴; Lynne McClure⁴
¹University of Nottingham, UK; ²Manchester Metropolitan University, UK; ³University of Cambridge, UK; ⁴UCL Institute of Education, UK

This symposium brings together contributions from three design and development groups working in mathematics education. They collectively illustrate a range of examples of designs at strategic, tactical and technical levels (Burkhardt, 2013) that allow exploration of the designers’ dilemma. That is how to design to ensure fidelity to the designers’ intentions in the use of their products.

In each case the designs at the heart of the contributions to this symposium introduce a disturbance into systems and structures that are well-established and stable. In particular, ultimately each design intends to make an impact on students’ experiences of mathematics in classrooms. This is not straightforward as classroom norms are not only deeply entrenched in the day-to-day lived experiences of students but also in the professional practices of individual teachers and indeed in communities of teachers both within and across schools. What school mathematics ‘is’ to both teachers and their students is in the main unquestioned by them. Each design group’s work presented here in its different way therefore challenges deep-seated notions of mathematics as a domain of study and as enacted and lived in school classrooms. Herein lies the dilemma for the designer: how to communicate with their audience, the teacher, in such a way that they will be willing to introduce disturbances into the accepted and established order of what constitutes mathematics and socio-mathematical norms in their classrooms. Important to the designer in this regard is that their design does not challenge established practices to such a degree that the change will be quickly dismissed and day-to-day practices revert to ‘normal’. Even if the designed change is adopted to a greater or lesser degree there is a question of fidelity. How does the designer ensure that key features of their design are not lost as teachers and students pick and choose, as will inevitably be the case, what it is they adopt and adapt from the new practices?

Paper 1 - Maintaining RME pedagogic design principles in the GCSE resit classroom
Paper 2 - Supporting teachers to implement rich tasks in A level mathematics classrooms
Paper 3 - Using Video to Support the Use of Rich Tasks for Post-Compulsory Mathematics
Paper 4 - Mathematics curriculum specification: an important case of lack of design

The contributions to this symposium explore these important issues that arise in design work from very different perspectives. However, fundamental to each contribution is the intention to ultimately make an impact on classroom interactions between teachers, students and mathematics. The designs, therefore, aim to bring about changes in the way students (and teachers) come to see and understand mathematics by supporting changes in student activity, teacher activity and interactions between teachers and students. In other words the designs discussed here, therefore, all seek to support changes in both pedagogy and didactics (here used in the European sense). To support this, each brings together a range of resources that provide for professional development which may be either implicit or explicit or indeed overt or covert. The contributions to the symposium will illustrate a wide range of approaches to design that aim to facilitate such professional learning in different ways. Outcomes in classrooms have been researched by a range of methodologies and findings will be presented to explore design effectiveness.

Across the contributions the designer-researchers will also address questions of the role of theory in their work. In particular issues of research and theory-informed design will be highlighted. Further to this design research (Larson & Dearing, 2008) as a field of scholarly activity and associated theory building will also be considered.

References
11:00 - Symposium: Teachers as researchers investigating their PE practice!
(Physical Education and Sports Pedagogy)

Session Type: Physical Education and Sports Pedagogy

11:00 Teachers as researchers investigating their PE practice!

Håkan Larsson; Mikael Quennerstedt; Annica Caldeborg; Lucas Janemalm; Sara Ridderlund; Joakim Segolsson; Sabina Vesterlund; Dean Barker; Suzanne Lundvall; Jane Meckbach; Marie Ohman; Anne Flintoff

1 Swedish School of Sports and Health Sciences, Sweden; 2 Orebro University, Sweden; 3 Gothenburg university, Sweden; 4 Leeds Beckett University, UK

In 2011 the Swedish government invested large sums in developing the knowledge base in school and increasing the number of teachers with a postgraduate degree. The purpose of this venture was to enhance the quality of both preschool and primary and secondary education. In 2012, 200 fully government funded teachers from different subject areas started their studies to become researchers, and among them fifteen physical education teachers. This first generation of teachers as researchers recently finished their studies and are in most cases back in school working in different ways to enhance the quality of physical education (PE) in Swedish schools.

In 2014 a new group of teachers started their research journey, among those five PE-teachers who are represented by the papers in this symposium. The teachers work half-time in their schools and carry out their studies half-time within what we have called “Swedish research school in PE”. In this way a close connection between the daily practice of PE and research can be achieved. The research school takes its point of departure in a Swedish didactics of physical education tradition where “didactical questions traditionally are addressed by the questions what, how and why, in terms of what and how teachers teach, what and how students learn and why this content or teaching is taught or learned. Questions such as who is teaching, who is learning, when and with whom are also relevant in this context” (Quennerstedt & Larsson, 2015, 567).

Based on previous studies, we have a comparatively good picture about what is going on in Swedish PE, at least in terms of content, pedagogy, social interaction, and dominating discourses (e.g. of sport and of public health). Research shows that subject content and organization is oftentimes not conducive to learning of specific capabilities in any long-term and systematic way. The research also shows that teachers have difficulties with communicating the basic objectives of PE to students, and to break down these objectives into concrete learning objects that can form the basis for teaching as well as assessment of student learning. As Penney et al. (2011) suggests, there is a need for higher awareness of the interconnected message of curriculum, content and assessment, and to pay attention to ‘the learning of learning’ to secure learning and knowledge objects.

As presented in this symposium, the studies in the research school as a whole approach the link between the overall goals of the subject, i.e. the capabilities that students are supposed to develop in PE and the prerequisites for working with those capabilities in the current educational setting. Since the research is conducted by active teachers, the research school also have a clear practice-based orientation. In the different projects focus has thus been on combining knowledge from the practice of PE with the Swedish didactics of physical education tradition in order to let the research questions to be shaped from within PE and not only reflecting external interests of academia or governmental bodies.

In this way the combined results from the different studies will, hopefully, engender both knowledge and a discussion about how to develop the structure, content and pedagogy of PE, especially regarding what students are supposed to learn during their twelve years of schooling. In the symposium the five teachers as researchers present their respective studies of PE-practice combining their knowledge of both research and practice, focusing on issues of competent teachers, physical touch, teachers’ communication, experiences of street dance, and assessment of complex movement.


Paper 2. ‘It all depends’ – students’ experiences of intergenerational touch in PE practice (Annika Caldeborg, Örebro university)

Paper 3. Lived experiences of ‘Sense of Coherence’ in PE – What do 9th grades students discern of ‘Sense of Coherence’ when participating in street dance classes? (Sabina Vesterlund, GIH)

Paper 4. What do I hear? – A study of PE teachers’ communication (Sara Ridderlund, GIH)

Teaching Schools have risen to the challenge of the ‘big six’, but evidence suggests they have been least confident with ‘Research and Development’. The Sussex Research Network (SRN) was established in July 2014 as a partnership between seven local secondary schools and the University of Sussex. It was to have three aims: to develop a research culture in each school so that teaching, learning and pupil outcomes would improve as teachers became research-engaged and informed; secondly, to develop cross-network research collaboration including co-ordinated multi-site research projects; and thirdly, to research and document the very process of creating the network in order to support the future efforts of others to come. A central strategy was for the University to design and schools to commit to a bespoke route designed for the University of Sussex MA in Education, Developing Research Leadership and Enquiry. Partner schools sponsored and released teachers to participate. Three years on, this presentation reflects on SRN experiences and will be of particular interest to colleagues seeking to embark on such a journey.

The first presentation (‘A localised case study of developing school research culture’) from Dr Claire Barr, Deputy head of one partner school will reflect on experiences of building school research culture at a local school level. Emerging themes for discussion include the key importance of collaboration; the impact of participation on reflective practice; the importance of teachers’ sense of ownership towards educational improvement; and barriers including the uneven distribution of resources and individual variations in commitment to the vision.

The second presentation (‘Rolling out research culture within a Teaching School Alliance’) from the Jonathan Steele, Tom Holloway and Joanne Calladine-Evans, the research leaders and co-ordinator of another partner school, will take a regional view of developments. They will discuss how they have secured funding which has allowed them to lead eight other teachers in two joint research projects with other schools in their alliance. The first is an evaluation of timetabling senior teachers to cover absent colleagues rather than deploying supply teachers; the second involves cross phase curriculum mapping in core curriculum areas to enhance transition and reduce the ‘transition dip’. While leading colleagues on these projects, the teacher-researchers and their University critical friend are also researching the implicit process of culture change that they are bringing about.

The third presentation (‘What are the Ingredients for a School Research Culture?’), from Dr Robert Rosenthal, leader of the University of Sussex MA in Education route for Developing Research Leadership and Enquiry will provide an meta-review of the process of building the SRN and explore what evidence suggests are the necessary ingredients for a successful school research culture.

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11:00 - 12:30
Exercising strategies for reducing racial prejudice in school
(Faculty, Ethnicity and Education)

**Session Type**: Race, Ethnicity and Education

**Chair(s)/Convenor(s)/Facilitator(s)**: Marlon Moncrieffe

**Discussant(s)**: Marlon Moncrieffe

*University of Brighton, UK*

The legacies of struggle and uprisings by Afro-Caribbean people standing up to White-Britain during the vicious transatlantic slave trade contribute to their sense of identity, pride and freedom (Phillips and Phillips, 1998). They are legacies argued to be related to the actions of the migrant and immigrant Afro-Caribbean people in their defiance of the racism that they faced in White-Britain post World War Two, typified for example through the Brixton Riots of 1981 (Brixton, 1981) (Gilroy, 1992; Phillips and Phillips, 1998).

Whilst content on the struggle for race equality from overseas contexts are offered for study in the primary school national curriculum for history (i.e. Rosa Parks and the civil rights movement in the USA), Britain’s own historical context is curiously absent (DfE, 2013).

I draw upon data and findings from my use of auto-ethnography which focused on Brixton 1981. I argue that cross-cultural/ethnic encounters between Afro-Caribbean people and White-Britain over the ages could in fact be used for developing teaching practice on race equality in support of the Equality Act (2010) and for the teaching and learning of fundamental British values (FBv) via The Prevent Strategy (2011).

I use Rüsen’s (2006) ‘genetic typology’ of ‘historical consciousness’, as a lens to explain how Brixton 1981 with other examples of cross-cultural encounters in Britain over the ages could be applied in the primary school classroom and as part of Initial Teacher Education (ITE) for viewing the past to understand the present, for fostering future learning about race equality in Britain.

**References**


To what extent can school-based education programmes assist in reducing ethnic prejudice and promoting respect for ethnic diversity?

1. To what extent can school-based education programmes assist in reducing ethnic prejudice and promoting respect for ethnic diversity?
2. Is there a relationship between ethnic prejudice reduction and an increase in respect for ethnic diversity?

3. Which school-based programmes are most effective in reducing ethnic prejudice and promoting respect for ethnic diversity, and which characteristics may influence their efficacy?

4. Does the effectiveness of programmes vary with regard to the children’s age, gender, socio-economic background and racial/ethnic background?

11:00 - 12:30  
Innovation Session: Exploring the use of concept mapping to increase the participant’s voice within the research process  
(Research Methodology in Education)  
Session Type: Research Methodology in Education  
11:00  
Exploring the use of concept mapping to increase the participant’s voice within the research process  
Michelle Striepe  
Curtin University, Australia

This workshop will highlight how concept mapping can offer an alternative means to capture a participant’s perspective. This visual technique distinguishes itself from other better-known qualitative methods as it produces a visual picture of an individual’s ideas (Bult-Kisber & Poldma, 2010; Prossey & Luxley, 2008). Additionally, it is considered a participative-centric technique that empowers and increases the participant’s voice within the research process (Bult-Kisber & Poldma, 2010; Prossey & Luxley, 2008). Furthermore, when concept mapping is employed with other methods the process can generate new forms of data which singular approaches capture less effectively and draw attention to or accentuate data that is already present (Banks, 2008, p. 59). My own experiences in using concept mapping in conjunction with semi-structured interviews to examine management team members’ perspectives of educational leadership will inform the workshop.

The workshop will focus on two questions:

- How can the use of concept mapping in conjunction with semi-structured interviews help to transform the role of the participant in the research process?
- How can concept mapping enhance and expand the process of data collection to gain a deeper level of understandings of a participant’s insights on a subject and how can such data be used to develop case studies that reveal a participant’s everyday reality in a rich and realistic way?

The workshop will present a rationale for employing semi-structured interviews and concept mapping as a combined activity. Key elements of a concept map as characterized by the literature will be also described. One approach for using concept mapping and semi-structured interviews will be explained and time will be allocated for discussion about how such an approach could be employed in other studies. This conversation will lead into an activity where the participants engage in constructing their own concept map and semi-structured interview activity that pertains to their own research.

The workshop will then focus attention on how the data generated from the activity were used to help the coding process and inform the case studies. Again artefacts from my own study will be used to illustrate how the process unfolded. Participants will be given a chosen concept map, an extract from the corresponding interview and case study to analyse how the process creates a descriptive account of the leaders’ perspectives and captures the contextual factors that impact on those perspectives. The workshop will conclude with the participants reflecting on the two focus questions.

11:00 - 12:30  
Symposium: Multi-city ethnographies: Child poverty and its impact on schools in England and Australia  
(Social Justice)  
Session Type: Social Justice  
11:00  
Multi-city ethnographies: Child poverty and its impact on schools in England and Australia  
Ian Thompson1; Gabrielle Ivinson2; Lori Beckett3; Alison Wrench4; Katharine Burn5; Jenni Ingram6; Trevor Mutton7; Amanda Keddie8; Eve Mayes9; Julianne Moss4; Louise Paatsch1; Shaun Rawolle6; Rob Hattam6; Jon Tann6; Steve Burton1; Amelia Gunn6
1University of Oxford, UK; 2Manchester Metropolitan University, UK; 3Leeds Beckett University, UK; 4University of South Australia, Australia; 5Deakin University, Australia; 6Leeds City Council, UK

This symposium represents an international research collaboration on child poverty and schooling located in Leeds, Oxford, Geelong and Adelaide. These pilot studies derive from the BERA Commission on Poverty and Policy Advocacy which highlights the ways in which poverty continues to seriously constrain the life chances of many learners in the UK. Likewise the 2015 PISA report revealed internationally that poorer students are three times more likely to be low performers than students from more affluent backgrounds. Recent research in Australia recognises these inequalities particularly in relation to de-industrialization and changing patterns of global economies.

Recent large scale macro-analyses of inequality have met with critical responses and calls for further work related to education. There is an urgent need for renewed attention to ethnographic analyses of the particularities of places, people, and times that interweave analyses of
macro- and micro-political differences in specific events. This need is even more acute in view of government austerity measures, post-Brexit uncertainty, and a rise in vengeful nationalism, racism, and misogyny on social media.

The aim of the symposium is to bring together papers from four city-based ethnographies in order to consider the relationship between research designs and methods, child poverty, educational well-being and more considered policies. Common across the four papers is a recognition that while there has been significant sociological and geographical work exploring the patterns of educational and other disadvantage that are associated with low incomes, the effects of poverty on children and young people’s beliefs, aspirations and achievements remain largely under-researched.

**Paper 1. Mapping the impact of local geographies on academic achievement**
This first paper builds on the work of teachers and academic partners to critically analyze the significance of local city-based data, notably national-school achievement data for the city of Leeds, and the ways this interacts and interconnects with local geographies of economic performance and prosperity in particular city wards. The intention is to develop tentative explanations for the ways global influences and patterns of inequality are played out in localised school settings.

**Paper 2. Poverty and Teacher Education**
This second paper critically examines the impact of interventions in preparing beginning teachers to understand and work effectively with young people living in poverty. The paper focuses particularly on the experiences and developing understanding and attitudes of the student-teachers within a well-established partnership PGCE programme in the city of Oxford.

**Paper 3. Urban futures in a ‘city of concern’**
This third paper is focused on the urban future of young people in the City of Greater of Geelong, Victoria, Australia. Geelong has been named a ‘city of concern’. Manufacturing industries that have supported the car industry have declined in numbers and/or closed. Growing groups of workers caught by the ‘precariat’ face temporary, irregular contract work. Recent school improvement initiatives are explored to locate the spaces for macro- and micro-political differentiations for young people in an Australian urban-based ethnography.

**Paper 4 ‘From ethnography to action research: examining hopeful pedagogical redesign’**
High stakes testing, narrowing of curriculum focus, and didactic modes of instruction, which are signature practices of schooling systems framed by neoliberal governmental rationality, are failing Australia’s most disadvantaged students. As a counter to a storyline which constructs these students, their teachers and schools in deficit terms this fourth paper is a narrative of hope and possibility. Specifically it gives an account of pedagogical redesign enacted by teachers in schools located in the northern suburbs of Adelaide, which is a region of entrenched disadvantage. The paper examines how collaborative action research provides means for knowledge production that speaks back to normalised assumptions about schooling and the most disadvantaged students.

11:00 - Sociological theories of parents and parenting  
(Social Theory and Education)  
**Session Type:** Social Theory and Education  
Chair(s)/Convenor(s)/Facilitator(s): Charlotte Haines Lyon  
Discussant(s):  
11:00 'Concerted Cultivation' -- From Context to Concept  
Lauren Erdreich; Deborah Golden  
1Levinsky College of Education, MOFET Institute, Israel; 2University of Haifa, Israel  
This paper invites a re-examination of the concept 'concerted cultivation' and examines the usefulness of the term in illuminating middle-class mothers' differing perceptions and practices of mothering and education across cultural and social contexts. In her book Unequal Childhoods: Class, Race and Family Life, published in 2003, Annette Lareau introduced the term "concerted cultivation" to describe a child-rearing practice characteristic of American middle-class parents, in opposition to the "accomplishment of natural growth" discerned among working-class parents. Her research showed that middle-class parents engage in concerted cultivation as they "deliberately try to stimulate their children's development and foster their cognitive and social skills" (5), primarily through organized activities, leading to skills in interacting with adults on an equal basis and a strong sense of entitlement. Since then, and notwithstanding the fact that the concept was formulated in a specific context, it has taken on theoretical authority and been used to describe and explain middle-class parenting across a variety of contexts and areas of child-rearing. Based on a review of empirical studies that have utilized the concept of concerted cultivation in analysis, we have evaluated the way the concept has developed in light of empirical research. The evaluation finds that (a) despite the proliferation of concerted cultivation as a childrearing strategy among the middle class, cultural context shapes the desired ends of concerted cultivation as well as the nature and type of practices parents employ with their children; (b) the association of concerted cultivation with the middle class is often erroneous – working class parents often espouse concerted cultivation as a value and carry it out to the extent of their financial means; (c) practices of concerted cultivation and the accomplishment of natural growth may co-exist in the same family setting, and vary according to the particular sphere of childrearing activity; (d) concerted cultivation may have not only sociological, but also psychological foundations and implications for children's wellbeing and development. The review reveals both critiques of the concept, as well as nuances or extensions to it, suggesting that a revised understanding of concerted cultivation can be useful for the understanding of childrearing today. By bringing together such empirical work, we aim to reformulate and complicate theoretical understanding of the concept of 'concerted cultivation'.

11:30 Parents: villains, inceptitudes or fellow actors? Using Laclau and Mouffe’s discourse theory to contest and renew the home-school imaginary.

3694163  

3696301
Charlotte Haines Lyon  
York St John University, UK

“There is a sense in which freedom is absolute... This freedom is simply our capacity to act—not to behave or to react, but to form an intention and seek to realize it. To act is to be free.” (Macmurray, 1950: 16)

Nearly 70 years ago, John Macmurray argued that our capacity to reflect and to act was essential to being human and to freedom. Furthermore, he argued that democracy demands more than counting opinions but reflection upon and action on “the needs and difficulties of all classes... in the process of seeking justice” (Ibid: 39). It is with this conviction and the frustration at the seeming instrumentalisation and atomisation of parent engagement in schools, that I carried out my doctoral research. The project involved working with a small group of parents in a primary school to co-deconstruct notions of parent engagement.

Through co-reflexion on our own discussions, it became evident that we, the school, and the media, often used distinct binary poles to frame our thinking; parents versus school, good parents versus bad parents, working class versus middle class parents. Therefore, I applied Laclau and Mouffe’s (2014) discourse theory to the discussions within meetings and the development of thinking within the group. It became evident that there were hegemonic struggles at play; reducing the role of parents to subservient at best and ineptitudes or villains at worst. As we became aware of the different positions and assumptions, it was possible to explore and question arguments that had been previously been assumed facts.

This paper will demonstrate the use of Laclau and Mouffe’s theory to explore hegemonic aspects of the home-school relationship. This will illustrate how hegemonic struggles further entrench the battle lines between parents and schools, thus reducing the subjectivity of parents and teachers, and moreover the concept of parent voice. After three decades of further instrumentalisation and atomisation of parent voice, I will repeat Vincent and Martin’s (1999) call for “little polities” within schools. Such little polities may provide space for parents as actors and a renewed home-school imaginary incorporating Laclau and Mouffe’s radical plural democracy.


The stratification of parenting values in the UK

William Baker  
Cardiff University, UK

In this paper, we draw on data from the Millennium Cohort Study, to study the social stratification of parenting values in the UK. In doing so we contribute to scholarship exploring differences in parenting cultures and strategies and also broader traditions of sociological research that examines the social stratification of attitudes, values, and lifestyles. Our analysis pays particular attention to social class differences in parenting values. We suggest that the relationship between social class and parenting values has not been subject to adequate empirical scrutiny. This is significant because the assumed relationship between them underpins influential arguments, theoretical models, and empirical projects examining the relationship between class inequality and family life. In this paper we make two important contributions. First, by drawing on recent high quality data we offer a more detailed and comprehensive account of how parenting values are in fact related to social class and other socio-demographic characteristics. Second, and relatedly, in the majority of studies of parenting values and family, class is conceptualised and operationalized within a ‘big-class’ framework, drawing broad distinctions between middle class and working class parents. Building on recent debates in class analysis, we suggest that adopting such an approach is potentially problematic because it pays insufficient attention to the possibility that parenting values may be structured at a more occupationally disaggregated, ‘micro-class’, level. By evaluating the relative merits of different measures of social class, we are able to offer substantial new insights in the class-parenting values relationship. In doing so, we also contribute both to the recent revival of interest in the sociological study of values and important debates in class analysis.

Symposium: University teacher education and teacher educators: trust, agency and leadership in changing systems  
(Teacher Education and Development)

Session Type: Teacher Education and Development

11:00 University teacher education and teacher educators: trust, agency and leadership in changing systems

Mark Boylan¹; Sam Twiselton¹; David Owen¹; Janet Goepel¹; Dave Darwent¹; Rachel Lofthouse²

¹Sheffield Hallam University, UK; ²Newcastle University, UK

Teacher education in England continues to go through a period of rapid change and turbulence with ‘school-led’ teacher education being counter posed, and favoured in policy, to ‘university-led’ teacher education. This has intensified tendencies already prevalent to configure teacher educator activity as different from that of other academic workers (Ellis and McNicholl, 2015). The possibility of moving beyond a binary choice between university-led school-led teacher education to professional led teacher education needs to be considered as a priority (Teacher Education Exchange, 2017). This symposium examines the contribution of university based teacher education and teacher educators to this project. In different ways, we explore the importance of reasserting and renewing trust as central to relationships between actors in education systems (O’Neill, 2013) including in teaching education. The papers are framed through theoretical perspective of a subject centred socio-cultural understanding of professional agency (Eteläpelto et al, 2013), whilst extending the concept of the subject to embrace organisations, networks
and systems. Further, it utilises the concept of adaptive system leadership (Boylan, 2016). The empirical reports are centred around practice in a large teacher education provider with a full range of courses and programmes.

In the first paper - Teacher educators: academic practice and system leadership in teacher education - Mark Boylan and David Owen examine the role of university based teacher educators. They begin by surveying recent and current trends and challenges for the role of Universities and University based teacher educators. They go on to argue that teacher education as a form of academic practice that exemplifies forms of scholarship rooted in expanded conceptions of knowledge and its application, as well as ideals of the public and ecological university. Drawing on concepts of adaptive system leadership, they contend that University teacher educators have an important role in education systems as brokers, boundary crossers, network facilitators and activist professionals.

Sam Twiselton examines the contribution that Universities can make at a regional level in the second paper. Partnerships for Attainment - A profession partnership led place based approach to teacher recruitment, development and retention. She describes ways that roles, responsibilities and networks have become more complex in teacher education both for University and school based teacher educators. She outlines a number of different possible responses Universities could and/or have made to these changes. Arguing for an approach based on collaboration and trust, she outline steps to develop a regional approach to teacher education infused with a sense of shared moral purpose and respect for the different contributions partners can bring.

The third contribution is Teacher educators’ changing roles: trust, agency and identity by Janet Goepel, Mark Boylan and Dave Darwent. They draw on data from a study of teacher educators in a variety of roles responding and adapting to the evolving system. They examine how trust and agency, and so teacher educator identity, have been subject to considerable pressure but also to examples and possibilities of a revitalised teacher educator professionalism.


Paper 2 - Using a participant focussed model of classroom dialogue in response to findings of a longitudinal study of the development of teachers' professional knowledge of classroom talk - by Hind presents findings from a longitudinal study of early career science teachers' development of their knowledge of classroom talk and a professional development tool designed in response to these findings. The developed tool responds to findings about the nature of teacher knowledge of the forms and purposes of talk in science lessons. A lack of shared language for talking about classroom talk by early career teachers is identified in the study. In response to this talk maps are used to develop a bridge from Mortimer and Scott's (2003) framework of communicative approach to the structural elements of classroom interactions that teachers draw upon in their own reflection on the development of their understanding of classroom talk.

Paper 3 - Exploring expert teachers' sense making and meaning making of teaching and learning from classroom experiences - by Khan seeks to gain an understanding of how teaching and learning happens in classrooms from the sociocultural perspective, which holds that learning is founded within participation in social and cultural practices. The study will focus on how expert teachers do what they do from within the boundary of teachers' classroom teaching and learning experiences, which enables them to make sense and make meaning from those experiences. Teachers introduce subject matter content through tasks. Sense making and meaning making, which involves both intermental – dialogue with others, meaning making, mainly outside – and intramental – dialogue and sense making, mainly inside – processes, happens through interaction with the tasks. To understand this complexity, a multicase study was employed that involves six English and six mathematics expert teachers from different schools in Oxfordshire. Analysis will draw on the works of Vygotsky and Bernstein and focus on how institutional and classroom contexts shape human action.

The findings presented in these papers form the basis of discussion in response to broader research questions about what are appropriate, theory-informed forms of professional development activities and resources for supporting dialogic learning and teaching and developing teachers' knowledge.

11:00 - Professional development and professional learning

12:30

Session Type: Teacher Education and Development

Chair(s)/Convenor(s)/Facilitator(s): Joseph Vellanal Augusty

Discussant(s):

11:00

‘From acts to awareness': An exploration of the phenomenon of transformative learning in a professional teacher community

Helen Morris
UCL Institute of Education, UK

According to Mezirow (1991) all learning is change but not all change may be transformational. Although transformation theory is now relatively mature, the existence of one single conception of it can be challenged (Taylor, 2008) and it can be seen as a theory in progress (Cranton, 2016). Progressing the theory could encompass further consideration of affect and motivation alongside cognition (Yorks and Kasl, 2002; Dirks, 2001) and the cognitive/metacognitive dynamic (Dix, 2016) in transformative learning.

I acknowledge Mezirow’s (2012) description of transformative learning as ‘a process by which previously uncritically assimilated assumptions, beliefs, values and perspectives are questioned and thereby become more open, permeable and better validated’ (Cranton, 2016:2). However I am influenced from a phenomenological perspective to also reflect on the nature of the ‘form’ that transforms (Dix, 2016). I am intrigued by the relationship to transformative learning, of responses beyond pure cognition such as affect, imagination and intuition; in the part played by socially constructed learning in individual transformation; and in leadership of transformative learning.

The context for this doctoral study, is an experienced professional learning community of teachers who meet regularly with the aim of deepening their understanding of how to teach young students struggling with literacy development. Data have been gathered through observation, focus group discussion and individual interviews. This paper will explore ways in which teachers' learning may be identified as transformational.

References:


Does Implementation of and Participation in a Professional Learning Community Increase a Principal’s Leadership Quality and Increase Teachers’ Levels of Efficacy? A Story from India.

Joseph Vellanal Augusty
Trinity College Dublin, Ireland
Since the 1990s the promotion of professional learning communities (PLC) has emerged as a promising way to assist educators to learn, collaborate and support each other as they work to meet the needs of students (Huffman et al., 2016). Research into PLCs has also suggested that the core PLC elements - having a shared vision and values, supportive and shared leadership, collective creativity, fostering of supportive conditions and joint practical activities (Hord, 2004) - can provide an ambience in which there can be dialogue amongst professionals (Gray, Kruse, & Tarter, 2016). Deep team learning (DuFour, 2004), the development of positive coping strategies (Delany et al., 2015), and teachers becoming pedagogically responsive (Gay, 2013) are additional benefits which may ultimately increase students’ achievements (DuFour & Marzano, 2015). The key to a successful PLC is that responsibility and authority are distributed and shared between the principal and the teachers (Hord & Sommers, 2008).

While numerous studies and policy proposals have emphasised the professional development opportunities available in PLCs and the importance of principals in implementing and sustaining them, this study looks at two perhaps neglected questions: whether implementing and sustaining PLCs will have an effect on the leadership quality (style) of a principal and whether participating in PLCs will affect teachers’ levels of efficacy.

The research questions are:

- 1) Does a principal acting to support and sustain a PLC have any effect on his/her leadership style?
- 2) Is there any relationship between the implementation of a PLC and teachers’ levels of self-efficacy?

**Method**

This study was conducted in two schools in Northern India. The research involved a combination of qualitative and quantitative tools, used sequentially but with priority given to the qualitative phase. The research involved the use of semi-structured interviews, focus group interviews, and observation.

**Expected outcome**

This study should be useful for educationalists, policymakers, administrators and teachers as, ideally, it will contribute to the knowledge bodies on leadership and efficacy, which are two vital aspects of school improvement.

Of particular importance in the Indian context, where the state is the sole provider of CPD and officially sanctioned programmes are the only channels through which it is possible to obtain CPD, is the fact that teachers believe CPD is the state’s responsibility and that they are incapable of doing anything on their own. This research aims to encourage teachers’ voluntary actions and initiatives in bringing about their own CPD. An additional benefit may be that school leaders will be motivated to support such initiatives.

**11:00 - 12:30**

**Partnerships in ITE/ITT**

**(Teacher Education and Development)**

**Session Type: Teacher Education and Development**

**Chair(s)/Convenor(s)/Facilitator(s):** Rosalyn Hyde

**Discussant(s):**

**11:00**

**Training or Employment? The experiences of those on a work-based route for secondary Initial Teacher Education**

Rosalyn Hyde

University of Southampton, UK

Mattson et al. (2011) suggests there has been a ‘practicum turn’ in Initial Teacher Education (ITE) over recent years and, since 1992, ITE in England has been ‘essentially school-based’ (Ellis, 2010) with that two-thirds of the time on a postgraduate programme spent in schools. More recent changes, announced in 2010, have seen a shift to more provision being led by schools. These school-led routes are described as ‘hands-on training in a school’ and as providing opportunities for ‘learning from experienced colleagues and putting your new skills into practice from day one’ (DfE, 2016). This redesigning of ITE as school-led makes assumptions that teaching is ‘only a craft’; that it can be learnt through a workplace apprenticeship model and that more time spent in school is always beneficial to trainee teachers (McNamara & Murray, 2013). One key distinction between routes is that on some, participants are designated as ‘trainees’ and on others they are employed in a school as unqualified teachers whilst undertaking their ITE. It is the experience of those following the latter route that is the focus of this research.

The work reported here draws on semi-structured interviews with early career teachers in a number of different secondary school subjects who had previously followed the employment-led School Direct Salaried route to qualification as a teacher. The interviews were designed to explore interviewees’ experiences of learning to teach using a situated learning approach (Lave & Wenger, 1991) and using the expansive/restrictive framework for learning in the workplace (Fuller & Unwin, 2003; Hodkinson & Hodkinson, 2005). During the interview, participants were specifically asked about their understandings and experiences of being both a trainee and of being an employee whilst undertaking their ITE programme. A critical realist approach was taken to data collection and analysis, and further work on the study will seek to propose generative mechanisms for ITE as workplace learning.

The findings of the research provide a detailed insight into how those undertaking ITE on this employment-led route view their status in school, their relationships in the workplace and their attitudes towards their own learning. It also provides indications as to their views as to the role of the teacher and their development of an identity as a teacher. The research further identifies the complexity of learning to teach and importance of the culture of the workplace in the learning of those on employment-led ITE routes.
This paper is set within the context of systemic educational change within Wales, including re-accreditation of initial teacher education (ITE) programmes. The research study reported here builds on previous work related to perceptions of stakeholders within the ITE system in which tensions were found between the values placed on different forms of knowledge encountered by ITE students. The current research study sought to understand the extent to which revisions to ITE programme design, devised to address such tensions, were successful.

Previous work (Barnes and Waters under review) indicated contrasting perceptions of the relative merit of different forms of knowledge experienced by ITE students. Specifically, there was a dominant perception amongst students that school-based knowledges were more valuable than university-based knowledges in the journey to qualified teacher status. Furlong (2015) in his review of ITE in Wales identifies a need for greater recognition that theory and research do not exist as separate entities from practice, but that they underpin, inform and interweave with pedagogic decision making and provision in the classroom. The previous study also indicated that many student teachers perceived their ITE learning as separated into theoretical and practice-based blocks, separated temporally, spatially and, significantly, cognitively.

In order to address such tensions, ITE programmes were revised to include ‘blurred edges’ between theoretical and practical aspects of learning. This blurring involved students engaging in ‘co-constructed’ episodes of learning in which school-based mentors and university-based staff jointly design an element of the ITE curriculum. In such co-constructed elements there are activities that act as bridges between different forms of knowledge. Central to such bridges are cycles of reflection embedded in the ITE learner journey, through which the explicit reflection on both practice-based and theoretically-informed forms of knowledge is supported.

The paper reports on a small scale qualitative research study involving 5 focus groups of secondary PGCE students that explored the extent to which the inclusion of co-constructed bridging activities supported students to develop ‘strong links between theory and practice, to ... understand and explore the interconnectedness of educational theories and classroom practices’ (Furlong 2015 p.17).

BERA ethical guidelines were followed throughout. The focus group discussions were recorded, transcribed and analysed using cultural historical activity theory (Engeström 1996), within a socio-cultural theoretical framework. We present the findings of this study and discuss the implications for the design of ITE programmes within Wales in future.

Teach First vs. Teach For America: How Policy Entrepreneurs, Networks, and Politics Reshaped an Imported Idea

Emilee Rauschenberger
University of Edinburgh, UK

In 2002, Teach First officially launched as a non-profit organization and new teacher training programme based in London. The scheme was initially proposed and implemented by leaders from the private sector and supported by the Blair’s New Labour government. From the start, the scheme was often publicly hailed as an adaptation of the high-profile U.S. programme Teach For America (TFA). The story of Teach First’s emergence begs the researcher to consider two critical questions: In what ways was Teach First a reincarnation of TFA and in what significant ways did it differ from the American model? More importantly, what roles did policy entrepreneurs and networks play in reinventing this policy idea during the transfer process?

To explore these research questions, I carried out semi-structured interviews with more than 50 individuals from various sectors who were involved in the creation of either Teach First or TFA. Drawing on the qualitative data collected, I employed a form of narrative analysis to reconstruct the policy story of how Teach First emerged. Drawing on previous research in policy transfer, innovation-diffusion, and institutionalism, I uncovered and accounted for the diversity of motives, institutional pressures, and contextual factors shaping Teach First’s development with a focus on the policy entrepreneurs and networks.

From the results, I found Teach First and TFA were similar but differed in significant ways. I also found that both policy entrepreneurs and networks were responsible for bringing about transfer of TFA to England and shaping the nature and extent of its reinvention. While differences in the educational contexts of U.S. and U.K. affected the form Teach First ultimately took, policy entrepreneurs tapped a number of intersecting networks to reshape the policy idea in particular ways. This temporal process was furthered shaped by the highly politicized nature of initial teacher training in England, which at times, limited the autonomy of policy entrepreneurs and forced further adaptation of the TFA model in ways that its original sponsors had not intended. These results contribute to knowledge by increasing our understanding of the influential roles policy entrepreneurs and networks play in policy innovation, diffusion, and transfer. The study also adds to the growing but still limited research on Teach First.
In this paper, I concentrate on the orchestration of a national campaign levied against the proposals made in the Badman Review of Elective Home-education in England during 2009-2010. This was a critical moment for home-education advocates and key stakeholders across England and neighbouring countries on a large scale (Pattison 2010). Drawing on the interview accounts of home-educators, I explain how new technologies were used to create multiple networks in a Landscape of Practice (Wenger-Trayner and Wenger-Trayner 2015). Drawing on Social Learning Systems Theory (Wenger 1998) and Bernsteinian ideas (1975), I explain how participation served to empower and align home-educators with different perspectives and beliefs in a way that was not possible before. Using this case, I

Constructivist Grounded Theory is not widely used in education so the methodology will be briefly explained. Charmaz (2006) uses the analogy of a broad lens giving an overview of a landscape and then different lenses being used to focus closer and closer in on a particular aspect. It is a flexible and dynamic methodology which is particularly useful in a setting where little is currently known. The preliminary data has been open and focus coded and categories have been created. I am using constant comparative analysis throughout to find variation in the categories and relationships between them. Theoretical sampling is undertaken as the theory starts to develop; different questions are asked and new participants are sought.

In this paper, I will report on interviews with parents to explore the process of becoming a home educator. Examples of some early themes that arose were: anxiety (both about the child attending school and about home educating), parental beliefs about school, practicalities, support and finding like-minded people. Theoretical sampling has led me to interview parents who are about to make the decision and currently have a ‘gut feeling’ that school is possibly not for them. Some parents seem to be conflicted by their beliefs and the views of society; for example that if home educated, their child may not be able to cope in the real world. They must negotiate the overwhelming amount of information available about educational theories and the practicalities of incorporating alternative forms of education into their lives.

This research will contribute to knowledge about the decision-making process and challenges to becoming a home educator. It will be of interest to policy makers, home educators and researchers of affect and decision-making.

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In this paper, I concentrate on the orchestration of a national campaign levied against the proposals made in the Badman Review of Elective Home-education in England during 2009-2010. This was a critical moment for home-education advocates and key stakeholders across England and neighbouring countries on a large scale (Pattison 2010). Drawing on the interview accounts of home-educators, I explain how new technologies were used to create multiple networks in a Landscape of Practice (Wenger-Trayner and Wenger-Trayner 2015). Drawing on Social Learning Systems Theory (Wenger 1998) and Bernsteinian ideas (1975), I explain how participation served to empower and align home-educators with different perspectives and beliefs in a way that was not possible before. Using this case, I

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argue that new technologies supported a symbolic challenge against the misrecognition and marginalisation of home-education. Equally, I also describe some of the challenges that new technologies presented for home-education communities during and after the Badman campaign. Specifically, I outline the power relations that shaped some of the communicative practices between particular home-educators. In doing so, I surface the ways in which the ideological divides between home-educators was paradoxically strengthened. I suggest that the ‘dividing function’ of new technologies might undermine the democratising project that home education advocates intend to represent.

An ethnographic case study of two alternative education centres: Exploring student-teacher relationships when learning outside: The findings from a pilot study

Kelly Davis
Plymouth University, UK

This paper explores changes in behaviour and student-teacher interactions whilst learning outside the classroom. The case study comprises two alternative complementary education centres (pupil referral units) in the South West of England. The students have been excluded from mainstream schooling and attend the alternative education centres until they are placed in new schools.

Children who have been permanently excluded from a school are often associated with deeply ingrained labels of ‘bad’, ‘naughty’, ‘troubled’ or ‘disaffected’. They may move on to a new school, but this new school will know the child’s ‘history’ which in turn makes escaping this these labels very challenging, perhaps impossible for many children. Academic discourse identifies a ‘change’ in children when learning outside, professional dialogue focuses on ‘this works’ but the reasons why this works are largely speculative. This paper explores changes in human interactions that occur outside classrooms, by researcher reflection on participatory observations, interviews with teachers and the students themselves. It also considers the children’s and teachers reflections on ‘why’ learning outside facilitates a change in behaviour and human interaction.

It could be said that some excluded children find themselves fighting for freedom, not freedom from a particular person or group necessarily, but freedom from their past, the actions that they have taken for various reasons (Freire, 1970, p.28). Freire’s concept of ‘banking education’ suggests children are expected to conform to a specific structure and set of rules in learning (1970, p. 54). These rules and structures, actively discourage the student from challenging the teacher, for example ‘the teacher talks and the students listen – meekly’ (Freire, 1970, p.54). Some children are unable to conform to this type of structured educational model. This paper explores the possibilities of other learning models that learning outside might offer for children that have been excluded from mainstream schools.

Preliminary findings confirm that student-teacher interactions are more positive when learning outside. The harsh boundaries of ‘teacher’ and ‘student’ are softened and the ‘human’ in both participants seems to emerge. Through dialogue, the roles of ‘teacher’ and ‘students’ of the teacher cease to exist and a new term emerges: ‘teacher-student’ with ‘student-teachers’ (Freire, 1970, p.61).

This paper suggests that transformation of the education system and pedagogy is required, rather than a transformation of the child.

Innovation Session: A practice-based consideration of Foucauldian ‘Art of the Self’: Reflecting on self-definition in learning and diversity of cultural representation in the arts
(Arts Based Educational Research)

Session Type: Arts Based Educational Research

13:40 - 15:10

A practice-based consideration of Foucauldian ‘Art of the Self’: Reflecting on self-definition in learning and diversity of cultural representation in the arts

Miranda Matthews
Goldsmiths, UK

The proposal for this workshop corresponds with my practice-based research which aims to address issues of cultural representation in the arts for under-represented groups, notably black and ethnic minority students and white working class students (Warwick Commission, 2015; Sutton Report, 2016). As a method for affirming diverse creative subjectivities, I explore a connection with Foucault’s technology of self, which he terms an ‘art of the self’ (Foucault, 1996). The intention is to investigate possibilities for self-definition through praxis – defined as practice informed by theory.

Foucault returned to ancient Greek philosophy to identify techniques for empowering and nurturing the self, which are presented as 1) Care of the Self, 2) Self Knowledge and 3) Parrhesia – or frank speaking (Foucault 1988, Foucault 2005). Implications for these reflexive processes will be considered in this workshop through discursive practice-based activities, which will now be outlined.

Introduction: The three technologies of self, are explained as they may inform processes of self-definition, creative decision making, and frank self-expression. These concepts would also be discussed as they relate to the work of contemporary artists. The workshop would then provide participants with a space to focus on Parrhesia, in order to engage with the meaning of this concept in more depth.

Activity 1: Participants are asked to identify significant historical figures who have spoken out for their beliefs, against dominant social structures. In pairs they discuss their own history of vocal challenge, and also times they have been afraid to speak out.
Each person then has space to talk about what it is in society that restricts creativity for themselves and for others they identify with. The other person in the pair writes down the speaker’s key expressions on a length of paper fixed to the wall. In review, the group considers how this work could be situated to raise awareness of the issues in focus.

Activity 2: Participants talk about their current fears for society. They are asked to draw symbolic images of their fears, which may be abstract or representational. They then surround the symbolic drawings with representations of that which makes them less afraid. Participants review the effects of the combined drawings.

The emphasis of the workshop is on reflecting how the processes involved, as creative vocalisations, may be applied in inclusive pedagogies. The workshop activities are intended to benefit participants working in all disciplines, who would like to explore reflexive, philosophical self-awareness in practice.

13:40 - 15:10
Symposium: Working with and from images: Photography and its potential for understanding childhoods and transforming pedagogy (Children and Childhoods)

Session Type: Children and Childhoods

13:40
Working with and from images: Photography and its potential for understanding childhoods and transforming pedagogy

Janet Fink1; Helen Lomax2; Michelle Pyer3; Sarah Williamson4; Jane Murray5
1University of Huddersfield, UK; 2University of Northampton, UK

Convenor: Professor Janet Fink (University of Huddersfield)
Discussant: Dr Jane Murray (University of Northampton)

The starting point for this symposium is the recent rapid transformations in visual culture. The advent of relatively cheap digital technology and increasing access to the Internet have changed the ways in which photographs are generated and consumed by both adults and children. It is estimated, for example, that over 1.8 billion digital images are uploaded on social media platforms daily with some children having an online visual footprint amounting to 1,000 photographs by their fifth birthday. To put this into historical context, today more photos are taken every two minutes than existed in total 150 years ago.

The aims, then, of the symposium are two-fold. The first is to consider how children portray themselves and are portrayed by others in this new visual culture, exploring, in turn, existing and emerging concerns about the nature of such portrayals. These concerns include how children experience having a visual online identity created and curated for them; the ways in which particular genres of image-making by children and young people evoke public anxiety about their safety and wellbeing; and how the ubiquity of a small number of stock photographs of children are used in digital media to reinforce particular norms of children and childhood. In this, the symposium will explore the ways in which images may create and sustain particular ways of seeing childhood and how this might impact on children’s identities and wellbeing. Our second aim is to highlight the transformative potential of photography by examining the different ways it can be used to encourage critical reflection amongst trainee teachers, as a potential professional in the education sector and as a focus for relational pedagogy.

The symposium brings together our respective interests in photography, pedagogy and participatory research with children and trainee/teachers. It focuses on research participants’ own understandings and contributions to visual culture and the potential and challenge of image based methods and resources in educational and childhood research and pedagogy.

Professor Janet Fink (University of Huddersfield)
Celebrating whose childhood? Family photographs, social media and the creation of childhood identities

This paper reflects on iconic images from The Guardian’s ‘That’s Me in the Picture’ series to consider how images are understood by the children featured as records of extraordinary and mundane aspects of their childhood and as opportunities to celebrate or commemorate their sense of self, then and now. The paper thus seeks to trace how, when the child’s voice is brought into the analytical frame, images of childhood in the public domain can offer insights into children’s experiences.

Professor Helen Lomax (University of Huddersfield)
Picturing childhood? Children’s voices in image based research

This paper takes up this theme to consider the analytical challenges engendered by participatory research with children. Drawing on images created by and of children as part of research undertaken with them, the paper reflects on the dual challenges in making sense of children’s everyday experiences as captured in children’s visual research and the ethical and representational challenges that emerge in making these experiences visible.

Dr Michelle Pyer (University of Northampton)
Participatory and safe? Balancing the ethical tensions of visual research (with children)

This paper draws from research and reflections to develop ongoing discussions pertaining to ethical issues of conducting visual research with children and young people. As participatory researchers, we seek to use photography and video to enable the voices of children and young people, whilst simultaneously balancing the ethical tensions associated with this. The paper will discuss how to reconcile the need to give voice to images, whilst safeguarding the children and young people who participate in our studies.

Sarah Williamson (University of Huddersfield)
The act of ‘witness’: The transformative potential of photography and its impact in professional education
This paper draws on research using ‘Eyewitness’ photographs from The Guardian newspaper as a tool to raise awareness of current affairs through photography with trainee teachers as a means of opening up discussion with reference to equality and diversity, perception and perspective.

13:40 - 15:10
(Creativities in Education)

Session Type: Creativities in Education

Chair(s)/Convenor(s)/Facilitator(s): Una MacGlone

Discussant(s):

13:40
Creative writing in GCSE English Language: An Exploration of English Teachers’ Perceptions and Teaching Practice

Rebecca Snape
Birmingham City University, UK

Increasingly, research has taken as its subject the role of the teacher in creative writing. In particular, the ‘teachers as writers’ phenomenon has dominated recent research. While the current study touches upon teachers’ own relationship with writing, its primary concern is how teachers navigate the complex landscape of reform.

The inception of the study (September 2015) coincided with the introduction of curriculum, syllabus and assessment reforms (DfE, 2014) to GCSE English. Set against this background, this study explores how creative writing is taught and conceptualised in the context of GCSE English Language. Specifically, the research seeks to address three key questions:

1. How do teachers conceptualise creative writing?
2. How do teachers plan and deliver creative writing lessons?
3. What are teachers’ attitudes towards creative writing opportunities?

Key Stage Four English teachers in English secondary schools were selected as participants. The utilisation of a mixed methods approach to data collection allowed for deeper insight into the complex issues examined. The data was collected from a discourse analysis, a nationwide survey, semi-structured interviews, and lesson observations.

Initial findings revealed the complexity of ‘creative writing’ as a term. It was often viewed as being interchangeable with ‘narrative’ and ‘descriptive’ writing. However, some teachers reported that they also perceived some forms of non-fiction writing as being creative too. Therefore, in some instances teachers’ perceptions of what constituted ‘creative writing’ extended beyond the remit of solely narrative and descriptive tasks.

Creative writing was found to be taught primarily through stimulus-response approaches. Teachers drew upon a range of sensory materials, such as images, music and tactile objects, to stimulate the writing process. Stimulus materials also included the use of extracts of existing texts as exemplars of particular styles, genres or techniques. Some modelled the writing process themselves.

Some teachers reported that the new syllabi have opened up opportunities for creative writing, but others highlighted concerns that there is ‘too much other content to cover’, meaning that some felt inclined to focus upon the reading and literature components of the exam. Some felt that they had room to innovate to create opportunities, whereas others felt constrained by the syllabus requirements. A closer examination within this area revealed some nuances, with some teachers linking opportunities to other factors, including socio-economic circumstances.

The paper will report in greater depth on the PhD project, including the rationale, its position in the field, and the anticipated contribution to knowledge.

14:10
Evaluating the development of children’s Creative Musical Agency and Socio-Musical Aptitude through a six-week programme of improvisation workshops.

Una MacGlone
The University of Edinburgh, UK

Improvisation occurs in a diverse range of musical genres and creative contexts, with a distinct function in each setting. The creative possibilities of free improvisation in music education have been investigated, but not fully realized. Two original constructs are proposed to delineate the strengths that children may build through such processes, drawn form professional free improvisation practice. The first construct is Creative Musical Agency (CMA): Child creates novel musical material independently and executes this in the group improvisation. The second construct is Socio-Musical Aptitude (S-MA) is when a child creates a musical response in relation to another child’s musical idea in the group improvisation. This can draw on a range of parameters such as tempo, dynamics, pitch and articulation.

This research will test and evaluate a novel method of delivering music education to preschool children, delivered twice weekly over six weeks, and is designed to develop CMA and S-MA. The researcher has implemented this intervention and examined it using mixed methods, though two cycles of action research with different groups of pupils, (each n=6, aged 4) attending a Scottish nursery. Results from the fieldwork in October/November 2015 and April/May 2016 will be reported, with particular focus on the video data. Four modes of communication were
transcribed every half second (verbal, music, gaze and gesture). CMA and S-MA events, were examined in relation to verbal, gaze and gestural modes of communication with the others in the group (and teacher).

This research offers insight into the musical parameters that preschool children created with. As well as reporting these parameters, the researcher will also report on types of instructions and strategies that she used in the workshops and how they influenced these parameters. As well as this she will expand on how the non-musical modes (verbal, gaze and gesture) interacted with the music mode.

As more research looks at how improvising can enable creativity in children, effective methods of teaching are needed, and this research examines a promising and innovative approach rooted in improvisational and pedagogical practice. In Scotland the Curriculum for Excellence specifies teaching of subjects creatively; teaching music through improvisation from an early age offers a valuable model whose insights into group creative processes can inform future practice.

14:40

An experiential analysis of the pupil-teacher interaction in the classroom physical environments in Uruguay

Paula Cardellino
Universidad ORT Uruguay, Uruguay

Purpose

One of the current challenges of education is to promote interaction and participation in the classroom. This challenge might find physical barriers which hinder it from success. This paper presents the findings of a research project that analyses the traditional classroom environment in Uruguay. The aim is to generate an initial diagnosis of the student - teacher interaction in the classroom from an experiential point of view to identify specific conditions that can contribute to better future school environments.

Design/methodology/approach

The methodological corpus developed identifies three perceptual conditions for interaction taking place in the classroom environment: visual, auditory and kinetic. Four cases of classroom environments representing traditional educational methods in Uruguay were studied using an experiential analysis of the pupils in relation to their interaction with the teacher based on: (1) isovists studies; (2) distances defined in the concept of proxemia; and, (3) video photographic information obtained in situ.

Findings

The conclusions suggest that an experiential analysis of the physical environment can reveal differences in the pupil-teacher interaction linked to the shape, proportion and spatial configuration of the classroom physical environment. It ultimately highlights the importance of integrating environmental experiential analysis in the design process to ensure quality and equal conditions of interaction between users in this environment.

Originality/value

Research into the design and use of facilities has an important role to play in the achievement of effective learning environments. Ultimately, this strategy provides an opportunity to gain a new perspective on the environment - user relationship.

13:40 - 15:10

Innovation Session: The Historian's Lab: Innovation to Support Historical Thinking and Conceptual Development

(Curriculum, Assessment and Pedagogy)

Session Type: Curriculum, Assessment and Pedagogy

14:40

The Historian's Lab: Innovation to Support Historical Thinking and Conceptual Development

Suhaimi Afandi; Mark Baldon; Ivy Lim; Tharuka Premathillake; Chelva Rajah
National Institute of Education, Singapore

This innovation session will engage participants in rich instructional tasks designed to promote understanding of core historical concepts and the development of historical thinking skills. The Historian's Lab focuses on history education that develops students' disciplinary understandings, particularly the ways historians engage in the craft of constructing historical knowledge. The session will demonstrate the Lab's “historical learning through apprenticeship” approach to learning history in immersive and experiential ways. Drawing on socio-cultural views of learning (e.g., Cole, 1996; Lave & Wenger, 1991; Vygotsky, 1978; Wells, 1999) and research on the construction of historical knowledge (e.g., Levstik & Barton, 1997; Seixas, 1993; Wineburg, 1991), the presentation team (consisting of historians, history educators and educational researchers) will share innovative curriculum materials that aim to develop key 2nd order concepts in history, such as historical significance, chronology, accounts, change and continuity, and evidence (Lee & Shemilt, 2003). In particular, the session will demonstrate the following innovations:

1. Singapore Surrenders!, a game designed to support students' thinking about chronology and significance in an interactive game environment to learn about the surrender of Singapore during World War II.
2. The Chronologer, a learning device designed to support students' chronological thinking by situating events in broader regional and global contexts to understand historical patterns or relationships between different scales of time and space.
3. Investigating Historical Controversy, curriculum materials and scaffolding designed to help students manage historical controversy by using disciplinary criteria to analyse and assess different historians' accounts of a controversial episode in Singapore's history.
4. Question the Historian, an online discussion forum (moderated by an historian) that enables students to consider the role of different forms of evidence in the construction of history. Presented with an historical problem, students consider different forms of evidence
These materials and activities feature key principles undergirding the Historian’s Lab approach to active historical learning and knowledge construction: a) that learning occurs through participation in a community; b) that knowledge is socially constructed within specific contexts and social engagements; c) that learner competency can be progressively developed through the co-sharing of knowledge and the design of appropriate scaffolding and guidance; and d) that historical concepts help learners organize their thinking about the past and enable them to better understand history.

This symposium, linked to another symposium submission to BERA 2017 ("Gender in the Early Years: Perspectives from Multiple Stakeholders"), will explore the possibilities of challenging essentialist gender binaries and stereotypes in early years/primary education. With the latter focusing more on the gender subjectivities of multiple stakeholders in the early years, such as practitioners, children, parents, and managers, this symposium is particularly concerned with men’s participation in the early years or primary workforce. The call for more men to work with children in their formative years remains prevalent across the globe, and is often connected with popular discourses such as boys’ academic underachievement, a perceived need for male role models for children’s (especially boys’) development and wellbeing, professionalization of ECEC sectors, and gender equality and diversity in the predominantly female workforce. In responding to these ideas, many countries including the UK have either launched policies to encourage more men to work in early years or primary sectors, or have established national and regional support networks (for example, Men in Childcare in Scotland, Men in Early Years Networks in several English cities like Bristol, Southampton, and Bradford). Meanwhile, research on this topic area has continued to flourish, and contributes to ongoing debates on gender dynamics and complexities in education. This symposium will address current debates about whether men’s participation in early years/primary education has the potential to challenge traditional gender structures and promote gender diversity, or whether it reproduces stereotypical understandings of gender.

Comprising four papers, this symposium is able to provide triangulated perspectives into the above mentioned debate. Papers 1 & 2 - The lived experience of male primary teachers in a female dominated profession and ‘Role model’ revisited - obtained self-reported experiences and opinions from male early years practitioners or primary school practitioners, in English settings, in order to explore men’s identity constructions in relation to social expectations and public perceptions. Paper 3 - Placing ‘Superman’ on a pedestal: An exploration of ‘positive discrimination’ with male primary school teachers and its implications, Thomas Cousins, Lancaster University; 4. Male practitioners’ interactions with children in ECEC settings: Observational data from Cities of Edinburgh, Hong Kong, and Tianjin, Yuwei Xu, University of Portsmouth.

Another research gap discussed in this symposium is the lack of cross-cultural comparisons on various gender discourses that situate men’s participation in early years or primary sectors in different parts of the world. Studies presented in this symposium consist of both Western (Britain) and non-Western cultures (China), providing insights into how gender structures could be culturally shaped and challenged.

Through multi-method analyses and cross-cultural discussions, this symposium implies that traditional gender structures shape men’s experiences and subjectivities of working with young children in discursive ways within and beyond each particular culture. Challenging established gender stereotypes and promoting awareness of gender diversity are possible by having men working in early years or primary sectors. However, such possibilities are dependent on male early years practitioners and/or primary school teachers being non-gender stereotypical in their subjective identities and through their interactions/communications with children. As also noted in our related symposium, gender sensitive practices are needed from all practitioners/teachers, male and female, to unfold and confront essentialist, binary gender thinking among children.
Co-operative academy schools: the logic of the marketplace and the ethic of co-operation

Joanna Dennis
Manchester Metropolitan University, UK

In England, the political ambition that “academy status should be the norm for all state schools”[1] is the most recent move in a radical reform programme that began in the 1980s, which conceptualises school improvement through the logic of the marketplace and the value of competition. This paper explores the ambition of the co-operative schools movement to respond to this trajectory, with an ethic of co-operation, through the introduction of a values-based academy model as an alternative to more corporate and competitive forms.

The evolution of the academy schools is closely bound to a reform agenda, which, using a discourse of ‘choice’, ‘specialism’ and ‘autonomy’, has dramatically repositioned debates about selection in education and increased the role of philanthropy and business, to create a quasi-privatized system. The academies programme is highly contested, with particular criticisms focusing on the changing role of the public sector, the creation of a democratic deficit and perceived threats to social justice and inclusion. The co-operative schools movement has evolved with this contentious agenda, responding to opportunities created by changing legislation, to develop a co-operative academy model with the potential to answer the criticisms and reposition inclusive, socially just education at the heart of local communities. Drawing on interview data collected during a three-year research project, this paper explores the motivation and ambition of co-operative academy leaders and examines the tensions, possibilities and compromises for these schools as they articulate themselves as a co-operative alternative within a highly competitive system.


References

Lessons for School Leadership: Observations from a two-year City-wide intervention

Debra McGregor; Liz Browne; Linet Arthur
Oxford Brookes University, UK

This paper sets out to describe the impact of a two-year intervention, designed to improve the Leadership of Learning, carried in a medium sized city, located in Southern England. There were fourteen primary schools involved at various stages in the project. All the schools involved in the project had fallen ‘below-the-floor’ (DfE 2011), that is fewer than 60% of children at age 11 (when they finished their primary school education) achieving level 4 or above in reading, writing and mathematics. The progression within school, from KS 1 into 2 (i.e.: the transition from Y3 to 4), was also below the national median expected.

A medley of strategies involving whole-day workshops led by renowned, established and experienced school leaders and well-known academic researchers working in school improvement, coaching for individual headteachers and action learning sets were used to develop senior and middle leadership of the schools.

At the end of the two-year intervention school leaders had developed their confidence and competence to improve the childrens’ attainment, increase engagement with families and develop effective collaboration with other city schools. The successful networking between schools at different levels of leadership facilitated the sharing and dissemination of a range of effective classroom and leadership strategies to tackle many of the common challenges faced by the City schools. A Guskin framework (Guskey 2000) was used to explore the extent and nature of impact of the projects. This included consideration of more immediate and longer-term effects (after two years) on school policy, teaching and learning.

Publicly available information, including consideration of different kinds of data including; attendance, numeracy and literacy achievement (available through websites such as the DfE and Raise-on-line) were scrutinized. Ofsted (and other external agency) reports were also examined to assess the nature of impact on leadership and management of teaching and learning. These data were mapped over a 4-year period between 2011 and 2015 representing a period prior to, and for a year after, the two year interventional project.

The emergent picture of impact was complex. However, one school significantly improved their average level 4 or above at KS 2 to 90%, which was 10% above the national average and a 20% increase in performance over the last three years. Several other schools also significantly improved their Ofsted performances. It was notable in their reports that a range of facets of Leadership had improved.
This paper evaluates the efficacy of a peer enquiry model as a lever for school improvement in the context of a regional educational consortium strategy to build a school-led self improving system at pace, in order to raise standards in schools in Central South Wales.

The vision for the Central South Consortium (CSC) peer enquiry model was to ensure as far as possible that peer enquiry would significantly improve both schools’ self-evaluation processes and professional development at leadership level. More consistent quality assurance, with built-in evaluative measures and tighter guidance on protocols and documentation also needed to be made explicit. Ultimately, the success of the model would be measured in terms of its impact on school leadership and learner outcomes.

A retrospective evaluation of the impact of the previous model did inform the current Phase 3 version, by employing diverse methodologies in order to discover if peer enquiry did in fact effect school improvement in any way. In addition, interviews with and testimonies from headteachers were designed to find out if and how peer enquiry offered effective professional development for headteachers and senior school leaders.

The researcher is focusing in this paper on key aspects that arise from the evidence collected so far. Five quite disparate Local Authorities (LAs), with a legacy of competition similar to league tables, were asked to collaborate; since the model requires headteachers to work with peers outside of their LA. Indeed, the most persuasive evidence of enquiries with a strong, unequivocal focus on school improvement over ‘back patting’, came from those enquiries where the enquiry team and host school were deliberately brokered from representative of different LAs, so long as a community of trust and fairness was established quickly. Additionally, where the peer headteachers collaborated with deputy or assistant headteachers, there is persuasive evidence to suggest that peer enquiry potentially offers such powerful professional development as to be linked with headship capacity building.

Theories relating to systemic change and its relationship to the improvement of educational quality, along with building multi-layered collaborations of trust through coaching and mentoring approaches will be used to evaluate both qualitative and quantitative evidence relating to peer enquiries in CSC. The researcher has a wealth of experience as a teaching practitioner and an education policy maker and strategic adviser supporting school improvement in the consortium. As such, this was an important element in the translation of research into practice.
The key issues in prison education: the impact of viewing a ‘wicked’ problem through a ‘tame’ lens

Sharron Wilkinson
University of Hull, UK

The aim of this paper is to examine the impact of government policy making on prison education and educators and to argue that prison education is a ‘wicked’ problem that cannot been ‘solved’ through a ‘tame’ policy approach. It will further argue that in order to address the key issues in prison education a radically different approach is needed. The concepts of wicked and tame problems are derived from Rittel and Webber’s analysis of the rational planning approaches that were being applied in the 1960s to complex social policy issues such as housing and health. They proposed that the lack of success in solving these issues was the fault of the policy makers, who had failed to understand the wicked nature of the problems. Today’s prison system in England and Wales has been developed as one solution to the issue of how society should deal with offenders, and part of this approach is to provide an education service that contributes towards the rehabilitation of offenders. However, as prison education is hidden from public view, the different stakeholders’ views on the key issues in prison education and the impact of the policies designed to ‘solve’ them is not widely known. To provide an insight into prison education, this paper presents the views of two groups of stakeholders, prison educators and their managers, on what they believe are the key issues in prison education and their perceptions of the impact of the tame policy approaches that have been used to address them. This paper further proposes that the first step in attempting to address the problem of prison education is for stakeholders to better appreciate its wicked nature, for only then can further steps be taken towards building a shared understanding of the issues through the involvement of all stakeholders. It has to be accepted by all stakeholders, including government and policy makers, that there may be ways of improving the situation by addressing some of the issues, but there is no ‘right’ answer to the wicked problem of prison education that will solve all of the issues ‘once-and-for-all’.


Negotiating values dissonance through learning outside: a Foucauldian analysis

Rowena Passy1; Martin Gilchrist2; Sue Waite2
1Plymouth University, UK; 2Natural England, UK

This paper draws on research from the Natural Connections Demonstration Project (NCDP) (2012-2016) that examined and evaluated the process of engaging schools with learning in the natural environment (LINE) as part of their everyday, curricular work. Funded by DEFRA, Natural England and Historic England, and located in the south-west of England, the NCDP aimed to support schools in embedding increased use of local green spaces for curriculum learning in 125 primary, secondary and special schools in areas of high multiple deprivation. The project employed a delivery model of cascaded responsibility that comprised the central team at the Plymouth University’s Institute of Education, ‘hub leaders’ in five areas who recruited and supported project schools, and a small number of ‘beacon’ schools which first developed their own LINE practice, and then recruited and supported other schools within the hub.

The project evaluation examined 100 key evaluation questions through a variety of online school participant surveys that were complemented by hub leader interviews, activity logs and 24 school case-study visits. Survey responses and case-study interviews with school staff and pupils show how LINE encourages inclusive, enjoyable practice that motivates both staff and pupils to widen their experiences, take different kinds of risks, learn new practical skills and develop different types of relationships. LINE was also seen as providing ‘space’ in which both adults and children could take time to reflect, be calm and appreciate the sensory experiences of the outdoors.

Towards the end of the project, one hub leader commented that LINE had been a ‘lifeboat’ for participating teachers, and that learning outdoors had ‘given them sanctuary in this maelstrom of things that’s happening to them’. We have used this comment as a starting point for a Foucauldian analysis of the data that explores how a proportion of participating teachers employed learning outdoors as a means of thinking about, and acting upon, their educational values. We draw on Halstead (1996), Rokeach (1973) and Weeks (1995) to define values, and examine the economic values of our current educational system (e.g. Lauder, 2015). Our focus is then on how taking children outside to learn enabled a proportion of participating teachers to negotiate the values dissonance between the teachers they wanted to be and the teachers that they felt they were obliged to become in the current, standards-led system.
Dealing with Multiple Voices: Academic Discourse Socialization of Non-native English Speaking Beginning Doctoral Researchers in Hong Kong

A series of classroom observations and teacher interviews were conducted in one state primary school in the South of England. Using constructivist grounded theory (Charmaz, 2006), an iterative process was employed to develop coding schemes for the observation and interview data. Methodological triangulation (Denzin, 1970) was used to fill in any gaps in one data source with data from the other, and complexity theory (Radford, 2006) was used to identify the interplay between the school context, teacher beliefs and prior experience, and teacher practice.

Findings from this study confirm the significance of teachers' professional judgment in the classroom, particularly in the face of large policy shifts and school funding cuts. It discovered that teachers' beliefs and professional judgments played a greater role in fidelity to both the "intended policy" and "actual policy" of National Curriculum computing than did teacher confidence, prior experience teaching computing, or computing skill and knowledge. Additionally, these beliefs and judgements resulted in the teaching of a "hidden curriculum" (Dewey, 1963) when interpreting the curricular standards, particularly in regards to providing opportunities for student agency. Given the lack of resources, training, and confidence expressed by many primary school teachers in regards to teaching computing, it is of particular importance that the field continues to explore how these other, non-material factors influence fidelity to education policy and teachers' overall professional practice.

References:


The datafication of education: How is data shaping educational opportunities in the digital age?

Rebecca Eynon
Oxford Internet Institute, UK

Data is becoming a defining feature of the Digital Age. In the past data was used to describe existing practices and contexts, now it can potentially be used to predict the future. In Education it is possible to identify students at risk of drop out, predict learner outcomes, and identify and suggest suitable learning pathways. Yet, while such innovation offers important opportunities, there are also implications for the support and provision of equal educational opportunities for all. Underpinned by a focus on the core purposes of education in the Digital Era, this paper aims to offer a much-needed critical theoretical exploration of the relationships between educational inequalities and data. In this qualitative study we ask: in what ways could the use of data in education shape educational opportunities?

This qualitative study of interviews with 50 experts from policy and practice provides an in depth analysis of the ways in which data is shaping students’ educational opportunities and their educational futures in the UK, USA and Singapore. These three countries have been purposely selected due to their innovative emerging practices on the use of data in education and relatively high financial investment in the sector. Yet, they provide some interesting contrasts. Singapore consistently tops worldwide league tables, having transformed its economy investing heavily in education in the past few decades. Performance in the UK has stagnated in global assessments, and is facing challenges of growing inequalities in the system. Performance in the USA is facing similar challenges to the UK, alongside a commercial sector that is playing an increasingly significant role in how the educational system is shaped.

Supporters of the use of data in education argue that it will solve many of the problems arising from an underfunded education system, and this then should reduce educational inequalities. As a result, the attention is placed on overcoming “barriers” to data use in schools (privacy concerns, model accuracy, training, equipment, cultural mind sets). The opportunities of the use of data in education are significant; yet a more nuanced debate about the wider social and ethical opportunities and risks of extensive use of data in education are required. This research aims to contribute to this academic and public debate to ensure that our future uses of this powerful resource empowers and supports learning and schooling in the Digital Age.
Academic discourse socialization is a socially-, cognitively-, and linguistically-mediated process in which learners have to deal with multiple voices from people and textual resources as they participate in activities in an academic community. However, responding to those multiple voices involves the negotiation of identities, power, resources, and expectations. This may be difficult for newcomers to an academic community, such as a doctoral researcher who just begins academic studies in a doctoral program. This study aims to explore how a group of beginning doctoral researchers deal with multiple voices from socializing agents and textual resources in the process of learning to become a member of an academic community, with a conceptual framework developed from the theory of academic discourse socialization, mediation (Wertsch, 1991), and dialogism and multiple voices (Bakhtin, 1981). An ethnographic-oriented multiple-case study design is adopted. Four non-native English speaking beginning doctoral researchers at a university in Hong Kong were recruited as participants. Six types of data were collected over twelve to eighteen months: (1) the participants’ developing written drafts of thesis and written comments from supervisors or other socializing agents, (2) semi-structured and text-based interviews with the participants, (3) observation of the participants in academic activities and fieldnotes, (4) audio-recording of interaction between the participants and socializing agents as indirect observation, (5) the participants’ written journals that document instances of negotiation with multiple voices they encounter, and (6) my research journals. The data was analyzed with the use of the conceptual framework and ethnographic-based discourse analysis. It is found that the participating beginning doctoral researchers’ response to multiple voices was facilitated by the use of mediational resources, and influenced by their self-perceptions, identities, power relations, and past learning trajectories. With the findings, this study contributes to knowledge in the area of academic discourse socialization by revealing difficulties beginning doctoral researchers may have in dealing with multiple voices in an academic community, and providing suggestions for enhancing the doctoral socialization experience.

References


Inverting The Classroom To Engage Students In Learning

Kathryn Last
University of the West of England, UK

This paper discusses the results of a small scale evaluation carried out on two modules across the STEM disciplines: Engineering and Maths to determine how the use of the flipped classroom (inverted classroom) teaching style had a positive effect on the learning experience and attainment of undergraduate students. In line with previous academic studies that have shown that the flipped classroom can enhance the learning experience for Higher Education Students.

The flipped Classroom is a teaching strategy in which the typical lecture and homework elements of a course are reversed. Short video lectures or readings are viewed/read by students before the class session, while in-class time is devoted to exercises, projects, or discussions. Students can test their own learning through quizzes.

The evaluation was carried out with two cohorts over two years through a pre and post module questionnaire on the student’s attitude towards learning and focus groups about their perception of learning through this teaching method. There were two modules included in the study from STEM programmes and a total 167 responses were obtained that could be included in the evaluation and 5 focus groups. The research is in the second year but the findings from year one were:

- The majority of the students seem to prefer the flipped classroom teaching and learning style compared to the more traditional styles usually experienced by them at the university.
- The Pre-lecture material works better if it is a combination of videos and readings to provide some variety and to suit student’s different preferred learning styles.
- The evidence suggests that the flipped classroom learning style has a positive impact on the levels of attendance; it is still lower at the end of the module than at the start but it was higher than for other modules not taught in this style with the same group of students.
- Given the nature of the responses to the questionnaire following the flipped classroom modules there may be an argument to put modules taught in the flipped learning style in the first year of study at university to help prepare the students for the expectation of independent study.

This paper will discuss defining aspects of the flipped classroom and what it was about the flipped classroom that made the students more engaged in their learning and how it changed their attitude towards their responsibility as undergraduate students.

From Bourdieu to Borderlands: Theorising 'Belonging in Higher Education'

Kate Carruthers Thomas
Birmingham City University, UK

This paper traces the theoretical trajectory of a recent research enquiry into 'belonging in higher education', a powerful narrative inextricably woven into UK higher education (HE) agendas of student engagement, retention and success. It argues that the narrative is modelled on the privileged identity of a 'typical' undergraduate: young, full-time, time-rich and for a contemporary theorising of belonging more relevant to a diverse student body. Bourdieu’s conceptual tools of habitus, field and capital have been widely and convincingly deployed to theorise choice, outcomes, inequality and stratification in higher education. Bourdieu's work on the French education and HE systems in the mid-late twentieth
century demonstrated his interest in the ways education reproduced material advantage and disadvantage; a Bourdieusian field analysis critiques and theorises belonging as a relational concept in a structured social space. However, this paper argues that an analysis of individual habitus in or out of alignment with the academy is overly-mechanistic in the context of our diverse sector and that an enriched theorising of belonging can be achieved by partnering Bourdieu with other theorists, in the framework of a borderland analysis (Abes, 2009, 2012). Abes adapts Anzaldúa’s concept of a mestiza or borderland identity, ‘a third space between two others ... a new space’, requiring the researcher to ‘straddle multiple theories using ideas from each to portray a more complete picture of identity ... a new theoretical space’. The project of a borderland analysis is to acknowledge and capture complexity, not by synthesising different theoretical positions and concepts, but by valuing synergies and productive tensions in the interdisciplinary spaces between distinct approaches. In this enquiry, a Bourdieuian critique of ‘belonging in HE’ as a practice and product of relations of power embedded in a stratified sector is partnered with Brah’s concept of diaspora (1996) and Massey’s concept of social space (2005). Brah’s diasporic dynamic emphasises nuanced articulation of lived experience and psychosocial dimensions of peripherality and inequality. Massey’s fluid and inclusive understanding of social space enriches this dynamic and provides underpinning structural tools with which to frame universities as diverse, unfixed spaces. A borderland analysis enables belonging in HE to be understood as a complex, negotiated process in contested space and moves beyond critique into new theoretical territory.

The role of schooling and school choices in HE

Session Type: Higher Education

Chair(s)/Convenor(s)/Facilitator(s): Nadia Edmond

Discussant(s):

The role Higher Education in compulsory schooling: differentiated engagement in, and discourses of, academy sponsorship by English universities

Nadia Edmond
University of Brighton, UK

Recent education policy has emphasised the role of market mechanisms in public education, often justified in terms of driving up the performance of education systems. In Higher Education in England this has taken the form of rising fees and increased competition between institutions. In the compulsory schooling sector it has led to diversification and the creation of different types of independent self-governing state funded schools run by trusts and corporate sponsors.

Whilst much research has concentrated on the impact of neoliberal policies on these different sectors of education, this study looks at a phenomenon in which the two intersect, i.e. the sponsorship of academies and free schools by universities and is informed by the experience of University Charter Schools ‘authorisers’ in the US.

This paper examines the engagement of universities as sponsors of schools in England over the last ten years and focuses on the 23 English universities operating as ‘lead sponsors’ of academies and/or free schools in September 2016. Using Boliver’s typology of HEI status “clusters” the analysis reveals that institutions in different ‘status clusters’ have different patterns of sponsorship of academies. The three types of engagement;

- the sponsoring of one or a small number of local failing schools as ‘sponsored academies’,
- the sponsoring of a single ‘free school’ or individual new academy,
- the development of a multiple academy trust sponsoring a larger number of different types of academies,

are associated with institutions in different ‘status clusters’.

The 23 university websites were searched to find references to their academy trust(s) or school(s) and websites/pages of the associated trust(s) or school(s) were also searched for reference to the sponsoring university. A total of 46 web pages and 14,736 words of text were analysed revealing four key discourses used differentially by different categories of HEIs;

- ‘social responsibility’ expressed in terms of inclusion, community engagement and community benefit.
- ‘reputation’ expressed with reference to pride, awards and plaudits, distinguished history, pedigree and influence,
- ‘distinctiveness’ expressed in terms of sponsoring arrangements enabling a distinctive (and superior) educational offer,
- ‘strategic institutional development’ expressed in terms of response to the policy context and longer terms aims for the institution.

The different strategies of engagement and discursive constructions can be understood in terms of institutional response to market pressures and market ‘positioning’ and the study draws out implications for recent policy pronouncements on the relationship between HEIs and schools.

Subject choice at age 14: Does incentivising specific combinations of subjects make any difference to university entry? Do subjects studied explain inequality in university access?

Jake Anders; Morag Henderson; Vanessa Moulton; Alice Sullivan

UCL Institute of Education, UK

A major part of the 2010-2015 UK government’s education reforms in England was a focus on the curriculum that pupils study from ages 14-16. Most high profile was the introduction of the English Baccalaureate (EBacc) performance measure for schools, incentivising study of “subjects the Russell Group identifies as key for university study” (Gibb, 2011). However, there does not appear to be good quantitative evidence about the
Is there evidence that beginner teachers are able to identify critical instances in their reflective discussion on talk?

Debbie Wright
Oxford Brookes University, UK

The importance of talk in the primary classroom has long been established, with dialogue seen as ‘the foundation of learning’ (Alexander 2010). However, research identifies that classroom practices continue to exhibit predominately didactic approaches to teaching (Lefstein and Snell 2011; Coultas 2016). This reliance on teacher talk should be a central concern for those educating the next generation of teachers. Beginner teachers need to be more cognisant of the value and importance of pupil talk in the learning process, requiring students to be involved in a critical analysis of practice and pedagogy.

The ability to reflect on learning and analyse influences on learning; provides students with the opportunity to develop important metacognitive abilities and deeper understanding (Aleccia 2011). The aim of this research is to identify to what extent beginner teachers are able to reflect on their own understanding of the importance of talk and analyse the influence of talk on the learning process. Therefore my research question is identified as:

Is there evidence that beginner teachers are able to identify critical instances in their reflective discussion on talk?

Underlying this question is a number of areas of exploration. These include:

- The influence of beginner teacher’s positionality on the analysis of critical instances
- The influence of the developmental stage of the beginner teacher on analysis
- Whether a framework can support beginner teacher’s analysis of dialogue?

Adopting an interpretative phenomenological approach, this case study uses focus group interviews, to establish the beginner teacher’s abilities to identify critical instances in discussion work. The research will involve a two part process; a focus group activity and post activity discussion. The discussion will be audio recorded and students will then be asked to listen to the recorded discussion and comment on, where understanding or opinions changed, or were influenced by interaction with others. To support analysis Newman’s existing framework (Newman 2016) will be used and analysis will also be undertaken by the researcher (post session) to establish, whether developmental stage has an influence on critical analysis skills.

The value of this research lies in its contribution to professional practice. Through the research, it is hoped to better understand the development of young professionals’ reflective practice. It is hoped to acknowledge the impact of students’ previous experiences on their developing understanding of the importance of talk in primary classrooms; but consider how these understandings can be extended.
Within transnational and post-revisionist or post-colonial studies, questions of national and bifurcated identity and the social construction of gender have enjoyed some attention.

Paper 1 - Jesuit Schooling in Zambia: A story in need of another framework?
Brendan Carmody, UCL, Institute of Education

Linda Chisholm, University of Johannesburg

Discussant for Panels 1 and 2
Heather Ellis, University of Sheffield

The papers in this Panel will also in different ways draw on and develop these approaches to revise specific interpretations of mission education within defined contexts. The transnational and post-revisionist lenses are important for doing so. Encounters examined in this second panel will include those between Protestant and Catholic denominations and communities in Zambia and South Africa.

The originality of the papers lies in their exploration of continued, post-colonial links and relationships between missions and societies which once were colonised. The continued impact of missionaries beyond the literal end of colonialism casts some light on the way in which past and present continue to be inter-related and inter-twined in these societies in fields such as technical and vocational education, the education of girls, migrants and pupils with special needs. As such, the papers attest to the significance of history in understanding contemporary social and educational dynamics in different societies. But they also point to the ways in which the nature of the trans-national encounter may have changed over time.

Papers will be based on research using a range of methodologies, such as oral history, case studies, macro and micro-level studies and interdisciplinary approaches.

13:40 - 15:10
Symposium: Contextual affordances and constraints and the role of different kinds of knowledge in the exercise of history teachers’ professional agency (History)

Session Type: History

Paper 1 - Knowing the system: Discomforts of the authentic professional in a performative context - draws on interviews with 13 experienced history teachers whose careers span the period 1985-2011, exploring their responses to different external demands, from successive curricular reforms, to the pedagogical prescription of the National Secondary Strategy and all-pervasive accountability measures based on students’ achievement in high-stakes examinations. While this performative culture often gave rise to forms of ‘technical professionalism’ (Ball et al. 2012), with knowledge of the subject replaced or constrained by knowledge of exam specifications, the study illuminates the range of contextual and personal factors that enabled some individuals to act as ‘authentic professionals’ in their curricular and pedagogical decision-making.

While the first paper suggests that a surveillance culture tends to promote generic, rather than subject-specific, pedagogies, Paper 2 - ‘A joyous experience - to have things turned upside down in your mind’: the impact of sustained, subject-rich professional development programmes for experienced history teachers - examines what happens when history teachers are given the opportunity to focus on their subject. Drawing on interviews with participants and course-leaders from two different sustained, subject-rich professional development programmes and on analysis of the teaching schemes/resources produced by the participants, the paper explores how different teachers were empowered by their new-found knowledge – despite the specific constraints that they experienced in its application.

Papers 3 and 4 share an emphasis on history teachers’ knowledge of their students and on the ways in which that knowledge can be used creatively to explore complex histories, even within tight curriculum constraints. Paper 3 - Letting the pupil back in: attending to pupils’ affective needs to develop practice and enhance purpose in history education - draws on a detailed examination of young people’s memory work outside the classroom, developed through a participatory approach that involved small groups of students constructing their own ethnographic accounts of societal and familial remembering and their emerging historical consciousness. Paper 4 - Professional learning through a focus on task design: responding to historical scholarship and students’ interests - reports on a small-scale collaborative project undertaken partly in response to the
insights generated by these ethnographic portraits. Using transcripts from shared planning meetings and teachers’ reflective journals, it analyses the ways in which the collaboration enabled the teachers to combine knowledge from different sources, drawing on principles of enquiry-based planning as they used recent historical scholarship to craft schemes of work that responded directly to their students’ expressed needs and historical interests. The experience prompts a call for collaborative spaces where dialogue enables teachers to learn from each other and think critically about the ethical dimensions of classroom practice.

Paper 5 - Admitting to uncertainty: history teachers’ use of online spaces to seek answers and offer advice about pedagogical practices - responds by exploring ways in which teachers, who may find it difficult to admit to uncertainty in their own workplace, turn to other members of their subject community online. Drawing on questionnaire responses from participants in two different, closed, history-teacher groups, the paper seeks to identify what it is that makes an online space a safe place to be tentative, and what enables history teachers (often battling their own uncertainties) to respond to others’ requests for help.

13:40 - 15:10  Reading comprehension and engagement
(Literacy and Language)

Session Type: Literacy and Language

Chair(s)/Convenor(s)/Facilitator(s): Julia Sutherland

Discussant(s):

13:40  Literature’s lasting impression: what makes shared reading of novels powerful?  

John Gordon
University of East Anglia, UK

This paper reports on the twelve-month research project Literature’s Lasting Impression† which investigates a defining convention of classroom literary study, shared novel reading. Most people remember ‘reading round the class’, an approach used for decades with little account of its efficacy or of recent research on classroom talk for learning. Typically, discussion develops as classes share a book read together, students elaborating responses collectively under their teacher’s guidance. What features of shared novel reading stimulate deep response? As community and online book groups thrive, literary study in education is in crisis. Erratic GCSE English results, shifting assessment frameworks and low confidence of teachers working with literature raise a second question: how do teachers in primary, secondary and higher education guide shared novel reading to improve students’ literary response?

The paper presents findings from four strands of research:

1. a) a survey of adults about what they remember of their most formative and engaging experiences of reading novels in school, so we can understand the lasting impact of this form of literary study and how it can provoke deep response;
2. b) interviews with students and book group members currently engaged in this form of study, identifying experiences of shared novel reading conducive to rich and stimulating communal experiences of texts;
3. c) observations of teaching and book group discussions, transcribed by Conversation Analysis to identify the distinctive features of shared novel reading, and documenting effective approaches across different phases in institutional and informal settings;
4. d) interviews with teachers to understand the rationale for their practice.

Research into reading often focusses on individuals and their capacity to comprehend texts. While understanding this is important for the teacher of literature, so is an appreciation of how responses to novels are elaborated collectively – the interplay and culmination of many individual responses across a classroom. In this study Conversation Analysis of recorded classroom interaction affords close attention to these facets of pedagogy, while survey and interview data inform interpretation of transcripts and accommodate perspectives revealing the impact of this very distinctive reading activity over time. To conclude, the paper will consider strategies for teaching and learning. What moves can a teacher make in guiding discussion of a novel? What is the nature of student response, or likely range of responses, to each prompt from the teacher? What makes for better literary pedagogy?

† conducted as a British Academy Mid-Career Fellowship

14:10  Teachers teaching reading comprehension - Initial patterns from a case study of a UK primary school

Karin Boyle
Manchester Metropolitan University, UK

The outcry from parents and schools about the unsuitability of the KS2 reading comprehension SATs paper in June 2016 demonstrates the significance of understanding more fully how reading comprehension is taught. The National Curriculum (2013) has specified reading comprehension as one of two elements of teaching reading, alongside phonics. Reading comprehension is inherently complex, even the term itself can refer to both the process and product of reading. Whilst schools are testing reading comprehension, little is known about how schools are teaching it. Durkin’s (1978) classroom observations of reading comprehension instruction in America found there was little teaching of comprehension. Instead, the teachers assessed whilst the pupils did ‘busywork’. Since then, there has been little research into the current reading comprehension practices of teachers in the UK. Given current policy that promotes reading comprehension this study examines if primary teachers incorporate direct instruction of reading comprehension explicitly or tacitly into their teaching.

Reading comprehension is characterised by an active interaction between reader and text. My enquiry considers the teacher’s role in this dynamic process. I have piloted a case study to analyse how four teachers in one school understand reading comprehension and how they enact...
that understanding in their practice. Initial reviews of data collected from lesson observations suggest there is lack of clarity about the role of teachers in teaching reading comprehension and this study specifically examines if teachers believe that successful reading comprehension requires direct instruction. Early findings from semi-structured interviews indicate that although teachers are familiar with the metalinguage of teaching reading they are troubled by how pedagogies of reading are formulated into daily practice. Other considerations of this pilot study include the impact of policy, individual attitudes to reading and self-efficacy. In addition to the dissonance regularly associated with emerging research I consider the degree of congruence between what teachers say they do and what I observe them doing in their teaching of reading comprehension. My research aims to understand more about the behaviours, thought and interactions of teachers when teaching reading comprehension and I will present early findings against this purpose.


‘I don’t think [students] have read this much in such a short space of time – or ever’ (Teacher participant): What is the impact of research on English teachers’ knowledge and beliefs about reading comprehension and engagement two years on?

Julia Sutherland; Jo Westbrook; Jane Oakhill

University of Sussex, UK

Recent research on developing reading with adolescent, weak readers, disproportionately represented by low socioeconomic groups, has often appeared polarised: either skills-building interventions with small withdrawal groups or whole-school approaches to independent reading (Accelerated Reader; Drop Everything and Read). But the gap between engaged/disengaged readers remains, internationally, widening at secondary level and contributing to inequalities in children’s achievement and life chances. This paper reframes the issue, by asking: what model of reading in mainstream English lessons would give weak readers the reading experiences, comprehension skills and motivation required to engage all readers in reading? And, crucially, what pedagogic knowledge and understanding must teachers have, in order to provide this?

The paper draws on qualitative, ‘impact’ data from participant teachers and schools, collected up to two years after an interdisciplinary, quasi-experimental study on reading with 365 Year 8 students and 20 teachers. The original, mixed-method study was based on investigating the impact on students’ reading of a teacher CPD programme and innovative model of reading (a ‘faster, immersive read’), informed by the research literature. The CPD programme developed teachers’ theoretical and pedagogic knowledge, combining evidence from cognitive psychology on how readers comprehend texts with sociocultural understanding about the acts of reading and interpretation. Quantitative findings indicated that, with this model of reading, over just 12 weeks, weaker readers made 16 months’ reading progress, as measured by standardised tests.

The focus of this paper is primarily to use the qualitative data, both from the original project and the recent ‘impact’ study, to explore what secondary teachers of reading need to know and enact in practice – Shulman’s (1987) pedagogic content knowledge – and, importantly, what can support such development. The original project required KS3 teachers to alter their practice radically, turning some fixed, ‘traditional’ ideas about reading on their head, by asking teachers to focus on reading and comprehending two complete novels with their classes in one term, not on writing or analysis. However, significantly, the project also positioned teachers as Giroux’s (2011) ‘intellectuals’, needing to grapple with complex theories of reading, have time to critically reflect and apply their understanding flexibly to their own classes and school contexts. The paper explores what these teacher participants know and believe about reading pedagogy two years on.


13:40 - 15:10
(Mathematics in Education)

Session Type: Mathematics in Education

Chair(s)/Convenor(s)/Facilitator(s): Mark Boylan

Discussant(s):

13:40 - 14:40
The mastery innovation in English primary mathematics: the Mathematics Teacher Exchange and the potential for change

Mark Boylan; Tim Jay; Bronwen Maxwell; Claire Wolstenholme; Sean Demack
Sheffield Hallam University, UK

There is currently much interest in ‘mastery’ in primary mathematics in England, informed by practices found in East Asian education systems and their success in transnational assessments. A number of overlapping initiatives, informed by Singaporean and Shanghai mathematics education, have led to the emergence of a new construction of ‘teaching for mastery’ (NCETM, 2016), promoted by government policy and contrasting with mastery learning (Slavin, 1987).

One element of the current mastery innovation involves an exchange programme with primary teachers visiting Shanghai and hosting Shanghai teachers - the Mathematics Teacher Exchange (MTE) (Boylan et al., 2016). Using a theory based evaluation framework (Weiss, 1997), in this paper we describe the mastery innovation including the MTE and draw out differences and similarities with other innovations in mathematics education, in particular the English National Numeracy Strategy. We point to the contested nature of the innovation including different ways the
term 'mastery' is used and how change is situated in England's increasingly complex educational landscape. Further complexity arises because the innovation can be viewed as intending to lead to both the adoption and adaptation of East Asian practices.

By comparing pedagogical and other educational practices in Shanghai and Singapore with English mathematics education, we develop an account of core components of the innovation (Durlak & DuPre, 2008) related to potential changes in outcomes for pupils. This is informed by evidence on the effect on learning of previous innovations and practices that are similar to the components being promoted. This serves to locate the teaching for mastery innovation in relation to accounts of other mathematics pedagogies and practices. Thus, the analysis identifies potential for change in English mathematics education and in outcomes for learners. Challenges for evaluating changes influenced by the innovation are discussed.


The transmission of mathematics mastery as a new pedagogic culture

Candia Morgan; Cathy Smith
UCL Institute of Education, UK

Recent policy discourse in England has adopted “mastery of mathematics” as a desirable approach to teaching, yet this is understood in a variety of ways by teachers, teacher educators, curriculum developers and policy makers. The resources drawn upon to make sense of the notion of mastery range from behaviourist ‘mastery learning’ to the theories of Bruner and Marton and pedagogic practices in Singapore and Shanghai.

One key component of policy discourse is the claim that mastery will enable ALL pupils to achieve and move through the curriculum together. We set out to examine how this claim is elaborated and connected to classroom practice through examining documents arising from government sources, the NCTEM (the official agency for ‘delivering’ policy in teacher development) and Maths Mastery, a non-governmental agency, part of the ARK organisation. The resulting analysis offers greater clarity about the constructs and contradictions of mastery discourses, with potential to inform critical reflection by teachers and teacher educators engaging with current policy.

This study adopts two theoretical approaches to the analysis of discourses. The Bernsteinian notion of recontextualisation prompts us to trace similarities and differences in the messages passed between texts in the official recontextualising field (ORF), represented by the Department for Education, and the official and unofficial pedagogic recontextualising fields of NCETM (OPRF) and Maths Mastery (UPRF), where educational commentators transform policy into recommendations that frame values and practices for teachers. A discourse analytic approach identifies recurrent themes in the texts from each source and traces differences between them.

We find a shift in the ascription of agency, located with curriculum and resources in the ORF but with teachers in both pedagogic recontextualising fields. The core policy message of 'achievement for all' is sustained also in the two PRFs, but is transformed differently in the official and unofficial fields. The OPRF differentiates benefits and understandings for various pupil groups, while the UPRF emphasises high expectations for all. We argue that this reflects the varied interests and audiences of the two fields.

Texts of the OPRF champion a highly visible pedagogy, including a radical trade-off of time for depth of understanding, and position teachers as technicists with the potential to become expert in the skills of teaching mastery without engaging in mathematics. In the UPRF, teachers are liberated by this trade-off to use their existing expertise in mathematics pedagogy, and to engage in reforming an emerging pedagogy of mastery.

Mathematics in one Singaporean primary school: teaching language for conceptual and procedural understandings

Sally Ann Jones
National Institute of Education, Nanyang Technological University, Singapore

Owing to concern about mathematics achievement in one Singaporean primary school, a study was conceptualized to explore the linguistic aspects of mathematics teaching at the three grades of primary one (P1), primary three (P3), and primary five (P5). Singapore has an English-medium education system and is a multilingual society. Classes are therefore linguistically diverse, as many children speak English as one non-dominant language among others; equally, many speak it as their single home language.
The study draws on theories from mathematics and language education which suggest that language and concept development are intimately linked. It also uses concepts from disciplinary literacy which acknowledge that the language of school disciplines is qualitatively different from everyday language.

The question asked was whether and how teachers teach the language associated with mathematical concepts in their lessons. Although pupils’ experiences of learning were the subject of a second question, this paper focusses on the pedagogy of lessons. A qualitative approach was used. Surveys about the use of language in mathematics were completed by all the mathematics teachers and all consenting children of the classes, providing the context in which to situate observations of one lesson at each grade level. Each lesson introduced a new topic to pupils: ordinal numbers at P1, problem-solving using two-step operations at P3, and ratio at P5. Interviews were conducted with the teachers of each class and with the school Head of Mathematics and a Lead Teacher. Consenting pupils of each class were interviewed in focus groups, making a total of 12 groups. The content of the interviews was explicated in relation to the observed lessons. Theories of language acquisition and instruction were employed to analyze and to compare the language, texts, whiteboard work, and movement of the lessons.

Preliminary findings are that teachers view language as integral to learning mathematics. They do teach the language of maths explicitly, particularly at P1 and P3, but in different ways. At lower levels, teachers focus on presenting the vocabulary associated with different mathematical concepts. Additionally, at all levels, they teach reading skills explicitly with the aim of developing procedural knowledge for solving word problems. Teachers used a concrete-pictorial-abstract progression in their teaching for contextualizing maths concepts. This appears not only to benefit the learning of maths but of language too. This paper will discuss the varied means by which language was used to teach mathematical concepts and procedures at the three grades.

In an effort to build a sense of community and better understand our own experiences as graduate students in the Canadian physical and health education (PHE) field, we set out to systematically study our experiences as masters and doctoral students. Drawing upon a participatory...
research methodology and using a photovoice method, eight PHE graduate students from across Canada collaboratively investigated our experiences as graduate students in these programs. Following our conceptualization of this research purpose, we devised initial parameters for taking photographs and conducted photovoice training. After each taking 10 photographs, we independently reviewed each other’s photographs and came together to discuss them as a group in a series of teleconferences. After engaging in critical reflection and dialogue about the photographs, we collaboratively selected key photographs for further discussion and storytelling. The transcripts of these conversations were then thematically analyzed in an iterative process of independently and collaboratively coding, thematizing and refining. Our initial findings reflect our shared experiences of our work knowing no bounds, feeling fortunate, and being in limbo. Specifically, we shared the challenging experiences of struggling to maintain a work-life balance, juggling multiple roles and responsibilities, being tempted to normalize unhealthy behaviours, and responding to the dictates of funding and employment. At the same time, we also shared the uplifting experiences of feeling privileged at our opportunity to help people and impact the community, impassioned through our teaching, and empowered through our support systems. Finally, we shared the daunting experiences of managing issues of mental health amongst ourselves and our students, dealing with the uncertainty and temporariness of our positions, managing continual criticism and stagnation, and, importantly, battling societal challenges to the status of physical education in our schools and universities. In this session we will connect these findings to theory and present our actions toward managing the challenges and capitalizing on the joys. We suggest these findings may have implications for the structure and supervision of PHE graduate programs, as well as informing current and future students about what to expect. Ultimately, we hope that by sharing our voices it may help programs attract and better prepare future graduate students in our field.

14:10 Discipline contestations in Physical Education: Ruminations in Teacher Education

Amanda Mooney1; Chris Hickey1; Trent Brown2
1Deakin University, Australia; 2Monash University, Australia

Understandings of what comprises an academic discipline is differential, and highly contingent on the socio-historical conditions that have shaped their discursive constructions. Considered as a coherent body of knowledge taught and researched in a higher education unit, some discipline areas are easily recognizable and uncontested, yet for others, such as education, these boundaries are blurred. For the contested domain of Health and Physical Education (HPE), its multitude of sub-disciplines (e.g., anatomy, physiology, pedagogy) and relationship more broadly to education sees it positioned as a field of study rather than a discipline (Roden, 2012). Against this backdrop, this paper focuses on the way the discipline(s) of health and physical education are currently understood and engaged within teacher education in Australia and abroad. Drawing on Foucault’s concept of a ‘history of the present’ we briefly recount the evolution of these discipline areas and the ways that various discourses have impacted on their practice and purpose. In the Australian and New Zealand contexts, HPE is constructed as one learning area which raises questions as to whether this union offers productive opportunities for genuine hybridization of these previously distinct curriculum areas. We also consider the challenges that are presented for what content and knowledge(s) can be privileged in a shared curriculum space.

This research presents a case study of three Australian HPE teacher education degrees and draws on the tools of critical discourse analysis (CDA) to analyse course maps and unit overviews publically available on each University’s website to identify discursive knowledge(s) privileged within each degree. At the core of these ruminations are questions of effectiveness in teacher education amidst intense public scrutiny and educational policy environments that seek to improve the ‘quality’ of teachers and the impact they have on student learning. Where breadth and depth of teacher content knowledge is continually critiqued and monitored by external accrediting bodies, we argue that it is timely to review discursive constructions of the discipline(s) with a focus to interrogate the ways in which content-based discipline studies and pedagogical studies are positioned in teacher education. In considering the implications of this work, we position our findings in a global context of HPE teacher education. We recognize that such a process is fraught with contestation but argue that it is essential this critique occurs from within the profession and not left to the discretion of policy-makers, under the lobby of self-interested special interest groups.

14:40 HPETE students’ experiences of assessment of movement. A Shulmanian perspective.

Erik Backman1; Gunn Nyberg1; Håkan Larsson2
1Dalarna University, Sweden; 2The Swedish School of Sport and Health Sciences, Sweden

The general knowledge base of Health and Physical Education Teacher Education (HPETE) is growing stronger. As a part of that knowledge base there is an ongoing discussion of the meaning of HPETE students’ movement capabilities. Lee Shulman’s framework of Content Knowledge (CK) and Pedagogical Content Knowledge (PCK) have been used by scholars to examine how students’ ability to move and their ability to teach are valued in HPETE. However, the students’ own voices about these issues have rarely been acknowledged. The aim of this paper is therefore to examine how HPETE students at one university in Sweden experience how movement knowledge in certain movement activities are valued in the assessment. Semi-structured interviews with two groups (3-4 students in each) with a total of seven students was performed at three different occasions focusing specifically on how aquatics, dance and skating was taught and assessed within the first semester of HPETE. Preliminary results of our first analysis of the students’ expressions of their education in aquatics show that the students experience qualitative dimensions in the assessment of their performances in aquatics as well as a quantitative measuring. They also expressed a lack of teacher-led occasions for learning in and about aquatics before they were assessed. Students were also uncertain of how their own practical performance was acknowledged in the assessment of aquatics in relation to their ability to observe and give feedback on their peers’ performance. The results will be analysed and discussed using Lee Shulman’s framework of CK and PCK. By extension, these results might contribute to the discussion of what forms of knowledge to prioritise in HPETE, and thereby also help develop valuable knowledge in HPE on a school level.

13:40 - 15:10 The social turn: empirical perspectives on post-compulsory education

(Post-Compulsory and Lifelong Learning)

Chair(s)/Convenor(s)/Facilitator(s): Rob Smith

Discussant(s):
The further education (FE) sector comprises colleges, training providers, etc., as well as community learners. In the current context of budget cuts and Area Reviews, this paper presents new research into FE as a ‘differential space’ (Lefebvre 1992) in which learners, supported by critical pedagogy, are able to experience education as transformational (Mezirow 2000; Duckworth 2013). The research project: FE in England—transforming lives and communities (http://transforminglives.web.uco.ac.uk/) utilised a digitally orientated research methodology to gather, explore and share the data. The data comprised a series of rich narratives from learners, teachers, employers and learners’ family members. These were collected through video recorded interviews which were then shared via a project website. A YouTube channel (https://www.youtube.com/channel/UCCDeirtGCmeBs361BxXoA) and twitter account (@FEtransforms) were further features of a multi-faceted digital platform that were used to create a project audience and an interactive critical space which garnered further contributions in the form of written narratives, photographs and artefacts. The digital platform was the catalyst to what we describe as virtually enhanced engagement adding to the data and extending the influence and meanings of the project in the public domain – for example by connecting the researchers directly with a key policy maker.

The research data illustrate that FE offers a critical space which is disruptive of the rigid linearity of the model of ‘learning progression’ at the heart of neoliberal paradigms of education that assesses and sorts individuals according to a qualification/age matrix. Instead, it offers organic tools for consciousness raising (Freire 1995) and transformation (Mezirow 2000), acting as a hope catalyst for significant changes in learners’ lives and teachers’ practice (Duckworth 2016; Ade-Ojo & Duckworth 2016). Key findings indicate that transformation involves subverting deficit labels and a lack of confidence derived from negative prior educational experiences, re-building self-esteem and (re)constructing positive educational identities. Learners’ relationships with teachers were also key in transformative journeys. FE offered a diverse learning space which embraced what learners described as their ‘spoilt’ identities.

The research data also evidence an organic ripple effect: that FE benefits families and communities, as aspiration is rekindled and agency realised. In that sense, benefits extend beyond the personal, to the social and economic. The paper concludes by theorising the connection between a digital, organic research methodology and critical pedagogy in an attempt to model a democratic and dialogical approach to knowledge production.

Notable exceptions include recent research which suggests that cultures of learning across a prison may be measured and a positive learning culture may be supported through activities designed to give more autonomy to prisoners (Auty et al, forthcoming). This study marks the first step into the conceptualization of learning cultures in prison and provides an empirical basis for the current paper.

This paper takes the prison-based distance learner as its starting point. Higher Education (HE) is the route to the critical understanding required for transformative learning (Mezirow, 1991) yet access to these educational opportunities whilst in prison in England is extremely restricted. For the large majority, the only opportunity for HE level learning is through distance learning. Such learning is not confined to the traditional classroom setting and takes place in numerous spaces around the prison such as wings and libraries as well as education departments. This may provide the opportunity to promote aspirational learning through mobilizing these often hidden learners and enhancing visibility and community development within these groups.

This paper uses data collected from an innovative wing-based, prisoner-led initiative supporting distance learners in prison. Through this, it presents a theoretical framework for developing the concept of cultures of learning in prison and reflect on attempts to manipulate and foster a positive learning culture. In doing so, it draws upon the burgeoning body of literature of cultures of learning in other educational fields, alongside developments in carceral geography and the emotional geography of education in prison (Crewe et al, 2013).

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Research Focus
The project utilises a mixed methods approach which includes analysis of documentary evidence such as learning materials; analysis of statistical data associated with outcomes and progression, and observations and interviews with the young people and the HITZ officers working with them. The overarching aim of the study is to validate the impact and effectiveness of the HITZ model and its associated Theory of Change. This paper considers the educational interventions utilised with the young people, exploring which work, with whom, why and discusses what lessons might be drawn from the project in terms of broader development of low-level, broad vocational education, such as the new transition year (DFE, 2016).

Theoretical Framework
The paper is conceptualised within the body of literature exploring the lives and experiences of NEET young people, including work by Keep (2009); Simmons and Thompson (2011); and Pemberton (2012); issues of policy (Simmons, 2008; Wolf, 2011) and work addressing issues of intersectionality which impact significantly on NEET young people (e.g. MacDonald and Marsh, 2005; Shildrick et al, 2012; Mirza-Davies, 2015). The paper also draws on critiques of the vocational curriculum at its lowest levels (e.g. Keep. 2014, Atkins, 2016, Wolf, 2011) as well as that exploring the primary importance of leisure in the lives of young people (e.g. see Ball et al, 2000, Atkins, 2009), as well as on research by Feinstein et al (2006) and by Haudenhuyse et al(2012) which suggests that structured leisure activities, such as taking part in clubs or sports ‘correlates with less social exclusionary outcomes at a later age’.

Significance
Whilst there is a considerable body of literature exploring the lives and experiences of young people who are NEET, there is limited empirical evidence to inform particular interventions or educational approaches. This project contributes to addressing that gap in our understanding.

13:40 - 15:10
Supporting Teacher development (Practitioner Research)

Session Type: Practitioner Research
Chair(s)/Convenor(s)/Facilitator(s): Geraldine Davis
Discussant(s):

13:40
An examination whether resilience concept can be applied to school organization: Through observation and analysis of the educational practices at a public high school in Japan

Shinji Fukuhata
Graduate School of Education, The University of Tokyo, Japan

Research Problem
In recent years, Japanese schools are required to change their management styles drastically because of changes in social/industrial structures, and expectations on schools/educational administration derived from the state and other stakeholders. Moreover, compared with other organizations, schools work in an environment where uncertainty is exceedingly high.

Regarding such multiple changes schools confront, this study adopts ‘resilience’ as a theory that can describe organizational dynamics/factors of responding flexibly without changing the basic structure of the organization. In addition, ‘school’ resilience model that can explain schools more properly is presented.

Subject and Methods
It is common to define resilience as capability to respond to emergency and changes. However, following Day and Gu (2013), this study posits resilience as a conceptual frame to perceive daily organizational dynamics extensively. Moreover, Nakahara’s (2014) finding is adopted that characteristics of resilience vary in different phases (i.e., ‘recognizing’ the change and ‘acting’ on it), and that such organizational behaviors have in common resilience involved in organizational context. In addition, because educational practices are often conducted by a ‘team’, such as subject and school year group in schools, Kikuchi’ (2013) that views organizational resilience as interactions among ‘organization’, ‘team’ and ‘individual’ is also drawn upon.

With this model applying to a specific school field, observation and analysis of the educational practices at a public high school in Japan were conducted.

Conclusion
Results of questionnaires showed that organizational resilience in the researched school was reinforced especially in year groups of teachers or ‘teams’. Furthermore, through exploration of interviews, it was found that when the organization came up against various changes, ‘principal’s leadership’, ‘sharing consciousness of problems’ and ‘network among teachers’ were the factors that accelerated organizational resilience, an important source of strength to respond to such changes flexibly.

References
The need to strengthen teacher development, in order to raise pupil attainment, is well documented internationally (Sutton Trust, 2015). However, finding a model for professional learning that meets the needs of teachers, children, schools and communities remains challenging. We propose a multi-dimensional model for teacher professional learning developed through a collaborative research project funded by Paul Hamlyn Foundation and Royal Opera House Bridge with the overall aim to improve children’s creative writing through engagement with the arts. In this project expert arts practitioners work with teachers to provide inspiration for classroom practice. The teachers themselves then plan and engage in new classroom activities and collect data to explore and evidence the effectiveness of their changed practice for pupil learning. Mentorship is provided to teachers both from the expert arts practitioners and from University academics. Senior staff in the school enable the new work to be developed across the school. Working with a group of schools enables the development of a community of practice, with shared experiences, expertise and resources across schools leading to greater teacher agency and confidence within their own school and sharing within and across year groups.

The proffered multi-dimensional model highlights five aspects that are significant for professional learning: Experience; Expertise; Experimentation; Enquiry; and Engagement.

Professional learning in the Creative Writing through the Arts project links with teachers’ existing experience and aspirations; offers expert input from arts practitioners; allows for experimentation with new ideas and techniques; this is underpinned by professional enquiry through classroom research; plus opportunities for collective engagement with co-researchers and colleagues. These findings are considered against elements of effective models of teacher development (Kennedy, 2005; Walter & Briggs, 2012), and practitioner research (Heikkinen et al, 2016) demonstrating the wide ranging and transformative nature of the model, and the potential for impact not just on individual teacher’s learning but also on learning within the school as a whole.

References:


This longitudinal, qualitative study seeks a richer understanding of whether research undertaken in a Master’s degree transforms professional practice over time. Of interest is participants’ perception of the change to their pedagogical practice and perceived benefits of such transformation.

English education is operating within a neo-conservative era where greater value is often placed on a technicist-approach to teaching (Thomas, 2016) where school-led initial teacher training and the acceptance of quasi-professional ‘teachers’ dominate the academy landscape. But, increasing numbers of partnerships are also developing where teaching schools and Higher Education Institutions (HEI) are validating Post Graduate Certificates in Education with higher Master’s credits; newly qualified teachers graduating with a bank of credits toward their Master’s degree. For some this can be a motivation to continue with study and convert this credit into a Master’s qualification through an HEI.

The practical-skill label of teaching favoured by the current government (Thomas, 2016) may be compromised in future by the success of their initiatives. Continued professional development (CPD) targets for teachers can be met by HEIs offering Master’s degrees conveniently delivered on school campus. Such opportunities for teachers to research their own or school’s practice will develop the teaching-research nexus that Stenhouse (1983) calls a dialectical connection. This theoretical process of teaching (Peters, 1966) where evidenced-based teaching (Hargreaves, 1997) is at the foreground of practice stands a much better chance of transforming practice than ever before.

References:


What this qualitative research project aims to establish is whether, or not, transformation through participation in research-rich Master’s degrees is sustainable and impactful over time. Participants for this project come from eight Master’s programmes offered by two English universities. Yearly questionnaires and semi-structured interviews revealed themes (Miles & Huberman, 1994) about the impact on professional practice including transforming pedagogical praxis, changing attitudes to leadership, evolving school environment, and challenges to professional lives. Five teachers who participated in the interviews are revisited yearly to determine whether their research has continued to make a difference to their professional practice.

The ongoing study has already revealed that challenges faced by teachers across sectors are similar and that while Master’s study is transformational for the individual it also offers opportunities for reshaping the participant’s professional community.

13:40 - 15:10 
**Critiques of teaching Religion**

*(Religious and Moral Education)*

**Session Type: Religious and Moral Education**

Chair(s)/Convenor(s)/Facilitator(s): Lynn Revell

Discussant(s):

**13:40**  
**Schools and the Sanitising of Religion: Bad Religion as False Religion**

Jo Pearce¹; David Smith²; Graeme Nixon³

¹UCL Institute of Education, UK; ²University of Aberdeen, UK

We argue that bad - violent - religion is not false religion, in spite of such representation by Religious Education (RE) teachers.

On 10th September 2014, President Obama stated: “ISIL is not ‘Islamic.’ No religion condones the killing of innocents.” (https://obamawhitehouse.archives.gov/the-press-office/2014/09/10/statement-president-isil-1). In this statement, Obama sanitised religion (in this instance, Islam) - sealing it off from murderous contamination. This same well intentioned - yet mistaken - definitional turn is seen in wider contemporary cultural discourse in which ‘true’ religion, being essentially loving and peaceful, is distinguished from ‘false’ religion, which constitutes a harmful and dangerous distortion.

In UK schools, our mixed-method, national dataset (survey and semi-structured interviews) shows that some RE teachers similarly sanitise religion of wrongdoing. Furthermore, representations of religion in textbooks, examination papers, and curriculum support material compounds this benign, essentialist, conceptualisation of religion - be it Christianity, Islam, Buddhism, etc.

This bad-religion-is-false-religion discourse is unsurprising for two reasons: the first, we argue, is political; the second, philosophical. Many RE teachers are concerned to counter media representations connecting Islam with violence. Second, a presentation of religion as a monovalent, homogenous, essentialist concept is commonplace. Such an understanding erroneously misrepresents and distorts complex social realities (Religions) - rendering it impossible for Buddhism, for example, to be enacted as both peaceful and violent. In an apologetic turn, the latter is deemed a ‘false’ representation.

To be religiously literate is to understand the complexities of religion - to appreciate that ISIL is an expression of Islam; that violent Christian anti-abortionist direct-action is an expression of Christianity; and that Buddhist monks physically attacking Muslims in Myanmar is an expression of Buddhism. Although not ‘false’ expressions, they do represent bad forms of religion (as opposed to bad religions).

The counterbalance is also valid: Muslim Aid, giving out food and clothing to people in need is an expression of Islam. Similar acts of charity apply to Christianity and Buddhism.

Whilst we can reasonably distinguish between: desirable and undesirable religion; non-harmful and harmful; or even good and bad expressions of religion - it is flawed to present these distinctions as synonymous with ‘true’ and ‘false’ religion.

RE can only enable and encourage religious literacy if religion and religions are presented as multifarious, complex, social phenomena. This cannot be predicated upon a conceptualisation of harmful religion as ‘false’ religion, which is inimical to a deep understanding of religion in our world today - as in times past.

**14:10**  
**Islam as a work in progress Towards a hermeneutical approach**

Lynn Revell
Canterbury Christ Church University, UK

This paper presents research carried out as part of a project designed to explore the nature of dominant approaches to the teaching of Islam in schools. Most resources, syllabi and examinations present Islam as an essentialised ahistorical construct and one which is characterised by a limited understanding of the cultural and social diversity of Muslim communities. At the same time there is a drive for teachers to use the teaching of Islam as a way of engaging with controversial issues, including, religiously inspired violence, extremism, fundamentalism and human rights in relation to gender. The focus of inquiry was the way teachers understood and interpret this framework especially in the context of the growth of Islamophobia and the securitisation of education including the introduction of Prevent.
The research involved interviews with teachers in twelve primary and secondary schools as well as the analysis of pupil work, textbooks and online resources used by teachers to teach Islam. The interviews were designed to explore the issues and challenges identified by teachers in the teaching of Islam compared with the teaching of other world religions, to understand the dominant pedagogies used by teachers and to identify the nature of their subject knowledge. The research questions and methodology and are informed by a hermeneutical approach to the conceptualisation of Islam in education. This approach assumes that Islam is better understood as communities of Muslims, historical and social agents, shaped by and shaping cultures in diverse settings.

Although there has been a recent growth in research on the nature of RE more generally the teaching of Islam is an under researched and neglected area. A specific understanding of Islam and the relationship between Islam and extremism informs the 2012 Teachers’ Standards, the requirement not to undermine Fundamental British Values and the Prevent agenda yet we do not know how teachers teach about Islam or how they are negotiating the ongoing politicisation of Islam in their classrooms. This paper represents a small attempt to develop a greater understanding of the nature of Islam in English schools.

In popular discourse the terms space and place are often used interchangeably and sometimes metaphorically to define physical environments and social relations, structured by and structuring social practice (Giddens, 1984; Lefebvre, 1991; Meyrowitz, 1985; Massey, 2005; Tuan, 1974). In the social sciences both terms are used as organizing concepts (Valentine, 2001) and are often defined by discipline and theoretical perspective (Agnew, 2011). While there are many texts devoted to defining both terms (cf. Cresswell 2015; Hubbard and Kitchin, 2011), in this paper thinking spatiality is a way to understand and experience ethnographic research; of being, researching, writing and retelling knowledge production. For many ethnographers an understanding and engagement with the location of study is used to establish the authenticity of the

On the Relationship Between Education and the Sacred: An Ethnography of Jewish Education in Jerusalem

Isaac Calvert
University of Oxford, UK

In order to narrow my exploration of the relationship between educational practices and the sacred, I focused more specifically on the relationship between Jewish ideas about holiness and the dynamics their teaching and learning as practiced in present-day Jerusalem. Of so many communities that could have served as a first, specific study in this line of inquiry, I chose Jerusalemite Judaism because of the paramount importance of both education and the idea of holiness within its philosophical and theological traditions. Jerusalem seemed an environment uniquely suited to exploring sanctity and its interactions with lived experience (including teaching and learning), especially within the Jewish tradition.

I also suspected that any connections between the sacred and education would be better discerned from an ethnographic perspective. As such, I attended several traditional, religious, Jewish learning communities (yeshivot – ישיבות) for six months. Acting as a participant observer, I attended and observed classes, studied with students in khabrusa (חקורים), collected artifacts, took daily field notes, and conducted in-depth, semi-structured interviews with students and teachers. In doing so, I explored perceptions, attitudes, personal and institutional beliefs, narratives, relationships and challenges with regard to the sacred-education relationship.

I situated narratives and portraits from these interactions and interviews within the broader cultural-historical context of the sacred in Jewish thought and analyzed interview transcripts, field notes, artifacts and extensive textual sources (both scriptural and non-canonical) thematically, highlighting student and teacher narratives and experiences related to the sacred-education relationship in question.

While the backdrop of Judaism and Jerusalem can evoke intense and often divisive debate in fields as diverse as ancient Near Eastern history, geo-politics, archaeology, and international relations (to name a few), all these elements remain peripheral and subsidiary to my more central focus, which is the relationship between the sacred and education. I hope that Judaism’s interpretation of the sacred and the dynamics of its relationship with educational practices will contribute to a deeper understanding of the role and influence of the sacred and belief therein as manifested in and connected to educational practice more broadly conceived, be it religious, secular or otherwise, and serve as a catalyst for further exploration into how other religions, cultures and communities address this topic, as well.

The Researcher in the research process

(Research Methodology in Education)

Chair(s)/Convenor(s)/Facilitator(s): ML White
Discussant(s): ML White
University of East London, UK

In this paper I consider the importance of space and place in ethnographic educational research. Drawing on ethnographic fieldwork in formal and informal educational contexts I argue that the experience of ethnographic research is an identity practice and explore how issues of identity, representation and research ethics impact on the role of the adult ethnographer and the negotiation of a research self in ethnographic educational research. In this paper I outline a way of thinking about and doing ethnographic educational research that takes as a its starting point the visual, multi modal nature of experience, practice and thinking.

In popular discourse the terms space and place are often used interchangeably and sometimes metaphorically to define physical locations and social relations, structured by and structuring social practice (Giddens, 1984; Lefebvre, 1991; Meyrowitz, 1985; Massey, 2005; Tuan, 1974). In the social sciences both terms are used as organizing concepts (Valentine, 2001) and are often defined by discipline and theoretical perspective (Agnew, 2011). While there are many texts devoted to defining both terms (cf. Cresswell 2015; Hubbard and Kitchin, 2011), in this paper thinking spatiality is a way to understand and experience ethnographic research; of being, researching, writing and retelling knowledge production. For many ethnographers an understanding and engagement with the location of study is used to establish the authenticity of the
project and the authority of the researcher (Coleman and Collins, 2006). Like Pink (2009) who draws on the work of Massey (2005) and Ingold (2008), I am using spatiality as a framework for thinking about the ethnographic research process and ‘the situatedness of the ethnographer, as a multi sensory concern.’ (Pink, 2009, 29).

In this paper I argue for ‘a focus on social and political processes of place making’ as ‘embodie[d] practices that shape identities and enable resistances’ (Gupta and Ferguson, 1997, 6). I engage with the concepts of space, place and place-making to theoretically position educational research and explore a practice of ethnography concerned with understanding the theoretical and methodological possibilities of visual knowledge production and the representation of ethnographic educational research with young people.


Listening to North Korean young refugees’ voices
Sujin Yoon
University of Edinburgh, UK

Background
This paper derives from my PhD project exploring North Korean refugee students’ successes and challenges in alternative school settings. Participatory approach, including Photovoice (Wang & Burris, 1994) as a data collection method, was adopted with the intention of listening to North Korean young refugees’ voices. This paper looks at emerging findings from the participants’ and the researcher’s reflections of the research process.

Many young North Korean refugees arriving in South Korea have had previous educational experiences characterised by repression, authoritarianism and expectations of unquestioning loyalty to their country’s leader (Cho, 2004). The journeys they have undergone to reach South Korea have often been dangerous and the investigations which take place on their arrival in the country often add to the feelings of trauma (Lee et al., 2011). Listening to young people’s voices is aligned to the principle of children’s right to participation enshrined in the United Nations Convention on the Rights of the Child and my study seeks to understand their experiences, to listen to their voices and to foreground their reflections in their own words. Most North Korean refugee studies to date have been conducted using traditional methods, which have mostly focused on adult-researchers’ perspectives and therefore young refugees’ views have been under-represented so far.

Research method
The participants were invited to choose the type of photo-task, the time and place for the activity, and also to suggest alternative ideas for the research procedure. The time for reviewing the day’s activity was allotted at the end of each meeting to listen to the participants’ reflections. 14 participants were invited and 12 participants finally agreed to participate.

Findings
Initial findings suggest that a) the young refugee participants’ talking was boosted by using the photo-task; b) they felt respected and appreciated, and particularly satisfied with being asked about ‘how they feel, think, and perceive’, rather than ‘what happened to them’; c) some increased their self-confidence; and d) some experienced self-healing while talking about their own stories. It is also worth noting, however, that the research process itself was a very time-consuming process, with some practical difficulties. Finally, in the paper I will examine the themes that are now emerging from these findings and the continuing difficulties for the researcher of what it means to ‘listen to young people’s voices’.

Exploring the Consequences of Poor Academic Performance in Nigeria’s High-Stakes secondary school exit Certificate Examinations: An Interpretative Phenomenological Analysis (IPA) Study
Jane Nebe
University of Bristol, UK

Many research studies have shown that high-stakes testing engenders consequences at different levels of the education system. However, inadequate attention has been paid to the nature and impact of the direct consequences on test-takers who have experienced poor academic performance in such high-stakes testing situations. Particularly, the voices of these test-takers are rarely reflected in the discourse on the consequences of high-stakes testing. This paper situates this discourse within the Nigerian context, by exploring the consequences of poor academic performance in high-stakes secondary school exit Certificate Examinations (CEs), on educational trajectory into higher education. The focus is to understand how lived experiences of poor academic performance in high-stakes examinations mediates consequences on educational trajectories into higher education.

Interpretative Phenomenological Analysis (IPA), which adopts hermeneutic phenomenology and constructivist epistemology as its philosophical framework, is the methodology employed in this research. The focus of IPA is individualised meaning making of lived experiences, within context (Smith et al. 2009)[1]. By lived experience, we mean the pre-reflective everyday experience that is being lived in and lived through (Van Manen, 2014)[2]. Qualitative data was collected from a small sample of secondary school leavers who are living through the experience of poor academic performance in the high-stakes exit CEs; using life-grid charts, free-writing tasks and unstructured interviews, as part of a PhD research. This informed the design of a questionnaire used to collect data from a larger number of respondents on the stakes that secondary school leavers associate with the CEs, as well as the educational trajectories they perceive as available and accessible. In this paper, the preliminary findings that emerged from using the IPA methodology to inform the analysis of the qualitative data, will be discussed.

The importance of this type of work should never be underestimated. This presentation will discuss the history of the project and explain how a one-off study has continued, and expanded, over the years. The provenance of the research method will be described and time will be taken to explore the research issues that threaten to derail longitudinal projects in general, and to consider specific concerns which have impacted upon the planning of this study in particular.

Each teacher had two lessons videorecorded covering two out of three subjects: mathematics, literacy or science. Transcripts of lessons have been evaluated in two ways: 1) systematic coding for the presence of ‘dialogic spectrum’ at the turn level; and 2) ratings of student participation in sequences of acts across each lesson, both measures adapted from the Cam–UNAM Scheme for Educational Dialogue Analysis (Hennessy, Rojas-Drummond et al., 2016). Combinations of these measures are considered as indices of dialogicality and are being used to rank teachers across a ‘dialogic spectrum’. This paper focuses on the validity and reliability of using the coding scheme and rating scales for this ranking. Independent evaluations of lesson transcripts from five expert scholars representing a range of theoretical perspectives are discussed in relation to the validity of this strategy. In addition, inter-coder agreement analyses between members of the coding team are considered as evidence for reliability.

The paper contributes to developing valid and reliable indices of dialogicality of classroom dialogue. This has two important implications. First, it makes a methodological contribution to the field of dialogue research. Our tool can be tested across a wide range of educational contexts. Second, establishing the indices of optimal dialogue for learning has significant implications for teacher professional development on dialogic teaching, with initial and continuing teacher education programmes emphasising such features.

References


Aspects of Writing: Challenges and Benefits of Longitudinal Research

Gill Elliott
Cambridge Assessment, UK

*Aspects of Writing* is a cross-sectional study, investigating features of candidates’ written English as seen in examination scripts. Script samples have been amassed from 1980, 1993, 1994, 2004, 2007 and 2014 and major studies completed on three occasions over two decades, the most recent of which was completed between 2014 and 2016 and reported just under a year ago (Massey and Elliott, 1996; Massey, Elliott and Johnson, 2005; Elliott et al. 2016).

This paper focuses upon four key questions surrounding the methodology and the long-term viability of this type of research.

- Why, and to whom, is research over time based upon evidence from examination scripts valuable?
- What are the expected, and the unexpected, hazards of longitudinal research using examination scripts?
- How can a consistent, robust method be ensured at each repetition?
- As researchers, what lessons have we learned from the experience?

This presentation will discuss the history of the project and explain how a one-off study has continued, and expanded, over the years. The provenance of the research method will be described and time will be taken to explore the research issues that threaten to derail longitudinal projects in general, and to consider specific concerns which have impacted upon the planning of this study in particular.

The importance of this type of work should never be underestimated. This presentation explains how we have overcome significant challenges to produce the most recent update in the *Aspects of Writing* series of studies; a study which has been of enormous interest to a wide audience.
Best Practice in Mixed Attainment: Challenges, Outcomes and Opportunities

Becky Taylor1; Tom Francome2; Jeremy Hodgen2; Becky Francis4

1UCL Institute of Education, UK; 2University of Birmingham, UK; 3University of Nottingham, UK

Mixed attainment grouping and teaching is uncommon in the English secondary education system in comparison to other systems internationally. Despite research evidence suggesting it could yield more equitable attainment outcomes than traditional ‘ability’ grouping strategies (Ireson et al 2002, Boaler 2008) and significant evidence demonstrating that attainment grouping is detrimental to certain groups of students (Ireson & Hallam 2001, Kutnick et al 2005, Higgins et al 2015), ‘ability’ grouping strategies have been strongly favoured by successive Governments, as well as by practitioners, and they now predominate in English schools. Drawing on findings from the Best Practice in Grouping Students project together with other evidence, the symposium aims to provide analysis and critical commentary on the status of mixed attainment grouping in the English education system, with an emphasis on the potential of grouping practices to achieve more socially just outcomes.

Best Practice in Grouping Students is a longitudinal, mixed methods project, involving 132 secondary schools in England that is investigating the viability of mixed attainment grouping as an alternative to setting. Research methods include surveys, qualitative interviews and focus groups, and Randomised Control Trial. The findings presented in two of the symposium papers will draw on the development and recruitment phase of the project, and from the first survey round with over 13000 students and over 700 teachers, and from interviews, focus groups and professional

References


Exploring Technological Solutions to Research Methods Assessment: Methodological Storyboarding towards an MBA Dissertation

Phillip Mason; Mariana Dodourova

University of Hertfordshire, UK

Consensus has emerged amongst employers, government bodies and higher education institutions that research is both an employability skill, and an essential skill. However, in seeking to deliver and support the development of practical knowledge and skill sets, the assessment of Research Methods remain a significant challenge. This is particularly true in virtue of the need for assessment to satisfy complex Learning Outcomes that include the conceptual, theoretical, methodological and analytical. Despite the shared academic and professional value of research competence, Research Methods modules often carry a zero-credit weighting, attract restricted resource and suffer poor student engagement, presenting further challenges for the development of effective summative and formative assessment.

With the rise of new forms of learning and teaching technologies, new resource-efficient opportunities have emerged to develop authentic, engaging and interactive assessment. The development of student-centric approaches to the teaching and learning of Research Methods offers new avenues for progress. The challenges associated with advancement in Learning and Teaching practices are compounded by discipline-specific norms regarding epistemology, ontology and research design. Hence, contributing to the development of a broad-reaching solution that maintains discipline relevance requires emphasis on a commonality across disciplines, on the learning journey.

The paper reports findings from a project exploring technological approaches to supporting student experience through the development of a narrative-based assessment tool, which supports complex, practice-oriented research decision making. To address the challenges associated with this development, a Soft-System Methodology was employed. This is an action-oriented approach, capable of facilitating the integration of both technological and human aspects in complex problem solving and modelling. Such an approach enables continuous improvement and directly mandates the inclusion of all stakeholders involved in those situations, in which the results are to be employed. Academics, technologists and students are engaged in a systems-thinking approach to the iterative development of practicable solutions. Furthermore, this approach affords opportunities to integrate additional subject-specific knowledge with the application framework.

The findings are drawn both from the development process and from the formal evaluation of software piloting through the use of survey and focus group data. The paper contributes to the development of an application framework that acknowledges the temporality, sensitivity and need for internal coherence involved in making decisions pertaining to research methods across disciplines. In doing so, it draws out potential implications for inter-disciplinary comparisons and contrast between approaches to research methods learning and teaching and practice.
development work with eight secondary schools. Another paper will draw on evidence from a study comparing mathematics in two secondary schools.

The first paper - *Factors deterring schools from mixed attainment grouping practices* (Dr Becky Taylor, UCL Institute of Education) - explores the responses of teachers to the proposition of mixed attainment practice. Drawing on data from the early phases of the Best Practice in Mixed Attainment feasibility trial, we report the challenges experienced in recruiting schools to an intervention in mixed attainment practice, and identify and explore the different explanations provided by teachers as to why mixed attainment practice is seen as difficult or problematic, even where teachers believe mixed attainment teaching to be desirable. The difficulties are characterised as a vicious circle where schools are deterred by a paucity of exemplars and resources, which in turn keeps to a minimum the ready availability of exemplars and resources that might encourage schools to adopt the practices. The educational climate is characterised as fearful, risk-averse and time-poor, further exacerbating schools' reluctance. Finally, tentative suggestions are made as to strategies to support schools in taking up mixed attainment practices.

The second paper - *Student and teacher beliefs about mathematics in mixed ability and set groups* (Tom Francome, University of Birmingham) - draws on research carried out to investigate the effects of grouping practices on teachers’ beliefs and practices and on teacher and student mindsets. The study compares two schools, one teaching mathematics to students in mixed attainment groups and the other teaching mathematics to ‘ability’ set groups. Questionnaires were completed by 286 students and 12 teachers and triangulated with lesson observations and interviews. There was some evidence that students and teachers engaged in mixed attainment grouping had stronger growth mindsets than those engaged in setting and constructed mathematics learning and teaching in different ways.

The third paper - *How some schools buck the trend and implement mixed attainment teaching: Reconstructing subject cultures* (Prof Jeremy Hodgen, University of Nottingham) - discusses how some schools buck the trend and adopt mixed attainment practices. Drawing on case studies of four paper contrasts practices in English, where mixed attainment grouping is relatively more frequent, and mathematics, where mixed attainment grouping is rare, and highlights cultural differences between the two subjects. Successful approaches involved ‘reconstructing’ school subject cultures, particularly in mathematics, and ‘creating’ a perception of the benefits of mixed attainment teaching amongst teachers.

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<th>13:40 - 15:10</th>
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<td><strong>Session Type:</strong> Teacher Education and Development</td>
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<td><strong>Chair(s)/Convenor(s)/Facilitator(s):</strong> Loreto Aliaga-Salas</td>
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<td><strong>13:40 Teaching for a changing world: a case study in English Language teaching curriculum innovation</strong> Loreto Aliaga-Salas University of Leeds, UK</td>
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<td>14:10 <em>Embedding the Teaching of Academic Writing in a Primary Education Undergraduate Programme</em> Rebecca Austin; Viv Wilson; Tracy Parvin; Jason Mellor Canterbury Christ Church University, UK</td>
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Conventionally, academic writing in universities acts as a form of induction into a disciplinary area (Anderson & Hounsell, 2007). However, many undergraduate students in UK universities are following degree courses preparing them to teach in primary school classrooms, with a requirement to teach across a relatively broad curriculum. The requirements of degree level work continue to apply, although their experience does not conform to traditional disciplinary contexts.

Our research focuses on approaches to supporting student teachers' academic writing as an embedded aspect of teaching and learning within the degree programme, rather than through an add-on 'study skills' approach. While we are critical of some normative assumptions about writing in universities (Lea and Street, 1998, Wingate & Tribble, 2012), we argue that supporting students to develop their academic writing, particularly in the area of argumentation (Wingate, 2012), is more likely to enable them to adopt critical perspectives on theory and practice, and on the relationship between the two.
Evidence from the first stage of the project indicated that many student teachers held limited conceptions of academic writing in terms of argumentation, as opposed to technical features. Data from the second stage of the project focused on tutor perceptions of academic writing and argumentation. These current findings suggest that a shared and cohesive view of argumentation needs to be established in order to support students’ academic writing development. As a result of this, a teaching focus on argument was developed using a shared writing approach with Year 2 students as part of their English course in the lead up to their assignment about the teaching of writing in Primary Schools. This paper focuses on the outcomes of this work so far and considers the implications for the development of student teachers’ academic writing within Primary ITe programmes.


Educational Games Design for Biology Study Teachers

António José Meneses Osório; Aline Bettin de Oliveira
Universidade Do Minho, Portugal

This work aims to investigate the learning potential of educational games design (EGD) in Biology teacher education programs of Brazilian and Portuguese higher education institutions.

EGD has been structured as a strategy that promotes student autonomy in the learning process. When elaborating a game related to a subject under study, learning takes place actively, in a collaborative and meaningful way and the teacher guides the work without becoming the centre of the pedagogical process.

Discussing the role of this methodology in the initial training of Biology teachers, an area that lacks attractive and viable teaching strategies, with these interventions, it is intended to stimulate alternatives to overcome the mere transition from the traditional school curriculum to a digital format, developing strategies that promote active positions among students, teachers and knowledge. This discussion is based on understanding and reflecting on the Pedagogy of Autonomy, developed by Paulo Freire, as well as on the Constructionist learning approach of Seymour Papert.

Aiming to enable new Biology teachers to have a formative space to encourage their students to move beyond the role of technology users and consumers to content and knowledge producers, the project follows a design base research (DBR) methodological approach and is in the stage of data collection.

Documentary research will be done in the curricula and menus of the pedagogical disciplines, seeking references to Game Design as a learning strategy. As the official curriculum does not always reflect the complexity of the pedagogical practices developed, interviews will also be made with the lecturers of these disciplines. Moreover, in the courses where there is no mention EGD, interventions will be made with student teachers, aiming that they, in their teaching practice, promote learning experiences through the design and programming of games, so that their students establish a relationship of autonomy and significance with the learning process.

At the conference, it is expected to provide some of the provisional findings of this doctoral research which is in its initial phase, at the University of Minho, Portugal, in the context of a research partnership with the University of Pelotas, Rio Grande do Sul, Brasil.
the one hand, they wanted to respond to support extemporaneous incidents during the lesson, yet they felt the existing protocols and systems only allowed for post-lesson discussion. The paper explains the theoretical framework upon which the model is based, which is rooted in social constructivism, how it works in practice and its impact to date. The model is based on the metaphor of highly effective pit stops in motor sports, which are characterized by Precision, Insight and Timeliness. The first characteristic reflects the need to focus precisely on a negotiated professional development goal, or a specific issue arising in the lesson. Teacher educators and trainees (observer and the observed) need to demonstrate insight in discerning what substantive issues require a PIT stop. Finally, the success of the model depends on the timeliness of the PIT stop — knowing when to intervene or when to ask for support. In our study, we limited this to one observer-initiated and one trainee-initiated PIT stop per session. The presentation will include video exemplars of the model in action to highlight the potential benefits and challenges of implementing the model. Initial feedback from trainees and teacher educators suggest that PIT stop represents a highly relevant, meaningful and genuinely formative means of professional development.

Exploring Preservice Teachers’ Resilience through a Transactional-Ecological Lens

Denise Beutel; Leanne Crosswell
Queensland University of Technology, Australia

While teachers’ work has become increasingly regulated, with intensified bureaucratic responsibilities and heightened public scrutiny, teaching remains fundamentally a caring profession, focussed on nurturing others and requiring high levels of social skills and emotional labour to successfully engage and motivate students, as well as maintaining effective relationships with the broader school community. These occupational pressures require teachers to demonstrate well-developed, sustained resilient behaviours. The capacity to be resilient can be enhanced or inhibited by the nature of the context in which individuals are immersed, the people in those settings with whom individuals associate and the strength of an individual’s beliefs or aspirations (Day, Kington, Stobart & Sammons, 2006). Professional experience is often described as the most significant learning event during teacher education, but has also been identified as the most stressful component. As such, school-based professional experience plays a critical role in the resilience of all aspiring teachers. This paper adopts a transactional-ecological theoretical framework (Sameroff, 2010) to explore how school-based professional experiences influence the resilience of preservice teachers. From an ecological perspective, every social context or ‘ecology’ contains a number of social systems that an individual must understand and negotiate. The transactional-ecological framework comprises bidirectional, person-context transactions (Sameroff, 2010) in which the individual influences their environment and the environment reciprocally influences the individual. In this paper, the focus is on the transactions between the preservice teachers and the schooling contexts during professional experience. Preservice teachers enrolled in an Australian graduate entry teacher education program participated in this qualitative study with data collected via questionnaires administered to the cohort prior to, and following, each of the two professional experiences in the one-year program. Questions focussed on the expectations the preservice teachers had for professional experience, and on how the successes, challenges, and contextual and personal stresses and supports, impacted on their resilience. The data revealed that the preservice teachers demonstrated highly agentic behaviours about their own development as teachers with consistent evidence of self-initiated resilient behaviours. These behaviours are critical for new teachers transitioning into the profession. We identify and discuss these behaviours and put forward recommendations for teacher education and for future research.


Pre-Service Teachers’ Perspectives on Teaching Controversial Issues

Judith Pace
University of San Francisco, USA

The call to teach controversial issues (CI) grows louder as political, economic, and cultural conflict increases around the globe (Kerr & Huddleston, 2015). Despite the importance of teaching students how to analyze and deliberate CI, it does not take place in most classrooms. Many teachers feel unprepared for this ambitious challenge, and professional development opportunities are limited. Scholars and policymakers call for university-based teacher educators to prepare their students to teach CI, yet the gap between advocacy and effective teacher education is alarming (Barton & Levstik, 2004; Ersoy, 2010; Woolley, 2011). Scholarship on university-based preparation for teaching CI is scarce.

This paper draws from a research project on four teacher educators’ efforts to prepare pre-service secondary teachers to teach CI in history, citizenship, and social sciences. The sites were in England, Northern Ireland, and the United States. I observed teacher education class sessions, conducted a series of interviews with the teacher educators and student teachers from each course, and collected relevant documents including student assignments.

The paper focuses on twelve pre-service teachers I interviewed (three times each) in England and Northern Ireland. It analyzes their perspectives on teaching CI, what they learned from their coursework, and what occurred in their student teaching placements. The paper traces the influence of a variety of factors, including political context, discipline, educational institutions, and individual identity. It analyzes assignments such as lesson plans and essays written by the students. The paper discusses the pre-service teachers’ reflections on their efforts to teach CI, the challenges they faced, and their hopes for future teaching.

References


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**Break**

15:15 - 15:45  
Tea & coffee, networking and exhibition viewing  
Jubilee Building foyer

Session Type: Break

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**Parallel Session 3**

15:50 - 16:50  
Innovation Session: What is ‘alternative’ about ‘alternative education’?  
(Alternative Education)  
FUL-102

Session Type: Alternative Education

15:50  
Panel Discussion: What is ‘alternative’ about ‘alternative education’?  
3694584

Max Hope1; Sarah Amsler2; Helen Lees3; David Leat4; Catherine Montgomery5; Michael Fielding6

1University of Hull, UK; 2University of Lincoln, UK; 3Newman University, UK; 4University of Newcastle, UK; 5University of Bath, UK; 6University College London, UK

This panel discussion brings together prominent voices in the field of ‘alternative education’ to share perspectives on what ‘alternative’ actually means. Exploring the precise nature of ‘alternative’ and its significance within education is increasingly important as many education systems have become fragmented, with the majority of schools claiming to be interested in developing new (even ‘alternative’) models of teaching and learning. In the UK, all of the major political parties have claimed that they want to offer ‘freedom’ for schools to ‘innovate’, with The Conservative Party pushing forwards with its Free Schools’ programme (Academies Act, 2010; Importance of Teaching, 2010) and with the Labour Party promising that they will develop mechanisms to ‘explore innovative educational approaches’ (Hunt, Guardian, Jan 2015). This political backdrop necessitates a fresh conversation on the nature of ‘alternative’ and a new critique on what is alternative about alternative education and whether this remains a good description.

This session will start with the panel members outlining their perspectives on some of the following questions: What does ‘alternative’ mean? What are ‘alternative schools’ an alternative to? Does ‘alternative’ necessarily mean ‘better’? Should ‘alternative schools’ find new ways of describing themselves? This will be followed by a lively dialogue between panel members and many opportunities for questions, comments and contributions from the audience.

The format is designed to be highly interactive and engaging so that panel members and audience members can respond to questions as well as pose them.

References

Lucy Caton
Manchester Metropolitan University, UK

Background
Participatory research for children is often located in utilitarian approaches where children’s participation is intertwined with the ideas and practices of knowing and representing children’s experiences (Elwick and Sumission 2013b). However, such approaches may obscure and perpetuate the ever-present realities of power and hierarchy within the researcher ‘gaze’. This has led to calls Elwick (2015), Stirling, E & Yamanda-Rice, D (2015) Rose, G (2016) for the need to broaden and deepen theoretical understanding of child participation within visual research methods.

Focus
I describe capturing events in a primary school computer club, where the action is filmed from two distinct camera perspectives (a Go Pro body harness and a static Go Pro camera). The children play with Lego WeDo digital technology, which is a simple robotics tool designed for ages 7–11. The technology allows the children to design their own interactive machines, and then program them using drag-and-drop software like Scratch.

Research Questions
How technology forces us to think differently about children, researchers and the material world.
To consider new approaches to using and theorising video methods in childhood research
What does it mean to go beyond convention in thinking with video ‘data’.

Research Methodology / Methods
I discuss methodological approaches to using video cameras to enable the consideration and growing interest in the significance of embodiment and materiality in children’s meaning making. Furthermore, this paper will think about the interactions between bodies, technology, intensities, forces, ‘data’ and researcher as they infuse into each other in multiple acts of meaning making.

Theoretical Framework
This paper shares an interest in valuing aspects of children’s realities that are fleeting, often overlooked, that evade description. I have approached the study through a Deleuze-Guattarian(1987, 2014) inspired theoretical framework read alongside Karen Barad’s (2014) notion of ‘cutting-together-apart’. I undertake a ‘cutting-together-apart’ of the image, in order to re-think the child – technology interactions with the seemingly ‘irrelevant’ content of the image.

Contribution to knowledge
The focus of the paper is on video methods, that open up new ways of thinking about video ‘data’ not as representing the world but as inspiring action, and giving a ‘push’ to thinking, in an attempt to contribute to knowledge regarding the ways researchers situate and see themselves, the children and the material world. I aim to trouble what it means to think with ‘data’ and the impacts that innovative digital technology has on childhood visual research methodologies.

How risky is it to be a child? Towards a sociology of uncertainty
Sandra Leaton Gray1; Andy Phippen2
1UCL Institute of Education, UK; 2University of Plymouth, UK

It is clear that as long as you are growing up in an industrialised country, it has probably never been safer to be a child, yet it seems we still feel the need to find aspects of risk to worry about. To that end, the 21st century has brought with it new and increased concerns, amplified by social and mass media reporting. Such a tendency is sometimes classified as a moral panic in the research literature. Within this framework of moral panic, risks commonly invoked range from frequent, low-risk events such as minor food hygiene or bullying problems, to infrequent, high-risk events such as paedophilia-related crime, fires, terrorist attacks and serious adverse weather events. Within these parameters, schools are expected to engage in resilience planning to ensure the safety of pupils within their charge. Yet because of the socially constructed nature of risk, this is something that must be done with one eye to public relations and the media. This makes proper risk assessment more difficult and potentially less effective than it needs to be.

This paper, recently published as part of a book on the subject of childhood in the digital age by a UK university press, discusses the nature of children’s risk within contemporary society. It introduces several key themes. Firstly, the paper examines definitions of risk. Then it discusses the apparently paradoxical rise in risk and disaster management policies at a time when the idea of the expert is subject to increasing mistrust (Urry, 2003). An understanding of power relationships in times of existential collective stress (Barton, 1969) is covered here as well. Finally, it examines the desire of individuals for a sense of personal and collective agency in the face of adverse events, something we see represented in the language of risk and the particular worldview adopted by certain groups. This is underpinned by the desire for collective sense-making and/or a genuine fear of becoming victims within modern society. All of these considerations are useful in helping identify the influences that are shaping risk perception in relation to children in 21st century Western Europe as well as their likely seriousness. The primary focus is on examples from the UK, which we consider to provide particularly extreme case study of collective parental anxiety regarding risk, but we draw on international examples where possible.

15:50 - 16:00
Impact of Change Agents in Education
(Comparative and International Education)

Session Type: Comparative and International Education
Guimei Liu¹; John Clayton²
¹Qingdao Technical College, China, Peoples Republic; ²Te Whare Wananga o Awanuiarangi, New Zealand

Since 2010 the Peoples Republic of China (PRC) and New Zealand (NZ) have been engaged in activities designed to build stronger links between the two countries in Technical and Vocational Education and Training (TVET). This collaboration, the model programme project, includes developing the capabilities and capacities of teaching staff, supporting institutional relationships, curriculum development and joint programme design. The model programme project team, acknowledges that during times of educational collaboration and change there is often a gap, a disconnect, between policy-makers’ stated intentions and the actual experience of the learners when that policy has been implemented, in other words, between policy rhetoric and actual classroom reality. Therefore, a key activity of the project is to identify ways to measure the impact these changes will have on the quality of the teaching and learning experience of participants within the two countries.

The interactive perspective in psychology places a dual emphasis on both the person and the environment. This focus indicates that behaviour, attitudes, and well-being are determined jointly by the person and environment. A core premise of this Person-Environment Fit (P-E Fit) theory is that findings are not generated from the person or environment separately, but rather by their fit or congruence with one another. Using the P-E Fit theory as a framework of development two instruments, module evaluation and tutor evaluation, were developed. In 2016 model programme project staff piloted the two instruments in PRC and NZ. In trialing the tutor evaluation instrument data was collected from two institutions one in PRC (N=43) and one NZ (N=81). In trialing the module evaluation instrument data was collected from two institutions one in PRC (N=43) and one NZ (N=53). This paper reports on the preliminary findings of that pilot. It will firstly discuss how this data enables:

- programme designers to measure the impact of change at the point of delivery.
- stakeholders to identify reasons of misalignment at the time of delivery.
- educators to adjust teaching approaches used during the process of delivery.

It will argue that to ensure the success of model programme provision institutional decision makers must be provided with reliable evidence of the impact this provision has on learner achievement. By using these instruments, they will have the right information, at the right time to enable them to make the right decisions.
The existence of separate schools for pupils of different religious or cultural-linguistic backgrounds remains contentious, particularly in regions with a history of ethnic conflict. While proponents argue that such schools protect religious and cultural traditions, critics claim that separate education perpetuates division and typically promote common or integrated schools as more conducive to social cohesion. In recent years, however, several initiatives have emerged that seek a ‘middle way’ between separate and common schooling, aiming to foster greater social integration while respecting parents’ wishes to educate their children within a particular tradition. These initiatives include shared campuses, joint faith schools, and the focus of our presentation, shared education programmes.

Introduced in Northern Ireland from 2007, shared education programmes support the development of collaborative partnerships between schools from different denominational (Catholic and Protestant) sectors. Through collaboration, these schools provide joint classes and activities on a regular basis, with pupils travelling between participating schools to attend lessons in mixed groups. By providing these opportunities for pupils of different backgrounds to meet and build friendships, shared education programmes aim to enhance relations in line with the process outlined in contact theory. With research indicating positive effects of shared education on intergroup attitudes, the model has received attention from other jurisdictions experiencing ethnic/religious divisions. One such country is the Former Yugoslav Republic of Macedonia, which has, over the past five years, introduced collaborative education programmes between ethnic Macedonians and Albanians.

Drawing on interviews with teachers and shared education coordinators in Northern Ireland and FYR Macedonia, this presentation considers and compares the experience of developing shared education in these two distinct national contexts. Adopting the framework of contact theory, we examine some of the challenges of implementation — managing logistics, dealing with intergroup dynamics, and (in FYR Macedonia) working bilingually - and explore the personal, professional and social benefits of participation. We also consider the impact of the macro socio-political context on the delivery of shared education and relationship-building at school and classroom levels. The presentation concludes with some reflections on the potential of shared education programmes in other jurisdictions and the experience of policy ‘lending’ between divided contexts.

Maria Iluminada E. Manzon
The Education University of Hong Kong, Hong Kong SAR

Comparative pedagogy is an under-researched area in the field of comparative education (Alexander, 2011). This paper seeks to problematise the notion of culturally relevant pedagogy. If pedagogies are embedded in cultures and national discourses, how is the interplay of cultures and pedagogies in multicultural societies? The study begins with a review of scholarship on culturally relevant pedagogy in multicultural contexts in different parts of the world. It then examines the case of Singapore.

Singapore is a multicultural society, with 76% Chinese, 15% Malay, 7% Indian and other ethnic groups comprising 1.4% of the overall population in 2015. This multicultural make-up increasingly becomes more diverse as for example, 29,854 new permanent residents and 20,348 new citizenships were granted in 2014 (Government of Singapore, 2015). In this light, Singapore as a case study will help to provide an alternate story that extends beyond “large culture” discourses (Ryan, 2010, p. 47). This city-state is taken as a case to query whether one can speak of culturally appropriate pedagogy and, if so, appropriate to whose culture. The study draws on research undertaken from 2013-2015 in six types of schools in Singapore. Data collected also includes open-ended interviews with key informants from academia and the government. While the study focused on the teaching of secondary mathematics, the research offers insights into the dynamics, the tensions and contradictions at the national and local levels in the enactment of culturally relevant teaching. These findings are then juxtaposed with the international discourse on culturally relevant pedagogy, in order to advance theory and practice in more meaningful ways.
10 skills the graduates possessed, which were pointed out in Maxwell et al. (2010). In addition, three semi-structured interviews were conducted with lecturers teaching at the school in question and managers of a multinational company in Karachi.

The quantitative analysis illustrated that there was no difference in perception between BBA and MBA graduates in terms of the quality of the 10 skills they possessed. However, there was a difference in perception regarding which employability skills were important to HR, Marketing and Finance business graduates. The qualitative results shed light on the difference in perception of managers and lecturers in regards to employability skills for a career in any of these three majors. In addition, I also found that managers were not satisfied with some of the skills graduates possessed, such as problem solving and numerical skills. Both managers and lecturers observed that it was both the graduates’ and the institute’s responsibility to ensure that the right set of employability skills were developed in the future workforce. When combining both the quantitative and qualitative results, it was observed that business graduates, managers and lecturers had different views on which employability skills were important for which job.

Thus, there is a need for a strong link between universities and businesses to develop an integrated curriculum that develops employability skills in business undergraduates and postgraduates to ensure that graduates, universities and businesses are in-line with which employability skills are required to increase a graduate’s chance of employability.

16:20  The Role of the Literacy Coordinator in Implementing the Literacy Framework Across the Secondary Curriculum in Wales

Gwyn Jones
Bangor University, UK

The Welsh Government’s concerns regarding the standards of literacy and numeracy resulted in the implementation in 2013 of the National Literacy and Numeracy Framework (LNF). These concerns were based on the poor results of Wales in the PISA tests of 2009 and the unsuccessful implementation of the non-statutory Skills Framework (Dauncey, 2013). Despite its similar name to the National Literacy and Numeracy Strategies introduced in England and Wales, the LNF is a cross curricular initiative.

This study focusses on the Literacy Framework whose antecedents date back to the Dartford Group in the 60s. However, a number of authors (e.g. May and Wright, 2007) note that implementing language initiatives across the curriculum is problematic in secondary schools and ‘schools’ success in implementing the literacy framework is, at best, variable (Estyn, 2015).

Most secondary schools in Wales have appointed Literacy Coordinators (LCs) to lead planning, policy and the monitoring of standards across the curriculum (Estyn, 2015). Anecdotal evidence suggests most LCs are middle managers, who are central to effective change (Fitzgerald and Gunter, 2006). However, despite research examining the role of curriculum leaders there is little research evidence of the effect middle managers have on teaching and learning across the curriculum.

An exploratory study has been conducted across 35 schools partnered with a Welsh ITET provider. 28% of schools responded to a structured interview with LCs conducted by trainees placed at the school. Whilst the initial results are inconclusive, some themes have emerged: a reluctance to monitor teaching and learning and the lack of clarity regarding the pedagogy of reading, writing and talking. The results and implications for further case study design will be presented.

The case study will investigate the following areas:

- The LCs’ perception of themselves as teacher leaders
- The training needs of the LC
- Working across subject areas
- Influencing practice and monitoring others.

The 2016 PISA results highlighted the continued challenge facing Welsh schools in improving literacy; researching the role of the LC will provide insight into implementing literacy across the curriculum as well as adding to the limited research into the role of middle managers in schools.

it can be seen in a number of high profile reviews of evidence on professional learning (see for example BERA/RSA, 2014; Cordinley et al, 2015). What is clear from examining these reviews, however, is that they focus primarily on schools and 5-18 education. As a result, they often fail to take into consideration, the complex professional learning needs of the early years sector and how these might be met in order to improve pedagogy and, so, outcomes for young children. In this context the paper reports on a systematic review of international research into professional learning in early years education (EYE) funded by the Nuffield Foundation. It provides a theory of action and synthesis of approaches that have positive impact on children’s outcomes, particularly those most at risk of disadvantage.

The review will produce guidance that can help guide policy-makers, EYE setting leader/practitioners to make informed decisions about the types of professional learning opportunities that are most effective. It responds directly to the current policy drive to improve the expertise of the EYE workforce and develop system-led self-improvement in education through evidence-based approaches to professional learning. The review asks:

1. What evidence is there of impact of professional learning approaches for improving outcomes for children in EYE? Which approaches are more and less impactful?
2. What are the features of and the theory of action underpinning effective professional learning approaches in EYE?
3. What types of professional learning opportunities are available to EYE practitioners and who provides them? How do these relate to 1) and 2), above?

The review process will use the EPPI-Centre Reviewer 4 to ensure quality, methodological rigour and optimal impact on research and user communities.


Nasia Charalambous1, Helena Theodosiou2
1University of Cyprus, Cyprus; 2University of Cyprus Nursery and Kindergarten, Cyprus

Learning communities are defined as "...groups of people who share a common goal, cooperate, respect different perspectives, actively promote learning opportunities, creating creative a proactive and cooperative atmosphere, boosting the dynamic of the community members and creating new knowledge" (Kilpatrick et al. 2003).

Also, evidence shows that parameters such as cooperation, ongoing learning and improvement, positive attitude towards innovation and transforming a school into a "learning community", contribute to improving the quality of educators and their work (Giles & Hargreaves, 2006; Hargreaves & Fullan, 2012; Marsick, Watkins, & Boswell, 2013).

According to research studies, when the members of a community have a sense of belonging, solidarity and collectiveness are promoted, academic and cultural knowingness, cooperation and the acceptance of different cultures and religions increase significantly, while the expression of different views in a democratic manner is encouraged. Through the empowerment that is achieved within learning communities in schools, positive results also occur in other social issues such as housing, health, literacy and social and political participation. Learning communities create social cohesion, integration and support, transforming communities and promoting social cohesion outside the school environment.

The study at hand presents how our school acts as a learning community, integrating in its operation the participation of a variety of local bodies and authorities through their cooperation in an array of learning programs and initiatives.

The study at hand focuses on the following research questions:

- How does our kindergarten promote the learning community?
- What is/are the role/s of the persons involved in a learning community?
- How are communication, cooperation and setting common goals achieved among the persons involved in a learning community?
- What is the relation between the children, the educators and the different bodies involved?

Data was collected through questionnaires, interviews, transcripts from meetings between the educators and different bodies involved, photographic material and forms completed by the educators of the learning community regarding their goals and expectations. Findings show that in the most successful professional learning communities, educators presented increased job satisfaction, higher confidence and achieved better learning results (Huffman and Jacobson, 2003; Lewis & Andrews, 2004 as mentioned in Harris & Jones 2010). Also, it is proven that educators who have confidence in their teaching abilities are more likely to adopt new pedagogical and teaching methods in the classroom (Harris & Jones, 2010).
An intervention (Let’s Talk) that targeted three and four year old children’s oral language was devised, and evaluated for this study. 94 children were randomly assigned to a control or intervention group and were tested at pre- and post-test on a test battery of vocabulary and narrative assessments. The results of a Randomised Control Trial were positive in favour of the intervention.

A rigorous developmental procedure was followed in the formulation of the intervention from its basis in good Early Years practice to its delivery in the study.

Development took place in four phases over a period of 18 months. From the initial consultation of the literature in phase one, it was apparent that there was a paucity of research relating to ‘intervention development’. Consideration of Rogoff’s theory about children’s learning was useful in framing the development of the intervention (Collins, Joseph, & Bielaczyc, 2004; Rogoff, 1995). Secondly, it was decided that some of the factors that are considered, and the vocabulary that is used, when designing curricula, could be useful to the researcher when developing the intervention (Brundrett, Duncan, & Rhodes, 2010).

Phase Two included determining the details of the operationalisation of the intervention and development of its components, with reference to EYFS learning goals and research on language development and children’s play preferences (Department for Education, 2012, Gmitrova, Podhajecäck, & Gmitrov, 2009, Bergen, 2013; Ilgâz & Aksu-Koç, 2005, Fernald, Perfors, & Marchman, 2006; Hart & Risely, 2003; Howes et al., 2008; Newman et al., 2006; Uccelli & Pan, 2013). In Phase Three, piloting of the intervention took place and in Phase Four, the programme was delivered.

Tension can arise when the participants in intervention research projects are children in the Early Years, as perhaps their views and position within the research process are not acknowledged. Intervention researchers have a duty to the young children with whom they work, to ensure rigorous procedures are followed in relation to the programmes they devise, thus ensuring that children have the best chance of success (Levy & Thompson, 2013, Nutbrown, 2011). This paper describes the detailed and careful procedure which was followed in relation to the development of this intervention, taking into account aspects of education and care which are particular to the Early Years. This procedure, in turn, could be useful for informing interventions in the Early Years in the future.

The Positive Approach of Sex Education to Protect Children from Sexual Abuse in the Kingdom of Saudi Arabia

Amal Banunnah

University of Sheffield, UK

This paper examines the positive approach of sex education to protect children from sexual abuse in the Kingdom of Saudi Arabia (KSA). Child sexual abuse has been shown to be less likely to occur when children are not ignorant of sexual matters (Halstead and Reiss, 2003), and there is evidence showing that high-quality education in this area is of significant value to children who may experience potential abuse (Finkelhor, 2007). In the KSA, 89% of parents are concerned about child sexual abuse, and it is hypothesized that this is a major motivation for parents in the KSA towards being in favour of sex education (Banunnah, 2013). The World Health Organisation has defined sex education as, the state of an individual’s well-being related to sexuality, with regards to the physical, emotional, mental and social aspects, whilst also noting that sexuality requires a certain positive approach (WHO, 2006. p.5). UNESCO (2009) similarly noted that sex education provides valuable opportunities for children develop their values and skills in this area, such as decision-making and communication, and to make more informed choices.

Therefore, this research is taking a socio-cultural perspective and highlights Islamic influences on sex education. Drawing on the analysis of questionnaire and interview data, it presents the beliefs, values and social and cultural world experiences of the participants towards this topic. This study is interpreted from sociocultural theory perspective. It is an interpretive research, with Mixed Methods research that questionnaire and interviews are used to collect the data. The findings have proved that if sex education is appropriate and accurate making and communication, and to make more informed choices. The findings have implications for inter-cultural contexts, and will be of interest to professionals involved in child protection and safeguarding, and in understanding the influence of religious beliefs and traditions on family and educational practices.
committing default in performance of duties specified in subsection (1), shall be liable to disciplinary action under service rules applicable to him/her. It is worth noting that the teacher evaluation will not only determine quality education; but also assess the success of the RTE Act at school.

Methodology: The reported study surveys the student evaluation of elementary school teachers in Kolkata, West Bengal (India). The tool employed is Teacher Effectiveness towards RTE 2009 scale (TERTES). The 4-point Likert scale is administered over the 1000 students of elementary classes/sections to evaluate 100 teachers working in the schools under Kolkata Municipality Corporation (KMC). The student evaluation of teachers, quantitatively, measures “teacher effectiveness” as an indicator. A regression model is developed to find out the effect and relation of occupational variables (i.e., Workload; Teaching experience and Class size) with teacher effectiveness.

Perceived outcome: The research outcome would trace: how do Occupational variables under study manipulate the teacher effectiveness. This practice of teacher evaluation, makes the students a stakeholder of teaching-learning practices and ensures their importance being the direct observant of what goes on in the classroom. Moreover, the regression model will analyse the reality of delegating workload (classes allotted per week) and class size with its deviation from RTE Act 2009.

Implication: The model developed for assessing Teacher effectiveness towards the duties laid in RTE Act 2009 would, primarily, determine the extent of the success of the said Act in Government/Government-aided schools under the catchment of KMC. On the basis of the empirical evidences, policy makers may recommend reforms for elementary school education in terms of distribution of class size as well as workload. The model would suggest: how teachers with experience may be saved from the stagnation. Finally, those with long years of teaching experience may be inducted to be mentor to young entrants in the profession.

Taking disadvantage seriously when assessing between-school segregation and school outcomes

Stephen Gorard; Nadia Siddiqui
Durham University, UK

This study is based on an ongoing ESRC-funded study of school intakes in England that includes the following research questions:

- 1) What is the pattern of pupil FSM ‘trajectories’ over their school careers? What are the characteristics of pupils who enter and leave FSM eligibility compared to those who remain eligible throughout their school life, those who have never been eligible, and those who are missing FSM data at some stage?
- 2) What difference does including pupil FSM trajectories make to the apparent patterns of segregation between school intakes? Are permanently eligible or missing-FSM pupils clustered in particular areas, types of schools or schools?
- 3) What are the patterns of attainment of pupils with different FSM trajectories? What are the implications of this analysis for instruments of policy such as the Pupil Premium gap?
- 4) What difference does including the FSM trajectories make to school average progress scores? Would instruments of school performance policy, such as progress scores, be fairer given more detail about the more precise level of relative disadvantage in school intakes?

Using NPD data from four age cohorts and tracking them from entering the school system until Key Stage 4 and beyond, we have identified a number of histories/patterns of FSM-eligibility (the FSM ‘trajectory’) for pupils. The resulting trajectories have been cross-referenced with everything else known about the individuals – including background characteristics such as ethnicity, plus school history, local geography, and their prior and subsequent attainment. It is clear that pupils known to be eligible for FSM for every year at school are much more disadvantaged even than those for whom FSM is a temporary phase. Other indicators of disadvantage grow with every year of FSM while attainment and progress at school decreases. The study also takes all missing data seriously, presenting what we otherwise know about students missing key data items.

This has implications for the existing and previously published patterns of FSM (and other) segregation between schools, and the finer grained composite variables created, including the FSM trajectories, are used as explanatory variables in assessing pupil attainment and progress scores at school. This changes our understanding of differential school effectiveness, and the early results have already been used in Parliament to assist the debate over whether increasing selection will also increase standards and social mobility.
Despite Central Government’s policy reversal regarding the blanket academisation of Local Authority schools by 2020, the trajectory towards conversion continues to gather pace. With 5905 converted academies open as of 1st December 2016, 18% (1062) of this figure again are in the academy pipeline. Compounding this broad structural reform school leaders face an uncertain landscape of performance benchmarking, particularly concerning coasting measures. At a local level, the shifts in viability and scope of Local Authority provision, and the emergence and influence of dominant service providers and Multi-Academy Trusts, disaggregate the nation-wide picture. Compounding this, demands on head teachers within a context of marketization are evidenced in the need to deliver across increasingly complex strategic objectives.

In a demanding and pressurized environment head teachers must act to ensure both short term success and long term sustainability. While guidance on academisation encourages close reflection on strategic alignment and internal capacity building the rapid pace of change, together with uncertainties around timescales, financial support and performance measurement, invoke a scenario for many schools framed by the seemingly binary decision as to whether to jump or be pushed into academisation. Yet, faced with such substantial diversity in local strategic conditions, and options, the decisions facing head teachers are far from binary, and little is known or understood about the drivers of strategic decision making amongst school head teachers.

This paper presents the emerging findings from a study on schools involved in processes associated with academisation. The study explored the complex interplay of national and local strategic drivers, and how these are interpreted by head teachers of different schools within a shared county context. Contextual and interview data from 20 head teachers of Hertfordshire-based Local Authority schools who have to make decisions about academisation in due course is analysed to provide new insights into the way local government, education service providers, existing Multi Academy Trusts and parents and students affect their decision making. This also includes the exploration of the way decision making of other local schools affects strategic choices, and the extent to which a snowball effect has impacted on individual trajectories towards academisation. In doing so the paper offers a contribution to understanding strategizing within government policy frameworks and local education contexts, focusing on strategic capability, accountability and control.

Research questions and methodology
The paper’s research questions are:

- To what extent can there said to be a North-South divide in performance in English schools?
- How do school leaders perceive such characterisations and how do they think they can be overcome?
- What do school leaders believe are the major challenges that schools face in the North of England?

The research adopts a mixed method design incorporating semi-structured interviews with school leaders and other school staff and in-depth analysis of school performance and Ofsted data in the three authorities. It draws on research into the factors supporting effective school to school collaboration and self-improvement (Ainscow, 2015; Hadfield & Chapman, 2009; Jopling & Hadfield, 2015;) and has a particular focus on how schools are approaching key challenges such as transition between primary and secondary education and improving key areas such as literacy.

Findings
The research explores school leaders’ attitudes to the North-South divide and concludes by suggesting a number of potential ways of leveraging support within and across schools to build capacity for improving outcomes for children and young people.

References
Policies to support flexible and technology enhanced adult learning: A comparative analysis across the Irish Higher Education Sector

Sarah Jane Cashman; John Wall
Waterford Institute of Technology, Ireland

There are many factors which increase the likelihood of successful implementation of technology enhanced learning initiatives in Higher education; including systems capacity, training levels, and both financial and technical supports. However, key to success is the existence of institutional policies that support implementation. The National Forum (2015), in a roadmap for the enhancement of digital capacity in Higher Education in Ireland, recommend the prioritisation of the development of ‘digital capacity’ in institutional policy.

Ireland is amongst the least likely countries in Europe to successfully implement technology enhanced adult learning, and the lack of relevant policy is identified as a significant contributor to this (European Commission, 2015). Despite these concerns, little is known about the true level of support for technology enhanced or flexible adult learning enshrined in institutional policies in Ireland.

This paper examines institutional policies across the higher education sector in the republic of Ireland to determine how institutions plan to support flexible and technology enhanced learning. A comparative analysis of the publically available institutional policies from each of the 7 universities and 14 institutes of technology will be presented.

Specifically, a documentary content analysis approach will be utilised to complete the comparative analysis. The results of the comparative analysis will be juxtaposed against evidence and knowledge from existing works identified through a literature review; to offer insight into how policies can be better shaped to support flexible and technology enhanced learning.

In conclusion, this project explores the levels of policy support for flexible and technology enhanced adult learning which exist across the Irish Higher education sector, and highlights the approaches that can be taken to develop supports through policy.

Fframwth Cymhwysedd Digidol: Rethinking Digital Competencies in the New Welsh Curriculum

Tom Crick; Gary Beauchamp
Cardiff Metropolitan University, UK

Since 2010, there has been significant scrutiny of ICT in education across the UK – from substantial (and ongoing) computing curriculum reform (Brown et al., 2014), through to the challenges of developing digital competencies of both teachers and students. Wales has taken a different path in rethinking its ICT curriculum compared to England (Crick & Moller, 2016); and is now in the midst of wholesale curriculum reform, with profound pending changes to the structure and monitoring of education, influenced by an ICT curriculum review (Arthur et al., 2013) and an independent review of the whole curriculum (Donaldson, 2015).

In this paper we reflect upon the process of developing a new Digital Competence Framework for Wales via a practitioner-led pioneer model of innovative leaders in their field, in partnership with key stakeholders. This group of “Digital Pioneers” – along with oversight from a quality assurance group - developed the Framework, which was made available from September 2016 (Welsh Government, 2016). For the first time – and unique in the UK – this framework places digital competencies on a par with literacy and numeracy as the three key cross-curricular priorities to be embedded across the entire curriculum, with all teachers having responsibility.

We present our first detailed analysis of this process based on semi-structured interviews with the core Digital Pioneer group and other key stakeholders (including policymakers and industry), as well as quantitative analysis of responses from a larger group of primary and secondary schools. This analysis leads us to introduce an emerging model of change, which identifies key features of this practitioner-led curriculum development model, and preliminary judgements about the success of such a model and its scalability.

References


In all teacher education institutions tutors, whether they have a strong background in ICT or not, are expected to embed ICT in the work they do with student teachers and in the way they prepare these students for the 21st century classroom. For over two decades, research has revealed concerns about pre-service course preparation to use technology effectively in the classroom (CEO Forum on Education and Technology, 2000) with many reasons being cited. However student teachers in the 21st century have few qualms about using technology and therefore one of the main challenges existing today for the Initial Teacher Education (ITE) tutors is sustaining pace with the advancement of new technologies and also supporting and guiding student teachers’ technological and pedagogical practices in the classroom.

This research is funded by SCoTENS and focuses on ITE courses across Ireland and NI. Two key research questions are the focus of this paper:

- To what extent are ITE tutors ‘technologically ready’ to use ICT in their own pedagogical practice?
- What challenges are faced by ITE tutors in terms of their own professional development in new and emerging technologies?

To answer these questions, an online survey based on Parasuraman’s (2000) National Technology Readiness Survey was administered to four ITE institutions eliciting responses from over 50 tutors. Indicators of optimism, innovativeness, discomfort and insecurity were established and respondents revealed their patterns of technology usage for preparing to teach and when working with ITE students. The extent to which ICT was a tool for content creation, presentation, assessment or creativity was investigated alongside their use of hardware (IWBs, iPads, VLE platforms) and subject-specific software.

Preliminary results indicate ITE tutors embrace ICT tools for the traditional uses of presentation on VLEs in their preparation for teaching, however they almost half also report its creativity value (iMovie, mind mapping) and their use of simulations and online assessment. Interestingly, the ITE tutors report much greater use of these tools when working with ITE students. Their pedagogical approaches appear to model good practice with all uses of the ICT being embraced apart from collaborative tools such as Google Hangouts or Skype. The latter may be indicative of the face-to-face nature of ITE training in the university context.

In relation to strategies to assist with their own professional development as a 21st century teacher educator, the majority of CPD comes from personal trial and error and friendship groups sharing good practice.

#framingfragmentsofthought - Exploring the role of social media [specifically Twitter], in developing emergent reflective practitioners in Initial Teacher Training (ITT).

Chris Warnock
Northumbria University, UK

This paper reports on a pilot study exploring the changing dynamic of teacher education; considering the relevance of digital pedagogical changes offered by social media [specifically Twitter] in course instruction; and the development of emergent reflective practitioners in Higher Education (HE).

#framingfragmentsofthought investigates Initial Teacher Training (ITT) undergraduates’ propensity to reflect upon professional practice; utilising social media networks [specifically Twitter] as a professional learning and/or teaching tool to engage in reflective commentary around a specific topic of interest, tied to knowledge construction and module assessment measures. Thus exploring whether collaboration in the social network [acting as a community of practice] enables reflective discourse and analysis of professional practice with emergent practitioners in ITT and whether this instigates pedagogical change; measured via the following hierarchical river: description; analysis; evaluation and synthesis of knowledge.

The explicit theoretical framework associated with social media usage in HE and reflective discourse and analysis required the parameters for inclusion of to be refined to a degree whereby the range of literature analysed comprises both the traditional [peer-reviewed academic journal] but also the non-traditional, [grey literature] led primarily by the nature of the subject matter of the study; social media [specifically Twitter].

ITT students formed a participatory focus group for this small-scale study [approached through a social constructivist paradigm] and engaged in active learning through sustained Twitter interactions. This produced transparent qualitative data for thematic content analysis; through an inductive lens, in order to identify probable conclusions from the evidence presented by the #Twitterfail.

This pilot study acts as a primer for examining the application of social networks in HE, concurring with findings from existing research in the field. Although suggestive of educational benefits, influencing learning through the potential for; facilitating engagement, active collaboration and reflection on/in professional practice, limitations in generalisability and validity remain. Subsequently this approach would benefit from further investigation, through longitudinal study of a broader structurally representative population, to impact upon critical thinking and reflexivity in praxis to reliably inform practice change.

Additional themes arising; identified the potential influences of tacit knowledge, professional identity, emancipatory learning and social capital upon the patterns of interaction and agency within the social network and the impact this has when engendering reflection upon professional practice - all offering the researcher promising avenues for future study.
Examining the representation of fundamental British values: *What are the most prominent images used for display boards in the primary school?*

Marlon Moncrieffe, Audrey Moncrieffe
University of Brighton, UK

*The Prevent Strategy* (2011) is an educational and safeguarding policy which directs schools and teachers in their practice and pedagogical approaches to teach children about fundamental British values through understanding the history of British democracy, tolerance, justice and equality (DfE, 2014). A key aim of *The Prevent Strategy* (2011) is to arrest the potential of children in Britain becoming radicalised by extremist political organisations (Boronski and Hassan, 2015; DfE, 2014; Lander, 2016). Despite the government offering examples of actions that schools and teachers can take to promote fundamental British values, our research has indicated that the construction of the school display board has been widely applied by primary schools as a visual representation of the fundamental British values (DfE, 2014). Our paper presents research into the choices made by teachers for display boards representing fundamental British values. We report on the most prominent images displayed and discuss the extent to which they represent fundamental British values in their breadth and universality. We consider what may be the subliminal message of the collective images chosen by schools to represent a story of fundamental British values.

References


The Conflicted Other in Policy Making: Focusing on Art & Design Education

Miranda Matthews
University of London, UK

Between the domains held by advisory policy makers for education, senior leadership teams and practitioners there exist perpetual tensions. This paper explores the problematic of intersubjective relations in policy making for art and design education.

Drawing on interview data from policy makers for art education and sixth-form college senior management figures, I argue that subjects charged with the power of decision making for policy identify a salient oppositional figure, group or organisation. This observation corresponds with Sartre’s existentialist perspective of subjectivity, that presents the self as defined in conflict with the Other, who obstructs their freedom - as chosen decisions and actions. This paper demonstrates the mechanisms of the conflicted Other operating in intentionally different professional domains. I will explain how this research activity presented a discursive space, for participants to identify perceived barriers to creative freedom and collaborative working in art education.

The impact of self-definition through difference is analysed in relation to the barriers to effective intersubjective relations in policymaking, through a review of Sartre’s texts and their interpretations in relevant literature. *Conflicted Otherness* is discussed in connection with the limited consultation and implementation phases of policy, and fleeting interpersonal connections. Sartre’s theory is placed in relief with Heidegger’s concept of ‘being-with’ others, as a communitarian perspective, and with the Foucauldian emphasis on intersubjectivity as a network of power relations.

Data presented draws from interviews with 6 policy makers and 2 figures in senior management: including 2 senior advisers working on art and design curriculum development, 2 regional arts advisers, a senior figure in an art education organisation, an LEA councillor, and 2 Assistant Principals at a London sixth-form college. In a cross-domain thematic analysis, polarised subjectivities are observed in the responses of a senior advisory policy maker and an Assistant Principal. Following interviews initially carried out in 2009, the participants were revisited in 2016 and their changing positions are theorised in relation to the changes in policy ethos and resourcing for art education in the intervening period.

This paper analyses the forms of othering which have occurred as the territory of art education has become more embattled, and argues that if difference is an inevitable feature of being, then encouraging creative diversity in the curriculum could play an important role in strengthening
Inclusion or bust: Students with complex and severe behavioural needs’ experiences of mainstream and residential schools in New Zealand

N. Ruth Gasson; Lara J. Sanderson
University of Otago College of Education, New Zealand

In keeping with the international move towards inclusive education, an Intensive Wraparound Service (IWS) has been established for New Zealand students who are at risk of institutional placements, or who are transitioning back to the community from institutional placements, and some residential special schools have been disestablished. IWS is an ecological model centred on students, their families, and schools. It has links to community and welfare agencies that work with families to promote the best interests of students. A team including representatives from schools, families, and other relevant agencies, led by a psychologist based at the Ministry of Education, develops an individual plan for each student. Lead workers are expected to ensure the plan is implemented, and the school manages funding.

This paper is based on a study of 15 students from one residential behaviour school for boys. Their experiences were explored as they transitioned to regular schools with IWS support, following the closure of the special school in 2013.

Students, their caregivers, and school personal were interviewed near the beginning of 2014, and again towards the end of the year. Interviews were based around three open-ended questions:

- What were the experiences of students and parents/caregivers before the students enrolled at the residential school, and the events leading up to enrolment at the residential school?
- What were participants’ experiences of the residential school, and their responses to its closure?
- How did they experience the transition to the mainstream school, and IWS?

Where caregivers could be contacted, and if they agreed, follow-up phone interviews were carried out during 2015 and 2016.

Transcripts were analysed thematically, and each boy’s transition was treated as a separate case. Students’ interviews were additionally poetically transcribed to “bring their message forward”, and to create an inclusive research process that valued their voices among louder adult voices.

For most students, experiences at the residential special school were more positive than their experiences in regular schools before or after IWS. Their experiences with IWS support were more positive than their experiences in regular schools before IWS, but they often fell short of the rhetoric in the official documents.
Some schools were ultimately unable to cater for the student with extreme behavioural disabilities as well as other students, and chose to cater for the majority. This paper provides a brief overview of the findings, and details the experiences of two students.

15:50 - 16:50  
Inclusive education with diverse learners & contexts  
(Inclusive Education)  

Session Type: Inclusive Education  
Discussant(s):  

15:50  
Contextualizing Leaders’ Attitude toward and School Challenges in Inclusive Education: The case of Guam and Hong Kong  
Kim Fong Poon-McBrayer  
The Education University of Hong Kong, Hong Kong SAR  

Enormous variation exists among nations and regions in their inclusive education provisions. In addition to comparisons based on policy documents and figures, in-depth and contextually grounded comparative studies involving qualitative data based on stakeholder’ experiences are needed, especially between western and Asian regions or nations where socioeconomic and cultural contexts vary greatly. The impact of contextual factors is particularly essential because educational provisions are results of national values, culture, economy, and social development. In addition to comparisons based on policy documents and figures, in-depth and contextually grounded comparative studies involving qualitative data based on stakeholder’ experiences are needed, especially between western and Asian regions or nations where socioeconomic and cultural contexts vary greatly. This qualitative study thus compared the conceptualization of inclusive education and elements that affected inclusive education in Guam and Hong Kong where vastly different socioeconomic, and cultural contexts were present. Two research questions guided the interview protocol and data analysis: (1) How do school leaders perceive inclusive education and what contextual factors have affected their conceptualization in the two regions? (2) What are the challenges and what factors have contributed to those challenges in the two regions? The semi-structured interviews of school leaders permitted an in-depth understanding of these contexts. Two major themes emerged from findings: (a) decisions to participate based on legislations for Guam versus social and cultural factors (e.g., Confucianism and low birth rate) for Hong Kong; and (b) geographical isolation, immigration restrictions, and district policies as unique challenges to Guam versus the elite education system and privatization as key challenges in Hong Kong’s spread of inclusive education provisions. Findings affirmed the significance of contextual analysis in understanding the conceptualization and practices of inclusive education in the two study sites. It was concluded that more cross-national qualitative studies are needed to examine contextual factors for meaningful understandings of school reform policies, practices, and challenges.

16:20  
Exploring inclusive dispositions in socially diverse schools  
Manuela Mendoza  
UCL Institute of Education, UK  

Drawing on the current global context, which is moulded by a tension between national ideologies driven by democratic values and the challenges posed by increasing levels of social diversity, the paper reflects on the ways social diversity in a school may shape particular subjective dispositions to otherness on students and parents. The paper discusses literature around school mix (the school’s social diversity) and school mixing (the interactions between students/parents from different backgrounds), and the possible relationship with the development of democratic and inclusive attitudes. Studies addressing the possible effects of school mix on democratic learning argue that both inclusive and exclusionary dispositions may emerge depending on the form heterogeneity takes, particularly depending on the form heterogeneity takes, particularly depending on whether there is school mixing or not. Based on Pierre Bourdieu’s concept of habitus or dispositions and Wendy Bottero’s interpretation of it, the paper outlines an analytical framework to conceptualise the possibilities for subjectivity to change and, eventually, for inclusive dispositions to emerge through the experience of social difference. This discussion will be illustrated by the case under study in a research about friendship in socially diverse schools: the Chilean educational system. Chile is a key country to observe not only an exceptional socioeconomic educational segregation (the most segregated among OECD countries) but also an unusual process of educational reforms attempting to promote inclusion and diversity of school populations, which renders it a privileged lab scenario to explore potentialities and limitations to take advantage of such a diversity.

The research questions are: a) How are the family dispositions towards school mix and school mixing in a socially diverse school in Chile? And b) what are the school and family processes shaping families’ dispositions towards school mix and school mixing?

An ethnographically oriented case study will be carried out between February and July in one school with high levels of social diversity. I will conduct systematic organisation of institutional documents, qualitative observations of the installations, and in-depth semi-structured interviews and informal conversations with five teachers, the principal and two deputy principals. Also, I will select six families of the same grade (students aged 10-11) from different social classes and I will conduct repeated in-depth semi-structured interviews (at least two) with the parents, as well as informal conversations and friendship map drawings with the students. In addition, I will conduct qualitative observation to explore children’s interactions in the school’s playground and classrooms.

15:50 - 16:50  
Changing perspectives on literacy teaching  
(Literacy and Language)  

Session Type: Literacy and Language  
Discussant(s):  

Chair(s)/Convenor(s)/Facilitator(s): Janet Soler
Janet Soler
The Open University, UK

This paper will look in greater depth at the links between the growing dominance of educational psychology, and the associated political transformations and state policies related to early reading processes and reading difficulties. It aims to contribute to a deeper understanding of how this period shaped the ways in which we have come to think of, speak about and judge children’s early reading achievements, and difficulties. During this period the expanding field of educational measurement, and a psychometric approach in education came to inform our professional understandings of the teaching of reading and literacy in the early years.

The professional discourses related to the teaching of reading and literacy related activities during this period has contributed to generally held ‘common sense’ notions of how we currently conceptualise reading and literacy achievement in the early years of primary schooling. In this paper, I will focus on how the ‘scientific practices’ related to the ‘psychological discourse of the individual’ and the associated influences of psychometrics and psychometry (mental testing) influenced the professional conceptualisation of early reading, and ‘struggling readers’. These discourses are highlighted because as the assumptions underpinning them also influenced the subsequent conceptualization of ‘learning disability’.

These professional discourses will be traced through an in depth examination of documentary evidence from academic journals and professional publications from the 1930s to the 1970s. Investigating the historical trajectory of the political positions embedded in the discourses associated with the ‘psychology of the individual’ and psychometry with its dominant concept of intelligence, enables us to problematise the influence of psychology upon our own understandings of early reading and literacy difficulties. In taking this ‘history of the present’ approach it is possible to interrogate the taken for granted assumptions and views of reading, literacy and literacy difficulties often made by educators, professionals and practitioners who currently work in the field.

This paper will argue that the boarders between viewing literacy as a cultural social practice and viewing literacy as an economic imperative which needs to be regulated and prescribed were established in the early to mid 20th Century. This enabled and supported the current intimate relationship between specific societal expectations regarding reading and literacy achievement and increasing constraints on the teachers’ professional autonomy.

Exploring the role of language in developing learner conceptual understanding

Pauline Palmer; Sarah Lister
Manchester Metropolitan University, UK

There is currently a focus on the importance of learners developing deep conceptual understanding of subject content, for example, the move to secure mastery in mathematics, Drury (2014). Moreover, mastery of languages, whether one’s own, native language or of a second language, requires learners to express their understanding at an appropriate cognitive level, given their stage of development. To do this, learners must be able to select a language function suitable for the context and content in question.

Our academic research looked at the impact of using a Content and Language Integrated Learning (CLIL) pedagogical approach on learners' ability to communicate their ideas and to demonstrate the depth of their conceptual understanding. We used a pluriliteracies framework, devised by Coyle, Halbach, Meyer, Schuck and Ting (the Graz group: 2015). This framework concerns the development of learner knowledge and understanding, recognising the important role of language in shaping thinking. The Graz group claimed that, in order to act like a mathematician or scientist, learners need to select the appropriate style, genre and mode in order to communicate their ideas. A pluriliteracies approach focuses on developing literacies for purposeful and appropriate meaning making in subject disciplines/ thematic studies across languages and cultures. It is predicated on the principle that the primary evidence of learning is language (Mohan, 1986) which, in turn, mediates and structures knowledge in culturally determined ways, Coyle et al (2015).

Our study related to our Knowledge Transfer Partnership (KTP) with a software development company. The aim of the project was to produce web-based games that enabled the teaching of mathematical concepts through the medium of French. Data collected included observations, field notes and semi-structured interviews with teachers and learners. There was clear evidence that the learners showed an increased ability to articulate their understanding of mathematical concepts in both the second language and their own first language. They demonstrated higher order thinking skills associated with mastery as they progressed through the games. Language played a key role in the development of their thinking about subject content and concepts.

References


15:50 - 16:50  
**Literacy as social practice**  
(Literacy and Language)  
Session Type: Literacy and Language  
Chair(s)/Convenor(s)/Facilitator(s): Lucy Henning  
Discussant(s):  

### 15:50  
**Effective Teaching of English literacy in the context of South Korean state primary schools**  
Suhae An  
UCL Institute of Education, UK  
This paper investigated how English literacy was taught and learnt in the South Korean state primary school context. English started to be taught as one of the compulsory subjects at primary school levels twenty years ago. According to English curriculum of South Korea, which have emphasised on building communicative competence, more focus is on spoken language rather than on written language. The excessive emphasis on spoken English has been leading to the tendency of neglecting literacy relatively. In this context, it became the starting point of my study to understand the biggest difficulties teachers faced in teaching English literacy. Along with the ways they dealt with the difficulties, teachers’ and pupils’ perceptions on effective English literacy lessons were explored. Their perceptions were useful in understanding how English literacy was perceived and taught in the given context. These perceptions were supported by observing the practice of English literacy lessons. The results of class observation were analysed according to sociocultural perspectives on how teachers mediated pupils’ English literacy learning. This research was conducted in nine state primary schools, Seoul, using a mixed method approach: 880 pupils were selected for the questionnaire surveys, 25 pupils for interviews, 16 teachers for the interviews, and 12 lessons for observation. In order to investigate teachers’ general perceptions, experiences and preferences, the questionnaire surveys were carried out with 191 state primary school teachers throughout Seoul. The findings of the study consist of two main parts: teachers’ difficulties and the ways to deal with them; and the practice of effective English lessons. First, teachers’ challenges in teaching English literacy were caused by two primary factors: the differences among pupils’ English proficiency; and the differences between the national curriculum or textbooks and pupils’ needs or levels. Second, from teachers’ and pupils’ perceptions and class observation, teachers were seen to use diverse means for mediating pupils’ English literacy learning. Teachers tried to mediate and scaffold pupils’ learning through various materials and activities to help pupils learn English literacy in more effective and interesting ways. They also recognised the importance of active interaction with pupils or pupils-to-pupils interaction, and offered many opportunities to facilitate interaction.

### 16:20  
**Young children’s interpretations of being grouped for literacy teaching in a London primary school**  
Lucy Henning  
Roehampton University, UK  
Thirty years of education reform in English and Welsh state primary schools has placed increasing emphasis on ensuring the youngest children in compulsory education move towards defined and measurable national standards of literacy acquisition. This has involved a) an emphasis on schools’ compliance with programmes of prescribed ‘best-practice’ pedagogy for literacy acquisition; and b) the holding of schools to account via statutory testing and assessment. However, little is known about how the youngest children in compulsory education understand the process of being taught to read and write in school under these conditions. This paper draws on an ethnographic study of five-year-old children encountering the formal literacy curriculum in a London primary school in their first year of compulsory schooling. The study took a Literacy as a Social Practice (LSP) perspective to explore the relationship between the social context of schooling and the literacy practices young children reproduced in the classroom. Analysis of a range of data - including video and audio recordings, interviews, photographs and documents - supported a detailed and careful investigation of the literacy practices the children reproduced in order to engage with school-assigned literacy tasks. The study found that the children’s interpretations of their experience did not necessarily align with those of the adults concerned with children’s literacy acquisition. This paper focuses on the children’s interpretations of the adults’ practice of organising young children by grouping them according to their perceived levels of ‘attainment’ or ‘ability’ relative to established ‘norms’ of literacy acquisition. Such practices are viewed within schooling as a valuable method of ‘tailoring’ children’s learning more precisely to ‘need’ (DCSF 2009). However, analysis of the data suggests that the children’s interpretations of such groupings: a) associated evaluations of individual children’s moral worth with their appointment to particular groups; b) informed the exclusion of children ranked as ‘lower attaining’ from examinable group literacy tasks; and c) prompted competitive participation in schooled literacy. Such interpretations are insufficiently understood and accounted for in the development of schooled policies and practices intended to support young children’s literacy acquisition in schools. I conclude that more research is needed into young children’s perspectives on the process of being taught to read and write in schooled institutions and the effect of these interpretations on their developing practices of literacy.

*Reference: DCSF (2009); Breaking the Link Between Disadvantage, Everybody’s Business; Nottingham: DCSF Publications.*
Introduction
Research has shown a link between practitioner stress/burnout and poor patient care. Contributory factors to high stress levels amongst doctors (such as heavy workload and economic constraint) are well documented. Less is known about educational interventions that may help doctors to recognise and manage the harmful effects of stress in their own practice. This paper presents findings from a mixed methods study which investigates the pedagogic features of successful educational interventions to manage/prevent workplace stress for clinicians. It also explores wider contextual factors affecting learning and outcomes.

Methods
This ongoing study has three components,

- A systematic thematic synthesis of national and international research concerning the pedagogic features of successful educational interventions on stress management for doctors (completed).
- Focus groups with medical educators concerning their experiences and views on workplace stress and related interventions (March 2017).
- An online Delphi exercise with approximately 40 contributors, including medical educators, healthcare employers and international experts (Spring 2017).

Results and Discussion
After screening, 42 papers were included in the systematic review. These reported primary research/evaluation into stress management interventions for doctors. All reported positive outcomes in terms of stress reduction, or other related indices. Pedagogic approaches could broadly be divided into: Learning to relax/personal stress reduction (including Mindfulness); Support groups (including Balint groups); Curricula, training or tutorials for medical trainees/staff; Cognitive Behavioural Coaching; Personal therapy and Reduction of external stressors through identification/problem solving.

Interventions spanned several specialisms and were provided for trainees, qualified doctors and multi-professional team members. Interventions were offered at three levels: primary (to prevent harmful stress from occurring), secondary (targeted at ‘at risk’ doctors) and tertiary (support services for those experiencing difficulties). Only a small number of UK based interventions were included in the review, interventions offered within the US, Australia and Scandinavia were more frequent.

Combining findings from the thematic synthesis, with those from focus groups and the Delphi exercise, the paper will consider which types of intervention appear to work well for whom (e.g. more experienced staff versus medical trainees) and in what ways (e.g. reduction in measured stress levels versus improved work satisfaction), reflecting on the differing foci and associated outcomes of various pedagogic approaches. The paper also reflects on whether the geographic spread of included interventions may be linked with wider societal narratives about the nature of stress, wellbeing, the caring professions and about who should care for doctors themselves.

Engaging with the immanence of clinical encounters: the role of the affective dimension in surgeon education

Arunthathi Mahendran
Goldsmiths’ College, University of London, UK

“Everybody thinks that a ruptured aneurysm is so exciting and you want to do the surgery. What I hadn’t realized back then, was that those patients, who couldn’t be saved by surgery, don’t die that quickly. . . They’re still alive the next day. What do you do then? You’ve already told the family and relatives the night before that the prognosis is very poor. But now. . . can they go home? Can they die at home? These families. . . I want to spend more time with, because I can’t fix the problem with an operation. . . and they need so many more answers. . .”
(Miranda, Consultant Surgeon)

The above interview excerpt illustrates the aim of this study: to contrast the construction of medical knowledge that surgeons must acquire to practice, with the kind of knowing that arises unpredictably, through actual events of surgical practice. In actual clinical encounters, surgeons may be forced to respond, act and think in ways that exceed the approved teachings of surgical knowledge and technical skills. The research investigation analysed surgeon interviews and training materials using a philosophical framework constructed on theories of ‘affect’ and ‘becoming’ from Alfred North Whitehead, Gilles Deleuze, Brian Massumi and Gilbert Simondon.

Miranda above, expresses through her encounter with a life-threatening condition, the limitations of her authorized training. The formal skills and knowledge, do not adequately prepare her for coping with the complexities that arise when encountering an actual event of practice. As such, I argue that the kind of knowledge that emerges from an engagement with the immanence of a surgical encounter, is central to the ontological task of becoming a surgeon and is therefore, a crucial pedagogic dimension of such becoming.

This approach does not diminish structured programmes of education and training. Instead, I advocate reconfiguring the dominant models of surgical teaching and learning to include pedagogies that are sensitive to the immanent nature of clinical relations and practice.

The research study identified affective relations that form and develop within the local flows of experiencing of an event of practice. These forms of ‘thinking-feeling’ (Massumi) contribute to the entangled subjectivities and heterogenous obligations that can expand surgeons’ capacities of becoming. A pedagogy of the surgical event attempts to engage with a learner’s ideas and intensities of experience, triggered by the affective connections that arise when coping with the ‘thinness’ of contingent events of practice. This study concludes that affective experiencing is a critical precursor to clinical strategies.
15:50 - Morality and the classroom

Session Type: Philosophy of Education

Chair(s)/Convenor(s)/Facilitator(s): Alison Taysum

Discussant(s):

15:50 Empowering young people to develop their own moral blue prints for Dewey's democracy in education

Alison Taysum
University of Leicester, UK

The paper presents a synthesised theoretical framework of Dewey’s Moral training (Dewey, 1909) with Democracy in Education to empower young people to develop their own moral blue prints for democracy in education in multicultural, intergenerational communities (Wheeler, 1977).

Dewey’s moral training and democracy in education were developed in the early 20th Century, but this paper will reveal how infusing students’ moral training into the curriculum is necessary to realise democracy in education in the 21st Century.

Dewey (1916) identifies not all social groups aim for democracy. These groups wish to be Masters of others through strength and their right does not connect with the rights of all, and duty is transformed into obedience by those the Masters dominate. Toxic groups of Masters who reject equity, engage in struggle with those of different interests with no overarching global principles, or laws. Society as a collective noun which might be seen as ideals of welfare, and loyalty to the public good, can be replaced by a Master – slave relationship. Society might be made of many small societies of sub-divisions held together by varying languages, religions, moral codes, and traditions (Dewey, 1916, p.38), race, ethnicity, and legal status such as citizen, or refugee.

To arrive at the synthesised the framework the paper provides a critical reading of Dewey’s (1909) moral training to reveal how it develops instinctive habits to make delicate intellectual, emotional and ethical judgements. Such habits have the potential to empower the individual in many small societies and one large society, to move from abstract theory to discerning delicate judgements in practical situations. The paper then provides a critical reading of Democracy in Education (Dewey 1916) to reveal how school governors, leaders, teachers, students, and parents need to conduct philosophical inquiries into their participation in their schools’ processes and practices. The synthesised framework reveals how participatory community philosophical inquiries enable young people to engage with delicate critical reflection of their moral and ethical reactions to their own acts, and the acts of others. Such critical reflection enables young people to recognize how others value their acts, and how they value their own acts. Thus the synthesised framework of Dewey’s moral training with philosophical inquiries for democracy in education empowers young people to develop their own moral blue prints for democracy in education in multicultural, intergenerational 21st Century communities.

16:20 The power of a promise in teacher ethics?

Ruth Heilbronn
UCL Institute of Education, UK

How might teacher educators help new teachers to be good teachers, to prepare for the ethical life of the classroom? Teachers face performativity pressures which can make them wary of deviating from a well-ordered plan. Not having time to follow the affordances of the moment can detrimentally effect teachers’ relationships with students.

Some have argued that ethics provision should be built around codes of conduct, such as in other professions and international jurisdictions. Ethics education may also be interpreted as preparation for working in a relational practice. These ways of thinking about ethics education are inter-related. Codes of practice outline professionally acceptable behavior but are limited, giving general rules without context specificity. Professional practices take place in contingent and complex circumstances and judgement is required to apply rules.

If the nature of teaching is such that it concerns human practices and codes are such that they cannot be instrumentally applied to human practices, what is the point of a code? One answer is their regulatory usefulness, e.g. in disciplinary procedures. They are evidently limited however in their use in the formation of teacherly character - ‘teacherly character’ here implies virtuosity. To communicate to and with beginning teachers about what is implied in behaving ethically in their professional life, these teachers need to be engaged fundamentally, ontologically, whereas to relate to a code of practice is to engage cognitively. This is why we need to speak of formation.

An alternative to a code of practice might be an ‘oath’ such as the Hippocratic oath sworn by the medical profession to ‘Do no harm’. Some elements in swearing an oath might help teachers in the formation of teacherly character, in that in swearing an oath one makes a promise in front of others and speaks out words that have been brought to the present moment through the ethical acceptance of the communities of that practice.

The oath swearing idea raises many questions, such as how could it capture the complexity of what teachers are and do; how would the oath be chosen; to whom and how would it be sworn; what teacher education would be needed to prepare for it?

The paper draws on the literature around the ethics of the practice and provision of ethics education in teacher education, including reporting on findings from a recent research project and reflecting on examples of codes from other jurisdictions.
The Use of Digital Technologies in Physical Education Contexts

Session Type: Physical Education and Sports Pedagogy

Chair(s)/Convenor(s)/Facilitator(s): Corina van Doodewaard

Discussant(s):

"Of course I ask the best students to demonstrate!" Digital normalizing practices in Physical Education.

Corina van Doodewaard1; Annelies Knoppers2; Ivo van Hilvoorde3
1Windseshim University of Applied Sciences, Zwolle, Netherlands; 2Utrecht University, Utrecht School of Governance, Netherlands; 3Windseshim University of Applied Sciences, Zwolle & VU University,Amsterdam - Faculty of Behavioral, Netherlands

In recent years, more and more Physical Education (PE) teachers are using digital technology for instruction or feedback during their PE lessons (see also Casey, Goodyear & Armour, 2016). Easy accessible apps and software, together with the popularity in the use of cameras of smartphones and tablets, seem to offer opportunities for PE teachers to expand their curriculum. Yet, relatively little research has focused on the consequences of the use of such technologies for the perceptions of student bodies. Contextual research in PE suggest the presence of a hidden curriculum that (re)produces inequalities among students through dynamics such as communication and/or visualization of desired bodies (Flintoff & Fitzgerald, 2012; Hill & Azzarito, 2012; Van Doodewaard & Knoppers, 2016). The current study explores the hidden curriculum involved in the selection of students to model desirable skill performance.

The purpose of this study was to explore discourses that guide teachers in their constructions of bodies they select to use in instructional videos for PE, and the possible consequences these selections may have for the privileging and marginalizing of certain students.

This research was conducted with Dutch physical educators in secondary schools who produce instructional videos for their lessons. We used video-stimulated recall using their own instruction videos to interview six PE teachers about their selections. We subsequently organized four focus-group discussions (5-8 teachers) to discuss the findings. We analyzed the data inductively by open, focus and selected coding (Boeije, 2005) and looked for themes in the rationalities the teachers used about selection. Two themes emerged from the data: degrees of ability and degrees of resilience.

Results show that teachers categorized desirable bodies for instructional videos using dominant and intersecting discourses of ability, gender and ethnicity. We explain and explore these findings and discuss their implications for the privileging and marginalization of certain students. We conclude that these practices of creating and using instructional videos are not neutral but support a hidden curriculum that disadvantage and favor specific groups of students.

The role of PE teachers in enhancing situational interest through video feedback

Cedric Roure1; Jacques Méard2; Vanessa Lentillon-Kaestner2
1Catholic University of Louvain, GIRSEF, Belgium; 2University of Teacher Education, State of Vaud, Switzerland

The increased availability and development of technologies in physical education (PE) gave teachers the opportunity to enhance teaching and learning, providing motivating and innovative experiences for students (Casey, Goodyear & Armour, 2017). One of the most common technology used during PE lessons is video feedback. Although many studies in PE have revealed the positive impact of video feedback on students’ motivation and learning (e.g. Palao, Hastie, Cruz & Ortega, 2015), none study has compared the effects of different conditions of video feedback use on students’ situational motivation. This is surprising given that technologies such as video feedback are typical conditions that can elicit from students an immediate and affective reaction to the content, which is the characteristic of a situational motivation. Defined in PE as “the appealing effect of the characteristics of an activity on an individual” (Chen et al., 2006), situational interest (SI) has been used to interpret motivation in task engagement. SI is assumed to be transitory, environmentally activated, and context-specific. That is, SI is typically viewed as a powerful motivator for students when they are engaged in a specific activity such as analyzing video feedback. Taken this into account, the purpose of this study was to compare the effects of three conditions of video feedback use on students’ SI. Participants were 361 secondary school students (Mage = 13.02, 11-17 years, SD = 1.48, 47.3% boys) who practiced technical skills in gymnastics. They were assigned to three groups comparing various conditions of video feedback: a first control group (N = 92) without video feedback but with teacher feedback, a second group (N = 139) with students analyzing their video recording solely, and a third group (N = 130) with teachers comments on students’ video recording. They responded to the French 19-item SI scale (Roure, Pasco & Kermarrec, 2016) after practicing the learning tasks in gymnastics. A multivariate analysis of variance was used to compare SI scores between the three groups. The results revealed that students perceived higher SI scores in the third group compared to the others two groups. Results are discussed regarding the critical role of PE teachers in enhancing SI through video feedback in PE lessons.

Physical Education Teaching Quality

Session Type: Physical Education and Sports Pedagogy

Chair(s)/Convenor(s)/Facilitator(s): Martine Duggan

Discussant(s):

Developing models of CPD to support the delivery of high quality PE teaching in primary schools
This presentation reports on the interim findings of a mixed methods research project conducted by Bath Spa University and the Football Association. The research explores primary teachers’ understandings of what constitutes high quality PE teaching and aims to establish effective CPD models for improving teachers’ confidence and competence to teach this subject.

The annual funding for the Primary School PE and Sports Premium (PSPESP) is £320 million, with money going directly to schools to improve their PE and Sports provision. The Government requires schools to invest the funds wisely to ensure sustainability, e.g. up-skilling teachers to be able to deliver high quality PE and sport activities for all children. The research builds on the premise that high quality PE teaching is underpinned by the same set of pedagogical principles integral to other core subjects. The aim of the research is to foreground the shared nature of these principles and to improve understanding of how these principles can be translated into practice within the context of PE. The case is made that the most effective use of PSPESP is for teachers to receive CPD, which supports understanding of how to prioritise and embed these principles into teaching.

The research: A questionnaire was administered to a sample of 500 primary school teachers to gauge respondents’ understandings of what constitutes high quality PE and to measure participants’ self-assessed levels of competence and confidence to teach this subject. This qualitative and quantitative exercise was followed by the intervention, where 6 groups of 20 teachers took part in a six-hour CPD event known as ‘FA Primary Teachers Award’. The model of CPD varied between groups. For example, some groups were encouraged to complete a reflective journal for six weeks after the course, to record the challenges and barriers to implementing ideas and translating key learning into practice. Other groups were given additional input during the actual course on how to develop their skills to positively impact colleagues’ PE practice. All six groups completed a post-intervention questionnaire six weeks after the course. The data was analysed to look for shifts in participants’ understanding of what constitutes high quality PE and to establish whether the self-assessments of their levels of confidence and competence had changed. A sample from each group was interviewed and the emergent themes/findings from the analysis of these semi-structured interviews and the other research methods will be shared, along with initial conclusions.

Teaching as assemblage: Negotiating teaching and learning in physical education teacher education

Mats Hordvik1; Ann MacPhail1; Lars Tore Ronglan1
1Norwegian School of Sport Sciences, Norway; 2University of Limerick, Ireland

Background: Strom (2015) advocated for an ontological turn in teacher education research that focuses on the process(es) of teaching, rather than the outcomes alone. She encouraged researchers to investigate and document interactions between teachers and students, and the ways that multiple classroom-level elements shape teaching practice.

Theoretical framework: Rhizomatics emphasize interconnections between multitudes of elements interacting in a given social situation (Deleuze & Guattari, 1987). We used the rhizomatic concept of ‘assemblage’ to analyze the experiences and practices of a teacher educator and a group of pre-service teachers (PSTs).

Purpose: How do a teacher educator and PSTs negotiate their teaching and learning as they construct their practices? We provide insights into the interrelated processes of teaching and learning about teaching to build on our knowledge of the interactions and negotiations that occur at the classroom level.

Method: Grounded in the self-study methodology, this study included one teacher educator and twenty-one PSTs taking part in two physical education teacher education (PETE) modules. One module focused on the pedagogical content knowledge of games (divided into two periods), with the PSTs carrying out their school placement (a second module) in-between the two periods. Data collection conveyed the first authors’ reflective diary, video and audio of the university PETE module classes, focus groups with the PSTs and coursework. Data analysis employed situational analysis and rhizomatic mapping (Strom, 2015).

Findings: Two interrelated factors, operating at various levels, influenced the negotiation of teaching and learning about teaching: (1) contexts (e.g., university vs school reality), and (2) relationships between different actors (i.e., teacher educator, PSTs, students, and school mentors). The PETE assemblage generated a nuanced view of the production of teaching practices and a more complex understanding of teaching and learning in (PE) teacher education.

Discussion/Conclusion: We propose the self-study methodology as a ‘signature pedagogy’ (Shulman, 2005) of (PE) teacher education that supports the non-linear and complex nature of teacher education practice, while challenging ‘striated spaces’ (Deleuze & Guattari, 1987) within the field. We suggest that self-study should be an integrated part of every induction and professional learning programmes for teacher educators.

References


The Irish Further Education and Training (FET) sector, as a distinct and official sector of the Irish national education system, came into being in 2013. It provides full and part-time, accredited and non-accredited, formal and informal education and training opportunities to groups and individuals over the age of 15. Accreditation is offered between Level 1 and 6 on the National Framework of Qualifications (EFQ Level 1 – 5).

Just as Irish FET programmes are diverse, so too are FET practitioners in terms of their own education, training, professional qualifications, career goals and values and beliefs about learning and teaching. Research on the post-2013 sector as a whole remains limited and there is currently no published research in relation to the identities of Irish FET practitioners.

Contextual data in relation to the Irish FET sector and issues of importance to FET practitioners was gathered through an initial small consultation, followed-up by a larger on-line survey. Narrative interviews were then engaged for a more in-depth exploration of professional identities held by FET practitioners.

**Findings**

Major sectoral changes have been made since 2012, yet the preliminary research findings to date suggest that, contrary to expectations, these changes have had little or no direct impact on the working lives and identities of FET practitioners on the ground. Instead the research participants emphasise the importance to their identities and lived professional experiences of immediate and everyday issues which appear to have not been addressed by the sectoral changes, from standardised HR procedures to access to adult friendly, subject appropriate rooms.
The research also suggests that FET practitioners' professional identities are less influenced by their current teaching roles and work contexts than by their past career identities and by the desire to produce effective practitioners for their original professional fields or impact their communities through empowering their adult learners.

15:50 - Practitioners researching in schools  
16:50 (Practitioner Research)  

Session Type: Practitioner Research  
Chair(s)/Convenor(s)/Facilitator(s): Carole Bignell  
Discussant(s):  

15:50 Can programmes like Philosophy for Children help schools to look beyond academic attainment?  

Nadia Siddiqui; Stephen Gorard; Beng Huat See  
University of Durham, UK  

Schools are places where children can learn behaviour, skills and attitudes that have lifelong relevance. In England, despite the continuing emphasis on attainment, there are clear moves to consider also the wider and non-cognitive outcomes of schooling – such as pupils’ development of trust, critical thinking and civic-mindedness. However, there is little existing evidence on how such non-cognitive outcomes can be improved through school-based interventions. This paper presents findings from a quasi-experimental design using 2,722 pupils in 42 primary schools. A treatment group of schools participated in Philosophy for Children for 18 months, whereas the other group of schools was a clean ‘control’. The outcomes compared were pupil self-reports with an instrument designed to assess ‘social and communication skills’, ‘team work and resilience’ and ‘empathy’ and a number of other such constructs. Post-intervention comparisons show that pupils who received the P4C intervention were ahead of their counterparts in many important respects, and this was generally more so for those pupils living in relative poverty (FSM-eligible). Teachers reported that positive effects could be observed in pupils’ confidence in questioning and reasoning, both in P4C sessions, and in other lessons, and pupils generally reported that they enjoyed the intervention. However, the differences are small, and it is not clear that the two groups were comparable at the outset. Therefore, the results need to be interpreted with considerable caution. Nevertheless, there is promise that targeted school-based intervention such as P4C can improve pupils’ non-cognitive skills, and there are lessons for how to conduct such studies, and how to assess the wider outcomes of schooling.

16:20 The use of video technology in facilitating professional dialogue that promotes dialogic talk in the classroom  

Carole Bignell  
University of the West of Scotland, UK  

This collaborative researcher/practitioner project sought to address the question, ‘what are the affordances and challenges of the use of teacher reflective triads in seeking to develop dialogic teaching in the primary classroom?’.

Findings from the research draw upon a 2-year project (September 2015 - July 2017) with primary schools teachers working in an inner city south coast English school. Using a linguistic framework designed by the lead researcher and drawing upon previous research into dialogic teaching, the project teachers from two triads came together on six occasions throughout the two years to discuss/analyse video recordings of episodes of their teaching. Discussion within these sessions was used to build collective understanding of dialogic teaching and support shared action planning for each teacher’s development of practice. Reflective triad sessions were led by the teachers, with the researcher as a participant observer.

All triad sessions were audio recorded and data was collected in the form of: researcher observations notes of reflective triad sessions; ‘loose’ teacher transcripts of lesson episodes; teacher actions plans; teacher questionnaires; and semi-structured interviews with the participant teachers at the end of each year of the project.

Within this session, the researcher and one of the teachers from the research school will present findings related to the affordances and challenges of the use of teacher reflective triads in seeking to develop dialogic teaching in the primary classroom. In doing so, it will explore implications for classroom practitioners and school leaders seeking to promote dialogic teaching and consider the potential of the teacher reflective triad as a model for professional development within the primary school.

15:50 - Exploring access to STEM education for minority students in HE  
16:50 (Race, Ethnicity and Education)  

Session Type: Race, Ethnicity and Education  
Chair(s)/Convenor(s)/Facilitator(s): Dominik Jackson-Cole  
Discussant(s):  

15:50 Identity capital as a success factor in postgraduate STEM education for BME students.  

Dominik Jackson-Cole  
University of East London, UK  

Widening Participation (WP) is a longstanding policy within UK higher education (HE). It is, however, not without its challenges – including, among others, its (1) concentration on the impact of social class on participation, at the expense of investigating intersectional categories, (2) focus on pre-university and undergraduate issues (Tobbell, O’Donnell, & Zammit, 2010), and (3) the persistent use of deficit models (Boynton,
Research design
The conceptual framework used in the study is based on the idea of identity capital (Côté, 1996, 2002), which for this particular project linked Critical Race Theory, Intersectionality and Bourdieusian capitals to theorise intersectional identities as a source of agency against the structural barriers, such as racism. The research sought to identify success strategies of Black and Minority Ethnic (BME) students in PG Science, Technology, Engineering and Mathematics (STEM) education.

The data were collected between 2014 and 2016 through (A) semi structured interviews with 16 academics and senior university administrators from five English research intensive universities, (B) semi-structured interviews with 16 BME, UK domiciled, PG, STEM students, (B) followed up by interviews with 10 of these students, two years after initial interviews. These were corroborated with findings from a survey of PG students (n=216) at five universities ranging from Russell Group to post-1992. Surveyed students included all ethnicities and all subject areas at PG level.

Findings
The BME students in the research were found to employ their identity capital as a way to deflect possible negative consequences of their intersectional identities. For example, their self-identification as scientists allowed them to feel like they belonged in the STEM environment, despite being positioned as ‘other’. However, the level to which they strategically deployed identity capital varied. For instance, some students were highly conscious of their identities and the alternative perspectives these afforded them. Their success strategy, therefore, meant that they felt both belonging and exceptional within the STEM world.

Significance
The study adds to the small body of literature on experiences of BME students in PG education, which may be employed by WP policy makers and practitioners. By using identity capital the study contributes to addressing the under-theorisation of identity formation and agency within Critical Race Theory and Bourdieusian capitals.

Women’s representation in STEM related education and careers: A case study of female university students in Saudi Arabia
Maryam Sani
Staffordshire University, UK
Science, Technology, Engineering and Mathematics (STEM) subjects and careers are of world-wide interest as scientific advances are strategic to economic competitiveness. There has been growing concern that certain groups are underrepresented in STEM careers; women have been identified as untapped human capital that could enhance STEM workforces. A number of studies have focused on identifying the reasons for the lack of female uptake in the STEM workforce, particularly in countries where women have championed equal rights, and consequently working outside of the home is socially acceptable. Saudi Arabia is a conservative country in the Middle East where girls’ education was formally introduced in 1960 and Gender segregation is practised from elementary school right through to the working environment. When viewed from a Western feminist perspective, the Saudi woman is ‘oppressed’, lacking the rights that Western women have. Female–only work spaces have facilitated a recent shift towards greater participation of women in the Saudi Arabian workforce. The jobs created are predominantly in non-STEM fields, hence the lack of literature relating specifically to how, in the evolving Saudi knowledge based society, women are represented in STEM education and careers.

Methods of Research
As this kind of research has not been carried out previously in Saudi Arabia, and access to the participants is restricted, a mixed methods study was used to gather data more widely through a quantitative methodology and followed by more in-depth research through a qualitative methodology. Data were initially collected through survey questionnaires sent to thirteen participants. Semi-structured, in depth, interviews were conducted with a purposive sample of participants. Participants were all female from three categories: Foundation year students and third year STEM students and lecturers from nine departments. Interviews focused on key research questions and were open ended in order to capture a wide range of data. Questions sought to determine the participants’ career aspirations before and after joining university and the factors which influenced their decisions. These were analysed and initially coded using 21 codes. These were later consolidated into four themes which were identified as Career Advice and Aspirations, Family, High School Experience and Cultural Trends.

The findings of this research project illuminate aspects of post compulsory STEM education degree choices for women in Saudi Arabia, where consistent hard work and high academic achievement, take precedence over personal preference. Furthermore, it reflects the views of participants on the importance of female education beyond high school.
Despite an increased interest in the professional experience component of initial teacher education programs, there has been limited investment in learning resources design to improve the capacity of Mentor Teachers to provide effective guidance for pre-service teachers. This paper reports on the development and impact of an online learning program designed to build the capacity of Mentor Teachers to effectively support pre-service teachers undertaking a Master of Teaching across early childhood, primary and secondary education streams in an Australian university.

This paper discusses the design of the online professional development program aiming to equip Mentor Teachers to work within a clinical approach to teaching. This approach conceives teaching as a clinical practice profession and advocates strong connectivity between educational theories, professional knowledge and classroom experience. It requires teachers to become practitioners of clinical teaching, focused on the growth of students using an inclusive, developmental, intervention based approach that utilizes deep learning and evidence based strategies.

The design of the online professional development program takes into account learning needs of Mentor Teachers working within a clinical approach to teacher education. It highlights the importance of conceptualising mentoring as a 'process' that facilitates the development of pre-service teachers' reflection, supportive relationships, and professional and personal learning. The mentoring process helps pre-service teachers to cultivate clinical practice, build their capacity to integrate theory and practice and make evidence based decisions about their teaching using relevant student learning data and research evidence.

The role of mentoring in developing teacher identity in the UK and Japan
Mary Briggs
Oxford Brookes University, UK

As part of an on-going comparative research project about mentoring in initial teacher training between Japan and the UK at two teacher training institutions one in each country a key theme of teacher identity emerged in the different cultures. This presentation will demonstrate the impact of the different modes of teacher training and their impact on the development of teacher identity in Japan and the UK. The process of establishing an identity as a teacher begins when an individual chooses to train to become a teacher. Therefore teacher identity can be argued as constructed as part of the process of learning to teach (Britzman, 2003) during their training. The role played by others in the construction of identity is argued to be crucial (Hall, 2004). Identity evolves as individuals participate in social life or as they act as members of a group. This leads towards the conceptualisation of collective identities when an individual identifies with a group and builds up a sense of group membership. Here the focus is the professional group of teachers. The identity which is developing is the student or trainee teacher, the others are the culture and the influence of the experienced teachers who are mentoring the novices through the early stages of their training. This presentation uses evidence from observations and interviews including co-constructed critical incidents are part of the methodological approach using an interpretivist paradigm in order to address the following questions in comparing initial teacher education in both countries.

- Do the variations in training allow for the development of the student’s identity as a teacher in different ways?
- Does the group training in Japan allow for a greater development of a community of practice?
- How does this translate into full time teaching?
- Does the solo experience push students to become the self-reliant teacher too quickly? Could this explain the drop out from teaching in the first 5 years in the UK?
- Does the solo student in the UK gain greater autonomy?

What factors contribute to effective performance and development in schools?
Kerry Elliott
University of Melbourne, Australia

Providing a quality educational experience for all students is an important outcome of schools. With a strong correlation between student achievement and the quality of the teacher (Hattie, 2009; Barber & Mourshed, 2007; OECD, 2005), performance and development processes
have increasingly been seen as a way to enhance teaching practice (OECD, 2013; Darling-Hammond 2011, 2012; Isore, 2009). Reforms nationally and internationally have included efforts to raise teacher quality and support teacher development. In 2012, the Australian Institute for Teaching and School Leadership (AITSL) introduced the Australian Teacher Performance and Development Framework, to be used alongside national teacher standards, to support the development of teachers in all schools across Australia. As a process for identifying, measuring, and developing an individual’s performance, the performance and development cycle outlines expectations of performance and areas where growth, development and support may be required. This cyclical process includes a range of phases for feedback, goal setting, performance planning, reflection, professional learning and review.

This paper presents data from an ongoing doctoral study that tracks teachers across an annual performance and development cycle. The project explores how teachers engage with the process, and the possible influence on teacher and student learning. Applying a mixed methodology, this research draws from survey, interview and focus group data from three primary schools in Victoria, Australia. Based on a constructionist assumption that the social is constituted by three basic processes: conversations or symbolic exchanges, institutional practices, and societal rhetoric (Harré & van Langenhove, 1991), this study illuminates a wider understanding of the phenomenon outlining experiences, effects and possibly implications across the three school settings.

The initial findings suggest relevance, ownership and mastery as important factors to consider when assisting teachers to develop goals, formulate plans and providing assistance through professional learning and feedback. This paper outlines preliminary insights into factors such as the nature of the goals, social contexts and the interaction of leadership as possible enablers in facilitating effective performance and development in schools.

This study affords insights into teacher experiences within the performance and development cycle, informing the adoption of the Australian Teacher Performance and Development Framework and possible implications for how processes may be designed that engage teachers in meaningful performance and development.

16:20 Examining the Feasibility of a School-based Professional Development Cycle: Design, Enactment, and Challenges
Shu-Shing Lee; Liang See Tan; Josh Wang; Natalie Lim
National Institute of Education, Centre for Research in Pedagogy and Practice, Singapore

Education systems around the world are trying to improve and make relevant teaching and learning for the 21st century. Research (Mourshed et al., 2010) has consistently shown that teacher professional development (PD) and teacher learning is the most important determinant for quality teaching. Literature (Campbell 2011; Garet, Porter, Desimone, Birman, & Yoon, 2001; Hargreaves & Fullan, 2012) suggests that school-based PD programmes that are contextualized to schools’ needs may be more productive. However, few studies (e.g. Newmann et al., 2000) examine the customized school-based PD model and how it shapes teacher learning. This study describes the journey of one school and documents the design, enactment and challenges of its school-based PD cycle. Each cycle of PD lasts for two years with a different focus to shape teacher learning and practices. Using a case study approach, this study unpacks through interviews with school leaders and teachers to understand the original design structures and processes of one cycle of the school-based PD which focused on differentiated learning and the changes made based on teachers’ needs and feedback. Findings show the varied and inconsistent ways school leaders and teachers understood, enacted, made educational decisions based on their perspectives of the school-based PD cycle. Findings are discussed to focus on the feasibility of school-based PD to understand the advantages and challenges that school leaders and teachers faced as they made sense of the purposes, aims, and goals of the school-based PD programme with some recommendations for teacher learning and changing practices.

15:50 - 16:50 Working with young people in areas of contested public ethics: the dilemmas and ambiguities in educational practice
(Youth Studies and Informal Education)

Chair(s)/Convenor(s)/Facilitator(s): Elsie Whittington
Discussant(s):

15:50 Consent Education: Undoing the Binary and Embracing Ambiguity.
Elsie Whittington
University of Sussex, UK

Recently there has been a resurgence in public and political anxiety about children and young people’s sexuality. This has renewed debate and action relating to child protection, consent and sexual violence. Within the fields of sex and sexuality research and education, consent is an important yet contested term. Consent can operate as a signifier of good, ethical sexual practice and establishing its presence, or obvious absence, is central to legal definitions of rape or sex. Teaching young people about consent is not only part of preparing and developing competent understandings of what might be considered ethical sexual practice; it is also an important for the prevention of sexual violence and for the wider agenda of child protection.

The way that consent is addressed in schools varies, but it is generally approached within a simplistic binary representation of ‘yes’ or ‘no’ which maps onto understandings of consent and rape but which does not reflect lived experiences. In this paper I deconstruct the term consent, including the messages that consent education commonly delivers, and suggest that we need to move beyond a binary understanding of it. I assert that more critical pedagogies for teaching and learning about consent could better equip young people in their understandings and negotiations of sexual consent and negotiation. Building on the work of Moira Carmody (2003-2015), and Foucault (1981), I acknowledge the
awkwardness and ambiguity of consent in a way that encourages communication and exploration. I do this whilst also acknowledging the potential and perceived risks of deconstructing ‘consent’ within educational and group settings.

The doctoral research on which this paper is based has been co-funded by the young people’s sexual health agency Brook and draws on both practical and theoretical characteristics of feminism, youth work and participatory action research. The data I present comes from group work projects in schools and youth clubs, working with 12 practitioners and 103 young people, aged 13-25. Together, we have critically engaged with consent as a concept, and the process of negotiating different levels of intimacy through discussions, interactive group activities and a film project.

References:


Myrto Nikolopoulou
University of Roehampton, UK

The proposed study explores the ways in which young people (14 to 17 years old) living in Athens use social media in relation to their identities and future aspirations. In particular, this study investigates how young people develop their identities and how their online interactions relate to the formation of their future educational and career aspirations. A particular focus will be placed on a comparative investigation of these practices and aspirations among young people who come from different socio-economic backgrounds.

My research followed a mixed methodology design by using both qualitative and quantitative research methods including: 1) a survey of 400 young people, and 2) follow-up semi-structured interviews with a selected sample of 30 of them. The research took place in Athens where high school students were invited to participate in the survey. The size of the sample was selected based on the student population of Athens and the schools participating in the study belong to various urban and suburban areas having different socio-economic characteristics. The young people were selected through their schools, where the survey questionnaires were administrated. The survey was employed in order to identify the types of online platforms that young people use, their usage patterns as well as their future aspirations. The survey was also used as a recruitment tool for the follow-up interviews, as 30 students who reported using more actively social media and who come from different socio-economic backgrounds were selected. The interview process focused on their online practices and it also explored the ways that young people develop their identities and form their aspirations. The interview transcripts are coded and analysed in order to identify themes among participants’ online interactions and narratives and the relation that these have to their identities and their imagined-selves. Moreover, through the interviews young people were encouraged to reflect on their future aspirations and the ways that their online practices may relate to the shaping of these aspirations.

The research findings aim to provide a useful insight into the ways that young people's online interactions on social media platforms relate to the development of their identities and future aspirations, aspects which have not been highly investigated, especially in the context of Greece. This study will offer new insights into the opportunities but also risks that online platforms create for young people. It will also contribute to discussions of digital interactions by recognising young people’s perspectives and listening to their voices.
BERA was established 43 years ago, in 1974, at the height of the postwar expansion of education, and at the onset of a long period of controversy and reform of education that has continued ever since. The presidential address for 2017 looks back to reflect on the birth and early years of BERA, on its founding principles and the circumstances in which it grew. It does so to identify the ideals that motivated and helped to shape the nascent organisation, and to ask how relevant and useful these are at a very different time, charting our future in the 21st century. How could BERA represent a growing and diverse community of researchers? How could it become independent of other academic fields and disciplines? How should it address the tensions between the academy and the everyday work of teachers in schools? How might it seek to be interdisciplinary in its approach? How would it manage the specialist interests involved in educational research? How ought it to engage with other societies in cognate areas? How could it flourish alongside the growing appetite of the State to be active in this area? These issues were at the heart of the ideas developed by early presidents of BERA including John Nisbet, Edgar Stones, Brian Simon, Lawrence Stenhouse and Sara Delamont. More broadly, this address moves beyond an institutional history and a history of ideas, to contribute to a social history of educational research based on a wide range of documentary and archival evidence. In considering our past, we must attempt to resist an uncritical and functional approach in favour of a critical and reflective outlook that is alert to unresolved issues and problems, no less than it is to success and progress in our collective endeavours. This is necessary partly in order to reconstruct our historical experience in a robust manner, but also to address our present situation in an effective way. In 1977, the historian Brian Simon framed his presidential address to BERA around the key question “Educational research: which way?” Forty years on, we can appraise how BERA has approached this question, and also ask at the same time: which way now?
Executive Summary

This paper will explore how alternative education and youth work can contribute to anti-radicalization agendas. It will discuss the role of education in nurturing a sense of responsibility and social engagement, which are crucial in preventing extremism.

Methodology

The research will be based on the analysis of literature and case studies. The authors will present a stimulating question and discuss potential improvements to anti-radicalization agendas.

Conclusion

The paper concludes with a discussion of the implications of the findings for policy and practice.

References


09:00 - 10:30 Symposium: Talking about career (Career Guidance)

Session Type: Career Guidance

09:00 Talking about career

Tristram Hooley1; Elizabeth Knight2; Randi Boelskifte Skovhus3; Lorraine Godden4; Siobhan Neary5; Katy Vigurs6
1Careers & Enterprise Co Ltd, UK; 2Monash University, Australia; 3VIA University College, Denmark; 4Queens University, Canada; 5University of Derby, UK

Career is a complex and ambiguous term. In the popular understanding it is often used to denote hierarchical progression through an organisation or sector. Such definitions are inevitably gendered and bound up with class. However, it is possible to infuse terms such as career with other meanings, for example to argue as Watts has done that career is a universal and democratic experience which describes the individuals progress through life learning and work. As with the term ‘career’ the meaning of ‘career education and guidance’ is also contested and contestable.

This session will explore how the key stakeholders in career education and guidance (students, professionals, opportunity providers and policymakers) engage in the process of making meaning and interpreting ideas around career and career education and guidance. Drawing on research from Australia, Denmark, Canada and the UK it will examine how meaning making needs to be placed at the centre of future research in this area. In particular, it will explore how the power dynamics within the field tend to privilege the kinds of meanings that are made by particularly stakeholders (namely policy makers) over those that are made by professionals and their clients and students. Attending to both the diverse meanings that are made and the tensions between them are critical to understanding policy and practice within this field.

The symposium brings together a methodologically diverse set of papers, combining literature based work and empirical work conducted employing qualitative and quantitative methods such as interviews, focus groups, longitudinal studies.

Papers will address the following issues.

- Discourse or that course? Readings of recent UK institutional reproduction of cultural capital and the challenge to career guidance.
- Examining the meaning that young people ascribe to guidance activities.
- Understanding the role of policy documents in the enactment of career guidance programing. A qualitative hermeneutic phenomenological study
- Engaging careers professionals in research based reflective practice

09:00 - 10:30 Review of BERA Ethical Guidelines ( BERA Council Sponsored Session)

Session Type: Hot Topic

09:00 Review of BERA Ethical Guidelines

Sara Hennessy1; Alison Fox2; Ruth Boyask4; Marilyn Leask4; David Lundie4; Jodie Pennacchia6
1University of Cambridge; 2Open University, UK; 3Auckland University Of Technology, New Zealand; 4De Montfort University, UK; 5University of St. Mark & St. John, UK; 6University of Nottingham, UK

This session is expected to run for 1 hour only: 9-10 am.

This session will update delegates on the ongoing revision of the 2011 BERA Ethical Guidelines by a working group convened by BERA Council in 2016, following the recommendations of an earlier sub-committee. The process has included (i) reference to key resources, including other professional bodies’ ethical frameworks and relevant academic literature; (ii) an online survey open to the whole BERA membership; (iii) conversations by email or telephone with 50+ invited colleagues from a wide range of organisations within and beyond academia who are known to have a strong interest and relevant expertise in the field of research ethics. We are grateful for all of the input received. The session will share the outcomes of our consultations, along with the key modifications and recommendations subsequently made. We also invite participants for the next phase of preparing short case studies that outline key ethical dilemmas encountered in specific contexts and how researchers addressed these. If you have any ideas for case studies, vignettes or resources to link to from the Guidelines, please do bring these along (optional).
The changing position of teachers in the process of curriculum implementation in Scotland, Wales and the Republic of Ireland.

Anne Looney1; Louise Hayward2; Jane Waters2; Dylan Jones3
1Dublin City University, Ireland; 2University of Glasgow, UK; 3University of Wales Trinity St Davids, UK

The narrative of 21st century learning has become an imperative for curriculum reform across the developed world. Scotland, Wales and the Republic of Ireland offer three examples of current large-scale curriculum reform projects that bear the hallmarks of that 21st century narrative:

- focus on learning/ increased personalisation
- balance of knowledge and skills
- new configurations and conceptualisations of assessment
- less prescription/ greater choice

In the three jurisdictions, the curriculum changes were strongly supported by policy-makers at their inception, and generally had the support of the teaching profession as the proposals were finalised and introduced to the system.

Paper 1 - Teachers and Curriculum Reform in Scotland
Paper 2 - Teachers and Curriculum Reform in Wales
Paper 3 - Teachers and Curriculum Reform in the Republic of Ireland

Several years into the reforms in Scotland and the Republic of Ireland, there is evidence that the path to ‘implementation’ has been neither smooth nor straight. Elmore’s (2016) recent reflection on the misplaced used of the term ‘implementation’, and his observation that ‘when we are asking teachers and school leaders to do things they don’t (yet) know how to do, we are not asking them to “implement” something we are asking them to learn, think, and form their identities in different ways’ (p. 531) resonates with recent reflections on and exploration of the trajectories of the reforms in Scotland and Republic of Ireland.

Analysis of these reflections in policy documents, in early research into the reforms and in some social media channels points to the figure of the teacher, and the work of teachers as the source of the ‘implementation challenges/problems’. In Wales at an earlier stage, the focus is on teacher led curriculum reform and pioneer networks of schools and teachers.

Across the jurisdictions analysed in the papers presented in the symposium, where curriculum reform is well underway, teachers are presented as needing ‘guidance’, ‘clarity’, and ‘certainty’ in approaching the new curricula and assessment arrangements. Efforts to promote ‘choice, and ‘professional judgement’ as well as teacher led curriculum development, associated with the initial phases of the reform and still the focus in Wales, appear to have been replaced with a drive (notable word) for clarity and direction. Interestingly, professional associations have supported (in some cases with enthusiasm) this re-presentation of the work of teachers-in-reform.

While the change processes underway are labelled as ‘curriculum and assessment reform’ this symposium considers whether, for a range of reasons, what is being re-formed over time is the relationship between the teacher and curriculum, and perhaps, the teacher and professional identity.
analysis to explore the impact of neoliberalism as a pervasive, cultural orthodoxy on the lived experiences and relationships of EC educators and children.

Louise Kay University of Sheffield/University Campus Oldham
School readiness: A culture of compliance?
Neoliberal policy discourses often equate ‘school readiness’ to ‘academic readiness’, leading to tensions between teachers’ beliefs and practices. Positioning the teacher as the subject within a Cultural-Historical Activity Theory framework, this paper questions whether teachers are compliant technicians or agentic individuals when working within a ‘school readiness’ agenda.

Therese Farrell University of Sheffield/ City University, Dublin
Foucault, Power and Early Childhood Education
Adopting a Foucauldian lens to the conceptualisation of neoliberal government, this paper explores how power has shaped the genealogy of ECE from an Irish perspective. By analysing the microphysics of power alongside the macro-political agenda, this paper presents a history of the present.

Liz Chesworth University of Sheffield
Play, Regulation and Resistance
This paper applies Deleuze and Guattari’s concepts of smoothing and striation to consider neoliberal policy directives and the regulation of children’s play. The paper draws upon a study of play in a reception class to explore ways in which children negotiated, resisted and subverted these regulated forms of play.

09:00 - 10:30 Symposium: Using evidence to frame action for equitable educational improvement: international perspectives (Educational Research and Educational Policy-making)
Session Type: Educational Research and Educational Policy-Making
09:00 Using evidence to frame action for equitable educational improvement: international perspectives 3693954
Jess Harris¹; Geoff Whitty²; Emma Wisby³; Mel Ainscow⁴; Suzanne Carrington⁴; Nerida Spina⁵; Kyriaki Messiou⁶; Jenny Gore⁷; Elizabeth Kozleski⁷; Chris Brown⁶
¹University of Newcastle, UK; ²UCL Institute of Education, UK; ³University of Manchester, UK; ⁴Queensland University of Technology, Australia; ⁵University of Southampton, UK; ⁶University of Newcastle, Australia; ⁷The University of Kansas, USA
Globally, the most disadvantaged children face significant barriers in schooling and, generally speaking, achieve the worst results. Increasing accountabilities for schools have generated unparalleled amounts of data for scrutiny. More recently claims have been made that "big data" in education has not fulfilled its promise for improving quality or equity outcomes and that policy-makers and practitioners need to look at various qualitative and quantitative evidence to guide improvement in schools and school systems. The papers within this symposium respond to these calls, illustrating ways in which a wide range of evidence is being used to develop and sustain new approaches for more equitable learning.

Drawing on theoretical and empirical work, this session offers an international perspective exploring how qualitative and quantitative evidence can be used to inform targeted action addressing the factors that maintain educational disadvantage.

This symposium has the following four objectives;

1. explore the impact of data and other forms of evidence on policy and practice across various national contexts;
2. examine how different kinds of data can be used as evidence to promote greater equity within schools and school systems;
3. consider implications for policies, improvement strategies and leadership at all levels of schooling; and
4. recommend future action, including academic research, to support the realization of more equitable educational opportunities.

These papers work to develop a realistic and nuanced assessment of the prospects and possibilities for evidence-informed policy and practice.

Paper 1 – Is evidence informed practice any more feasible than evidence informed policy? (Geoff Whitty & Emma Wisby) - draws on policy research across three continents to examine the impacts of evidence informed policy on education. Building on a rigorous review of relevant literature, the authors consider whether schools and teachers will be more successful in putting the rhetoric of ‘what works’ into practice than policy-makers have been.

Paper 2 - Using evidence to improve equity within, between and beyond schools (Jess Harris, Mel Ainscow, Suzanne Carrington & Nerida Spina) - presents findings from a three-year study of six schools in Queensland, Australia, that demonstrate how evidence-based approaches and collaborative inquiry can be used to design local strategies to improve equity.

Paper 3 - Using ‘small’ data to develop equitable policies and practices: organizational challenges (Kyriaki Messiou & Mel Ainscow) - reports on a study across three nations that highlights the value of ‘small’ data, particularly the views of students, in challenging existing practices in schools to promote a more equitable and inclusive climate.
Paper 4 - Mapping Equity in Complex Systems Change (Elizabeth Kozleski) - uses evidence derived from critical ethnographic research to offer a spatial lens through which educators might reflect on and reshape their views and actions to improve equity.

Paper 5 - Using data to enhance teaching and equity: Supporting practitioners and policy-makers with robust evidence (Jenny Gore) - reports on a study involving 24 schools in Australia to demonstrate effects of teachers’ collaborative use of evidence as a basis for enhancing quality and equity in classroom practice and for impact on policy-makers.

In his role as discussant, Chris Brown will draw on international experience, exploring issues of policy and practice across multiple countries.

This symposium addresses a major challenge facing education systems internationally: ensuring equity. Recent policies in many countries have focused on measuring school outcomes through standardized testing and international comparisons. Data are required as the life-blood of continuous educational improvement. This trend is recognized as a double-edged sword because these data provide a potent lever for change. However, if effectiveness is evaluated on the basis of narrow performance indicators, then the impact can be damaging. Standardised testing, international comparison and systemic school accountability data do not provide a complete picture of what is really happening within a schools system; and they rarely provide insights into how to address the complex issues within our systems. In this respect they offer limited insights for the purpose of addressing inequity in education. The challenge is to harness the potential of evidence as a lever for change, while minimising potential risks involved. Presentations in this symposium will consider promising developments and actions needed to move policy and practice forward.

09:00 - 10:30
Symposium: Disrupting and Disturbing Dominant Discourses in Higher Education: A Symposium by the Centre for Higher Education and Equity Research (CHEER) University of Sussex

Session Type: Higher Education

09:00
Disrupting and Disturbing Dominant Discourses in Higher Education: A Symposium by the Centre for Higher Education and Equity Research (CHEER) University of Sussex.

Emily Danvers1; Louise Morley2; Tamsin Hinton-Smith1; Daniel Leyton1; Paul Roberts1; Kelly Coate1
1University of Sussex, UK; 2King’s College London, UK

In this symposium, CHEER’s early, mid and late career researchers examine dominant values, vocabularies and hegemonic analyses and concepts used in higher education policy, practices and processes and subject them to a critical and disruptive examination. Topics to be disrupted include higher education pedagogies, the interaction between widening participation and social class in the UK and in Chile, reform of UK doctoral education, and the gendered implications of the neoliberalisation of the global research economy. The papers argue that the academy’s dominant discourses rely on, reproduce, obscure and perpetuate exclusions from, and inequities in, higher education. All papers explore these themes using critical and feminist theoretical framings, including the works of Karen Barad and Sara Ahmed, in order to interrupt and/or reimagine possibilities for re-thinking higher education’s everyday practices and processes.

Paper 1 - Troubling Intra-actions: Gender, Neoliberalism and Research in the Global Academy
Paper 2 - Embodying Critically - Who Gets to be a Critical Thinker in Higher Education?
Paper 3 - Rethinking the Student Experience – Student Carers, Belonging and Inclusion
Paper 4 - Desirable Subjectivities in Chilean Widening Participation Narratives
Paper 5 - Captured Minds? Graduate School Managers and the UK Doctorate

Morley opens the symposium by discussing how academic research is aligned with the political economy of neoliberalism. That is, how research is valued for its commercial, market, and financial benefits. She argues that neoliberalism has been installed via material and discursive means including funding and employment regimes and the stimulation of a range of affective engagements. When this is added to the on-going misrecognition and under-representation of women as research leaders, there are dangers of a highly gendered and exclusionary research economy. Higher education’s pedagogical practices and policy discourses also often take as their subject an unspecified body, failing to interrogate who these bodies are (and are not) in relation to categories of social difference, and their differentiated access to power, privilege, and opportunity structures. Danvers’ paper interrogates who occupies a ‘legitimate’ critical subjectivity as a higher education student and how such bodies are re-shaped by dominant discourses about power, authority and legitimacy. Drawing on interviews and observations of UK undergraduate social science students, she disrupts notions of disembodied critical knowers and situates the critical thinker as an embodied and contextual figure. Morris then speaks back to reductionist tropes around ‘the student experience’ and linked discourses of ‘belonging’ and ‘inclusion’. She draws on empirical work conducted with student carers in the UK to explore how constructions of students as young, autonomous, pleasure seeking individuals who are free of responsibilities and dependencies creates symbolic ‘others’ – with pedagogical, material and affective consequences. Addressing the dominant discourses of higher education in an international context, Leyton analyses the assumptions and limits inherent in affirmative action policies in neoliberal Chile. He unpacks what (and who) constitutes a desirable subjectivity within Chilean widening participation narratives and complicates and contradicts these assumptions by drawing on working class students’ own narrated experiences of higher education. In continuing the theme of neoliberal demands on higher education policy, Roberts’ paper focuses on the rise of Graduate Schools in the UK in response to reform of the doctorate. He explores the extent to which the values of neoliberalism have been internalised by Graduate School Managers and identifies moments of resistance. This paper asks whether Graduate School Managers, often depicted as the ‘agents’ of neoliberalism are ‘captured minds’ or whether they can also be seen as active participants in questioning and critiquing and even sharing in some of its discomforts. Together these papers represent a collective disruption of taken-for-granted discourses and vocabularies that dominate thinking in and about higher education.
Innovation Session: Improving learning and teaching in Higher Education through collaborative observation: Moving from the performative to the informative

Session Type: Higher Education

09:00

Improving learning and teaching in Higher Education through collaborative observation: Moving from the performative to the informative

Matthew O'Leary; Vanessa Cui
Birmingham City University, UK

Classroom observation has long occupied a prominent place in the formal assessment and development of teachers in schools and colleges in England and Wales. In contrast, its use in Higher Education (HE) has traditionally been more sporadic and less developed. With teaching excellence now high on the policy agenda following the introduction of the Teaching Excellence Framework (TEF), observation is increasingly being employed across HE as a quality assurance tool to gather information on teaching standards and to evidence staff performance.

This workshop calls into question the efficacy of using observation as a performance indicator, arguing that such models are invariably underpinned by a managerialist, marketised agenda that fails to create an authentic, meaningful learning and teaching environment for students and staff alike. By reconceptualising and reconfiguring the application of observation as a method and drawing on work from an ongoing project, this workshop opens up new opportunities for the way in which it can be used as a catalyst for developing collegial understanding of what constitutes authentic and meaningful learning and teaching and how best to achieve this.

Informed by current research and cutting edge practice in the field of observation, this workshop seeks to share work from a live HEFCE-funded project that has created a collaborative model of observing learning and teaching, involving students and teaching staff. Our innovative approach not only reconceptualises observation but repositions it from being a performance management mechanism to a collaborative method of inquiry in which students and lecturers interrogate and self-reflect on their own and each other’s learning and teaching values and practices, with a view to reciprocally enhancing their shared experiences. Crucially, the involvement of students as co-observers, co-reflectors and co-researchers reconceptualises their identity from ‘consumers’ and ‘evaluators’ of their learning experience to co-enquirers and co-producers of knowledge around HE learning and teaching.

The workshop will include interactive demonstrations of the collaborative observation approach we have developed during the project. Delegates will have the opportunity to take part in a selection of authentic activities designed for the project so as to experience how the approach can be applied in practice. The workshop will also discuss the experiences of the project’s staff and student participants as well as those of the project research team.

Symposium: Making an Impact: Bridging the Research/Practice Divide

Session Type: Invited Symposium (Chartered College of Teaching)

09:00

Making an Impact: Bridging the Research/Practice Divide

Dame Alison Peacock; Cat Scutt
Chartered College of Teaching, UK

The Chartered College of Teaching was launched in January 2017. Led by Dame Alison Peacock (CEO), the Chartered College has rapidly begun to establish itself as an authoritative voice for the teaching profession. Its core mission is to support the teaching profession in securing an excellent education for all children and young people. Achieving this aspiration depends on high quality teaching and therefore a key aspect of the Chartered College’s role is to enhance teachers’ professional knowledge through critical engagement with research. The first edition of Impact, the Chartered College’s new journal for teachers, focuses on the importance of evidence-informed practice for raising the quality of teaching and learning and its contents aim to deepen teachers’ understandings of the interconnections between theory, research and practice. The journal presents the work of leading educational researchers alongside reflective contributions from practitioners working in a wide range of settings, from early years to further education.

This exciting symposium extends Impact’s first edition theme into an opportunity for lively debate which seeks to disrupt traditional forms of academic/practice dis-course. We would like to invite BERA researchers and educators to take part in a collaborative forum exploring two key issues: what impact really means in the con-text of educational research and how we can bridge the gulf between academic re-search and classroom practice. Contributors to Impact’s first edition will draw on their journal articles to provide starting points for discussion and respondents will be invited to explore these ideas from the perspectives of their own settings, practices and experience. Attendees are encouraged to share the interactive debate via live social media interfaces (such as Twitter) and to submit their own responses through the Chartered College Knowledge Platform during and after the symposium.

Symposium: How can medical education and training better reflect the acute realities and demands of 21st century healthcare? Problematising notions of professionalism, pedagogies of clinical practice and the politics of Care

Session Type: Medical Education

Chair(s)/Convenor(s)/Facilitator(s): Kevin Orr

Discussant(s):
How can medical education and training better reflect the acute realities and demands of 21st century healthcare? Problematising notions of professionalism, pedagogies of clinical practice and the politics of Care.

Arunthathi Mahendran1; Conor Byrne2; Jon Jezak3; Jonathan Tummons4; Kevin Orr5; Justine Strand de Oliveira6

1 Goldsmiths College, University of London/St. Barts and the Royal London School of Medicine, QMUL, UK; 2 St. Barts and the Royal London School of Medicine/QMUL, UK; 3 UCL Institute of Education, UK; 4 Durham University, UK; 5 University of Huddersfield, UK; 6 Duke University, USA

“. . . health services across the UK are working harder than ever to deal with the fierce pressures of winter and when it’s being reported that emergency departments and primary care services are struggling to cope with demand . . . Such circumstances place the professionalism of doctors at risk, forcing you to make difficult decisions about care and squeezing the already constrained time you have for training and development.”

Message from the Chair of the GMC, Sir Terence Stephenson (26th Jan 2017)

The NHS winter crisis of 2017 demonstrated the social, geographical and financial pressures that routinely overwhelm health care services in the UK. This combined with the damaging constraints of rigid government targets have exacerbated the difficulties faced in the provision of healthcare. The construction of patient safeguarding driven by investigations, such as the Francis inquiry into the appalling standards of patient care at the Mid Staffordshire NHS hospital trust, have brought to bear a further, though arguably necessary, burden of regulation to the healthcare profession.

The combination of the above factors has presented medical education and training with the challenge of ‘the paradox of practice’. That is, idealised conceptions of medical care, developed from established guidelines such as General Medical Council frameworks which direct curricular development, assessment practices and mandatory regulation, are inadequate or inappropriate for practitioners confronted with the acute realities of managing actual patient encounters of health and disease. Hence within medical education and training, constructions of professional knowledge and competence are in a state of flux.

In attempting to resolve this tension, one solution has been a paradigm shift: to look anew at non-traditional forms of inquiry into medical education and training. The series of papers that contribute to this symposium are drawn from current and empirical medical education research both in the UK and North America and reflect a renewed interest and engagement with the critical medical humanities (sociology, philosophy, ethics). Such an approach has the potential to deepen the current understanding of complex medical practices, and encourage innovation in established areas of clinical practice. The research papers examine: current ideologies of Care and how it impacts the ways in which medical practitioners think and act, the development of new professional roles to enhance existing clinical teams (physician associates), the impact of distance learning to establish and sustain health professionals in under-served geographical areas and a practitioner led inquiry into the design of therapies in oversubscribed and under-funded areas of mental health care provision.

This research symposium seeks to unpack assumptions about professionalism and professionalization, about how to support practitioners to cope and create in medical practice, and about the extent to which overarching notions of standards for professionalism and care are meaningful or even desirable. Finally, the papers in this series, problematize professional knowledge, by challenging notions of knowledge and expertise as being discrete units of practice that are straightforwardly transferable across a range of clinical contexts. Instead, the research papers in this symposium, focus on professional knowledge and competence as arising from specific situations of practice. The forms of knowing that arise from clinical practice, may be widely applicable, but they are grounded in the particular haecceities of practice.

Paper 1 - Ideologies of Care: complicated steps versus complex practice. How surgeons cope with the uncertainty of practice.

Paper 2 - Working with vulnerable adults: how practitioner led inquiry can be used to devise new approaches to mental health issues—a case study of Iranian and Sri Lankan refugees

Paper 3 - Distance learning and ‘becoming’ a professional in medical education: exploring the impact of the social and the material across distributed contexts for learning in Canada.

Paper 4 - Physician Associates in East London: Extending programmes in postgraduate medical education to cultivate new professional roles in modern health care

REFERENCES


Paper One - Do teachers need a master’s in order to teach well? Reflections on the perceptions of teachers contemplating whether or not to undertake further study - sets the scene, reflecting on whether or not teachers need to undertake Master’s level work to be ‘good’ (Winch et al 2015) at what they do. Does too much engagement with theory distract teachers from teaching? Or is it indispensable in preparing people to teach well (Orchard and Winch 2015)? The paper draws on the findings of a small-scale empirical investigation into teachers’ own perceptions of the theory-practice relationship. They highlight the potential value that some teachers identify in further study in education on one hand as well as reservations others have about its relevance and purpose.

Paper Two - Has practical theorising had its day? - argues that recent teacher education reforms have focussed on programme content and overlooked the processes that might lead to high quality outcomes, potentially reducing the idea of teachers’ professional knowledge and expertise to that of ‘a craft worker’ or ‘executive technician’ (Winch et al., 2015). This paper affirms the place of ‘practical theorising’ (McIntyre, 1995) as central to the professional development of teachers. Teacher education must integrate different kinds of knowledge generated and validated within the contexts of both school and university, to develop the ‘adaptive expertise’ (Berliner, 2001) necessary if teachers are to respond to the unpredictable demands of varied and changing contexts.

Paper Three - A Humanist Alternative for the Education of Teachers - supports the place of higher education in the ongoing development of teachers, while contesting the specific framing of master’s work in Education as the site of perpetuating and transferring ‘theory’. The participation of universities in teachers’ ongoing development is defended as a locus for dialogue, characterised by openness, space, and indeterminacy. Teacher educators should see themselves as ethical practitioners engaged in a humane practice of transformation. ‘Theory’ on this account might be restored to meaning comportment towards life i.e. instead of an epistemological theory of the ‘head’, an ontological theory of the ‘hand’ stretching out towards the world.

Paper Four - The pride and prejudice of practitioner research - focuses on research of their own practice which student teachers undertake in Master’s level assignments. In principle, these engage them with theory through reading literature on chosen topics and raising important epistemological issues, including what it is to know and understand in education, the relationship between theory and practice, and between different sites of learning, including university and school. In practice, these assignment vary enormously in quality. In some, theory is understood, potentially prejudicing professional judgement; other, strong assignments, are a matter of considerable pride for student teachers and tutors alike, showing the promise of good research applied to practice.

Paper Five - Is it better for teachers to have false belief than no belief at all? - also reflects on the role teacher-inquiry plays in teachers’ professional development. Teacher-inquiry encourages reflection on – and in – practice such that the teacher learns to question their beliefs: about their pupils, their practice and their educational ideas more broadly. In an ideal world ‘true beliefs’ will ensue from this process. Suppose, though, a teacher moves from having some, perhaps false or unsubstantiated, belief to having ‘no belief’ to inform a specific area of their practice? Using a ‘normative case study approach’ the paper considers three examples to reveal the potential of teacher-inquiry to undermine teachers’ pedagogical capability.

Drawing on a three-year Australian Research Council funded project that examines teachers’ work and policy in relation to HPE and globalisation, the papers in this symposium: 1) consider the nature of methodological innovation that is required to keep pace with the evolving HPE knowledge landscape; 2) map and analyse the participation and perspectives of various actors (e.g. students, teachers and the food and beverage industry).
industry (FBI)) in local and global school HPE networks; and 3) examine the asymmetrical, diverse and symbiotic power relations at play in relation to different policy objectives.

Paper 1 - Are Students Customers and Are They Always Right?: Considering Australian Students' Perspectives on the Outsourcing of their Health and Physical Education
Paper 2 - School-based Obesity Policies in Mexico: The Beverage and Food Industry as Interesting Bedfellows
Paper 3 - The Outsourcing of Health, Sport and Physical Education: An Appreciative Inquiry
Paper 4 - Reflections on New Voices, New Knowledges and the New Politics of Health and Physical Education

To this end the presenters in the symposium will draw on textual (e.g. interview transcripts, observation notes, website information etc.) and visual data (e.g. photographs of health related communications in schools) to map the outsourcing of HPE in schools in the UK, Australia and Mexico. Theoretically, Ball's (2009) work on privatisation and heterarchical governance is drawn on to help analyse the variety of power relations involved in the complex interdependency that is the commercial school heterarchy, and Bernstein's (2004) distinction between voice and message is recruited to help discriminate between dominant and subordinate voices, and educative and economic identities and imperatives.

The collective findings of these papers suggest that many complex and competing sensibilities, values and policy narratives are foregrounded and legitimated within and through outsourced HPE. The authors argue that the increasing reach and profit seeking behaviour of global multinationals including various HPE edu-businesses and representatives of the FBI, together with increasing pressure to achieve better efficiencies and outcomes in schools are resulting in the distribution and naturalisation of business sensibilities in the school context. While this is, as all three papers highlight, not always perceived as problematic by students, teachers or school leadership, it does mean that it is increasingly necessary to consider local rhetorics such as 'community partnership' within the context of corporate global logics of expansion and profit. It also means that what constitutes the work of a HPE teacher has changed and continues to do so in profound ways. The discussant will reflect on the three symposium papers focusing specifically on the implications of involving new voices, new knowledges and new interests in HPE.

References


surrounding an approach. On one hand, we can focus on lived experiences and the power of agency, but overlook the bigger picture of collective disadvantage. Conversely, by homogenising racial experience we inadvertently simplify the issues and experiences of success.

The symposium will also cover university-based education, looking at the experiences of both of BME students and staff. In terms of students, the research presented will be against the backdrop of historical under-recruitment in certain disciplines and institutions, poor retention and comparatively low attainment of BME students at UK universities. This is found within the wider discourse of ‘differential outcomes’ of marginalised groups that is a focus of the higher education sector. However, the research presented will seek to go beyond the narrow focus on outcomes towards a more holistic view of the individual student and prioritising their lived experience of university life in a case study of a small university in the north of England. It will argue that inclusion and inclusive curricula and practice are at the heart of the matter.

Finally, the symposium will look at the experiences of BME staff in UK universities. Research reported will be set in the context of the primacy of race within an education context which underpins various discourses associated with inequality and inequity, particularly for minority ethnic groups. One of the ways in which this inequality is reflected is through normative and inherent institutionalised structures which restrict access and opportunity to minority groups. And given the key role of HE professionals in creating an inclusive ethos, it should also be underlined that the inability of a university to create this is exacerbated by the vast under-representation of BME staff, particularly higher up the ranks, within universities. This closing discussion will highlight pathways into academia for BME individuals, with a particular focus on why such inequality continues to persist as a normative orthodoxy within the Academy.

**09:00 - 10:30**

**Symposium: Whose life is it anyway? The role of digitally mediated life story and narrative in democratizing the discourses and practices of widening participation**

**Session Type: Social Justice**

**09:00**

**Whose life is it anyway? The role of digitally mediated life story and narrative in democratizing the discourses and practices of widening participation**

*Sue Timmis*1; Vanessa Heaslip2; Maggie Hutchings2; Clive Hunt2; Laura Mazzoli Smith3; Karen Laing4; David Leat4

1Bristol University, UK; 2Bournemouth University, UK; 3Newcastle University, UK

These three empirical papers critically assess the impact and potential of foregrounding life story and digitally mediated narrative in three widening participation (WP) projects carried out in the North-East, South-West and south coast of England. The projects share a critical perspective on deficit discourses in WP theory and practice. The projects draw upon life stories of under-represented students as a way of attending to the politics of representation and the need to diversify WP discourses, utilising digital technologies and participatory methods to foreground power and positioning, representation and ethics in WP work. The symposium highlights the social justice concerns about normative and sometimes dominant WP discourses and explores how these can be contested through life stories which foreground diverse pathways and multiple, complex identities. The papers argue that attending to social justice issues methodologically has broader significance for educational research.

**Digital Diversity, Learning and Belonging: Critical perspectives on developing participatory, life history methods with under-represented undergraduates – Sue Timmis**

The first paper discusses narrative, participatory methodologies for conducting research in the context of WP in UK higher education. Adopting a participatory methodology has been argued to be a ‘decolonising’ mode as it avoids a deficit positioning of under-represented students. The Digital Diversity, Learning and Belonging (DD-lab) project investigated the lived experience of under-represented undergraduates through a co-researcher methodology, taken forward in an ESRC/Newton project. Co-researchers created digital documentaries of participation and studying throughout one university year. The paper critiques the co-researcher experience and considers the reported value to the co-researchers’ identities, learning, studying and future careers. It considers the potential of participatory methodologies for advocacy, social justice and influencing institutional and national policy makers.

**My voice, my story: the lived experience of being a non-traditional student at university through participatory photovoice – Vanessa Heaslip, Maggie Hutchings, Clive Hunt**

The second paper critically examines possibilities for representing lived experiences of being a WP student through an ESRC funded social participatory research project called My Voice, My story. This research used participatory photovoice, the students being co-researchers in the project, taking photographs of their lives and their experiences of being a WP student. In this interpretive project, researchers worked with and supported students to develop a narrative around their photographs which they felt represented their story. These sessions were audio recorded and analysed using thematic analysis to better understand how the students themselves interpreted the process. Hearing the voices of students from WP backgrounds, which are often silenced and marginalised in the academic discourse, was a key aim of the project and media students developed a video montage of the stories that were produced for dissemination.

**Changing Stories: web-based life stories, online mentoring and relational agency in widening participation – Laura Mazzoli Smith, Karen Laing**

The third paper examines the wider potential of foregrounding life stories in WP work. It presents a critical analysis of Changing Stories, a new ESRC IAA funded digital portal for undergraduates’ life stories of HE progression. Through no prior labelling and a key aim of enabling school pupils to actively identify with and then link to undergraduate students through life stories, the project aims to foster relational agency. The portal enables undergraduates to upload their life stories in a variety of forms (e.g. vlog, video, multi-media) which are then linked to other WP and wider educational activities. This aim of providing brokerage to other WP initiatives is examined, alongside problematizing how far students’ life stories can democratize practices predicated on a hierarchy of outcomes for young people, through attending to participants’ views on this.
The paper suggests that projects act as a dynamic qualitative data resource to inform academic practices and discourses around WP and that this outcome complements and necessarily underpins outcomes for students.

Discussant – David Leat

09:00 - Symposium: Enacting the professional development of teacher educators: Cross-context perspectives
10:30 (Teacher Education and Development)
Session Type: Teacher Education and Development

The first paper (Jane Turner and Clare Warren) will examine the role of evaluation, increasing fine-grained focus, moving from: external evaluation of a national programme; to a county-wide Randomised Control Trial; to reflections from an innovative cross-sector group; and finally, to a case study of a school over time. The papers consider the roles of self-evaluation, collaboration, sustained interaction and frameworks for professional development.

09:00 - Symposium: The Impact of Professional Learning: A Range of Approaches from Primary Science
10:30 (Teacher Education and Development)
Session Type: Teacher Education and Development

The Impact of Professional Learning: A Range of Approaches from Primary Science


Each Primary Science Teaching Trust Academic Collaborator explores the impact of professional learning through a different lens, with an increasingly fine-grained focus, moving from: external evaluation of a national programme; to a county-wide Randomised Control Trial; to reflections from an innovative cross-sector group; and finally, to a case study of a school over time. The papers consider the roles of self-evaluation, collaboration, sustained interaction and frameworks for professional development.
since its pilot stage in 2009, and this paper will explore the role of external evaluation in the PSQM programme, and how the process mirrors the continuous reflective cycle of improvement that subject leaders undertaking PSQM drive in their schools.

The effect of Professional Development in 'Thinking, Doing, Talking Science'
The second paper (Helen Wilson) will explore the effect of working with a cohort of teachers for five days of professional development, to facilitate their teaching of lessons which encourage pupils' higher order thinking skills, through practical activity and pupil discussion. The Randomised Control Trial involved over 1200 pupils (age 9-10-years) from 42 Oxfordshire primary schools in the Thinking, Doing, Talking Science project, funded by the Education Endowment Foundation and run jointly by Oxford Brookes University and Science Oxford (2013-15). The findings showed that there was a positive and statistically significant impact on the attainment of the pupils and on their attitudes, both to science as a subject and to school science lessons.

Developing Teacher Leadership in STEM Education: Repositioning CPD as a Cross Sector, Relational Endeavour
The paper by Lynne Bianchi, Jonathan Chippindall and Debbie Ralls explores the engagement of primary and secondary school teachers in an innovative model of Continuing Professional Development (CPD), where CPD is repositioned as a relational endeavour. This project interprets the trajectory of professional development (TOPD) framework (Bianchi, 2016) and uses it analyse participant reflections, so as to better understand how "collaborative professionalism" (OECD, 2015) can support teachers in fostering creativity and confidence in the teaching and learning of science and engineering in schools. The application of the TOPD framework helps to identify the different relational stages of engagement that occur throughout the project, as teachers develop new professional identities as leaders in science and engineering education.

Professional learning over time: a case study from the Teacher Assessment in Primary Science (TAPS) project
The final paper (Sarah Earle) will consider professional learning over time, exploring a longitudinal case study (2013 - 2016) drawn from the Teacher Assessment in Primary Science (TAPS) project, which used a Design-Based Research approach to develop theory and practice in collaboration with participants. Analysis of data from TAPS cluster days, school visits and the school's PSQM submissions suggested changing practices in use of: evidence, pupil self-assessment, assessment structures and moderation. The role of external projects, school self-evaluation and the sharing of practice will be examined as drivers in the process of change and professional learning.

Break

10:35 - 10:55
Tea & coffee, networking and exhibition viewing

Session Type: Breaks

Keynote Lecture

11:00 - 12:00
Keynote Lecture: Nicola Rollock

Session Type: Keynote Lecture
Chair(s)/Convenor(s)/Facilitator(s): Gemma Moss
Discussant(s):

11:00
Exposing the Lie Within: legitimate culture, organisational protectionism and the quest for racial justice in higher education

Nicola Rollock
University of Birmingham, UK

In his seminal 1992 publication *Faces at the bottom of the Well*, the eminent scholar and founder of Critical Race Theory (CRT) Derrick Bell proffers what some might consider a harrowing and defeatist proposition. He insists that racism is permanent. Recent data published by the Home Office in the aftermath of the 2016 EU referendum in the UK revealed a surge in racist incidents and hate crime and, the polarising rhetoric and actions of the Trump campaign and his subsequent Presidency in the US, indicate that empirical evidence substantiates Bell’s claim. In this session, I take up Bell’s provocation and consider how the “configuration of policy, economics and governance” (Warren, 2016:2) come to inform the ways in which racial justice is imagined, rationalised and actioned within the field of higher education. Drawing on both Bourdieus, and CRT, I explore which narratives and cultural imperatives gain “legitimacy” and how they accrue and retain dominance within a wider popular policy framework which continues to promise ‘equality and diversity’. I employ the Critical Race Theory tool of counternarrative to engage a series of composite case studies - that is semi-fictional incidents drawn from a series of real life events - interspersed with empirical research data from a two year study examining race within education policy, to attend to the ways in which these processes are operationalised, validated and sanctioned. My intention is two-fold: first, to reveal these institutional practices as a façade concerned primarily with what I term *organisational protectionism* and, second, to make the case for the permanence and salience of everyday racism in British academia, an assumption which is a common feature of race debates in the US but which has yet to gain traction within the UK.

Parallel Session 5
Symposium: SPACE: Space, Place and Agency in Childhood and Education

Session Type: Alternative Education

12:10 - 13:40

SPACE: Space, Place and Agency in Childhood and Education

David Lundie; Aaron Beacom; Mark Leather; Julie Evans; Kass Gibson

University of St Mark & St John, UK

This symposium brings together perspectives from geography, philosophy, alternative education and sport and exercise science to consider a sense of place and agency in education beyond the classroom. Drawing on embodied perspectives to decenter the assumptions of the classroom as enclosure which frame much educational research (Lundie 2015). In place of the enclosure as locus of methodology, the challenges of non-formal and expansive educational settings refocus educational enquiry on the intrinsic, ipsative and intersubjective dimensions of the learner in their interactions with place, peers and nature.

Introducing the research programme for Space, Place and Agency in Childhood and Education at the University of St Mark and St John, Plymouth, an interdisciplinary collaboration between the Faculty of Education and Social Science and the Faculty of Sport and Health Science, the symposium will feature speakers who cross boundaries and challenge traditional dichotomies between formal, informal and non-formal education. The symposium will focus on methodological innovations which support educational research in contexts beyond the classroom, drawing upon current research projects in European youth work, disability sport education and alternative early years provision.

Paper 1 – Mark Leather: More than ‘activities’: using a sense of place in outdoor education
Paper 2 – David Lundie: More than ‘methods’: ipsative and interpersonal perspectives on decentering the classroom
Paper 3 – Kass Gibson: More than ‘murder’: ethics and hunting in New Zealand reconsidered
Paper 4 – Julie Evans: More than ‘play’: space, agency and the classroom in early years

Dr Leather’s paper presents empirical evidence from an action research project to demonstrate how a combination of formal and informal pedagogy can lead to a sociocultural and historical understanding of place and enrich the learning experience when teaching sailing. Adopting a Deweyan pedagogy of place that holistically integrated research, theory and practice (Ord & Leather 2011), students completed focus group interviews, photo elicitation and written reflections, evidencing a meaningful relationship between sociocultural history of place and the activity itself.

Drawing on the sport for development movement, which engages health and civic education, informal recreation and environmental education, Kass Gibson’s paper draws on mixed method qualitative research into sport (Gibson 2012) to explore students’ relationships to the culture of hunting (Gibson 2014). Bringing together indigenous ontologies with the methodological personalism refined by colleagues in this research group (Beacom & Golder 2015), this paper explores the normative, pedagogical and sustainability implications of hunting and its place in outdoor education.

Exploring the relation between the ‘offered’ curriculum and the ‘received’ curriculum in early years (Rogers & Evans 2007), Dr Evans’ paper reintroduces the concept of space and enclosure as ethnographic actor in context (Lundie 2015). Drawing on myriad autoethnographic representational strategies of the young people in the setting (Pahl 1999), Evans’ ethnography seeks to enable children’s voices to represent the physical limitations they experience. This paper reframes the Reception classroom as a ‘poverty of space’, acting upon the development and socialisation of young children.

References:


Gibson, K. (2012) Two (or more) feet are better than one: mixed method research in sport and physical culture, in Young, K. & Atkinson, M. (eds.) Qualitative research on sport and physical cultures. London: Elsevier.


Rogers, S. & Evans, J. (2007) Rethinking role play in the Reception class, Educational Research 49.2
Session Type: Children and Childhoods

Chair(s)/Convenor(s)/Facilitator(s): Kevin Smith

Discussant(s):

'It will help you do future stuff': Stakeholders’ perspectives of the impact of a primary school’s extended provision on its students’ motivation for learning and aspirations.

Jane Murray; David Cousens
University of Northampton, UK

In a global context of increased focus on schools’ performativity, extending children’s school days has become more common in some countries, although there is evidence of mixed results in respect of academic performance. The extended school day has been viewed as a valuable tool for tackling socio-economic disadvantage and securing global competitiveness, yet it has also been identified as an unwelcome incursion into children’s home lives. In England, deep inequalities in school outcomes have been acknowledged and in the region identified by England’s national schools’ regulator as the worst performing in the country, a small rural primary school teaching children aged 4-11 years set out to improve its older students’ motivation for learning and aspirations by making extramural provision, for which it secured additional funding. A participation-oriented evaluation was undertaken during the first year of the extended school project to capture stakeholders’ perspectives concerning the impact of the provision on students’ motivation for learning and aspirations. Ethical considerations aligned with BERA (2011) and ethical conduct was approved and monitored by the researchers’ institutional ethics committee. Badington College activities took place in the primary school building for two hours after school each weekday during term time and attendance was optional for all 112 of the school’s students aged 7-11 years. Participating stakeholders comprised a purposive sample of staff, governors, students and their parents. 44 survey responses were received from participants, whose authentic views regarding their first-hand experiences of Badington College assured trustworthiness of data. Survey results informed focus group interview questions; semi-structured interviews were conducted with parents, staff, school governors and students (n=7). Staff indicated that activities were designed to support and enhance the school curriculum, and tended to have a life skills focus. Stakeholders believed the extended provision impacted positively on students’ motivation to learn and their aspirations for the future, though the latter point was recognised most readily by students. Findings suggest that stakeholders in this study perceived value in extended school day provision that offers children life skills development. Their data also indicated that extended day provision should make all participating children welcome, prioritise their social interactions and enjoyment, give them time and space to rest, empower them to express their thoughts and feelings about learning, support them to set and achieve their own goals, and give attending children novel, varied, authentic and high quality experiences that they regard as discernibly different from their school activities.

Children’s Perceptions of Their Own National Identity and What it Means to be Welsh

Alison Murphy
University of South Wales, UK

Debates regarding national identity in the UK and Welsh contexts have recently been central to the public discourse. This research project examines primary school children’s understanding of their own national identity and their perceptions about what it means to be Welsh. Both topics are investigated from a qualitative standpoint and contribute to the existing mainly quantitative material in the field of children’s national identity.

The data were collected with children aged nine to ten years in three schools (two English-medium schools and one Welsh-medium school) in an urban area of south-east Wales. The study used multimodal methods of data collection, incorporating writing, drawings and interviews to capture the children’s insights.

Findings established that children aged nine to ten are able to define their national identities in clear and discerning ways. Welsh was the most cited national identity, both in singular and multiple definitions of their national identity. Family, birthplace and residency were identified as factors in shaping their sense of their own national identity. Language did not feature strongly in the children’s responses about their own national identity.

When reflecting on being Welsh and Welshness, the children’s drawings and annotations indicated common and often stereotypical views. These responses mainly occurred when the children discussed skin colour, religion and leisure activities. In this part of the investigation, the school, sport and the media were influential in shaping the children’s perceptions of a Welsh person. By contrast, while language was not highlighted by the children as a significant feature when considering their own national identity, the children’s perceptions of a Welsh person placed an emphasis on the Welsh language in this association.

This qualitative study not only contributes to the existing body of research regarding children’s ability to define their own national identity, but also to how this manifests itself in the devolved context of Wales.
Schools are complex, social institutions. They are spaces of learning and play, socialisation and exclusion, compliance and resistance. Too often, the complicated nature of schools is undermined by an over-simplified representation by the media, and to some extent even educational policy. Even the description schools provide to the community at large fail to accurately portray the diversity of issues, concerns, successes and failures staff and pupils face in their day-to-day experiences. The purpose of this study is to peer beyond the oversimplified representation of school and attempt to understand these institutions from the pupils’ perspective.

Since 2013, the Wales Institute of Social & Economic Research Data & Methods (WISERD) has conducted a multi-cohort, longitudinal study involving nearly 1500 pupils in 29 secondary and primary schools across Wales. During sweep one of the study, pupils’ were asked to provide three words that best describe their school. In this paper, we examine the descriptions 849 Year 8 and 10 pupils provided of their school. Over 2000 words and short-phrases were recorded.

The responses were coded for quantitative analysis by given each response a numerical value based on the “positive,” “neutral,” or “negative” value of the response, and Scott’s Pi Alpha was used to determine coder reliability. Descriptive statistical analyses was used to explore gender, age, ethnic and socio-economic variation among pupils’ positive and negative descriptions of their school. Thematic analysis was then conducted to explore the qualitative nature of the data.

The quantitative analysis reveals interesting differences between positive and negative perceptions of school based on the aforementioned variables, and the qualitative analysis adds depth to these findings. While the majority of pupils’ surveyed in this study held their school in a positive light, they also provide insight into some of the challenges they face. From the drudgery of the “daily grind,” to the torment of bullying and self-harm, to the pastoral and academic support of dedicated teachers and staff, these pupils’ responses illuminate the sophisticated complexity of school life.

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12:10 - 13:40
Creative Pedagogies
(Creativities in Education)

Session Type: Creativities in Education

Chair(s)/Convenor(s)/Facilitator(s): Kerry Chappell

Discussant(s):

12:10
Creative pedagogical practice: findings from a systematic literature review

Kerry Chappell1; Teresa Cremin2

1University of Exeter, UK; 2Open University, UK

Internationally, the first decade of the 21st century was characterised by growth in creativity research and creative classroom practice (e.g. Beghetto, 2007; Mirzaie, Hamidi and Anaraki, 2009; Chappell, 2007; Sawyer, 2010). While some researchers have focused upon conceptual challenges (e.g. Beghetto and Kaufman, 2007; Lin, 2011) classroom practices have also been examined; those of teachers (e.g. Jeffrey and Woods, 2009; Craft, Cremin, Hay and Clack, 2014) and of visiting subject specialists (e.g. Galton, 2015). Whilst creative approaches to learning appear to have international salience (Harris and Lemon (2012:426), there is little consensual agreement about terms. The underpinning concept of creativity remains complex, elusive and differently understood (e.g. Banaji, Burn and Buckingham, 2010) and difficulties as well as potential can be identified in both theorising and defining creative pedagogical practice (Cremin, 2016). In the UK despite several thematic reviews of aspects of creativity, none have directly addressed creative pedagogies.

Accordingly, in order to ensure that policy and practice are informed by the most rigorous available evidence, and that such evidence is subject to close critical scrutiny, a systematic review is being undertaken to interrogate the empirical research base on creative pedagogies. In recognising previous critiques of the field, and seeking to synthesize the evidence, the review also aims to contribute to the shaping of future research. It asks two questions:

1. What is known about /what are the key features of teachers’ creative pedagogical practice in the years of formal schooling?
2. Is there evidence of any documented impact on student creativity?

A systematic review was chosen given its strength as a means of establishing a ‘reliable evidence base’ (Davies et al. 2012, 81). The current review followed established guidelines, via four stages which will be articulated in the presentation, and which were designed to ensure that research questions were addressed comprehensively, using relevant literature. The paper reports upon this critical literature review of empirical work on creative pedagogies from 1990-2016 from the early years through the formal years of schooling.

Both the methodological processes employed and the key findings from the review will be reported. These will be considered in the context of existing frameworks for creative teaching and learning, in order to generate recommendations for future research, policy and practice. Recommendations will focus on key findings with regard to curriculum development, teacher and practitioner training and ongoing professional development.

12:40
Theorising about pedagogy to teach inquiry science using process drama: A synthesis from practice

Debra McGregor; Adrienne Duggan
Oxford Brookes University, UK
This paper suggests how a theoretical model might be developed to emphasize for teachers, what they should pay attention to to successfully position learners in a dramatic inquiry. Heathcote (1984) suggests how a Mantle of the Expert (MoTE) approach could be adopted to place learners in role to participate in re-enacted historical events or happenings from the past.

The examples from practice, drawn from for this study, have been conducted by a science education and a drama education practitioner working with primary children in contrasting scientific inquiries. In each of the inquires children were led through a sequence of progressive drama activities that adopted particular conventions, culminating in an ‘in role’ activity. The children were positioned in both inquiries as scientists, like Galileo, Harbutt, Knight, Newton or Shivers in a specific social, cultural and historical context in which they aimed to tackle a problem or ‘commission’ (O’Neill 2015) posed by the teacher. This ‘scaffolded’ approach helped the students build their confidence in scientific understanding and scientific literacy, applying prior knowledge as well as enhancing and extending their existing understandings before moving on to resolve a specific scientific conundrum or commission.

Contrasting this process approach, a progressive dramatic inquiry (DI), with Heathcote’s MoTE approach highlights how this fresh theorisation might inform classroom practice. Key differences are that the MoTE is a long term inquiry, often carried out over several weeks, even over a full school term. Learners (in the MoTE) also take different ‘roles’, to investigate a question through the re-enactment and re-interpretation of a particular time or event. The learners are positioned to ‘pretend to be’ different participants in the inquiry. In the scientific DI being proposed here the pupils are positioned to ‘think’ and ‘work’ as specific scientists-in-role, that is is they are placed in situations where they can think and act as a scientist and appear to feel they have becoming such.

The DI involves simple physicalisation activities to introduce the context and the science to be explored, e.g: enacting the heliocentric theory in the Galileo dramatic inquiry or modelling properties of materials to highlight the dilemmas Shivers faced in his scientific endeavours. These preparatory activities establish and reinforce scientific concepts before moving on to the ‘in role’ activities in which the students develop a deeper appreciation of the social, political and cultural influences on a scientist’s life and work.

Therefore, the aim of this study is to explore what constitutes ‘possibility thinking’ in children’s learning experience and how teachers’ pedagogical practice (TP) fosters their possibility thinking as an aspect of creativity in Taiwan’s education system. A multiple-case study is utilised as a research approach that focuses on three classes in Taiwanese primary schools with very different characteristics. After reviewing the previous studies of PT and TP conducted by Craft, Cremin, Burnard, Dragovic and Chappel (2012), the studies of children’s PT for teachers’ pedagogy by Cremin, Burnard, and Craft (2006) and Lin (2011) were used as the main approach to this study’s conceptual framework.

The preliminary findings indicate that the children’s PT corresponded with the teachers’ pedagogical practices in different courses and classes and affected the PT of children in these primary schools. Moreover, there was also evidence that external factors, such as policy implementation, curriculum structure, background of classes, and teachers’ professional training, all affected the children’s PT and the teachers’ pedagogical practices and were included in the conceptual framework to explain the current status of Taiwanese primary education in depth in this research.
resolving differences in a productive direction. However, despite the prominence of the above patterns within theoretical analyses, it remains uncertain how beneficial they are in practice.

Acknowledging the need for more conclusive evidence, the presentation will report the results of an ESRC-funded project that is obtaining a large and representative sample of classroom dialogue, and relating coded dialogue to measures of student learning, reasoning and attitudes to school. Successive lessons (each c. 60 minutes in duration) are being videotaped in each of around 75 Year 6 classrooms (students aged 10 to 11 years), with literacy, mathematics and science all covered. Dialogue is being analyzed via a scheme that reflects the patterns that are theorized as optimal, and requires both coding at the speaker turn level (to represent the detail) and rating across the full lesson (to represent the wider picture).

Variations in patterns of dialogue are being related to three types of measure of student outcome, with around 2000 students providing data. The measures address: 1) curriculum mastery in English and mathematics (scores on Standardized Achievement Tests) and in science (scores on a specially designed test of conceptual and procedural knowledge); 2) verbal reasoning (scores on a specially designed test of students’ ability to differentiate facts from opinions and reasons from conclusions, to draw inferences, and to compare and evaluate reasons); 3) attitudes to schooling and self as learner.

Over 30 factors have been identified as potentially associated with dialogue-outcome relations, thereby confounding the interpretation of those relations. These potential confounds include student prior attainment, socio-economic status, mastery of English, parental involvement, school mobility, attitudes and engagement, technological aids, group work, and so on. Assessed through questionnaire and observational data, all potential confounds are being considered in the analyses.

The project makes a unique contribution to the field in offering a systematic, large-scale analysis of the relationship of classroom dialogue across core subjects with student learning and attitudinal outcomes. A series of professional development workshops is planned for participating teachers in order to disseminate the findings in a concrete way in the classroom.

12:40

**Revisiting Teacher Assessment for Learning Practices**

**Chris Harrison1; Bronwen Cowie2**

1King’s College London, UK; 2University of Waikato, New Zealand

Assessment for learning (AfL) practices are commonly recommended as effective strategies (William, 2007) that can provide teachers with information about student understanding. For teachers the substantive potential of these AfL practices to inform student learning actions depends on what teachers notice and select as a focus (Mason, 2002, Ball, 2011), and how they interpret and act on the information they have (Authors 1). This paper explores what and how teachers notice evidence from classroom events. It draws on the framework developed by Torrance & Pryor (2001), which considers lines of discussion and events in the classroom as either divergent (opening up student thinking) or convergent (drawing learners back to the planned conceptual pathway). The paper reports on the interplay between the two processes as the teacher tries to assess and guide students, while trying to balance accepted beliefs with those emerging in the classroom. That is, teachers need to be able to ‘hear’ student thinking, take it seriously, and make it an integral part of the instruction as part of their commitment to the student learning and to the learning of the class as an intellectual community. This notion resonates with Boud’s (2000) proposal that assessment needs to be sustainable both for immediate focus and learning motivation into the future.

The literature offers a breadth of easily accessible ideas for creating assessment tools that teachers can use to collect evidence of student understanding. However, it is not enough to focus on data collection strategies alone. The approach that teachers take to interpreting what data they have is also important. They can be oriented to engaging their learners in further thinking or to correcting them. Our discussion focuses on those factors that we see as important in establishing a formative process that creates environments where classroom assessment can work in challenging and building better understanding for students. Such an approach allows teaching to be challenging, responsive and function generatively to interrogate, encourage and drive ideas. Clearly there are important messages from this approach for both pre-service education and for professional development that will support teachers’ formative practices in science classrooms.

13:10

**A Problem of Spatial Fetishism: How to Make School Architecture more Ethical and Effective for Teachers**

**Adam Wood**

Manchester Metropolitan University, UK

With billions of pounds spent on school-building programmes, the hope and hype of improved education are often grounded in the assumption that innovative buildings make better learners. Educational philosophies and practices are designed into architectural form and structure so their ‘built pedagogy’ incorporates transformational promise – as with the concept of ‘flexible learning spaces’, for example. This is an example of spatial fetishism and it often relies on a series of rhetorical moves and deterministic ontological claims about space that effectively nullify what people do, the significance of curriculum and the impact of constraints (such as, in England, an overbearing, high stakes assessment system). Significantly, it is also a way of thinking about school design that stands in contrast to traditions of school design in Europe, and in England in the mid to late 20th century.

Using critical realist theory together with the work of schools’ architect Herman Hertzberger and the economist/philosopher Amartya Sen, this paper draws on the findings of recently completed doctoral research – a two-year ethnographic study of teachers’ work in the flexible learning spaces of a school built through England’s Building Schools for the Future (BSF) programme. Data from planning documents, participant observation and interviews inform the paper’s main aim: to illustrate an alternative model of the purposes of school-building by clarifying what is architecturally possible and educationally desirable, and how these two relate. Findings show that what mattered for the teachers in the school studied was their ability to use learning spaces and classrooms in ways that they wanted. One conclusion is that this use of space in flexible ways should be recognised as the work it is, rather than seeing flexibility as a spatial property. The paper therefore argues that an ethical and effective
Overview:

This group of papers, presented by a mix of early career and experienced researchers, aims to explore the possibilities for gender transformation that exist within early childhood education and care (ECEC) settings. The authors share the optimistic belief that ECEC offers a rich site for practitioners to challenge gender stereotypes and to trouble the gender binary that perpetuates a gender essentialist discourse. The symposium is linked to another, entitled ‘Men Who Work in Primary or Early Years Sectors: Perspectives and Practices’. Whereas the focus of the latter symposium is on the practitioners, especially the male practitioners, who work in ECEC, this symposium focuses on interactions between practitioners and children with some attempts to access the perspectives of children themselves. In some of these papers this perspective is achieved at one remove via practitioner accounts about children’s views and their experiences of children’s talk about their gender identities. However, the collection also includes attempts to access the children’s views directly. Paper 1 - Conceptualising the value of male practitioners in early childhood education and care (ECEC): International perspectives - sets the scene by juxtaposing two contrasting concepts that underlie arguments for more men in ECEC: gender balance and gender flexibility. The author draws on a recent ethnographic study of one unusual nursery with five male workers showing the co-existence of heteronormative assumptions about family gender roles together with gender transformative ideas about gender versatility. Paper 2 - Early years practitioners’ perceptions of the impact of practitioner gender on approaches to play - then turns its attention specifically to play, a focus that emerges repeatedly in research about men’s specific contribution to ECEC pedagogy. This study, based on qualitative surveys and open ended interviews, explores practitioner definitions of play and the influence of practitioner gender on attitudes to play. Finally, Paper 3 - Scottish and Chinese children’s experiences of gender in Early Childhood Education and Care (ECEC) - based on 17 ECEC settings in Scotland, Hong Kong and Mainland China reports on a picture based method to access children’s ideas about culturally gendered and non-gendered teacher behaviours. Its findings show that gender is among a range of social aspects that children ‘do’ and ‘undo’ to meet their needs in their interactions with their teachers. A key idea across these papers concerns practitioner versatility as a guiding principle for child-led practices. An ECEC child-centred ethic requires a flexible practitioner who can switch from cuddles and quietness to boisterous physical play.

A key idea across these papers concerns practitioner versatility as a guiding principle for child-led practices. An ECEC child-centred ethic requires a flexible practitioner who can switch from cuddles and quietness to boisterous physical play. A restricted gender identity can inhibit ECEC practitioners from using the flexible range of skills that are needed for work with young children. Paper 1 shows that some practitioners take a particular pride in being versatile and that, for some, gender flexibility is part of the practitioner’s armoury of skills, whilst Paper 3 also emphasises practitioner sensitivity to children’s variable needs. Gender sensitivity and its opposite gender blindness are discussed across the papers. For example, Paper 2’s findings about approaches to play show that a gender denial discourse exists alongside assertions about gender differences.

Current workforce reform in England appears to be taking account of gender and reinforcing a call for male practitioners. Whilst this is a very welcome development there is a danger that this expansion may serve to reframe rather than transform gender roles especially if the underlying rationale is for male and female complementary roles based on a traditional gendered division of labour. So these papers conclude by offering recommendations for the training of gender sensitive ECEC practitioners, a real possibility for three of the authors who are involved in teacher training for the ECEC workforce.
Expert teachers, evidence based practice and school improvement

Session Type: Educational Effectiveness and Improvement

Chair(s)/Convenor(s)/Facilitator(s): Nigel Fancourt

Discussion(s):

Research Use in Schools: Teachers' Views of Methodology, Status and Implementation

Nigel Fancourt; Katharine Burn; Emma Klose

University of Oxford, UK

An understanding of the ways in which schools engage with research has become increasingly important recently, for two reasons. First, there has been considerable demand on schools to: use findings from external research; use their own data more effectively; research their own practices. Schools are therefore expected to draw on research, use analytical techniques and indeed increasingly conduct research as part of self-improvement and effectiveness. Second, there is an increasing demand for academic researchers to demonstrate the impact of their research.

Behind both these demands are assumptions about what teachers understand research to be, including the methodologies that are valued by schools (e.g. quantitative, qualitative, action), how schools regard the status of research (e.g. as certain or provisional), and how research is then implemented in practice (e.g. by altering teaching). Further, these understandings of research by teachers in schools are potentially different between subjects - science teachers may take a different view to English teachers. It may also vary across hierarchies, with senior leadership having a fundamentally different views of research and its value from individual teachers or subject departments.

Thus, whilst much recent research has looked at knowledge mobilisation or developing research in schools using a variety of methodologies, this paper considers teachers' pre-understandings of research. It focuses less on the metaphorical 'seeds' of research, or how they are sown, and more on the soil on which they fall.

It presents the findings from a qualitative study of four schools. The three research questions are:

1. What general understandings about research are found in schools?
2. What understandings of the methodology, value and the applicability of research are found in schools?
3. How are these understandings organised within and between schools?

Two schools are currently 'research-engaged', and two are less so. Various staff were interviewed in each, including: the headteacher; the research coordinator or equivalent; heads of department; classroom teachers. The research will map out the organisational and individual epistemologies of research in schools, identify potential conduits for and hindrances to research engagement, and inform knowledge mobilisation between schools and other institutions.

The future of expert teaching in England: how should the newly established College for Teaching recognise the best teachers and what can it learn from other successful education systems

Andy Goodwyn1; Linda Now2

1University of Bedfordshire, UK; 2Newman University, UK

The establishment of expert teacher models is a global phenomenon [Goodwyn, 2016]. England had an established, successful model, The Advanced Skills Teacher [AST] from 1997-2013, abolished summarily by the government with no replacement policy apart from an unfulfilled, recommendation to establish the Master Teacher. The Chartered College of Teaching, [CCT] formally established in England in 2015 has as one of its aims to promote the learning, improvement and recognition of the art, science and practice of teaching for the public benefit.

This paper will report on the effectiveness of the AST model drawing on national surveys and telephone interviews with ASTs and AST coordinators between 2010-2013 and in-depth interviews with 25 senior school leaders [SLEs] in 2013 and 2015. This latter project investigated the views of SLEs about the demise of the AST, the recruiting and retaining of the best teachers and views about the establishment of the CCT. The SLEs had deeply mixed views about the value of a new professional body [then trialling the name College of Teaching] but almost all felt that a national system of teacher recognition was vital.

Around the world other models have come and gone e.g. the Australian AST model and the Chartered Teacher in Scotland. However, England already has some small scale examples of Chartered teacher status run by subject based professional associations. Using qualitative methods of document analysis and reviews of the literature and supporting evidence, this paper will examine three models; the long established [1989] Highly Accomplished Teacher [HAT] from the USA’s National Board for Professional Teacher Standards, the relatively new version of the HAT in Australia and the elaborate career structure of Singapore that includes several designations.

The findings are clear that there is no one model suitable to all education systems, however the analysis shows how important a decision it is to establish and then develop a national model. We also review the evidence for long term benefits to the profession of identifying and recognising the best teachers. Such models, it will be argued, must be distinguished from more arbitrary recognitions provided by bodies such as Ofsted or by parochial categories determined by schools, such as ‘Leading Teacher’, solely authorised by school SLEs.
The College has now chosen the title The Chartered College of Teaching after consulting and receiving professional advice [Cordingley and Goodwyn, 2016]. The paper will conclude by analysing this decision, scrutinising its current

13:10 Investigating the enactment of pedagogical practice as a generative process for school improvement 3695978

Liang See Tan; Shu-Shing Lee; Li-Yi Wang; Natalie Lim
National Institute of Education, Nanyang Technological University, Singapore

There is increasing focus on designing situative learning and contexts for teachers as we are more knowledgeable in understanding knowing and learning are situated in physical and social contexts, social in nature, and distributed across persons and tools. However, self-sustaining and generative change do not involve acquiring a set of procedures to implement with fidelity alone. Rather, it frequently entails teachers making changes in their basic epistemological perspectives, their knowledge of what it means to learn, as well as their conceptions of classroom practice. Researchers have identified four key elements in professional learning, namely conceptual change, reflective thinking, experimentation, and innovation, nevertheless, it is necessary to examine the extent to which a school-based professional development framework is able to regulate the enactment process that enable teachers to make educational decision in the classrooms. Our study investigates whether the school-based continuing professional development model inform the enactment and sustenance of classroom practice by documenting units of instruction in six subjects and interviewing teachers before and after the lesson they conducted. This paper aims to analyse the enactment process in which teachers make sense of what they have learned from a school-based continuing professional development and how it can be contextualised in the classrooms. In the enactment process, teachers make educational decisions that require criteria in the realm of the curriculum, but not all criteria are stated explicitly, thus teachers must deduce, reflect, and elaborate when coming to a decision. Moreover, teaching is non-routine, ill-structured and creative and it involves a number of different kinds of expert professional judgment, this dynamic pedagogical context requires teachers to spontaneously think, reflect and contemplate on the educational decisions when working in the teaching-studying-learning process. This paper will conclude by exploring teacher reasoning to understand how school-based continuing professional development can engage teachers deeply with the goals in their pedagogical practice and how continuing professional development plays a key role in school effectiveness and improvement.

12:10 - 13:40 Evidence informed policy?

Session Type: Educational Research and Educational Policy-Making

Chair(s)/Convenor(s)/Facilitator(s): Christopher Chapman
Discussant(s):

12:10 Problematizing mediatised policy-making: Newspaper coverage of PISA emphasising quality and neglecting equity 3689518

Aspa Baroutsis1; Bob Lingard2
1Queensland University of Technology, Australia; 2The University of Queensland, Australia

As an unintended consequence of social media as a means of delivering interactive news, there has been a shift in legacy media, such as newspapers, creating a niche that seeks to enhance influence over politics. This can give rise to ‘speaking truth with power’ rather than ‘to power’, where media and governments to some extent, in some instances, become allies; and where the media practices target political and policy outcomes. In effect, this realignment of legacy media is perhaps designed to speak directly to governments and politicians rather than the public. This context suggests the increasing importance of educational research as a mode of countering and resisting through research evidence the impact of mediatised policy-making.

This paper analyses the media coverage of Australia’s performance on the Program for the International Student Assessment (PISA), 2000-2016 and its policy effects. Frame analysis from media studies is utilised along with research literature on PISA. The focus is on media discourses about the nation’s performance on PISA, asking: What are the policy effects of the dominant and marginalised media discourses about Australia’s performance on PISA? A systematic review of the associated media coverage is conducted. A content analysis of newspaper articles is undertaken; drawn from two national and eight metropolitan newspapers, gathered through the Factiva database. These data are mapped against over 50 OECD PISA related reports to identify those of particular media interest.

The focus on quality rather than equity was evident through three key findings: First, only five of the OECD reports received significant media coverage in Australia. In all instances, extensive media coverage surrounded the first PISA report, which provides a summary of national and international comparative performance data. There is limited coverage of other and subsequent reports. Secondly, there has been an increase in media coverage of these first-release PISA reports as the perceived importance of the test, and the performance comparisons within and across nations, have gained momentum and policy impact. Finally, often the other reports that were subsequently made available provided more useful data for policy, especially in respect of equity matters, yet received less media attention. Our findings problematize the media attention on PISA as it focuses on the national mean score indicating a fixation with discourses about the ‘quality’ of a nation’s performance rather than a concern with equity, despite the fact that the PISA data shows that the two go together in the highest performing nations.

12:40 Using research to change education systems: Realising the potential? 3694565

Mel Ainscow1; Christopher Chapman1
1University of Manchester, UK; 2University of Glasgow, UK

Introduction

With increasing pressure on governments to improve their education systems, the issue of change is high on the agenda. Inevitably this raises the question of how research can contribute. Drawing on our privileged positions as researchers closely involved in three large-scale reform programmes, this paper will explore how research can best contribute to improvements in the field.
The contexts
The analysis draws on our involvement as researchers employed as advisors within three related improvement initiatives: City Challenge in England (2008-11), Schools Challenge Cymru in Wales (2014-17), and the Scottish Attainment Challenge (2015-17). Whilst we were not both directly involved in all of these developments, throughout their existence we acted as critical friends to one another as we worked individually in one or more of the contexts. In this way we were able to share experiences and explore how research evidence and processes might help in moving things forward.

Generating data
The paper will draw on records of our discussions, as well evidence collected more directly through policy documents, statistical data, informal observations and interviews with participants. Our involvement in the initiatives placed us in a position of having privileged access to information regarding the way decisions are made within an education system, from the levels of government ministers and senior civil servants, through to that of teachers in the classroom.

Realising the potential: Making sense of the barriers
We will argue that putting ideas from research into such developments is challenging because of barriers related to:

- **Social factors**, including the extent to which relationships exist that encourage the sharing of expertise;
- **Political factors**, due to the impact of the attitudes and preferences of partners; and
- **Cultural factors**, related to local traditions and the expectations of those involved as to what is possible.

The paper will point to ways in which these barriers can be overcome in order that research can be helpful in promoting change. By and large, these responses are not based on a technical-rationale process through which research-based knowledge is presented to practitioners in the expectation that this will then be used to guide decision-making and action. Rather, they involve a messy social learning process, within which researcher expertise and perspectives are brought together with the knowledge of policy makers and practitioners. This means that researchers must act as reticulists, displaying sensitivity, building relationships and developing trust in order to span the boundaries between the academic and policymaking worlds.

Bringing Policy Into Being, Through Word and Code
Jennifer Clutterbuck
The University of Queensland, Australia

The global move in education towards digital governance (Williamson, 2016) has had significant influence upon schooling systems around the world, including Australia. The research presented reveals how Queensland’s online knowledge management system, OneSchool, has become both product and productive of policy moments in which data dominates the governing of schooling practices. Drawing upon Foucauldian-inspired literature and digital sociologist’s perspectives on information flow, I argue that OneSchool exists in a datafied policy space, created when policy, data and digital infrastructure intersect.

Seven times the size of the UK, with some schools more than 2000 kilometres away from the capital city and corporate centre, Queensland state schools have traditionally demonstrated a large variance in policy enactment. I argue that the use of OneSchool disciplines both policy actors and policy effects. Indeed this system is viewed by corporate and school users as, ‘... a school-driven initiative ... that provides a single point of truth about teaching, learning, schools, the curriculum, performance and financials’ (Education Queensland, 2015).

In a predominantly qualitative study, I conducted 60 interviews with senior Queensland state education department officers. Interview participants included elites and experts involved in early decision making processes, bureaucrats, technocrats and school leadership teams, including principals. Interviews were supplemented by a survey sent to all state education networks, and which elicited 199 responses.

Analysis reveals OneSchool has evolved to become a technology of government, directing both the conduct of policy actors - the ‘conduct of conduct’ (Foucault, 2014) and disciplining subsequent policies themselves. The research reveals policy actors displaying compliance, support and resistance through these disciplinary processes, particularly in respect of data and uses of digital policy technologies within OneSchool. Understanding the importance and influence of datafied policy spaces that characterize centralised knowledge management systems such as OneSchool, establishes how policies can be brought into being through words and through code.


\[12:10 - Technology Learning Spaces \]
\[13:40 - (Educational Technology) \]
I felt a bit happy and a bit not": The emotional experiences of primary school pupils when engaged in social interaction with their tutors during synchronous online one-to-one online tuition.

Gillian Hampden-Thompson, Debbie Humphry
University of Sussex, UK

This paper uses analysis of primary empirical data to examine how primary school pupils emotionally experience and negotiate the social relationships and communication online during one-to-one tuition. It draws on in-depth qualitative research of weekly audio-led web-based learning platform mathematics intervention delivered to primary school children over 27 weeks in UK schools by a UK programme designer, using Indian and Sri Lankan tutors.

The use of online technologies in education is fast-developing, and this is accompanied by a growing body of academic research and debate into e-pedagogies and the social interactions that mediate them. One-to-one online tuition is part of this expansion, propelled by its promise of expert individualised teaching made more widely accessible because of its lower cost compared to the face-to-face equivalent.

Qualitative research, including focus groups with the pupils (55 pupils in nine schools) and interviews with school staff and programme developers, is drawn on to gain an in-depth understanding the children's affective experiences of these interactions.

As the central element of the web platform used for the intervention was synchronous audio-conferencing, the experience of dialogic interaction in the absence of non-verbal and non-visual para-linguistic cues is examined. There has been increasing interest and research on understanding social interactions online, including in educational contexts, and this paper adds an in-depth analysis of students’ emotional experiences of synchronous audio-led online communication. It was found that the pupils experienced strong, varied and changing emotions that impacted on their engagement and pedagogic experience. This paper argues that developing online pedagogues that account for specific technological modes of delivery (such as audio-conferencing), is beneficial. Specifically suggests further training for tutors, more information for students, and student-sensitive programme development, in order to improve students’ social and pedagogic experiences of audio-led one-to-one online tuition.

This study makes a particular contribution to the understanding of one-to-one online tuition by looking in-depth at the emotional experiences of primary school children during synchronous audio-led interactions with their tutors. This adds to the limited amount of empirical research published on one-to-one online tuition in schools and higher-education, many of which are smaller-scale or for shorter periods than the intervention we analyse, and the majority focusing on the tutors’ perspective.

Learning computer-raised knowledge issues: Chinese student studying British Culture in a Self-Organized Learning Environment (SOLE)

Yang Du
NewcasRe University, UK

Sugata Mita’s conception of Self-Organized Learning Environments (SOLE) has won worldwide attention. The essence of this idea is to provide young people with an environment, facilitated by technology and an internet connection, in which they can interact and learn collaboratively with minimal or no teacher influence. In spite of this attention there is a dearth of empirical research investigating the unfolding social processes that occur while young people interact in a SOLE context. This study contributes to our understandings of such processes.

Data for the current study is made up of 15 hours of video recorded authentic SOLE sessions in which students study ‘British culture’. Participants in these sessions are Chinese students at an English university. Using a Conversation Analytic methodology this study examines the ways students interact amongst each other. Using several cameras this unique data set captures not only the students’ interactions amongst themselves, but also the manipulation of the computer screen and keyboard. This enables the researcher to ask the following important research questions: ‘With little or no teacher influence, what roles do the shared computers play in these interactions?’ and ‘How do the shared computers mediate these interactions?’

In this data students frequently find information online that some of the group do not understand. Such information, read from a webpage on a computer screen, raises important knowledge-related (‘epistemic’) issues. Namely, when a website provides some new information to the group shrouded around the computer, students halt their pedagogical task and collaboratively seek to understand its contents. In this journey to achieving a group understanding, students rely on each other’s knowledge of various domains as a resource. On the occasions that such an understanding cannot be achieved, students swiftly move to another section or another webpage altogether and begin the same process. As such this study reveals that without the presence of a teacher, interpreting and internalizing information on the internet is a group endeavor in which students rely on each other’s knowledge. These micro-analytic findings suggest, therefore, that a successful learning outcome in a SOLE context is a group dialogical process. This study highlights the new forms of learning that occur in a SOLE context without the presence of a teacher and discusses its implications for education worldwide.
Judge and colleagues have shown how Education developed as a field of study in markedly different ways in different countries (Judge et al., 1994), while Schriewer (2009) has shown how the provenance of the field in different countries can have lasting effects on its nature today.

Broadly, the various approaches to the study of Education may be categorised as Academic Knowledge Traditions, Practical Knowledge Traditions and Integrated Knowledge Traditions. Although they may co-exist, particular traditions have tended to dominate at different times and in different places.

Ways of understanding how Education has emerged as a field of study have also differed across time and space. Informed by historical and comparative perspectives, the papers in this symposium will explore ways of understanding how Education has come to be differentially constituted as a field of study with various purposes and values inscribed in its different conceptualisations.

Exploring such issues is important at a time when Schools of Education are being encouraged to reflect on their mission (Furlong, 2013; Labaree, 2004), while - particularly in England - politicians are increasingly advocating a narrowing of what counts as legitimate in teaching and research in Education, arguing that funding should be restricted to utilitarian approaches that contribute directly to the improvement of the practice in schools and colleges.

Our hope is that, by demonstrating the richness and variety of Education as a field of study around the world and rendering the nature and provenance of different traditions visible, those with a commitment to the study of Education, from whatever perspective, will be better able to contribute to the debate about the future of this important - but often misrepresented and misunderstood - field of scholarship.

The first paper - Knowledge Traditions in the Study of Education - will draw on a study of teaching and research in Education in seven different jurisdictions around the world and locate their different conceptions of what counts as Educational knowledge along two dimensions – sacred-profane and objective-normative. It will also consider how different approaches articulate with the various shifting ‘knowledge interests’ involved in contemporary debates about Education.

The second paper - Understanding Education Studies through a Bernsteinian lens - will consider how far the work of Bernstein (2000) can be helpful in understanding the nature of different educational knowledge traditions. Drawing on examples from the UK and other European countries, it will illustrate how different traditions can be conceptualised socio-epistemically. It will examine how relations between higher education, professions and practice are conceived, and also consider the differences between contributory disciplines and their articulation within a wider body of Educational knowledge.

The third paper - Education as an Applied Multi-disciplinary Field - will explore the different conceptions of disciplinarity and inter-disciplinarity found within the global literature on the study of Education. It will go on to explain how the dominant definition of Education as an applied multi-disciplinary field developed in England and with what consequences.

The discussant will reflect on the three papers and consider future prospects for the study of Education in England and elsewhere.

References


Institutional financial supports, such as maintenance bursaries, hardship funds and care leavers grants are intended to enable students who are from certain backgrounds or experiencing financial hardship to participate in higher education on a somewhat equal basis like their affluent peers. Whilst the aims of such supports are to enhance access to HE, retention and academic success (which can be monitored using existing institutional data), less is understood about how these students’ perception and experience of financial support in providing them with greater opportunities overall. As Thomas (2015) noted, a range of other factors can play a significant part not only as key determinants of student enrolment and success in higher education but also in increasing the impact of financial support. This study is situated in a single UK university and, in order to explore both the breadth and depth of issues, a mixed methods approach was used – an online questionnaire, in-depth semi-structured interviews and focus groups. All current student beneficiaries of the university’s financial support were invited to complete the survey and 612 responded. This was followed by four semi-structured interviews and two focus group discussions with students in receipt of financial support.

The quantitative data provided a broad overview of students’ expectations and perceptions of receiving financial support. The qualitative data, which was analysed, revealed more personal experiences of the impact of the university’s financial support schemes. The findings suggest that the university’s financial support to students is mostly perceived to have a positive impact in terms of supporting them in more fully engaging with their studies and the wider university experience. However, three areas where institutions could improve the administration of financial support emerged: pre-financial support to better ascertain the nature and level of bursary and any non-financial complementary support required by individual students; embedding financial mentoring to help students with budgeting and addressing any non-financial issues such as stress, academic performance and low confidence; and post-financial guidance to support students towards longer-term financial independence and stability. Whilst receiving financial support clearly helps these students, universities could do more to ensure that the opportunities created are sustainable for students in the longer term.

Reference


12:40

The challenges of using a Participatory Action Research approach with students in a Higher Education context.

Miriam Miller
University of Sheffield, UK

Collaborative and activist approaches such as participatory action research (PAR) are less about employing particular methodologies than about breaking out of a ‘top down’ research paradigm, exploring the social reality for the communities acting as co-participants, and ultimately improving practice. (Burns, 2007, McNiff, 2013). However, researchers, practitioners, participants, and communities are socially positioned in different ways, and produce knowledge outcomes of different types, which may be awarded different status. (Bergold and Thomas, 2012).

This paper will explore the challenges that emerged when developing two PAR projects at a Northern Red Brick University. Both projects engaged different groups of underrepresented students, with the intention of improving their university experience. One project focussed on increasing the proportion of Black and Minority Ethnic (BME) students in the Arts and Humanities faculty, to address their consistent under-representation. The other assessed the impact of support provision for students with Specific Learning Difficulties, mental ill-health, and/or autism spectrum conditions. A small group of undergraduate researchers (self-identified as members of each community) were recruited for each project, gradually taking ownership through designing research, and developing, testing, and evaluating their own initiatives for change.

The challenges emerging from the development of these projects highlighted issues for the use of PAR approaches in Higher Education contexts;

1. The larger institutional context and the aims of the staff involved in setting up the initial project had the potential to preemptively shape the research before our student researchers were even recruited. This placed the agency of the student researchers in an uncertain position.
2. The need to recruit students from a range of backgrounds within the relevant student community and not just those already engaged in the institutional structures.
3. Both projects involved two separate but interconnected communities – student support practitioners, who wanted to explore their own practice, and the students who might interact with them. Given the potential for unbalanced relationships developing between the two, we had to attend to the ways in which each student community viewed their participation, autonomy, and ownership within the unfolding collaborations.

This paper will be co-presented by one of the participating Student Researchers.


It is well established that students with dyslexia experience learning differently than their non-dyslexic peers (Reid, 2009; Price and Skinner, 2009; Eide and Eide, 2012). A number of authors (Pollack, 2012; Jamieson and Morgan, 2008; Pavey, Meehan and Waugh, 2010; Price and Skinner, 2007) suggest how to best teach and support students with dyslexia at university. However, many of these recommendations reflect inconsistent definitions of dyslexia and are rarely directly informed by the students’ own understandings of their dyslexia (McLoughlin and Leather, 2013).

This qualitative case study considers social identity theory (Tajfel, 1978), dyslexia as an aspect of identity (Burden, 2005; Pollack, 2005) and labelling theory (Boyle, 2014) through a phenomenological lens. Specifically, this study seeks to improve understanding about the essence of being identified with dyslexia at university and to explore the extent to which these students understood and defined themselves, both independently and as part of a distinct group. Students were initially invited to participate in a brief online survey to purposefully select participants based on the following criteria: identified with dyslexia at university; attended an induction appointment with the service leader; and currently accessing dyslexia support within the institution. Of the twenty-five survey participants, ten university students were invited to participate in semi-structured interviews, artefact construction and a dialogical narrative to discuss how their artefact represented their interpretation of their dyslexia.

Findings indicate that student participants do describe themselves as dyslexic and that this does contribute to how they understand their identities. However, results also suggested that students do not see themselves as part of a group of dyslexic students and that homogenisation of dyslexia proved a problematic label for them within a university context. Most were very confident about being identified with dyslexia because they felt validated by the recognition of difference. Moreover, they did not see themselves as labelled in terms of support or personal identity. Despite this commonality, the majority of participants also indicated that they did not discuss dyslexia with their lecturers.

This conference paper aims to outline how learners understand and describe their dyslexia; the extent to which learners adopt a dyslexia identity; and how and why students disclose dyslexia to university lecturers. Recommendations regarding inclusive practice and dialogical engagement with students newly identified with dyslexia will also be provided.

In the first paper, Using pedagogies of engagement, connection and affect to personalise learning, McKay analyses student responses to practices promoting inclusivity and critical reflection in a third year core undergraduate teaching course. Her approach draws on theories of engagement in order to raise critical consciousness and investigate the communicative practices capable of supporting a shifting and re-shaping of teacher professional identities. While some student responses provide evidence of moments of resistance to learning activities that do not relate specifically to the course assessment, promisingly, there is also evidence of students’ willingness to engage within an emancipatory paradigm.

Communicative practices that support a shifting and re-shaping of teacher professional identities, Lennon explores the use and impact of pedagogies of connection and engagement on students’ participation in an undergraduate face-to-face secondary English curriculum course. As a pedagogical experiment, she strategically set out to build teacher-student rapport by having students emotionally ‘check-in’ with her at key course junctures and inviting all involved in the learning process to contribute to its design. Students were encouraged to lead discussions and shape future tutorial content/foci. Though somewhat risky and unpredictable, anonymous student feedback and a significantly increased student attendance rate would indicate that there is value to be had in listening authentically before the teacher-talk begins.

In the final papers, Barriers and breakthroughs: Embracing resistance to enable better understandings; and The effect and affect of learning through the arts: A way of coming to know, Monk and Riley reflect on the role of affective learning in courses designed to engage first year students in thinking about issues of difference, identity and intersectionality. Riley discusses resistances encountered by teacher educators when speaking to students about such issues and the challenges for educators of managing pressures to avoid classroom conflict in a climate where academic performances are constantly being monitored. While creating spaces devoid of conflict promotes false expectations of institutional environments, she asks ‘How might uncomfortable emotions be harnessed as a way of instigating productive discussions linked to socially just thinking and actions?’

Monk’s paper offers examples of arts practices used to stimulate reflections around the embodiment and expression of identities. Engaging with these practices provides opportunities for students to respond affectively and creatively as they re-imagine and re-shape their identities. This
pedagogical approach is informed by the view that experiences occur in the liminal spaces between body and spirit and that the creation of joyful, 'in the moment' learning has links to acts of social justice.
reducing of racist rhetoric through the current neo-conservative agenda and political links with *Our Island Story* (2005) in association with former Conservative Prime Minister David Cameron (2011); former Secretary of State for Education Michael Gove (2010) and current Prime Minister Theresa May (2016). We argue that in current times the contemporary politics of ‘othering’ refugees, immigrants and migrants appearing in Britain is a recycling of White Britain’s position of ethnic and cultural ‘others’ founded by its imperial past. We argue that continued use of racist rhetoric and the proliferation of an ‘us’ versus ‘them’ agenda by the mass-media is for cultural reproduction and maintenance of impressions towards the ‘other’ as being a danger and threat to the preservation of culture (Gillborn, 2008; Gramsci, 2012; Lander, 2016).

**References**


**Opportunities and barriers in the field of international relations of a Hungarian university in the interwar period (1920-1945)**

Adrienn Sztana-Kovacs
Independent Researcher, Ireland

The topic of this paper addresses an understudied part of the history of international academic connections. The Hungarian Kingdom, as a defeated country, found itself in an isolated diplomatic position after the end of the First World War. The politicians of the government and mainly at the Ministry of Religious and Cultural Affairs – the responsible ministry for education - saw an opportunity to break out from this isolation through on the academic relations and re-establishing contacts abroad.

The examined 25 years brought four drastic turns in political direction in Hungary, and these changes put their stamp on both education at, and on the international relationships of the Hungarian universities. The foreign relations of the Hungarian universities were under strong control of the Ministry. Between 1922 and 1939, the Hungarian cultural policy was opened to the Western-European countries and to the USA, but in the 1930’s the influence of the foreign policy also appeared in the cultural sphere. There was a short period, from 1934 to 1939, when the purely cultural initiatives were strengthened with Poland and Finland.

While current historiography focuses on the allied countries, Germany or occasionally reflects on the Austrian academic exchanges, this paper wishes to shed light on the scholarly relations of the Hungarian universities and especially the last to be founded Royal Hungarian Elisabeth University. The paper seeks to define the directions of the international relations and changes of them during the interwar period. It explores the effects of the Hungarian foreign policy on the decisions of the university councils in the field of foreign scientific relations and the efforts to re-establishing the previous connections. Moreover it tries to shed light on the changes of the grant system and on its efficiency, and on the use of both students, lecturers and lectors in the propaganda, and tries to explain the phenomenon of the highly politicized honorary doctorates and the importance of the international conferences and celebrations.

The achievements of this paper complete the latest researches on the field of the European and transatlantic academic relations from the view point of the another former Central Power nation during the interwar period.

**Hispanoamericanismo, Nation-Building and Public Instruction in Panama (1903-1936)**

Rolando de la Guardia Wald
University of Oxford, UK
As the construction of the Panama Canal progressed, Panamanian intellectuals became confident enough as to imagine a future in which their country would be a prominent centre for trade, diplomacy and culture. As a result, a debate about the way in which Panama should participate in the “international concert of civilised nations” ensued. The consensus was that the Republic of Panama should become an important member of the international community in order to truly become a modern. As such, it had to adopt a positive posture towards cooperation with other nation-states. The discrepancies, however, revolved around the limitations that should be posed to Panamanian internationalism. Should the young isthmian republic be defined as Hispanoamericanista, Pan-Americanist, or Universalist?

There were many Panamanian pedagogues involved in this debate. Depending on their perspectives, they proposed the design of policies, curricula and course content that would promote a particular kind of internationalism. Within this context, one of the most dynamic conversations was that of the importance of the teaching of languages. This presentation intends to explore how Panamanian intellectuals and pedagogues, especially modern-language teachers, debated about the relation between the content of language courses and the inculcation of nationalist and internationalist values. Mainly, this paper aims at shedding light upon the repercussions of the rise of Hispanoamericanismo or the promotion of what was understood as proper Hispanic culture, especially the teaching of Castilian in Panamanian, in the formation of Panamanian identity and nationalism between 1903 and 1941. In this sense, the will comment on the relation of the courses of Spanish and the inculcation of what they consider Panamanian and Hispanic values. Furthermore, the presentation will discuss how Hispanoamericanista educators negotiated the position of Spanish courses in schools. It will show how, slowly, they overcame the challenges of their Universalist and Pan-Americanist counterparts between the 1903 and 1932. Finally, this paper will illustrate how the exaltation of Spanish culture and the Spanish language influenced migration policies, international cooperation with other Spanish-American countries, and the relations with the United States.

Limited research has been conducted into the nature of and extent to which schools in the major countries of refugee resettlement, particularly within the English-speaking world, have addressed the needs of students from refugee backgrounds. This research aims to fill this gap by investigating the impact of policies and practices that have been implemented in order to improve educational outcomes for students from refugee backgrounds in Years 10-12 in two Catholic secondary schools located in Melbourne, Australia.

As a result of conflict, climate and economic displacement, numbers of people seeking asylum and being resettled in countries such as Australia, the US, the UK, Germany and the Nordic countries are higher than ever before. This results in increasing numbers of students from refugee backgrounds in classrooms and schools in these countries of resettlement. In response, schools and school sectors are introducing a gamut of programs and strategies to support such students. A major challenge for students who are resettled in Australia during their early secondary school years relates to English language and literacy proficiency, partly because such students come from language background other than English and partly owing to interrupted schooling prior to students’ arrival in this country. As a result, students from refugee find it particularly difficult to complete secondary school successfully.

Limited research has been conducted into the nature of and extent to which schools in the major countries of refugee resettlement initiate and implement practices that engage successfully with students from refugee backgrounds to support them in their secondary education. There is also a significant gap in the research that explores how specific school programs have improved educational outcomes for refugee background students, and in turn, how these might inform change in other schools or sectors.

This paper reports data from a case study of two Catholic secondary schools in South Australia in which intervention programs to support students from refugee backgrounds in Years 10-12 have been implemented. The study addressed the following research questions:

- What contexts facilitate or limit the successful completion of the final years of secondary school or students from refugee backgrounds?
- What are the school, community and policy interventions that are most likely to support and improve secondary school outcomes for students from refugee backgrounds?

Qualitative and quantitative data were collected from the two schools including: surveys, focus groups, school tours, contextual information and policy texts. Analysis of the data will inform discussion of the potential benefits of a variety of intervention strategies for supporting secondary school students from a refugee background.

**School choice of migrant families in Chile: 'The school wants to integrate that all countries are like brothers so they are learning the typical foods, places and dances'**

Sara Joiko
UCL Institute of Education, UK

Migration is not only the movement from south-north, also south-south movements have emerged in different parts of the world. During the last 25 years, there has been an increase in the numbers of people migrating to Chile especially from neighbouring countries of Latin America and the Caribbean. This movement has not only involved adults in search for better conditions and opportunities but also children and adolescents of
school age. Hence, in a context characterised by a quasi-market education model in which school choice plays a major role in defining the first encounter experience between schools and students and their families, the aim of this presentation is to explore how choosing a school can act as a form of (ex)(in)clusion into the education system and the wider society. Furthermore, the presentation will link the concept of inclusion with the discussion of ‘otherness’ and interculturality with the experience of migrants parents in the new school contexts. It also intends to stress out the need of a reflective view towards an inclusive intercultural education to stand up for diversity in the school’s contexts. The presentation is based on the preliminary findings of a qualitative research thesis that interviewed migrant parents, schools members and municipality staff in regards to the process of access and school choice.

The role of schools in identifying and referring young people from refugee backgrounds who are experiencing mental health issues

Melanie Baak1; Shepard Masocha1; Tahereh Ziaian1; Anna Ziersch1; Clemente Due2; Emily Miller1
1University of South Australia, Australia; 2Flinders University, Australia; 3Adelaide University, Australia

Since 2006, approximately 53,200 people aged under 18 from refugee backgrounds have been resettled in Australia under the humanitarian entrant program (Department of Social Services, 2016a), most of whom enter the Australian education system within weeks of arrival. Research suggests that migration experiences place refugee youth at increased risk of a range of social, behavioural, and mental health problems. After the first two years of resettlement in Australia, where there are multiple services in place, refugee youth begin to transition into mainstream services including schools.

Schools are key sites for the successful settlement of students from refugee backgrounds, and due to the ongoing interactions between school staff and students, schools have also been identified as key sites in which mental health difficulties can be identified. However, mainstream schools may not be well equipped to identify mental health issues among refugee background young people or understand the relevant mental health referral pathways. This mixed method investigation explores school and mental health service providers’ perspectives on the settlement and mental health challenges for young people from refugee backgrounds.

The study addressed the following research questions:

- What are the experiences of school staff in identifying and referring students from refugee backgrounds with mental health issues?
- How can the mental health of refugees be best supported in schools?

A survey of relevant staff (counsellors, mental health workers, educational support officers, etc.) at South Australian secondary schools was conducted to evaluate understandings of refugee students’ mental health issues and knowledge of referral pathways in these settings. This was followed-up with individual interviews with 20 staff members from across a range of secondary schools. In addition individual interviews were conducted with mental health service providers to map current service provision in mental health and to explore perspectives about how education settings can best support the mental health of young people from refugee backgrounds.

This paper discusses the challenges for school staff in identifying mental health issues for refugee background students as well as the limited understanding of referral pathways or awareness of appropriate mental health service providers for refugee background young people. We make recommendations for how schools and health services might more effectively collaborate to support young people from refugee backgrounds with mental health issues.

The paper will conclude with a discussion of the development of a pilot resource from the research, to help support education and mental health service providers in working with refugee youth.

Symposium: Unanticipated Voices: Exploring how recent reforms are supporting the voice and aspiration of marginalised children and young people in a time of austerity

(Inclusive Education)

12:10 - 13:40

'Symposium: Unanticipated Voices: Exploring how recent reforms are supporting the voice and aspiration of marginalised children and young people in a time of austerity'

Janet Hoskin1; Aileen Nicol2; Louise Arnold3; Mhairi Beaton3
1University of East London, UK; 2University of Strathclyde, UK; 3University of Aberdeen, UK

Beaton and Black-Hawkins (2014) note that national inclusive policies are shaped by a complex mixture of social, economic, political and historical concerns, formed within shifting local, national and international landscapes.

This symposium contrasts the implementation of policies in two separate legislations: Scotland and England. Scotland has recently enacted a series of legislative developments that have radically altered the concept of additional support needs along with legislation which has sought to prioritise children’s rights (Riddell and Wheeldon, 2014). In contrast, key aims of the 2014 Children and Families Act were to raise aspirations and improve outcomes for children and young people with Special Educational Needs and Disability (SEND) through what has been described as the marketization of SEND. This has placed families and young people at the centre of the planning process as consumers with personal budgets and a focus on life outcomes rather than provision.
The three papers in the symposium aim to focus specifically on the lived experience of three specific groups of young people as they experience the implementation of the written policies in their context.

The first speaker and Chair (Janet Hoskin) - Aspiration or marginalisation? Are the SEND reforms (2014) supporting young people with life limiting impairments to get the lives they want? - will share findings from a small-scale qualitative study on the experience of the new Education, Health and Care planning process for children and young people with life limiting impairments, their families and schools. In particular, those with Duchenne Muscular Dystrophy (DMD), who despite having increased life expectancy due to interventions such as ventilation and cardiac management, often continue to live marginalised and socially isolated lives as adults through lack of planning and low expectations. This paper examines whether the new outcomes-focused legislation is supporting them, their families and schools to be more aspirational about their future.

The second speaker, (Louise Arnold) - Listening to the voices of disabled children and young people in the Education Health and Care process. - will report on the process of using emancipatory research methods in her research which investigates the voice of children and young people with learning difficulties within the new person-centred planning process. With the support and input of a research steering committee consisting of young people with learning difficulties, Louise will examine whether professionals within Education, Health and Care services are listening to the views of these young people; in particular those who may communicate using alternative methods and whether they have now been placed, as the new Code of Practice states, ‘at the heart of the process’.

In the final paper, (Aileen Nicol) - We’re all in it together - a passion for permanence - referring to the recent Children and Young People’s Act (2014) in Scotland, the speaker will critically outline a programme at CELCIS (the Centre for Excellence for Looked After Children in Scotland) whose work focuses on improving aspirations and life outcomes for ‘looked after children and young people’ whose early life experience is likely to be shaped by disadvantage, trauma and exclusion. The Centre has developed an approach to enable multiagency partners to better understand each other’s roles and create new local practices to reduce drift and delay in permanence decision making for looked after children.

Ball comments that policies ‘do not normally tell you what to do, they create circumstances in which the range of options available in deciding what to do are narrowed or changed, or particular goals or outcomes are set’ (Ball, 1994:19). By focusing on the lived experience of the focus individuals, the symposium highlights how policy is not experienced by all in the same manner but is interpreted and shaped by the individuals for whom it is intended. Each paper within the symposium examines how methodologies focusing on including and listening to the ‘expert voices’ of young people and families, ranging from improvement methodology, to solution focussed questioning and emancipatory methods, can illuminate the challenge of increased aspirations in a time of Austerity.

12:10 - 13:40
(Full Day)
Teaching Writing
(Literacy and Language)

Session Type: Literacy and Language
Chair(s)/Convenor(s)/Facilitator(s): Dominic Wyse
Discussant(s):

12:10
How Writing Works: A Multidisciplinary Analysis of the Processes of Writing

Dominic Wyse
UCL Institute of Education, UK

The history of research on language reveals a persistent lack of attention to writing that to some degree has continued to the present day. Yet writing is a vital feature of most societies: as a requirement for employment, and for many people a source of recreation and enjoyment. Writing is also essential in order to progress through formal education.

This paper reports original findings from a three-year multidisciplinary study of the processes of writing (Wyse, in-press). The theoretical framing for the study included a new account of philosophies of writing, spanning theory from Aristotle to Dewey’s philosophy of language (Dewey, 1925). The methodology for the full study featured a range of new theoretical and empirical analyses. These included a history of written language; an analysis of the writing processes of eminent prize-winning fiction and non-fiction authors; and a three year longitudinal study of young people’s writing.

The research questions from the study that particularly influenced this paper are as follows:

1. How do key moments in the history of standards in English language and writing enable us to reflect on writing now?
2. What links are there between eminent authors’ writing processes and writing pedagogy?
3. How might better understanding of history of standards and writers’ processes be reflected in policy for writing teaching in schools?

This paper begins by linking three key historical moments, the invention of the alphabet; the invention of the printing press; and the invention of the computer; to establish new understanding of the nature of standards, stability and change. These concepts are then further examined through comparison with some patterns in the writing processes of expert writers. Finally the findings from these multidisciplinary analyses are used to explore national curriculum policy for English in England. Recommendations on future curriculum policies based on better understanding of writing and its processes are put forward.
Impact of genre-based pedagogy on students’ academic literacy development in Content and Language Integrated Learning (CLIL)

Yuen Yi Lo; Hee-Seon Jeong
The University of Hong Kong, Hong Kong SAR

With increasing globalisation in recent decades, the status of English as the lingua franca has been widely recognised. CLIL, which is characterised by using a second/foreign language (L2) as the language of instruction in content subjects, has emerged as an appealing approach which enables students to learn an L2 (very often English) and content knowledge simultaneously. However, it has been shown that the academic language involved in learning content subjects poses difficulties for L2 learners. Therefore, it is essential for CLIL teachers to provide more explicit instruction and scaffolding with regard to academic language. Grounded on systemic functional linguistics, genre-based pedagogy emphasises contextualised language learning and use to achieve social purposes. Such an approach has been widely applied to L2 writing instruction, English for Specific Purposes courses and teaching school genres to disadvantaged students in Anglophone countries. Recently, CLIL researchers in Europe have also adopted genre-based pedagogy to design curriculum and scaffold L2 learners’ academic literacy in content subject lessons. This study aims to apply such an approach to CLIL contexts in Asia (Hong Kong) and investigate its impact on students’ learning of both content knowledge and academic literacy.

One area of the Aspects of Writing study that has attracted attention over the years is spelling. Each study has reported the proportion of students who misspell words in a 100-word extract. Comparing the essays collected before and after the intervention, the students, particularly those who were relatively weaker in English, produced better argumentative essays in terms of logical development of ideas and use of academic language. Analysis of lesson observations and interviews also showed that students seemed to welcome such an approach. These findings therefore demonstrate the effectiveness of genre-based pedagogy in facilitating content and language integrated teaching.

The significance of this study is two-fold. First, it provides empirical evidence of the effectiveness of genre-based pedagogy in CLIL in an Asian context, which will in turn illuminate more effective CLIL pedagogy. Second, the study yields important implications for teacher education and training to further enhance the effectiveness of CLIL.

Spelling errors in 16-year-olds' writing

Nicky Rushton; Gill Elliott
Cambridge Assessment, UK

The Aspects of Writing study is a cross-sectional study analysing features of 16-year-old students’ writing from samples of narrative writing taken in 1980, 1993, 1994, 2004, 2007 and 2014. Three major studies have been completed using this data. The latest study included samples from 2014, which was the first cohort of students to have experienced the National Literacy Strategy throughout their primary education. For this reason, it is interesting to compare this cohort with previous cohorts in the study.

One area of the Aspects of Writing study that has attracted attention over the years is spelling. Each study has reported the proportion of words that students misspell in a 100-word extract; however, Elliott and Johnson (2008) carried out a more detailed analysis of the errors made by students using a single sentence from the 2004 cohort. They developed a framework to categorize the spelling errors, which allowed them to define five broad types of error, each consisting of several sub-categories. As Elliott and Johnson’s analysis only used single sentences, this paper will initially investigate whether the framework can be used for larger samples of words, such as the 100-word extract. Initial findings suggest that Elliott and Johnson’s framework can be applied to larger samples, although a flowchart is required to code the errors consistently.

The second part of the paper will investigate whether the proportions of errors in each category were similar across the 100-word extracts from 2004, 2007 and 2014. The authors identified the misspelt words in approximately 450 100-word extracts from each year. They checked each other’s words to make sure no errors had been omitted, or correct spellings included. Individual errors within each word were then classified using Elliott and Johnson’s framework. The most commonly misspelt words from each year were also identified.

The proportion of spelling errors within each category and sub-category for the three years will be presented, along with the most commonly misspelt words. Links will be made to the curriculum for spelling, for example identifying commonly misspelt words that appear in Key Stage 1 and 2 spelling lists. Implications for teaching and learning will also be discussed.

Mathematical modelling: More than, a cycle process in teaching and learning mathematics.

Paola Ramirez
University of Bristol, UK

Historically, mathematical modelling has been used in proposals for strategy planning and problem-solving initiatives in mathematics, science, and others fields. Thinking about mathematical modelling and the existence of a cycle process enables the creation of a mathematical model that demonstrates our beliefs about how the world functions. This final representation, model, depends on the intention of the modeller, the applicability of the model results, and whether the model can be used to solve a created problem from real-life (Based on Schichl, 2004).

Mathematical modelling in education is receiving increased attention due to its applicability in realistic situations. In addition, several countries, including Chile, Germany, Sweden, and the United Stated of America, have included this topic at different levels of their curriculums and also we can observe evidence of this approach in international test, such as the Programme for International Student Assessment (PISA). In addition, some studies suggest students require mathematical modelling competence to apply mathematical modelling within a lesson.

Based on the literature review in this field, has been identified the next categories: mathematical modelling as a cycle, mathematical modelling as a competence, training teachers in mathematical modelling included modelling tasks and teachers’ beliefs.

In this paper, I will analyse the present literature on mathematical modelling as a cycle, mathematical modelling competence, and training teachers in mathematical modelling. Then, I will discuss some observed difficulties that may emerge, including teacher training and the new challenges that may arise when the theory is practiced in educational contexts, specifically with regard to its implementation and teacher training into mathematical modelling. This study will provide an opportunity to illuminate the current scenario and also to reflect the necessity of future research.

"Your School Needs You to Wear a Poppy": Examining the Remembrance Practices of English Schools

Anna Liddle
Leeds Beckett University, UK

As Britain (and the wider world) is currently marking the centenary of World War One (WWI), questions are raised for those working within educational settings on how this should be commemorated. In 2012, the then Prime Minister, David Cameron, declared that the centenary should ‘ensure that the sacrifice and service of a hundred years ago is still remembered in a hundred years’ time’ (Cameron, 2012). But how and why should young people remember WWI and subsequent conflicts? And what does the way in which we transmit information about “sacrifice” and “service” say to our young people about the nature of war? It has been argued that the only morally acceptable portrayal of war in schools is of its “horror” and that this has not been any significant debate on the subject of remembrance in British schools (Aldridge, 2014).

This PhD project is a case study of a school in West Yorkshire and aims to fill the above gap by examining how secondary schools remember war, in particular around Remembrance Day events, as part of a wider study of how peace and war are taught in schools. The data collected includes interviews with teachers and young people, and the examination of related displays within the school. The data was then analysed using a thematic analysis. Preliminary findings show that remembrance is often marked without any criticality and is therefore not judged as being “controversial” as discussions around peace often are. Various perceptions of a Remembrance Day event in 2014 and the pertinence of the poppy were particularly considered. Alternatives to violence are largely not discussed and euphemisms such as “lost” and “fallen” are used to refer to the war dead. The idea of the militarisation of civilian space is also considered.

It is argued that these practices form part of Galtung (1990)’s theory of “cultural violence”, which provides legitimacy to the direct and structural violence of the state.

Bibliography.


Is schooling compatible with a concern for children’s wellbeing?

Richard Davies
Aberystwyth University, UK

The 2016 Annual Report of the Children’s Commission for Wales has set out a priority to ensure that the ongoing reforms in Welsh schools should be compatible and supportive of the parallel government priority to improve the wellbeing of children. The assumption behind this call is that there is some conception of schooling, to which a contemporary liberal democratic state could ascribe, which is compatible with some viable conception of human wellbeing. Further, that this conception of schooling is able to support this conception of wellbeing. By ‘viable’ here, I mean that it must be a conception of wellbeing that: (a) is possible for people like us in this socio-political context, and (b) has at least some ‘common sense’ legitimacy amongst community members.
There are, however, a number of accounts of education and wellbeing which call into question this assumption from different theoretical perspectives. Some of these question the assumption in terms of the 'violence' (symbolic or otherwise) demanded by schooling (see for example, Kennedy, Foucault, Bourdieu). Others have questioned the ability of schools to overcome the consequences of broader social phenomena undermining children's wellbeing. Rather, it is claimed they often despite their best efforts offer a site for the perpetuation for such phenomena (for example, through various forms of bullying).

I have elsewhere argued that schooling in defensible only when it substantively contributes to the child's upbringing. In this paper I begin, in Section 1, by distinguishing between 'upbringing' (and its consequences) and 'wellbeing'. I discuss the features of children's wellbeing and locate these with the Welsh policy debates. In Section 2, I argue that contemporary schooling in a modern liberal state, and directed by the requirements for pupils' economy wellbeing, require certain types of activities. These activities I conclude are incompatible with broader conceptions of wellbeing explored in Section 1.

The Children's Commissioner, therefore, needs to accept that she needs to give up on either wellbeing broadly construed, or schooling and its contemporary commitments to economic wellbeing. I reflect that is is perhaps preferable that these two agendas are not linked, but rather maintain an operational tension supported by different branches of government.

**I hate football!** Children's Experiences of Selection Procedures in Sport

**Karin Redelius**

The Swedish School of Sport and Health Sciences, Sweden

The United Nation's Convention on the right of the child (CRC) is considered the most powerful child rights instrument there is. There are no explicit references to sport in the convention but most of the articles can be applied to sport. During the last decade there has also been a growing body of research concerning children's rights and child protection in sport, but there are still many issues that concern the welfare and well-being of children in sport that need to be attended to. Although research shows that it is not possibly to foresee late success, early elite training which includes early specialization and early selection seem to be more and more common today. This is the case in Sweden where the most influential organised leisure time form of physical activity is club sport. Swedish children typically join sports clubs when they are between five and ten years old, boys generally somewhat earlier than girls. Swedish children typically join sports clubs.

Training which includes early specialization and early selection seem to be more and more common today. This trend has gained increased attention also in PE research and there has been a growing interest for Muslim girls. Although important research, less is known about other “groups” and the PE practice. Reasons might be that studies drawing on intersectionality has not been thoroughly discussed within feminist theory. PE research has though been described as being ‘one step behind’. More recently, however, intersectionality has gained increased attention also in PE research and there has been a growing interest for Muslim girls. Although important research, less is known about other “groups” and the PE practice. Reasons might be that studies drawing on intersectionality tend to decide the group of interest in advance and that intersectionality on its own does not say much about how the categories of interest affect the actual practice. The purpose of this paper is thus to bring together intersectional ideas with John Dewey's pragmatic philosophy and propose a functional intersectionality, and through this 'lens' illustrate some functions religion, ethnicity and gender have in PE practice in Sweden.

**Methodology:** Dewey rejects the human/environment dualism. Rather, he understands this relationship as “organism-in-environment-as-a-whole” (Dewey & Bentley, 1949:133) and emphasizes processes of ‘functional coordination’, i.e. humans who act in the environment, undergoes the consequences, and adjust its actions. Following Dewey, it is possible to explore meanings or functions by investigating actions. With the concept functional intersectionality, I approach the PE practice with an interest for religion, ethnicity and gender. By investigating participants' patterns of action, i.e. how they deal with different matters within PE, I explore which functions this intersection have. Data has been gathered through lesson observations (40) and interviews with teachers (7) and students (55) at four different schools in Sweden.

**Findings:** The analysis shows several functions and patterns of action. Here, I pay attention to a bodily function: a reluctance among Christian as well as Muslim students to dance close to someone of the opposite sex. This function was handled by different patterns of action. One school practiced gender-segregated PE, which enabled couple dance as a recurrent subject content. In co-gendered classes, some teacher avoided couple dance with care for the students' religious requirements and in the rare cases of couple dance, some students played truant.

**Conclusions:** By using the concept of functional intersectionality, I found that religion and gender get a bodily function that concerns participants in a wider sense than Muslim girls. Furthermore, the participants' patterns of action sometimes affect the subject content and, thus, have consequences for all participants.


"I hate football!" Children's Experiences of Selection Procedures in Sport

**Karin Redelius**

The Swedish School of Sport and Health Sciences, Sweden

The United Nation's Convention on the right of the child (CRC) is considered the most powerful child rights instrument there is. There are no explicit references to sport in the convention but most of the articles can be applied to sport. During the last decade there has also been a growing body of research concerning children’s rights and child protection in sport, but there are still many issues that concern the welfare and well-being of children in sport that need to be attended to. Although research shows that it is not possibly to foresee late success, early elite training which includes early specialization and early selection seem to be more and more common today. This is the case in Sweden where the most influential organised leisure time form of physical activity is club sport. Swedish children typically join sports clubs when they are between five and ten years old, boys generally somewhat earlier than girls. Swedish research shows that what is thought to be talent is often confused with physical maturity (Peterson, 2013). The internationally recognized relative age effect is hence a feature also in Swedish youth sport. There are other potentially problematic aspects related to early selection practices among children but more knowledge is needed about its
consequences, e.g. how it affects children’s sense of ability and the way they look at continuing sport participation. In this study, results from a case study with three 11 year old children who failed the try out were not selected to the best team or group are presented. The theoretic framework is inspired by Pierre Bourdieu’s concepts, especially symbolic violence. Preliminary findings show that although the children’s experiences from the selection procedures varied, the way they looked upon their future participation was affected. One boy not selected was very clear about not wanting to continue and play in another club because, as he stated, “I hate football”!

(Dis)pleasurable boys’ bodies materialising in PE

Göran Gerdin1; Håkan Larsson2
1Linnaeus University, Sweden; 2GISH - The Swedish School of Sport and Health Sciences, Sweden

Pleasure is often a key feature of school physical education (PE) and, indeed, a lot of students find pleasure in and through PE while others do not. However, pleasure is rarely considered to be of educational value in the subject. Further, since pleasure is linked to power it is in fact not entirely straightforward to legitimise the educational value of PE in relation to pleasure. In this paper, we will explore how a group of boys derive pleasures from their involvement in PE, but also how these power-induced pleasures are integral to gender normalisation processes.

The paper draws on ethnographic data from a single-sex, boys’ secondary school in New Zealand involving 60 Year 10 (age 14-15) students. Using a visual ethnographic approach (Pink, 2007) consisting of observations and video recordings of boys participating in PE, the boys’ representations and interpretations of the visual data were explored during both focus groups and individual interviews. The data was analysed using a (visually oriented) discourse analysis (Foucault, 1980; Rose, 2007).

By elucidating the discursive practices of PE in this setting and employing Butler’s (1993) concept of ‘materialisation’, we argue that boy’s bodies materialise as productive and pleasurable or displeasurable bodies through submitting/subjecting to certain bodily regimes, developing embodied mastery when it comes to certain sports, and displaying bodies in particular ways. The analysis indicates that the discursive practices of PE contribute to boys’ bodies materialising as pleasurable or dis-pleasurable and the (re)production of gender in the subject as shaped by discourse and the productive effect of power.

We conclude that the focus on certain discursively constructed bodily practices at the same time continues to restrict the production of a diversity of bodily movement pleasures. Hence, traditional gender patterns are reproduced through a selection of particular sports/physical activities that all the students are expected to participate in. We propose that the ongoing constitution of privileged forms of masculinity, masculine bodies and masculine pleasures as related to fitness, health and sport and (certain) boys’ subsequent exercise of power in PE needs further critical examination.

References


12:10 - 13:40
Symposium: Alive and Kicking: Perspectives on Access Education
(Post-Compulsory and Lifelong Learning)

Session Type: Post-Compulsory and Lifelong Learning

12:10 - 13:40
Symposium: Alive and Kicking: Perspectives on Access Education

Samantha Broadhead1; Melanie Macer2; Anthony Hudson3; Gemma Johnson4; Rosemarie Davies4
1Leeds College of Art, UK; 2Bath Spa University, UK; 3University of East London, UK; 4The Skills Company, UK

This symposium brings together a range of researchers whose focus is on Access Education. They come from different perspectives based in both further and higher education and represent the diversity that exists in Access provision. For example the Access to HE Diploma (AHED) is accredited by the Quality Assurance Agency (QAA) at level three and is usually taught in colleges. However, some universities deliver in-house bespoke Access courses that range in duration from one semester to a full academic year, covering a range of skills and subjects, but with a focus on internal progression. The aims of symposium are to bring together people working in this field with the hope of building a sustainable network for the future; to re-establish why Access education continues to be an important aspect of widening participation and lifelong learning and finally to identify contemporary themes that are pertinent to current research into Access education. The researchers represented in this symposium utilise a range of approaches and or methods including, interviews, focus groups, case studies and practice-based action research.

Paper 1: Negotiating the journey to and through Access to HE Diplomas: Experiences of adults with a Service background - argues that in providing a non-traditional route into Higher Education for those without A-levels, AHEDs can play a key role in supporting successful transitions for Service Leavers and Service families. By raising awareness of the barriers that AHED students can face because of their Service background, this paper provides a starting point for stakeholders to address those barriers and ensure that having a Service background does not disadvantage any AHED student or potential AHED student, thus supporting a key tenet of the UK’s Armed Forces Covenant, to which many Further and Higher Education Institutions are now signatories.

Paper 2: Whose Access course is it anyway? The learning careers of Access students - focuses on the learning careers of students on the bespoke Access programme, how their disposition to learning changes over time and their progression to undergraduate study. The research adopted a social constructivist perspective (Lave & Wenger, 1991) to explore the learning careers (Bloomer & Hodgkinson, 2000) of students who had
current or recent experience of this bespoke Access course. Data was gathered using a combination of life-girds and semi-structured interviews with students as well as classroom observation.

Paper 3: How can Access practitioners create conditions to enable critical thinking to flourish? - aims to identify the conditions which will empower mature learners on vocational Access to HE provision so they become curious, critical individuals. The foundations for effective learning environments are explored with particular emphasis on trust and the differing perspectives of staff and students. A Dimensions of Trust activity (adapted from Hargreaves 2012) are used to give insight into these perspectives; the findings then being used as the basis for action-based research within the classroom. The research involves a sample of 58 students across four Vocational Access Programmes. In addition to the Dimensions of Trust activity, the methodology also includes focus groups and classroom observations with the findings being reviewed using a Lesson Study approach.

Paper 4: Accessing postgraduate study within art and design - considers the relationship of Access to HE provision and postgraduate study. The students are working at different levels but some of the issues around managing families and work commitments alongside their studies could be seen as similar. Those postgraduate students who have Access backgrounds may have the resilience and self-motivation for postgraduate study. However, issues to with aspirations, confidence, finance and cultural capital may continue after the student has successfully graduated. These issues are explored by evaluating a case study based on a specialist art college where postgraduate students with Access backgrounds share their educational narratives. The paper asks if Access courses need to think about the student life cycle in a wider sense not just considering undergraduate but postgraduate study as well.

12:10 - 13:40
(Religious and Moral Education)

At Risk: Radicalisation and Clerical abuse

Session Type: Religious and Moral Education

Chair(s)/Convenor(s)/Facilitator(s): Hazel Bryan

Discussant(s):

Enacting one’s Prevent Duty in the Light of Brexit: The Role of the Teacher in Countering Radicalisation

Hazel Bryan
University of Gloucestershire, UK

The ‘Revised Prevent Duty Guidance for England and Wales’ (2015) presents statutory guidance under section 29 of the Counter-Terrorism and Security Act 2015. This guidance states that “Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent Duty is not intended to limit discussion of these issues” (DfE, 2015, p. 11). The Prevent Duty also requires schools to identify pupils at risk of radicalization and have in place “robust safeguarding policies” (DfE, 2015, p.11). Schools that are unable to satisfy OFSTED will be subject to ‘intervention’ (maintained schools) or ‘termination of funding’ (academies and free schools).

In terms of providing spaces for students to explore and debate ideas, schools are free to address this in a variety of ways. However, there is a sense that this is a UK-centric approach, where schools are inward looking rather than networking to share practice. In March 2015 education ministers and the European Commission adopted the “declaration on promoting c12 and the common values of freedom, tolerance and non-discrimination through education” (EU, 2015). This declaration proposed that schools have a key role to play as they are deeply situated within communities. The European Commission is developing a network across member states to engage young people in order that they can discuss and debate their experiences and views. Teachers have been identified as particularly important in this endeavour, and there is an intention to promote teacher exchanges across Europe.

This research employs Foucault’s concept of Governmentality to explore three senior teachers relationship with their Prevent Duty and Narrative Enquiry provides the methodological frame. The research considers the interplay between the statutory requirement to provide opportunity for pupils to debate and explore issues relating to citizenship in the public sphere in the light of religious and political discourses and the statutory requirement to monitor and report potential ‘vulnerable’ pupils. It asks what measures are employed to judge ‘vulnerability’ and ‘risk’ when they are encouraged to promote debate and active political engagement. Of particular concern in this research are the consequences of Brexit in the light of work undertaken by the European Commission.

Prevent Duty and the Parcours Citoyen: How student teachers in England and France are articulating their professional responsibilities in relation to radicalisation and counter-terrorism

Hazel Bryan; Lynn Revell; Imelda Elliott; Deborah Vandewoude

1University of Gloucestershire, UK; 2Canterbury Christ Church University, UK; 3Univesite du Littoral, France

Arising from the Prevent Strategy (Home Office, 2012), the Prevent Duty requires teachers to identify pupils at risk of radicalization and schools to have in place “robust safeguarding policies” (DfE, 2015, p.11). Schools that are unable to satisfy OFSTED will be subject to ‘intervention’ (maintained schools) or ‘termination of funding’ (academies and free schools). Prevent seeks to challenge the narrative of terrorism by offering a
counter narrative of ‘British values’ as a means by which citizens can articulate belonging. The training of teachers in their Prevent Duty includes an on-line course, the successful completion of which is recognised with a Training Course Certificate. In terms of the management of the Prevent Duty, many schools include the Prevent Duty under their Safeguarding policies and in some schools a pastoral manager assumes frontline responsibility for this relatively new area of Safeguarding.

In contrast, teachers in France must now teach the values of the Republic, and students will have 300 hours of education in ethics, morals and French values between the ages of 6-18 years. A citizen’s army has been recruited, the ‘National Education Citizen Reserve’ and President Francois Hollande has promised to strengthen the values of the republic in schools. Najat Vallaud-Belkacem, Minister for National Education, Higher Education and Research announced the ‘Great Mobilisation of the School for Values of the Republic’, which will teach community spirit, a culture of commitment and social interaction. The ‘parcours citoyen’ programme will involve teachers, school managers and staff leading activities on discipline (the regulation of individual and collective behaviour), freedom (diversity of opinion and beliefs) and community (social and political relationships).

This research engages in semi-structured and group interviews with 20 student teachers in a university in Northern France, and 20 student teachers from universities in the SE and SW of England to explore the ways in which the student teachers are making sense of the place of the teacher in society today in relation to radicalisation and terrorism. Themes of civic duty and the place of the teacher as a member of the in the moral milieu of society are explored, including their views on the counter-narratives offered by their respective states. Foucault’s Governmentality is employed as a conceptual lens through which to explore the ways in which institutions and professionals within institutions become ‘governmentalised’.

This paper examines the nature of the relationship between researcher and child participants developed over a period of six months, based on a research project in London, concerning how schools approach the transition of young children’s free play cultures and practices between home and nurseries. While Bennett et al. (1997) and Dockett (2011) explored teachers’ perceptions of free play, this paper provides insight into how children share their meaning-making of free play experiences with the researcher by using the Mosaic Approach, developed by Clark and Moss (2001). Traditional approaches to research concerning childhood that focused on the views of adults, have been criticized for ‘subordinating childhood to adulthood’ (Gallacher and Kehily, 2013, p.225). This led to the emergence of a new paradigm known as the ‘new sociology of childhood’. Prout and James (1997) involved in this new paradigm called upon those who work and conduct research with children, to ‘take them seriously in their own right’ (Gallacher and Kehily, 2013, p.226) However, recently, it has been argued that such an approach can lead to the idealisation of children’s voice. Tisdall and Punch (2012) call for the need to ‘reclaim and consider ideas that incorporate change, transition, contexts and relationships, moving beyond concepts that are unduly fixed and static, with unhelpful dichotomies and ignorant of cultural and contextual variations’ (Tisdall and Punch, 2012, p.254). Rather than essentialising children’s voice, this particular research ‘listens to the multiple voices of (sixteen participant) children’ (Clark and Moss, 2001) and critically examines the context within which they use multiple verbal and non-verbal participatory tools such as photography; pretend play; drawings; and their collaborative meaning-making with their parents, researcher and teachers, to share their reflections on their free play experiences with the researcher who assumes the role of a learner. Ethical considerations include data anonymisation and provisional consent obtained from the children. The paper includes the analysis of vignettes of interactions between the researcher and the children, revealing the following areas related to their complex relationship: establishing and development; the emotional nature of the process; how meaning-making is affected by it; how contextual factors such as the school culture relate to it; ownership of the research ‘task’ within the relationship and the relational dimensions of consent. The paper suggests the need for schools to recognize the significance of children’s emotions and their meaning-making of adult-child relationships, in their experiences of free play.
Community-based, collaborative, action research to change schooling practices: Constraints, compromises and consequences in educational research in Australia

Greg Vass
University of New South Wales, Australia

This paper reports on the first phase of a three year research project, the Culture, Community, and Curriculum Project (CCCP). The CCCP is focused on developing an understanding of what is involved in planning and enacting culturally responsive teaching and learning practices that are the result of a genuine collaboration between local Aboriginal community and teachers. The CCCP is ultimately working towards (a) improving the educational outcomes of Indigenous students, and (b) establishing cultural responsive teaching and learning that are more sustainable and transferable. However, despite the widely agreed upon social justice underpinnings of the study, an evolving worry stems from the ongoing negotiations and compromises that are part and parcel of a project of this nature. Resulting in decisions at key moments that have been subtly, but potentially systematically, influenced by the differing interests of the various stakeholders involved.

The CCCP is framed as a participatory community-based partnership, a collaboration involving members of the local Aboriginal community, classroom teachers, and the research team. The study is designed as an action research project that centrally positions teachers, school leaders, and parents/community members as valuable contributors to the development of knowledge itself. As such, the participants are more than objects or subjects of the research, they are knowledge producers that help identify and decide what schooling practices work, why, and how to potentially make changes to teaching and learning that are more sustainable and transferable. However, despite the widely agreed upon social justice underpinnings of the study, an evolving worry stems from the ongoing negotiations and compromises that are part and parcel of a project of this nature. Resulting in decisions at key moments that have been subtly, but potentially systematically, influenced by the differing interests of the various stakeholders involved.

The first phase of the study initially focused on building trusting relationships, with the latter stages shifting to the weekly planning and team-teaching across the final term of the year. The data for this presentation comes from across this period, including field-notes from planning workshops, interviews, and classroom observations. Some of the challenges and accomplishments encountered have provoked the research team to consider deeply the premise and possibilities of community-based research in educational settings. Despite still being in the early stages of the project, it is hoped that opening up a space for a dialogue about the methodological implications connected with ethical accountabilities in the CCCP, may help with our desire to constructively resolve some of the constraints, compromises and consequences across the remaining phases of the study.

13:10 Research at the boundaries of home and school: Working with or against the 'system'?  

Tim Jay1; Jo Rose2
1Sheffield Hallam University, UK; 2University of Bristol, UK

This session has been prompted by some reflections on the Everyday Maths project, in which we developed and carried out workshops to empower parents to support children’s mathematics learning. The workshops positioned parents as experts – drawing on their knowledge about their own children and family activity. This project was completed in January 2015, but subsequently received an ‘Impact acceleration’ award to develop resources and disseminate findings from the research. Over the last year, we have been grappling with the difficulty of conceiving what ‘impact’ means for a project that does not fit easily with existing practices and policies in many schools. The perspective taken in the project – that it is parent-centred; that there is a focus on family interactions, rather than cognitive development; that we work with the mathematics arising in everyday family activity rather than from curriculum documents – does not easily mesh with some school perspectives where learning is teacher-centred; assessment-driven; individual/competitive.

Working with such questions of impact in the context of ‘parental engagement’, ‘parental involvement’ and so on has also encouraged us to return to wider questions of how to work across perspectives in mathematics education research. This session will thus focus on our current thinking about how to theorise research at intersubjective/interperspectival boundaries; using our experience working with parents and primary school teachers as examples of apparently incompatible perspectives. We will make a case that there is methodological work to be done in educational research in thinking about the ways that how we align (or otherwise situate) our research questions and our desire for given approach to teaching and learning with the constraints of the existing political and school systems within which we work. Institutional demands for impact often imply an acceptance of existing policy frameworks; we are interested in ways in which researchers navigate this issue. We will discuss our responses to two key questions:

- To what extent is it ethical to ‘subvert’ existing political and school systems through our research or within a particular research study?
- How do we balance institutional requirements for ‘impact’ with a desire to challenge aspects of the structures within which we research?

We will begin to answer these questions within the context of our experience working on the Everyday Maths project, before thinking about how these answers may differ for other school/classroom-based research.
Brain Science in Science Education
: The Potential of the Neuron Box Model

Andrew Chandler-Grevatt
University of Sussex, UK

Teaching models that support learning of neurons, brain and behaviour for secondary schools are scarce (Bartoszeck & Bartoszeck, 2012; Johnson & Wellman, 1982; Gottfried et al., 1999). A neuroscientist and science education researcher worked together to trial a model, the Neuron Box. Each Neuron Box is identical, composed of a simple electronic circuit within the box. On the top of the box are a red LED, two green LEDs and a press switch. The sides of the box have two plugs for connecting the wires between each Neuron Box. We used the Neuron Box model with secondary school pupils in which each pupil in a class assumes the role of a neuron by operating their own neuron within an interacting network. This was presented as an outreach intervention session to Year 10 (14-15 year olds) pupils before they studied the nervous system in their normal lessons. Approximately 90 pupils were involved in the study.

To evaluate the Neuron box model, this research question was posed:

What effect does the use of Neurone Boxes as a teaching model on conceptual understanding and attitudes towards (neuro)science?

A questionnaire with Likert scale attitude questions and open questions concerning ideas about the nervous system was given to the pupils immediately after the session, and a modified version a year later with the same pupils. There was also a nervous system knowledge probe administered to the pupils before the intervention, after teaching and six months after teaching.

The findings, analysis and conclusions will be presented from the two questionnaires along with selected data from the knowledge probes. Implications of outreach, misconceptions and the challenge for neuromyths (OECD, 2002; Pasquinelli, 2012) will be discussed.

References


Students’ and teachers’ views on the new assessment of science practical skills at A-level in England.

Adefunke Adekunte1; Francis Lucas2
1RDV Education Consultants Ltd., UK; 2Solid State Educational Solutions, UK

Practical work is an important aspect of science education, which helps students to develop their scientific knowledge and get hands-on skills that are necessary for progress, positive outcomes and preparation for life. Teachers view practical investigations as an important aspect of an effective science education that aid students’ understanding of science while acquiring technical and investigative skills (Sani, 2014). Thus, it is the obligation of science educators to provide students with the opportunities to be involved with various inspiring, engaging and challenging practical work.

This study analyses students’ and teachers’ views on the new assessment of practical skills in science A-levels in England. It does this through an investigation of current literature in science education and government policy, which showed that gaps exist in the view of teachers and students (unheard students’ voices in decision making) regarding the current A-level practical assessment criteria introduced by the Department for Education, DfE in September 2015. The study therefore attempts to bridge this gap by providing insights into practicing teachers and A-level students understanding of how acquiring hands-on practical skills would prepare students for science related courses and future science careers in England.

The study employed a combination of quantitative and qualitative data collection methods by first administering a ten point questionnaires to 50 practicing Key stage 5 science teachers (physics, biology and chemistry) from a variety of schools in England (Merseyside and London), combined with questionnaires and an informal interview with 50 A-level students. The findings showed that science teachers and students are confident that the new in situ examination-based assessment that combines effective questioning and practical work, which in contrast to course work based Investigative Skills Assignments (ISA) examination assessment would aid science students in cultivating critical thinking, problem solving and investigative skills. This therefore becomes an effective means of preparing the students for university education and future careers.

Irrespective of the positive outcome observed, this study recommends that further inquiry should be conducted given the limitations of samples in both survey questionnaires and informal interviews used. The study further propose that future research should investigate the long-term effectiveness of the current practical assessment in England.
Chemical equations in 11-16 chemistry curricula: a critique and proposals for enrichment

John Oversby
Science Education Futures, UK

Introduction
Chemical equations occupy an instrumental place in secondary school curricula across the world (from an investigation of 11-16 chemistry curricula in six Anglophone England, USA, Australia, Malaysia, Ghana and India). The central features to be taught are:

- Chemical equations are a representation of a chemical reaction, but without any explanation of what is meant by a representation, its limitations or even strengths;
- Chemical equations are to be balanced but often with no mention of the underlying rationale of conservation of matter;
- The idea that chemical equations are related to macroscopic, and sub-microscopic models is not mentioned;
- Existence of a variety of types of chemical equations, such as word, full formula, ionic, partial, and generalised (such as acid+ base à salt + water) is not explicitly recognised.
- That chemical equations are idealised representations is not considered.
- Equations are used for stoichiometric calculations in a mechanical manner.

Research question
How can deep learning about chemical equations be used to develop an integrated pedagogical approach throughout 11-16 chemistry?

The study
Critique of the disciplinary content of 11-16 chemistry curricula is rare (but see Van Berkel et al, 2000, for one such). This theoretical paper examines the potential for enriching learning about chemical equations using multiple lenses through a reflective Community of Practice, the international PALAVA teacher-researcher group of teachers and educators, based in the UK:

- The history of chemical equations, including The Law of Conservation of Mass
- Identification of a typology of chemical equations
- Chemical equations interpreted as a diagrammatic tool for thinking about chemical reactions.

Data analysis
Evidence about the historical origins and development of chemical equations was taken from a range of scholarly books on The History of Chemistry. The reflective Community of Practice, the international PALAVA teacher-researcher group of teachers and educators, based in the UK took part in specific school-based investigations relevant to the topic, funded through the government Best Practice Research Scholarship scheme. The group discussions involving six science teachers and one teacher educator produced.

Implications
From this study, I propose:

- Explicit teaching about chemical equations as models of macroscopic changes using conventional symbols and signs, including equilibrium arrows;
- Explicit teaching of the historical origins of all kinds of chemical equations, with a focus on the Nature of Chemistry as a quantitative discipline;
- Understanding of chemical equations as ideal representations

Reference

Symposium: The importance of context in teaching controversial issues: cross-national perspectives from secondary teachers, students, and teacher educators

Session Type: Social Justice

12:10 - 13:40

Lee Jerome1; Judith Pace2; Ben Mallon3; Lesley Emerson4; David Kerr5; Alex Elwick6

1 Middlesex University, UK; 2 University of San Francisco, USA; 3 Dublin City University, Ireland; 4 Queen’s University Belfast, UK; 5 University of Reading, UK

This symposium presents cross-national perspectives on teaching controversial issues (CI) and how they are shaped by contextual factors. Scholars have long argued that teaching CI is a cornerstone of democratic education and a vehicle for building peace. Controversial issues are "those problems and disputes that divide society and for which significant groups within society offer conflicting explanations and solutions based on alternative values" (Stradling et al., 1984: 2). They include public issues related, for example, to terrorism, reproductive rights, and immigration (Hess, 2009), and sensitive questions related to contested histories (Foster, 2014).
Deliberation of CI is positively correlated with outcomes related to political efficacy, interest, and tolerance, as well as civic knowledge and engagement (Hahn, 2011; Hess & McAvoy, 2014). The need to teach CI has increased worldwide because of intensifying political, economic, and cultural conflict, along with rising student diversity stemming from immigration (Kerr & Huddleston, 2015).

Skilful teaching of CI is shaped by contextual factors including students, educational institutions, and wider cultural and sociopolitical forces. The papers in this symposium examine contextual factors that both support and constrain CI teaching, and the ways in which teachers and students navigate them. To reflect our commitment to the process of deliberation, each presenter will briefly outline their contribution in the first half of the symposium and then, with the discussant, we will hold a comparative conversation reflecting on how teachers engage with context in their teaching of CI. Colleagues attending this symposium will be invited to participate in this conversation rather than wait for a separate Q&A session at the end.

The first paper, 'Exploring active citizenship in school-based peace-building education programmes' (Dublin City University), draws on a qualitative study of 13 peacebuilding education programmes developed for schools across the island of Ireland. The paper explores how ‘action’ is conceptualised by the educators involved in the development and delivery of these programmes and how the local, national and global context shapes teaching and learning about conflict in schools.

The second paper, 'Teaching about Prevent as a controversial issue' (Middlesex University), investigates approaches teachers have adopted to teach about preventing extremism and terrorism in the curriculum. It analyses interviews and teaching plans from nine citizenship teachers in English secondary schools. The data illustrates how these teachers engaged with their local contexts and their knowledge of their students to tailor lessons to local circumstances.

The third paper, 'Trusting young people to engage with controversy in the classroom' (Queen’s University Belfast), investigates young people’s perspectives on engaging in controversial issues associated with the conflict, its legacy and transition from the past in Northern Ireland. The paper draws on research with post-primary students (aged 14-17) who were involved in a highly controversial educational programme which engaged young people directly with former combatants in the NI conflict.

The fourth paper, 'Preparing pre-service teachers to teach sensitive and controversial issues' (University of San Francisco), draws on class observations taught by, and interviews with, four teacher educators as well as interviews with their pre-service student-teachers. The sites are in England, Northern Ireland, and the US. Salient contextual influences on pre-service course content and pedagogy include individual expertise of the teacher educators; constraints of teacher preparation and secondary schooling; and the legacy of conflict in Northern Ireland, the role of remembrance in England, and concerns with civil discourse in the US.

Innovation Session: Strengthening a research-rich teaching profession for Australia

(Teacher Education and Development)

Session Type: Teacher Education and Development

12:10 - 13:40

Strengthening a research-rich teaching profession for Australia

Simone White1; Barry Down2; Martin Mills3; Annette Woods4; Sue Shore5; Joce Nuttall6; Katherine Bussey6

1 Monash University, UK; 2 Murdoch University, Australia; 3 University of Queensland, Australia; 4 Queensland University of Technology, Australia; 5 Charles Darwin University, Australia; 6 Australian Catholic University, Australia

This innovative session has been designed to share and report on the background, context, design, and preliminary findings of a unique, collaborative research project to develop a research-rich and self-improving education system in the Australian context. Specifically building on the ground breaking work of the BERA-RSA Inquiry into the role of research in the teaching profession in the UK (Furlong, 2014), three national bodies dedicated to teacher education research and scholarship agreed to jointly fund the project now known as Strengthening a research-rich teaching profession for Australia.

The Australian Association for Research in Education (AARE), Australian Council of Deans of Education (ACDE) and the Australian Teacher Education Association (ATEA) initiated a national inquiry across states, education systems and jurisdictions to identify ideas, issues, challenges and opportunities to strengthen Australian teaching, teacher education and education policy development through research.

Stage one of the inquiry involved 7 workshops with a total of 21 roundtables with representatives from schools and early childhood services, teacher education providers and education system leaders. These workshops addressed four key questions: (1) How do you encounter research at present in your professional life? (2) What are the barriers to participation and engagement with research for education professionals in Australia? (3) What unrealised opportunities are there for participation and engagement with research for education professionals in Australia? and (4) What are your recommendations for overcoming these barriers and realising these opportunities?

Stage two involved the administration of a national survey to peak representative groups on the draft recommendations emerging from stage one. This survey was designed to gain wider feedback in order to confirm, adapt and/or modify the draft report before submitting the final report and recommendations to the Minister of Education and other stakeholder groups.

This presentation will: (i) examine the broader political and educational context in which this inquiry occurs; (ii) share the lessons learnt from a significant cross-association collaboration; (iii) identify challenges and opportunities based on the evidence from key stakeholders; (iv) reflect on the design and processes of the inquiry; (v) advance a set of recommendations to shape future policy and practice; and (vi) make suggestions for future research directions and collaboration.
Caroline Daly; Frances Langdon; Emmjane Milton; Ken Jones; Sue Sutherland; Alex Morgan; Andy Hobson
1 UCL Institute of Education, UK; 2 University of Auckland, New Zealand; 3 Cardiff University, UK; 4 Education Consultant, UK; 5 University of Brighton, UK

Increasingly, mentors have been identified as key stakeholders within ambitious national agendas for educational reform based on developing an expert teacher workforce. Their roles have been seen as pivotal within initiatives including the Masters in Teaching and Learning in England (2010-2013), Donaldson’s review of teacher education in Scotland (2011), the deployment of External Mentors for newly-qualified teachers throughout Wales from 2012-2015 and the DfE National Standards for mentoring (2016). Mentors have engaged in complex roles with high-stakes remits linked to the development and retention of new teachers within national improvement agendas. Increasingly identified as teacher educators, mentors themselves require comprehensive and sustained development opportunities that extend their understanding of their roles, but this is a relatively novel area for educational research. While studies have shown that mentoring is central to new teacher development, there is a need to understand the learning and development of mentors themselves within national capacity-building agendas. The purpose of this symposium is to illuminate mentor learning based on four studies conducted in Wales and New Zealand within recent initiatives to support early career teachers. They research the complexities of mentoring within contemporary policy-making contexts and the related learning demands placed on mentors as change-agents. A range of methodologies underpin the papers, which together help to capture the complexity of mentor learning experiences, through qualitative data as well as factor analysis of features of mentoring and induction in high-stakes contexts.

The importance of the school as a ‘complex’ in which induction and mentoring are practised within wider national policy environments is explored in the first paper - Perceptions of induction and mentoring in New Zealand and Wales: the school as a complex site for reform agendas in new teachers’ professional learning (Caroline Daly, Frances Langdon, Emmjane Milton, Ken Jones). It presents survey research in New Zealand and Wales that provides evidence of schools as multidimensional sites for the learning and development of new teachers. The data suggest that key stakeholders - new teachers, mentors, school leaders and classroom teachers - are engaged in a set of inter-related practices and beliefs that constitute the variable capacities of schools to contribute to professional learning and development towards agentive goals. The second paper - The importance of diversity in the professional learning and development of mentors: insights from the Welsh Masters in Educational Practice (Emmjane Milton and Caroline) - reports on mentor learning and development within an ambitious national policy environment for school improvement in Wales. To explore the factors contributing to the learning of external mentors in this context, ‘Narratives of experience’ were generated and subjected to peer interpretation through structured reflective group discussions and then captured by the mentors using a template approach. Themes were identified which indicate the importance of diversity within mentor communities of practice to support the challenges for mentors of carrying out agentive roles. The third paper - Learning to mentor - avatars of adaptive expertise (Frances Langdon and Sue Sutherland) - proposes the concept of mentors as ‘avatars’ of ‘adaptive expertise’. Based on two case studies of mentor learning in New Zealand, the study suggests that there is considerable complexity associated with letting go of deeply ingrained beliefs and practices to develop mentoring expertise. This is illuminated in the dynamic interaction between the school context, the mentors’ preconceptions and re-conceptualization of their role along with the on-going assessment of professional learning opportunities. The final paper - Using a ‘Case-making’ approach to explore External Mentors’ experiences of supporting newly qualified teachers’ professional learning (Alex Morgan, Emmjane Milton, Caroline Daly) - presents the results of qualitative content analysis of a set of seventy ‘cases of mentoring’ generated by external mentors in the Welsh context. The case-making process adopted an autobiographical approach to developing mentoring expertise within a community of practice. Mentors prepared an oral ‘case’ of an aspect of their mentoring which was developed systematically with peers. Analysis was undertaken of the written versions of cases submitted by mentors using NVivo to produce high-level synthesis of dominant features of the transformational experiences that were captured. Collectively, the symposium highlights the complexities of mentor learning and development within high-stakes policy environments and the need to support their transition to becoming change agents.

In recent months, the media has reported on increasing numbers of non-specialist teachers in UK schools, connecting this to teacher shortages and job dissatisfaction. This study sought to investigate who non-specialist teachers are and the challenges that they and heads of department face. The subjects of interest were Physics, Maths, Drama, Computer Science and ICT. The findings from this research can be used to inform methods of support for non-specialists, and give an insight into what impact increasing proportions of non-specialist teachers has on staff and students.

An online survey was developed to target both specialist and non-specialist teachers – in order to contrast their responses – and heads of department. It was piloted by current teachers and heads of department of each subject of interest before going live. One questionnaire was...
research echoes findings reported elsewhere. Each interview lasted between 40 minutes and an hour. Interviews were transcribed and key findings are derived from inductive studies of Newly Qualified Teachers reflecting back on their Initial Teacher Education. The research methods include interviews with more than twenty student teachers on primary Initial Teacher Education programmes investigating how student teachers begin to adopt the professional role of teachers. Findings reveal the influence of curriculum and organisational professionalism, others find it difficult to negotiate their understanding of professional expectations with a professionalism that is both exhibited by qualified teachers and management in schools. Thus, the study of organisational professionalism supports the socialisation of student teachers into organisational professionalism.

Most heads of department reported that they experienced a significant time burden from supporting non-specialists, though many non-specialists reported receiving little support from their schools. Non-specialists found certain aspects of teaching more challenging than specialists. Therefore, the paper presented will report on findings that seek to address two research questions:

- In what ways are student teachers socialised into organisational professionalism?
- What personal and professional factors contribute to variations within this socialisation?

The research methods include interviews with more than twenty student teachers on primary Initial Teacher Education programmes and case studies of Newly Qualified Teachers reflecting back on their Initial Teacher Education. The interviews were conducted on an individual basis, with each interview lasting between 40 minutes and an hour. Interviews were transcribed and key findings are derived from inductive analysis. The research echoes findings reported elsewhere (e.g. Wilkins, 2011; Stone-Johnson, 2014) that early career teachers have begun to accept aspects of
bureaucracy as being part of their role and extends by exploring the reasons for this, along with the personal and professional variations that influence how they are socialised into the professional demands of teaching. Through this examination, the paper exemplifies how ‘organisational professionalism’ can be a useful term when discussing the development of student teachers as they move through their Initial Teacher Education into their induction period as a Newly Qualified Teacher.

Identity in Transition: An examination of professional identity construction by student teachers in England and South Africa at the end of their university based training

This study draws on data collected during a comparative study of student teachers’ views on classroom practice in primary schools at the end of their teacher education programmes in two universities; one in England and one in South Africa.

There is a considerable body of literature concerned with the topic of teacher identity and its importance in teacher development and retention in the profession. This study draws on the work of Gee (2001), SØreide (2006) and Dervin (2011) to examine how ‘affiliation’, ‘othering’ and positive and negative positioning appear to influence student teacher’s narratives of professional identity at the transition point between the end of their university course and taking up employment as a primary teacher.

Group interviews were conducted in each university, using a semi-structured framework, slightly adapted to match specific aspects of each national context. Two group interviews were undertaken in each university, involving 11 or 12 student teachers in each country. A researcher from each university conducted the interviews within their local context, and all data was then shared so that a comparative analysis could be undertaken of the responses across both countries. The analysis identified key themes in the responses and also considered features of the discourse utilised by both groups of students. This approach enabled the researchers to share interpretations and to clarify issues in order to minimise cultural bias as far as possible.

Although the student teachers’ experiences were strongly influenced by their respective national contexts, there were many areas of similarity in terms of the attitudes and values expressed by student teachers in both countries. However, the basis on which these attitudes and values were held appeared to be different in each context. The English student teachers demonstrated relatively uncritical ‘affiliation’ with the prevailing performative primary school culture (Wilkins, Bush, Kakos et al 2012). In contrast, the South African student teachers adopted positions that were more ‘oppositional’ in relation to much of their school experience. They were both more critical of aspects of practice observed in schools, and more aware of tensions between the values they expressed as intending teachers, and the realities of classrooms in some South African primary schools.

While these attitudes may also have been influenced by the previous experiences of both groups of student teachers prior to entering university, there are also implications for the future development of teacher education in both England and South Africa.

Tales from the Watershed: Factors that Influence Teachers' Mid-career Professional Identity

This study of the perceptions of 18 primary teachers located in the West Midlands regions of the UK was underpinned by a pragmatic-constructivist approach founded on the understanding that people construct their identities through relationships, practices and language. The overarching research questions were:

i) what are the key critical professional, situated and personal events that impact on primary teachers’ identity over time?

ii) what are the coping and/or managing strategies primary teachers employ in adapting to the critical events, in different contexts and at different points in a career?

iii) what are the key moderating and mediating factors that influence primary teachers' professional identity over time and how are these factors linked, if at all, to number of years in teaching?

iv) what are the shared and/or unique patterns of professional identity development primary teachers experience during their career?
In order to effectively record the factors influencing their personal identities, the study adopted an integrated mixed methods approach comprising critical event narrative and repertory grid interviews. These methods provided a meaningful way to facilitate teachers' descriptions, enabling them to articulate and understand the intricacies that underpin a primary teacher's sense of professional identity. The intention behind this combined approach of data collection tools was to generate differing sources of data which then could be used to analyse and provide insights into constructs of professional identity, their influences, evolution and development. In addition to this, the data provided a deeper understanding of the coping and/or managing strategies primary teachers employ in adapting to these critical events, in different contexts and at different points in their career and personal lives.

This paper reports key emerging issues centred on relationships with colleagues, members of the school leadership team, and pupils. In addition it explores teachers' perceptions of the impact of these on the well-being and identity of the participants.

**Session Type:** Breaks

**SIGs**

**13:45 - 14:35**

**Alternative Education (Room FUL-102)**

Max Hope¹; Helen Lees²

¹University of Hull, UK; ²Newman University, UK

Join us for our SIG Forum Meeting

This SIG stands for educational interests underpinned by significant democracy and autonomy. We don't have many answers (yet and even then we'll be careful) but we do know that there is a world of 'difference' educationally speaking, which is other from a lot of what passes as 'acceptable' or excellent education. Our SIG stands for the active debate and development of scholarship, theory and practice knowledge about education done on terms of community and freedom. We don't agree with education without Voice, voices, democratic means and manners and autonomous interests pursued. So this SIG serves as a SPACE for alternative educators and we aim to organise ourselves as a community in as democratic a manner as is possible. We welcome alternative educational work including the school, from before and beyond the school – to include university teaching and learning and towards the Fourth Age also. We have an international membership. We deal with the history, present and future of education. Join us! You are very welcome to our community. Please click here.

**13:45**

**Arts Based Educational Research (FUL-101)**

Laura Louise Nicklin¹; Michael Marshall²

¹University Of York, UK; ²UCL Institute of Education, UK

Join us for the SIG Forum Meeting

Arts Based Education Research aims to understand education through arts-based concepts, techniques and practice. Practitioners use a variety of arts-based methodologies to undertake their research and/or to communicate their understanding through such diverse genres as autobiography, narrative, poetry, visual arts, drama, dance, music and performance. There is a relatively new but rapidly growing body of both literature and shared practitioner knowledge which directly addresses concepts of art as research, the nature of knowing aesthetically and learning aesthetically, the processes of making, and the use of art as a platform for recording and analysing data. We intend the ABER SIG to provide a platform for theoreticians and practitioners working in arts, education and other fields to discuss, share and reflect on research practice and outcomes, both illuminating and problematical. It will provide a focus for other parties and individuals who may be interested in ABER but who have, so far, not ventured into this particular domain. It will welcome and encourage transdisciplinary knowledge-making with fields such as business and policy studies as well as the social sciences and humanities more generally. This SIG has a close allegiance to the workings of AERA and the bi-annual UK Arts Based Education Research conference in that it will explore the genres of arts and social science research – both their similarities and their differences – and promote the use of arts-based methods of disseminating educational and human science research. It conceives of ABER as an inclusive, democratic, participatory ethical form of inquiry in which research participants are consulted and involved in the process rather than being done to.

**13:45**

**Early Childhood Education and Care (FUL-109)**

Jan Georgeson¹; Guy Roberts-Holmes²

¹Plymouth University, UK; ²UCL Institute of Education, UK
The mission of the British Educational Research Association Early Childhood Education and Care SIG is to promote and disseminate high quality theoretical and empirical research on teaching and learning, development and well being, in national and international contexts, in order to enhance the lives of all young children, their families and communities, as well as their educators. The SIG brings together all those seeking to generate substantive, methodological and ethical knowledge that will have an impact on the early childhood policy to professional practice context. It aims to:

- construct and interpret relevant theoretical frameworks;
- analyse critically the foundational disciplines as well as inter-disciplinary links that underpin the early childhood field;
- interrogate the boundaries between education and care;
- contribute to debate about on-going changes in the political, social, cultural and moral landscape that impact upon professional practice in the field;
- encourage and provide mentor support for peers as well as new researchers in the field;
- consider the practical applications and implications of research that will contribute to professional training and practice in the service of young children and their families;
- inform key stakeholders of the expanding knowledge base;
- forge strong links between existing early childhood research groups, both nationally and internationally.

13:45  
**Inclusive Education (FUL-214)**  
Peter Hick\(^1\); Mhairi Beaton\(^2\)  
\(^1\)Manchester Metropolitan University, UK; \(^2\)University of Aberdeen, UK  
Join us for the SIG Forum Meeting

The SIG provides a forum for critical discussion about all aspects of inclusive education. Our concerns are with the substantive, methodological and ethical aspects of research into inclusive policy, practice, pedagogy, culture and environments. Our interests are international in scope and span formal and informal education, as well as the compulsory and pre- and post-compulsory sectors. A real strength of the SIG is the diversity of its membership, which comprises researchers, together with policy makers and practitioners, who are interested in promoting and using high quality research in this broad field of study. Some have come to researching inclusive education from backgrounds in special education or disability studies, while others have come to study inclusive education in the broadest sense of inclusion meaning everybody. These diverse perspectives and interests bring a vibrancy to our discussions and encourage us to challenge ourselves and others in the pursuit of understanding and developing education which is more inclusive. **SIG aims** Our aims are to:

- support researchers in developing their theoretical and empirical understandings of the field of inclusive education;
- develop an active network of researchers together with policy-makers and practitioners whose work focuses on this field;
- encourage critical thinking on the development of inclusive learning environments;
- stimulate developments in inclusive research approaches;
- engage in debates around shifting national and global political agenda relating to the development of inclusive education.

**SIG events** Past Inclusive Education SIG events have included a seminar, in conjunction with the Research Methodology in Education SIG, on ‘Researching Pupil Voice: Issues of Participation and Inclusion’, and a conference on ‘What is Inclusive Pedagogy?’ More recently, a conference at the University of Stirling was organised jointly with the Philosophy of Education SIG, to explore what might be understood by a ‘Philosophy of Inclusive Education’. Papers arising from this conference are to published in December 2014 as a Special Issue in the Cambridge Journal of Education. Our latest event, held at the University of Cambridge, was entitled ‘Changing Legislation and its Radical Effects on Inclusive and Special Education: Perspectives across the Four Nations of the UK’. Each of the four speakers (Dr Jean Ware, University of Bangor, Wales; Professor Sheila Riddell, University of Edinburgh, Scotland; Dr Ron Smith, Queen’s University Belfast, Northern Ireland; Professor Brahm Norwich, University of Exeter, England) have kindly agreed for their presentations to be made available to SIG members, please see the documents on the right. A brief

13:45  
**Literacy and Language (FUL-112)**  
Susan Ellis\(^1\); Janet Soler\(^2\)  
\(^1\)University of Strathclyde, UK; \(^2\)Open University, UK  
Join us for the SIG Forum Meeting

Members of this SIG have interests in exploring the relationship between language and literacy and work in related fields, such as cultural studies and multi-modality (the central focus is on language rather than on these areas in themselves). Aims of the group:

- to establish a voice in BERA with regard to policy and practice for research into language and literacy in education
- to create a forum for exploration of the implications for education of research in the area of language and literacy
- to use the SIG as an opportunity to learn from work by colleagues in a number of areas including: Multilingualism; TESOL; MFL; Literacy Studies; Classroom Discourse Analysis/ Interactional Studies; Media and Literacy; Policy Studies; Popular Culture and Language

A further important function of the SIG is to establish meetings and strands at BERA Annual meetings, in particular to avoid overlap and clashes of language-related sessions and to convene meetings and seminars during the year.
Mathematics in Education (FUL-211)

Alf Coles¹; Alison Clark-Wilson²
¹University of Bristol, UK; ²UCL Institute of Education, UK

Join us for the SIG Forum Meeting

The SIG is linked to the British Society for Research into Learning Mathematics (BSRLM) and aims to bring together researchers interested in a wide range of issues involving the teaching and learning of mathematics, both inside and outside of formal educational settings. Our intention is to be inclusive and accessible for all researchers, both new and experienced, encouraging them to work together to develop ideas and methodologies. The SIG aims to embrace an eclectic range of methodological and conceptual approaches to mathematics education research. It provides academics and practitioners working within the field with a mechanism for sharing research ideas and disseminating findings. The SIG importantly also provides the mathematics education community an opportunity for debate and networking at a national level. In recent years concerns have been raised in the UK about the state of mathematics education; official reports have made recommendations for improvement and national strategies have been implemented. Politically, we are at a critical point in the debate that will shape the structures that will frame the development of mathematics education over the next few years. It is essential that this debate is informed by a robust evidence base of research about the teaching and learning of mathematics. BSRLM has been a BERA Associated Society for many years, and it is clear that a stronger alliance between BSRLM and BERA benefits both societies, supports the strengthening of the evidence base and thus informs the debate.

Philosophy of Education (FUL-201)

Richard Davies¹; David Aldridge²
¹University of Central Lancashire, UK; ²Brunel University, UK

Join us for the SIG Forum Meeting

Formed five years ago, the SIG is closely associated with the Philosophy of Education Society of Great Britain which is an associate society of BERA. We seek to foster debate on philosophically interesting issues pertaining to education, and to bring philosophical methods and sensibilities to bear on educational matters. We have an eclectic and inclusive view of philosophy and enjoy a membership both from those who would consider themselves to be ‘philosophers’ and those who see the point of ‘philosophical moments’ in wider educational projects. As well as a presence at BERA conferences, we seek to work with other SIGs and with local branches of PESGB to host seminars and events through the year.

Physical Education and Sports Pedagogy (FUL-212)

Ashley Casey¹; Suzanne Everley²
¹Loughborough University, UK; ²University of Chichester, UK

Join us for the SIG Forum Meeting

This SIG embraces educational research in the areas of physical education and sport in schools; physical education initial teacher training; and continuing professional development for teachers and other professionals working in physical education and school sport settings. The aims of the SIG are:

- to provide a national forum for educational research in physical education and sport pedagogy
- to stimulate collaborative, high quality research amongst SIG members
- to prompt and co-ordinate communication between SIG members and key stakeholders and funding agencies in the areas of physical education and sport in schools, physical education initial teacher training, and continuing professional development for teachers and other professionals working in physical education and school sport settings
- to raise awareness of research in physical education and sport pedagogy amongst wider educational communities
- to prompt collaboration between SIG members and educational researchers working in other subject areas on issues of common interest/concern
- to create a point of contact for comparable groups within educational research associations internationally (such as AARE and AERA)

Post-compulsory and Lifelong Learning (FUL-210)

Matt O'Leary²; Jonathan Tummons²
¹Birmingham City University, UK; ²Durham University, UK

Join us for the SIG Forum Meeting

The sector of post-compulsory education and lifelong learning is a wide and diverse one, covering areas such as the study of 14-19 education and training, further and higher education, adult education, informal learning and lifelong learning. This SIG aims to facilitate and stimulate debate amongst researchers in the field and assist them in communicating their work to inform understanding and to influence post-compulsory and lifelong learning education policy and practice. We also particularly welcome researchers and those interested in research in this sector, who are based in public and private institutions and organisations, beyond higher education institutions. The post-compulsory and lifelong learning SIG also has commonalities with other BERA SIGs such as Arts Based Educational Research, Comparative and International Education, Curriculum, Assessment and Pedagogy, Educational Effectiveness and Improvement, Inclusive Education, Leadership and Management, Literacy and Language, New Technologies in Education, Practitioner Research, Race, Ethnicity and Education, Research Methodology in Education, Social Justice, and Teacher Education and Development.
This SIG provides a forum for critical discussion of research methodology in education and for dialogue about innovation. Its interests are in all aspects of research methodology in education, from paradigms and methods to techniques and processes. The aims of the group:

- to generate new ideas about research methodology in education
- to promote amongst researchers and teachers a critical understanding of research methods in education
- to help develop in the educational research community a context of critical enquiry about methods and processes

13:45 Science Education (FUL-204)

Nicoleta Gaciu1; John Oversby2
1Oxford Brookes University, UK; 2Independent Researcher, UK

Join us for the SIG Forum Meeting

The group’s interests include: formal science curricula practised in schools, colleges and universities; the promotion of public understanding of science through the media, museums, exhibitions and literature; and science education of students of any age or cultural background. Our interests in curriculum development include policy issues addressing problems in assessment, using new technologies, providing differentiated learning experiences and developing investigative approaches. We seek to explore differences between science curricula offered in different countries and the relationship between science and technology. We are also interested in the teaching and learning of the philosophy of science including the history of science, the language of science, the mental models used in science and graphic representation in science. Our aims include

- to highlight the achievements of science education
- to provide a forum for science education research between scientists and non-scientists
- to collaborate with and co-ordinate the work of other SIGs in the science area
- to provide support for researchers and practitioner researchers in science education
- to make recommendations to the BERA council on matters of policy within science education
- to support ITT and student researchers in science education
- to develop a self help network of researchers in science education within BERA
- to promote lifelong learning in and motivation towards science
- to achieve an appropriate balance of science for future scientists and science for democracy.

13:45 Social Justice (FUL-114)

Sheine Peart1; Vicky Duckworth2; Louise Jackson3
1Nottingham Trent University, UK; 2Edgehill University, UK; 3Trinity Laban Conservatoire of Music and Dance, UK

Join us for the SIG Forum Meeting

This SIG promotes dialogue on educational policies and practices at all levels in terms of supporting or inhibiting social justice. We are committed to developing a range of theoretical understandings of the concept of social justice and the interaction of particular axes of discrimination in education. Particular attention is given to discourses and material effects of social class, gender, citizenship and human rights, and the ways in which these interrelate. In addition we help to develop an understanding of the opportunities and spaces that social actors in education have to promote inclusion and social justice (as well as the limits and constraints they face), and the ways in which action can be taken. We contribute to the evaluation of research methodologies for investigating social justice. We consider the processes by which academic critique can or should influence political agendas locally, nationally and globally. Fundamentally, we provide an arena for debate, discussion and dissemination for researchers whose work addresses a wide range of social justice issues. Thus, the SIG’s intention is to bring together research from a range of specialist yet related areas to a general forum to further social justice in education. SIG events Past activities have included:

- British Journal of Educational Studies Special Issue on ‘Education and Social Justice: new and Continuing Themes’.
- Seminars on topical issues such as ‘New Labour’s Education Policy and Social Justice’, ‘Education and Social Justice’ and most recently ‘Education After the Election: The Policies of the Conservative/Liberal Democrat Coalition Government.’
- Capacity building events such as ‘Education, Identities and Social Inclusion’ a one-day conference for research students and early career researchers.

13:45 Socio-Cultural and Cultural Historical Activity Theory (FULTON A)

Valerie Farnsworth1; Mabel Encinas2
1University of Leeds, UK; 2University of Suffolk, UK

Join us for the SIG Forum Meeting

Socio-cultural theory is becoming an increasingly important focus of theoretical work, evident from the establishment of research groups and centres across the UK, including the Bath Centre for Sociocultural and Activity Theory Research (CSAT), Oxford Centre for Social Activity Theory (OSAT), and Manchester Socio-cultural Theory Interest Group. Socio-cultural approaches to education draw on the tradition of Vygotsky (e.g. Holland, Rogoff, Lave, Wenger, also drawing on Bourdieu) and often also on post-Vygotskian Activity Theory (Luria, Leont’ev, Davydov etc).
Latterly called ‘Cultural-Historical Activity Theory’ (CHAT) by Cole and Engestrom, this framework also draws on the Bakhtinian tradition and Western cultural anthropology. A common thread among the diverse approaches is a focus on learning as developing through social interaction. These approaches thus have strong links with the study of discourse and social interaction, drawing on the work of Bernstein and Halliday (e.g. Hasan, Wells, Lemke, Lantolf and Gee). Current debates involve issues to do with the integration of perspectives and methodologies, e.g. the linkage of social linguistics and sociology with this theoretical work. The SIG aims to further theoretical developments in socio-cultural theory, with attention to ‘empirical groundings’ providing support for ways in which particular socio-cultural perspectives can inform research, policy and practice.

- to provide a network for those working with socio-cultural/CHAT theory in education so as to ground it in educational research
- to provide an arena for enriching and developing research methodology for educational research
- to disseminate the findings of our research to a wide audience of academics and practitioners
- to raise the profile of socio-cultural/CHAT research in education, nationally and internationally
- to provide a forum for discussion of socio-cultural and CHAT approaches which is inclusive of newcomers to the methodology who are looking for information and ideas to further their learning and understanding of socio-cultural theories

13:45 Teacher Education and Development (FUL-202)

Moira Hulme1; Linda Clarke2; Pete Boyd1; Gary Beauchamp4
1Manchester Metropolitan University, UK; 2University of Ulster, UK; 3University of Cumbria, UK; 4Cardiff Metropolitan University, UK

Join us for the SIG Forum Meeting

The group covers research in initial teacher education, continuing professional development and teachers’ careers. The aims of the Teacher Education and Development SIG are:

- to bring together all those with a special interest in the full continuum of teacher education – initial teacher education, induction, early professional development continuing professional development, accomplished teaching/advanced certification and leadership preparation/development across school and higher education settings;
- to promote UK-wide, comparative and international perspectives on contemporary developments in policy and practice for teacher education and teaching across the life course;
- to promote research on and for teacher education, including consideration of the work and identities of teachers and teacher educators;
- to explore and theorise the links between knowledge creation and identity across the continuum of student, teacher and teacher educator learning.

14:35 - 15:25 SIG Forum Meetings B

Session Type: SIG Forum Meetings

14:35 Children and Childhoods (FUL-106)

James Reid1; Sharon Pinkney2; Janet Fink1
1University of Huddersfield, UK; 2Leeds Beckett University, UK

Join us for the SIG Forum Meeting

The aim of Children and Childhoods SIG is to explicate, develop, and enhance understandings of children and young people and their childhoods. This includes: how childhoods are shaped socially, historically and culturally, and how the ‘relational child’ experiences the educational institutions and forces that mediate their life. It concerns children as objects and / or subjects for study, and the spaces and places in which childhood occurs, particularly formal and informal education. A strength of the SIG is that it enables interrogation of the boundaries and transitions in children’s lives, including from early years to childhood, childhood to adolescence, adolescence and beyond, and how these are shaped and informed by education.

The SIG will create a forum for academics, practitioners, and students to engage critically in debates of the contested nature of childhood; for example, as a socio-biological construction, a hybrid of interdisciplinary subjectivities, or from the standpoint of the agentic, relational child. Importantly the SIG will bring together colleagues with wide-ranging interests to contribute to knowledge development and exchange, not least around the burgeoning research into the nature and meanings of children’s well-being and resilience. At the same time the SIG will seek to establish dialogue with and between other BERA SIGs, including Early Childhood Education and Care, Youth Studies and Informal Education, Social Justice, and Sexualities, in order to draw together and share the respective assemblages of knowledge and understanding within BERA about the complexity and diversity of children’s lives.

This is a timely opportunity to establish a Children and Childhoods SIG. Childhood studies has emerged as a critical intervention in the field of education and developed interdisciplinary knowledge about children and young people’s everyday and everynight experiences. The aims of the SIG are, therefore, to:
• Explore critically the concepts and methodologies utilized to situate and explicate childhoods and children’s experiences within the contexts of formal and informal education;
• Interrogate changes and continuities in understandings of childhood and their impact upon the spaces, places, relations and practices of education;
• Enable interdisciplinary discussion of new and complementary theoretical insights from other SIGs;
• Explore the epistemological issues arising in childhood research, including interrogating questions of power, ethics and participation.
• Raise the profile of childhood studies within BERA by hosting seminars, encouraging publication, and supporting collaborations between established and early careers researchers.

Comparative and International Education is a vast, rich, and growing field of inquiry that is concerned with the academic study of a wide range of key educational issues and themes across a range of cultures, countries and regions. Comparativists come from a range of disciplinary backgrounds and therefore come to the field with different subject expertise and ideas about how best to conduct research in the field. There has been much debate over the theoretical, epistemological and methodological frameworks and tools that should be used when carrying out research in comparative and international education as well as discussions over the future directions of the field. The SIG welcomes interest and contributions on these important debates.

Examples of issues that have been researched by our SIG members include (but are not at all limited to): EU education policy; citizenship and human rights education; global education policy; students’ and teachers’ identities; learning and teaching; assessment and achievement; effects of gender, race and social class on learning and achievement; textbook research; parental choice; international schools and intercultural education; education in developing countries.

Evidently, much of our research fits comfortably with other SIGs, but what we are all essentially concerned with as Comparativists is exploring similarities and differences between the structures, processes, dynamics, policies and practices of different education systems. Much of the work we do is also international in nature. We strongly encourage BERA members whose work fits in to this field to join the SIG and contribute to knowledge exchange, especially through submitting abstracts to BERA conferences. We stress the importance of learning from comparing and remind members of the important words stated by Robert Edward Hughes (1901: 52) in his seminal text ‘Schools at Home and Abroad’ that ‘the basis of all knowledge is comparison’.

Creativities in Education SIG was formed in 2001 by Bob Jeffrey and Anna Craft. It is now convened by Teresa Cremin (Open University) and Pamela Burnard (University of Cambridge). We offer a loose umbrella for researchers, policy makers and practitioners in a wide variety of settings, to work together and exchange perspectives on a variety of themes pertinent to creativity in education. The SIG has organised a number of seminars and symposia both at BERA and in a variety of university sites since its inception. These include an ESRC-funded series of six seminars. Themes which have been of particular interest to members in recent years have included a concern to better understand core terms such as creative teaching, teaching for creativity and creative learning creativity. The SIG welcomes colleagues undertaking both conceptual and empirical exploration of a wide range of topics. Research interests within the SIG are reflected in past symposia and seminars and future plans for further events, as well as individual participants’ publications. They include:

• Creativity and the curriculum
• Creativity and pedagogy
• Creativity and policy
• Creativity and partnership
• Creativity and professional development
• Creativity and methodological issues
• Creativity and cross-disciplinary dialogues
• Conceptualising creativity
• Creativity and new technologies
• Creativity and teacher training
• Creativity and environments
• Creativity and assessment

We welcome colleagues from any disciplinary area, working in any phase of education and we are particularly keen to forge strong and catalytic relationships between research, policy and practice through our events.
The aim of the Curriculum, Assessment and Pedagogy (CAP) SIG is to encourage and support research and other scholarly activity in the inter-related areas of curriculum, assessment and pedagogy across the 4 nations of the UK and internationally. One of the aspirations of the SIG is to re-ignite curriculum studies as a broad field. Examples of such work include attention to the important inter-relationship between these three ‘message systems’, for example the growing influence of assessment on curricula internationally, and attempts by governments and their agencies to prescribe pedagogy, in addition to curriculum, and assessment. Further examples of the work that the SIG encourages are:

- historical, theoretical and ideological influences on CAP;
- the impact of globalisation, policy borrowing, and nation state control;
- teacher and pupil agency;
- action research and practice;
- alternative visions of curriculum, assessment and pedagogy for the 21st century.

The intention is to hold seminars, workshops and other regular meetings in order to:

- share knowledge;
- plan presentations;
- develop networks to support publications and research proposals; and
- engage where possible with relevant policy and practitioner communities.

The aims of the SIG are to:

- Provide an inclusive and accessible forum for educational researchers interested in issues of educational effectiveness and equitable improvement in schools and their communities, including new as well as established researchers;
- Stimulate and support collaborative, high quality research amongst SIG members;
- Prompt and co-ordinate communication between SIG members, key stakeholders and funding agencies with an interest in issues of educational effectiveness and equitable improvement;
- Raise awareness of research in educational effectiveness and improvement;
- Promote the conduct and dissemination of research in educational effectiveness and improvement;
- Enable collaboration between SIG members and educational researchers working in other disciplines on issues of common interest/concern; and create a point of contact for comparable groups within educational research associations internationally (such as EERA, AERA and AARE).

This SIG is concerned with how educational institutions in all sectors (compulsory and post-compulsory; state and private) and all contexts are governed and managed, and how the personnel within them are led.

We are interested in institutional working practices including the moral, social, cultural and political positioning adopted by them, together with the processes involved in developing these, ultimately for the benefit of learners. These interests extend beyond the UK; many of us are engaged in the research and scholarship of educational leadership and management in overseas contexts.

Questions such as how people work together, how they work with local communities, the influences upon them of both the internal and external environment and the impacts of these issues on learners are all important aspects of the remit of this SIG.

Some of our members undertake empirical research; others develop theory and theoretical perspectives; and some are involved in practitioner research.
Our membership includes the whole spectrum of academic experience and status: from early career researchers to distinguished professors. We also welcome practitioners – both leaders and the led – and those whose work involves policy making and implementation, including local authority administrative personnel.

Aims

This SIG aims to provide an academic arena within which expertise, research findings, and theory development are shared and new ideas are explored.

We encourage members to contribute publications and help identify new models and new conceptual tools which enable practitioners to take theory into practice in a range of different contexts.

We also welcome inquiries from practitioners and educational organisations and institutions interested in developing partnerships, or who simply want to share good practice or seek research-informed advice or consultancy.

Many of our interests and areas of expertise overlap with those that fall within the sphere of other BERA SIGs. We collaborate with other key organisations such as BELMAS, SCRELM, IPDA, EFEA, SRHE and CCEAM.

We network with a large number of relevant institutions worldwide, including the University of Stellenbosch, the University of South Africa, the Institut Français d’Education, the Open University of Cyprus, and Monash University.

Our members publish their work in leading international journals, where many have editorial responsibilities.

Activities / Events

The SIG holds one business meeting each year at the BERA conference plus a variety of events throughout the year such as seminars, day conferences, research conversations, and opportunities to pool ideas, collaborate on research or publications. The SIG is inclusive of all, not simply orientated around academics.

14:35 Educational Research and Educational Policy-making (FUL-113)
Sarah Younie
De Montfort University, UK
Join us for the SIG Forum Meeting

For various historical, political and epistemological reasons (which are well-documented in a range of sources), ‘evidence-based policy’ is not a neutral descriptor but instead seems to have become a highly-charged and polarising idea in educational research, with different factions in the educational research community taking contrasting or even oppositional stances. These stances have been based to some degree on pre-existing ideological and rhetorical positions and have resulted in certain theoretical and methodological stand-offs. This SIG, in taking a wider view of the relationship between research and policy, seeks to create an environment for robust and constructive engagement on how and under what circumstances educational research can or should be seeking to inform the processes of policy-making at different levels. The SIG draws upon a range of philosophical, conceptual and empirical understandings – including in the field of research utilisation and ‘impact’ – in order to (i) establish more nuanced and conducive ‘professional conversations’ and (ii) explore a variety of institutional arrangements, as a basis for developing and influencing research-informed policy-making. The SIG takes special care to include colleagues working in practice and policy, as well as from research institutions; also linking up with other initiatives in this field, such as the Thematic Seminar Group funded as part of the ESRC Teaching and Learning Research Programme, the ESRC-funded Evidence Network, and various Social Research Association initiatives. Aims and objectives of the group

To identify and enhance the various ways in which, and the supporting conditions under which, scholarly research efforts in education can have a stronger influence on policy-making processes by, for example:

- identifying key areas of policy which may be particularly supported – or contradicted – by current research evidence;
- identifying processes, environments and institutional arrangements for the mediation and ‘translation’ of research knowledge for decision-making;
- de-constructing barriers to the use of scholarly research in decision-making;
- exploring a range of methodologies for synthesising research knowledge;
- identifying new substantive areas, new research models and modes, and/or insufficiently understood issues for policy-relevant research.

14:35 Educational Technology (FUL-209)
Patsy Davies1; Jill Jameson2
1University of Wolverhampton, UK; 2University of Greenwich, UK
Join us for the SIG Forum Meeting

The purpose of the Educational Technology SIG is to provide a meeting place for BERA members interested in the application and impact of new technologies in education across both curricular and professional areas. The SIG is unusual in that it includes members with backgrounds across
education settings and sectors ranging from early years education to professional learning. Its work complements that of other organisations which work primarily in FE and HE (JISC and ALT) and groups and conferences with a specific interest in Computer-based Learning, AI in Education or Instructional Technologies. The SIG runs a ‘strand’ at the annual conference which attracts UK and international speakers.

The Educational Technology SIG uses the Twitter Hastag #BERAEDTECH

English in Education (FUL-112)

Andy Goodwyn
University of Bedfordshire, UK

Join us for the SIG Forum Meeting

The English in Education SIG will provide a forum for researchers to investigate what is a broad and complex area of knowledge – its starting point is the school subject of English — but it will embrace many aspects of the subject as it exists in all phases of education and include all of initial teacher training concerned with English teachers. English includes the four language modes, reading, writing, speaking and listening which can be addressed separately but can also be treated as elements of the holistic subject; it embraces literacy but literacy of an emancipatory and critical kind.

English pays particular attention to the teaching of language in schools and there are certain linguistic elements that tend to get high profile attention such as grammar and spelling and its scope extends to the kind of linguistics taught in English Language ‘A’ level. There is also a very strong focus on texts of all kinds, especially literary texts but usually including ‘viewing’ in a broad sense, sometimes called Media Education — and these areas shade into digital literacy and uses of technology. There is a continuous and fierce debate about what constitutes English now, but also it has a problematic history as a subject and an always contested and developing future. English is generally viewed as the most important of all school subjects in many countries, in the UK it shares many commonalities therefore with both subject English in those countries and with mother tongue education everywhere; it therefore has a very important international and comparative dimension. Whatever else, it is a subject that needs much more research and evidence to support what is truly good practice in the teaching and studying of English.

The English in Education SIG will connect usefully with other associations – research e.g. AERA , EERA and professional e.g. NATE, UKLA and The English Association and also The International Association for Research into L1 teaching.

Higher Education (FUL-203)

Victoria Perselli1; Colin McCaig2; Amanda French3
1Kingston University, UK; 2Sheffield Hallam University, UK; 3Birmingham City University, UK

Join us for the SIG Forum Meeting

The transition from elite to mass higher education systems is a significant global development that forms the broader context for educational research that seeks to understand the experiences of higher education students, academics, teaching teams, change agents, leaders, departments, subject disciplines, professional fields, and institutions. There is a particular need for a critical perspective that dares to question current policy frameworks and uncovers contradictions that exist within the dominant managerialist and quality assurance paradigms. The aim of the higher education special interest group is to contribute to critical perspectives on higher education policy and practice. This is a broad remit that embraces interdisciplinary research and debate regarding appropriate and critical research methodologies. Recent research papers and symposia presented by SIG members have included the following themes:

- Teaching and learning approaches and issues
- Assessment in higher education
- Being an academic
- Being a student
- Policy trajectories
- Academic development and capacity building strategies

The SIG aims to create a supportive network of educational researchers through building symposia for the main conference, through smaller scale activity during the year, by supporting new and early career researchers, and by building links with other higher education research networks.

History (FUL-110)

Heather Ellis1; Gary Mcculloch2
1University of Sheffield, UK; 2UCL Institute of Education, UK

Join us for the SIG Forum Meeting

The History SIG will provide a base for historical research, theories, representations and methodologies in education.

It includes for example the history of education, biography and life-history; and the history curriculum and representations of history in informal educational settings across life-cycles and societies as well as schools and schooling. It will engage with other branches of history while seeking to
understand and address inequalities in education and society over the longer term, and will aim to contribute to the research agendas posed in other SIGs across the range of BERA's work.

Professor Gary McCulloch of the UCL Institute of Education will act as the initial convenor of the new SIG. Gary would welcome ideas from BERA members for History SIG activities including plans for the BERA 2016 Leeds conference. If you would like to join the new BERA History SIG please go to the link below to sign up. Paper proposals in this area for the 2016 BERA Conference are also very welcome.

The annual conference of the UK History of Education Society will take place at the University of Liverpool in November 2015. The new BERA SIG will be advertised at the conference and it will be noted and discussed at the AGM of the Society. The first annual general meeting of the SIG will be held at the Leeds BERA conference in September 2016, and will decide on longer-term management arrangements and roles and responsibilities for 2016-17.

14:35 Practitioner Research (FUL-213)

d'Reen Struthers1; Sue Brindley2
1UCL Institute of Education, UK; 2University of Cambridge, UK

Join us for the SIG Forum Meeting

This Practitioner Research SIG focuses upon issues arising from not only carrying out and, supporting others in carrying out practitioner research, but also offers spaces to theorise about this form of research. Practice is very broadly defined as any form of professional work or community activity or individual endeavour in which action is informed by values, beliefs and experience. Research in this context is defined as any form of systematic enquiry whose design, methods, analysis and interpretation are open to peer review.

- It will bring together those with a special interest in all those (closely related) methodologies in which research is an integral part of practice: e.g. action research, teacher research, evidence-based practice, research into personal and professional change, and research in the developmental/critical paradigm.
- It will have a role in promoting the publication and dissemination of practitioner research studies and studies about methodological approaches to practitioner research.

SIG Aims Aims of the SIG:

- To contribute to the generation of theory, knowledge and expertise about practitioner research and the exploration of different purposes and conceptualisations of ‘practitioner research’.
- To provide ‘critical friendship’ to BERA members and others engaged in practitioner research with the intention, inter alia, of establishing broadly agreed ‘fitness for purpose’ quality criteria for such research.
- To promote the principle of a spectrum of educational research that will enable stronger links to be established and sustained between small-scale practitioner research, larger-scale academic research and local and national decision-making.
- To play a role in the development of national policies for practitioner research through active engagement with policy makers and agencies leading this work in teaching and other professions. [For example in the UK. the National College for Teaching and Leadership (NCTL) and the Universities Council for the Education of Teachers (UCET)].
- To establish links with the Collaborative Action Research Network, the National Teacher Research Panel, the Royal College of Nursing Research Society and other regional, national and international bodies that have a leadership role in practitioner research.
- To give prominence to practitioner research within BERA’s activities, through contributing articles etc to Research Intelligence and BERJ, and leading symposia at the annual conference.

14:35 Race, Ethnicity and Education (FUL-206)

Erica Joslyn1; Elaine Ulett2
1University of Suffolk, UK; 2Oxford Brookes University, UK

Join us for the SIG Forum Meeting

‘Race’ and ethnicity continue to be major factors influencing children’s and adults’ experiences of education at all levels and in a variety of respects. These include academic achievement, professional employment, social interactions, parental involvement, curriculum development, assessment issues and so on. The ‘Race’, Ethnicity and Education Special Interest Group is concerned with these and other related issues. The terms ‘race’ and ‘ethnicity’ are acknowledged as problematic but are also commonly used and have recognition as relating to issues of colour and cultural racism with which the group will be concerned. There is a lot of support for this SIG as people feel that ‘race’ and ethnicity issues tend to get subsumed within more general papers concerning policy and pedagogy. We also intend to link up with the journal ‘Race’, Ethnicity and Education as well as BERJ. This will further raise the profile of the SIG and also BERA and it will provide further outlets for researchers’ academic papers. An argument against a SIG on ‘race’ and ethnicity may be that it could lead to marginalisation. However, the counter position is that of permeation which is at least if not more problematic. We have seen in BERA and also in the school system that permeation can often lead to dissipation and render these issues invisible. Moreover, the American Education Research Association, although a much larger organisation of course, has successfully employed discrete Special Interest Groups on ‘race’ and ethnicity issues. Aims of the group:

- to provide a forum within BERA for researchers of ‘race’, ethnicity and education in which to share their research, exchange ideas and develop new ones
• to raise the profile of ‘race’, ethnicity and education issues within the British Educational Research Association and in the academy more generally through the annual conference and by hosting seminars and encouraging the publishing of research papers within BERJ and other journals
• to generate and develop the debate about ‘race’, ethnicity and education throughout the organisation as well as the educational community in general
• to support and facilitate the development and quality of research in relation to these issues.

14:35 Religious and Moral Education (FUL-208)  
Fiona Cullen1; Helen Sauntson2  
1University of York, UK; 2University of Stirling, UK

Join us for the SIG Forum Meeting

Our aims are:

– To provide a forum within BERA for researchers of Religious Education and Moral Education in which to share their research and exchange ideas
– To raise the profile of issues that relate to Religious and Moral Education within the British Educational Research Association and the academy more generally
– To encourage recognition and discussion of research in these areas through the annual conference and by hosting seminars and encouraging research papers within BERJ and other journals

Religious and moral education are significant areas of the curriculum and contribute to school life in a variety of ways but they are often neglected within the wider educational community. The development of religious schools, issues to do with religious identity and pluralism and the nature of moral education with schools all have a significant impact on the nature of schooling as well as the characteristics of the subjects themselves. The SIG will encourage the development of all issues to do with the nature of religious and moral education or the related question of religion and morals in education. It will support research and discussion that considers religious and moral issues from a variety of disciplines as well as international perspectives.

14:35 Sexualities & Gender (FUL-114)  
Fiona Cullen1; Helen Sauntson2  
1York St John University, UK; 2University of Stirling, UK

Join us for the SIG Forum Meeting

The Sexualities & Gender SIG provides a forum for educators and researchers with interest in sexualities in the context of education to discuss theory, policy and practice issues. Over the last ten to fifteen years, there has been a growing interest in issues of identity, including sexual identity, within educational research. This, coupled with increasing government interest in social inclusion, has led to the development of a stronger research voice for marginalised groups, including those marginalised by their sexuality. In addition, this growing field has incorporated research beyond issues of marginalisation and exclusion, developing specific strengths and perspectives which in turn contribute to the wider research community. Research into sexualities has added important work to earlier studies in gender and identity, and has brought new theoretical perspectives and research paradigms to the field. The aims of the SIG are:

• to support work with by scholars and practitioners in shaping theory, policy and practice in the field of sexualities research in education;
• to bring together diverse voices from the research community, creating a forum for discussion and dissemination of research related to sexualities in the context of education;
• to create opportunities for collaboration on research projects in this field;
• to establish a point of contact with parallel groups internationally, and contribute to opportunities for international collaboration and partnership;
• to support the publication of research reports and discussion papers in academic journals with an interest in this field, such as Sex Education, Sexualities and Gender and Education in the UK, and the Journal of LGBT Youth in the United States;
• to organise research events, such as conferences, seminars and lectures, focusing on sexualities;
• to provide a channel for the dissemination of research in this field to the wider research community.

What we do Sexualities & Gender SIG members produce a biannual e-newsletter with details of debates, publications and events in the field. The Sexualities SIG is also interested in running events on sexualities and education theme to develop links between researchers, policymakers and practitioners. Recent SIG events include a seminar, in conjunction with the Youth Studies SIG, on ‘Sexualities, youth work and informal education’. Existing interests of current SIG members are broad ranging and include: Theory, policy and practice in Sex & Relationship education; LGBTQ issues in education; researching sexualities equalities in schools and higher education settings; challenging homophobia within school/youth work settings, policy and practice interventions around teenage pregnancy; feminist and queer pedagogies; exploring the production of sexualities and genders in educational

14:35 Social Theory and Education (FULTON B)  


The Social Theory and Education SIG aims to support and develop theoretically informed educational research, to engage with and facilitate new social theory and to explore the relationships between theory-work and research. Social theory here refers to the use of theoretical frameworks to explain and analyse social action, social meanings and large-scale social structures. The field is interdisciplinary, drawing ideas from a range of contributing disciplines but particularly from politics, philosophy and sociology. Social theory aims to develop concepts and ontologies that can provide social research with conceptual and methodological tools for analytical and interpretational work. The SIG plans to accommodate and encourage work which applies and develops ideas and concepts from social theory to education research, as well as exploring and critiquing the contributions to education of major social theorists. Our primary focus is substantive research applications of social theory, but we will also seek to support the development of new theoretical work and reflexively consider the role of theory in relation to research and the analysis of data.

The special interest of the SIG is in research and scholarship relating to theory, policy and practice issues in Youth Studies and Youth and Community Work. These include: youth transitions and geographies; youth culture and debates about Youth Voice; Youth Justice; Youth Work as a practice ‘beyond school’ in Community and Neighbourhood contexts. The Special Interest Group aims to provide a forum for academics, practitioners and students with interest in research and scholarship in youth studies and Informal Education to engage in dialogue and debate and to contribute to knowledge transfer / exchange through publications, conferences and seminars. It further aims to strengthen discussion and make connections between BERA members, TAG (the Association of Lecturers in Youth and Community Work) and the BSA Youth Studies network as well as the secondary and post-compulsory education and informal education in adolescence and adult life sector.

Crosstown Traffic: Intersectionality and International-Mindedness

Session Type: Arts Based Educational Research

Chair(s)/Convenor(s)/Facilitator(s): Lisa Mitchell

Discussant(s):

How the Golden Girl Lost her Shine - Using I-Poems as a Means of Accessing the Unconscious

Rajesh Patel
Manchester Metropolitan University, UK

This seminar paper assists in the exploration of intersectional identities using an arts-based method to draw out poetic ‘episodes’. As part of a research study into race, identity and reflective practice, (Patel: 2015), informant teachers took photographs of sites they found conducive to reflective practice and were then interviewed about the contents. These were then analysed using the Listening Guide (Gilligan et al. 2003) aka the Voice Centred Relational Method (VCRM) (Mauthner and Doucet: 1998) to produce ‘I-poems’.

LG examines positioning of talk within speech giving access to fluctuating power relations. It draws on psychological analysis, amplifying informant ‘voice’, pulling out actors from transcripts, focusing on the first person. This was developed further in a poetic dialogue “I Said, He Said”, depicting the informant, Tasneem’s relationship with her head-teacher. Given the emotional cachet attached to RP (Boud: 2001), there was a need to develop tools that accessed feelings within research settings. This produced deep insight into the intricacies of age, gender and religion, utilising emotion to form plot-points. This linked Tasneem’s feelings to wider dynamics drawing on institutional ethnography (Smith: 2005), highlighting how ‘ruling relations’ operated connecting personal subjectivity to structural forces.

While focused mainly on race, using LG elicited episodes of a life narrative providing compelling links to age, gender and religion detailing Tasneem’s decline as a middle-aged Muslim female teacher. Despite initially displaying an outward confidence, the narrative shows the fragility of her situation. Researchers commonly utilise narrative in Critical Race Theory (CRT), though the extent to which different aspects might become submerged provides a tricky balancing act. In CRT the construction of detailed accounts, in an auto-ethnographic mode (Ladson-Billings: 1999), highlight the intersectional nature of race, overlapping with other ‘types’ of difference. I-poems as qualitative ‘data display’ provided privileged access to extant power relations, a key problem for the interrogation of ‘difference’.

Such diffractive methods shed light on how supposedly meritocratic colour-blind standards of tests and league tables are experienced by teachers of colour. Using counter-story (Crenshaw: 1995), this interpretative method provides a deep comprehension of how teachers’ everyday work-practices are becoming conditioned to produce uncritical, non-reflective work on race; promoting performative, multicultural ritual, relegating ‘authentic’ racism to the past. The title of this piece draws on a metaphor generated by Tasneem as she segued from being the ‘Golden’ girl to the ‘Other’. The use of arts-based methods brought complex insight into balancing the forces of difference.
Lesley Wood; Pieter Swarts
North-West University, South Africa

Our increasingly diverse and complex world demands that children have to learn to understand complex social issues from various perspectives and be comfortable to voice their own opinions, as well as allowing others to do the same. In South Africa, the site of this study, HIV and AIDS is a social issue that offers a suitable vehicle to help children develop nuanced and intersectional understandings of their worlds. Yet, HIV education has been reduced to just another lifestyle disease in the Curriculum Policy Statement, reinforcing teachers’ tendency to teach it from a biomedical, rather than a social justice perspective. Such a narrow understanding precludes learners from appreciating the intersectionality of pressing social issues such as HIV/AIDS, race, poverty, gender and sexual orientation and leads to the domination of discriminatory and stigmatizing narratives which perpetuates ‘othering’. This paper reports on the first phase of a two-phase participatory action research study which sought to create an opportunity for student teachers to first construct, deconstruct, reconstruct and share their narratives of HIV, before leading learners at local schools through the same process. The question guiding this phase was:

How can the development of arts-based narratives enable pre-service teachers to appreciate the intersectionality of HIV with prevailing social issues and adapt their teaching accordingly?

Sixteen volunteer student teachers enrolled in a Life Orientation module generated the data through: the production of various visual and performance artefacts (drawings; photovoice; poetry and drama) with written and oral narratives; reflective diaries; and semi-structured focus group interviews. Thematic analysis indicated that this arts-based enquiry allowed students to develop the insight needed to understand how social injustices interlink and can aggravate each other, leading to a decrease in stigmatizing attitudes and a better understanding of how to teach around diversity and social justice. The knowledge generated can be used to inform teacher education at both pre- and in-service levels to make HIV education more relevant and engaging. Although HIV was the vehicle used to facilitate an intersectional understanding of social issues, the same arts-based research process could be applied to different issues of specific concern in other contexts.

16:35
In Search of a Tiny Treasure: Exploring Music Teachers’ Conceptions of International-Mindedness
Lisa Mitchell
Trent University, Canada

This qualitative research study investigates music education in an international school, and asks: (1) What are the stories of principle, practice and mindset that foster internationally-minded teaching and learning in an international school’s music program? and (2) How might these stories inform the practices of music educators in culturally diverse domestic schools? Data collection uses a trifold framework: (1) document analysis to examine principles such as intercultural competency and internationally-minded teaching; (2) classroom observations to identify elements of internationally-minded music education; and (3) interviews to address the mindset of music educators. The data collected from 25 documents, 60 hours of classroom observations, and 8 interviews were analyzed using Guo and Jamali’s (2007) trifold framework of principle, practice and mindset, and Fowler’s (2006) orbitals of narrative analysis. Preliminary research findings (1) demonstrate that the experiences of music educators in an international school may assist music educators in domestic schools to enhance the learning experiences of increasingly culturally diverse students; (2) indicate a complex interconnectedness and interdependency between stories of principle, practice, and mindset in the diverse international school context; (3) highlight the significant role that the creative professionalism of a teacher plays in enhancing internationally-minded approaches to music education within a school’s cultural context; (4) reveal the presence of divergent, highly dynamic cultural approaches to music transmission in the international school learning environment; and (5) support an argument for an increase in use of purposeful approaches to internationally-minded teaching and learning beyond music education contexts, which may be across levels of schooling, across contexts for schooling, across traditional subject boundaries, and across ways of knowing. Finally, both the practical and theoretical findings from this research study may be useful for educators and researchers across several disciplines such as music education, arts-based education, internationalization, international schools, intercultural competency, and narrative and arts-informed research methods. Insights that have been gained as a result of this original study will be presented at BERA using an arts-informed technique based around Faulkner’s (2009) conception of found poetry as method, whereby participants’ voices are preserved within their original context, and are subsequently re-arranged to put forth a poetic offering for meaning-making through aesthetic presentation.

15:35 - 17:05
Childhood: punishment, reward and wellbeing
(Children and Childhoods)

Session Type: Children and Childhoods
Chair(s)/Convenor(s)/Facilitator(s): Janine Coates
Discussant(s):

15:35
Physical Punishment in Nigerian Secondary Schools: A Children’s Rights Perspective
Lovina Ukamaka Emejulu
Queen’s University Belfast, UK

In Nigeria, despite the country’s adoption of the United Nations Committee on the Rights of the Child’s General Comment (No. 8) on the protection of children from physical punishment and other cruel or degrading forms of punishment, these practices are still widespread. The General Comment provides guidelines to State Parties on eliminating the physical punishment of children in all settings as a strategy to ensuring violence-free societies (CRC, 2006). Nigeria has ratified the United Nations Convention on the Rights of the Child (UNCRC) along with other international and regional treaties and has prohibited physical punishment in schools in domestic law (CRA, 2003). Nevertheless, Nigerian children are still subjected to these practices because the practice is culturally and religiously accepted as a means of effective child upbringing and discipline. Some Nigerians, and many others across Africa and the majority world, see the UNCRC and the international human rights framework as a form of cultural imperialism that imposes a Western concept of human rights on countries with different norms and cultural values (Musalo, 2008). Thus, conflicts arise between the prevalent cultural and religious beliefs about physical punishment and the need to
protect the child from torture, degrading and inhuman treatments. The research was based on three frameworks: the philosophical debate on the universality of human rights; the ethical debate on the moral justifications of physical punishment; and the pragmatic debate about the impact of physical punishment on children. This qualitative research explores participants’ perceptions, beliefs and experiences of physical punishment from the perspective of children’s rights. School observations, interviews, focus groups and open-ended questionnaires were used to elicit information from teachers and secondary school children. Findings suggest that all children participants had experienced/witnessed physical punishment. In public school, abuse of power was reported, involving school functionaries, security guards/bursars in the physical punishment of children. Sexual exploitation was reported as male teacher/senior students demand sex from female students in exchange for non-physical punishment. Physical exploitation was also reported in which children were forced to do manual labour and house chores as punishment. Almost all children and teachers were unaware of the UNCRC. The paper will discuss some of the issues exposed by the qualitative data which illustrate how cultural, traditional and religious perspectives continue to dominate Nigerians beliefs about physical punishment, and to consider some of the challenges to the implementation of children’s rights in this context.


Jonquil Balcombe
University of Huddersfield, UK

Reward and consequence systems, introducing artificial reinforces to change behaviour, are an essential component of the dominant ‘positive parenting’ approach found in current child-rearing manuals. The proposed systems vary in complexity, but they are all based on the premise, ‘do this and you’ll get that’. The manual-writers claim that these behaviourist techniques work, and produce happy, obedient children. However, Kohn (2014) claims these approaches are flawed and counter-productive; decreasing intrinsic motivation and moral understanding.

Building on Kohn, Hendrick (2016) argues the use of behaviourist child-rearing techniques has fundamentally changed our society for the worse by emphasising reciprocity and individualism over altruism and self-sacrifice. He claims that understanding children and childhood through the tenets of behaviourism has “exacerbated the more repressive features of childism, whilst serving several of neoliberalism’s imperatives” (249). Hendrick recognises that the social-democratic parenting ethos is still present and practiced, but maintains that it is being undermined by acceptance of an adult-centric behaviourist view of the child (258).

In Hendrick’s analysis parents’ understanding and application of behaviourist techniques is underexplored. This paper draws on sixteen in-depth semi-structured interviews with white British middle and working class parents of young children, to discuss how parents negotiate expert advice and whether the behaviourist view of the child is accepted by these parents.

The parents interviewed were very familiar with the techniques. Describing them as useful expedients in certain circumstances, and expressing a feeling that they somehow “ought” to be following them; demonstrating an engagement with the dominant discourse of positive parenting. They evaluated the techniques based on practical and moral considerations; reflecting Kohn’s concerns by often doubting both the efficacy of the techniques, and the moral messages the child receives. There was some concern that these techniques were over-used in nursery and school settings, as a way of managing children at the expense of nurture. The parents talked about cherry-picking advice and adapting their child-rearing practices in response to their child’s individual temperament, showing scepticism about techniques claiming universal success. This suggests that whilst behaviourist child-rearing techniques are salient, they are transformed and subverted by parental enactment. It may be that behaviourist parenting methods are far less accepted than Hendrick fears and there is an active resistance among parents to the adult-centric behaviourist view of the child.


Learning in the Forest: Children’s Experiences of Engaging in a Forest School Programme

Janine Coates; Helena Pimlott-Wilson
Loughborough University, UK

Originally developed in Scandinavian schools, forest schools use local woodland areas to teach children problem-solving skills, develop their cooperation abilities and build their confidence, self-motivation and self-esteem (O’Brien, 2009). Setting them apart from traditional teaching methods, forest schools are child-led and present novel and engaging activities not ordinarily available in school settings (e.g. den building; making fires, using ‘tools’ from the natural environment, etc.). Forest schools are increasing in popularity in UK schools, with primary schools reported as the second largest group engaging with these programmes (Knight, 2016).

Despite their increasing popularity, there is little published evidence to support their use in British schools as a tool for facilitating learning and skill development. Recent literature relating to the use of forest schools in primary education tend to focus upon practitioner perspectives (Harris, 2015; Kraft, 2013), broader aims of forest school programmes (Waite, Bolling and Bentson, 2015) or specifically assess small elements of forest schools such as natural play (Ridgers, Knowles and Sayers, 2012). This study aimed to explore children’s experiences of engaging in a forest school with a view to better understanding how forest schools might facilitate learning and skill development.

Using a case study design, this study worked with two primary schools in the East Midlands, UK, who adopted a forest school programme. Participants were children in a Year 4 (8-9 year old) class (n=17) in School 1 and a Foundation Year (4-5 year old) class in School 2 (n=>7, data collection ongoing). Interviews with Forest School Leaders (n=2) and head teachers (n=2) were carried out to better understand the aims of the specific program adopted, before interviews with children were carried out. Child interviews aimed to understand children’s experiences of the
Implementation of Expanded Core Curriculum for Visually Impaired Students in Saudi Arabia: Empirical Evidence from Riyadh City

Jean Ware\textsuperscript{1}; Graeme Douglas\textsuperscript{2}; Abeer Alabdan\textsuperscript{1}
\textsuperscript{1}Bangor University, UK; \textsuperscript{2}Birmingham University, UK

The World Health Organization (2014) reports that approximately 285 million people worldwide are visually impaired (VI); about 35 million of these live in Arab countries (Safhi, 2009). That number is growing. Special education programmes, including specialised teachers and healthcare services, are essential to meet the needs of this population. Many developing countries are in early stages of developing such programmes and extending them to all students who need this kind of support. The Kingdom of Saudi Arabia (KSA) is a developing country; however, it has a high wealth ratio per capita. In the KSA, students are segregated by gender, and special education students are maximally integrated into mainstream schools (Al-Mousa et al., 2006).

VI students need academic, vocational and functional life skills to prepare them for work and life. They have additional needs resulting from their vision loss that require a support system to access the general curriculum, including an additional curriculum of compensatory skills to give them equal opportunities as other students, in school and beyond. The Expanded Core Curriculum (ECC) constitutes the knowledge and skills needed by VI students due to their unique disability-specific needs (Hatlen, 1996).

The research question is as follows: How is the ECC conceptualised and implemented within the KSA’s educational system, and how does it relate to societal, cultural and political considerations?

This research aims to investigate the provision of special educational programmes for VI female students in KSA and how they are supported for success. It also aims to explore whether students with VI have equal opportunities compared with sighted peers. This research will contribute to developing a strong foundation for the improvement and extension of ECC provision in Saudi Arabia and more broadly enriching knowledge of curriculum–culture interactions.

This study uses a sequential mixed methods design including observations during the first phase of the study, followed by an assisted questionnaire survey to collect demographic information, as well as face-to-face and electronic structured interviews during the second or main phase. Data were collected by visiting mainstream and special schools catering to students with VI in Riyadh and by interviewing teachers and parents of students with VI.

Anderson’s (2014) Bioecological Model of Inclusive Education (from Bronfenbrenner, 1979) constitutes the data analysis’ theoretical framework. This analysis will be carried out using NVivo software. Thematic analysis of data obtained from parents will seek to explore expectations and satisfaction with provision.

Canonical knowledge and common culture(s): in search of curricular justice

Terry Wrigley
Northumbria University, UK

The tensions between (i) defending traditional content and (ii) connecting with working-class and ethnic minority learners runs as a faultline through curriculum studies, often refracted into binaries such as knowledge/skills, academic/vocational, intellect/practical activity, standards/diversity.

‘Social Realists’ (eg Young 2008; Rata 2012) argue that knowledge is being systematically eroded, and condemn ‘standpoint’ critiques of canonical knowledge as relativist. One opposing argument is that engaging the ‘funds of knowledge’ of marginalised communities (Gonzalez et al 2005) helps overcome limits of cultural capital.

England’s 2014 National Curriculum, fusing neoconservative with neoliberal ideologies (Wrigley 2014), represents an extreme case of the traditionalist position. It entails:

1. curriculum narrowing, particularly neglect of technologies and arts
2. anachronistic versions of subjects, eg privileging orthography and grammar in Standard English whilst neglecting spoken language, drama and modern media
3. abstract knowledge foregrounded over activity, rules over mimesis
4. rejection of development considerations of age-appropriateness as a hindrance in the 'global race'.

An early consequence is that half of 11-year-olds transferring to secondary schools in 2016 carried failure labels in literacy or mathematics.

Nevertheless it can be difficult to assign either pole to a political left or right, eg the socially committed CREA group (Spain) insists on using only classic texts in its dialogic reading circles for marginalised communities.

To re-connect the opposite poles, this paper draws on 1960/70s curriculum theorists / reformers Raymond Williams (1961) and Harold Rosen (1981); German ‘Didactik’ (Klafki 1963), the construct of ‘productive pedagogies’ (see Lingard 2007) and more recently Zipin (2015).

It will also explore the potential of ‘open architectures’ (Wrigley 2006:97-109) (eg project method, storyline, Mantle of the Expert) to create a space to connect diverse cultural perspectives with canonical knowledge, and for critical and creative engagement to open doors to truly powerful knowledge.

References

Gonzalez, N, Moll, L, and Amanti, C (2005) Funds of knowledge (Erlbaum)
Klafki, W (1963) Studien zur Bildungstheorie und Didaktik (Beltz)
Williams, R (1961) The long revolution (Chatto and Windus)
Wrigley, T (2006) Another school is possible. (Bookmarks)

16:35

Reaching the ‘hard to reach’ through early childhood care and education: Documenting innovative pedagogical approaches

Emma Pearson; Adam Hounslow-Eyre
Bishop Grosseteste University, UK

This paper will present findings from a recently-completed UNESCO-funded initiative that involved documentation of innovative pedagogical approaches in early childhood care and education across nine countries in the Asia Pacific region, including China, India, Pakistan, the Solomon Islands and Thailand. In line with current global priorities outlined in the Sustainable Development Goals, the initiative focused specifically on approaches that seek to address issues around sustainability; inclusion and equity.

As the Early Childhood Care and Development Task Force for the Post-2015 Development Agenda has pointed out, integrated early childhood programmes that adopt innovative approaches can lead to a range of positive outcomes, including ‘gender equality and empowerment, better health and education outcomes, improved skills, abilities and productivity, narrowing income, ethnic, and geographic inequality gaps, providing timely intervention for persons with disabilities, and (provide) a cost effective strategy for eliminating disadvantage’ (p.1).

While substantial progress in the provision of early childhood care and education has been achieved globally in recent decades, persistent challenges remain, related in particular to ensuring universal access to children and families living across diverse social, cultural and geographic contexts and for whom such programmes are likely to result in the most significant impacts (Rebello Britto, 2012). There is currently, therefore, considerable interest in documenting examples of innovative approaches that have address access challenges (UNESCO / UNICEF, 2011) is reflected in initiatives such as this.

The proposed presentation will draw on examples from each of the documented innovative approaches, as well as the work of Osberg, Biesta and Cilliers (2008) to make a case for the importance of localised innovations in pedagogy that address and respond to specific learning needs of children and families living in diverse contexts.


Intercultural Understanding: the renewed case for teaching in Primary School.

Elizabeth Malone
Liverpool John Moores University, UK

Over the past ten years, there have been several attempts to introduce Primary Foreign Languages (PFL) into the English National Curriculum (DFES, 2002; DFES 2007, DFE, 2013) with it finally being made statutory in September 2014. However, previous status of intercultural understanding (ICU), in PFL policy documents, was significantly stronger. In fact, in the non-statutory Key Stage 2 Languages Framework, ICU was one of the three main strands.

Currently 99% of English primary schools teach PFL (Board and Tinsley, 2015) and teachers are very much in favour of teaching ICU. Driscoll et al. (2013) found that 50% of teachers stated that ICU was the main aim of teaching PFL. They felt it promoted international awareness as well as developing citizenship, empathy and tolerance which positively contributes to the school and the wider curriculum. However, there is well documented evidence (Driscoll et al., 2004b; Mujis et al., 2005; McLachlan, 2009; Wade and Marshall., 2009; Cable et al., 2010) that despite these intentions prior to 2014, the teaching of ICU is weak, and significantly more poorly taught than speaking, listening, reading and writing. Furthermore, it could be suggested that due to the increased accountability, high stakes and funding cuts which schools experienced, post-2010, these have exacerbated the already in place ‘two-tier’ curriculum (Alexander et al., 2010) with ICU, not an explicit objective in the National Curriculum (DFE, 2013), being largely ignored.

This presentation considers the current global geopolitical climate, additions to the National Curriculum (British Values, SMSC and Prevent) and makes the case for a renewed focus on ICU, as part of PFL as well as throughout the curriculum. As many nations are developing a renewed nationalistic focus and the unprecedented scale of migration within Europe and beyond from both economic migrants and refugees, it is timely to once again consider the important role that ICU plays in education, especially for younger learners. Young learners are ideally placed, as they are curious and willing to ask questions, which are important dispositions for developing cultural competency (Byram, 1997). The importance of ICU has been expressed as a modern, 21st century global community skill, the basis of all education is to equip children with the skills, attitudes and knowledge that they will need to operate successfully in such a world, contributing to social cohesion (Byram et al., 2002; Envers, 2011; Maalouf, 2008; King et al. 2011; Peiser and Jones, 2012).

Changing Social Identities in Japan: A Pilot Project Investigating the Transition from Dependent Test-takers to Autonomous Learners

Dominic Edsall
UCL Institute of Education, UK

The global test-focused drive towards teacher accountability at primary and secondary levels of education leaves little opportunity for students to take responsibility for their own independent learning and fails to equip them with the necessary knowledge and skills to do so. This contrasts with the tertiary level, where the research-focused drive towards university accountability and international competitiveness within the global knowledge economy requires students to be independent, autonomous and motivated learners. Tertiary-level instructors must, therefore, negotiate a change in the social identity of students from an identity as a successful mono-cultural test-taker to one as a globalized autonomous learner. This talk will discuss the findings of a pilot project completed as part of my doctoral studies with the ultimate aim to investigate these negotiations with a focus on Japan.

In this research, Japan represents an example of an assessment-oriented society. It has had a test-focused system for more than 50 years with actual systemic changes being comparatively modest. Japanese Junior and Senior High schools are predominantly selective, and so Japan provides an ideal case study of the problems of transitioning to learner autonomy from a test-focused education system at the school level. Using English as a Foreign Language (EFL) provision as a specific focus, this research investigates the tension between the high levels of explicit EFL knowledge required for university entrance exams and the lack of practical EFL skills provided that leaves students under-prepared for autonomous study at the international tertiary level.

Taking a social realist perspective, the talk will first briefly discuss issues of learner autonomy in international and non-western settings. The talk will then discuss the specific contexts of the pilot project. Through the use of pilot data from a number of semi-structured interviews with both Japanese undergraduate students and university EFL instructors, this talk will then attempt to create a rich description of the social structures and the challenges faced by both teachers and students. Finally, the talk will discuss what possible projections for the final research could be drawn from the pilot data and how they might relate to curricula, pedagogy and assessment in the UK and the international arena.

Differentiation in a Global Curriculum Context

Nicky Duller; Amy McKernan; Kimberley Brindle
University of Melbourne, Australia

Differentiated instruction is often cited as the best way to teach diverse student populations. Prior research in the area of differentiation has demonstrated that differentiation can be interpreted in a variety of ways. Tomlinson and Javius (2012) have advocated the idea that differentiation is about diverse levels of support or inputs. However, in their recent Australian study Fenwick and Cooper (2012) found that many teachers believe differentiation is really about tiered expectations or outcomes for students. When discussing inclusive practices in the classroom, Graham and colleagues state that differentiation can be pre-planned or ad-hoc (Graham, Berman & Bellert, 2015). Previous findings
by Dulfer (2015) have found that it is difficult to differentiate in communalised classrooms or when undertaking direct instruction (Hoadley and Ensor, 2009; Pedro, 1981). In essence, differentiation is not always clearly understood, planned or enacted.

To date, previous research in this space has been dominated by a focus on systemic contexts which do not mandate particular approaches to pedagogy. However, this is not the case for schools offering the International Baccalaureate Diploma Programme (IBDP). The International Baccalaureate policy regarding approaches to teaching and learning in the Diploma Programme focuses on pedagogy and recommends that teaching needs be ‘differentiated to meet the needs of all learners’ (IBO, 2015, p.21). This context offered an opportunity to research a system which mandates teaching approaches and to examine if and how the results around differentiation differed.

In this session we will examine the literature about differentiation, looking at a range of ideas and models. Then, focusing on research undertaken in IBDP schools in Hong Kong and Australia over the last year, we will explore two key questions:

- How do teachers employ differentiation in their approaches to teaching in International Baccalaureate environments?
- What factors inhibit or enable differentiation in their classrooms?

STEAM is a portmanteau term, drawing on and linking the STEM disciplines (Science, Technology, Engineering and Mathematics) and the arts. In the first paper - **STEAM: hot topic, hot house or hot air? (Richard Davies)** - we reflect on the conceptual differences that emerged in the literature and discussions with stakeholders. Drawing on Wittgenstein’s ‘language in use’ and MacIntyre’s approach to the clarification of concepts, we consider the ways in which the term is located in a number of different discourses. We argue: (i) that there is confusion as to the conception of the arts (or art, or creativity more generally) that is implied in the term STEAM and (ii) that STEAM is utilised in the literature as a site of many different contestations within education and science education in particular. In this regard the paper considers critiques of perceived neo-liberal models of schooling, as well as questions as to the purpose of science education in schools. It concludes by arguing that researchers need to be clearer about the concept and conception of STEAM they are drawing upon.

In paper 2 - **The value of instability: lessons for reviewing how and why creativity and the arts might interact with STEM education (Jo Trowsdale)** - we consider the distinctive curricula implications of the review for science education. We argue that schooling is political, ideological and contested, seeking ideally to pass on the ‘best that has been thought and said’, and to develop ‘educated persons’. The pursuit of both tasks require educators to make substantive epistemic and ethical commitments. In this regard, we draw on, and critique, Hirst’s forms of knowledge approach and Phoenix’s ‘realms of meaning’, which set out curricula landscapes defined in terms of knowledge and human activities respectively. We recognise, however, that contemporary policy has tended to marginalise such frameworks in favour of approaches with perceived greater impact on economic outcomes and success in international tests. In this paper we argue that the inclusion of the arts, and a more holistic conception of the person, can stimulate productive arguments as to the purpose of, and curricula structure within, schools.

In paper 3 - **STEAM education? Exploring potential for curriculum reform that matters. (Pam Burnard)** - focuses on the societal implications of science education and the potential of more creative, embodied approaches. We consider the well-documented debate on the differential achievement in, and take up of, STEM subjects for different groups. These arguments call for a reconsideration of the content and pedagogies of STEM education. Especially, they argue for incorporating inter- and transdisciplinary STEAM learning frameworks, which follow practices in arts education. The applicability of the concept and the differential role played by the arts however remains problematic. Traditional subject hierarchies anchor discussion in knowledge delivery, reinforcing a presumed separation between artistic and scientific modes of knowing. However, involvement in embodied activities offer participants the opportunity to reflect on the critical interaction between knowledge, values and structures. In this broader view, the learning process, design of activities, collaborative learning and understanding of originality and authorship are experienced as radically different, all of which is enacted in transdisciplinary forms of inquiry.

More details and artefacts from the commission’s work can be found on its website: https://steamresearch.wordpress.com/
Learning, behaving and interacting in early years settings (Early Childhood Education and Care)

Session Type: Early Childhood Education and Care

Chair(s)/Convenor(s)/Facilitator(s): Christina MacRae

Discussant(s):

In-residence: Slow Research into Being Two

Christina MacRae
Manchester Metropolitan University, UK

This paper reflects on my current project as an embedded researcher on a longitudinal ethnographic study of a government funded two-year old class in a Nursery School and Children’s Centre in inner city Manchester. I take up residency for one day a week, and I occupy multiple roles; documenter, participant, as well as researcher. I am interested in the “intra-actions” (Barad, 2003, Angaard 2016) between parents, practitioners, children, materials and space as a way to work with theories that de-centre humans and give bodies and materials agency. This paper is an attempt to respond to Peter Moss’ invitation to envisage early childhood institutions as sites for democratic ‘minor’ politics by paying attention to the “ethics of the encounter” (2006).

In particular I will discuss a series of workshops with parents that will try to resist imposing a dominant discourse that aims to “improve communication and governance” (Moss 2006). Instead, I try to use the documentation of ‘minor gestures’ as a way of opening up discussions with a focus on difference, diversity, and provisional understandings.

Schemas: what can we understand from young children’s patterns of behaviour? An exploratory study

Michelle Nelson
University of East London, UK

This qualitative study explored the ways in which the behaviour of very young children can be supported by a practitioner’s knowledge and understanding of schematic pedagogy. Patterns of behaviour in young children are often referred to as schemas that can be identified by a child repeating a certain behaviour (Athey, 2007). Whilst schematic understandings have been used to investigate pro-social behaviours, there is a lack of research investigating oppositional or resistant behaviours from a schematic perspective. This is significant as there has been a lack of attention paid to whether schematic understandings of oppositional behaviours can support practitioners and families in teaching children to avoid behaviour that might be considered ‘unwanted’ or harmful before it becomes a learned behaviour and consequently a chronic habit. The research used interviews, observation and focus groups to elicit a) practitioners’ views and knowledge about schemas, and b) children’s behaviour and how ‘un-wanted’ and pro-social behaviour is managed and supported within their setting. Great care and attention was paid to seeking consent from the participants; the researcher took an axiological position in gaining consent (Palailogou, 2016) which allowed the participants to be involved in the research every step of the way. The findings suggest that as a result of this study, the majority of practitioners [ZM1] involved in the study were able to draw on their knowledge of schematic pedagogy in supporting children’s behaviour effectively. The findings also question practitioner’s views of young children’s behaviour and challenge the inequitable power relations that emerge from adult-child relations (Kiyro, 2009).

Using the arts in literacy activities and the effects in children’s involvement during the ‘Play and Learn through the Arts’: Findings from the final study

Evgenia Theodotou
University of East London, UK

The arts are a promising approach in developing educational outcomes in the early years. Based on this argument the programme ‘Play and Learn through the Arts’ (PLA) was designed. PLA is an interdisciplinary programme that focuses in the early years to support literacy through the arts. Its purpose is to enable young students to develop meaningful literacy activities through a playful process. PLA has been implemented through a pilot and a final study and the outcomes were very positive and verified its benefits.

PLA embraces the social construction of learning and the benefits of collaborative learning. It is not linked directly with a specific art form, giving the opportunity to the participants to utilise the art form they want. PLA suggests five steps, in which emergent literacy and continuous collaboration are the cornerstone in every interaction. Young students have a leading role and the practitioner acts as a facilitator.

This piece of research presents the findings of the effects of PLA on students’ involvement during the final study. It was part of a bigger research project but this paper focuses only on involvement. The basic reason for selecting this focus is that it has a substantial contribution in students’
school performance especially in the early years. Although there are pieces of research about the effects of the arts on students' academic progress in literacy, there are limited, if any, in the early years regarding children's involvement.

The purpose of this paper is to contribute in this area and to investigate the effects of the arts on students' levels of involvement during literacy activities in the early years settings. It was also examined if there was a specific art form that has a positive contribution on students' involvement in literacy activities, which was also something that was missing from the existing pieces of research. Students from four different settings participated in this study. There were three experimental groups and one control group. To measure the levels of students' involvement the Leuven Involvement Scale for Young Children was used.

The findings showed the positive outcome of the arts in students' involvement in literacy activities. Also, data analysis showed that the arts in general have a beneficial contribution in students' involvement as there was no different effect among the experimental groups. The findings of this study are considered as very beneficial to early years practitioners and researchers as a pioneering approach to literacy development.

15:35 - 17:05
Symposium: The BERA/TACTYC Review: Innovation in ECEC research
(Early Childhood Education and Care)

Session Type: Early Childhood Education and Care

15:35 The BERA/TACTYC Review: Innovation in ECEC research

Elizabeth Ann Wood¹, Jane Payler²; Jan Georgeson³
¹University of Sheffield, UK; ²Open University, UK; ³Plymouth University, UK

This symposium brings together contributors from the BERA ECEC SIG to discuss the Review of Early Childhood Education, 2004-2017, published jointly by BERA and TACTYC: Association for Professional Development in Early Years. This Review incorporates research across the UK, focusing on six themes:

1. Professionalism – Early Years as a Career
2. Parents and Families
3. Play and Pedagogy
4. Learning, Development and the Curriculum
5. Assessment, transitions and school readiness
6. Broader Policy Issues

Each of the chapters presents a future research agenda for the field, and the final chapter identifies gaps in research. A consistent theme throughout the Review is that national policy agendas in each of the four UK jurisdictions are influencing all aspects of provision and practice. Policy influences are conceptualized as a 'mixed blessing', which highlights the need for researchers to engage in critical policy analysis within the field.

Participants should prepare for this event by accessing the Review on the BERA website. We will provide prompts for participants to prepare for the discussion groups, reflecting the aims of the session, and how their own research is contributing to the ECEC field.

The aims of this event are to:

• Engage participants with the Review, and identify how we might develop pathways to impact on research, policy, professional development and practice
• Identify gaps in research and consider why these gaps might exist
• Consider how participants' work is addressing and developing present and future research in early childhood education and care
• Identify theoretical and methodological orientations, and how these are contributing to change and innovation in research and practice
• Explore opportunities for research collaborations, and identify where innovation might be developed.
• Identify how participants might engage in critical policy analysis within and beyond the UK
• Enable post-graduate, post-doctoral and early career academics to discuss their contributions to the field, and to identify their needs within the BERA SIG
• Identify needs for research training and development
• Write a series of blogs for BERA to showcase research and promote advocacy, and identify future directions and areas for innovation.
Issues for teachers and teaching: recruitment, supply and values  
(Educational Research and Educational Policy-Making)  
15:35 - 17:05  
Session Type: Educational Research and Educational Policy-Making  
Chair(s)/Convenor(s)/Facilitator(s): Rosa Archer  
Discussant(s):  

The Recruitment of International Teachers in England  

Martin Culliney1; Ben Willis1; Bernadette Stell1; Mike Coldwell2; Andrew Hobson2; Carol Robinson2  
1Sheffield Hallam University, UK; 2University of Brighton, UK  

Teacher supply and retention is a longstanding issue. National Audit Office (NAO) data shows that rates of vacancies and temporarily filled teaching posts have increased between 2011 and 2014. Posts in shortage subjects remain unfilled, or are filled by non-specialist staff, particularly in mathematics, science and modern foreign languages. Employing teachers from overseas is one possible solution. However, following the UK’s decision to withdraw from the European Union (EU) it is uncertain whether schools in England will be able to continue recruiting teachers from EU countries. The implications for European teachers currently working in England also remain unclear.

In November 2016, Sheffield Hallam University and the University of Brighton were commissioned by the Department for Education (DfE) to study the recruitment of international teachers in England. The aim of the research is to help improve support and guidance for schools and teachers looking to fill vacancies in shortage subjects. There are two empirical strands:

1) A survey of all teachers who have trained abroad and applied for Qualified Teacher Status (QTS) in England over the past three years. This yielded over 3,000 responses. It explored the experiences of international teachers applying for QTS, visas and jobs, perceptions and experiences of teaching in England, and future intentions.

2) Interviews with headteachers or other senior leaders in 43 secondary schools, exploring their attitudes to and experiences of the recruitment of international teachers, along with the perceived benefits, barriers and drawbacks associated with international recruitment.

The report is due for submission to DfE in March 2017. We will present findings from both strands of the research. The paper will be of interest to policy-makers, school leaders and researchers interested in teacher recruitment and retention, and labour mobility/migration.

Mathematics teaching via an alternative route: Mathematical Capital and Subject Knowledge Enhancement Courses  

Rosa Archer1; Sarmin Hossain2; Mary Stevenson3  
1The University of Manchester, UK; 2Brunel University, UK; 3Liverpool Hope, UK  

Recruitment of mathematics teachers has been a concern for the past 10 years. In order to address teacher shortages the government has introduced funded Subject Knowledge Enhancing (SKE) courses aimed at up-skilling non-mathematics graduates in order to allow them to progress to initial teacher training. This paper reports on data collated from past SKE students from three UK institutions offering the SKE. We have reported on both qualitative and quantitative findings and discussed aspects of this route (Adler et al. 2014; Hossain et al., 2013; Hossain et al. 2014). In this paper we propose to draw on Bourdieu’s notion of capital, to claim that those who train through a SKE route and secure teaching posts are able to develop both mathematical and social capital.

The empirical work for the study consisted of three phases. In phase one, 18 SKE students across three institutions were interviewed. Phase three involved re-interviewing these students during their PGCE year. Phase three involved conducting a survey of these students. We use both the qualitative and quantitative data; the quantitative data gives us information on career entry and progression, while qualitative data is organized thematically around participation and experiences in field.

We conclude that the 6-month SKE provides students (who do not hold mathematics degrees) with mathematical capital (through knowledge-how etc, interactions with SKE tutors and peers). Passing of the SKE course gives them entry onto teacher training routes, and our qualitative data confirms that they show confidence in their Mathematical Knowledge for Teaching (MKT) and feel they are at par with their peers who hold mathematical degrees. They are able to then enter the teaching profession. Once in the profession our survey data confirms that their social capital in combination with their mathematical capital enables them to take positions of power in the field. We are not here to argue about the dominance or power issues but more about the fact that the SKE is not only fit for purpose but has changed the dynamics of these persons to become mathematics teachers with positions in the field in par with those coming in with maths degrees (there are no longer worries that they are any less). We argue that those who train through a SKE route and secure teaching posts are able to develop both mathematical and social capital which positions them positions in the same place to others coming into the profession through other routes.

School Choice and Social Justice: Parental Choice of Palestinian-Jewish Bilingual Education  

Assaf Meshulam  
Ben-Gurion University of the Negev, Israel

Parental choice of schools has gained prominence in educational reform and research over the last few decades (Berends et al. 2009). Most of this research has been US-oriented, focusing on White middle-class parental choice of charter schools and voucher programs. Emerging research is challenging this perspective by looking at South/East locales (Elacqua, Schneider and Buckley 2006; Joshi 2014; Xiaoxin 2014); the choices of Black middle-class parents in the UK (Ball et al. 2013; Vincent et al. 2012); and White middle-class choice of comprehensive schools in the UK (Crozier et al. 2011; Reay et al. 2008) and of urban public schools in the US (e.g. Cucchiara and Hovart 2009; James et al. 2010; Posey 2012; Posey-Maddox 2014). In line with this important development in the research, this study explores middle-class Palestinian and Jewish parental choice of unique Arabic-Hebrew bilingual schools in Israel and seeks to: (1) challenge the Western-dominated construction of parental choice, especially...
given that marketized school choice policy has become a global phenomenon; (2) problematize assumptions about middle-class choice-making as rational and guided by a liberal set of values and world-view particularly in relation to what Ball (2003) describes as a mixture of rationalities; and (3) offer a nuanced perspective of the school choices of middle-class parents from marginalized communities.

Data for this study were collected from two sources. The first is an on-going case-study I am conducting of a bilingual Palestinian-Jewish public elementary school in an urban setting in Israel. The majority of the parents at this school, both Palestinian and Jewish, are middle-class.

Preliminary findings from semi-structured interviews with parents at the school are reinforced by the second data source, which is a meta-synthesis of findings from the six existing studies on parental choice of similar Arabic-Hebrew bilingual programs in Israel. Four of these studies used mixed-methods, and two were qualitative.

Preliminary findings suggest an amalgamation of cultural, ideological, and market-oriented values in parental decisions regarding choice of these schools, which tend to offer progressive education. Minoritized (Palestinian) parents choose these schools generally as a means of shielding their children from racialized and economic marginalization, despite the cultural costs of not being in all-Arabic schooling. The choice of dominant (Jewish) parents generally derives from a desire to promote social justice, despite concerns that their children will not realize their full academic potential.

15:35 - 17:05
Responsible Uses of Technology
(Educational Technology)

Session Type: Educational Technology
Chair(s)/Convenor(s)/Facilitator(s): Carina Girvan
Discussant(s): Carina Girvan1; William Housley1; Helena Webb1; Victoria Edwards1; Adam Edwards1; Rob Proctor1; Marina Jirotka2
1Cardiff University, UK; 2University of Oxford, UK, 3University of Warwick, UK

While there are growing concerns around young people’s social media usage, from cyberbullying to sexting, there is also a new digital divide between teachers and students in terms of their use and exposure to different forms of social media and the technologies they use to access them. Schools are currently caught between developing students’ knowledge and understanding of responsible usage of technology, whilst governing its use.

This project aimed to develop teachers’ and students’ understanding of responsible social media usage through the co-production of innovative teaching and learning materials, reducing the divide and creating a growing knowledge community. Informed by communal constructivist pedagogy, in which learners create knowledge artefacts with and for others, learners aged 12-14 participated in four lessons during which they chose a digital responsibility topic to research and created a digital artefact to demonstrate their understanding, which was shared with others.

Mixed-method exploratory case studies were conducted at two demographically very different secondary schools in the UK, to explore whether this approach provided an insight into young people’s (mis)understandings of social media use and whether it could be used to bridge the digital divide between teachers and students. Data analysis was driven by the qualitative data and exploratory case studies, the data from each school was analysed separately using the constant comparative approach. This was followed by a between-case analysis in which a common set of codes and categories were identified, along with any unique to a specific case.

The findings demonstrate that by the age of 13 young people have been bombarded with messages on internet safety and whilst they “know the rules”, they are also continually socially constructing their own concepts of acceptable usage, testing the boundaries of rules and engaging in sophisticated and often carefully nuanced uses of the technology both for educational and social purposes. Teachers learned from and about their students, whilst also identifying important gaps in their knowledge. They are continuing to use the resources created by one group of learners as the starting point for the next group, upon which they can develop their own resources. These are not intended to provide the “correct answer”, recognising the ever shifting landscape of young people’s use of social media, or cover all content. Rather the resources created provide an accessible way for students to learn from their peers and begin to develop their own ideas.

16:05
Primary children’s use of social networking sites: Children’s perspective
Athanasia Kotsiou
University of Cambridge, UK

During the last decade, the use of social networking sites (SNS), such as Facebook and Twitter, has rapidly increased. While their use is widespread among adults, children, too, appear to be avid SNS users. However, most of the research on SNS use by youths has focused on teenagers and been interpreted through the eyes of the researchers; little is known about primary children. This study aims to fill in this gap by investigating how primary children use SNS and make sense of their experiences. Aiming at a deeper insight into children’s experiences and views, a cumulative approach consisting of two stages was adopted. Specifically, individual and group interviews were initially conducted with 34 Year 5 and 6 students from two schools in Cambridgeshire. Afterwards, 19 children from one of these schools participated in focus groups, where they discussed and reflected on the findings from the individual and group interviews. The results indicated that almost one third of the participants used SNS, and girls especially seemed to use SNS thoughtfully. A consensus seemed to exist that relationship facilitation is the most important benefit of SNS. Many children reported to have been bothered while using SNS and, overall, children appeared well informed about the dangers associated with SNS use. Interestingly, children consistently emphasised the negative aspects of SNS. As they themselves mentioned, such an emphasis was due to the lasting effect of the negative aspects and their relative conspicuousness in comparison to the positive ones. The
participants also held different views as to whether meeting new people via SNS is positive or risky. Finally, most of the children appeared confused about the management of privacy settings, while arguing that their parents are not digitally literate enough to support them. This study has significant implications for various stakeholders. In light of the findings, it would be constructive if parents placed more emphasis on discussion about SNS activities rather than mere restrictions. Furthermore, national governments could provide parents, teachers and children with initiatives, such as free of charge seminars, aiming at developing their social media literacy. Last but not least, it would be positive if the settings on Instagram and Twitter were private by default.

16:35 Exploring young students’ perceptions of emotional eating with the purpose of informing the design of an online awareness program. 3694632
Maali Aloudah
University of Reading, UK

Problem Statement
Emotional Eating is an eating disorder occasioned by consuming food for comfort, to relief stress, or mechanism of rewarding yourself rather than satisfying hunger. The emotional eater feel powerless and when food eating crave arises, the person can only think of food and cannot think about anything else. The disorder is characterized by the victim consuming food with high content of energy as a response mechanism. According to Blackman & Kaska (2011), emotional eating is consuming food for reasons other than hunger. Economy (2013) gives a caution that emotional eating affects health and it leads to weight gain. It has been observed that emotional hunger cannot be filled with food. The victim feels safe at the moment when eating, but he feels guilty for messing up and lack the willpower to control it.

According to the findings of Hagell et al. (2013), the rate of adolescent stress, depression and anxious has risen and is on the increase as compared to previous generations. The authors further argue that a negative impact can be created in the lives of the adolescents due to their failure to deal with the challenge of controlling their emotions. The effect of such adverse effects arising from unhealthy eating as indicated by James (2003) includes isolating behaviors of the victim from family. The emotional eating disorder has not been addressed in a satisfactory way in Saudi population, but access to youth perception provides a clue of the relationship between emotions and eating attitudes (Koenig et al. 2014).

Objectives
The purpose of this study is to assess factors responsible for an increase in emotional eating in adolescent students in Saudi Arabia, aged between 12 to 15 years. The study aims at designing relevant healthy eating awareness program aimed at addressing emotion eating disorder.

Methodology
Mixed method approach will be used in conducting research for this study. The study will be carried out on a survey of around 300 students to represent different socio-cultural levels. This study will consider girls aged between the age of twelve and fifteen years, and they will be drawn from various regions in Riyadh, Saudi Arabia. Questionnaires will be distributed to the 300 students, then it will be followed up with 1:1 interviews with 15 students. Students with higher emotional eating will be invited. A greater amount of focus will be on exploring mechanisms of developing online healthy eating awareness program.

16:05 'Answering Back! Encouraging Proactive Dialogue in the Context of an Interdisciplinary Professional Doctorate Pathway' 3696475
Catherine Hayes; John Fulton
University of Sunderland, UK

The ability for Professional Doctorate students to demonstrate self-regulated motivation and commitment to their academic studies is pivotal to the development of the independent and autonomous professional practice, which frames their unique contribution to knowledge. This study
reports the integration of a dialogic feedback cycle in a module titled Critical Reflective Practice where students are required to acknowledge the fundamental basis of epistemic cognition and the relevance of this to the situated nature of their own cognitive development. This is pivotal to their capacity to decontextualize and reconstruct professional practice, to demystify the epistemological basis of their work and to recognize the implicit philosophically and ontological bases corresponding with not just what they know but also how they know. Feedback for learning rather than feedback on assessment has become a prevailing focus for research in Higher Education (HE). Despite repeated attempts to improve the metric measures of NSS/PTES outcomes percentages relating to the levels of student satisfaction in this field remain largely unchanged with feedback remaining the most singularly recognized area for improvement in the student experience in recent years. This paper will report on a qualitative mixed methods study which evaluated the perceived impact a formatively assessed dialogic feedback loop into a Critical Reflective Practice taught module. Data were collected from a total of twenty professional doctorate students via self-administered questionnaires and telephone interviews over a twenty-four month period, which established their perceptions of the process and the impact of it on their developmental progression. Thematic framework analysis of the revealed six core themes of: Empowerment in Learning Autonomy, Empowerment in Learning Autonomy; Driving Higher Order Thinking and Criticality; Meaning Making and Articulating Responsiveness to Feedback; Negating Metric Evaluation and Benchmarking Achievement; The intervention enhanced student capacity for self-evaluation and critical reflexivity in relation to progressive development in critical thinking and articulation of ‘doctoralness’. The process stimulated an ethos of proactivity for doctoral students.

16:35 Supporting Emerging Researchers through Non-Judgmental Communication 3696144

Mariam Attia
University of Sussex, UK

Within academic circles communication often takes the form of discussions or debates as key elements of intellectual engagement. With time, emerging researchers within such contexts learn to adopt such discourse frameworks and use them. There is, however, little recognition of the role of non-judgmental communication in facilitating the development of the whole-person researcher, though some universities in the UK have recently introduced coaching as part of their researcher development provision.

In the late 1980s Julian Edge began working on a discourse framework to support teacher development, which he named Cooperative Development (e.g., Edge, 1992, 2002). The approach is based on the understanding that human beings are the experts on their own lives, who do not need others to tell them what to do; rather what they need is a space to explore, discover, and grow into the professionals they themselves aspire to be. The approach draws on the work of Rogers’ person-centered approach (e.g., 2004; 1995), which suggests that within each human being there is an innate drive to thrive and prosper.

This presentation discusses and exemplifies the value of using Cooperative Development to support researcher development. It starts by introducing this approach to non-judgmental communication, and explains how through following a specific style of speaking and listening to colleagues for agreed periods of time, motivated researchers can take ownership of their own development. In such exchanges, elements of argument are deliberately abandoned allowing for one researcher’s ideas to expand in search for discovery. This is then followed by a discussion of excerpts from a video recorded session in which a doctoral researcher explores aspects of her research using this approach. The presentation then details a number of benefits to using Cooperative Development to facilitate researcher capacity building, and closes by introducing the Cooperative Development website: www.cooperative-development.com, which hosts further material in this area and a growing community of interested professionals.

As a discourse framework, Cooperative Development perceives researchers as whole-people, and development as a life-long process. It proposes that one of the greatest assets to any university is a developing researcher.

References


Karen Smith1; Scott Fernie2; Nick Pilcher3
1University of Hertfordshire, UK; 2Loughborough University, UK; 3Edinburgh Napier University, UK

Since 1997, the UK Government has emphasised evidence-based policy making (Whitty 2006). Equally, researchers are increasingly judged on the impact of their research on policymaking; impact on public policy is one of the most common impact types in the REF Impact Case Studies (Kings College London and Digital Science 2015). There is, then, an imperative for higher education policymakers and researchers to engage with each other. Drawing on findings from qualitative analysis of twenty-six interviews with three separate higher education policy stakeholders (researchers, funders, policymakers), this presentation will explore and explain the connections between policymaking and higher education research. Traditionally, policymaking has been described as a linear and rational process (Howlett et al 2009). Here, evidence is deemed to be part of a ‘defined, rationalised sequence of events’ (Brown 2014, p.27), provided by independent and objective experts (Knowledge, Technology and Society Team 2006).

While our interviewees identified points in the policy cycle when evidence is supplied or generated for policymakers (e.g. to shape ideas or evaluate implementation), it was clear that this rational and legitimised view of policymaking was neither a realistic nor an accurate reflection of the reality of contemporary policymaking. Rather, policymaking is complex, opaque, time-pressured, and subject to a range of influences and drivers. Based on the tentative assumption that researchers wish to impact on and participate in policymaking, higher education researchers need to thus be more flexible, responsive and connected to policymaking networks and policymaking ‘in flight’.

Engagement practices adopted by the researchers interviewed to enhance influence on policymaking are explored and include: establishing strong professional networks; maintaining a credible academic reputation, recognising the specificity of higher education as a field of research; having an active presence in formal and informal policymaking spaces; and using various media outlets to publicise research outputs. Notwithstanding these practices, the importance of timeliness and timing in policymaking and the often serendipitous nature of policy engagement is also discussed.

In conclusion, we argue for more sustained engagement between higher education researchers and policymakers, where evidence is, as Brown (2014) has advocated, continuously integrated into the policymaking process rather than at specified touchstones on an imaginary policy process is argued. Such a recommendation concedes that policy development is murky and rests within Schön’s (1983, p.42) ‘swampy lowlands’, where the problems of ‘greatest human concern’ are often ‘confusing messes’ which escape technical solution, and the neatness of rational structures.

16:05
When Globalization Meets a Policy in Vietnamese Higher Education
Hieu Kieu
University of Huddersfield, UK

The fall of the Berlin Wall in 1989 was indicative of new forms of globalization and moved the world towards the dominance of capitalism. Capitalism in the global economy also affected socialist countries such as China and Vietnam and the ways their economies worked. Globalization is associated with the increasing cross-border flows of people, communications, ideas, technologies, money (Appadurai, 1990) and policies (Ball, 2012) in the binary between place and space, local and global, national and international (Beech, 2014). In 2005, the Vietnamese government released the Higher Education Reform Agenda (the Agenda in short) for the period from 2006 to 2020. The Agenda identifies a desire to make major improvements to the current system of higher education by 2020. This PhD project characterized the Agenda from the formation to practice and to reconstructing policy problem. Using the analysis of policy framework (Rizvi & Lingard, 2010) and the comparative multiple case studies, data were drawn from policy documents and semi-structured interviews with university leaders, teacher leaders and student leaders of three public universities in Vietnam. This presentation focuses on the space of the Agenda formation contextualized against consideration of the influences of globalization. It argues that the Agenda is the outcome of the localization of globalization discourses in the context of Vietnam. In this instance, globalization is Vietnamization and the Agenda mediated the globalized discourses of reforming higher education. In other words, formation of the Agenda is the convergence between globalization from below and globalization from above. Globalization from below includes firstly the shortcomings of the current system of higher education, secondly Vietnamese tradition of valuing education, and thirdly the unique model of socialist-oriented market economy. Globalization from above is the adoption of global tendency of reforming higher education such as enhancement of autonomy for universities, promotion of privatization and internationalization. Although the reading of globalization in the Agenda is positive, its influence is somehow indirect and conflicting with the local commitment to its already-existing culture.

16:35
The idea of quality in higher education: New politics and old power structures
Ouralia Filippakou
Brunel University, UK

This paper revisits a topic central to higher education: the theme of ‘quality’. Taking the evolution of the quality agenda in the UK as its centrepiece, it outlines three ideas. Firstly, it explores the nature of the legitimation problem of the quality agenda (cf. Habermas 1976) and considers the extent to which quality assurance agencies can be regarded as an epistemic community (cf. Foucault 1970) capable of responding to that problem through a regulatory contribution. Secondly, drawing on interviews with key players in the development of the quality agenda and a range of documentary sources (cf. BIS 2015, BIS 2016), it examines the policy discourse of quality assurance in terms of the balance of power expressed therein. Thirdly, the analysis deals with the contribution of the international discourse and networks of ‘quality’ to the evolving policy debate in England of higher education regulation within the context of increasing marketisation. Developments in the quality agenda place not only within the context of the nation state but also within the context of supranational organisations and new regional actors have developed and lead to new forms of governance.

The purpose of this paper is to begin the development of an analytical framework through which the quality agenda and its implications for higher education can be better understood. It argues that the idea of quality in higher education has been used as a proxy for the state to fulfill political ends and two trends mark that history: the rise of the ‘regulatory state’ and the development of ‘quasi-markets’. The quality agenda underpinned, gave meaning to the structures, processes and practices of higher education systems, to both teaching and learning; and in many
ways it is still expected to do so. However, what shapes the article is not this argument per se, but trying critically to reflect on the quality agenda as an epistemic and political position, and see the ways in which the epistemology of higher education is embedded in the politics of both national reforms and international political relations. The conclusion of the paper is that we have some unexpected challenges to resolve, including complex questions about policy transfer and power asymmetries.

References

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Symposium: Academic Engagement and Transition In and Through Higher Education for 'Widening Participation' Students: Institutional evidence from the whole student lifecycle

(Higher Education)

Session Type: Higher Education

15:35 - 17:05

Promoted in part by the 2012 increase in Higher Education tuition fees and the concomitant positioning of students as ‘consumers’ of their educational experience, the increasing dominance of discourses around ‘student success’ in HE policy (e.g. in 2014’s National Strategy for Access and Student Success) marks a new emphasis on the outcomes of ‘widening participation’ students within HE, often at the expense of access issues (McCaig, 2015). HEIs are encouraged to adopt a ‘whole student lifecycle’ approach, frequently involving an intensive focus on student experience and attainment. Using ‘academic engagement’ (e.g. Krause and Coates, 2008) as a framing device and exploring its multiple conceptualisations across a range of disciplinary and academic contexts, this symposium brings together the outcomes of three institution-specific research projects to explore how ‘academic experience’ is defined and facilitated within a single institution. We focus particularly on ‘widening participation’ students and explore the factors impacting on their engagement with HE pedagogy, as well as their transition into and through the case-study University.

Paper 1 - The Academic Experience, Financial Support and Term-Time Paid Work

Paper 2 - Academic Alterity and Academic Success in a Northern Redbrick University

Paper 3 - Academic Experience and the Ethnicity Attainment Gap in a Northern Redbrick University

The first paper unpicks the relationships between term-time work, academic engagement and student outcomes, to explore the extent to which institutional financial support mitigates the need to undertake paid term-time work. Adopting a mixed methods approach, we deployed an institution-wide student survey eliciting perspectives on financial support, term-time work and its perceived impact on academic experience. This was followed by semi-structured interviews to further interrogate the key survey themes. Demographic indicators were used to map the complex interrelationship between financial need, part-time work and academic outcomes for different student cohorts.

As in many other HEIs, a large (albeit gradually decreasing) proportion of new students join the case-study institution with three or more A level, becoming a defacto academic norm. This dominance of A level students is, to varying degrees, reflected in the curriculum, and pedagogic and assessment methodologies of degree courses, particularly in the first ‘transitional’ year. Students holding ‘equivalent’ pre-entry qualifications are therefore implicitly (and sometimes explicitly) positioned as the ‘other’. Utilising micro-ethnographic, participant observation, biographical investigation and other qualitative methodologies, the experiences of both students and tutors are brought together to explore how students with BTEC qualifications experience the transition between different academic realms, levels and cultures, and the strategies they develop and deploy to manage it. In so doing, this research also exposes institutional conceptualisations of ‘academic experience’, and their implications for approaches to pedagogy.

In line with the sector-wide gap in degree outcomes between white and black and minority ethnic students, the case-study institution has differential outcomes between students of different ethnicities. A University-wide mixed methods research project explored the underlying aspects of this differential. Semi-structured interviews with BME students revealed the issues perceived to impact on their engagement with, and consequent experience of, their studies; in particular, students identified prior experience and expectations, effective personal tutoring as a support for academic and social integration, self-reflection and the adoption of successful and positive help-seeking behaviours. By narratively overlaying these outcomes and teasing out points of contrast, we construct a model of ‘academic engagement’ and derive a set of institutional recommendations intended to encourage a targeted response.
Curriculum history has been a field of study that had a great impact within educational research. In relation to the new directions that were opened within the field of History and Sociology of Education in Britain and the United States in the late 1970s, the history of the curriculum began to produce useful research. The curriculum could not now be understood as a foreign element in relation to the various social forces that had shaped it. The change of school subjects, as well as their origins or selection, organization and distribution of their knowledge had a direct relation with a series of socio-historical factors. Different aspects such as the political contexts, the open struggles between different social actors for the control of knowledge or certain socio-cultural elements began to be central within this line of research. On this basis, a series of historical studies would be established to observe how and why the various school subjects had been transformed. The series of best known works within this type of research was the one edited by I. Goodson under the title 'Studies in Curriculum History' published by Falmer Press. This project would offer the international public a remarkable number of researches that emphasized the need to analyse the curriculum under the historical, social and political variables that shaped them. In turn, this arrangement enabled to configure a framework that would give rise to different perspectives of analysis. In this manner, the curriculum history was making way for other research fronts. Teachers’ life stories, the Cold War as a contextual element that framed the curricular transformations of the second half of the twentieth century in the US and Europe or the study of the trends in education policy at the international level were other issues that helped to strengthen this type of studies. The international aspects were strengthened especially by an edited collection, 'International Perspectives in Curriculum' edited by I. Goodson, published in 1987, exactly 30 years ago. The objective of this symposium—which is divided into two sessions—is precisely to present new lines of work that have been generated from these first investigations. The different studies that were presented in the first sessions of the symposium indicate the importance that these new directions have in understanding the social construction of the curriculum. One aspect on which this second session aims to deepen. The first paper try to explain the first model of national curriculum developed in England in the early 1960s. It focuses on analyzing the particular local trials of Nuffield Physics and the mediation exercised by teams of teachers and schools involved in the process. The second paper also aims to offer another of the historical fact that has shaped the curriculum in Spain. Specifically, the authors point out the importance of international actors such as UNESCO in the development of the Spanish curriculum in the late Franco’s regime. A new perspective for try to offer an explanation on the social origins of this curriculum policy in Spain through educational transfer. The importance of educational borrowing and their portrayal is inquired by the next paper as well. In this case, the research focuses on ways in which Japanese curriculum policy were presented and received in the early 19th century in educational exhibitions in Britain. New directions of research are explained in the last article from Sweden. This paper focuses on providing a new approach to how the processes of change and control of mathematics curriculum in Sweden took place. As previous paper, the concepts of Social Sciences are used to understand the social construction of the curriculum.
The development of effective group talk skills requires pre-

15:35 - 17:05

Symposium: Talking developing learning: Insightful illustrations from primary science

(Literacy and Language)

15:35 - 17:05

Talking developing learning: Insightful illustrations from primary science

Debra McGregor; Kendra McMahon; William McClune; Rebecca Digby; Alan Howe; Ali Eley

1Oxford Brookes University, UK; 2Bathspa University, UK; 3Queens University, Belfast, UK; 4Bathspa University, UK; 5Primary Science Teaching Trust, UK

In this symposium various perspectives are offered to contribute to the discourse concerning the nature and importance of talk in learning science. The first three papers focus on the ways different pedagogic approaches and/or the use of distinctive resources, with children aged 7 to 11, can influence the direction and nature of talk that ensues. The fourth paper extends the application of theory to make sense of the use of talk, by considering questions about discussion provoked by post humanist performativity.

Developing Explanatory Talking

The development of effective group talk skills requires precise task design (Mercer and Littleton 2007). This paper explores the outcomes of a study involving 20 teachers in which picture cards, designed to present cognitive conflict and uncertainty, were used as the stimulus for developing scientific understanding through effective talk. Adult modelling and language prompts were used to scaffold the development of skills of rational discussion. Children linked their ideas with evidence and considered openly and actively why an inappropriate idea might be wrong. Teachers reported that using pictures facilitated assessment and generated high levels of pupil participation, including children with SEN and EAL.
Using drama to focus talk
Drama can be used to learn science in many different ways. It can be very teacher-directed, a script can be provided or children can be organised to adopt specific parts in a choreographed performance. Conversely, it can be much more spontaneous offering the children agency to convey their thoughts or conceptions. There has been 'little attempt to theorise' how drama 'can assist learning' (Braund 2015: 103). This paper draws on evidence from primary school classrooms to suggest how the ways that teachers position learners (Urrieta 2007) influences the focus and nature of talk when drama is used in differing ways.

Promoting literacy through argument and negotiation
This classroom-based study focuses on argument and negotiation that occurs when pupils discuss how they might represent and envisage science concepts they read about in the media. It brings together the talking and listening elements of literacy and explores the premise that argument and negotiation in this context underpin learning. Science ideas presented in newspapers, magazines, TV or internet sources were the stimuli for pupils' transforming the information into a visual form. This paper examines how discussion and negotiation are promoted in the process of producing visual representations of a scientific issue.

Too much talk about talk?
Barad (2003) challenges the focus on language matter itself. She proposes a performative understanding of discursive practices that contest the emphasis on talk and other forms of representation. This paper presents the application of such thinking in research on creativity in science with 25 practitioners from three early years settings, examining their discourse practices. The presentation will discuss the inherent challenges in the project and how researchers might respond when engaged with language in science education.

References


15:35 - 17:05 Early Literacy
(Literacy and Language)
Session Type: Literacy and Language
Chair(s)/Convenor(s)/Facilitator(s): Veronica Poulter
Discussant(s):
15:35 The role of music in supporting the development of phonological awareness

Veronica Poulter
Liverpoool Hope University, UK

Researchers agree that phonological awareness (or the awareness of the sound structure of language), along with letter knowledge, is the strongest predictor of reading ability. Phonological awareness is broadly comprised of three aspects: phonemic awareness, or the ability to segment a word into its smallest units of sound; syllabification (in other words, breaking down words into their component syllables); and onset and rime (the ability to hear rhyme and to supply a rhyming word, or a word with a different onset but same rime, e.g. b-at; c-at; mat). There have been many research projects which have shown how musical activity can impact on children’s phonological awareness, and thus their early reading ability. However, it is true to say that many generalist primary school teachers do not feel competent or confident to teach classroom music. This paper describes a study in which the author, a teacher educator with interests in both English and music, developed a resource bank of musical activities that support the Early Learning goals for music, phonological development and several aspects of Phonics Phase 1 Letters and Sounds. Furthermore, because it uses just the singing voice and un-tuned percussion instruments, it is accessible to most generalist teachers. The author then worked in schools with groups of student teachers, collaboratively planning and teaching music in the Foundation Stage. The findings suggest that the teaching model and the use of the resource pack developed the student teachers’ competence and confidence to teach music, and their understanding of the impact that musical activity can have on other areas of learning.

16:05 An evaluation of a teaching-assistant led balanced reading intervention for Yr 1 children in the UK

Janet Vousden1; Clare Wood2; Rob Savage2; Helen Johnson1; Rosa Kwock1; Sam Waldron1; Sabrina Ammi1; Claire Pillinger2
1Coventry University, UK; 2McGill University, Canada; 3IBM, UK

Purpose
To evaluate the effectiveness of a balanced reading intervention for 5-6 yr-olds in the UK.

Method
Using an RCT design, 52 schools were randomly assigned to a control or intervention group. Control-school children did not participate in the interventions. Intervention-school children were further randomly assigned to one of three groups: control, ICT intervention, NON-ICT intervention. The ICT group used ABRACADABRA (ABRA, Abrami et al., 2010), a free web-based toolkit for literacy development; the NON-ICT group used a paper based replica of the ICT (ABRA) intervention. Children (Yr 1; 5-6 yr-olds) in the ICT and NON-ICT groups received 4 15min
sessions (delivered during literacy-based lessons) of intervention in (the same) groups of 4, each week, for 20 weeks for a total of 80 sessions. The interventions included activities designed to promote decoding, fluency, and comprehension knowledge and learning. Children in the control group did not participate in either intervention. All the children were assessed pre and post-intervention on one primary and five secondary outcomes.

Results
Children that participated in either intervention had significantly higher scores on all outcome measures at post-test (PIRA - general reading test; DTIWRP - single word reading; LEST - letter-sounds; PIPA - blending), compared to control children, apart from vocabulary scores. Both interventions were equally effective in this respect. Detailed sub-group analyses reveal effects for both interventions as a function of FSM status and level of reading ability. Results also indicate the presence of spillover effects - the progress of control children in intervention schools was more similar to children receiving intervention than to children in control schools.

Conclusion
It appears that the pedagogic content of the interventions, which in this case was closely matched across interventions, is more influential than the medium of delivery. Regardless of wealth or ability, children can benefit from a balanced, evidence based reading intervention.

Investigating the effects of implementation support for a computer-based early reading programme: a cluster-randomised controlled trial
Emily Tyler1; Sarah Roberts1; Richard Watkins2; J. Carl Hughes3; Richard Hastings1
1Bangor University, UK; 2GwE (Regional School Effectiveness Service for North Wales), UK; 3University of Warwick, UK

There has been an increasing acknowledgement of the need for robust evidence of the efficacy of educational interventions, and for such evidence to be a key part of decision making regarding the choice of programmes or approaches used in schools. However, there remains a gap between evidence-based practices and the successful implementation of such practices in schools. Implementation is considered to play a key role in the effectiveness of programmes or approaches adopted by schools (Odom, 2009), therefore, further implementation research is arguably required to elucidate what support is effective for schools to obtain positive outcomes using evidence-based practices.

The current study investigated the effects of ongoing implementation support for the use of a computer-based early reading programme on implementation fidelity and reading outcomes. In this cluster-randomised controlled trial, 22 primary schools were randomly assigned to either implement the programme without implementation support (including only an initial training session; 11 schools, n=123), or to implement the programme with implementation support (including email and telephone support, fortnightly school visits and implementation feedback; 11 schools, n=129). Participants in all schools were assessed using the York Assessment of Reading for Comprehension (YARC) prior to randomisation (Time 1) and following the 6-month intervention period (Time 2).

The results indicate that both groups demonstrated significantly increased reading skills from Time 1 to Time 2, with a moderate effect size. However, there were no significant differences on core implementation fidelity indicators or reading outcomes between the groups. This paper will discuss the implications of these findings in relation to programme characteristics, school buy-in and staff training, developing support systems within and across schools, and future research.


15:35 - 17:05 Symposium: Emotions and STEM (Science, Technology, Engineering and Maths); Theory, Research, Practice
(Mathematics in Education)
Session Type: Mathematics in Education

15:35 Emotions and STEM (Science, Technology, Engineering and Maths): Theory, Research, Practice

Maria Pampaka1; Julian Williams1; Sue Johnston-Wilder2; Diane Harris1; David Swanson1
1The University of Manchester, UK; 2University of Warwick, UK

In this symposium we aim to discuss recent developments in our understandings of emotions, and in particular maths anxiety. We bring together theoretical, measurement and substantive results from the recent systematic review and meta-analyses on maths anxiety funded by British Academy but also revisit our previous work in maths education (links removed for anonymity). We thus intend to provide a fresh perspective on the topic and its consequences on related (teaching) practices and math-demanding, mainly STEM (Science, Technology, Engineering and Maths) courses uptake.

Paper 1: Theoretical perspectives on emotions and anxiety - Prof Julian Williams

We review the theoretical perspectives on emotion and anxiety that are to be found in the literature. On the one hand psychological, and psychometric constituencies regard emotions and anxiety as generated by feelings, and as measurable ‘traits’ that belongs to the individual person, and on the other hand it represents a relation between person and context, a state trait. In these perspectives ‘anxiety’ is regarded as a condition to be treated, and a medical analogy is implicit. But in social and sociocultural perspectives emotions include the ideas and cultural models including language that an enculturated person might have about the associated feelings and contexts. Here context may be thought of as a context of ‘activity’, and the nature of an activity and its motive for the subject may be crucial to understanding the emotional element of their subjectivity. This perspective suggests we look critically to the activity and its inner contradictions as a source of development e.g. of
‘mathematics’ that some associate with a series of emotions, including ‘anxiety’. We discuss whether ‘treatment’ and ‘critical development’ perspectives are compatible.

Paper 2: Measuring emotions and teaching practices and the association between the two - Maria Pampaka & David Swanson
In this presentation we focus on the review of the different instruments used for measuring mathematics anxiety and other emotional aspects in settings where teaching is also involved. This is a deliberate restriction as we want to investigate in more depth the relationship between teaching practices and teacher-related attitudes (including their own anxieties) on students’ emotional reactions to mathematics. We will present results from both our own previous studies (link removed) and our findings from others’ work we systematically review.

Paper 3: Mathematics Anxiety and Engineering - Diane Harris & Maria Pampaka
Mathematics anxiety can have a debilitating effect on both children’s and adults’ ability to ‘do’ mathematics. As such, not only is the subject of mathematics compromised as a field of study but also the other mathematically-demanding subjects, usually falling under the STEM heading. These subjects rely on mathematics and are therefore extremely vulnerable to the issues associated with mathematics anxiety which can impede a person’s ability to manipulate numbers and to solve mathematical problems.

We will present results from a re-analysis of existing qualitative and quantitative data from our earlier projects (links removed) in order to investigate contributing factors that may lead to the avoidance of a particularly mathematically-demanding subject i.e. engineering. These earlier studies included interview and survey data from pupils in school and students in further and higher education i.e. 11-year-olds through to 19-year-olds. This will be complimented from the results of a systematic review of other recent literature on mathematics-related negative emotions in engineering. In particular, this systematic review and re-analysis from a fresh perspective of our own project datasets will provide information on (i) reported aspirations regarding engineering, (ii) the ways in which these might affect the decision-making process in relation to future studies and careers and (iii) the role of gender. We are therefore examining mathematics anxiety and the ways in which it might lead to ‘engineering-related anxiety’.

15:35 - 17:05 Innovation Session: Truth, Science and the End of Enquiry: Reading C S Peirce in Community
(Philosophy of Education)

Session Type: Philosophy of Education

15:35 Truth, Science and the End of Enquiry: Reading C S Peirce in Community
David Aldridge
Brunel University, UK

Unlike that of Dewey, who was briefly Peirce’s student and who attributes to Peirce the origin of his pragmatic philosophy, the work of Charles Sanders Peirce has been largely neglected in educational circles. In fact, Peirce has until recently been neglected in philosophy departments, although literary theorists and semioticians have acknowledged a debt to selected parts of his work. Peirce is now undergoing something of a re-evaluation as philosophers are beginning to understand the richness and scope of his systematic thought. In philosophy of education, he is one of the touchstones of the emerging field of edusemiotics.

The purpose of the proposed innovation session is to explore the application of Peirce’s work to theorising education more generally. The theme of scientific enquiry is selected as a specific focus for two reasons:

(i) Peirce was a polymath – at points in his life a practising scientist as well as an academic philosopher, mathematician and logician. As such he developed a sophisticated philosophical account of scientific practice that emphasised its creative elements. At a time when educators are concerned to nurture creativity both in the STEM subjects and more broadly, Peirce offers an account of creativity that draws specifically on an understanding of the way that scientists conduct their enquiries, rather than importing from generic literature about the creative capacities and the ways they are developed. Although the account originates in scientific enquiry, the concept of ‘abductive reasoning’ has been applied more broadly by Peirce scholars and can account for other creative acts – including the interpretive element of reading.

(ii) The ‘community of enquiry’ that has had such an impact on educational thought was popularised by Dewey but has its origin also in Peirce’s account of scientific practice; yet in Peirce’s work it has a quite different educational significance to that which it takes on in the ‘P4C’ movement or other loose applications of Dewey’s work. In particular, it emphasises the ‘end’ of scientific enquiry in the eventual (or ideal) convergence of different perspectives in a single account of reality.

The style of this innovation session draws together in a practical way these two educational elements of creative reading and the community of enquiry by taking the form of a facilitated reading group. Two key readings, taken from an early paper, ‘The Fixation of Belief’ and Peirce’s later Lectures on Pragmatism will be circulated to interested participants in advance of the session.

15:35 - 17:05 Improving PE Teaching Quality?
(Physical Education and Sports Pedagogy)

Session Type: Physical Education and Sports Pedagogy
Chair(s)/Convenor(s)/Facilitator(s): Ash Casey
Discussant(s):
There is a small but growing literature on dialogical, democratic and meaningful partnerships between students and staff in support of enhanced teaching and learning in higher education. ‘Students as Partners’ is a term that has come to describe these collaborative processes. While partnership is essentially a process for engaging students, rather than an outcome in itself, the benefits for students who have been engaged as change agents and partners in higher education curriculum renewal have been found to be multiple and wide-ranging. There is, however, a dearth of research that demonstrates sustained or program-wide adoption of ‘Students as Partners’ philosophies and processes, and considers the additional benefits and challenges that might be associated with recognising students as partners in teacher education programs.

In this paper we explore how staff and students can engage as partners in teacher education and critically engage with the perspectives of student and staff partners on one undergraduate health, sport and physical education teacher education program in Australia.

We focus specifically on data generated across two academic years, where students were engaged as partners through: 1) Development and enactment of a first year ‘connect’ strategy, 2) Co-construction of curriculum and assessment, and 3) Facilitation of pedagogic feedback and consultancy mechanisms. These three sites of engagement might also be fruitfully conceptualised as three overlapping action research projects, as in each site students and staff pursued action and research outcomes together through participative, cyclic and reflective processes. Focus group interviews were the primary data collection method utilised to generate data for this paper. These data were subjected to a thematic analysis which involved student and staff reading and re-reading the data, identifying patterned meanings, reviewing and sharing identified themes, weaving together an analytic narrative and contextualising the findings in relation to the existing literature.

We recruit Cook-Sather’s (2006) revised theory of liminality to understand staff and students’ complex and fluid identities in the liminal spaces, which are created through ‘Students as Partners’ processes.

Findings suggest that a programmatic approach to ‘Students as Partners’ can result in significant transformations at the individual, program and institutional level. As student and staff responsibilities are revised and renewed, traditional hierarchies are challenged and new and exciting possibilities for enhancing teaching and learning and students’ sense of connection are created. The liminal spaces produced through ‘Students as Partner’ processes have the potential to challenge understandings about how teacher education works and could work.

Learning study - a way to explore both teaching and learning of new ways to move

Helene Bergentoft
University of Gothenburg, Sweden

Research for movement education within PE context can only be found in modest quantity (Barker, Bergentoft and Nyberg, in press). There is a need for methods in which teachers explore different designs of movement education to develop students’ movement capability. Further Renshaw et al. (2010) highlights the importance of collaboration between movement researchers and educators for development of adequate teaching models in physical education. The aim of this paper is by the use of an iterative and collaborative design explore students’ changed movement pattern during five different PE lessons, focusing posture for running. In total, 94 students, aged 17-19 years and seven PE teachers from two different secondary schools (grades 10-12) and one teacher researcher participated in the study. The teaching activities were guided by theoretical assumptions of variation theory (Marton, 2014). Data has been collected and analysed by the use of learning study to scrutinize both teaching and learning aspects of posture for running. Enacted lesson units were analysed at a micro level in order to identify how teachers and students interact about the specific movement. The result shows that the use of an iterative and collaborative design enabled the teachers to evaluate and revise lessons. The teachers’ gradually took students’ own experiences of movement into consideration during teaching, to create more powerful learning situations. Further the teachers identified more and other critical aspects which contributed to the students’ movement learning. Moreover, the student’s knowledge was challenged by the design and it helped them to grasp necessary conditions for learning posture for running. In summary, learning study has shown to be useful for PE teachers to explore the meaning of different movements, as well as how to design and teach specific ways of moving.

References


Who’s playing Phil Connors in Physical Education’s version of Groundhog Day: The teachers or the researchers?

Ashley Caseyst; Håkan Larsson*st
1Loughborough University, UK; 2The Swedish School of Sport and Health Sciences, GIH, Sweden

Background

In 2010 a physical education (PE) professor asked a PhD student why he was researching a question that the field had known the answer to for decades. According to the professor, we keep researching the same questions and yet little seems to change. Why?
In 2015, the first author keynoted about PE research to an audience of PE teachers. The keynote was based on information from 95 seminal papers in PE. These papers presented PE as a traditional subject that’s habitually on the brink of crisis because of: the perceived state of the subject, its propagation of certain myths and legends around elite sport and obesity, the marginalisation of girls and non-sporty boys, its penchant for measuring not practicing movement, and its hidden curriculum. Many teachers were surprised; although the issues raised have been known to researchers for decades. This reaction spurred a discussion between the authors around the following questions: What is the relationship between research and practice in the field of PE? What is the function of research in this field?

Focus of enquiry
We use the idea of Groundhog Day – “a situation in which a series of unwelcome or tedious events appear to be recurring in exactly the same way” (Oxford Dictionary, 2015) – and the concept governmentality - the interweaving of particular ways of governance with particular ways of knowing to bring about change (Foucault, 1991) – to explore our questions. Accordingly, we assume that the ways of knowing PE in PE research is not congruent with the ways of governing PE in schools. PE research is oftentimes guided by post-modern power/knowledge relations (emphasising agency as a result of critical reflection), while PE teachers seem to be disciplined in another – modern – power/knowledge relation (emphasising agency as a result of applying the right knowledge).

Contribution to knowledge (practice, policy or theory)
Thorpe (2003) maintains that crisis talk ‘functions as an important shaper of contemporary understandings of Physical Education, and in this sense becomes a means for intervention by ‘experts’’ (p. 131). Crisis talk can be seen as part of a governmentality where PE researchers encourage teachers to change the subject through critical reflection. Since the teachers at the keynote were, arguably, not disciplined according to this power/knowledge relation they were, ironically, freer before they were told that they were caught in PE’s version of Groundhog Day. Now, they have to liberate themselves from that self same day.

15:35 - 17:05
Innovation Session: Developing an ethics framework for Teacher Researchers in the context of a Secondary Academy in Kent
(Practitioner Research)

Session Type: Practitioner Research
15:35 Developing an ethics framework for Teacher Researchers in the context of a Secondary Academy in Kent.
Claire Tyson
Homewood School and Sixth Form Centre, UK

Introduction
School based research occupies a grey area that falls between professional development, school improvement and evidence based practice. There is a debate about where research begins and ends because it is customary for staff and schools to use test results and student data in order to assess progress and improve performance.

Teachers may choose to engage with research as part of their own development as a teacher or leader, or to address a problem that needs solving. We are also approached by universities and by the government to ask us to take part in larger studies that include students from all around the country.

Schools need to see students as having a choice to take part in such activities rather than assuming that belonging to a school means taking part without knowledge or consent.

Method
In this case study set at Homewood School I reflect on the three year journey of developing the Teacher Researcher Role and how we have developed a framework of ethics guidance that we use to scrutinise invitations and to manage our own action research. I will also show how research informed practice has become embedded into our school and staff development.

This is consistent with my pragmatist worldview and background in clinical pharmacology and brings some clarity to a grey area of ethics in school based teacher led research.

Results
A robust framework to guide practice with examples and an illuminating exploration of the emerging role of ethics for school based research. This case study will consider the use of both qualitative and quantitative data in school and the implications for ethics. The case study could form a useful workshop for teachers and researchers in schools who are setting up or engaging in their own action research projects.

15:35 - 17:05
Linking educational experience & underachievement for children of minority groups
(Race, Ethnicity and Education)

Session Type: Race, Ethnicity and Education
Chair(s)/Convenor(s)/Facilitator(s): Feyisa Demie

15:35 Educational Underachievement of Eastern European Children in English Schools: Implication for policy and practice
English schools have been educating immigrant children for decades. Recently, however, new arrivals from Eastern Europe have brought additional challenges to schools. East European heritage pupils lag far behind the achievement of their peers (Demie 2015). Despite policy makers’ concern about underachievement in schools, the needs of new migrant pupils have not been addressed and have often been overlooked by local and national policy makers. The aim of this research paper is to explore the attainment of East European children and to examine the reasons for underachievement in schools.

The research draws on detailed NPD and School Census data for pupils who completed KS2 and GCSE in England to answer the questions. The NPD data used was matched to pupil information on ethnicity, language spoken at home, free school meals, levels of fluency in English and gender to pupil level attainment. The sample size of the pupils who completed GCSE is 618,585 pupils and KS2 is 561,542.

Two methodological approaches were used to analyse the data. Firstly, performance of all pupils are analysed by ethnic and language background to illustrate patterns of attainment for each group. Secondly, attainment data was further analysed by social background factors to explore the main factors influencing performance in schools and the reasons for underachievement.

The main findings from the study confirms that a number of East European pupils have low attainment and their performance in English schools has been masked by government statistics that fail to distinguish between White Other ethnic groups by stages of fluency in English and languages spoken at home. The empirical data suggested that particularly speakers of Portuguese, Spanish, Czech, Slovak, Hungarian, Polish, Turkish, Kurdish, Russian, Italian, Romanian, Latvian, Lithuanian, Albanian and Bulgarian are underachieving and the difference between their educational performance and others is larger than for any other main ethnic groups. One of the main reasons for underachievement, identified from the study is the language barrier, economic deprivation, a disrupted or non existent prior education and parental lack of understanding of the British education system. Some work in the service industry as domestic staff and live in tied accommodation. Overall this research confirms that the underachievement of East European children remains a cause for concern and is obviously an issue that policymakers and school need to address. Policy and research implications for government and for all concerned with school improvement are highlighted.

This paper investigates the factors that shape the contrasting educational outcomes of Black Caribbean youth in state schools in London and New York. Since the mid-1930s, Black Caribbean people have been deemed a high achieving Black model minority in the U.S., whereas in the U.K., since the 1960s, Black Caribbean people have been considered an underachieving minority. In both contexts, however, ‘ethnic culture’ is noted as a significant factor contributing to the status of Black Caribbean people as celebrated and denigrated minorities. To challenge claims that focus exclusively on culture, I explore how differing narratives of intelligibility are imagined by parents, promoted by teachers, and experienced by students.

Drawing on sixteen months of ethnographic observation in two state schools, semi-structured interviews with 60 of these students, 20 parents and 10 teachers, this paper focuses on how master narratives of success and failure shape the social and scholastic experiences of second-generation Afro-Caribbean high school pupils according to context. This paper explores the impact of the dichotomous cultural expectations—or what I refer to later as positive and negative exceptionalism—on the educational experiences of second-generation Afro-Caribbeans. Central to the paper are the questions, how do Afro-Caribbean youth recognise and respond to rigid cultural perceptions along with the preordained pathways and scripts they prescribe in urban state schools?

This paper draws on Pierre Bourdieu’s signature concepts of capital, habitus and field and considers their relationship to ethnicity. Rooted in a tradition critical of social inequality, Bourdieu theoretical scheme is a relational analysis of the role of social class in shaping cultures and the trajectories of social groups. A close reading of Bourdieu’s theory of practice suggests that culture is not solely a consequence of social origin, but an inevitable production formed and fostered by class systems, at least in part.

There are three core findings showcased in this paper. Firstly, it is the confluence of culture, context and class that influences the educational outcomes of Black Caribbean youth, not simply culture. Secondly, cultural exceptionalism matters in influencing Black Caribbean students’ outcomes and experiences but are most effective when reinforced across multiple social fields (home, school and society). Lastly, policymakers and practitioners in the US and UK should give credence to the experiences of Black Caribbean young people rather than the cultural perceptions of them.

An exploration of how cultural dimensions influence learners’ achievements in five secondary schools in London

Charles Boadi
University of Roehampton, UK

English secondary schools are characterised by learners from different cultural backgrounds. These learners are children of migrants who come from countries like: China, India, Pakistan, Bangladesh, Jamaica and Somalia (Ofsted, 2013). Most of these learners attend English city schools. The idea of performance relating to GCSE examinations has shifted to English city secondary schools that enrol a higher percentage of learners from different cultural backgrounds (Ofsted, 2013; Strand et al., 2015). Learners of these migrant children achieve better GCSE examinations test scores as compared to their White British counterparts. Although a lot of research has been done to minimise the achievement gap between learners from different cultural backgrounds (Strand et al., 2015; Tzanakis, 2014; Fang et al., 2013) the educational challenge of
underachievement still exists in English schools. This paper will adopt a positivist philosophical approach to explore how cultural dimensions influence learners’ previous GCSE examinations test scores in English, Mathematics and Science subjects in five state funded sixth form secondary schools in London. Hofstede et al.’s (2010) five cultural dimensions, mediating variables like; mission statement, teaching, teaching strategy, learning material and assessment (Banks, 2014; Parekh, 2000; Kolb, 1984) will be reviewed to explore how they influence the dependent variables of the learners’ previous GCSE examinations test scores in English, Mathematics and Science subjects (Ofsted, 2013). The following research questions were proposed: Is there a relationship between cultural dimensions of learners and their achievements? How can the findings from the first research question be used to reduce underachievement among learners? Quantitative and survey research designs will be used (Cohen et al., 2011; Creswell, 2014; Denscombe, 2014) to collect quantitative data for the study. Questionnaire data will be collected from 300 learners, 60 from each of the 5 selected state funded sixth form secondary schools in London, using stratified sampling method (Denscombe, 2014). SPSS will be used for the analysis of data collected (Andy, 2013). This research will contribute to the debate concerning the cultural backgrounds of learners and their achievements. Again, this research will attempt to answer the links between cultural dimensions of learners and their achievements. The findings of the study will also provide useful information to instructors in education in order to formulate better strategic plans to address the problems associated with acquisition of knowledge, skill and attitude within multicultural learning environment.
interviews centred around accessing university, university life and their career aspirations. The study drew on Bourdieusian concepts of habitus, field and capital (Bourdieu, 1992).

The 15 participants came from families who generally encouraged their sons’ educational success. However, the young men said that their parents, while supportive, did not always have the knowledge about further and higher education. Their parents did not always have the cultural, economic or social capital needed to make wider educational opportunities available to their children (Siraj and Mayo, 2014). Schools and teachers needed to breach this gap and the role of some individual teachers was pivotal to the academic success of the study participants (Matthys, 2013). Each participant could recall important interventions that teachers made in their educational trajectories which had made a difference to their aspirations and eventual attainment in school. Teachers provided extra learning opportunities and encouragement, as well as information about educational opportunities available beyond school.

However, the young men could also recall in-school experiences that were not so positive and these will also be explored. The conclusion reached by the participants was that teachers have the potential to interrupt and transform the habitus of the individual thus influencing the academic achievement of white working class boys.

16:35 Narrowing the Student Achievement Gap: New Evidence From Wales

David Egan; Dan Davies
Cardiff Metropolitan University, UK

Narrowing the gap in educational achievement between advantaged and disadvantaged students continues to be a major area of interest within educational research. This paper will report on new evidence from one of the most disadvantaged regions of the UK - the South East region of Wales, encompassing the counties of Newport, Monmouth, Blaenau Gwent, Caerphilly and Torfaen. During the 1980s and 1990s its economy was devastated by the decline of the coal and steel industries and over the last twenty years it has struggled to recover its socio-economic base.

Up to one-third of children in the region live in child poverty and their educational achievement lags significantly behind their more privileged peers. Over the last decade schools, local authorities and the Welsh Government have been trying to develop strategies that might succeed in breaking the links between poverty and low attainment. Whilst initially these focused on developing school leadership and teacher pedagogy, increasingly these are being supported by a focus on student wellbeing, the involvement of families and community-based approaches.

This paper draws upon evidence gathered through a series of research projects commissioned by the Education Achievement Service, the regional education body for South East Wales, by a research team from Cardiff Metropolitan University. Based on quantitative and qualitative evidence, including a series of school-based case studies, the research team have tested and refined a ‘theory of change’ approach which it is hoped will enable teachers, schools and local authorities to be more evidence-informed in their future work.

A particular focus of the research has been the collection of evidence on factors which impact upon the achievement of more able learners who come from disadvantaged backgrounds, including their experience of the transition from primary to secondary school, the learning and teaching approaches which may be more effective with them and how they can best be supported to realize their potential.

15:35 Symposium: Design principles for profession-led, long-life teacher development

Session Type: Teacher Education and Development

17:05 Design principles for profession-led, long-life teacher development

Viv Ellis1; Meg Maguire1; Simon Gibbons1; Ruth Heilbronn2; Ali Messer2; Kenny Frederick4; Keith Turvey2; David Spendlove6
1King’s College, London, UK; 2UCL Institute of Education, UK; 3University of Roehampton, UK; 4Education Consultant, UK; 5University of Brighton, UK; 6University of Manchester, UK

This symposium explores four design principles as critical contingencies for profession-led teacher development capable of a much-needed transformation of the professional education and lives of teachers in England. These are:

- A long-life teaching profession
- Schools, universities and teachers at the heart of their communities
- Education as cultural and societal development
- A continuum of professional learning

There is a need for greater attention to the complexity and commitment required to prepare the next generation of the teaching profession than is current under the present system of teacher education. Underpinning these principles is a call for systemic changes that we argue are essential for sustainable and intrinsically rewarding teacher development.

Paper 1 - Schools, universities and teachers at the heart of their communities (Meg Maguire and Simon Gibbons, Kings College London)
Paper 2 - Teacher development and the aims of education (Ruth Heilbronn, UCL Institute of Education, London)
Paper 3 - Wisdom in practice for a long-life teaching profession (Ali Messer, University of Roehampton & Kenny Frederick, Independent Education Consultant)
In the first paper the authors rethink current models of collaboration and partnership arguing that to transform teacher education and education we must take seriously local expertise and extend community links to benefit everyone involved in teacher preparation. This means working with faith communities, local organisations and businesses, youth workers, and other community groups to ensure the provision of a richer more holistic (teacher) education. Drawing on Gutiérrez’ notion of a third space as “a transformative space where potential for an expanded form of learning and the development of new knowledge are heightened” (2008, p. 152), the paper explores the possibilities and challenges of collaborative, community-focused partnerships in teacher preparation.

Based on the principle of education as social and societal development, as well as individual advantage, the second paper argues that starting with aims in education we should ask which human qualities we wish to nurture and develop. Education would encompass the understanding and knowledge children need to intelligently manage their lives, and importantly develop a sense of moral seriousness with which to shape future choices and relationships. Crucial subjects are those fostering deliberation (humanities), and imagination and sympathy (creative arts), in which children may engage in ambiguous, complex, uncertain matters, important to the development of these qualities. This paper suggests how teacher educators might support student teachers to develop and value such abilities and to acknowledge that life in the classroom will not be easy in a managerial climate of audit and targets.

At the centre of profession-led and long-life teacher development is a need for an ongoing synthesis of wisdom and practice. In this third paper, the authors examine how designs for professional learning such as teacher learning rounds can be used to develop trust and reciprocity to facilitate professional contexts in which teachers openly learn with each other. They argue for models of teacher collaboration and development that counter the current climate of performativity. There is a need to develop a shared pedagogical language without which a deeper understanding of the complexities of teaching and learning in diverse communities can not emerge or sustain teacher development.

The final paper explores the evidence for what some have called ‘long, thin’ professional education, based on the design principle of a continuum of learning opportunities, beginning with an initial preparation lasting two to three years. Taking the concept of the proto-professional in which professional identity is an ongoing process of becoming, this paper argues that at the end of a longer, initial programme teachers would not only have gained a teaching qualification and developed a level of professional competence appropriate to a new entrant to the profession, but also have gained the habits of mind and capacity for analysis and informed judgement necessary to continue to develop as professionals over their career. This paper examines the enablers, constraints and benefits of such a radical architectural change to teacher education.

Gutiérrez, K. D. (2008), Developing a Sociocritical Literacy in the Third Space. Reading Research Quarterly

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15:35 - 17:05

**Session Type: Teacher Education and Development**

**Symposium: Research Literacy in Teacher Education and Development**

**Research Literacy in Teacher Education and Development**

Moira Hulme1; Rachel Jackson2; Jim Hordern3; Mary Scanlan4

1Manchester Metropolitan University, UK; 2Liverpool John Moores University, UK; 3Bath Spa University, UK; 4University of Winchester, UK

The final BERA-RSA report into ‘Research and the Teaching Profession’ (2014) proposes that all teachers should be ‘research literate’, which is defined as being able to access and assess existing research. BERA is also keen for teacher education to provide teachers with the agency to engage in their own research in addition to engaging with external research (p.5). This symposium brings together papers which focus on how teacher research literacy is understood and enacted in the English policy context, with a view to both developing the literature base and informing policy developments. Although the policy context of England is the focus of this symposium, teacher education and development via research engagement has international significance (see, for example, Barrera-Pedemonte, 2016, p.15).

**Paper 1 - Educational Knowledge and Teacher Research Literacy**
**Paper 2 - Reflections on Research Literacy in Initial Teacher Education**
**Paper 3 - Reflections on Research Literacy in Teachers’ Professional Development**

We first argue that research literacy can only be adequately conceptualised by exploring the landscape of educational knowledge, the communities involved in its production, and the relationship of these to teaching practice. Addressing the English context, we discuss (i) tensions around what constitutes high quality educational research; and (ii) tensions between academic research on education and the imperatives of practice. In England, government policy suggests a narrow empirical literacy, in which questions of educational value and purpose are deemed marginal, and yet it is precisely these questions which offer substantive forms of educational knowledge, including for teaching practitioners.

The second paper presents the findings of a large scale research project undertaken by a cohort of B.Ed. /M.Ed. students over two years. It examined ways in which beginning teachers were supported to become both research literate and research active, within a community of practice in which they as apprentices were guided and supported by a more experienced researcher. The research design was innovative in that phases of the project were linked to the taught input, for example project questionnaires were studied when learning about methods of data collection and emerging project findings were utilised to underpin the teaching of methods of analysis. Drawing on data from large scale quantitative/qualitative questionnaires and smaller in-depth focus group interviews, findings clearly demonstrated that students became much more confident about their ability to find relevant research and to understand and critique what they read. It also evidenced their growing ability...
to identify research-based practice in the classroom. As the project developed, they became confident in designing and carrying out their own research and were able to articulate how important this research-informed practice was as trainee teachers but also in terms of their continuing professional development (CPD).

Examples of research literacy in the continuing professional development of in-service teachers will then be presented based on ethnographic and evaluative studies. Descriptive data of the research-related CPD in a secondary Teaching School over an academic year reports on the small-scale randomised controlled trials (RCTs) that all teachers in the school are trained to undertake (and must engage in as part of the school’s appraisal system). A separate study of a primary TS’s research engagement programme evaluates the impact of research literacy using outcome measurements set by the participating teachers.

15:35 - 17:05 Preparing trainees for the classroom
(Teacher Education and Development)

Session Type: Teacher Education and Development

Chair(s)/Convenor(s)/Facilitator(s): Loraine McKay

Discussant(s):

15:35 Novice Teachers' Micropolitical Literacy: Lessons from the USA and Australia

Nathan Brubaker
Monash University, Australia

Statistics concerning the high rates of teacher attrition in countries around the world are well known. Less understood are approaches to effectively reducing teacher burnout and promoting the professional longevity of teachers. School micropolitics is commonly recognized in educational literature as a key influence on beginning teachers’ decisions to leave the profession. Understanding how beginning educators effectively resolve conflicts and negotiate the interpersonal dilemmas of teaching can help inform efforts to decrease teacher dropout and improve the quality of classroom instruction. In this study, I examined the micropolitical experiences of eighteen novice primary teachers—ten in the USA and eight in Australia. Specifically, I investigated the beginning teachers’ perceptions of the politically contested nature of their circumstances, with implications for teacher preparation.

Beginning teachers’ efforts to effectively comprehend, interpret, and navigate the political complexity of schools are of particular relevance to teachers and teacher educators interested in fostering active participation in democratic life. Specifically, micropolitical literacy—how teachers learn to act upon their interests and both formally and informally use authority to achieve their goals and deal with the contested nature of educational institutions—permeates all facets of teaching experience. While micropolitics is commonly recognized as a key domain through which teachers employ resources of power and authority to influence others, how beginning teachers perceive the micropolitical dimensions of their experiences is less clear.

Understanding beginning teachers’ perceptions of the intense stresses and strains they are likely to experience from school micropolitics is important for illuminating teachers’ transitions into and, potentially, out of teaching. Data for this study comprised of complete transcripts of 18 interviews with beginning teachers in two countries (73 minutes average length). I employed a grounded theory methodological approach for its relevance to systematically examining participants’ beliefs, practices and perceptions as educators concerning their political circumstances, using the concept of critical moments as a useful lens for examining beginning teachers’ perceptions of school conflicts.

Three themes have emerged from the data about beginning teachers’ micropolitical literacy in the USA and Australia: processing contrasting levels of collegiality and support, exhibiting reluctance towards political engagement, and placing heightened priority on modeling collegiality for/with others. In this paper, I will elaborate on each of these themes, with particular attention to implications for teacher educators concerning the relational realities of schools, teacher education pedagogies congruent with democratic aims, and cultivating contexts that help advance novices’ micropolitical learning across nations.

16:05 "That’s just uni stuff": Linking theory and practice to create spaces of interruption

Loraine McKay
Griffith University, Australia

“Oh, so much of what you learn at uni you’ll never use again” or “Most people say, that’s just uni stuff.” These are examples of comments preservice teachers explain that they hear when they are out in schools. Comments such as these are alarming and disheartening for those people who are interested in advancing teacher education, and for the preservice teachers committed to pursuing a career in teaching. Finding a means to suppress the commentary that contributes to the devaluing of teaching as a profession and endorses the deficit discourse surrounding teacher education underpins this research.

It is becoming increasingly difficult to attract and retain quality graduates to a profession that is criticised, undervalued and considered to be dealing with increasingly complex workloads. In Australia, the spotlight of blame linked with declining education standards shines brightly on the poor preparation of teachers and teacher education programs. In this presentation I argue for the need to move beyond the crisis discourse of teacher education (Rowan, Mayer, Kline, Kostogriz & Walker-Gibbs, 2015) to examine how perceived and conceived spaces (Soja, 1996) within universities and schools simultaneously support and undermine efforts to consider new ways of doing during initial teacher education.
This presentation draws from three data sets collected over three consecutive years from cohorts of students entering their final year of a 4-year teacher education program at an Australian University. In total, data from 27 individual semi-structured interviews and three focus group (n=9 participants) interviews are analysed using Soja’s (1996) spatial theory. The study is guided by the following research questions:

1. What elements of space and time support or impede preservice teacher to make the connections between theory and practice?
2. Do preservice teachers use that connection to think otherwise about what is possible in teaching?

The findings highlight that while universities, schools and preservice teachers share responsibility for linking theory and practice this nexus is not easily transferred or similarly privileged by each party. What counts as professional knowledge? I argue that supporting preservice teachers to develop critical consciousness through various processes of reflection strengthens initial teacher education programs and supports the ongoing professional growth of teacher graduates. The findings have implications for the design and delivery of initial teacher education programs that seek to foster generative third space practices.

15:35 - Professional identity
(Teacher Education and Development)

Session Type: Teacher Education and Development

Chair(s)/Convenor(s)/Facilitator(s): John Bostock

Discussant(s): 

15:35 Discourse, Teacher Identity, and Unionism During Times of Conflict
Sarah Barrett
York University, Canada

During times of conflict, teachers struggle to reconcile public perceptions of the teaching profession with their own ideal professional identities. For new teachers, their struggles with the nature of their work and identities are foundational to their development as professionals, having implications for their practice well into the future. This case study explores the ways in which two early career teachers in Ontario, Canada construct their professional identities within the discursive space created by a province-wide conflict that occurred between unionized classroom teachers and the provincial government when a bill was introduced imposing restrictions on collective bargaining and teachers’ right to strike. The two participants, a high school teacher and middle school French immersion teacher, were already participants in a three-year longitudinal multi-case study when the crisis began. Two years into the project, three of the province’s four teachers’ unions opted to protest the bill using a range of tactics including withdrawal of voluntary services and outright strikes. I use positioning theory to analyse the participants’ experiences of the discursive space in which they practised, and the ways in which that space changed dramatically as the conflict began in the spring of 2012 and continued through to its resolution a year later. Data sources include interviews with and full-day observations of teachers throughout the school year, and 200 articles from two national newspapers that participants often referred to during the study. Analysis indicates that, in spite of the fact that all public school teachers in this jurisdiction are required to belong to a union. Findings have implications for initial teacher education and on-going professional development, especially with respect to professional ethics. Possible remedies and suggestions for further research are provided.

16:05 Perspectives on the Pursuit of Professional Learning: Insights from Teachers who are Mothers
Emma O'Brien
UCL Institute of Education, UK

Research into accessing continuing professional development (CPD) by Opfer and Pedder reported that teachers in their survey and ‘qualitative “snapshots” of twelve schools ‘did not perceive gender to be an issue in opportunities for CPD’ (Opfer and Pedder, 2010: 459[1]). Gender may not be an issue regarding opportunities for CPD, but what if it is a factor in pursuing those opportunities? Given that the majority of teachers are women (DfE, 2015: 7)[2], likely to become mothers during their careers, and performing the main caring role in the family (Walters cited in Walsh, 2011: 140[3], it is important to investigate women teachers’ experiences of pursuing professional learning, not only the opportunities made available to them.

This paper presents my empirical research for my EdD thesis. In 2016 I interviewed six teachers who are mothers of young children to explore their experiences of pursuing professional learning whilst raising a family. The interviews were conversations where the teachers were encouraged to talk about their personal and professional experiences. The theoretical framework of the research draws on materialist feminism, life history approaches and Bourdieu’s theory of practice. The research itself concerns the following questions: how do the teachers who are mothers regard professional learning? What have been their experiences and what challenges have they encountered when pursuing professional learning? And how have they responded to challenges in order to pursue professional learning?

Using Bourdieu’s thinking tools to reveal the workings of the participants’ professional learning situations, my research asserts it is essential to develop a greater awareness of the professional needs of teachers who are mothers. Whilst a significant audience for this research is professional
development providers, it is clear that the primary audience will be senior leadership teams in schools – those best placed to implement the changes needed to support teachers in their pursuit of professional learning.


Further education teacher educators' narratives of their journeys and professional identities

John Bostock1; Heather Booth Martin2; Sai Loo3
1Edge Hill University, UK; 2Craven College, UK; 3UCL Institute of Education, UK

The study of teacher educators is relatively recent with Ducharme and Ducharme (1996) asking pertinent questions about their roles, competences, professional development and their knowledge. Since then, teacher educator, as a field of study, has been carried out internationally (e.g. Cochran-Smith, 2005 in US; Clandinin, Downey & Huber, 2009 in Canada; O’Dwyer & Atli, 2015 in Turkey) and in England (Murray & Male, 2005; Ellis et al., 2013). Significantly, published findings in the further education (FE) sector in England are scarce with few exceptions (e.g. Noel, 2006). The findings of this study aim to redress this issue in particular the routes/journeys taken by these educators and their professional identities.

This paper relates to a larger project on FE teacher educators with five research questions on: the routes to becoming teacher educators, training, types of knowledge needed, professional development and their perceptions as professional. Of the five questions, the relevant ones for the purposes of this paper are: what are the routes to becoming teacher educators/trainers in the sector and how do view themselves?

It reports on the findings of a project where eight researchers (of whom three are presenting here) from teaching settings of higher education institutions, further education colleges and private providers voluntarily collaborate on capturing data of nearly 30 participants using quantitative (from a questionnaire survey) and qualitative (from one-to-one semi-structured interviews, documentary sources and ‘Talking Heads’) research methods.


The analysed findings are discussed in relation to the typologies reviewed from the literature sources. The findings also draw on some characteristics of the FE sector in relation to teacher educators and their impact on the existing typologies. Finally, the paper discusses the contributions of this project and its impact on certain stakeholders such as teacher educators, related teaching institutions in higher and further education and private providers, and policy-makers of teacher education.

Parallel Session 7
17:15 - 18:15

The Ludic Lens: engineering creative play in ensemble-based acting for Shakespeare studies; between secondary schools; and in inter-generational dialogue
(Arts Based Educational Research)

Session Type: Arts Based Educational Research

Chair(s)/Convenor(s)/Facilitator(s): Jennifer Kitchen

Discussant(s):

The Spaces In-Between: Inter-Institutional Collaboration in Education

Terri Newman
Bacons College, UK

Current trends in arts educational research see collaboration and co-working as positive pedagogical tools for exploration, experimentation and understanding. In HE institutions and community arts, learning through collaborative making has become an established methodology for learning and discovery. In secondary education however, circumstances favour individual authorship and solitary teaching.

Working together since 2013, we have been working towards a collaborative teaching model that aims to transcend the established teaching paradigm and develop our teaching and arts practice collaboratively across institutions.
Though working together purposefully, we have developed our practice in a way that allows us to both work within and disrupt the spaces of our retrospective institutions from a position of both subjective and objective alignment.

We continue to facilitate socially engaged arts practice, linked to our classroom teaching in a way that promotes collaborative learning, challenges hierarchical models and promotes joint discovery in what we have come to describe as ‘The Spaces In Between’.

Working together over a period of time has allowed a relationship to develop that is deeply rooted in trust, respect and equality. It is these values that we aim to promote in classroom communities of learning. Although it could be said that hierarchies in the classroom are so deeply and socially entrenched as to inform learner experience at the most fundamental level, it is though the promotion of our core values that we attempt to disrupt these paradigms and create a new space for the coming together of ideas and learning through collaborative making together.

We seek to promote in learners the same active participation that we as artist researchers enjoy. An equal exchange of ideas is paramount to this, no individual is seen to be the provider of knowledge but it is in fact the spaces for learning that develop in the unknown, the juncture between one persons experience and another.

Trust can not be taught but is a value which we hold to very high regard. We believe that it can develop over time and through frequent exercise of experimentation, trial and failure in an environment where not knowing can be seen as of equal importance to knowing.

Whilst this collaboration has met criticism, it is through this practice that we have seen documented increases in learner attitudes, confidence and engagement with others. This paper outlines our methods and findings as well as the problematisation and ethics of collaborative artist/teacher/research.

Addressing the increased popularity of ensemble-based practices in Shakespeare education, yet the patchy or ‘domesticated’ take up of the approach, my research explores the possibility a focus on playfulness can shed new light onto the processes and challenges of ensemble pedagogy. In particular my work focuses on the social constructivist grounding of ensemble pedagogy, and thus draws on previously underutilised socio-cultural theories of playfulness to shape observation and interpretation of ensemble pedagogy in practice.

Through critical ethnographic case studies of schools undertaking the ensemble-focused Shakespeare Schools Festival, I have utilised critical social theories around the construction, enactment and disruption of discourses of power in schools to explore how playfulness functions within ensemble-based projects.

My interpretation of the interview and observation data demonstrated playfulness was a central discursive device which allowed both teachers and students to challenge and subvert the normative expectations and regulations of the classroom space, and thus create a ‘3rd space’ in which a widened variety of creative, educational and social possibilities were opened up.

I argue therefore, that a focus on the importance of playful discourse within ensemble-based approaches to teaching Shakespeare, and in arts education more generally, radically reasserts the power of this approach. It also pushes back from an increasing outcomes-focused or ‘domesticated’ expression of the value of arts-based education; celebrates the approaches’ social constructivist legacy; and highlights the challenges of disrupting normative discourses of power for teachers and students undertaking these practices.

Through this research I ultimately suggest a continued focus on the role of playful discourse in arts education research and practice could develop both a renewed mandate for celebrating the robust social power of arts education; and more nuanced and empowering training for teachers and practitioners keen to utilise these approaches in their own practice.
A wide range of creativity education policies have been promoted. The research methods of survey, interview, and observation had been systematically employed by the researcher for an entire year in two case schools. Evidence indicated that many schools have launched 'place-based education' to promote the learner's creativity and imagination in Taiwan. Both case schools are located in disadvantaged regions, which strategically used local phenomena as a source to develop creativity curriculum. While one school focused on a nearby river in their curriculum design, another school developed a series of courses focusing on a mountain near to the campus.

Some findings are as follows: (a) The cases have integrated the element of community into their creativity curriculum. The core value of community understanding and concerns has been prioritised across a variety of academic subjects, such as social studies, arts and humanities, environmental education and integrative activities. (b) The teachers and students were more engaged with the local community and nurtured some personal and ecological connections with local landmarks, residents and industries. (c) The two cases both formed working relationships with local/creative organisations. More creative practitioners, artists, local professionals and parent volunteers were invited in the teaching and learning. The experience of working with local professionals helped the teachers considerably, improving their professional knowledge and teaching skills. (d) By addressing geographical, natural, cultural, economic, civic features, and problems encountered in local community, students were empowered to understand the value of academic knowledge and skills that might seem meaningless or too abstract to them. (e) Teachers and students were encouraged to engage in real world problem-solving, taking action to deal with daily problems, improve local communities, and promote environmental sustainability.

However, not all the subjects could best be taught via PBE. Before employing this approach, schools and educators may need to consider its suitability, efficiency and usefulness. Some difficulties have been reported as follows: (a) PBE requires the schools and educators to do some extra work before launching the creativity courses. Inevitably, they need to consider how PBE can help students learn the knowledge and skills still required by an academic curriculum and assessment method; and (b) the programme makes considerable demands, which requires constant communication/negotiation among the many bodies, which on the time of participating educators, creative practitioners, professionals and parent volunteers. The time also needs to match the rigorously planned schedule of the academic curriculum.

A 'pedagogy of attention': a new signature pedagogy for educators

Helen Clarke; Sharon Witt
University of Winchester, UK

Our focus is on the relevance of places as stimuli, invitations, and encounters with a world full of vitality and serendipitous opportunities (Rautio 2014) for learning. Place-based education is a vibrant educational philosophy (Sobel 2008), where places give opportunities to learn in deep and lasting ways, to foster personal connections and understandings, and to grow as human beings. Outdoor places are rich in significance and meaning and powerful pedagogic phenomenon (Watcchow and Brown, 2011). We draw on extant theoretical approaches where experiential and sensory fieldwork (Fettes 2011) is relational (Massey 2005), and where coming to know is enacted in an environment (Dewey 1925), through material sensory experience, that is both strong (Biesta 1994) and just (Desroches 2016). We propose that emplaced, embodied, enchanted experiences in places are powerful ways of knowing, typified by creative flow (Csikszentmihalyi 1990). Encounters which focus on process not outcome, start from an understanding of places as assemblages (Duhn 2012), which show intensities and 'becomings' (Deleuze and Guattari 1988).

Our approach has developed over six years, through interactions as teacher educators with Initial Teacher Education tutors, students, teachers, children and ... places, including our own university campus, school grounds, woodland, coast and a Hampshire village. We have taken a phenomenological approach, from an education perspective, and believe meaning is to be discovered in the landscape, if only we know how to attend to it (Ingold, 1993:172). Educators can mediate learners' experiences to create spaces of possibility and potentiality (Jeffery and Craft 2004). Through re-imagining learning with a focus on playful, storied encounters contemporary discourses in education may be unsettled. We present a range of data as case studies of practice, which illustrate intense interactions between learners and places. In sharing a narrative of modelling, mediating and guiding, we present examples of exploration, immersion and connection and offer 'tools of attention' for educators.

We propose a new ‘signature pedagogy’ (Shulman 2005) – a pedagogy of attention - developed with student teachers as future practitioners. These distinctive practices set out to nurture ways of thinking, attending and being professional. We have identified elements of this creative signature pedagogy as a ‘manifesto’, which has significance for educators in all phases as they mediate emplaced experience, guide noticing, foster participation and collaboration, engage with a spirit of enquiry and playfulness and, above all, model a ‘contagious attitude of attentiveness’ (Matthews 1992:326).

Assessment in the early years (Early Childhood Education and Care)

Session Type: Early Childhood Education and Care
Chair(s)/Convenor(s)/Facilitator(s): Judith Loveridge
Discussant(s):

Emerging tensions and synergies in the curriculum and assessment priorities for young children in Aotearoa New Zealand

Judith Loveridge; Maggie Haggerty
Victoria University of Wellington, New Zealand

Historically the early childhood sector in Aotearoa New Zealand rejected school based pedagogies. However, as our recent analysis has shown (Haggerty and Loveridge, 2015) early childhood education curriculum and assessment have become increasingly entangled with that of the primary sector. Furthermore, we have argued that it is through the early childhood sector becoming increasingly aligned with the school sector that it has also become more enmeshed with the travelling discourses of neo-liberalism. In this paper we extend this analysis by examining a
number of current influential national and international policy documents contributing to the curriculum and assessment priorities for young children in Aotearoa New Zealand and to constructing young children, first and foremost, as learners. We examine the way the construct of continuity has been drawn on in recent reports commissioned or produced by the New Zealand Ministry of Education, including in the recent updating of Te Whāriki (the early childhood curriculum) and in initiatives to produce appropriate outcome measures for early childhood education in Aotearoa New Zealand. We locate this analysis of local policy developments within the broader international policy context of the standardisation of education systems and a neoliberal discourse of global economic competitiveness. This includes an examination of two recent key OECD initiatives, one to establish shared views about children’s early learning and the other to establish an international assessment of children’s early learning outcomes, referred to as the International early learning and child well-being study. Our analysis reveals both synergies and tensions emerging in curriculum and assessment priorities from within and between the discourses of the neo-liberal imaginary, global education and traditional local discourses of the early childhood and school sectors.


Rethinking Early Years Education in the Era of Accountability: Early years practitioners’ and parents’ experiences and perspectives of the U-turn of Baseline Assessment in Reception Classes: Three case studies from London, England.

Ran Tao Harper
UCL Institute of Education, UK

This research locates discussion within the context of global neoliberal reforms highlighting the role of data-based accountability in governing education. Education is transformed into a quasi-market where parents are customers and government regulates education through data. Schools and practitioners are subject to accountability measures, i.e. pressures of producing good data, reinforcing the culture of performativity.

Governing through data was applied through accountability reforms under the Coalition Government to early years education (EYE) in England. As a flagship initiative, Baseline Assessment (BA) was trialed in maintained reception classes to produce starting datasets to track children’s progress. Criticism contested that testing 4-year-olds posed harm to learning and results were unreliable. Although BA was then scrapped, the fact that schools were still encouraged by Department for Education to continue BA showed the determination of the Government to include EYE into data-based accountability system.

Concerns were expressed by researchers like Peter Moss arguing for complex contextualized factors as informing educational practice and fearing that surveillance of data promoted the idea of ‘one ruler measuring all’ in discussing EYE quality. Building on this, the research, based in three state primary schools in London, explored how practitioners and parents experienced and viewed the u-turn of BA and discussed how data-based accountability influenced EYE. In-class observations and semi-structured interviews were deployed with findings as follows.

Most practitioners were negative about BA, accusing it of disturbing children’s settling phase and adding unnecessary workload. Reducing quality to numbers caused the immense stress of constantly proving oneself, which compromised professional autonomy and wellbeing. Additionally, children were at the risk of being seen as data units instead of whole individuals. Jubilation was expressed by all interviewed practitioners about the drop of BA, perceived as a victory over policy-making body. However, the research discovered that practitioners were unconsciously transformed into self-governing individuals and ‘taking-for-grantedly’ sought alternatives to BA to comply with the culture of performativity and discourse of linking quality to data. Only very few parents were aware of BA. Nonetheless, all parents admitted published data played important role in school choices. With data made public, parents experienced more difficulties due to oversubscription of ‘good schools’ and endured the remarkable increase of housing price in catchment areas. The research argued that EYE has been tied in the chain of data-based accountability and the discourse of quality legitimized by the reductive logic of data has constrained practitioners’ professionalism and parents’ school choices.

Perceptions of headship

(17:15 - 18:15)

Session Type: Educational Leadership

Chair(s)/Convenor(s)/Facilitator(s): Alison Fox

Discussant(s):

“|I’m the Principal|: An Exploration of Principal Learning, Action, Influence and Identity

Steve Dinham; Kerry Elliott; Louisa Rennie; Helen Stokes
University of Melbourne, Australia

School leadership, and especially that of school principals, is increasingly recognised internationally as a vital factor in improving school effectiveness, teacher quality and student achievement. As a result there has been increasing attention paid to formulating professional standards and frameworks for school leaders both to articulate the breadth and depth of leaders’ roles and to inform professional learning, selection, appraisal and accountability processes (Leithwood, Jantzi & Steinbach, 2002).
In considering professional standards for principals, while principals will continue to perform a variety of managerial roles, they are seen to be most effective where they place major emphasis on ‘instructional leadership’, that is, leadership for teaching and learning (Hattie, 2009; Dinham, 2016).

This paper presents findings of a project designed to explore principal learning, action, influence and identity. The project used the Australian Professional Standard for Principals (APSP) (Dinham, Collarbone, Evans & Mackay, 2013) as a construct to consider key aspects of and contributors to principal learning, action, influence and identity through interviews with 50 practising principals drawn from the various sectors and levels of Australian school education.

Principal - broadly representative and with at least one year of experience in the role - undertook two structured interviews (approx 45 minutes each) with interview questions derived from the major domains and capabilities represented in the APSP (AITSL, 2011):

- Leading Teaching and Learning;
- Developing Self and Others;
- Leading Improvement, Innovation and Change;
- Leading the Management of the School;
- Engaging and Working with the Community.

From the above broad areas, data were obtained concerning motivation and other factors for becoming a principal, principal planning, action, influence and impact within respective principals’ schools, professional identity and overall implications of the study for principal selection, support and on-going professional development.

Overall, this study captured the multifaceted, complex nature and aspects of the role - both challenging and rewarding - that spans leadership, instructional and managerial responsibilities, exploring what it means to be an effective principal in today’s society. We found that balancing managerial and leadership aspects of the role present issues for many. For some principals, everyday duties consumed the work; for others, effectiveness and balancing the role meant rising above managerial tasks to plan work around leading learning and teaching. Our initial analysis suggests effective principals make time and allocate human and other resources for what matters and focus their efforts on the aspects of the work that have the greatest impact on student learning.

Negotiating identities: Exploring the narratives of male and female primary headteachers

Deborah Jones
Brunel University London, UK

This paper presents research undertaken with male and female headteachers in UK primary schools. It investigates headteachers’ perceptions and experiences and explores their lives, the ways in which they position themselves or are positioned and the identities they inhabit. The paper will consider the complexity and difference existing within the sample of men and women and explore how they negotiate their identities as leaders within both their personal and professional lives.

The post-structuralist approach taken, is concerned with the production of identities and how they change within various contexts. This enabled reflection on multiple gendered practices in schools and on how identities of men and women are co-constructed. Of interest is how headteachers are constituted by discourses (contradictory, dominant or subordinate) and how subjectivity shifts as individuals negotiate which identities to adopt (Foucault, 1972).

Ten female and ten male headteachers reflecting diverse backgrounds were selected from four local authorities. Individual, ninety minute semi-structured interviews were undertaken and co-constructed by interviewers and interviewees. To analyse the data, thematic induction and inductive coding were employed exposing major and minor themes.

Findings revealed major discourses concerning identity and power. These related to the masculine construction of leadership and gendered approaches to domestic responsibilities and nurture. Key themes emerged revealing associated headteacher identities: status- Heroes and Others; promotion- Believers and Doubters; relationships- Enablers and Nurturers; family: Jugglers and Sovereigns.

Narratives exposed contradictions, not conforming to traditional gender stereotypes. Although women exhibited characteristics, qualities and approaches to leadership deemed by some as ‘common to women’ (Grogan & Shakeshaft, 2011) they also demonstrated those traditionally aligned with men and vice versa. This erosion of essentialist typologies indicated more nuanced understandings of the ways in which men and women operate. The notion of ‘androgynous’ professional whereby individuals select from masculine and feminine qualities and leadership styles (Connell, 2005) more closely reflects the findings here. Leaders reiterated discourses associated with both femininities and masculinities (Fuller, 2013) shifting between several identities. Negotiating these in professional and private spaces presented significant challenges.

Making headteachers’ perceptions explicit should facilitate support and training, establishing collaborative networks and safe spaces in which to acknowledge key vulnerabilities and so inform future policy and practice.

Compulsory Fun: An Ethnographic Study of Adult Learners’ Affect Towards Educational Video Games

In this presentation we will discuss our analysis of the data and the conventions of communication that emerged between users in their discussions about the texts. We begin by briefly describing the conventions of communication that are commonly used in synchronous chat, including the use of ‘addressivity’ to indicate the intended recipient or subject of a message; the use of multiple ‘modes’ of communication such as emoticons, GIFs, photographs, weblinks; and the use of short and fragmented conversational ‘turns’. Following this, we use extracts of our own data to examine the ways that these features and resources were employed in the process of discussing the books. Finally, we draw on this analysis to reflect on the pedagogic implications of using synchronous chat for learning and teaching purposes in classroom contexts, and propose a model for integrating chat into conventional pedagogic actions.
Joy Eliot
University of Central Florida, USA

The authors conducted an ethnographic study of adult learner attitudes toward video games and gamification, as a first step in support of designing a treatment for future research. However, pilot findings merit presentation, since they address two important weak points in the literature.

The largest hole in the literature identified was a near-total lack of gamification studies that considered the possibility that some participants might dislike playing video games. A tacit assumption on the part of authors that “games are [universally] fun” is common in the literature. Pavlas (2010) includes some valuable preliminary work on trait psychology elements that might differentiate the effectiveness of serious games, and Hess and Gunter (2013) address the issue of classroom teachers who dislike games (in contrast to their students). However, much work remains to be done on this foundation. A fallacious equation between engagement and learning outcomes dominates. In addition, an issue common to both education research generally (Eliot & Hirumi 2015), and to research into gaming, is that there is very little extant literature on the effects of emotion other than positive affect generally or anxiety. This leaves two emotions posited as basic since Darwin (1872) and recognized as critical by Ekman (1994) and Scherer (2005) practically un-studied: anger and disgust. What happens if a game makes a player unequivocally angry, as opposed to just frustrated enough to stop playing? Anger-inducing content is likely in, for example, professional development trainings (Anderson, 1997). What happens if a game disgusts a player? Gory content is likely in biology or medical-themed serious games. Jones (1968) provides a vivid description of disgusting content, presented as part of a narrative arc, enhancing attention and critical thinking in a traditional classroom. Can this be done in an e-learning environment?

Through ethnographic field notes taken on students in a Master’s level course on gamification who had not self-selected for positive affect towards gaming, analyzed through the lens of Goffman’s (2005) interaction ritual theory, I identify and describe a group of learners who did manifest these unprompted emotions towards the idea of gaming, in the context of considering the value of educational gamification. Data suggests that negative affect towards games by students who personally identify as “not gamers” has strong features of disgust, rather than another negative emotion.

17:15 - 18:15
The student experience in HE (Higher Education)

Session Type: Higher Education
Chair(s)/Convenor(s)/Facilitator(s): Rachel Spacey
Discussant(s):

"I feel like there’s a bit of an obsession with the student experience": deconstructing and understanding the university student experience

Rachel Spacey; Mary Stuart
University of Lincoln, UK

Universities in the United Kingdom (UK) are committed to improving and enhancing the experience of their students. This preoccupation is best epitomised by the Times Higher Education (THE) Student Experience Survey which annually reveals the best universities in the UK for student experience. What is the student experience and do students understand it in the same way as Higher Education (HE) staff? Is it actually as important to students as it is to Higher Education Institutions (HEIs) and as conveyed in university league tables? The National Union of Students (NUS) Student Experience report found that just 29 per cent of students said that their motivation for going to university was “for the experience” (2008, p.6).

This presentation reports on research which aims to understand the student experience. As the number of UK university students living at home is increasing and the traditional, residential experience of students immersing themselves in university life is in decline (Brennan et al., 2010) this research also considers the relationship between the student experience and university space. Thinking of campus space “as an ongoing developmental process that is understood, made and re-made by those engaged with it” (Lefever, 2012, p.127) it explores the relationship between the daily lives of students and their understanding of the student experience.

We explore the development, understanding, usage and complexity of the term ‘student experience’ in UK HE over the last fifty years. In addition to a comprehensive literature review, data collection included a series of exploratory focus groups conducted at a post-1992 campus university in England complemented by further focus groups at four additional universities including two non-campus HEIs. All the focus group data will be analysed using the qualitative software package Nvivo and our presentation will share the findings including analysis of the students’ use of space and place whilst at university and how these relate to their understanding of the term the student experience.

References


There is a romanticised view of students as agents for social change. Students for example played a much-publicised role in the Civil Rights and anti-Vietnam War movements (De Groot, 2014). Universities are typically portrayed left-wing institutions (Williams, 2016) promoting progressive ideals. How accurate is this view may be challenged (Tomlinson, 2008), and certainly looking at the current UK university system paints a different picture.

Following the introduction of tuition fees for undergraduate students in the UK in 1998 under the then-Labour Government, students now pay £9000 per year (in the 2016-17 academic year) of study. Students are now being asked to invest in their own education. Indeed this is the rhetoric used by the media, Government and universities themselves to justify this expenditure to students; paying for university is an ‘investment’ in your future that will lead to an improved career. Consequently, students become ‘consumers’ or ‘customers’ to whom universities are ‘selling’ a product that focuses on ‘employability’ and ‘professionalism’. Rather than promoting progressive ideals, universities appear to be promoting a far more individualistic approach to education. Students are being encouraged to ‘buy into’ – both metaphorically and literally – a consumer-focused model of social mobility (Tomlinson, 2008). The implicit suggestion is that the way to a better life is not just that you must work for it, but that you must pay for it as well.

This paper then looks to examine undergraduates’ choices to attend university and their expectations post-graduation in light of the political and social climate. The marketization of education is neither a new nor simple concept (Chitty, 1997) but at first glance appears to be at odds with notions of facilitating social change, since the focus is on helping the individual both work and buy their way to the top. Two key constructs were explored as part of this research. These were;

1. Students’ perception of the purpose of (higher) education
2. Students’ perception of their role in society after graduating university

These constructs were explored through questionnaires distributed to students and examined neo-liberal vs. social justice motivations for education. Participants for this study will be students across all three years groups in a CMU (Coalition of Mainstream Universities) Group university in England. Data collection is underway and findings from the analysis will be presented at the conference in September.

17:15 - 18:15 Leadership and Management in HE

Session Type: Higher Education

Chair(s)/Convenor(s)/Facilitator(s): Kelly Coate

Discussant(s): Kelly Coate: Camille Kandiko Howson

King’s College London, UK

The identification of ‘third space professionals’ in academia (Whitchurch 2008) has illuminated key changes in how universities are led and managed. In this study we are interested in third space professionals who have made it to the top levels of their institutions. The management of contemporary universities requires institution-wide strategic leadership, and this is increasingly the role of senior leaders with backgrounds that differ from colleagues with traditional academic backgrounds. In this research, funded by the Society for Research in Higher Education, we are investigating career trajectories, the role of prestige (Coate and Kandiko Howson 2016), and the crossing of academic boundaries at the level of senior professional leaders (e.g. Registrar, College Secretary). We are interested in the accounts they give and the career highlights they describe as to how they gained credibility with both academic and other staff.

Whitchurch in 2008 observed how credibility largely depended on the building of local profiles, yet we recognise a subsequent increase in external prestige of some of these professional leaders. Some of the third space professionals who achieve success at the highest levels and have gained credibility with both academic and professional services staff have also gained esteemed external reputations, so we wish to explore these achievements.

In this presentation we will report preliminary findings from interviews with a purposive sample of 30 high-profile, senior professional leaders conducted between May – June 2017, recruited through key networks such as the Association of Heads of University Administrators and through snowballing. The focus of the interviews will be on career pathways and expertise/competence, and drawing loosely from Actor Network Theory we will explore the ‘actors’ (e.g. prizes, prestigious roles, other status indicators) and the ‘networks’ (e.g. professional associations) that senior professional leaders cultivate and accrue over the course of their careers. We will explore perceptions of whether gender and other characteristics may have an impact, positively or negatively, on these trajectories. The findings will have implications for the management of universities, and for leadership training programmes, of these emerging, highly skilled, strategic and credible third space leaders.

References


"Publish internationally or perish": Incentives for international publications and the impacts on Chinese Humanities and Social Sciences academics

Xin Xu
University of Oxford, UK

As a response to the national policies to internationalise Humanities and Social Sciences (HSS) research, an increasing number of Chinese universities are promulgating incentive schemes for HSS international publications. Although the incentives vary in the contents and structure, they inevitably provide substantially more monetary bonuses and higher prestige for papers published in international journals (especially those indexed by the Social Sciences Citation Index and the Arts and Humanities Citation Index) than for domestic publications. Moreover, some of the incentives begin to include the international publication number as an essential and/or deciding indicator in research and tenure assessments.

Such phenomenon has provoked heated debates. Some scholars argue that encouraging international publications is of great importance to Chinese HSS research’s visibility in the world. However, it is also concerned that the over-emphasis on international publications may jeopardise the development of Chinese HSS, such as by depreciating native language writings. Current debates mostly present the political and logical reasoning; a review of the literature reveals a lack of systematic research on the scale and structure of incentive schemes for international publications in China, and a lack of empirical studies on incentives’ influence on individual scholars.

This paper seeks to investigate the impacts of emphasising HSS international publications on academics with a qualitative multiple-case approach. It aims to address two questions: (1) What is the scale and structure of incentive schemes for HSS international publications in Chinese universities? (2) How have those incentives influenced the research activities of Chinese HSS academics?

The paper presents a documentary analysis of 112 Chinese research universities’ incentive schemes for HSS international publications, providing a comprehensive picture of the trajectories of those incentives and a thematic analysis of their contents. It also draws on in-depth interview data with 60 Chinese HSS academics from 6 case universities, with a focus on how the institutional pressure for publishing internationally has influenced their research activities; particularly, how they have adjusted their publishing behaviours, research-teaching balances, and collaboration strategies. The paper ends with a critical discussion of the implication of such impacts, not only in the Chinese context, but also for academics from countries on the “periphery” or “semi-periphery” of global knowledge production (Altbach, 2009).

References:

17:15 - 18:15
Developing inclusive provision with young people with autism: issues & challenges
(Inclusive Education)

Session Type: Inclusive Education
Chair(s)/Convenor(s)/Facilitator(s): Jacqui Shepherd
Discussant(s): Jacqui Shepherd

University of Sussex, UK

This research focused on the experience of transition from special school to college for young people with autism and learning difficulties. Whilst an unsettling time for many young people, the prospect of leaving the school environment and moving on to college can be overwhelming when even the smallest transitions can be problematic (Hume, 2008). The research set out to learn more about the transition experience from the point of view of young people in order to inform policy and practice. The research used a longitudinal case study approach to interview young people, their parents and tutors; in particular, visual methods and walking interviews were explored in order to engage the young people in the research.

The findings of this research indicated that young people with autism struggled with the move to a college environment as the process did not address all of their needs. Transition planning was in evidence but in a mechanistic rather than holistic way. Young people with autism are likely to experience challenges with social interaction and yet this research demonstrated that they also seek, enjoy and struggle with social interaction. Transition planning focused more on the academic and physical transition of students rather than their social needs. Additionally, young people who had previously experienced mainstream education (prior to attending special school) had become marginalised (Oliver and Barnes, 2010) therefore the prospect of returning to the ‘mainstream’ by attending college was potentially unsettling.

This paper will focus on the fragmented nature of support for transition and how tensions between academic and social progression can undermine the potential for full inclusion at college. While the young people were learning to adapt to their new educational environments, there did not seem to be much evidence of the learning environments adapting to accommodate them. In order to effect a truly inclusive college experience we not only need to prepare learners with autism for the post-school environment but also prepare college and the wider community to engage, celebrate and develop the full potential of autistic learners.
The impact of exposure to autism on attitudes of young people towards their peers with autism

Anna Cook; Jane Ogden; Naomi Winstone
University of Surrey, UK

Children with special educational needs are significantly more likely to be the victim of bullying. Many of the characteristics considered to be the prime causative factors of bullying are typical of children with autism, for example, communication difficulties, inappropriate social behaviour, low social status and reduced social competence. 40% of children with autism are bullied at school (DfE, 2014) and 70% of children with autism are educated in mainstream schools. Little research, however, explores the impact of inclusion on the attitudes of young people without special educational needs towards their peers with autism in mainstream schools. This study aims to explore whether differences exist in attitudes towards the bullying of different targets (autistic and neuro-typical) and different violations (verbal and behavioural bullying) in contrasting school settings: one with high explicit exposure and one with low explicit exposure to autism. Survey data were collected from 1025 girls and boys, aged 11-12, from six mainstream schools: three with high exposure and three with low exposure to autism. Participants completed measures of their judgements, emotions and intended behaviours in relation to bullying scenarios and their attitudes towards people with autism at the beginning of the school year. No differences were found by school type at baseline. However, participants were less accepting of verbal compared to behavioural bullying violations and also of autistic targets of bullying compared to neuro-typical targets. Follow up data will be collected after 9 months to explore whether increased exposure changes these findings. Increased pro-social attitudes in high exposure schools could indicate greater understanding and acceptance of difference.

Interrogating understandings of inclusive practices

Session Type: Inclusive Education
Chair(s)/Convenor(s)/Facilitator(s): Aoife Gallagher

Examining the evidence of a shared understanding about children with speech, language and communication needs (SLCN) in mainstream education: Results of an integrative literature review

Aoife Gallagher; Carol-Anne Murphy; Paul Conway; Alison Perry
University of Limerick, Ireland

Background

Effective inter-disciplinary collaboration (IDC) is a common policy goal across health and education. However, it is a complex process and difficult to achieve in practice. For teachers and speech and language therapists (SLT), a lack of a shared conceptual understanding acts as a potential barrier to IDC. In this study, we examined the empirical and theoretical literature and policy/professional guidelines to establish if a shared understanding exists between the disciplines of SLT and education in relation to this population. We aim to synthesise the findings from this literature review with data from stakeholder focus groups to develop a conceptual framework to further IDC in practice.

Method

Specific search strategies were used to access a comprehensive sample of the empirical and theoretical literature across both disciplines. Papers were independently screened and appraised for quality by two researchers. A purposive sample of international special education needs (SEN) and disability policies, as well as professional guidelines, were also included for review. Key concepts/themes were extracted from the papers and coded. Themes were generated from these codes using constant comparison. Reciprocal translational analysis was then applied to identify similarities and differences between the disciplines.

Results

From 7978 retrieved papers, 87 met our inclusion criteria. Key differences between the disciplines were evident in relation to; the nature of knowledge, how children with SEN are described and the stated relationships between research, theory and practice. Some shared concepts/techniques were identified, including dynamic assessment and response to intervention. Themes unique to the education literature emerged. These included, “making connections,” “dilemmas and doubts” (i.e., differing narratives in relation to children with SEN) and “choice and agency” in relation to the practitioner and the child. The concepts of “tactical weaponry” and “oppositional consciousness” were terms used to describe skills which teachers may develop when responding to the changing contexts in which they work.

Conclusion

Many conceptual differences between health and education professionals were identified in the literature about children with SLCN. Some shared concepts were also identified which can inform the development of a framework. Our findings suggest that developing an awareness of one’s own beliefs and accepting these as fluid, rather than static, may be an important principle to underpin the development of more positive and progressive collaboration between different professionals.
**Background and Aims**: Tourette’s syndrome (TS) is a highly stigmatised condition. Typically developing adolescents have asserted that they may be reluctant to form relationships with their peers with TS and adolescents with the condition may experience impaired relationships and isolation. This may impede the sense of school belonging for adolescents with TS.

Based on the literature on adolescents’ understanding about TS a two hour school-based workshop was designed by the researchers. The intervention incorporated indirect contact with an individual with TS through the viewing of a film, a didactic presentation that aimed to dispel misconceptions about the condition and a discussion. The study aimed to assess the workshop’s impact on typically developing adolescents’ knowledge, attitudes and behavioural intentions towards their peers with Tourette’s syndrome.

**Method**: The study utilised a randomised cluster control trial design with a wait-list control group. A mixed methods approach was employed in order to understand the nuanced impact of the intervention. Questionnaires included both rating scales and open ended questions. Likert scales monitored changes in outcomes relating to knowledge, attitude and behavioural intention while the qualitative questions addressed matters relating to how? and why? Participants were 59 pupils from two year ten classes in a comprehensive school in South East England. Within the same school one class of year ten students was randomly allocated to the intervention condition, while the other formed the wait-list control group. Data was collected at three time-points: before the intervention; upon its completion and at a 9 week follow-up.

**Results**: There were significant positive changes in knowledge, attitudes and behavioural intentions immediately after the intervention. A nuanced difference was also observed in the qualitative data since the intervention group appeared to be more willing to embrace the differentiating characteristics of people with TS and questioned the concept of normalcy. However, only the changes in knowledge were maintained after 9 weeks and the effects on attitudes and behavioural intentions attenuated over the 9 week follow-up.

**Conclusions**: The findings suggest that adolescents’ understanding about TS is susceptible to change and this cost-effective workshop could be a promising approach in improving their perception towards their peers with TS. However, further research is needed to investigate strategies to sustain the short-term effects of the workshop on attitudes and behavioural intentions.
Educational opportunity is fundamental to equity and social justice and yet the results of large scale assessments tell us that the South African education system is failing to provide learners with the kinds opportunities to learn that are necessary to overcome the legacies of apartheid. Language is frequently cited as one of the obstacles to learning for learners from poor socio-economic backgrounds in township and rural schools.

This paper presents findings from a research study into language and the opportunity to learn science in bilingual classrooms in township and rural schools; it focuses on the nature of the classroom discourse necessary to engage learners in constructing a coherent understanding of science as a hierarchical knowledge structure. The findings are based on an analysis of transcripts of videotaped science lessons, using sociocultural discourse analysis. The analysis revealed that in many lessons, science facts were left fragmented rather than linked to the generalizing principles that form the basis for science concepts and a coherent hierarchical knowledge structure. However the contrasting practice of one teacher demonstrated what was possible in such contexts, as he engaged learners in dialogic discourse and modeled the logical arguments that linked observations to explanations and generalizing principles; and in so doing, ‘joined the dots’ to develop coherent science knowledge.

It appears that the coherence of science knowledge as constructed in science lessons through dialogic discourse, is a necessary condition for engaging learners in learning science with understanding; and likewise an important point of leverage in the curriculum, and the reimagining of learning with understanding in science classrooms.

17:15 - 18:15  
Interventions to improve mathematics attainment  
(Mathematics in Education)  
Chair(s)/Convenor(s)/Facilitator(s): Sean Jenkins  
Discussant(s):  
17:15  
Interventions to improve mathematics achievement in primary school-aged children: A systematic review  
Clare McKeaveney; Camilla Gilmore; Seaneen Sloan; Victoria Simms  
1University of Ulster, UK; 2Loughborough University, UK; 3University College Dublin, Ireland  
It is well established that many children struggle to meet expected levels in mathematics by the end of primary school (e.g. DE, 2015), which has had led to increasing investment dedicated to developing effective interventions to improve mathematical achievement. However, at present there is a lack of systematic evidence concerning the effectiveness of these interventions. The current systematic review sought to identify effective interventions for improving mathematical achievement in primary school-aged children (aged 4-11 years). Eligible study designs included randomised controlled trials and quasi-experimental designs. Types of interventions included classroom-based mathematics interventions directed at pupils such as those applied at the whole-class level and one-to-one support, delivered by trained teaching professionals as well as through other mediums such as peer tutoring. Unlike previous reviews, this review focused on studies that did not select participants based on suspected or diagnosed mathematical difficulties, i.e. mathematics achievement below the 25th percentile on standardised mathematical tests, therefore, addressing the need to identify practices that may have the most benefit for large groups of children in the classroom across the achievement spectrum. A systematic search strategy was implemented to identify studies that met the criteria for inclusion in the review. These trials largely report on computer assisted software interventions, but also include a range of differentiated classroom training and instruction (e.g. mental abacus training, non-traditional problem format). A narrative synthesis was conducted on an aggregate level to compare the different types of interventions as well as investigating the methodological features of each intervention. The findings from this review provide a clear scientific evidence-base to inform and support decision making by teachers, head-teachers and policy makers in the use of mathematical interventions in the classroom across the achievement spectrum.

17:45  
Web-Based Homework versus Paper-Based Homework in UAE Secondary Mathematics  
Sean Jenkins  
UCL Institute of Education, UK  
The purpose of this study was to investigate whether mathematics Web-Based Homework (WBH) was a more suitable homework delivery method given to United Arab Emirate (UAE) secondary students in Abu Dhabi, than traditional mathematics Paper Based Homework (PBH). Few studies have addressed the concept of mathematics homework delivery methods outside the context of where it is considered, normal practice. The UAE was chosen because of cultural differences in attitude towards homework completion and reported low levels of self-efficacy. If homework completion, improved and mathematical learning had taken place, then Web Based Homework could offer unique opportunities to increase student engagement and the learning of mathematics. This study used the WBH tools Mymaths and Geogebra in selected year grades in four schools. The research questions for this study were as follows: (1) What are the interaction effects of WBH compared to PBH on UAE students? (2) How does WBH influence the learning of mathematics? (3) How does mathematics WBH help students reflect upon their solving strategies and the mathematical procedures involved? The sample consisted of over 2000 students. The historical data for this two group pre-and post-test, quasi-experimental design was collected over a three-year period, between 2012 and 2015. The data compared WBH with PBH scores as well as, analysing student survey performance and interview data to address the research questions. The results of t-tests showed that there were statistically significant gains made in some WBH year groups using Mymaths, with effect size ratios suggesting that the WBH intervention had positive effects. Student homework completion was statistically higher in the WBH group and students reported positive homework interaction effects with the Geogebra tool. Analysis of the student survey and interview transcript notes indicated that students perceived they spent more time practicing mathematics using the WBH tools due to the immediacy of feedback. Furthermore, they were encouraged by the feedback to follow-up on their mistakes, by revising their thinking and resubmitting their WBH to get a higher score. The availability of multiple homework submissions was a possible motivating factor in this study that could have contributed to students spending more time practicing mathematics, in pursuit of a higher homework score. Though there are still some limitations with written explanations and partial credit scores.
for correct processes, in comparison to PBH, WBH tools used in this study helped to build student motivation, positive peer communication and interaction, and higher rates of homework completion.

17:15 - 18:15 Health and Wellbeing  
(Physical Education and Sports Pedagogy)

**Session Type:** Physical Education and Sports Pedagogy  
**Chair(s)/Convenor(s)/Facilitator(s):** Susan Whatman

**Discussant(s):**

17:15 The Impact of the Daily Mile on Children in Primary School

Julia Potter; Mandy Gault
University of Chichester, UK

This study explores the impact of participation in ‘The Daily Mile’ on year 5 pupils (9-10 years). There is evidence to suggest positive associations between physical activity, fitness, cognition, and academic achievement [Donnelly et al., 2016; Med Sci Sports Exer, 48(6):1197-1222]. Recently, schools have been made aware of ‘The Daily Mile’, an initiative originally set by a primary school Head Mistress in Scotland, to encourage daily physical activity and enhance learning. Since presenting this intervention at a conference in Glasgow, ‘The Daily Mile’ is now embedded in the culture of the original school for four successful years, and through the media and other public domains, is spreading throughout the UK and beyond. Many local authorities are developing strategic partnerships to introduce ‘The Daily Mile’ into their schools, or schools are taking up this idea independently.

This paper will present data comparing children in year 5 (n = 25) completing the daily mile at school with those (age and gender matched) at a nearby school (n = 25) who are not participating in this additional physical activity.

Data will include attitudes to Physical Activity over a 6-month period collected by a modified Sports Play and Active Recreation for Kids (SPARK) survey (Sallis et al. (1993) Res Q Exerc Sport, 64, 25-31). This a 26-item questionnaire designed to be used with 9-12 year old children which will be used alongside weekly reported teacher observations on classroom behaviour and mood for a sub-sample of pupils at each school (2 x n = 12).

Although ‘The Daily Mile’ is being introduced in schools nationwide, the evidence base is anecdotal and has no scientific support. This paper seeks to contribute to the body of knowledge of the impact of the daily mile on children, with particular regard to mood and behaviour in the classroom, and to also add to the understanding of attitudes towards physical activity in children.

17:45 Mapping the mutually supportive relationships between teacher and student wellbeing in disadvantaged schools

Sue Whatman; Parlo Singh; Katherine Main; Sama Low-Choy; Judy Rose; Roberta Thompson
Griffith University, Australia

This paper reports on the first phase of a participatory action research (PAR) project which identifies and maps the mutually supportive relationships that exist between teacher and student wellbeing in disadvantaged schools in the South East Coast region of Queensland, Australia. Engaging in co-inquiry with a range of low socio-economic schools, twin questions frame the research approach 1) what are the core characteristics of schools that promote health and wellbeing in students and teachers? And 2) in what ways can schools be reconfigured to promote health and wellbeing in students and teachers? While the broader scope of the project maps the impact of these relationships upon student achievement (including attendance, engagement and learning outcomes and other achievement data) and teacher wellbeing (indicated by incidences of burnout, stress leave, transfer, teacher wellbeing survey data etc), this paper reports specifically on the role of physical education teachers as “wellbeing coaches” as framed by the Learning and Wellbeing policy of the Department of Education and Training. The theoretical framework draws upon well-regarded arguments around salutogenesis in health education (c.f. Quennerstedt, 2008; McCuaig & Quennerstedt, 2016) and practice architectures which enable and constrain school-based wellbeing practices (Kemmis & Grootenboer, 2008; Goodyear, Casey & Kirk, 2016). Drawing upon several case study schools, teacher understandings of teacher and student wellbeing and their reimagined professional role in enhancing wellbeing in neoliberal times (Macdonald, 2011) are discussed here, along with vignettes of their school-based initiatives.


Session Type: Physical Education and Sports Pedagogy
Chair(s)/Convenor(s)/Facilitator(s): Jessica Mangione
Discussant(s):

17:15 Network ethnography of physical education external provision in Irish primary schools
Jessica Mangione; Melissa Parker; Mary O'Sullivan
University of Limerick, Ireland

Introduction
In Ireland, primary physical education is delivered by non-specialist classroom teachers. Consequently, growing numbers of schools are committing resources to external providers for the partial delivery of the physical education curriculum. Researchers (Powell, 2015; Evans and Davies, 2015), suggest the use of external providers in primary physical education represents a consequence of the privatisation of the public system. Powell (2015) submits that the privatisation trend increases teachers’ perceptions of their limited abilities to teach PE. Thus, privatisation in physical education raises questions about the future purpose, quality, and content of the subject. The aim of this project was to understand the nature and extent of physical education external provision in Irish primary schools.

Methods
The sample for the project included 670 primary schools randomly selected (20%) from all primary schools listed by the Department of Education and Skills in Ireland. Using a network ethnography methodology (Hogan, 2016), school websites and School Self-Evaluation Reports (where available) were analysed to determine the external provision supporting physical education in these schools. Simultaneously, the web pages of the largest National Governing Bodies of Sport (GAA, Athletics Ireland, Dance Ireland, Swim Ireland, etc.) were analysed to explore their connections with primary schools. Descriptive statistics were used to report the frequency and type of provision available in primary schools.

Findings
Initial findings from an analysis of high need schools -Delivering Equality of Opportunity in Schools- indicate more than 22 different external providers working in Irish primary schools. This presentation will provide details on the nature and extent of this external provision and implications for children’s experiences in physical education.

Conclusions
The presentation will explore the implications of the presence of key organisations in Irish primary schools and how their presence aligns with the aims and objectives of the national Physical Education curriculum. There is some concern in the literature (Bailey 2012) that sport coaching is being used as physical education rather than as a supplement to it. The presentation will explore the repercussions of that for teachers and students in primary schools.

References

17:45 Pre-service teachers’ use of assessment strategies when teaching primary physical education
Suzy Macken1; Ann MacPhail2; Antonio Calderon2
1Marino Institute of Education, Ireland; 2University of Limerick, Ireland

Background:
Assessment for learning has been widely researched and defended within policy documents and literature yet such recognition of the effectiveness of using assessment strategies does not guarantee that a transfer of theory into pre-service teacher’s school placement will occur (Lorente-Catalán & Kirk, 2016). Ogan-Bekirolu & Susuk (2014) found that although pre-service teachers identified key elements of assessment literacy in theory, they had difficulty in implementing this into practice. Furthermore Lopez-Pastor et al (2012) highlight that embedding assessment within the teaching of physical education is considered ‘as one of the most troublesome topics’ (p. 57). Thompson & Penney (2015) stress the need for critical engagement with assessment in the teaching of physical education in the primary school.

Research Question:
The purpose of this study was to 1) examine primary PSTs’ use of assessment strategies while on school placement, and 2) identify potential opportunities for use of assessment strategies within their teaching of primary physical education. The findings report on the initial phase of a longitudinal study.
Research Methods:
Using action research ethnographical strategies the researcher engaged in participant observation with five primary PSTs. Data was generated using researcher field notes, primary PST reflective journals and individual primary PST interviews.

Analytical/theoretical framework:
An interpretivist approach was adopted within this phase of the longitudinal study drawing on the views of Holloway & Wheeler (2002) who emphasis that the goal within interpretivist research is to form a close relationship between those being researched and the researcher.

Research Findings:
Primary PSTs associated a number of complexities around teaching physical education in the primary school, e.g. availability of appropriate facilities, which impacted on their ability to engage with the assessment strategies they had encountered on their initial teacher education programme and were being encouraged to enact. Those PSTs who taught physical education consistently during the school placement felt better able to implement assessment strategies.

17:15 - 18:15
Post-16 Transitions and new School-university partnerships
(Practitioner Research)

Session Type: Practitioner Research
Chair(s)/Convenor(s)/Facilitator(s): d’Reen Struthers
Discussant(s):

17:15
The Impact of Academic Transition on Learner Identity: Understanding and Supporting Post-16 Learners
Elizabeth Gregory
Bury College, UK

Changes to the education system make it more important than ever that learners embarking on post-16 study have clear motivations for their academic choices as well as an understanding of how the process of transition may affect their sense of self in both positive and negative ways. Recent years have seen severe funding cuts in the FE sector, as well as A-levels reverting to a two-year linear structure and the compulsory school leaving age rising to 18. Add to this the current uncertainty over the merging of post-16 institutions proposed under the Area Review process, and it becomes crucial that colleges attract and retain the right students by managing their expectations and adequately supporting their transition from level two to level three study.

This paper presents research undertaken for a professional doctorate and conducted in a college of Further Education in the North West of England. Individual interviews took place with 24 A-Level and BTEC students, in which participants were asked to narrate their experiences of educational transition from school to college. For the purposes of this research, this notion encompasses both the physical and social transition of moving from secondary school to college and the academic transition from studying at level two to becoming a level three learner. The researcher is interested in learner motivations and expectations relating to their chosen academic pathway and the impact – if any – the process of transition has had upon individual identity. This includes a focus on how learners perceive the value of the qualification they have chosen to study, and whether this perception impacts upon their sense of self in how they narrate their experiences.

In order to conceptualise the literatures on academic transition and identity and to better understand the interrelation between the two, the researcher has developed a fully transferrable theoretical framework called the MERITS Plus model. This consists of a six stage framework that was developed and piloted through three early research papers, with the addition of an additional layer of analysis using Bourdieu’s thinking tools in order to trouble and contextualise the original model. As well as presenting the findings of the research, this paper offers an outline of the MERITS Plus model and how it can be used to provide new insights into students and their experiences of academic transition.

17:45
Signs of resistance: the challenge of school-led teacher education for those working within teacher education partnerships

d’Reen Struthers
UCL Institute of Education, UK

Recent governmental involvement in England has seen the repositioning of teacher education away from universities into schools (Evans, 2011; Whittaker, 2016). This has resulted in a myriad of initiatives to give schools more freedom and to enable them to take increasing responsibility for managing the system of teacher induction.

A cursory glance at this proposed move might not seem such abstract notion. Expecting schools in clusters to take responsibility for new entrants into the profession as well as providing continuity between initial ‘training’ and early induction into the profession sounds reasonable. But take a closer look – what sort of ‘profession’ is this neo-liberal government expecting (Ball, 2013)? What assumptions have been made about professional knowledge for teaching for example? What of the impact of these new initiatives for beginning teachers and extant school– university partnerships? (Struthers, 2013)

Drawing on data currently being collected in an online survey to student teachers and alumni graduates from across UK universities, school alliances, SCITTs and partnership hubs in England and follow-on telephone interviews from self-selecting responders, this paper will summarise
the findings to foreground the impact, challenges and themes arising from across this initial teacher preparation sector, using thematic networks as a tool of analysis (Attride-Stirling, 2001; Miles & Huberman, 1994).

Early responses suggest that those formerly responsible for teacher education in Universities, are juggling involvement in several different types of programmes, as are schools. Teachers on employment-based routes are challenged by parallel demands of teaching and studying, while teacher educators experience tensions supporting beginning professionals to manage the demands of their role and often the challenges to their integrity.

What impact has this involvement had for providers, their staff teams and the way teacher preparation is organised? How have these different concurrent pathways into teaching, impacted on recruitment of teachers as well as retention; are early career teachers prepared to sustain their engagement with the teaching profession in England because of their experiences of initial teacher education? What, if any, generalisations can be made about the changes to the quality of teacher preparation?

By exploring the way teacher educators from across the sector and beginning teachers are making sense of these new challenges, the neoliberal project will be challenged with both evidence of resistance and the consequences of the redistribution of power in partnerships.

17:15 - 18:15 Learning in and through workplaces (Post-Compulsory and Lifelong Learning)

Session Type: Post-Compulsory and Lifelong Learning

Chair(s)/Convenor(s)/Facilitator(s): Bill Esmond

Discussant(s):

17:15 The 'workplace turn' in post-16 education: relocating learning or a new tripartism?

Bill Esmond

University of Derby, UK

Three-quarters of a century after the 1944 Education Act in Britain, post-16 education retains three fairly distinct routes, now tracking the whole age cohort and spanning schools, colleges and workplaces. Between the academic, mainly A-level route focused on progression to higher education and the preparation of young people for specific occupations, for example through apprenticeships, a general vocational route has grown substantially since the 1980s. Notwithstanding its discursive positioning as an inferior pathway and the industry-oriented subject matter of many courses, this has served widely as a route for progression to degree-level studies.

Recent policy developments have sought to reposition this ‘general vocational’ education route closer to the workplace. In addition to the Wolf Report’s (2011) emphasis on maths and English qualifications, it also initiated a turn towards workplace learning now reinforced by the Skills Plan and Sainsbury Review (DfE 2016a, 2016b). The extension of substantial work placements to all 16-19 students other than ‘A-level’ candidates relocates the general vocational route in line with international policies favouring the development of work-based learning in the interests of international competitiveness. It also carries the danger of reinforcing stratification through a new tripartism.

Evidence for the possible outcome of these policies is already available in the existing arrangements for ‘work experience’ in contemporary 16-19 education. This paper is based on a study of such arrangements in Further Education colleges. Case study data drawn from observations and interviews with learners, education professionals and employees identified uneven arrangements, ranging from substantial placements to industry visits, differentiating learners and their experiences not only from ‘academic’ studies but also hierarchically within specific vocational areas. Some arrangements provided genuine opportunities for the study of advanced and new techniques; others served mainly to promote desired behaviours and characteristics for employees, providing an industrial version of ‘character education’. The study identified tensions between a need for specialisation in certain areas of employment, which suggests a need to recognise work as a locus for learning, and the possibility of further stratification within a new tripartite system. Areas requiring attention include the content of workplace learning and the work of professionals in teaching and training roles both in educational and workplace settings.

17:45 E-learning for older workers in Small and Medium Sized enterprises in Europe’s smallest state

Joseph Vancell

University of Hull, UK

Europe has an ageing population. A healthier lifestyle, together with policies (including tax incentives) intended to delay retirement to sustain social security and pension systems, have contributed to an increase in the proportion of older workers in labour markets. However, statistics from major surveys (including the OECD’s Survey of Adult Skills) confirm that, while the overall participation of older workers (50+ year-olds) in lifelong learning is increasing, there is still a consistent gap in participation between younger and older workers. Studies also indicate that there is a mismatch between the training content and forms, and the needs and aspirations of older employees. The literature is thereby arguing that older workers must have access to other, more innovative forms of learning and training programmes, such as those offered online. However, what are the perceptions of online learning of managers and older employees?

In Malta, there are almost 30,000 small and medium sized enterprises (SMEs). These account to 99.9% share of all enterprises in the country (the EU-27 share stands at 99.8%). Microenterprises (which employ fewer than 10 persons) represent 95% of these SMEs. This paper presents the findings of a qualitative investigation of the perceptions of manager-owners and older employees in Maltese micro-enterprises of online learning/training programmes. This case study is the initial stage of a three-year project that is investigating the possibilities of digital learning for older workers. The project is co-financed by the Ministry of Education and Employment (Malta) and the European Structural Cohesion funds.

17:45 - 18:15 E-learning for older workers in Small and Medium Sized enterprises in Europe’s smallest state

Chair(s)/Convenor(s)/Facilitator(s): Bill Esmond

Discussant(s):
Exploring education as a mechanism for improving race relations (Race, Ethnicity and Education)

Session Type: Race, Ethnicity and Education

Chair(s)/Convenor(s)/Facilitator(s): Shelley McKeown Jones

Discussant(s):

Racial and Ethno-religious Diversity in Education: Implications for Theory and Practice

Shelley McKeown Jones
University of Bristol, UK

With increasingly diverse populations across the globe, understanding the effects of diversity poses an urgent challenge. Whilst exposure to new cultures can help enhance life experiences, it can also cause tension. For example, it has been found that 25% of the UK population believe that the level of prejudice and discrimination they experience has gone up since 2000 and in 2013/14, there were 44,480 hate crimes recorded by the police of which (84%) were race hate crimes. It is not surprising therefore that diversity and community cohesion appear to be at loggerheads.

This paper focuses on diversity in education because education represents a natural setting in which individuals from different ethnic, racial and religious groups come together to learn. In the UK, for example, approximately 26.6% of pupils in state funded secondary schools are of minority ethnic origin an increase on previous years. The social effects of educational diversity and intergroup contact, such as reduced prejudice, are well documented but the effects of diversity on educational outcomes are hotly contested. Some argue that diversity promotes learning outcomes and pro-social behaviours; others argue that it can impede the achievement of such outcomes or is less effective for minority group members. It is argued here, however, that to truly understand the effects of diversity on intergroup attitudes and educational aspirations and efficacy, it is crucial to consider the nature (quality and quantity) and consequence of intergroup interactions, as opposed to seeing diversity as simply physical co-presence. This is vital because diversity can help to promote intergroup contact (interactions between different groups) which in turn can reduce prejudice and improve intergroup relations.

In making these arguments, this paper will draw upon the theoretical principles of intergroup contact theory and research in educational settings which has examined how individuals in educational contexts interact (or not) in racially/religiously/ethnically mixed spaces. This will include a focus on integrated education and non-formal education settings in Northern Ireland. It will also introduce preliminary findings from a project examining racial behavior in diverse primary and secondary schools in England. The implications of theory will be discussed for teacher pedagogy and practice in addition to the social and educational outcomes of young people in school.

Prospects of the RIMUP in Malaysia: National Integration and Ethnic Interaction in Education

Norlyuki Segawa
Kindai University, Japan

Malaysia, as a multi-ethnic country, has a core goal of creating a cohesive national identity and developing national unity, and the Malaysian government has implemented various policies to achieve this goal over the past five decades. Education has been recognised as a particularly important to these efforts. In the early 2000s, Malaysia introduced a new perspective that focuses on enhancing ethnic interaction to promote the development of national integration. In 2013, the government indicated to strengthen the Rancangan Integrasi Murid Untuk Parpaduan (RIMUP: Student Integration Plan for Unity) under which students from Malay and non-Malay primary schools participate in joint activities. In Malaysia, public primary education consists of Malay, Chinese and Tamil schools. The government has expected that RIMUP will become a main driver in efforts to develop national integration. However, this programme has a challenge in its structure that only a small number of students have participated in activities.

It is generally accepted that ethnic interaction is effective in reducing prejudice and improving ethnic relations and that it consequentially contributes to the development of national integration. Moreover, some researchers have argued the extended contact theory that mere knowledge of close in-group members having out-group friends contributes to the improvement of intergroup relations. It can be expected that this extended contact theory will overcome the RIMUP’s challenge. In this research, the impact of the RIMUP on the development of national integration will be examined through demonstrating effectiveness of the extended contact theory in Malaysia.

Since the 1980s, approximately 10 per cent of Chinese students have studied in Malay primary schools, and in secondary education, approximately 90 per cent of Chinese students enrolled in Malay schools. In this circumstance, some Chinese students definitely have Malay friends. Therefore, Malaysians generally have had many opportunities to have an extended contact. According to the extended contact theory, ethnic relations must have been improved and national integration must have gradually developed; however, several survey results in Malaysia indicate that people have been less moderate to other ethnic groups and that ethnic polarisation has expanded. This means that the extended
contact theory functions poorly in Malaysia. As such, it can be inferred that the RIMUP will not contribute to the development of national integration unless the structural challenge in the programme is resolved.

This paper draws on case studies from a larger ongoing study into the experiences of Black male primary teachers in the UK (author, in preparation). It takes place in the context of education policy reform which places schools at the heart of teacher preparation, development and progression. The twin desire to recruit ‘well qualified’ and ‘high quality’ candidates into teaching has had the (un)intended effect of reducing the numbers of ethnic minority trainee teachers in the workforce (Ward, 2014). It is not clear from the available national data, the extent to which these reforms affect Black male participation and progression in the UK teaching profession. Notwithstanding, Black males at the start of their career and/or in the early stages, require the ability to navigate, within and between spaces of professional learning - a factor that is crucial to their success.

This qualitative study of two linked case studies, narrates the experiences of recently qualified black male teachers as they engage in the complexities of learning about teaching. It sheds light on the complex manoeuvres they deploy to resist, (re)present, (re)position and (re)construct hegemonic notions of the black male. By combining Foucault’s (2005) conceptualisation of panopticism, Judith Butler’s (2004, 2010) ideas around recognisable lives and a Critical Race analysis, it illuminates the fundamental difference in perspectives between the white, feminised, middle-class education space of primary schools (unconcerned as it is with the everyday reality of its racially marked and gendered teachers), and illuminates the ways in which the regulation of black male educators is mediated through acts of ‘othering’, policing and hyper-surveillance and micro-management. Moreover, it unmasks covert structures of racial oppression as they are manifested in primary schools. By examining the ways in which Black male teachers interact with their professional spaces of learning and vice versa, the paper attempts to uncover ‘the often hidden subtext of race in society’ (Parker and Lynn, 2002) thereby highlighting its manifestations in schools.

Although the music curriculum might now include a broader repertoire of music, the way that it is introduced, performed, discussed and analysed remains firmly rooted in the Western ‘classical’ perspective. However, this hegemony leads to a discourse which implicitly devalues those musics that lie outside the Western European tradition, suggesting that those whose voices do not articulate these ‘legitimised’ messages are likely to disengage from school music and the formal music curriculum, (Spruce, 2015).

A number of reports (Charlton et al 2010; Parkinson et al 2014 and Scharff 2015) have highlighted the differences in participation and engagement in the Arts between Black and Minority Ethnic (BME) and majority adult populations and the focus of this research is to critically consider the forces at play in facilitating and obstructing participation in the formal and informal music curriculum across diverse pupil populations in three secondary schools in the North of England.

Writing from a Critical Race Theory perspective, the first aim of the study is to reveal, interrogate and challenge the systems and structures that reinforce ‘white privilege’ which might underpin barriers for BME pupils’ engagement in the formal and informal musical curriculum. The second is to emphasise the voices of BME pupils in developing approaches and strategies which promote more culturally responsive teaching and learning in music classrooms.
The work is underpinned by a commitment to social justice, characterised not only by the opportunity for all students to access and participate in musical activities, but also that their voices are heard in decisions about curriculum and pedagogy and in the co-construction of musical knowledge, understanding and value.

Recommendations are made to develop a more critical approach to music teacher education in which trainees are engaged with content and pedagogy which challenges inequities, values diversity and promotes music education which is more socially just.

(Full references will be provided)

17:15 - Opportunity and challenges outside the box  
(Science Education)  
Session Type: Science Education  
Chair(s)/Convenor(s)/Facilitator(s): Birendra Singh  
Discussant(s):  

Joy-Telu Hamilton-Ekeke  
Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria

Genetics has come to occupy a pivotal position in the entire subject of biology, its knowledge is very essential and central to numerous aspects of human affairs such as advances in medicine, agriculture, pharmaceutical, and analysis of genetic sequence has yielded deep insight into cellular and developmental processes and is rapidly becoming a major tool in tracing evolutionary lineages and in reassessing biological classification. This study compared the effect of two teaching methods (Field Trips and Directed Discovery) on students’ academic performance in a very essential concept in biology - genetics. This is aimed at helping teachers to adopt appropriate methods of teaching for the improvement of students’ understanding of genetics; especially, given the repeated abysmal performance of students in biology (genetics inclusive) occasioned by the poor teaching methods used by most science teachers. The study specifically investigated the achievement of students in genetics before and after they were taught using field trip and guided discovery methods of teaching. The research design was the pretest-posttest control group experimental design. Three groups A, B, and C were randomly selected and pre-tested for homogeneity. Group A and B were then subjected to the treatments (field trip and guided discovery methods of teaching) respectively while group C was control group with no treatment. The guided discovery method of teaching involves providing the students with the needed guidance and asking probing questions on the subject of genetics to arouse their curiosity and thinking capacity, while, the field trip method involved taken the students outside the classroom, as well as providing video clips for concepts that cannot be observed in the environment. Specific lesson plans reflecting the two treatments methods were developed by the researcher and the concepts covered were basic concepts in genetics, Mendelism, incomplete-dominance, chromosomes, sex-determination, and sex-linkage. The findings revealed that both field trip and guided discovery methods of teaching have great impact on the performance of students in genetics but performances of students taught with field trip method of teaching were better than those taught with the guided discovery method. In conclusion, the effectiveness of teaching method indicated that the quality of teaching is often reflected by the achievement of the learner. The primary purpose of teaching at any level of education is to bring about a fundamental change in knowledge. To facilitate this process of change, therefore, teachers must apply appropriate teaching methods that will enhance the performance of learners.

17:15 - Comparison Of Field Trip And Guided Discovery Methods Of Teaching On Academic Performance Of Secondary School Students’ In Genetics  
(Science Education)  
Chair(s)/Convenor(s)/Facilitator(s): Birendra Singh  
Discussant(s):  

Joy-Telu Hamilton-Ekeke  
Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria

This paper arises from a case study of teaching and learning in science at an Ofsted-rated ‘outstanding’ academy and is part of a research project investigating the ‘changing nature of school science’. With the education market thrown open to a plethora of different providers (e.g. academies, free schools, coaching centres, tuition centres and private tutors), there is a climate of ‘fragmentation’ and even ‘chaos’ perhaps akin to the pre-1911 market in education (Acland, 1911, London: HMSO).

The aim of the study is to discover the impact of all this on current science classrooms. What is the nature of teaching and learning as experienced by teachers and pupils in, for example, an ‘outstanding’ school?

It is a qualitative quest for answers at the classroom level and includes the analysis of school documents relating to policies on marking, lesson planning and assessment. The research focuses on teachers’ and pupils’ experience of science, so ‘in-depth’ interviews have been carried out to discover the nature of the classroom process. Scrutiny of pupils’ books has been carried out to learn about the coverage of the curriculum, the quality of marking and the nature of feedback.

Throughout the fieldwork strict adherence to BERA ethical guidance (BERA 2011) is maintained. Participants have been informed in writing of the purpose of the research project, and the importance of the confidentiality of their views. The fact that they are volunteers and can withdraw from research without giving a reason has been emphasised. Interviews are recorded, transcribed and given to interviewees for their approval. The textual analysis is assisted by EndNote 10 software and informed by Geertz’s notion of ‘thick description’.

Although the school is rated outstanding by Ofsted and claims to have ‘high expectations’ of its pupils, the fieldwork for this case study reveals there is very little practical work in science, and classes of up to 36 pupils in science laboratories and coercive internal inspections by senior managers are contributing to an unprecedented teacher turn-over. There is also very worrying evidence of large scale ‘cheating’ in ‘coursework’.

17:45 - Science without a soul!: A case study  

Birendra Singh1; Mathew Davies2  
1UCL Institute of Education, UK; 2Nottingham University, UK

This paper arises from a case study of teaching and learning in science at an Ofsted-rated ‘outstanding’ academy and is part of a research project investigating the ‘changing nature of school science’. With the education market thrown open to a plethora of different providers (e.g. academies, free schools, coaching centres, tuition centres and private tutors), there is a climate of ‘fragmentation’ and even ‘chaos’ perhaps akin to the pre-1911 market in education (Acland, 1911, London: HMSO).

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The findings make uneasy reading and might indicate a deeper malaise in school science if the practice is widespread across other schools. Teachers and pupils interviewed have expressed sadness and concern at the apparent ‘demise’ of what they think real science should be and this, we think, should concern all of us.

17:15 - 18:15

Teachers and SENCo's in Context
(Socio-Cultural and Cultural-Historical Activity Theory)

Session Type: Socio-Cultural and Cultural Historical Activity Theory

Chair(s)/Convenor(s)/Facilitator(s): Jan Georgeson

Discussant(s):

17:15

Exploring Teachers' Implementation of Differentiated Reading (DR) in the Context of Vygotsky's Learning Theories

Helen Heneghan
Trinity College Dublin, Ireland

Reading is an essential life skill and an important component of learning. Teachers attempt to encourage and sustain children’s desire to read by restructuring learning activities to meet pupils’ reading needs. Differentiated reading (DR) is one instructional model that responds to learner variance.

This research examined differentiated reading in the context of socio-cultural approaches to education where meaningful learning is developed through dialogue and social interaction. The sequential, mixed method design provided data from questionnaires (n=645), lesson-plan evaluations and interviews from 62 schools. Qualitative data supported survey data apart from minor exceptions, thus supporting the validity of the findings.

This study is significant for a number of reasons. It provides the explicit theoretical framing of DR in relation to Vygotsky's Zone of Proximal Development (ZPD); empirically explored concepts within two unique large datasets, in two diverse locations; and novel insights into teachers' conceptions and implementation of DR in the two specific locations (Dublin, Ireland and Houston, Texas, US).

Findings indicate that most teachers employed similar practices, even though they taught in different educational systems in culturally diverse contexts. Most teachers implemented DR because of school initiative and personal interest. Teachers demonstrated a fair understanding of DR and indicated a positive response to DR while also indicating the desire for relevant DR training. Most teachers received no pre-service DR training. Most teachers differentiated process, some modified product, and fewest teachers differentiated content to meet pupil variance. The main DR facilitating factors were individual goals, positive learning environment, and preparation and structure. The two main obstacles to DR were class size and lack of time.

Recommendations at a policy level include the provision of relevant, on-going, in-service DR training and resources, including teacher observation of effective DR lessons, specific DR group-work management and DR teacher-modelling skills. At a school level, more school support, incorporating a whole school DR policy and additional resources, including sustained teacher support, print-rich environments and a wide range of varied genres and texts, are recommended. Recommendations at a teacher level include setting individual goals in collaboration with pupils, organising short, focused group discussion to accommodate real meaning-making and increased, regular integration of peer book recommendations of favourite texts towards the creation of collaborative learning environments. These findings and recommendations can help shape future policies and guidelines for teachers, schools, professional development, and pre-service teacher education.

17:45

Understanding the Position of SENCo: Reflections on a Mandatory Award for Coordination of Special Educational Needs

Jan Georgeson; Rowena Passy; Nadine Schaefer
Plymouth University, UK

Since 2008, National Award for Special Educational Needs Coordination (NASENCO) has been a mandatory requirement in England for all newly appointed special educational needs coordinators (SENCos). Experienced SENCos already in post and some aspirant SENCos are also able to undertake the Award. The Award is therefore undertaken by SENCos at different stages in their careers. The context for special educational needs and disability (SEND) provision has been shaped by a new Code of Practice (2015) and by changes in the education landscape with the promotion of new kinds of schools with different governance structures, and as a consequence of widespread reductions in funding following the financial crash. The Award has also diversified, following withdrawal of government funding in 2014 when it was opened to the market. Taken together this portmanteau of changes could contribute to a degree of uncertainty over what being a SENCo means.

We conducted a national study into the impact and effectiveness of the National Award for Special Educational Needs Coordination in England. We sent out online surveys to discover different stakeholders’ perspectives on the Award. Our respondents (N(teachers)=1109, N(parents)=532, N(pupils with SEND)=90) provided information about SEN provision in their schools and answered open questions about the role of the SENCo, many offering detailed comments to amplify their responses. We also interviewed 20 SENCos and 15 parents to explore further the relationship between the National Award and perceptions of quality of SEND provision.

Social Practice theory (particularly the notion of schools as Figured Worlds, Urrieta: 2007) and Dreier’s (2002, 2008) concept of personal action potency are framing our analysis into how achieving the Award might shape the position of SENCo. Analysis so far suggests three major influences: personal resources (previous experience, willingness to train, enthusiasm for study); content and delivery of Award (flexibility of approach, relevance to own setting, opportunities for networking) and the context within which SENCos are working (how well SENCos are supported, whether they are able to use their new personal resources in their schools when they have finished the Award). Dreier depicts
personal action potency, or agency tempered by resources and constraints, as individual potential for action. We are therefore considering how the Award might help SENCOs, at different career stages, to build personal action potency within settings in interactions with peers and parents, and through the development of relational agency (Edwards, 2005), in connections with other professionals beyond the setting.

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<th>17:15 - 18:15</th>
<th>Spatiality, Temporality and Risk in Education Research</th>
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<td>Session Type: Social Theory and Education</td>
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<td>Chair(s)/Convenor(s)/Facilitator(s): Patrick Alexander</td>
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<td>Discussant(s):</td>
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<td>17:15</td>
<td>Imagining a Future After Schooling: Young People Navigating Contemporary Uncertainty</td>
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<td>Patrick Alexander</td>
<td>Harcourt Hill, UK</td>
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<td>This paper explores the emerging findings of the Urban-Rural Youth Transitions Project, an 18-month ethnographic inquiry into how young people imagine and experience life immediately after finishing secondary education. The project seeks to interrogate the temporal and spatial dimensions of how young people interpret 'the future' as a context for imagining and enacting social identity. Here we focus on the theme of uncertainty as an important but complex quality of the imagined futures of young people transitioning into early adulthood in 2016, under the looming shadow of recent political, social, and economic upheaval. The project entails participant observation and interviews with young people in their final year of schooling in Oxfordshire and London, looking forward to the future, as well as with individuals that we have followed from their final months in school through to their first months in Higher Education, employment, both, or neither. A third and final cohort includes young people whose stories we join in their first term at university as they make sense of new lives and new futures in London. As their imaginations of life after school are reconciled with the rapidly shifting realities of life in early adulthood, these diverse groups of young people navigate uncertainty with a complex mix of enthusiasm, ambivalence, and profound anxiety. Drawing on theoretical perspectives of 'the future' and youth transitions from across the social sciences, we argue that the resulting multiplicity of future imagined selves suggests new directions for research into the spatial and temporal figuring of youth and social identity.</td>
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<td>17:45</td>
<td>The Making of Young Adults as Indebted Subjects: Young Greeks and Education in the Debt Society</td>
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<td>Eleni Stamou</td>
<td>Independent Researcher, UK</td>
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<td>Since the outbreak of the financial crisis, Greece is facing severe economic austerity, extremely high rates of unemployment and political turbulence. The bailout agreements and related economic measures resulted in the dismantling of welfare-state provision, which, coupled with extensive taxation and severe cuts, led social groups to impoverishment and social suffering. Although one would imagine that within these conditions, ideas related to economic and social de-regulation would lose their power, the implementation of austerity measures paradoxically followed the opposite direction. As a number of commentators have argued, 'the dark irony is that an economic crisis that many proclaimed as the 'death of neoliberalism' has instead been used to entrench neoliberalism' (Zacune et al., 2013, p.3, see also: Massey, 2014, Blyth, 2013). Lazzarato (2012) unravels this paradox arguing that 'debt creation, that is, the creation and development of the power relation between creditors and debtors, has been conceived and programmed as the strategic heart of neoliberal politics' (p.25). These challenges carve out new social sceneries of risk and uncertainty for young people. Set within this broader context, the paper will present some preliminary findings of an on-going small-scale, qualitative research on young Greeks and education in conditions of economic crisis. The data are generated via qualitative interviews with young adults, who came of age in socio-economic conditions radically different from the ones facing in their adult lives. The analysis will draw on Lazzarato's reading of debt in terms of a political relation as well as his approach to the making of the 'indebted man' as a dominant mode of regulation in contemporary debt societies. The focus of my analysis is on articulations between education and the 'work on the self'. Throughout the discussion my aim is to unravel the implications of debt relations upon forms of youth subjectivation and the role of education within this process. I will conclude by reflecting on the analytical possibilities and limitations that Lazzarato's insights afford in my exploration of young people in Greece.</td>
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Measuring perceptions of induction and mentoring experiences in Wales and New Zealand: the contribution to capacity-building

Caroline Daly1; Frances Langdon2; Emmajane Milton1; Ken Jones4
1UCL Institute of Education, UK; 2University of Auckland, New Zealand; 3Cardiff University, UK; 4Education Consultant, UK

While studies have shown that induction and mentoring (I&M) are essential components of new teacher development, there is limited research that explores the contribution of early career induction to wider capacity-building within education systems. In Wales and New Zealand recent policy-making has focused on the I&M of new teachers. As small countries they share geo-political, demographic and socio-cultural features, which are relevant sites for bounded national studies of how I&M experiences are perceived by key participants. The focus of the paper is to provide a rationale for measuring the perceptions of I&M held within communities of practice (school leaders, mentors, new and classroom teachers). Their combined values, understandings and practices can be argued to constitute the capacity-building potential within schools to innovate and improve learning outcomes for all.

Already, in New Zealand, the Langdon comprehensive induction and mentoring survey (LIMS) has proven to yield valid and reliable data which provides a measure of participants’ perceptions based on a theoretically derived model and psychometrically sound indicators of I&M effectiveness. Comprehensive induction theorises I&M as situated within multidimensional school systems that constantly evolve and engage participants in dynamic interactions. Multiple elements contribute to these evolving systems, including policy, leadership, resources, mentoring relationships, values and vision. Given the results of the instrument development, we are confident that the LIMS will be a tool to improve understanding of I&M in Wales to build capacity of teaching in schools.

In both countries more needs to be understood about the role of leadership, the role of mentors and how classrooms are sites of inquiry to improve learning for all. Therefore, a survey of I&M across schools in systems which share these ambitions is timely. We assert the study will provide insight into three core assumptions that: 1. national policy contexts support early career learning; 2. leadership is essential to translate policy into supportive conditions for professional learning; and 3. mentors are able to engage in co-constructive inquiry based mentoring activities (termed by some as educative). The survey items uncover how these elements manifest in the participants’ schools. The capacity-building agendas in Wales and New Zealand can benefit from findings on a national scale to illuminate how these elements inter-relate within complex systems. It is anticipated that the findings will be relevant to researchers and policy-makers in international communities who are interested in building capacity through the I&M of new teachers.

Supporting and Developing New Teachers in Canada: A Mixed-Method Investigation

Lorraine Godden1; Benjamin Kutsyuruba2; Keith Walker2
1Queen’s University, Canada; 2University of Saskatchewan, Canada

The purpose of this three-year pan-Canadian research project, funded by the Social Sciences and Human Research Council, was to explore the differential impact of teacher induction and mentorship programs on the early-career teachers’ retention, as perceived across the provinces and territories of Canada. Our base research questions were: (a) What were the organization, evolution, mandates, and efficacy of teacher induction programs in each jurisdiction? (b) To what extent and to what benefit have jurisdictions established policies and/or programs of mentorship as an aspect of teacher induction programs? (c) What administration and leadership practices were at the system and school levels in areas of teacher induction and mentorship were conducive to teacher retention? and, (d) What were beginning teachers’ perceptions of induction and mentorship programs, especially with respect to retention and career issues?

Our presentation will report on three strands of data collection: (a) a pan-Canadian document analysis of policies and program documents pertaining to induction and mentorship programs in all Canadian jurisdictions; (b) a survey administered to 3000 new teachers (0-5 years of employment in publicly-funded schools in Canada); and, (c) telephone interviews with 37 new teachers across Canada. The teacher survey provided quantitative data with respect to demographic and psycho-graphic profiles, as well as perceptions on constructs such as efficacy, trust, career decision disposition, effectiveness of reliance and support infrastructures and programs, and system/school responsiveness to beginning teacher formation and acculturation needs. Correlations and one-way analyses of variance (ANOVA) were used to determine statistical significance. The data were compared and contrasted with the themes derived from an ongoing systematic review of extant literature.

Our mixed-method study revealed a number of ways in which induction and mentoring programs react with and respond to organizational contextual factors. Components of quality mentoring were identified as: being a multi-year developmental process, requiring supportive and understanding administrators, training of mentors, evaluations linked appropriately to mandated standards, provision of technology to facilitate effective communication, educated mentors, reflective enquiry and teaching processes, systematic and structured observations of teaching practice, formative teacher assessment, meaningful administrative involvement, and school culture supports. Findings highlighted the role of leadership included areas such as: school culture, instructional leadership, support for new teachers, mentor selection, and flexibility to meet school needs.
Research in the field of initial teacher education has taken a growing interest in trainee teachers' philosophies and beliefs. However, many studies have focused on the programme of a single institution, examined a single cohort, and considered sets of beliefs in isolation of other beliefs. This doctoral research seeks to address the gaps of such a narrow focus. Exploring one particular research question of the larger study, this paper asks, "What is the relationship between trainee teachers' epistemology and beliefs about effective teaching and learning practices?"

This paper presents the findings from a medium-scale survey of students in four different teacher education programmes in the United States. It examines courses with a "concurrent" model of teacher preparation, in which trainee teachers complete the programme as part of their bachelor's degree (generally over four years) whilst simultaneously studying their subject discipline. In an effort to capture the extensive range of trainee teachers' views, participants in the study include students preparing to teach both primary and secondary education in a range of disciplines.

In its two parts, this survey examines participants' epistemology and their beliefs about effective teaching and learning practices. Epistemology is measured using both closed- and open-response instruments adapted from Kuhn et al. (2000) and King and Kitchener (1994). From this, participants are classified as holding absolutist, multiplist, or evaluativist epistemologies. In the second part, beliefs about effective teaching and learning are measured and analysed using Q-methodology, which allows participants to sort a wide range of statements. Similar to factor reduction, analysis produces dimensions of shared beliefs. After explaining the rationale and strength of these methods, this paper discusses the results of the two segments of the survey. It considers the variety of the participants' epistemologies and beliefs about effective teaching and learning, as well as a typology explaining the relationship between these two concepts.

In addition to informing the next stages of this study, this research has significant further implications for educational practice and policy. The findings suggest that traditional university-based teacher education programmes may be producing a wider range of philosophies and beliefs than expected, or indeed intended. As a consequence, teacher preparation programmes and education departments may wish to devote more classroom time to explicit discussions about epistemologies and beliefs.

17:45 Evaluating the alignment of self-, peer-, and teacher assessment in a pre-service teacher education course

Sandi Tait-McCutcheon; Bernadette Knewstubb
Victoria University of Wellington, New Zealand

Within a Pre-service Teacher Education programme reflection and self-assessment are promoted as essential attributes for developing teachers and their future practice. At many tertiary institutions peer- and teacher-assessment can contribute to the final grade but self-assessment, whilst recommended for development, cannot. In order to make a case for considering the inclusion of self-assessment as a summative assessment task its reliability needs to be established.

This study sought to compare the self-, peer-, and teacher-assessment of 34 pre-service teacher education students and their teacher. The focus was to evaluate the alignment of self-, peer-, and teacher-assessment. The self-assessment task required students to select and annotate an artefact evidencing their attainment of a New Zealand Graduating Teacher Standard (GTS). Students in peer groups and their teacher then assessed the annotated artefacts using the same collaboratively constructed assessment rubric and feedback template.

This exploratory case-study drew on quantitative and qualitative data. The quantitative data was the student, peer, and teacher overall judgement of the attainment of the GTS. These data were analysed to measure the degree of alignment between the self-, peer-, and teacher-assessments. The qualitative data included the artefacts and annotations, peer and teacher feedback, and observations and interviews with the student participants. A thematic analysis was undertaken to identify possible reasons for the degree of alignment and to discover emerging themes within the reasons and across the participant cohorts.

Twenty of the 34 annotated artefacts were assessed as completely aligned and 14 were partially aligned. No artefacts were found to have no degree of alignment between the three cohorts. Emerging themes across the aligned artefacts included positive and respectful relationships, differentiated learning opportunities, bi-cultural teaching and learning contexts, and reflective practice. Within the 14 partially aligned artefacts self-efficacy, incomplete attainment of all the GTS criteria, the dilemma of teaching in theory and in practice, and modesty were identified as emerging themes.

Fifty-nine percent of self-, peer-, and teacher-assessments fully aligned and forty-one percent partially aligned. Clearly this result does not demonstrate the reliability of self-assessment. However, closer analysis revealed that twenty-four percent of the participants were less confident about their attainment of the GTS than their peers and teacher, indicating that students in this research tended to under-estimate when self-assessing. The next step in this research will be a focus on the self-efficacy of pre-service teacher education students and the potential influence of self-efficacy on the reliability of self-assessment.
What are elements of an effective school-university partnership model in initial teacher education for the future?

Ross Bernay
AUT University School of Education, UK

Although research over the past twenty years has outlined elements of an effective school-university partnership model, the focus has centred on improving performance for student teachers within the current system. Each school context provides a different professional learning community (student teachers, teacher educators and teachers) where all interests, perspectives and opinions are integrated to build knowledge together. The research for this presentation considers how five school-university partnerships, which began in 2015 were able to rethink the partnership model in initial teacher education for the 21st century.

The school-university partnerships explored perceptions around three models of partnership and innovative and creative strategies to promote professional development for all members of the partnership not just the student teachers. Participants were interviewed and questionnaires completed to ascertain individual responses comparing the three models to actual engagement of the partnerships in practice and joint professional development.

Maphalala (2013) outlines the importance of professional development in an environment that promotes learning for the professional learning community. Only with true collaboration in a school-university partnership can this shared professional development be successful. Adapting Hudson’s (2013) five factor model and a process undertaken by Locke (2016), each professional learning community had the opportunity to deconstruct (lessons modelled by mentor teachers for all the student teachers in a school) and reconstruct (lessons developed with mentor teachers, taught by student teachers) and then discussed in the professional learning community. This co-constructivist process also encourages mentor teachers to evaluate their own pedagogical practices (Locke, 2016).

Possibilities that might exist in each context form a case study for each school to highlight potential new ways of working in initial teacher education in the 21st century including perceptions of the partnership and perceived effects of the strategies shared. The findings shared are preliminary as the research is still in progress.


Don’t SCITT Me: An investigation into the relationship between a newly formed SCITT and University partner.

Joanne Clifford Swan; David Littlefair; Karen Hudson
Northumbria University, UK

Partnerships are key to the success of university education departments (Menzies and Jordan –Daus, 2012). Without such partnerships departments wouldn’t be able to shape the teaching profession of tomorrow. However, partnerships are complex and can take different forms. One such partnership is a School Centred Initial Teacher Training (SCITT) provider. The growth of SCITTs, and other school led routes, in recent years has seen a significant rise in trainees able to be taught without university input.(Whitty, 2014). However, many SCITTs seek partnership with a university to provide accreditation in order for students to achieve a PGCE qualification as well as Qualified Teacher Status (QTS). This paper summarises a study exploring the relationship between a newly formed SCITT and its university partner in the period preceding the delivery of the ITE programme and throughout the first year of operation.

The study investigated the philosophical perspective and practical drivers behind the SCITT/University partnership. To what extent is it driven by the imperative to achieve educational benefits for the SCITT organisation and trainee teachers and what are the key ingredients needed to develop and operate the partnership effectively?

The study utilised a qualitative approach. Data were gathered from key SCITT staff involved in partnership activity and from University staff involved with setting up and delivering support to the SCITT. Semi Structured interviews and evaluations were used to identify key themes on the perceptions and practicalities which key individuals had of the rationale behind partnership working and the benefits and key factors that lie therein.

Data were analysed in terms of the themes emerging from the interviews with staff in the SCITT and University. The study used the conceptual framework of partnership in learning and teaching (HEA, 2014) in which to analyse and interpret the data. The themes were analysed in terms authenticity, inclusivity, reciprocity, empowerment, trust, challenge, community and responsibility (HEA, 2014)

The study highlighted the evolution of partnership between a SCITT and university. Key facets as interpreted through the theoretical framework were apparent throughout although the emphasis was translational as the partnership developed. However, the dominant theme throughout was that of ‘trust’ and everything else was dependent upon this facet.
Session Type: Social Events
Thursday, September 07, 2017

Registration

08:00 - 09:00
Registration, tea & coffee, networking and exhibition viewing

Session Type: Registration

Breakfast Session

08:00 - 09:00
Routledge & BERA Breakfast Session - How to be an Effective Reviewer

Session Type: Breakfast Session
Chair(s)/Convenor(s)/Facilitator(s): Ian White
Discussant(s):

08:00
How to be an Effective Reviewer
Ian White
Routledge, UK

Despite its critics, peer review still plays a fundamental role in helping to ensure published research is accurate, trustworthy, and meets the highest standards of research within a given field. This symposium will set out the definitions of peer review and its aims and benefits. The various types of peer review will be assessed and some of the reasons why emerging scholars should consider being a reviewer will be discussed. The symposium will provide attendees with hints and tips on getting reviews right and will cover some of the ethics of peer review. This symposium will be of interest to those seeking to become an effective reviewer of journal papers, and abstracts for BERA annual conference. The results of a survey conducted into research into peer review, surveying some 7,000+ researchers across HSS and STM, alongside running focus groups in the UK, South Africa and China in 2015 will also be presented and discussed. The symposium will also seek to explore some of the wider issues facing peer review in, and of, educational research. A panel of invited experts will be on hand to respond to issues arising during the course of the session and to respond to questions from the floor.

Parallel Session 8

09:00 - 10:00
Global and Intercultural Dimensions in Education
(Comparative and International Education)

Session Type: Comparative and International Education
Chair(s)/Convenor(s)/Facilitator(s): Anna Dabrowski
Discussant(s):

09:00
Dilemmas of Global Citizenship in International Baccalaureate Schools
Anna Dabrowski
University of Melbourne, Australia

Increasingly, there is emphasis in Westernized spaces of education upon the notion of global citizenship in education, as a means for students to develop a set of global or transnational competencies which will prepare them for participation in an increasingly connected and interdependent world, and help students to become prepared for cultural difference and diversity. Increased educational interest in global citizenship education offers a way to respond to evolving school communities, yet contextual applications of global citizenship in schools that aspire to be ‘international’ vary.

This paper focuses on the International Baccalaureate’s (IB) use of global citizenship narratives. As the IB continues to expand access to its programmes beyond the base of international students and those from high socioeconomic backgrounds, the subsequent movement away from classical knowledge to global citizenship marks a radical reform for the International Baccalaureate. Thus, this paper aims to understand how
current global citizenship discourses are interpreted and enacted in International Baccalaureate schools in Australia, and to consider the ways in which IB schools take advantage of mobility, diversity and connectedness in the student body.

This presentation begins by considering the different interpretations, enactments and relations to the dominant narrative of global citizenship by and within schools that have self-consciously and self-evidently committed to principles of global citizenship. The paper then moves to explores dilemmas of the local and the global regarding global citizenship, and consider how internationalism of schools can enhance or subvert young people’s experiences and opportunities to belong. The final part of this paper will then explore tensions relating to the interpretation of global citizenship as individualistic, and considers the complexity of developing collective notions of global citizenship in IB schools.

Overall, this paper illuminates the complexities and struggles facing International Baccalaureate schools in enacting global citizenship. The findings suggest that while discourses around global citizenship offer an aspirational response to fostering student communities, schools face many challenges in enacting the principles of global citizenship education. The main contribution made is therefore an illumination of the tensions faced by schools in developing collective knowledge, aspirations, belonging and connectedness based on the notion of global citizenship. Reflecting on these dilemmas, this paper concludes by suggesting ways for educators and researchers to interpret discourses around global citizenship in schools in ways that can support both individual and community aspirations.

A Comparative Study of Academics’ Understandings and Experiences of Internationalisation of the Curriculum and Intercultural Learning at Three Universities
Nicola Savvides
Kings College London, UK

‘Internationalisation of the curriculum’ (IoC) is defined by Leask (2009: 209) as ‘the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study’. It is a complex process that needs to be carefully designed and facilitated if it is to happen (Ippolito, 2007). Yet there is still a lack of clarity amongst academics regarding what IoC means and how it can be implemented in a way that promotes quality learning for all.

This paper presents preliminary findings from a project funded by the British Association for International and Comparative Education that explores academics’ understandings and experiences of IoC at three UK Russell Group universities. While this is a UK-based comparative multiple case-study (Yin, 2003), there is a strong European and international dimension as the focus is on the possibilities and challenges of internationalising the curriculum and developing intercultural learning. The findings are therefore relevant across the European higher education sector. The study’s research questions are:

- How is the ‘internationalisation of higher education’ and ‘internationalisation of the curriculum’ understood and perceived by academics?
- What pedagogical strategies, approaches, methods and activities do academics draw on to internationalise curricula and facilitate intercultural learning?
- What are some of the challenges, issues and barriers academics face in developing and implementing internationalisation of the curriculum?

Following analysis of university policy documents on internationalisation, semi-structured interviews were conducted with international directors and with academics who teach within the discipline of education – a discipline in which teaching staff generally value intercultural learning (Clifford, 2009). In analysing our 23 interviews, we take a partial grounded theory approach to allow the findings to emerge from the data. We use thematic analysis (Braun & Clarke, 2006) to draw out the themes that are in line with our research questions.

We found that IoC was primarily seen as catering to international students through new and responsive pedagogical strategies that recognise that teaching, learning and assessment are culturally-mediated. It was seen that more needs to be done in working towards IoC and so in this paper, we discuss academics understandings and views of IoC, what they consider important in working towards IoC, and the challenges they face in implementing it.
distinct, often lower status subjects, offered as an attempt to ‘balance’ the curriculum. These are seen to be largely peripheral to serious aspects of learning.

Arguments for learning as an embodied and social process, where mind, body and emotions are understood to interact, to affect and be affected by others have been advanced by educationalists such as Dewey, Vygotsky. Practice based models have also been proposed, such as those developed by Steiner or Montessori, for example. However practice that realises such a view is more likely to be found in early years settings and perhaps in vocational education, but is rarely evident during mainstream compulsory schooling from late childhood.

This paper utilises and theoretically reflects upon a case study reported previously by the author. It argues that the somatic and affective are undervalued and underdeveloped in learning, and warrant review. The crafting and channelling of sensory and emotional impulses in practice-based learning models, such as experienced in and through the arts, offers a valuable starting point for such a review. In art-making pupils’ somatic and affective dimensions, naturally evident in ‘life learning’, are channelled and disciplined through practice and thereby become central to learning.

The paper draws explicitly on emerging discourses in the cognitive sciences which increasingly recognise the significance of sensory and motor systems for thought and feeling as integrated processes: that the senses of the human body interactively ‘sense-make’. Here the somatic and affective are generators of knowledge – tacit, instinctive and immediate - which inform and shape cognition.

This paper advances a ‘third way’ for viewing the body in education, beyond being a handmaiden for cognition or peripheral ‘balance’. Here the somatic and affective are intrinsically valuable, generating particular insights which are also integral to the complex processes of thinking and learning.

09:30

A/R/Tography and managing uncertainty through creative learning

Katherine Wimpenney
Coventry University, UK

The current climate of assessment and performativity works against opportunities for students in higher education to explore their creativity, an essential element of education, not only for engaging students in their learning but also, as evidenced by the literature, in preparing graduates for complexity. This paper will present research findings from projects conducted over the last two years exploring different approaches to creative pedagogies, involving alternative, imaginative ways, to challenge, evoke, provoke and capture learners’ attention, whilst equipping graduates to manage uncertainty.

Specifically I will present A/R/Tography ([Springgay, Irwin et al., 2005][1] whereby Artist, Researcher and Teacher perspectives weave together in partnership with students, through problem-posing, curiosity, exploration and artistic creativity. Four projects will be shared, their overarching aims being:

i) Engaging with students as active learners, to understand and make sense of complex disciplinary subject material through artistic and creative processes, to heighten self-esteem and skills for living and working in complex, messy, real-world situations.

ii) Encouraging academics out-with the arts disciplines, to explore creative inter-disciplinary pedagogy alongside their subject expertise.

Projects:

1. ‘Shakespeare Disrupted’ involved staff and students from Occupational Therapy and Law working with an artist/educator from the RSC, exploring how Shakespeare could be used to examine complex course concepts to harness creativity through stepping outside disciplinary comfort zones.

2. ‘Curious Oddities’ involved students from Motor Sports and Health, working with a Coventry graduate and artist, during induction week, to create curious forms, using materials, scratch-built, from found objects, to stir their imagination and represent perspectives about the start of

3. The Geese Theater and problem-based-learning project involved nursing tutors sharing content with a Theatre company who performed a complex family scenario to 200+ nursing students. The performed content was then used in seminar groups interpreted through an evidence-based practice lens.

4. We Have A Situation, Coventry! involved humanities students and an artist-in-residence, in dialogue with community residents and academics, exploring the relationships between the university and city and new models for active citizenship through creative praxis.

The presentation will discuss resource and confidence issues in implementing creative pedagogy (and with large cohorts). It will share how such practice offers a means for realizing self-learning, connection and the animation of difference. It will explore A/R/Tography for actively-engaged inter-disciplinary learning, willing to take risks.

This paper presents selected findings from a study examining the economic, social and cultural capital of educators in Australian early childhood education and care (ECEC) services, drawing on the theories of Pierre Bourdieu. Like many OECD countries, Australia is currently pursuing an ambitious policy agenda aimed at professionalisation of the ECEC workforce. While the policy narrative sets out to improve educators' cultural capital (in the form of higher qualifications) and social capital (in forging a cohesive professional identity for the ECEC workforce), it is largely silent on the consequences of professionalisation for educators' economic capital. The implied expectation that improved qualifications and professional status will lead to improved remuneration overlooks the complex relationship that exists between social, cultural and economic capital; especially when it is overlaid with issues of gender and class that are also obscured in the ECEC policy narrative. The Australian ECEC workforce includes educators from a diverse range of social backgrounds, who might experience these issues in very different ways. This paper seeks to reveal some of this complexity, with the aim of supporting better-informed approaches to ECEC professionalisation. Using large-scale descriptive data from two major Australian national surveys—the 2011 Census of Population and Housing and 2013 National ECEC Workforce Census—the paper examines aspects of educators' economic capital, in terms of their personal income, working hours, total household income, and attitudes towards remuneration. Data are disaggregated by the type of qualification that educators hold, and the type of ECEC service in which they work (where available), to enable consideration of how their different levels of social and cultural capital might relate to their relative levels of economic advantage. The results reveal a notable contrast between educators with the lowest levels of social and cultural capital, who paradoxically express relatively high levels of satisfaction with their remuneration; and educators with higher stores of social and cultural capital, who express greater dissatisfaction with their pay, despite being the highest-paid in the sector. The findings suggest that educators may be at different stages in their level of engagement with the professionalisation agenda, and their understandings and expectations regarding the value of their work. Attention to these differences may help to ensure that all educators can benefit from the opportunities that the ECEC professionalisation agenda presents.
The government announced in 2009 that all Special Educational Needs Coordinators (SENCos) in mainstream schools should hold the National Award for SEN Coordination unless they already had twelve months’ experience in the role. New SENCos are currently obliged to train for the Award within three years of appointment. The aim of the Award is to professionalise the SENCo role through ensuring that all SENCos have qualified teacher status, through developing their knowledge of SEND and through enhancing their skills as leaders of SEND in their schools. In 2016 the Department for Education commissioned an evaluation of the Award that was undertaken by researchers from Plymouth University.

Data were collected through online surveys and telephone interviews. We received 1,109 responses to the school survey sent to SENCos, school leaders and teachers. A total of 532 parents/carers responded to the parent survey, and a total of 90 pupils responded to the two pupil surveys, designed so that pupils of different ages and with different communication needs could participate in the research. All surveys included rating tasks, which were subject to quantitative analysis, and open-ended comments, which were analysed thematically. Twenty SENCos were interviewed to allow a greater understanding of the process of undertaking the Award, and fifteen parents/carers were interviewed about their knowledge of the Award. Data analysis was framed around the Award Learning Outcomes (NCTL, 2014).

This presentation focuses on the qualitative school respondent data from surveys and interviews to explore the policy context for the Award. While respondents were generally positive about the Award, the data highlight some tensions between policy demands and the practice of training for the Award and then working as a qualified SENCo in a mainstream school. We discuss how training has been implemented against a backdrop of reductions in school funding, the introduction of the new Code of Practice for SEND and the introduction of a new curriculum, and explore how these can affect those involved in training and in the SENCo role. There is also some evidence of a tension between SENCo trainees’ expectations of practical, locally relevant advice and the remit of the Award, which is to develop strategic leaders of SEND provision. Finally, we offer recommendations to inform decision-making in schools where staff are training for the Award, and for individuals who are participating in the training, to maximise the effectiveness of the Award training.

Embedding Learning through the Arts in the Curriculum: Lessons from the Paul Hamlyn Foundation Teacher Development Fund Pilot Evaluation

Philippa Cordingley; Tom Perry; Bart Crisp
CUREE, UK

The Paul Hamlyn Foundation Teacher Development Fund was launched in 2016 with an aim of supporting teachers across the UK to deliver effective arts-based teaching and learning in the primary classroom, with a focus on working with disadvantaged children, promoting effective partnerships between schools, arts practitioners and organisations, and supporting evidence-informed professional development and learning (CPDL). There are currently seven CPDL projects across the UK running as part of the programme, working with organisations including the Royal Shakespeare Company, Creative Scotland, The RSA, Into Film, British Council and The National Orchestra for Wales. With the fund currently in its pilot phase, The Centre for the Use of Research and Evidence in Education (CUREE) is conducting a formative evaluation to support the programme’s development and inform future decisions about how to operate the Fund. The evaluation employs site visits, surveys, interviews, focus-groups and analysis of documents produced from evidence-based enquiry and from tools designed by CUREE for use across all projects.

This paper reports findings from the evaluation and learning points from the pilot about embedding learning through the arts in the curriculum. It outlines the design, approach and development of the innovative projects forming the overall programme; discusses key aspects which enable high and lasting impact of the arts projects on learning and the curriculum; and examines the main barriers to success. The research framework and the project analysis were structured by a review and synthesis of the literature about arts in the curriculum and pedagogy (Crossick & Kaszynska 2016), school leadership (Robinson et al. 2009) and CPDL (Cordingley et al. 2015).

Important aspects of the projects discussed include stakeholder buy-in and commitment; school starting points and prior experience; project self-evaluation and communication; CPDL focus, structure and support. The paper concludes with an exploration of accelerators for and barriers to integrating the professional identities, expertise, learning and perspectives of leaders, teachers, arts practitioners and children in promoting effective embedding of learning through the arts.


Steph Ainsworth*1; Jeremy Oldfield1; Christopher Day2
1Manchester Metropolitan University, UK; 2University of Nottingham, UK

There is currently a crisis, both nationally and internationally, in relation to teacher recruitment and retention (e.g. Peters & Pearce, 2012). In the face of this crisis, there has been a recent surge of interest into the idea of teacher resilience, with a number of studies setting out to investigate the factors which affect a teacher’s ability to thrive (or not) within the modern day classroom (see Mansfield et al., 2015 for a review). Although a number of studies have explored these factors using qualitative methodologies, there is very little quantitative research within this field (Beltman, Mansfield & Price, 2011). This study builds upon existing work by providing quantitative measures of the key factors which have emerged as qualitative themes within previous studies.

This paper reports on preliminary findings resulting from the development of a new instrument designed to measure resilience related outcomes (e.g. wellbeing, stress, job satisfaction, etc), alongside key predictors which have been identified as being important in relation to the development of teacher resilience. These predictors include both personal factors relating to the characteristics and behaviours of individual teachers (self-efficacy, optimism, proactive problem solving, etc.) and contextual factors relating to teachers’ home and school environments (social support, supportive management, pupil behaviour, etc.). By quantifying these variables in a way which has not been done previously, we are able to examine the relative importance of these factors in the development of resilience and the interaction between them.

The interplay between personal and contextual factors in the production of teacher resilience will be explored and suggestions will be made in terms of how the findings might be used to inform tailored support for teachers. The paper has important implications for teachers, head teachers and teacher educators in terms of which factors might be most salient when supporting teachers working within particular contexts.


09:30

Neoliberal performance management in the education sector. How does it affect teachers' motivation to 'improve'?

Kevin Proudfoot
University of Cumbria, UK

This paper presents the findings of a mixed-methods study which examines teachers’ perceptions of the factors that motivate them to ‘improve’ their practice. Ryan and Weinstein (2009) have a simple yet valuable insight in respect to neoliberal performance management: that such ‘reforms represent a motivational approach’ (p225), because of their linkage of outcomes with rewards or punishments. In the present study, drawing on self-determination theory (Deci and Ryan, 2000) as a theoretical framework, an evaluation is made of the intrinsic and extrinsic motivations which might incentivise (or dis-incentivise) teachers to develop their practice. Recent European work (Gorodzids and Papaoianou, 2014; Wilkesmann and Schmid, 2014) has demonstrated the relevance of self-determination theory in understanding how to effectively motivate teachers in the modern neoliberal context. This neoliberal policy context of teacher performativity (Page, 2015; Ball, 2003) is considered in detail, exploring the extent to which teachers perceive they are motivated by ‘external regulation’ influences such as the school inspection system, performance-related pay and numeric targets. The fraught concept of ‘improvement’ is explored, including the potentially conflicting notions of ‘performance management’ and ‘professional development’. Similarly, the degree to which teachers are intrinsically motivated is examined, including how teacher’s internal impetuses are affected by contextual performativity factors. Methodologically, the study conducted an ordinal factor analysis (Basto and Pereira, 2012; Lorenzo-Seva and Ferrando, 2013) of a survey of qualified teachers, using self-determination theory as the underlying construct. Alongside factorial analysis, the data was further subject to Kruskal-Wallis tests for variance between groups.

Qualitative data were garnered from semi-structured interviews conducted with a broadly representative sample of teachers. This was analysed using theoretical thematic analysis (Boyatzis, 1997), employing an approach similar to that exemplified by Gorodzids and Papaoianou (2014), drawing upon self-determination theory, but with more dynamic theorisation as appropriate. Integrating these research strands, the study adopted a convergent triangulation approach (Creswell, 2002). Conclusions are drawn as to how teachers’ position themselves in relation to various motivations to improve their practice. Self-determination theory proves to be an illuminating framework, but findings extend beyond this construct and also encompass aspects of motivation-hygiene theory (Herzberg et al, 1959; Stello, 2011) and achievement goal theory (Senko et al, 2011; Urdan, 2000). Areas for future investigation are identified, including aspects of performance management which school leaders could re-evaluate. At a systemic level, this research offers a challenge to the prevailing neoliberal orthodoxy as to what motivates working teachers.
Modern technologies and globalisation have led to rapid changes in all aspects of human life with mobile technologies being an essential part of these changes. The educational process has begun to include mobile technologies, resulting in the concept of mobile learning. This technology allows learners to gain information quickly and to overcome barriers of time and place. This paper aims to investigate the effects of using mobile learning to develop educational video production skills and to enhance the self-efficacy of postgraduate female students at Umm Al-Qura University, Saudi Arabia.

The theoretical framework for this study is based on the Technology Acceptance Model (TAM). A pragmatic research paradigm and a mixed research approach were employed with an experimental, multi-method design. The control group and the experimental group, each with 30 postgraduate female students, participated in the experiment during the summer of 2015. Online questionnaires were distributed before and after the experiment and evaluation cards were used by the researcher to compare the educational video production skills of each group.

Overall, the findings indicate that the Flipagram application is the most commonly used application in the production of educational videos. In addition, the findings confirm that mobile learning improves postgraduate female students' educational video production skills and increases their self-efficacy by 90 percent.

The results presented here may facilitate improvements by all workers in the field of educational technologies concerning the use of mobile learning (m-learning) in order to improve educational process performance. Moreover, this research will assist academic staff at Umm Al-Qura University and the Ministry of Education of the Kingdom of Saudi Arabia. The implications of the results and recommendations for future research directions will contribute to further investigations of m-learning and its effects on the development of several skills among teachers and students of Arabic nations.

Exploring EFL Saudi female students' perceptions on the effectiveness of the using blended learning to develop their language skills

Hebah Sheerah
University of Reading, UK

The recent development in the field of technology in education have led to renewal interest in blending traditional methods of teaching with technology which could enhance language teaching and learning in Saudi Arabia. This study investigated EFL Saudi students' perceptions concerning the impact of blended learning on the development of their English language skills, the strengths and weaknesses of this particular method, and recommendations for improving the skills using blended learning. An explanatory, sequential, mixed methods research design was used, which included gathering quantitative survey data first, followed by explaining the survey results using in-depth qualitative focus group interview data. The survey was administered to 250 Saudi students, while the focus group interview data were gathered from 28 participants. The participants were recruited from two Saudi universities with varying emphasis on proportions of face-to-face learning and virtual learning.

The findings from this study show that the majority of students expressed generally positive attitude toward the improvement of the reading skills in blended learning through the electronic library when they read English text. In relation to listening skills, most of EFL students in all groups experienced numerous difficulties such as different tutor's accents or some technical problems that prevented them to develop listening skills. Furthermore, most students indicated that blended learning supported speaking English language during communicative tasks in the face-to-face class or online class as well as in many other aspects, such as delivering presentations in front of the class and increasing self-esteem. In relation to writing skills, most of the students were satisfied with the role of well-informed feedback, which supported their academic writing.

As blended learning is in its initial stages in the Saudi educational system, this study contributes to the existing research as it provides guidance for using blended learning to enhance English as a foreign language in Saudi Arabia.

Changing Roles through Technology
(Educational Technology)

Chair(s)/Convenor(s)/Facilitator(s): Francesca Zanatta
Discussant(s): Rebecca Telford Mansour

Travel without visas: teacher perception of technology interventions in the Dadaab refugee camp

University of Leicester, UK

By the end of 2015, escalating and protracted crises had displaced a record 63 million people, a historic peak that is further impacted by the worsening situations in Syria, Iraq, South Sudan, and the Central African Republic (UNHCR, 2016). 51% of displaced people are children, and of those, more than one-third are missing out on primary education (UNICEF 2015) with the safety and education of girls are disproportionately affected (Jones and Naylor, 2014). The scale of the challenge place increasing strain on the international community’s ability to respond with basic services, including providing every child with their fundamental right to education. In the midst of conflict and uncertainty, education is a vital means for ensuring protection, a place of normalcy and for accessing psychosocial support, and a way of restoring hope and dignity for displaced communities. However, the provision of quality education in refugee contexts is not only affected by funding shortages but is often complicated by the absence of adequate learning spaces, trained teachers, and usually the introduction of new curriculums and languages of instruction.

Whilst there is unlikely to be the money, resources or traction for a traditional response which can meet these needs, practitioners are looking for opportunities where technology could begin to bridge the gap. This presentation will examine a case study on teacher perception on the
Instant Network Schools (INS) programme in the Dadaab refugee camp in Kenya. Focusing on INS as one education technology intervention, Activity Theory is used to map and explore teachers’ engagement with technology across the school’s activity system. INS is an innovative partnership between Vodafone Foundation and the UN Refugee Agency (UNHCR) which has installed technology-enabled classrooms into 16 primary and secondary schools in refugee camps across east Africa, giving students and teachers access to tablets, a laptop, a library of offline content and internet connectivity.

Reflecting on two years of work in Dadaab where more than 14,000 students and almost 400 teachers have benefitted from the INS programme, teachers’ perception of opportunities, barriers and constraints to their optimal use of technology in schools will be considered. Home to more than 350,000 people, Dadaab has only recently been surpassed as the largest refugee camp in the world, and this presentation provides a unique opportunity to explore the possibilities of technology in improving education for these most isolated and disadvantaged children.

09:00 - 10:00

Post-graduate experience and early career experiences in HE (Higher Education)

Session Type: Higher Education

Chair(s)/Convenor(s)/Facilitator(s): Nicoleta Gaciu

Discussant(s):

09:00

Oral examinations during the course of doctoral studies - developing more reliable and valid assessment techniques

Nicoleta Gaciu

Oxford Brookes University, UK

The oral examination is invariably employed at the end point of doctoral study in the UK and global contexts (the doctoral ‘viva’). Within the academic discipline of education, its use as a formative means of assessment during the course of doctoral study and at other levels in higher education is limited. Conventional means of assessing doctoral students are often written pieces of work, which typically conceal and camouflage areas where they lack knowledge. This study aims to innovate by transferring the lessons learned in other disciplines to the context of doctoral studies in the field of education and to improve/enhance the quality of doctoral training programmes by promoting transparent and accountable procedures for the oral examination of doctoral students during their doctoral study. These procedures employ a new oral-based ‘adaptive testing’ model that provides a better measure of achievement by offering questions that are specifically targeted to each student’s ability level, and which enable examiners to respond and innovate in the event. In addition, it is specifically targeted at improving employment-focused skills that are considered central to doctoral study but are not normally directly assessed.

Another particular interest is in the reliability and validity of the oral examination as a means of assessing students’ knowledge. Reliability and validity of the mode of assessment are more difficult to assess in the absence of comparators, but the research focus will be at all times on the capacity of the oral examination to assess the module learning outcomes. The most significant impact on students will be the reliability of the oral assessment as an accurate means of assessing students’ content knowledge as opposed to other less direct methods of assessment (e.g., by not allowing ready reference to textbooks, requiring responses to previously unknown questions, etc.). Additionally, the dialogic nature of the oral assessment allows tutors to give focused feedback on strengths in students’ knowledge of specific topics and to modify their own teaching of
the subject matter in response to specific misunderstandings or gaps in knowledge. However, the examiner’s active participation in the examination and possible subjectivity raise questions about the reliability of assessment that will be further explored.

09:30

Sitting together: Dialogical approaches to feedback in intercultural doctoral supervision

M Stephanie Doyle
Victoria University of Wellington, New Zealand

International education is important economically, culturally and politically to many nations and to higher education systems. Sub-Saharan Africa is one of the most mobile regions in the world but curiously there has been limited research on the experiences of students from this region who study in the Global North and in other so called “Western” nations. The project reported here is perhaps the first on African international doctoral students studying in the South Pacific, and centres on the focus of doctoral supervision – writing. The core concern of doctoral pedagogy is writing, and on the development of the doctoral student as a writer of a proposal and of a thesis.

This paper draws on a research project influenced by post-colonial frameworks, particularly Manathunga (2014) and her theorization of time, space and knowledge and the research team’s interest in transcultural pedagogies. Our data was enriched by a subset of participants researching within the discipline of education, or who were academics, and who keenly reflected on observations, experiences and constructions of feedback of feedback on doctoral writing.

Data came from semi-structured interviews with 16 international doctoral students, and 14 supervisors of students from Sub-Saharan African students studying in New Zealand universities. This was a high achieving group most of whom were funded through a competitive, academic scholarship and had previously studied outside their home country.

The analysis of the data provides a picture of how culture, history (previous postgraduate education, English language usages, field and topic of study, and personal characteristics) impacted on teaching and learning for students and supervisors. The study provides fresh perspectives on taken for granted local practices in feedback on doctoral writing, both in relation to timing of feedback, and the construction of feedback. The notion of respect for the person, was raised as it related to the nature and language of feedback. The findings highlight the need to examine the language of feedback, and attend to how feedback is communicated, and the ways in which writing and other skills development are provided to doctoral students.

This research contributes to knowledge of intercultural doctoral supervision. While the focus of this study is on intercultural supervision and African international doctoral students, the insights may inform doctoral pedagogy more broadly. Future research may utilize the analytical framework developed in this study and ascertain its usefulness beyond the current context.

09:00-10:00

History of Early Childhood Education

Session Type: History

Chair(s)/Convenor(s)/Facilitator(s): Pam Jarvis

Discussant(s):

09:00

Nursery Wars: Debates and Dichotomies, Past and Present

Pam Jarvis

This paper will explore the origins of the modern nursery school in England and the United States of America, focussing upon debates between early professional leaders. It will first of all consider the schism between the first president and first secretary of the Nursery School Association, respectively Margaret McMillan and Grace Owen, which led to McMillan’s resignation from the presidency (Jarvis and Liebovich 2015). It will then move on to the findings of new archival research, focused upon one of the innovators of the modern American nursery school, Abigail Adams Eliot (1892-1992).

Eliot came to England to study the practices at McMillan’s Deptford nursery for three months in 1921. Her letters to her sponsor, Mrs Henry Greenleaf Pearson written during this time strongly indicate that she had a deep professional and personal dislike for McMillan, and instead, greatly favoured Owen. She goes into quite extensive detail with respect to her reasons for this, and therefore sheds much further light upon the differences between McMillan and Owen that led to McMillan’s withdrawal from her leadership of the new nursery teaching profession in the UK.

When Eliot returned to the US, she set up the Ruggles Street Nursery in Boston in 1922, later earning an MEd and a doctorate from Harvard. She went on to become a founding member of the National Association for the Education of Young Children and the National Association for Nursery Education in the US. In 1951, Tufts University in Meford, Massachusetts changed the name of its department of child development to ‘The Eliot-Pearson School’.

The issues that caused division between McMillan, Owen and Eliot continue to arise today in the dichotomies that exist between the provision of education and the provision of care in the range of early years settings in both the UK and the US; for example Moss (2014, online) recently commented that provision was: ‘split between ‘childcare’ and ‘early education’, with a fragmented and incoherent patchwork of services, and combining high cost to parents with a poorly paid and poorly qualified workforce’.
This presentation details key findings from a –

Session Type: History
Chair(s)/Convenor(s)/Facilitator(s): Martyn Walker
Discussant(s):

Using life writing data from the Mass Observation Archive to understand who should have and who should pay for Higher Education

Rachel Spacey
University of Lincoln, UK

This presentation details key findings from a relatively underutilised source of data in Higher Education (HE) research – correspondent data from the Mass Observation Project at the Mass Observation Archive in Sussex, England, as part of a holistic study of public views and experiences of HE. In January 2003, the Labour government released its White Paper, *The future of higher education where Charles Clarke, then Secretary of State for Education and Skills*, unveiled plans for universities in England and Wales to introduce ‘a new Graduate Contribution Scheme’ in 2006 known as ‘top-up fees’ where universities could seek contributions of between £0 and £3000 per year for each course. The government proposed abolishing the upfront annual tuition fee of £1000 which *The Teaching and Higher Education Act 1998* had already set and instead allow students to defer repayment until after graduation. Students would be loaned the funds by government and make repayments from their income once they pass a specified earnings threshold. The White Paper also proposed increasing the proportion of students aged 18-30 in HE to 50 per cent by 2010.

This shift from public to private financial sources for HE (Antonucci, 2016) and widening participation in HE in the early noughties is explored using life writing data from the Mass Observation Project at the Mass Observation Archive in response to its Spring 2004 Directive, Part 3: ‘Going to University’ (March 2004 Dir. No. 71). It gathered correspondents’ views just before the HE Bill - criticised by some commentators as a step towards the privatisation of HE at the time - received royal assent. MOP correspondents were asked to share their views on who should have access to HE and who should pay for it and this paper will use the Directive responses to explore attitudes to paying for and widening participation to HE. My presentation will also explore the views of the MOP correspondents in the context of contemporaneous discourses of HE.
and reflect on correspondents’ gender, age and prior experience of HE. The paper will also reflect upon the author’s experiences of using MOA data in HE research which, although widely used in History, is not as common in the Social Sciences.


09:00 - 10:00 Including pupils’ voices: forms of support
(Inclusive Education)

Session Type: Inclusive Education

Chair(s)/Convenor(s)/Facilitator(s): Sue Bentham
Discussant(s):

09:00 Making Pupil Voice Count
Sue Bentham
University of Chichester, UK

Within educational literature (Lewis, 2002; Hannam, 2004; Rudduck and Flutter, 2004) pupil voice has been highlighted as means of engaging young people in the education process and as a way of encouraging pupils to ‘speak out’ regarding issues that matter most to them.

An exploratory case study was conducted in two primary schools and two secondary schools to compare and evaluate various means of engaging pupil voice.

Teachers and TAs within these schools trialled a number of pupil voice activities with pupils who they deemed to be disengaged.

Building on research by Cremin, Mason and Busher (2011) where teachers gave voice to disaffected secondary pupils by inviting them to take photographs and make scrapbooks to represent their views; a variation of this method was used within this study. Further pupil voices activities included the use of emotional barometers (Gómez-Chacón, 2000) and having students reflect on both their perceptions of how they experienced teacher praise and their preferred manner of praise.

Thematic analysis of focus group sessions with teachers /TAs on the impact of these pupil voice activities revealed the need for a personalised approach to engaging pupil voice. Further analysis highlighted teacher/TAs perceptions of the value of pupil voice activities as a means of engaging the disengaged pupils through identifying individual barriers to learning and suggesting ways forward.

09:30 Inclusive practice in support provision in S. Korean classrooms
Jiyoung Kim
University of Edinburgh, UK
Pupils’ educational needs are diverse and complex and those needs require that teachers broaden their perspective on support from some or most to all pupils, without marginalising any.

In S. Korea, the integration of pupils with SEN into mainstream classes created additional support as a ‘compensation’ for pupils and teachers. At policy level, Special Education Assistant (SEA) support is confined to certain pupils with statements of need. Practice, however, stretches the boundaries of that policy. To gain understanding of how support assistance worked, seven case classes in five primary schools in Seoul were observed and class teachers and their Assistants were interviewed.

The modified WPR model was used as the guideline for data collection and the data is being analysed by an inclusive pedagogical approach.

The official guidelines for SEA provision are implemented by the Special Education sector and so do not give ‘ownership’ to class teachers. It allows teachers who accept Support Assistants as per the official guidelines, not to reflect critically on their practice and so to leave SEN pupils stigmatised. More importantly, the absence of guidelines or standards governing practice by class teachers allows variety in practice but gives no confidence to any teachers whose practice is inclusive and exemplary. Similar theoretical perspectives could lead to opposite forms of practice.

The multiple implications of similar practice suggested that any practice could be fully understood only with its rationale.

It emerged that whether a teacher encouraged an Assistant’s contribution in a wider range of situations or not, there was an obvious demand from non-SEN pupils for help. A wide spectrum of more flexible applications of assistance to the class community was, inevitably, a common phenomenon. Some teachers regarded universal support as desirable. The political division between special and general education is not strictly applied in the classroom as every pupil is passively or actively related to all the others.

It is common that ideological or theoretical changes bring about changes in policy and practice. However, it is the practical demand from pupils and teachers that has naturally led to inclusive practice which fulfils the ideological requirement of pupils supporting one another. Although policy imposes separation between learners, practice has advanced it. An inclusive pedagogy is justified as a practical requirement.

### Session Type: Inclusive Education

**Chair(s)/Convenor(s)/Facilitator(s): Jennifer Spratt**

**Discussant(s):**

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<th>Topic</th>
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<td>09:00</td>
<td>Contesting meanings of inclusion</td>
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<td>10:00</td>
<td>Inclusive Education in Europe; A common direction?</td>
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<td>Ilektra Spandagou</td>
<td>University of Sydney, Australia</td>
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<td>The Convention on the Rights of Persons with Disabilities (UN, 2006)</td>
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<td>provides a clear proclamation of inclusive education in Article 24 on</td>
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<td>Education. However, in the ten years of the Convention it is evident</td>
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<td>that different countries signatories to the Convention have interpreted</td>
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<td>in diverse ways this right. This resulted in the development of the</td>
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<td>General Comment No. 4 Article 24: Right to inclusive Education (UN, 2016), which clarifies the content of Article 24. The General Comment links Article 24 to the introduction of ‘inclusive education’ in the 2015 UN Sustainable Development Goals (2015) with Goal 4 being to “Ensure inclusive and quality education for all and promote lifelong learning” by 2030. In these documents there is a clear emphasis to seeing inclusive education as systemic educational reform, rather than an add-on to existing structures and practices. The European Agency’s for Special Needs and Inclusive Education (2016) recent Position on Inclusive Education Systems is an example of that swift with the emphasis on inclusive education systems.</td>
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<td>However, there is clear evidence that different countries contest, re-interpret and adopt differing understandings of inclusive education. This paper presents an analysis of how Initial Reports submitted as part of the UN Convention on the Rights of Persons with Disabilities respond to the obligations set up in Article 24 on Education in the period 2012-2017. The focus is on geographical Europe. Up to September 2017 the Committee will have addressed almost thirty reports from European countries. Eighteen initial reports have been submitted to the Committee from countries members of the European Union, including the report by the United Kingdom of Great Britain and of Northern Ireland, which is in the process of withdrawing from the European Union. In addition, European Union, that has supporting competence in the field of education for the countries members, has submitted its report. Further, nine other countries have submitted their reports including Russian Federation which is the largest and most populous country in Europe. This body of reports provides a rich tapestry of the complexity of inclusive education. However, content analysis of the reports presented in this paper indicates that the responses to Article 24 by majority of countries tend to focus on a deficit understanding of disability, promoting specialised and segregated educational responses, with little evidence of systemic reforms towards inclusive education systems. Following the presentation of the analysis’ findings, implications for policy and future directions are discussed.</td>
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<td>09:30</td>
<td>Wellbeing, inclusion and learning in a target-driven age: Using the Capability Approach to broaden the analysis</td>
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<td>Jennifer Spratt</td>
<td>University of Aberdeen, UK</td>
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<td>Increasingly, promotion of wellbeing is seen to enhance inclusion. The positive connotations of the word ‘wellbeing’ have allowed it to become naturalised in the educational lexicon in recent years. Yet, the introduction of wellbeing into school policies and practices raises complex issues which invite further critique. In making sense of the intricacies of the relationships between wellbeing and education we need to consider the purposes of education and the conceptualisation of wellbeing, both of which are contested.</td>
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Its ambiguity of meaning allows wellbeing to be put to different purposes (Spratt 2017 in press). Seen as social and emotional literacy, wellbeing can be interpreted as skills of self-management, such as resilience which, if successfully fostered, are thought to support children to engage in learning (wellbeing is for learning). In a target-driven environment, children’s subjectivities can be directed, through the discourse of wellbeing, towards the performativity goals of the schools. Alternatively, taking the philosophical understanding of eudaimonic wellbeing as leading a life of value, it becomes clear that high quality, meaningful, learning experiences contribute immeasurably to wellbeing (learning is for wellbeing). These different positions interact in complex ways in schools.

Scotland has a clearly articulated policy linking learning to wellbeing ‘Curriculum for Excellence: Health and wellbeing across learning’ providing a rich context to examine the conceptualisation of wellbeing and its relationships to learning and inclusion. This paper reports on a Critical Discourse Analysis that studied the policy and examined how it was recontextualised in the discourses of teachers and policy makers.

The Capability Approach (Sen 2009) is used as an analytical framework to argue that social and emotional wellbeing may be seen as ‘functionings’ acting as ‘conversion factors’ supporting children to access learning. The key issue then becomes – in what type of learning are they included? Drawing from the perspectives of teachers, this paper proposes that an enriching experience of learning both fosters children’s emotional development and enhances their freedoms to choose and pursue, what for them, is a life of value. Viewed through the lens of the Capability Approach learning and emotional wellbeing can be mutually reinforcing, and together can enhance freedoms to achieve eudaimonic wellbeing.


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09:00 - 10:00
Teaching and learning in E2L
(Literacy and Language)

Session Type: Literacy and Language
Chair(s)/Convenor(s)/Facilitator(s): Tasnima Aktar
Discussant(s):

09:00
Metacognitive Knowledge and Second Language Listening

Tasnima Aktar
University Of York, UK

This part of my PhD research explored tertiary EFL (English as a Foreign Language) learners’ metacognitive knowledge of second language listening. As listeners process incoming input, they regulate the cognitive processes by using their metacognitive knowledge (Vandergrift & Goh, 2012), and Vandergrift et al (2006) found that approximately 13 percent of variance in listening achievement could be explained by metacognition (Vandergrift & Goh, 2012). Therefore, investigation into students’ awareness of metacognitive knowledge is important to better understand students’ listening processes with a view to promote their particularly the underachieved listeners’ conscious control of the processes for better listening comprehension and development. Present researcher is not aware of any research on listeners’ metacognitive knowledge in an ELF context of Bangladesh. To fill this gap, data were collected on metacognitive knowledge via the instrument of semi-structured interview from a subsample of participants, which consisted of 15 Less Successful Listeners (LSLs) and 15 More Successful listeners (MSLs). Qualitative data coding using NVivo 11 Pro and their thematic analysis reported that students revealed their awareness of metacognitive knowledge in terms of their understanding of person knowledge, task knowledge, and strategy knowledge as classified by Flavell (1979). Students revealed their perceptions and understanding of a ‘good’ listener and of themselves as listeners, problems during and obstacles to listening, nature of listening and listening processes, their awareness of the listening task with its demands and purposes, and of strategies associated with the listening comprehension and development. The study further explored if there were any differences between LSLs and MSLs in their metacognitive awareness, and exhibited a contrastive picture in a number of ways. It revealed MSLs extensive awareness of a number of subcategories under three categories of metacognitive knowledge, and MSLs were more articulated and more specific in identifying their strengths and weaknesses, problems and needs, factors affecting listening and aspects of tasks, and strategies while dealing with problems and difficulties faced than their counterparts. Conversely, LSLs reported more on the issues associated with linguistic factors, for example decoding and perception of the text, and their dealing with them through bottom up processing. While LSLs were more frustrated and often blamed their poor English proficiency, MSLs were more self-motivated to listen with persistence and more strategic in listening. The study had pedagogical implications for learning and teaching listening which called for teaching of metacognition and teaching listening within a metacognitive framework.

09:30
Speaking in the right language? Collaborative Meaning-making in L2 Junior Secondary Mathematics Classrooms

Scarlet Poon
The University of Hong Kong, Hong Kong SAR

Mathematics teacher language awareness is salient to a clear articulation of mathematical concepts. This is particularly valid when Mathematics is taught in a second language (L2) for both teachers and students. This paper presents a qualitative study of co-construction of content knowledge in English-medium junior secondary Mathematics classroom talk in Hong Kong, where Cantonese is the dominant mother tongue. I examine how Mathematics teachers create a supportive classroom to activate students’ mathematical inquiry and help them articulate concepts with the “right language”. By this, I mean Mathematics as a language and L2, namely English. Observational data reveals that some language-aware Mathematics teachers refrain from prescriptive language teaching and intensive error correction with L2 learners. Instead, they provide...
covert language support and non-linguistic cues have been consistent when support is given to learners individually, in small groups or to the whole class; 2) the advantages and limitations of such a strategy from teachers’ points of view; and 3) students’ perception of learning Mathematics and acquiring English (if any) this way. Strong peer support is also found to be a characteristic of these student-empowered classrooms. Peer learning networks offer a rich resource for content knowledge co-construction and enhancing learners’ linguistic competence. Through tracing learners’ developmental errors in their mastery of L2 Mathematics, teachers identify common misconceptions and challenges faced by students. This study sheds light on pedagogical strategies useful for facilitating collaborative meaning-making in L2 Mathematics classroom talk. Findings can inform teacher professional development on learner motivation, pedagogical sensitivity and Content and Language Integrated Learning (CLIL).

The meaning-making process, which can include collocation, figurative language, analogy, graphics and gesture, is often understated. This notwithstanding, classroom data shows examples where teacher and students co-construct content knowledge and get mathematical concepts across creatively through these means. By triangulating teacher and student interview data, this paper reports findings on 1) whether teachers’

**Critical thinking coding for secondary and higher education students discussions**

Maree Davies\(^1\); Katharina Kiemer\(^2\); Adam Dalgleish\(^1\)

\(^1\)University of Auckland, New Zealand; \(^2\)Universitat Augsburg, Germany

**Purpose of presentation**

The coding scheme, with examples from student group discussions, to be presented at BERA in 2017 attempts to address existing gaps in measuring empirical Critical Thinking (CT) data. The coding scheme has been written as a chapter in the new book, Cambridge Handbook of Group Interaction Analysis to be published in 2018. Measurement tools of CT tend to be discipline specific, focusing on argument strength (philosophy), critical dispositions (education), or bias (sociology). What is missing from measurements on CT is the merging of these interpretations. This coding manual was developed to capture each aspect of CT, so that students can be taught to identify, practice all facets, and value group discussions as contributing to their learning. The coding manual was initially designed for a two year study in critical thinking across 30 classrooms in Auckland New Zealand at senior secondary level.

**Theory/Research**

Critical thinking (CT) is mostly described and researched from an individuals’ point of view; for example, the ability to engage in purposeful, self-regulatory judgement and based on a view that focuses on hierarchical models of thinking (Bloom et al., 1956) and deconstructing arguments for logic, for example (Zohar, Weinberger, and Tamir, 1994). CT is also commonly aligned with a market based approach to education; the Conference Board of Canada encouraged Canadians to improve their CT skills to strengthen Canada’s innovative and competitive advantage in the knowledge-based global economy (Bloom & Watt, 2003) and relates CT to measurements of CT in both dispositions and skills through psychometric testing (Ennis, 1962; Facione, 1990; Sternberg, 1987; Watson & Glaser, 1980). What seems to be missing from this literature is the view of CT as collective, dialogic exercise drawing on socio-political issues. More than concerned with how an individual is able to think logically, analytically, and with reason is the concern with the individual recognising the hierarchical structures in society and the consideration of wider perspectives and ethical consequences (Apple, 2010; Freire, 1970; hooks, 1994, 2010; Postman & Weigartner, 1969). Despite the American Philosophical Association Report of CT Skills and Dispositions including ‘flexibility in considering biases, prejudices, stereotype, egocentric or socio-centric tendencies’ (Facione, 1990, p.2) these skills have remained largely ignored in the assessment of CT.

**Goals of coding manual**

The coding scheme provides a framework of CT and offers concrete descriptions of desired interaction patterns (best-practice) for the generation of CT abilities in students and teachers.

**Narrative Imagination and the three Cs of education**

Farid Panjwani\(^1\); Al Karim Datoo\(^1\)

\(^1\)UCL Institute of Education, UK; \(^2\)Institute of Ismaili Studies, UK

“We who are teachers have to accommodate ourselves to lives as clerks or functionaries if we did not have in mind a quest for a better state of things for those we teach and for the world we live in” (Greene, M., 1995, p.1).

What should we expect from education today? For a long time, the expectation was to create a population with functional or advanced literacy and numeracy skills. This is no longer sufficient. Education must now help nurture a caring attitude, a capacity to critique and energy to create,
the three Cs of education, making students capable of operating in a global context. The sequence is important as care should form the crucible in which competencies of critique and creativity should be developed. A fertile imagination underpins these characteristics.

Many educationists believe that the influence of neoliberal globalisation on education has generally led to a disproportionate emphasis on certain types of imaginations (those that privilege instrumental interest of reason) and have marginalised other forms of imagination (those that nurture critical and caring outlook). This has led to the calls for a deeper and active integration of imagination in educational theory and practice (Nussbaum, Egan, Greene, Bailey, Eisner among others). Partly, as a result of this there is a growing anthropological, neurological and entrepreneurial interest in imagination: its nature and function.

Drawing upon Martha Nussbaum (1997), the presentation will make a case for narrative imagination (the ability to be an intelligent reader of another person’s story, p. 11) as an educational value based on its role in developing autonomy, social critique and inter-cultural competence. The three Cs offered above, are all underpinned by imagination and can be nurtured through it: care requires empathy, critique requires imagining alternatives and creativity needs ‘intelligent imagination’ (John Dewey). The final part of the presentation will discuss classroom implications of narrative imagination, proposing intercultural humanities and community based projects as useful pedagogical approaches.

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09:00 - 10:00
Session Type: Physical Education and Sports Pedagogy
Chair(s)/Convenor(s)/Facilitator(s): Richard Light
Discussant(s):

09:00
Positive Pedagogy for Sport Coaching
Richard Light
University of Canterbury, New Zealand

This presentation outlines the concept of Positive Pedagogy as an innovative pedagogical approach developed for sport coaching but which is equally applicable to physical education teaching. There is a range of interpretations of the idea of positive pedagogy but which are all underpinned by the idea of providing positive experiences of learning and building on what learners can do. Positive Pedagogy brings together a range of complementary thinking and theories to develop a framework to guide but not determine its interpretation, application and adaptation. It is informed by constructivist perspectives on learning and other perspectives that sit on the same epistemology such as eucactivism and complex learning theory.

This presentation outlines the framework for the delivery of positive pedagogy for sport coaching that builds on what has been done in game based coaching (GBC) and teaching pedagogy for team sports over the past few decades by identifying the core principles that most GBA sit on and applying them beyond team sports and games to individual sports. Positive Pedagogy for sport coaching draws on Positive Psychology and Antonovsky’s salutogenesis and sense of coherence model. Positive Pedagogy focuses on providing consistently positive learning experiences that enhance intended learning, foster positive attitudes toward learning and contribute toward the positive whole-person development. It generates positive emotions such as joy and happiness, engagement in learning, the building of relationships and a sense of belonging, meaning, and opportunities for achievement, both individually and collectively. It emphasizes what the learner can do and how s/he can draw on existing individual and social resources to meet learning challenges through reflection and dialogue. It is an innovative pedagogy that offers opportunity for facilitating high quality and positive coaching and learning in sport coaching at all levels from five year olds’ first taste of sport to sport played at the highest levels.

09:30
Adopting a models-based approach to teaching physical education: a “Marriage of hopes and realities”
Ashley Casey¹; Ann MacPhail²
¹University of Loughborough, UK; ²University of Limerick, Ireland

Background
Models-based practice (MBP) tends to focus on the delivery of a particular model, e.g., Cooperative Learning (Dyson & Casey, 2012) and Sport Education (Siedentop, 1994). However, while an abundance of research studies have examined the delivery of a single model and many have explored hybrid models none, to date, have researched a Models-Based Practice (MsBP) approach or multi-model curriculum (Lund and Tannehill, 2015) approach that makes use of a range of pedagogical models (Kirk, 2013).

Focus of enquiry
This research focuses on a six-month period in which a secondary school physical education teacher used a MsBP approach in his lessons. The teacher taught three units of work using the Cooperative Learning, Tactical Games and Sport Education models to boys eight classes across two age groups (11-12 and 14-15). Two analytical questions inform and guide our enquiry: (1) What do we learn about MsBP implementation through this project that would help other physical education practitioners implement a MsBP approach? and (2) What are the key enablers and constraints of early MsBP implementation?

Research methods/analytical framework
The paper sets out to consider the extent to which the complementary nature of ‘legitimate peripheral participation’ and ‘learning trajectories’ not only allows us to investigate one physical education teacher’s developing and ongoing engagement with MsBP but also with a view to considering a structure that would allow all those involved in the (direct or indirect) delivery of school physical education to adopt MsBP.
Data sources included (a) 21 semi-structured interviews with student groups, (b) teacher post lesson and post unit reflective analyses, (c) daily teacher reflective diaries and, (d) teacher unit diaries. Data were analysed in light of the two analytical questions.

**Contribution to knowledge (practice, policy or theory)**

The key contributions are, (a) a first insight into “a models-based approach to physical education (...) [that] makes use of a range pedagogical models” (Kirk 2013), and, subsequently, (b) an understanding of how legitimate peripheral participation and learning trajectories help us to see how the individual and collective contribution of teachers to teacher education is vital as we move forwards.
**Session Type: Religion and Moral Education**

Chair(s)/Convenor(s)/Facilitator(s): Sally Elton Chalcraft

Discussant(s):

**09:00**

*What are the impact of strategies preventing non-violent extremism on Muslim pupils in UK schools?*

Anna Lockley-Scott
University of Warwick, UK

One of the most significant challenges facing schools today is the securitisation of education. In July 2015, the Counter Terrorism and Security Act (CTS) made it a statutory duty for teaching staff to identify and prevent extremism. The implications of this are beginning to emerge as schools have rapidly sought to amend their safeguarding policy and curriculum in light of scrutiny by the Ofsted school inspection framework since 2015.

This research outlines and examines a range of implications stemming from this policy for the experience of Muslim pupils in British state secondary schools. In order to explore this experience, three perspectives are examined; that of pupil, teacher and government policy through a multi-method approach. I use discourse analysis to explore the governmental perception of the Muslim pupil through policy. I explore the teacher perspective of the Muslim pupil through questionnaire and a small sample of interviews. I explore the Muslim pupils’ perceptions’ of themselves and as they feel they are perceived by others, through questionnaires and small focus groups.

These methods are carried out using the methodology of Grounded Theory, initially Glaser and Strauss (1967) but more closely following the principles of Strauss and Corbin (1998). Grounded Theory has been selected due to frequent its use in relation to sensitive topics, such as nursing and patient studies. It focuses on experience, using the voice of the participants to create the data. In this study, it is the Muslim pupils’ voices that are being sought above all, as their images are so dominant in public discourse, yet they are rarely asked to speak. Importantly, Grounded Theory also allows for recognition of a narrative of silence, as in this study, what is not said is often as important as what is said. Finally, the emergent theory grounded in the data will lay foundations for the development of future studies in this growing but sensitive area of research.

Overall, the study indicates an increasing sense of anxiety in schools. It indicates a fear among teachers to manage discussion and a tendency by Muslim pupils to self-censor their contributions to class discussion and a sense they are perceived as suspect. These findings are crucial for recognising the long-term, detrimental impact of policy and societal rhetoric on many of the pupils in our schools.

*If anything happens, it's always like the Muslims had something to do with it*: young Muslims and teachers discuss the effects of the UK 'Prevent' strategy in their schools

Alison Davies
The Open University, UK

The UK Government, under its ‘Prevent’ counter-terrorism strategy, has placed a statutory duty upon those employed in education to report pupils deemed ‘vulnerable’ to extremism. This effective co-option of teachers and support workers into the Prevent programme, has raised many concerned voices among practitioners and academics. However, the voices of young people themselves are rarely heard, particularly those of the young Muslims who feel they are the target of the strategy.

This paper reports views of young Muslims, with some of their peers, about their understanding of the ‘Prevent’ policy in their schools, and their perceptions of the impact of the strategy in the wider community. Importantly, they offer their own approaches to the threat that their peers might be drawn into extremist groups. Their views are complemented by those of some Muslim teachers and teaching assistants who speak of how ‘Prevent’ training and its obligations affects both their professional and community relationships.

The principal sources of data are discussions with 30 young Muslims aged 14 – 18, as individuals and small groups, and 6 Muslim teachers. Some of the conversations were conducted and recorded (with appropriate permissions) by a 17-year old Muslim co-researcher among her peers; these provided data unadulterated by the presence of a middle-aged, White, non-Muslim, authority figure. A wider perspective is drawn from the findings of a survey conducted in 2016 with over 400 Black, Asian, and minority ethnic students across 4 secondary schools in the ‘super-diverse’ city of Peterborough. The survey used open-ended questions on a range of race relations issues, including the ‘Prevent’ strategy. The results allow comparison with a similar survey conducted in the same schools five years ago.

 Analysed from a critical stance, and drawing upon the framework offered by Pierre Bourdieu, the findings suggest a climate of increasing ‘othering’ of young Muslims as potential terrorists, and, for some, a consequent reluctance to discuss controversial topics for fear of attracting suspicion. Nevertheless, they call for safe spaces for open, constructive dialogue with those in positions of power.
Character education, as an approach to developing moral, civic, performance and intellectual virtues in young people, has experienced a recent revival in Britain, as well as internationally. In the race to embrace character education, it is important to address through rigorous research some fundamental questions. These include; can character be taught?; can it be measured?; and, should it even be the concern of teachers? A further apprehension is the clamour from policy makers and practitioners for ‘popular’ character education models and measures that can ‘easily’ be implemented in the classroom. Examples include a tendency to present models of character as lists of desirable virtues rather than conceive them as a constellation of interlocked virtues; and, measures that are too ready to over-claim their psychometric properties. Character is a complex construct and developing ‘easy’-to-implement interventions comes with significant risks to academic integrity.

The paper will present new findings drawn from macro and micro research into character education, conducted by the Jubilee Centre for Character and Virtues at the University of Birmingham. The findings are drawn from research conducted with over 10,000 students and 500 teachers, as well as in-depth case studies of how schools across Britain implement character education. This data will be compared to that of a survey conducted by the Department for Education into teacher’s attitudes to character education. This research demonstrates a responsibility on those proposing the theoretical basis for character education approaches and measures to state the limits of them, as well as a responsibility on practitioners to use them wisely and only for their stated purpose. Educational philosophers, psychologists and practitioners must work together in order to ensure only legitimate approaches to character education make it to the classroom.

Three themes emerged which are mapped on to West-Burnham and Davis tree metaphor (2014):

- God sustains and personal faith empowers (both in personal and professional life), Christian values provide - deep ethical roots.
- Biblical texts guide behaviour (teachers are inspired by Biblical values: obedience, love, honesty, humility etc), Biblical texts and Christian doctrine informs decision making – the tree trunk, and the day to day action – the branches
- One faith, myriad interpretations (teachers’ ‘voices’ illustrate elements in common but also significant differences), Myriad Christian values- roots, diverse decision making and different day to day actions – trunk and branches

Almost all teachers spoke of God supporting them and how Biblical texts and Christian values underpinned their daily lives both professionally and personally. However the six vignettes reveal differences, often related to the individual’s position in the school, type of school, different state or different perceptions of Christianity (tribal, traditional Hindu, western liberal, Presbyterian, Church of India etc). A snap shot of each narrative, summed up in the strap lines below, will be presented within the context of the complex Indian education system:

- Western versus traditional Indian Christianity – the Bangalore neoliberal
- Compassion and obedience- the Bangalore saint
- Hospitality trumps everything – the Mizoram ideal host
- Exemplifying God’s love through procreation or celibacy – the Assam Catholic Priest
- Citizenship – the Chennai progressive educationalist
- All ways lead to God – pluralist early years principal Assam

Christian Values in practice: similarities and differences in four Indian states

Sally Elton-Chalcraft; Paul Cammack
University of Cumbria, UK

Partly funded by St Christopher’s trust and the University of Cumbria, this project explores how espoused values, a teacher’s faith and Indian governmental policy constraints are enacted in practice. The lead investigator spent two consecutive summers visiting Christian foundation schools in Karnataka, Tamil Nadu, Assam, Mizoram and Andhra Pradesh and the presentation exemplifies narratives from six principals/ senior leaders from four of these Indian states.

I listened to these leaders’ stories using an IPA approach and identified themes which arose from me ‘making sense of them making sense’, (Smith and Osborne 2003). Some perspectives, beliefs and attitudes were shared while others were in stark contrast.

This presentation illustrates how six of the thirty four participants narrate the impact of their faith on teaching and learning and the influence of Christian values in their schools given that the majority of learners are Hindu, with some from Muslim, Christian or Sikh backgrounds.

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Letters to Darwin: A case-study to critically evaluate how primary pupils’ perceptions of plant and animal adaptive traits were mediated by a programme of teaching interventions.

Deborah Myers
Canterbury Christ Church University, UK

According to Aristotle (Guidetti et al, 2007 p.2)

... everything nature makes is a means to an end...

Lamarck (1801) concurred, believing that a plant or animal has the capacity to change in response to a transformative event, need or threat to its survival in its habitat. However Darwin (1859) disagreed, proposing the notion of natural selection to explain the mechanisms of differential survival and reproduction operating within populations in which he observed the existence of variation in the adaptive traits that help species of plants and animals to survive. Primary pupils similarly demonstrate Lamarckian misconceptions about the origins of adaptive traits during their early observations of plants and animals in natural habitats (Allen, 2014).

In this paper I critically evaluate a programme of teaching interventions designed to facilitate conceptual change in pupils’ ideas about the origins of adaptive traits. A cross-curricular teaching programme was designed to mediate children’s ideas about adaptive traits including: a range of scientific enquiries, a STEM challenge, historical drama resulting in argumentation and debate, creative writing, art and design technology.

A mixed methods approach was used to collect data pre- and post-teaching interventions, including observational drawings, questionnaires, discussion groups, and letters to Mr Lamarck and Mr Darwin.

Findings indicate that:

1. children were supported to work through their Lamarckian misconceptions towards the construction of increasingly accurate scientific ideas using cross-curricular approaches to enrich scientific understanding;
2. the process of conceptual change requires teachers to make pupils’ misconceptions visible to them through drawings, argumentation and debate to facilitate sense-making, providing pupils with the lived experience of scientific knowledge development as a dynamic and constantly evolving construct.

References


Teaching Evolution in Rural Primary Schools

Berry Billingsley1; Arthur Galamba2; Karen Blackmore2; Hellen Ward1
1 Canterbury Christ Church University, UK; 2 University of Worcester, UK

In this presentation we present the rationale, design and findings of the first and second phases of the “Primary evolution project”, funded by the Wellcome Trust. The project is motivated by the addition of a unit called “Evolution and Inheritance” for Year 6 (10-year-old students) in the current science National Curriculum for Primary Schools.

In the first phase of the project, primary school teachers, biologists and science teacher educators collaborated to discover the particular needs and opportunities in primary schools and to create strategies for teaching evolution effectively. In addition, we explored the extent to which this topic can open the way for teaching about the applications of evolutionary biology to inform and engage learners. Data was collected from teachers using an online survey, feedback after CPD session, focus group teacher sessions and website comments & downloads. Year 6 students were also observed and interviewed. Some of our key findings indicate that teachers would like support with finding and constructing activities appropriate for primary, subject knowledge and support with how to approach questions that bridge science and religion. We will also present phase 2 of the primary evolution project, which is designed to build on the findings of phase 1 and to look in particular at the context of rural schools. The aims are to identify strategies for teachers and for providers of professional development that can ensure rural primary school children have effective and positive experiences of biology education. The research question is: ‘what are the main barriers and opportunities to teach evolution in rural schools?’ It is our objective to identify missing opportunities that schools may not even be aware of and concentrate on the sharing of good practice. The data for the study is drawn from surveys and interviews with teachers in 8 rural schools in England during an extended period which included a CPD session. Resources arising from the study will be added to the existing website for the project, www.primaryevolution.com
In this paper I adopt a governmentality perspective (Rose and Millar 1992) to explore how MATs function as state-sponsored governmental programmes used to intervene upon schools deemed to be problematic or failing in some way, and therefore in need of greater regulation, discipline or correction from the centre or periphery. A key focus of MATs in England are strategies that enable the recalibration of ‘underperforming’ schools as manageable entities with demonstrable or calculable gains that can be measured and audited to the satisfaction of external regulators and funders. From this perspective, MATs are important mechanisms to the rescaling or ‘deteriorralisation’ of schools in that they help to establish ‘a regime of visibility’ and ‘a grid of codeability’ (Rose 1988, p. 187) through which multiple schools within a chain may be better regulated, in this case rendered amenable to administration, statistical mapping and governance through appropriate prudential calculations and disciplinary actions.

In this paper I explore the role of large multi-academy trusts (MATs) – private sponsors contracted by central government to run publicly-funded schools – to consider

1. when and why certain forms of monopoly are legitimated over others;
2. what implications this has for theorisations of neoliberalism; and
3. how such arrangements work to generate new scalar hierarchies and accountability infrastructures that consolidate forms of state power.

References


'What Works!' Interrogating the lure of evidence-based policy through a 'logics of critical explanation'

James Craske
University of East Anglia, UK

Politicians have increasingly justified their policy initiatives in recent years on the grounds that they are a product of rigorous evidence-based policy-making (EBP). Moreover, encouraging educational practitioners to adopt one set of ‘evidenced’ practices over others, has been high on the agenda for the current Conservative government and is a central ambition of the 2016 White Paper Educational Excellent Everywhere.

This paper attempts to construct a ‘problem-driven approach’ to the numerous political communications around EBP narratives, by utilising the ‘logics approach’ set out by (Glynos and Howarth; 2007). In mapping out a reading, the paper sets up a number of empirical objects for its investigation by way of speeches, White Papers and Ofqual policy documents.

A ‘logics approach’ attempts to ‘problematise’, ‘characterise’ and ‘explain’ its object of investigation. Social logics are important in characterising the overall pattern of a particular social practice. The paper situates the emergence of EBP narratives within the relatively fixed social logic of increasing rationality, bias towards rational choice explanations of behaviour, increasing dominance of metrics over theory-driven analyses of schooling and the practice of ‘responsibility shifting’ from the State to individual teachers. Political logics characterise the way social logics become established, contested, or transformed. Politicians such as Nick Gibb have chosen to align their prescriptive policy objectives on core curriculum and pedagogy through a new type of ‘actor’ – for example, ‘teacher-researchers’ like Daisy Christodoulou and Robert Peal – as a way of setting these characters up as the real drivers of reform. Finally, the paper considers the role of fantastmatic logics, which help to explain the lure or ‘grip’ of EBP for politicians and policy-makers through the way it offers a rhetoric of certainty about outcomes to complex educational problems, thus closing down alternatives and masking the contingent nature of debates in educational discourse.

The paper does not make a judgement on the merits of individual studies which might fall within the confines of established parameters of evidence-based practices, but rather it considers how rhetorical tropes such as ‘what works’ actively group together one type of policy initiatives
whilst closing down a number of other theoretical, disciplinary and empirical resources. Adopting EBP promises to set teachers free from political interference; this paper considers it in the light of a broader governing strategy which allows State actors continued control over the educational context.

09:00 - 10:00
Career paths
(Teacher Education and Development)
Session Type: Teacher Education and Development
Chair(s)/Convenor(s)/Facilitator(s): Lynda Kidd
Discussant(s):

09:00 'Why do they leave? Career Paths and Patterns of Maths Teachers'
Karen Gladwin
University of Sussex, UK

‘43% of ... teachers polled said they were planning to leave the profession in the next five years ...79% of schools say they are struggling to recruit or retain teachers’. (Lightfoot, 2016).

Problems of mathematics teacher recruitment and retention continue to be of considerable concern. In terms of recruitment shortfall a study by Smith pointed to a 3,400 shortfall in qualified maths teachers in the England in 2004. Retention has further exacerbated the problems as according to a study by Ticky and Smart (2006) 27% of maths teachers left the profession in their first four years, with nearly half leaving before 10 years. Further to this a Mathematical Association survey showed that almost a third of the responding teachers were considering leaving teaching ‘in the next few years’. (Cooke, 2016, p6). In this context this paper presents preliminary findings from a study designed to examine the career paths and patterns of cohorts of mathematics teacher trainees at one ITE provider in southern England.

The study set out to explore the career pathways of mathematics trainees through an online questionnaire survey of Initial Teacher Education (ITE) mathematics graduates which was followed up with more in-depth interviews face-to-face interviews. A key objective of the study was to understand from the recently qualified teachers what prompted their decisions to remain in or leave the teaching profession. The paper concludes with a consideration of the implications of the study for recruitment and retention of mathematics teachers and more specifically for ways that ITE might be strengthened to address these problems.


09:30 Initial Teacher Education Graduates Career Choices and Outcomes
Lynda Kidd
University of Tasmania, Australia

Over the past few decades, careers have evolved from a stable, traditional form to a more mobile construct. Generation Z are expected to have more than 17 job changes during their working lives. The majority of theories in relation to career change are situated in the development of careers rather than a retrospective examination of the factors involved in career decision-making and the outcomes. Understanding these outcomes is particularly significant for individuals undertaking degrees that have a single career focus, such as initial teacher education degrees. Although it is assumed that initial teacher education (ITE) graduates will enter the teaching profession, research shows that around 50% either do not enter the teaching profession or leave within 5 years.

The aim of this grounded theory project was to gain an insight into the career choices of ITE graduates and the factors that influence their career decisions. As part of a larger study some past initial teacher education graduates, from a wide range of graduation years, were surveyed and interviewed about their career pathways. The results reported in this presentation focus on the career choices and outcomes of the 25 interviewees.

Interestingly, not all of the interviewees who were K-12 teachers at the time of the interview studied ITE with the intent of teaching in the school system, and some did not even enter the profession for many years after their graduation. All of the other interviewees had undertaken classroom teaching positions at some stage of their careers. Of those interviewees who had retired from the teaching profession, all but one undertook senior roles that removed them from classroom teaching to advance their careers.

Different factors influenced teacher education graduates’ career decisions at certain turning points in their careers often with unexpected outcomes. The range of influences was vast but could be grouped into three categories: Personal; institutional; and social networks. Some of the
influences opened up opportunities by chance while others closed doors, which in turn created the need for career choices to be re-evaluated. Overall, the interviewees expressed satisfaction with their career outcomes.

Although these results confirm that teachers do not always remain in the teaching profession, they also highlight the complexity of career choices. Understanding this complexity has the potential to inform the development of recruitment and induction strategies while taking into consideration the changing nature of careers long term.

**Methodology:** Findings are reported from research relating to a particular group of students in a one-year Masters teacher preparation programme in New Zealand. The research is framed as an exploratory practitioner inquiry (Cochran-Smith & Donnell, 2006), which has been undertaken by teacher educators who are involved in the initial teacher education programme. Qualitative data have been collected for two cohorts of pre-service teachers. Data sources include pre-service teachers’ reflections on practice and the process of becoming a teacher, in the form of teaching philosophies, critical reflections on puzzles of practice, and end of year focus group interviews. While the focus for analysis is the development of pre-service teacher professional identities as culturally responsive pedagogues, the findings enable a critical examination of teacher education practices and how these may support pre-service teacher preparation.

**Theoretical foundations:** The research is underpinned by the idea that culturally responsive practice and teacher professional identity are complex and intertwined; that identity provides an orientation that helps to shape the nature of practice, assumptions about, and engagement with culturally diverse learners. Teacher identity is assumed to be in a constant state of development and to involve both a sense of oneself as a professional, which is simultaneously personal and biographical, and a sense of group or collective membership (Hamilton, Pinney & Davey, 2016).

**Session Type:** Teacher Education and Development

**Chair(s)/Convenor(s)/Facilitator(s):** Jane Abbiss

**Discussant(s):**

**Exploring the Intercultural Competence Development of Chinese Students in Master of Education in TESOL at a South-west UK University: a Longitudinal Study of Pre-service Teachers’ Perspectives**

**Jingya Liu**

University of Exeter, UK

The significance of IC (Intercultural Competence) in EFL (English as a Foreign Language) teaching is, increasingly, an internationally recognized research field (Byram, 2008). This suggests that there has been a pedagogical paradigm shift in emphasis from native speaker model to viewing language learners as intercultural speakers/mediators. The 2011 National English Language Curriculum for Compulsory Education in China (formulated and approved by the Ministry of Education) explicitly proposed, for the first time, that English language learning should facilitate students’ personal development and humanistic attainment by developing their IC. The growing emphasis on intercultural dimensions in language teaching, which is promoted in research and in school curricular documents, places new demands on language teachers. In-service teachers’ perceptions of the integration of IC into language education has received extensive attention. However, the ways in which pre-service teachers construct and develop their perceptions of integrating intercultural dimensions in EFL teaching during overseas study in teacher education programs remains under-researched, especially given the growing interculturality in higher education contexts. The primary focus of this longitudinal case study is to explore how Chinese pre-service student teachers construct and develop an understanding of IC - including their perceptions as to how they will integrate IC into their future teaching contexts - throughout their time studying a year-long Master’s program in Education in TESOL (Teaching English to Speakers of Other Languages) at a university in the UK. Five full-time Chinese pre-service student teachers in TESOL were involved in the research. In this study, they were viewed as culturally unique and complex individuals making sense of the complexities of the small cultures (Holliday, 1999) in which they participated, in the context of an intercultural environment. The study employed semi-structured interviews, informal conversational interviews, and student teachers’ program coursework and written reflections on their intercultural experiences as data collection instruments for providing deeper insights into the participants’ year-long intercultural experiences of IC development abroad. This presentation will show how the teacher education program and intercultural experiences both challenged and supported pre-service teachers’ IC development, leading them on a path towards more ethnorelative worldviews and culturally responsive approaches to EFL teaching. Finally, the presentation will address the implications of these findings for pre-service teacher education programs.

09:00 - 10:00  
Assessment in ITT  
(Teacher Education and Development)  

Chair(s)/Convenor(s)/Facilitator(s): Joanne Clifford Swan  
Discussant(s):  

09:00  
On your marks, get set...TEACH! What do trainee teachers need to be able to do well to be judged to be successful, and who decides? A comparative study into the key skills and how they are interpreted by English, Swedish and Dutch teacher educators.  

Joanne Clifford Swan  
Northumbria University, UK  

Initial teacher education in England has undergone significant changes in recent years, with an increasingly rigorous external scrutiny of the quality of training. Through its inspection arm Ofsted (Office for Standards in Education), and through its commissioned review (Carter, 2015) the English Government is influencing both content and pedagogy to an unprecedented degree. Teacher education providers in England undergo inspection of its training and its newly qualified teachers at least every 6 years, with outcomes influencing the allocation of teacher training places, as well as the survival of individual institutions. In July 2016, the Government funded responses to the Carter review were published, with providers advised to make note of the recommendations for the content of teacher training programmes, the delivery of behaviour management and the quality of school based mentors.

As a result, there is a clear swing towards external influence upon initial teacher training outcomes, in terms of what trainee teachers should be good at when they transition into the profession (Tatto, 2015). In the same way that Ofsted has had a significant impact on what teaching in English schools looks like (Jones et al., 2014), so has the power of inspection moved to impact upon widespread practice in initial teacher education. In particular, it has influenced the understanding of what the key skills a newly qualified teacher should possess and what, if any, are the ‘acceptable gaps’.

Meanwhile, across Europe there are varying models of teacher training, with differing perceptions on content, methods and outcomes both within the training period itself and on the perception of the key skills required of those entering the profession, (Ostinelli, 2009, Koutrouba, 2012).

This paper will examine what ‘good’ has come to mean in the classroom for trainee teachers at one ITE provider in England as they move into their first job. It will examine the key criteria used to make these judgements and the perceptions in relation to this criteria of students, employing schools and university initial teacher educators. In considering pan European similarities and differences in expectations of newly qualified teachers, this study will consider the perceptions of a sample of teacher educators in Sweden and The Netherlands.

Beginning teachers’ professional learning and the development of pedagogy within a multi-layered school-university partnership: trialling an alternative assessment framework in Modern Foreign Languages  

Robert Woore; Trevor Mutton; Laura Molway; Ernesto Macaro; Clare Savory  
Oxford University Department of Education, UK  

The new National Curriculum for England (DfE, 2013) prescribes no national assessment framework to replace the old Key Stage 3 ‘levels’. This has led to a diversification of assessment practices in schools: some continue to use the old framework; some have modified it; others have introduced new frameworks. This poses various challenges, including for the professional learning of beginning teachers, who may develop expertise in school-specific assessment frameworks with limited transferability to other contexts. Addressing this challenge, this paper reports on a project in which 23 PGCE student teachers, working collaboratively with their university tutors and school-based mentors in 15 schools, piloted an alternative framework for assessing students’ progress. This ‘Pedagogical Assessment Framework’ (PAF) had been developed previously by a consortium of teachers and researchers. Whilst the study was carried out in one specific subject area – Modern Foreign Languages (MFL) – the project has wider resonances as a model for beginning teachers’ professional learning, and explores how Initial Teacher Education partnerships can extend beyond their original focus on beginning teachers to encompass the development of pedagogy and advancement of research.

Why MFL? The previous Key Stage 3 assessment framework in MFL had become deeply embedded in schools, yet was widely criticized for the questionable model of progression it enshrined. This arguably resulted in a powerful negative effect on classroom teaching, promoting pedagogical approaches which were inconsistent with – or indeed counter to – evidence from Second Language Acquisition research. In turn, these pedagogical approaches may have contributed to problems of low student motivation, low uptake and poor outcomes in MFL nationally. It was such issues that the PAF aimed to address.

This study sought to evaluate both the PAF itself and the model of a multi-layered educational partnership which the project embodies. Data were gathered from various sources, including: student teachers’ lesson plans and resources; observation of their teaching; samples of pupils’ work; and questionnaires and interviews with student teachers and mentors. Preliminary findings indicate that the PAF was associated with significant (and arguably positive) changes in student teachers’ classroom practice. Further, participants evaluated the PAF positively and felt that it had developed their understanding of pupils’ progress in language learning, which we argue is important at a time of flux and
My paper explores the development of appropriate methodology for – and emerging findings of - research commissioned by The Youth Association (TYA). TYA is undertaking detached youth work with Roma young people living in a South Yorkshire neighbourhood. The work started in 2014 after tensions between the Roma and existing residents led to discontent (exacerbated by media reports and right wing activity). Recently the Casey Report (2016) emphasised the importance of integration to foster resilience and combat division.

TYA asked HudCRES to look at the impact of Roma young people’s cultural outlooks on their attitudes to education, and to identify the extent to which detached youth work methods offered potential to play a part in altering attitudes and to promote integration through positive educational engagement. The presupposition was that the community valued its norms above education. Examples were given of young people suddenly returning to Slovakia for weddings and missing GCSE exams or going to Slovakia for extended periods and losing school places. Parental attitudes may have been influenced by their own negative experiences of schooling and the community’s attitudes may have been affected by hundreds of years of oppression.

The challenge of measuring the change (if any) brought about by youth work interventions led to the decision to use of ‘Utopian future’ enabling techniques (Arthur et al 2014). Young people are asked to develop vignettes exploring their own futures and their (hypothetical) children’s futures. They are encouraged to consider what employment they would seek, where they would be living and how many children they would have. This leads to the opportunity to discuss education’s role in the lives of the next generation and to consider attitudes to expectations of girls and boys.

It was clear that the TYA staff (rather than university researchers) needed to ask the questions and facilitate sessions. They had built good relationships with the young people over several years. They hope to run an ‘Exploring Utopian Visions’ workshop where a community / island is created. Young people will be asked to design the services, provision, laws, rules and regulations. Who will / won’t live there? How should people live together? If somebody suddenly came into money, what they do?

The paper will both consider the methodology developed and will critically present emerging results from the fieldwork.

Reference

Mentors and coaches have an important role to play in supporting young people and encouraging resilience using informal youth work approaches. By acting as trusted supporters, they can help foster both confidence and social capital for the young people they support by helping them to access relevant services and navigate bureaucratic systems and procedures such as children’s hearings and employment.

The current lack of continuity of professional relationship experienced by many children and young people who have a home supervision requirement, combined with the disparity in resources and services provided for them, are barriers that require addressing if home supervision is to be an effective intervention.

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**Parallel Session 9**

**10:05 - Pupil and Student Perspectives of Curricula**

(Curriculum, Assessment and Pedagogy)

Session Type: Curriculum, Assessment and Pedagogy

Chair(s)/Convenor(s)/Facilitator(s): Ruth Dann

Discussant(s): Mehdi Nassaji

**10:05 Pupil Feedback as a Relational Concept**

Ruth Dann

UCL Institute of Education, UK

Pupil feedback is a pivotal concept within assessment for learning (Black and William, 1998) Furthermore, it is reported as one of the most effective strategies to enable learning (Hattie, 2009). Although such evidence reveals a positive ‘effect size’, there is contrasting evidence about who most benefits from it, which form is best, who controls it, and how it is interpreted (Kluger and DeNisai, 1998). Fundamentally, as indicated by Ramaprasad (1983) and Sadler (1989) it concerns altering the learning gap, (ie the space between learning now and learning next). How this gap is constructed and controlled is given very little consideration in research (Torrance, 2012)

The paper is largely conceptual. However, it draws on theory, policy and practice in order to reconsider what classroom feedback is and who it is for. The paper is aimed at shifting understanding of feedback, as the mechanism which helps to alter the learning gap, away from a what is termed a ‘deterministic approach’, heavily steered and controlled by external performance drivers, towards a new relational conceptualisation. In constructing this new ‘relational approach’, socio-cultural theory is used. Particular emphasis is given to Vygotsky’s notion of the Zone of Proximal Development (ZPD), as it already exists as a concept in which next steps of learning (and subsequently development) are considered and framed. Critique, examination and extension of the ZPD are offered in an attempt to align notions of feedback to the ZPD. From this perspective feedback can be seen as a cultural artefact which mediates the boundaries of next steps of learning for both teachers and pupils.

The paper also draws from the authors own empirical research into feedback, which seeks to tease out how pupils who struggle to succeed, make sense of the next steps identified for them. Holland et als (1998) notion of ‘figured world’ is used to make sense of the positioning of each participant in the feedback space constructed for learning. Here pupil responses to feedback are analysed in relation to notions of power and position within their own learning. Both the empirical and theoretical strands come together in this paper to reshape feedback as a mediating tool, operating in a relational space within classrooms.

The paper proposes nine new underpinning principles for making sense of feedback for learning as a relational concept, which have relevance for theory, policy and practice.

**10:35 Ways to progress, apply and assess students’ appreciation of the power and limitations of science**

Berry Billingsley; Mehdi Nassaji

1 Canterbury Christ Church University, UK; 2 University of Reading, UK

'Can a robot ever fall in love?' 'To what extent do we create our own personalities? 'Are there limits to the types of questions science can one day answer?' The entrenched compartmentalisation of school subjects via pressures like subject examinations, timetable and teacher expertise limits opportunities across the curriculum subjects to develop students' epistemic insight into the power and limitations of science in a multidisciplinary context.

In their everyday lives, students encounter a wealth of questions that cannot easily be categorised as scientific or not scientific. Many of these questions are metaphysically sensitive which is to say that scholars do not agree about the extent to which science alone can one day resolve them.

They are also arguably important questions for individuals and society such as the question of whether or not humanoid robots can and should ever be considered to be persons.

The aim of the current study was to develop pedagogies and assessment tools that can develop and monitor students’ capacities to reason about such questions. Using a mixed methods approach we began by conducting surveys and interviews in 30 secondary schools to characterise teenagers’ metaphysical stances and epistemic insight when they consider selected metaphysically sensitive topics; Findings from the surveys
included that two thirds of students believe that ‘One day there will be robots that are as intelligent as humans’ while about a third agree that ‘One day there will be robots that have minds’ and only 6% agree that ‘One day there will be robots that have souls’.

We then designed and ran workshops designed to increase students’ familiarity with science and technology and also raise their epistemic insight into the power and limitations of science. The intended learning outcome was to be able to recognise examples of questions that would widely be seen as amenable to science and to also recognise questions that are metaphysically sensitive - so that some scholars would argue that science is the only valid way to approach this and any question while others would say that there are legitimate questions that can never be fully addressed through scientific research.

In post-workshop evaluations we used multiple choice style questions as a tool to assess students’ insights into the metaphysical sensitivity of questions such as ‘can a robot talk’ and ‘can a robot make sounds?’

10:05  
**Teachers’ Construals of Students’ ‘Ability’**  
Andrew Stables  
University of Roehampton, UK

This paper reports on a British Academy funded project that used 30 semi-structured interviews to explore what a mixture of primary and secondary school teachers in England understand by the term ‘ability’, and how this understanding affects their work with students. This project forms part of a series of studies led by Stables. Two previous projects, both sponsored by British Academy, examined conceptions of literacy and numeracy of student teachers from a range of subject backgrounds, and conceptions of ‘effort’ by teachers and students within one school. Underpinning this series of studies is an interest in the within-school semiotic code: the set of meanings and practices that characterise the messages sent principally by teachers to students (as opposed to the policy or academic discourses about schooling). The data were collected between November 2015 and January 2017 through a series of interviews of approximately one hour in length in five primary and four secondary schools in the London area. They were conducted with teachers on site and one-to-one, with a guarantee of anonymity. Interviews were professionally transcribed. Analysis is ongoing at the time of writing and focuses on how teachers construe ‘ability’ with respect to co-located concepts including skill, intelligence, effort, potential, knowledge, achievement and ‘growth-mindset’. We argue that teachers are often attempting to articulate an understanding of students that transcends the definitions implied in pure test results and other outcome measures. This understanding can then be used to both help and negotiate with students. In this sense they are seeking to humanise education policy, while also maintaining and defending their own professional space and identity in an age of high accountability. For these reasons, it is to be expected that teachers’ understandings of ability may be less clear than, say, psychologists’ understandings of skill or intelligence, and may not always be consistent: mystification may be in part a response to reification. As we found with literacy and numeracy (Stables et al 2004) and with effort (Stables et al, 2014), it is important that key operational concepts in the professional setting can be used for negotiation, and not merely for application.

10:05 - 11:15  
**ICT and computing in the Early Years**  
(Early Childhood Education and Care)

Session Type: Early Childhood Education and Care

Chair(s)/Convenor(s)/Facilitator(s): Jan Georgeson

Discussant(s):

10:05  
**What younger children really think and understand about internet safety: The value of stories and role play as research methods**  
Lindsey Watson  
University of Huddersfield, UK

This early career research paper has its origins in a wider study on younger children’s perceptions of internet safety and how the child’s voice can be included to potentially help inform current policy and practice surrounding child internet safety. The paper starts with acknowledging research paucity surrounding younger children’s understanding of digital environments (Holloway, Green & Livingstone, 2013), proposing that this paucity of research may reflect assumed difficulties in research involving younger children (Ofasson, Livingstone, & Haddon, 2013). The paper goes on to identify that research with children is desirable to research on children and that giving children a voice enables them to become active participants, causing a cultural shift where children are the subjects involved within the research as opposed to the objects (Pinter, Kuchah & Smith, 2013). Research aimed at empowering children’s digital engagement often lacks the experiences and perspective of children (Chaudron, 2015). To ensure that younger children are not passive participants, this paper will propose and discuss two creative and innovative research methods to ensure the child’s voice is heard within the research environment. The research environment will be two primary schools within the same local authority within West Yorkshire. The first method will include engaging with age appropriate story books regarding child internet safety, which will be used to gather the young children’s perceptions of internet safety, risk, trust and danger. Next, to encourage a more child-centred, holistic approach to data collection, a role play area based on the stories will be created to further consider younger children’s perceptions of internet safety and assist in determining any potential influences from adopting creative and innovative research methodologies with children. The paper will acknowledge the different viewpoints on research with young children, including relevance, reliability, validity and ethics, making links with the methodological approaches to capitalise on children’s social interaction to encourage the collection of reliable and valid data (Pinter et al., 2013). This paper thus seeks to examine how, encouragement of the child’s voice potentially identifies the differences in adults and children’s perspectives, providing insights into how best to support child internet safety (Morgan, Gibbs, Maxwell & Britten, 2002).

10:35  
**Learning about Robots: Skills, Roles and Relationships**  
Jan Georgeson1; Linda la Velle1; Patrick Camilleri2

1University of Plymouth, UK; 2University of Malta, UK
Our three-year collaborative project aims to develop and disseminate pedagogical materials on computer programming and robotics to support educators of children aged 5-11 across five countries. This paper focuses on what happened in three Foundation Stage (FS) and year 1 and 2 classrooms in England, and their equivalents in two schools in Spain and Malta. Recent curricular changes have sought to develop pupils' competences in computing for their future workplaces, but also to empower them to express themselves through IT and become active participants in the digital world. Many young children as ‘digital natives’ demonstrate facility with digital devices (Flewitt et al. 2015); educators need to be able to build on this facility to encourage the development of the skills and understanding that underpin coding. The challenge here is to support all children to develop the skills they will need now and in the future, when the field of programming keeps changing and when educators themselves might lack confidence and competence in this area.

We adopt a relational approach to programming, following Knuth’s observation (1984:1) that ‘instead of imagining that our main task is to instruct a computer what to do, let us concentrate rather on explaining to human beings what we want a computer to do’. We consider that promotion of the ‘4Cs’ of 21st century learning - Collaboration, Communication, Creativity and Critical thinking (Voogt and Pareja Robin, 2010) - supports this relational approach to programming. The ‘4Cs’ are compatible with Early Years pedagogy and support adaptable learning dispositions across the curriculum. We also draw on research (and our experience) that work with robots and programmable toys offers an enjoyable route into programming for young children (Sullivan and Bers, 2015).

Phase one of the project established where coding, programming and robotics sit within curriculum frameworks in the five countries and educators’ attitudes towards and confidence/competence in these topics. In phase two, we are tracking the introduction of robotics materials into playrooms and classrooms, through participant observation, interviews with and by both children and staff, questionnaires, photographs and videos. Emerging findings show a relational approach is evident from the start; FS children work individually but talk about what their robots can do, and take a collaborative approach to managing resources, while Year 1 children start to distribute tasks and take on roles. However, digital facility is not enough; familiarity and dexterity with materials can influence which children get the most important roles.

11:05 'Help, I’m feeling paralysis about ICT': changing beliefs and practice around computer integration in the early years
Charlotte Vidal-Hall
UCL Institute of Education, UK
While early years practitioners have a strong pedagogy to support children’s learning across the curriculum, they find this more challenging when integrating digital media into the classroom and are often ‘absent’ during child-initiated technology use. There can be tension between practitioner beliefs about digital media and a constructivist, play-based approach to learning. These beliefs can be more powerful in the decision to use technology than the technology itself. Practitioners need to find ways to navigate the tension between beliefs and practice.

This study used educational design research (EDR) to collaboratively design and implement a naturalistic, classroom-based intervention to develop teaching and learning strategies to integrate digital media in to a nursery class of three to four-year-olds. EDR aims to improve learning from a theoretical perspective and narrow the gap between research and practice. EDR is grounded in the practical reality of changing practice through action to address real problems. It is concerned with a theoretical rationale for how and why an intervention works, rather than its outcomes.

Pre-intervention findings indicated a mismatch between practitioner beliefs about computers and early years pedagogy which prevented effective integration of ICT in to teaching and learning. Practitioners did not interact with children using digital media during child-initiated play, and it was not part of the way they constructed the classroom learning environment with its strong focus on language and communication development. The intervention process of planning, action and reflection enabled new beliefs that allowed practitioners to make links between children’s technology use and their own pedagogy and beliefs. These enabled the development of different teaching and learning strategies to integrate computers in to practice. Use of technology was supported through interventions in child-initiated computer play using approaches which supported children’s agency.

The sociocultural approach adopted by this research viewed learning as a social process in which knowledge is created as the result of interaction with others and mediated through the use of cultural artefacts. Data analysis drew on activity theory to help understand how the classroom context for learning created by practitioner beliefs and practice mediated how children and practitioners acted around technology. Integration of technology was effective when led by children’s existing understandings of classroom rules and divisions of labour. Findings suggest professional development should address practitioner beliefs if technology is to be successfully integrated in to practice in ways that navigate the tensions between beliefs and practice.
improve the quality of education and our students' achievements, but studies show that principals' efforts do not always result in desired changes. The current study explores what organizational barriers undermine these interventions.

Within a qualitative paradigm, 30 semi-structured interviews were conducted with school principals (10) with teachers (15) with school inspectors and (3) with regional heads of teachers unions. Each was asked to describe a single case of a struggling teacher, the causes for his or her difficulties and the remedies offered by the principal. A content analysis identified four categories of organizational obstacles to assisting the teacher: a. An oppositional organizational climate influenced by internal and external political pressures, hostile stance of staff members, and administrative constraints; b. A lack of managerial knowledge and tools for evaluating teachers' performance; c. Organizational faults such as lack of common goals and poor coordination among stakeholders; d. Strong support provided to the teacher by combative teachers' unions.

The discussion emphasizes the importance of identifying teachers' shortcomings as early as possible, providing clear and honest feedback, and offering teachers tailored measures most suitable to their individual needs. An open and cooperative organizational climate is essential to achieve these goals.

10:35

Give and Take: An Exploration of Perspectives on Distributed Leadership Held by Secondary Head Teachers in South Wales

Matt Hutt

University of South Wales, UK

This study reports the findings of research into the perspectives held on distributed leadership by secondary head teachers in South Wales. Taking an interpretivist approach, the study used in-depth, semi-structured interviews with eight head teachers. A literature survey was completed to identify suitable sub-questions for these interviews. The analysis of the participants' responses was conducted according to the principles of grounded theory. The study argues that although the head teachers are generally positive about the concept of distributed leadership, their efforts to enact it in practice are challenged by a systemic focus on achieving consistency in many significant areas within their schools. Thus, levels of autonomy and professional discretion over decision making become sites of tension. The head teachers in this study profess a philosophical and moral wish to enhance these aspects of professional life for their colleagues. Simultaneously, however, they feel compelled to put in place processes and systems which restrict these aspects, in order to achieve a 'corporate' consistency that they perceive is being demanded by external bodies such as regional consortia and Estyn, the Welsh inspection service. The study explores the head teachers' often paradoxical attitudes to professional trust, and goes on to argue that these points of conflict are currently in the process of being resolved by head teachers. This process is far from complete. The study, then, produces a 'snapshot' in time of the dynamic evolution of distributed leadership in South Wales, within the context of contemporary educational pressures. It goes on to suggest that further research should be undertaken to explore in more detail how this resolution is being effected by head teachers.

Key references:


11:05

Reflecting on an era of reform: full career serving teachers' insights into the impact of constant reform on their working life.

Carmen Mohamed1; Joan Woodhouse2; Peter Sorensen1

1University of Nottingham, UK; 2University of Leicester, UK

This paper reports on an investigation into career service teachers' reflections on their experiences of teaching during an extraordinary era of reform. Since the Education Reform Act (1988), the scale and pace of change have been relentless. Not only have curriculum and school organization culture continued to develop apace, but these have both been reinforced by the development of a high-stakes accountability culture. Teachers aged 50+ who have been in teaching for most of their working lives have lived through this and are uniquely placed to be able to reflect on this re-culturing of the English school system, and on how this has impacted on them as teachers.

The purpose of this study is twofold:

1. To gather older, experienced teachers' reflections on the impact of policy since 1988 and the re-culturing of the English school system.

2. To understand how older, experienced teachers make sense of their own career, and their professional identity, as they move towards the final years of their career.

In this pilot study, career life history interviews were carried out with 12 teachers aged over 50 with 30 years teaching experience. The insights of these older teachers are critical to understanding this era of reform from the perspective of those who have both experienced, and implemented, the changes. There is also evidence that older teachers are experiencing school system restructuring in particular ways and this is an issue that
The growing privatisation of school education: global perspectives

Session Type: Educational Research and Educational Policy-making

The participant teachers’ reflections on the past, present and future of their teaching careers provides rich, detailed material focused on both of the objectives identified above. The emerging findings reveal insight into the way teachers mediate their work and their professional identity within the context of the organisation. The paper discusses the emerging findings within the framework of literature considering teachers professional relationships with cultural models of schools as organisations and policy shifts over time.

How is governor support for school performance data analysis changing in the new education landscape?

Author: Rob Atkins, Surrey Council

This paper - tests the hypothesis that school governors are increasingly facing a patchwork of support for understanding performance data, as local authority support is cut and the system fragments, and in places where the support is being withdrawn this is having a negative impact on their ability to act as a critical friend regarding pupil progress and attainment. The implication emerging from this is that school governors could see their capacity for challenging schools significantly reduced.

The effect of changing assessment frameworks on London’s educational success; continuous improvement or fragile gains?

Authors: Sean Hayes, Ruki Gul, Agnieszka Plywaczyk, Shanthan Golden, Hounslow Council

This paper draws on research from 2013 to 2015 exploring the transformational shift in educational outcomes in London between 2003 and 2013, when London’s schools improved rapidly and out-performed England averages. It considers the impact on educational outcomes in London as a result of the changes to national assessment frameworks in 2014. It tests if London’s schools are still preeminent in England, based on a quantitative analysis of the 2016 Key Stage 1, 2 and 4 results and addresses issues arising from these new assessment frameworks, including their impact on pupils’ outcomes and the perceived disjoin between teacher assessment and test outcomes at Key Stage 2.

Larger academy chains appear to be re-inventing Local Authority structures: Which aspects are missing and why? (A case study)

Author: Birendra Singh, Department of Curriculum, Pedagogy and Assessment at University College London

This paper reports on a case study which looks at how larger academy chains are re-creating local authority style structures and considers why some aspects (and which) of the local authority structures are missing. The research methods include interviews with teachers, technicians and other professionals working for the academy-chain. There is also scrutiny of policy documents to learn about support structures for teachers and headteachers. The aim is to discover what effect, if any, the absence of a full local authority support mechanism is having on the quality of provision, including the quality of leadership and consequently the quality of teaching and learning.

This symposium has immediate relevance to BERA members as it reflects on the challenges being faced by local authorities and schools in the state funded sector. Although there are successful regions like London with good educational outcomes, achieved perhaps despite the fragmentation of the system and changes to assessment frameworks, there are regions of England where outcomes are less good. The diminishing role for local authorities reduces their capacity to work collaboratively with schools and their capacity to act as a critical friend. The academisation of schools raises further issues around governance and accountability. These findings are reflected in all three papers.

The focus of enquiry across the three papers will test the impact of the fragmentation of the state funded school system, the reduced roles and responsibilities for local authorities and school governors and the impact of that on the delivery of effective, high quality school improvement support to schools.
Driven by a desire to improve academic outcomes and transform ‘failing’ schools, governments around the world have often turned to the development of new forms of state-funded school. This paper will explore three examples of new school type, located in three very distinct, but nonetheless comparable, cities. It will examine the evidence that these new forms of schooling contribute to improved student outcomes and make comparisons between the models explored. The paper will focus on academy schools in London; ‘small schools of choice’ and charter schools in New York City (NYC); and ‘Schools of Tomorrow’ in Rio de Janeiro. By comparing these different models of school this paper will inform the international debate around school choice, particularly highlighting the lack of robust evidence that exists to properly evaluate each. It will contribute to the wider academic and policymaking contexts around the move towards the marketization or quasi-marketization of schooling.

The paper will use a form of critical realism in order to critique and investigate the systems of schooling employed in the three contexts studied and the ways in which the new models of school improved outcomes, particularly for disadvantaged students. The research is based upon a comparative case study approach in order to collect and analyse data, culminating in in-depth investigations of each city. Each case study combined an analysis of secondary literature and data with a series of qualitative, in-depth, interviews that were carried out with around ten individuals from each city including policy-makers, school leaders (principals and headteachers), teachers and academics.

The paper concludes that although the quasi-marketisation of school systems through the introduction of new (often private) providers might improve outcomes, this is not the only means by which improvement can be attained; and that instead the introduction of new forms of school may be successful because this enables certain other changes to happen. It highlights the limited nature of impact evidence available in all instances, which restricts our ability to properly evaluate the effect of new school types on outcomes.

Across western education contexts, there is strong political faith that greater school autonomy will generate more effective public education systems. However, it is clear that reform in this area whether associated with the academies movement in England, charter schools in the US or self-managing schools in Australia, is not a magic bullet for school improvement. Granting schools greater freedom in governance and decision-making has not consistently led to school improvement. Articulations of school autonomy and school improvement and their relationship are highly complex.

In England, school autonomy reform has radically transformed the state education landscape. The academies movement has involved a de-funding and dis-mantling of the local authority (democratically elected and state funded bodies traditionally responsible for school). It has disarticulated state education by shifting responsibility for school governance from a state to a non-state matter and opening it up to a proliferation of new players or stakeholders who are now responsible for schools and schooling from state agencies and businesses to charities and faith groups (Ball & Junemann, 2012).

This paper provides an overview of some of the key developments and contentions associated with this reform. It draws on case study research from three different schooling sites: 1) a large secondary stand-alone academy, 2) an academy chain and 3) a group of non-academised primary schools. With the aim of highlighting the significance of context in shaping how academisation is being approached and taken up, the paper utilises the work of Braun et al. (2012). This work delineates key contextual factors that shape schools’ response to policy: situated (e.g. student demographics); professional (e.g. teacher values); material (e.g. school budget) and external (e.g. assessment pressures). Data collection involved a descriptive account of each school’s context gleaned through consultation of school documents and interviews with school personnel that explored views about school autonomy in relation to matters of school improvement (at the system, school and student levels). Data analysis involved investigating the relationship between specific situated, professional, material and external factors within each school and their relationship with school autonomy reform.

The paper illustrates the highly varied ways that schools are approaching academisation. As such it highlights the imperative of greater attention in policy and education discourse to the ways in which context mediates schools' capacities to cope with and respond to this reform.
Institutions. At a professional level, schoolteachers are working on projects, and in professional development communities which require partnership arrangements with both other schools and external agencies.

Partnership working emerged in response to a mixture of: entrenchment, central government directives, school governance; perceived economic advantages; and political commitments to flexible/fragmented education system. The proper functioning of such partnerships is highly significant; yet the 'vast majority of research and publications comprise of evaluation reports of government initiatives' and has focussed on 'inter-school collaboration' (Armstrong, 2015). Whilst inter-school partnerships are important, they are not the only type, and schooling can learn from broader research on partnerships.

The arts sector have long engaged with young people, through formal schooling, community and civic partners. This experience positions partnerships located across culture, youth and education as interesting sites for examining the value of different models, the challenges involved in developing and evaluating such partnerships, and the implications for policy and practice.

In this symposium we explore the significance of recognising the roots, purpose, context and behaviour of any partnership and how these factors can characterise and effect practice in specific ways. Drawing upon theory and practice of different community based partnerships we explore the factors which appear to be significant, the challenges in enabling proper functioning, and the value of research in helping partners own and shape their partnership development together. We conclude by considering both the ways in which this research can directly support schools in developing a broad range of different partnerships, and the methodological issues in utilising learning in one sector in another related arena.

Paper 1 - Researching cross-sector partnerships: tales from the field - Nicola Sim
Paper 2 - A Spectrum of Change: framing and supporting effective partnerships - Jocelyn Cunningham
Paper 3 - Schools, partnerships and policy: a Fourierian analysis - Richard Davies

The three papers in this symposium draw on research and evaluation projects concerned with external, historically public sector, organisations in partnership with educational institutions concerned with developing young people’s engagement with and through wider community resources. The first paper emerges from completed doctoral work; an ethnographic study exploring geographies of partnership between galleries and youth organisations. The author explores the power relations produced in the temporary space of partnership. They argue how an understanding of partnership and its spatialities might support agents to work across sectors more democratically and creatively. The second paper emerges from work conducted by an independent research and consultancy organisation investigating modes of effective partnership working of arts organisations working in an emerging partnership with local authorities, schools and young people. The paper explores the characteristics of exemplary partnership working and the development of an evaluation tool, which by offering a snapshot of a partnership at any given moment in time seeks to feed collaborative reflection and ownership of partnership goals. The third paper, philosophical in tone, discusses the policy implications of 'semi-permeable' schools, who proactively seek to develop partnerships with external agencies. Drawing on earlier work by the author, and work by Massey (2005), it argues that school policy needs to be articulated in metaphors that reject the domination of school-space by a single group of professionals.

Respondent:

References:
some extent, to designing reflective exercises for students who are already abroad, not enough opportunities have been created in the UG Modern Language programmes for returnee students to recall, reflect and share their experiences critically and systematically.

This paper presents an initiative which seeks to better-integrate the experience of residing abroad to the ML curriculum. We focus not only on pre-departure training, but also on the experience as it is happening and, especially on the post-residency stage. We propose the adoption of photo elicitation as has been previously used in sociological and anthropological research (Harper, 2002) with the intention to give students a space to share their experiences, at the time they reflect and articulate the encounters that shaped their understanding of the self and the (cultural) other. We will explore the pedagogical possibilities open to students (and to us as educators) by the picture-sharing culture that is already well established amongst our students, most avid users of social media such as Facebook or Instagram. Practical, ethical and pedagogical implications of this initiative will be discussed.

Intercultural competence across disciplines: A case study of staff and student perceptions at one UK university

Katie Dunworth; Trevor Grimshaw; Janina Iwaniec; Jim McKinley
University of Bath, UK

This paper reports on the findings from a recently completed project which explored the nature of intercultural competence as perceived by staff and students across four major discipline areas at one university in the UK, and which examined the views of participants with regard to the extent to which current teaching and learning practices might enhance or inhibit the development and manifestation of intercultural competence. The project drew data from both staff and students involved in postgraduate taught teaching programmes across four major discipline areas: science, engineering and design, humanities and social sciences and management.

The project was guided by an overarching view of intercultural competence as presented in the current scholarly literature as a dynamic and contextually fluid process that involves respect for the values of different cultural groups. However, it was intended that the study should be primarily data-driven and that through analysis a conceptual model of intercultural competence that was contextually framed and responsive to the needs of the university in question would emerge.

The project was exploratory-interpretive in nature and followed a multiple-case design, each of the eight postgraduate programmes that were investigated comprising a case. Data were collected through a process of individual background interviews, focus group interviews and stimulated recall interviews, using as a stimulus recordings from an observed lecture or seminar led by the staff participant. Data were analysed through thematic analysis and involved initial coding, categorisation and theme identification. Each case was initially analysed individually by at least two of the four team members to identify the initial codes. These were then further interrogated to resolve inconsistencies and consolidate consistencies. This process was repeated across each case and then subjected to further scrutiny by the four-person research team as a whole.

Finally the overarching themes for the study were identified. The findings indicated that there were disciplinary differences in terms of understandings of intercultural competence as well as some shared perspectives, the latter including a recognition of intercultural competence as multi-layered and complex, a commitment to the value of diversity as a positive principle, a recognition of the need for high levels of intercultural competence in the workplace and agreement on the need for adjustments according to context. The paper will discuss the implications of the results for teaching and learning at the institution where the study took place.

Creating a Veneer of Internationalisation? International Academic Staff Perceptions of their Transitions and Acculturation into UK Higher Education

Claudia Bordogna
University of Huddersfield, UK

Internationalisation is a critical component in today’s higher education scene, with a range of strategies in operation from student recruitment, overseas partnerships, curricula adaptations and international faculty employment (Knight, 2004). This paper specifically focuses on the employment of international academic staff (IAS) in UK higher education. It seeks to explore how IAS cope with transitioning into UK higher education institutions, by analysing their acculturation strategies. It further examines IAS perceptions’ of their UK higher education employer and the extent to which they feel welcomed and accommodated by the institution.

To explore this phenomenon in detail, a single post 1992 institution was identified. International academic staff from both the EU and wider-world countries, who had undertaken the institutes PgCHE qualification, were asked to participate in a semi-structured interview. Embedded in a interpretivist paradigm, which views knowledge as personal, subjective and unique (Cohen, Manion & Morrison, 2013), data was collected and thematically coded to explore the experiences of international academic staff. Using Berry’s (2008) ‘Intercultural Strategies in Ethnocultural Groups and the Larger Society’ as a conceptual framework, we begin by exploring the strategies of IAS, before analysing their views of their host institutions. Initial findings suggest that IAS feel unable to fully adopt ‘integration or assimilation’ strategies for a host of reasons, but equally did not report feeling ‘separated or marginalised.’ Furthermore, many IAS feel that their institution is not as ‘multicultural’ and accommodating as it could be in its orientation towards international staff as it is for students. Finding suggest that many feel their institution does not make the most of their cultural expertise in relation to teaching, research or student learning styles.

We argue that if academic employers were more accommodating and inclusive, then international staff could make more effective and valuable contributions to their educational environment. This may include aspects such as influencing pedagogy, pastoral care as well as developing policies and marketing material that may better suit the needs of growing international student cohorts. It would appear whilst higher education institutions may welcome IAS as part of a drive to diversify their home campuses, more needs to be done to internal policies and procedures to reap the benefits of employing IAS.
This paper focuses on the UK Government’s *Higher Education and Research Bill 2016-2017* and the consultation processes leading to the policy document currently (that is January 2017) discussed in the House of Lords. While recent scholarly discussions have addressed the structural reforms proposed in the Bill (e.g. the Teaching Excellence Framework, new higher education providers), there has been limited analysis of the policy reforms in terms of the consumerist discourses shaping public understanding of education and students. Collini (2016) argues that the reform aims to re-conceptualise universities as ‘engines of growth’ and students as ‘economic agents’. Phrases such as ‘value for money’, ‘student choice’ and ‘putting students at the heart of the system’ are only a few examples indicating student representation as consumers in the Green and White Papers leading to the Bill. This re-conceptualisation of students reflects an assumption that if students act as consumers, they will pressure universities to develop high quality courses and academic practices (Naidoo and Williams 2015). Students as consumers are seen as practising economic decisions and choosing their universities based on league tables that measure teaching and research (Pritchard 2005). It could therefore be argued that ‘the portrait’ of students has been ‘coloured’ by neoliberal developments (Patsarika 2014, 527).

This paper draws on a small-scale research project that explored the ways in which five student unions across England engaged with and responded to the Government consultation document (Green Paper) *Fulfilling our potential: teaching excellence, social mobility and student choice* (2015). Guided by Fairclough’s (2003) critical discourse analysis, the project analysed the unions’ publicly available responses to the consultation document, and carried out interviews with student members involved in policy consultation. The key aim was to trace the ways in which students understand and respond to dominant consumerist discourses evident in the higher education policy reform, as well as how they engage with Government policy consultations such as the Green Paper. The paper will also address my experiences of conducting research with student unions.

**References**


professional boundaries. Within this flexible work context, there is a need to redefine the nature of leadership and investigate further how new collaborative practices create a ‘diffuse’ leadership style.


Partnership working in widening participation policy: collaboration in a competitive climate

Colin McCaig; Manuel Madriaga
Sheffield Hallam University, UK

This paper is concerned specifically with competitive behaviour in the sphere of widening participation policy (following a long period when collaborative activity was discouraged and institutions were encouraged to target their outreach work to meet their own needs, Browne 2010; BIS 2011) and the impact of a renewed emphasis on collaboration between institutions (the National Networks for Collaborative Outreach (NNCO) programme, launched in 2014).

This paper discusses five key issues that emerged from the research as barriers to good collaboration:

- Pre and Post 92 institutions have different interests; they are not in direct competition for students but exhibit differential interest, motivation and levels of commitment to partnership working.
- Post 1992s and FECs often in direct competition for the same students; this has replaced a culture of collaboration with a culture of competitive mistrust (Taylor and McCaig 2014)
- Differential funding allocations (by number of HE students they currently have) leading to low leverage on priorities for smaller institutions. In some cases the differences reveal how distributed funding allocations can lead to differential outcomes and this sometimes shaped the nature of what was offered and the level of institutional buy-in where the resource was limited.
- Power imbalances between the lead institution and other HEIs and FECs.
- Residual problems of competitive behaviour leading to a lack of coherent focus.

Methods

The research consisted of an evaluation of the impact of 38 networks; this took the form of several waves of data gathering - 2 surveys of all networks; two waves of case study reports (incorporating data from Lead institutions, SPoCs, Partner institutions and Schools that were engaged with.

Data derived from surveys and interview responses were subjected to rigorous grounded theory thematic analysis. This method, commonly used in ‘grounded theory’ evaluative research, ensured that the analysis was informed not just by theoretical understandings that underpinned the agreed research questions but by themes emerging in the data itself, in other words driven in part by the subjective responses of participants (Thomas, 2006, p. 238). In addition, the analysis was informed by a variety of other interactions including notes from workshops, one-to-one support by emails and scanning of issues raised on Jiscmail. This data was used to check findings from the wider data for "their plausibility, their sturdiness, their 'confirmability' - that is, their validity" (Miles and Huberman, 1994, p. 11).

Admissions and Access to HE (Higher Education)

Chair(s)/Convenor(s)/Facilitator(s): Anna Mountford-Zimdars
Discussant(s):

Can holistic and contextualised admission (HaCA) widen access at highly selective universities? Experiences from England and the United States

Anna Mountford-Zimdars
Kings College London, UK

A key challenge for higher education policy makers and researchers is how different groups in society accessing any form of higher education at different rates and the causes for such differences: there is a strong focus on the persistent link between social origin and attainment in education and differential transition rates and the social, economic, and cultural causes underlying it. In contrast, this presentation only looks at admission to one of the internationally most highly ranked US and UK universities where applications by far outstrip the supply of available places. This group includes universities like Stanford, Harvard, Oxford, Edinburgh and University College London. The challenge of admission here is not so much that students who are not admitted to one of these institutions will fail to gain any place for study in higher education. To be roughly in the ballpark to even apply to these universities, applicants generally have an attainment record that makes them eligible for admission
at a wide range of institutions. Instead, admission and access to elite institutions raises the question of what type of higher education different social groups can access and also of whether and how these universities select new undergraduates in a social context of inequality.

The presentation introduces and describes the idea of Holistic and Contextual Admissions (HaCA), why it is used, who benefits and then discusses criticisms and limitations of HaCA. It concludes that HaCA can enhance enrolment in highly selective higher education for disadvantaged groups. To realise its full potential, however, HaCA needs to be part of an integrated approach that encompasses support and outreach prior to higher education and continues throughout students’ progression within higher education into further study and employment. In using HaCA, it seems prudent for policy makers and practitioners to bear in mind the context that gives rise to the need for HaCA in the first place and to keep a focus on the meta-stories of social inequalities while making useful practical changes to make elite admissions more accessible to a wider range of applicants. The work is based on a wider exploration of admissions issues in England and the US (Mountford Zimdars 2016) and a UK national report on contextual admissions (Moore et al. 2013).

References:


10:35

Universities and regions – the role of regional engagement for development of new universities in India

Debananda Misra

Institute of Education, UK

The study will explore how regional engagement can contribute to the development of the new universities in India. The study will analyse the tensions faced by the new universities for engaging with the regions, the challenges faced by the new universities to leverage the contributions from the regions, and the factors that influence the openness of the new universities to engage with the regions. The main contributions of the study will be an understanding about the role of regional engagement for the development of the new universities in India, and an understanding about the role of university attributes in influencing regional engagement of the new universities. The study will adopt and revise the theoretical framework proposed by Pinheiro et al. (2012), which provides the basis for institutionalizing the regional mission within the universities. Public and Private Universities established by the Central and State Governments in India between 1995-2015, and engaged in research and teaching activities will be eligible for inclusion in the study. I will develop six case studies on six new universities who will opt-in to participate in the study. I will collect the data for each case study by conducting semi-structured interviews with the faculty, managers, and leaders of the selected universities, and from documents such as the annual reports and the planning documents of the selected universities. Using replication logic, I will compare the case studies to validate the theoretical framework adopted and develop revised theoretical propositions for the new universities in India. Using comparative analysis of the case studies, I will further analyse the role of four university attributes – (i) age, (ii) disciplinary focus, (iii) regulatory structure, and (iv) type of region in which they are established – in regional engagement of the new universities. The findings of the study will be useful to the new universities in India to integrate regional engagement in to their research and teaching missions, and to the regions to effectively contribute to the development of the new universities.

11:05

‘What “works” - when, how and for whom: The challenge of evaluating HE widening participation interventions

Julian Crockford; Greg Brown

University of Sheffield, UK

Originally subordinated to concerns about targeting and monitoring (e.g. HEFCE, 2007), the role of effective evaluation has shifted into an increasingly prominent role in HE widening participation discourses, under the dual pressures of the substantial additional investment in WP following the 2012 tuition fees increase and the 2011 ending of the Aimhigher programme, for which poor evaluation was used as a pretext. The perceived failures of the evaluation of Aimhigher (a preference for small scale design, over-reliance on qualitative evidence and failure to demonstrate an adequately robust causal link between intervention and outcomes – Passy and Morris, 2010) have prompted an increasingly polarised debate about the most appropriate approach to the evaluation of WP interventions. On one side, a range of commentators promote quasi-experimental or randomised control trials as the ‘gold standard’ of robust evaluation (e.g. The Sutton Trust, 2015, drawing on Gorard and Smith, 2006) and are opposed by evaluators offering a multiplicity of alternative approaches (Whitty et al, 2015). In this paper, we suggest that this methodological polarisation is partially a result of tensions between the policy aims of the UK government (establishing ‘return on investment’) and the experience of practitioners about what widening participation outreach actually does and how it ‘works’, and partially down to inconsistent ideas about what evaluation itself can deliver. As a potential way to resolve these tensions, we draw on Pawson and Tilley’s Realist Approach to evaluation (1997), to suggest a more nuanced way of addressing the complexity of widening participation interventions by invoking the issues of contextualisation and differential impacts (‘for whom and in what circumstances’ an intervention ‘works’) that this methodology makes accessible.

HEFCE Higher Education Outreach: Targeting Disadvantaged Learners (Bristol: HEFCE, 2007)


### Symposium: Problematising and exploring histories of British values: religion, nationalism, curriculum and broadcasting

#### Session Type: History

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<td>10:05</td>
<td>Problematising and exploring histories of British values: religion, nationalism, curriculum and broadcasting</td>
<td>Stephen Parker¹; Mary Clare Martin²; Russell Grigg³; Yinka Olusoga⁴; Martyn Walker⁵</td>
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¹University of Worcester, UK; ²University of Greenwich, UK; ³University of Wales, Trinity Saint David, UK; ⁴Leeds Beckett University, UK; ⁵University of Huddersfield, UK

The requirement that all schools in the United Kingdom teach "British values" raises significant ethical and intellectual issues for teachers, not least because of the problem of definition. This symposium will interrogate this term in historical perspective through examination of the intertwined themes of religion, nationalism, curriculum and broadcasting in different geographical contexts across the nineteenth and twentieth centuries in the British world.

**Communicating British values? Education, Anglicanism and community in New Zealand in the 1840s**

The first paper will analyse the communication of educational ideals and practices to Maori and settlers of European origin in the new Anglican diocese of New Zealand in the 1840s. The paper will draw on personal and official letters, journals and ephemera to analyse how "British" were the ideals and practices of educators and clergy involved in Bishop Selwyn's projects. St John's College was a multi-purpose organisation which included classical education, manual training, preparation for ordination, and an infants school, but its most obvious forerunner was Halle in Germany in the 1670s. The attempt to hold goods in common was modelled on the early Christian church. Surviving ephemera, such as tickets for the shoe club and library, and an infants' school timetable memorialise practices then current in the UK (such as instilling thrift through subsidised self-help organisations attached to schools). Dual-language printing in English and Maori foreshadowed approaches to multi-cultural education which were promoted in Britain from the 1960s, which emphasised inclusivity and diversity.

**You should love your country and should ever strive to be worthy of your Fatherland': Welshness, British values and the celebration of St David's Day in Welsh schools, c. 1870-1920**

The celebration of St David's Day in Welsh schools between c. 1870 to 1920 will be used as a lens through which to examine the official discourse of what was expected of schools, what it meant to be Welsh in British society and the kind of values that schools held in high regard. The context is the beginnings of World War One and the commemoration of the 500th anniversary of the death of Owain Glyndwr, widely regarded as among the country's greatest heroes. A resurgence of nationalism manifested itself, for example, in a greater focus on Welsh culture in schools and society. The research approach uses critical discourse analysis (CDA) to understand the construction of national identity (Welshness), through an in-depth textual analysis of the Welsh Department's St David's Day pamphlet, published in 1915.

**The Purpose of the School: Constructing British values in the early twentieth century**

The Board of Education's Handbook of Suggestions was published in 1905. Addressed to teachers and those “concerned in the work of public elementary schools”, the handbook set out for the first time an official and extended statement of both the purpose of state elementary schooling, and a prototype curriculum that expanded beyond the 3 Rs. The analysis draws on the discourse-historical approach to critical discourse analysis, and sets the handbook against the contemporary backdrop of Empire, and recent national and international movements of people.

**The BBC, religious educational broadcasting, and the conveyance of British values**

In the historiography, the BBC has sought to convey notions of empire and a widespread sense of collective national and imperial identity. The final paper will explore the extent to which such religious educational broadcasts, as part of the BBC's school and religious broadcasting output were similarly targeted, but in this case for an audience specifically of children. What values did such broadcasts seek to convey, over the period 1920s to the 1960s? Did such broadcasts reflect the identity-values of wider religious education curricula in schools? The paper concludes by considering the role and place of religious educational broadcasting today in the discourse around children and young people on the theme of British values.

In conclusion, the discussant will analyse how the differing threads of religion, nationalism, curriculum and broadcasting intersected over the period 1840-1960, and the extent to which these were considered or labelled as British values.

### Symposium: A new front in the 'history wars': values in the history classroom

#### Session Type: History

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<td>10:05</td>
<td>A new front in the 'history wars': values in the history classroom</td>
<td>Terry Haydn¹; Arthur Chapman²; Maria Georgiou³; Andy Pearce⁴; Alice Pettigrew⁵; Ali Messer⁶</td>
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¹University of East Anglia, UK; ²UCL Institute of Education, UK; ³University of Roehampton, UK


The stipulation that all teachers in England should promote ‘fundamental British values’ was a controversial facet of the current regulations for the training of teachers in England (DfE, 2013). The inclusion of this requirement would appear to have particular significance for the teaching of history in schools. It also raises the question of whether the role of the history teacher is to transmit values or to examine them, and whether it is reasonable to claim that the values in question are in fact ‘British’.

Nor is the controversy over values limited to ‘British’ ones. Current debates in England about values in the classroom also include issues such as ‘character education’, the valuing of knowledge and scholarship, and the extent to which respect for truth and evidence should have a more important place in school history, in what has been termed the ‘post-truth’ society.

The symposium will explore the question of which values and dispositions (if any) should be part of a historical education for pupils growing up in the first half of the 21st Century. This issue has important implications for the ways in which history is taught in schools.

A synopsis of the four proposed papers is given below:

1. Narrative and metanarrative vices and virtues. Using narratology to model and evaluate the English history curriculum and recent English history curriculum debates.

2. Usable history and epistemological history: Intersecting or disjoined values?

3. Changes, tensions and contradictions in ideas about the place of values and dispositions in the history classroom

4. ‘It shows the British in a positive light’: National values, national narratives and young Briton’s perspectives on learning about the Holocaust.

In recent years the well-being of children and young people has received renewed interest both within the UK and in other international contexts. Reflecting in reports by the Organisation for Economic Co-Operation and Development (OECD, 2015), the UK’s Office for National Statistics (ONS, 2014) and the National Institute for Care Excellence (2013), the well-being of children and young people is now a national policy concern. As part of a policy response, increasing attention has been given in the UK to forms of Alternative Provision (AP) intended for children and young people who have either found conventional mainstream schooling difficult, or, more troublingly, have found themselves ‘character education’, the valuing of knowledge and scholarship, and the extent to which respect for truth and evidence should have a more important place in school history, in what has been termed the ‘post-truth’ society.

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In this paper the authors report the findings of four separate evaluations of Alternative Provision conducted in England. Constructed from four interrelated case studies, the evaluation data draws on research on AP in four Local Authorities, three located in the West Midlands and one in a London Borough. Including a two-year evaluation of a recently created AP Free School and an evaluation of pupil referrals in a large school alliance, data was collected through semi-structured interviews with children, young people and key stake-holders; on-line questionnaires; telephone interviews and contextual literature. The research designs were informed by the principles of children’s rights and children as reliable witnesses. The evaluation case studies involved 200 participant children and young people, 30 managers and stakeholders, a sample of parents of non-attending pupils, Local Authority Officers and School Governors. From the evaluation data, key themes are then extrapolated. These
include: the profound consequences of unsuccessful transitions between key phases/stages of education for children and young people; the importance of personalised learning for individual needs; the curriculum challenges of vocationalism and academic emphasis; assumptions around mainstream reintegration and postcode boundaries; the specific needs of girls and young women in AP; progression to employment; blind spots in training and professional development and the case for differentiated inspection of AP. Using data revealed in each of the case studies comparison is made between different approaches to AP.

NICE (2013) 'Social and Emotional Wellbeing for Children and Young People'. September 2013


http://www.ons.gov.uk/ons/dcp171776_355140.pdf

The PRU Experience: Occupational identities and practice
Phil Smith
Cardiff University, UK

Pupil Referral Units (PRUs) as a form of non-traditional schooling can be challenging settings for teachers, who are tasked with supporting both the learning and well-being needs of pupils as part of their daily work routines. With a particular emphasis on behaviour, nurture and learning, professionals find themselves working within an inter-agency setting. This paper presents initial findings from an on-going qualitative case study into the forms of occupational practices and identities that exist in one PRU in Wales. Using data from semi-structured interviews (involving 12 staff), observations and mobile methods, the paper explores how staff construct and perform their roles in order to display appropriate responses to new expectations placed upon them by the school inspectorate. These expectations are part of the new ‘best practice’ agenda in Welsh PRUs which aim to meet the complex needs of pupils for emotional support alongside improvements in formal instruction. Initial findings indicate that ‘hybrid professional’ identities are present in the PRU, whereby teaching staff perform daily routines underpinned by elements of both teaching (involving academic nurturance) as well as social work (involving pastoral care). These routines are forms of emotional work and a key aspect of a nurturing and informal pedagogy that can be understood as rooted in a vocational ethic of care. Their consistent displays of emotional work, presented through a strong developmental orientation towards the social and emotional needs of the young people, begin to resemble the underlying tenets of a progressive social pedagogy. How teaching staff understand and deal with emotional labour is also considered.

Under the skin of truancy: what young people gain when they leave class
Delia Baskerville
Victoria University Wellington, New Zealand

School non-attendance is a complex, historical international issue related to student behaviour. Two aspects of non-attendance research, truancy and school refusal, are further divided into explained and unexplained absence, and school phobia and separation anxiety. Truancy impacts negatively on student achievement, future employment opportunities and is a cost to society in terms of crime and consequent internment. This paper reports on a study of truancy in New Zealand. Thirteen students, identified by school management as young people who truanted, were recruited from four locations. Three were New Zealand secondary mainstream schools and one an activity centre, separate from mainstream, which catered for the needs of struggling students at-risk of low educational outcomes. These young people, aged between 14 and 18, contributed to twenty interviews conducted over two years.

Grounded theory analysis of these interviews privileged participant perspectives and, along with researcher memos that noted researcher thoughts, feelings, and responses, aided discovery and understanding of young people’s perspectives of truancy. They referred to truancy as ‘wagging’. An original process theory of wagging emerged. This paper presents findings about ‘Leaving’, the second stage of this process theory of wagging, and a construct consisting of two components ‘absconding’ and ‘mattering’.

Previous truancy scholarship has not provided a deep understanding of the benefits experienced by young people who truant. Young people made explicit choices to remove themselves from class. They wanted to get away from teachers, peers and perceived problems in class, have control, and be somewhere else, doing something more enjoyable. Outside class, whilst wagging and participating in enjoyable shared experiences, young people formed close friendships, developed a sense of community and received the support they needed to overcome restlessness and obstacles they experienced in classrooms.

These findings have implications for teachers and teacher educators world-wide in terms of changing attitudes towards truancy, opportunities to modify classroom practices, intervening and deterring young people from choosing to truant and working with groups of young people to encourage them to return to class. Improved classroom practices will contribute to social justice outcomes in schools and enhance retention, participation and the citizenship aims constituted in many curricula internationally.
Young People in Care: Aspirations and Experiences of Progressing to Further or Higher Education

Sue Eccles¹; Vanessa Haslil¹; Tammie Lewis²; Suzie Levett³; David Alderson⁴
¹Bournemouth University, UK; ²Poole Borough Council, UK; ³Bournemouth Borough Council, UK; ⁴Dorset County Council, UK

Young people in care progressing from secondary to tertiary education remains relatively low despite support they may receive from a variety of sources. In 2015, less than a quarter of 19 to 21 year-old care leavers were in further or higher education (HE). This study aimed to explore perceptions and aspirations of young people in care considering progressing to further or higher education. In particular, we were keen to identify where they currently seek advice and guidance, the resources they access and some of the challenges they face in making an informed decision.

The study included focus groups and interviews with the key stakeholders (young people in care, care leavers in HE, social workers, Virtual School teams, foster carers and other key workers). This provided a rich picture of young people’s ambitions, the breadth of advice and guidance available and the importance of personal relationships in supporting these young people.

The findings suggest that young people seek advice from a range of sources. However, sometimes the guidance given is felt to be limited or incomplete. One overwhelming finding was the sense that ‘college or university is not for me’ – that it is not the ‘natural’ progression that it may be for their peers, that they do not have the social, financial or cultural capital required to continue into tertiary education. For those young people who do make this transition, it is clear that individual support provided by the institution will help overcome the ongoing personal, financial and academic challenges they may face.

This study has identified the support and commitment available to young people in care and also highlighted their increasing reliance on online resources. As well as using such technology for social purposes (e.g. Facebook, Twitter) they also use online sites to seek further information, clarify uncertainties and help in their decision-making. It is clear that the relationship they have with one or more of their key contacts is crucial in helping them develop the confidence and knowledge to progress to further or higher education. This paper explores the impact of strong versus ‘spoiled’ relationships in initial decision-making and the value of a bespoke online application as a single point of reference for the step-by-step processes of applying to a college or university, details of what they can expect from continuing to tertiary education and the support that would be available to them.

'Becoming a patient I thought I was nobody and not normal.....but when I go to college, I don't feel like that'; the transformative potential of learning for adults with mental health problems

Denise Buchanan
UCL Institute of Education, UK

In the UK in any one year, it is estimated that 1 in 4 people will experience mental health problems such as anxiety, depression or bi polar disorder, yet they are underrepresented in fulltime employment or education. Additionally, in the field of education there is little research specifically involving people who have moderate to severe mental health problems about their learning experiences in non-clinical settings. In an effort to counteract this, a qualitative narrative study involving 15 adult students with mental health problems was carried out in order to discover how these students reflected on their current experiences of attending an inner city Further Education College. Specifically they were asked how they had benefited from this experience beyond gaining qualifications and whether it had been transformative for them in any way (Mezirow, 1978, 1991).

Although for some students there were certain negative aspects of being back in education, overall they reported a myriad of benefits which they felt their clinical care was unable to deliver. These included: feeling more productive, developing a sense of responsibility and perceiving a change in their identity; relishing the challenge and structure of the college day as opposed to spending unfocussed days alone and oversleeping due to the side effects of their medications. Many also felt that it helped them to stay well as they found classroom learning a therapeutic distraction from their preoccupying anxious thoughts. Additionally, it led to an increase in their levels of confidence and pride; gave them hope for the future in terms of progression and a growing sense of autonomy; changed their thinking, for some in a transformative way. Two corollary benefits were that firstly, when learning one subject they also learnt about related topics which impacted their lives generally (e.g. healthy eating). Secondly, a major by-product of attending college was the opportunity it provided in enabling these students to improve their literacy, computer and numeracy skills. Multiple social benefits were also reported such as learning how to discuss differing perspectives calmly within a diverse group of people and feeling less lonely as they came to feel a sense of belonging within the class. Finally, they specified the practical support they needed from college staff in order to achieve these benefits.

The aim of this presentation will be to unpack how and why these students perceived their learning to yield such benefits and the implications for educational practice.

'Do we have to move again?' Exploring the effects of Frequent Mobility on Children's Relationship Orientations

Georgina Shaw
University of Bath, UK

Background

This study was conceived from personal experiences of an Army wife bringing up two children, supporting them through numerous moves of home and school and associated challenges.

Findings from a Defence Committee inquiry (2006/2011) into educating military children highlighted issues of stress and difficulties associated with transitions provided a platform to conduct a small-scale study and provide impetus for this current study.
Focus

This study explores the impact of frequent moves on the way that military children develop and maintains relationships in school environments compared to non-mobile children. The study uniquely seeks to understand this phenomenon from the child's perspective. The study examines whether factors from the child's home environment may influence how they negotiate transitions, make friendships and any support mechanisms they may use to buffer any negative effects associated with frequent mobility.

Methods

A mixed methods sequential approach was used with military and non-military participants in two schools in Years 5 and 6 aged between 10 and 11 years. The quantitative element identified patterns of family and friendship related factors and children’s school attainment variance. The qualitative element explored the identified patterns and possible anomalies, through 12 case study children looking at the quality and features of relationships and general feelings of mobility on affecting their ability to form close friendships.

Findings

Early findings suggest frequent mobility may be a predictor of psychological wellbeing and educational achievement although effects on participant children appear not to have a negative impact as reported in other studies. A number of factors have emerged that may explain why these children do not appear to suffer the negative effects other studies have reported. It may be attributable to unique proactive strategies adopted in the school; forms of social capital invested by parents who, being cognisant of their lifestyle, invest more heavily in their child’s school engagement. A unique military class culture appears evident operating as a buffering mechanism against negative effects of frequent mobility, family separation, deployment and family functioning. Children appear to adopt a utilitarian approach to friendship formation cognisant of their transient lifestyle very Early indications illustrate parental influence, children adopt more positive approaches towards mobility that impact positively on their wellbeing and ultimately education outcomes.

Implications:

- Insight on friendship related challenges mobile children face and impact upon their educational outcomes
- Information that helps better support those children who experience high mobility (traveller families, migrant children, children in care)

10:05 - 11:35

Symposium: Researching pathways into higher education with students from refugee backgrounds: Exploring the conceptual, methodological and ethical challenges

(Invited Symposium AARE)

Session Type: Invited Symposium (AARE)

Chair(s)/Convenor(s)/Facilitator(s): Geoff Whitty

Discussant(s):

Researching pathways into higher education with students from refugee backgrounds: Exploring the conceptual, methodological and ethical challenges

Sally Baker1; Geoff Whitty2; Jacqueline Stevenson3; Mary Taiwo4; Shelley Gower5; Jaya Dantas4

1University of Newcastle, Australia; 2Sheffield Hallam University, UK; 3Macquarie University, Australia; 4Curtin University, Australia

This symposium considers the theoretical, methodological and ethical underpinnings of research that explores pathways into and through higher education for students from refugee backgrounds (SFRBs). The insights offered in this symposium have emerged from a multi-sited, longitudinal, ethnographic research project, funded by the Office for Learning and Teaching (OLT), investigating transitions of SFRBs into/ through higher education from different pathways. The project examines three different contexts, educational pathways, localities, and groups of students: a Vocational Education & Training (VET)—enabling—undergraduate pathway in regional Australia; a school—undergraduate pathways in metropolitan NSW; and an Intensive English Centre (IEC)—high school certificate—undergraduate pathways in Western Australia. Despite significant variation in the locations of the research sites, the ages of the participants and the types of educational provision explored, all three studies are linked by the specific focus on SFRB’s linguistic, educational and cultural experiences, as they transition into and through undergraduate study.

Through this symposium the three partner universities of this research project – University of Newcastle (UON), Macquarie University (MQ, and Curtin University (CU), explore the conceptual underpinnings, methodological possibilities, ethical implications and challenges of engaging in ethnographic, longitudinal research with different cohorts of students from refugee backgrounds, who experience different educational departure points and live in different geographic locations.

The three objectives for the symposium are: firstly, to engage in a theoretical discussion about transition in the context of SFRBs, seeking to examine how the dominance of linear notions of ‘transition as induction’ (Gale & Parker, 2014) poorly reflects the experiences of the participants in our study. Secondly, to offer a methodological discussion of the affordances and challenges of engaging in ethnographic, longitudinal research with SFRBS as they move between educational levels while simultaneously engaging in the processes of transitioning into new cultural and linguistic spaces, both in terms of living in Australia and engaging in higher education. Thirdly, to examine the ethical considerations and concerns raised through engaging in research with SFRBs in schools, IECs, TAFE, enabling and undergraduate programs, particularly research with trauma/torture survivors in a language that is not their mother tongue(s). In addition, the fourth paper will present the results of an Australian national cross-sectoral audit of existing pathways to support SFRBs enter higher education (school, VET, higher education and community sectors). These findings have international significance and will help to build an international picture of what pathways are available to students from refugee backgrounds.
The role of teacher knowledge

Session Type: Literacy and Language

Chair(s)/Convenor(s)/Facilitator(s): Andy Goodwyn

Discussant(s):

The writing or the writer: What is the priority for a teacher of writing in English primary schools? An investigation into the effect of teacher self-determination on the teaching of writing and the consequential impact on individual voice in the narrative writing of 9 and 10 year-old children.
Writing pedagogy and assessment in English primary schools has been the subject of continued scrutiny and reform for more than two decades. Teacher motivation has continued to suffer as autonomy and competence in the teaching of writing remains variable, and vulnerable to the current high-stakes assessment culture in the English education system. The present study adopts the theoretical framework of Self-Determination Theory (SDT) to explore the nature of the relationship between the autonomy and competence of a teacher, the attitudes towards their teaching of writing and the written outcomes for children, specifically in the development of individual writer voice. To analyse the relationship, four inner-city primary school teachers were identified from the initial quantitative questionnaire data (taken from twenty-seven teachers) and categorised into a quadrant as being high or low for measures of autonomy and competence. The teachers were interviewed to explore the nature of their perceptions and the subsequent impact on their pedagogy. Interview transcripts were blind-marked and analysed according to whether the three markers judged the interviewee to be high or low in autonomy and competence. The judgments agreed with the placement within the quadrant according to the quantitative data and strongly supported the hypothesis that teachers high in self-determination (those with high competence and autonomy) prioritise the development of the individual writer while those low in self-determination are relatively more focused on the writing product. A two-phase analysis of the writing samples showed significant quantitative and qualitative differences in the development of individual writer voice related to the self-determination of the teacher. Results are discussed in relation to the implication for the teaching of writing in English primary schools and the wider implications concerning the impact of high-stakes assessment on the relative emphasis on the learner versus the learning outcomes.

This paper thus concludes that improving student motivation is linked to the provision of choice for all students, or making the subject compulsory, and that the likelihood of the subject being offered in this way is linked to the language skills of the staff members making the decisions – found in the study to be the head teachers and heads of department, who take into account the views of senior leaders, students and parents.

What does 'subject literary pedagogical knowledge' mean for English teachers and how does it help them at a time when much of their teaching of literature is determined by narrow, external imperatives?

Andy Goodwyn¹; Rachel Roberts²

¹University of Bedfordshire, UK; ²University of Reading, UK

There has now been a National Curriculum in England since 1989 and English has been a core subject from that time, the first subject to be defined by the state via the ‘Cox Report’. One of the dimensions of the Cox Report was its emphasis on ‘models of English’ which included two contrasting models both closely related to the traditional study of literature, one was ‘Cultural Heritage’ [CH], the other ‘Personal Growth’ [PG]. CH might be summarised as demanding a pedagogical transmission mode focused on elite literature from the ‘English literary heritage’, positioning students as passive appreciators of great literature; in contrast, PG emphasises the place of all forms of literature in the development of the individual student, who is conceptualised as being able to engage meaningfully and critically with all texts, elite or ‘popular’, and, indeed, to produce texts of a literary kind. These models have persisted in curricular documents and in teachers’ practice but increasingly CH has dominated the National Curriculum whereas teachers have expressed their commitment to PG (Goodwyn, 2016). One challenge has been the struggle to determine what literary knowledge students should develop and, by implication, what the teachers themselves should consider their own subject literary knowledge.

This paper examines the vexed question of the nature of the subject literary knowledge of secondary English teachers and its relationship to the current demands of the literature curriculum as articulated in the current National Curriculum for English. It also examines the subject identity of these teachers and their beliefs about the purpose of teaching literature to young people and to what extent current curricular and school influences enable or constrain their work and the enactment of their values.

Connecting the dots between head teachers’ language skills, choice and student motivation in modern foreign languages

Abigail Parrish
University of York, UK

This paper reports findings from a PhD study conducted into choice and language learning motivation in English secondary schools. The study collected data from 666 Year 10 students (aged 14-15) and 119 head teachers and heads of languages departments using questionnaires and interviews.

At present in England, the National Curriculum makes languages optional beyond the age of 14, although schools are free to create their own policies in their schools. As a consequence of the EBacc (English Baccalaurate) performance measure, a suite of qualifications including a language, some schools have changed the way they make provision for language learning, with a focus on higher-attaining students in order to maximise results. The study investigated the impact of the provision of choice and found that it was a significant factor in students’ motivation in the subject. Where students were given entirely free choice, or where the subject was compulsory for all students, motivation was significantly higher than where choice was ‘guided’ and provided only to some.

Given the impact of the provision of choice on student motivation, and given the decline in language learning at secondary level and the national consequences of this, it is important to consider the reasons which drive schools to offer choices in the way that they do. Staff beliefs about language learning were investigated as well as considering the language learning experiences of the staff. It was found that staff decisions tend to be made based on factors internal to the language learning process in that school, with little emphasis on the educational opportunities provided in primary schools and post-16 institutions. However, where staff, particularly head teachers, spoke a language other than French, Spanish or German (the three most commonly taught languages), they were more confident in their decisions to make provision for language learning, with a focus on higher-attaining students in order to maximise results.

This paper thus concludes that improving student motivation is linked to the provision of choice for all students, or making the subject compulsory, and that the likelihood of the subject being offered in this way is linked to the language skills of the staff members making the decisions – found in the study to be the head teachers and heads of department, who take into account the views of senior leaders, students and parents.

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The paper reports on a qualitative, international study that explored English teachers’ understandings of literary knowledge and its relationship to their classroom practices. The participants in the main project were sixteen secondary English teachers in different geographical and social contexts in England and Australia. Interview questions focussed on what constitutes literary knowledge and on the way participants’ understanding of this shapes their approaches to designing/working with the English curriculum within their respective contexts. This paper focuses on the teachers based in England, 4 interviews are examined in depth as are curricular and examination related documents. Analysis of the data from this project provides foundational evidence and insights into our current understanding of teacher’s literary pedagogical knowledge.

Paper 1: Unsettling understandings of maths anxiety: Results from systematic review and meta-analyses
The presentation focuses on the recent systematic review and meta-analyses on maths anxiety funded by British Academy. We set out to understand the phenomenon as both a psychological and a sociological, cultural phenomenon, covering pre-school, compulsory and post-compulsory education and life; parental anxiety, teachers’ anxiety and their influences.

We present findings around the following themes: (a) teaching related interventions and the role of teachers, (b) the role of assessment practices, (c) evidence from neuroscience, (d) demographic variable influences, (e) findings from higher education and implications for the workplace.

Paper 2: The relationship between an Affective Instructional Design, Mathematical Attitudes, and Learning for Early Years
This paper explores the relationship between an Affective Instructional Design (AID), children’s attitudes toward mathematics, and mathematics learning.

I propose that Affective Instructional Design (AID), adapted from Kort et al.’s, (2001) affective learning model, is one route to supporting educators in establishing quality learning environments that promote positive attitudes and meaningful learning in mathematics. AID has been organized to promote affective and cognitive development and is rooted in a social-constructivist framework. Affective development can be attended to in two ways: through environmental affect and core affect.

Paper 3: Notably different affective responses when primary children are able to persevere in mathematical reasoning
My focus is on developing children’s perseverance in mathematical reasoning. I present findings about the interplay between affect and cognition during children’s reasoning, and the notably different affective responses when children are able to persevere, from spotting patterns and conjecturing to generalising and forming convincing arguments.

Paper 4: Investigating student engagement in mathematics—what teachers say and do
Teacher perceptions and beliefs about student engagement in early secondary mathematics classrooms are considered; what they think influences both how they respond to students and the teaching practice they choose to use. This research investigates the reports of 31 mathematics teachers and the signs they perceived as reflecting student engagement. The signs were categorised by three types (behavioural, emotional and cognitive) and levels of intensity, resulting in a framework known as 'The Engagement Spectrum'. The Engagement Spectrum has been useful for organising the range and complexity of student engagement particularly the space between substantially engaged and disengaged students. The research also identified that while teachers pay immediate attention to student behaviours and overt emotions, less extensive reports were made about cognitive engagement. Importantly, teachers who reported a greater number of signs of cognitive engagement used a wide range of practices for promoting student engagement in mathematics.

Paper 5: A study into the psychic costs of identity formation: Troubling stories of adults (not) taming mathematics
What mathematics comes to mean to the individual is mediated through lived experiences. Adult learners do not just bring mathematical skills to the classroom, they bring classed, gendered and racialised constructs of mathematics, and mathematics education. Mathematical identities are thus understood to be politically and socially constructed. Based on examination of the lived experiences of eleven adult learners, this presentation pays particular attention to subject positionings and to the precarious and contradictory productions of the mathematical self. In doing so, it seeks to untangle the psychic costs of re-engaging with mathematics as an adult.
Our working definition of pedagogy is that it describes how teachers explain and familiarise their students with new knowledge or skills. This process is influenced by the subject being taught, the nature of the discourse, and the relative expertise of the teacher and learner. A significant body of research has addressed the way in which European VET systems aim to develop in young people the skills, competencies, and dispositions required at work. A theme rather less evident in European research is the relationship between VET, social justice, and inequality. Insofar as research has addressed social inequalities, the focus has tended to be on the reproduction of classed and/or gendered relations. Issues of race and racism – race as a social relationship – have often been covered in passing, couched, in terms of articulations between class, gender, and ethnicity; sustained examination of race and VET has been rare. In a previous paper we examined the articulations between race, ethnicity, and VET, much of which has lain dormant since the structural accounts of the 1970s and 80s. A number of significant questions emerged from the literature: the marginalisation of black youth in VET, their allocation to low level courses, and ‘warehousing’. The latter concept developed in the 1970s and 80s, refers to the way particular fractions of working class youth were effectively ‘parked’ on youth training schemes and low level VET. They were, to use Blacker’s (2013) term, effectively ‘eliminated’ from the labour market. This process is particularly applicable to black male youth. This paper addresses an under-researched area, the lived experience of male and female black Caribbean and mixed heritage youth in VET. The study is an exploratory case study of an opportunistic sample of ten young people (16-25) from the north of England. It draws on semi-structured and narrative interviews to explore their lived experience of VET. The interviews enable us to examine their routes into VET, pedagogic experiences, orientation towards vocational studies as well as their specific experiences of Further Education colleges. Provisional findings relate to black students’ experiences of careers advice, their peer relationships and shifts in the structures of VET.

What is effective feedback in a professional learning context? A study of how examination markers feedback to each other on their marking performance

Martin Johnson
Cambridge Assessment, UK

The importance of feedback as a general concept for learning processes has been widely recognised, including professional and work-based contexts. Examiners in large examination boards often work in teams, with a team leader monitoring the quality of the marking performance of examiners in each team. It is also the responsibility of the team leader to give feedback to each examiner on their marking performance. This feedback helps the examiner to align their understanding of how to apply the mark scheme with the practices of senior examiners. Therefore a key aim of feedback is to support the convergence of participants’ thinking and practice. In addition to this alignment function, the feedback context implicates professional relationships and the recognition of expertise at a social level.

Feedback is a complex area of study. Professional feedback often involves participants managing the communication of bad news. It is a forum where the social recognition of expertise is displayed and where participants work to maintain face. It also has an impact on performance motivation through its underlying connections with emotion. As a result, the professional feedback environment may be a challenging one for promoting professional learning and inducting others into a community of practice.

My study data are 991 feedback messages that took place between three team leaders and 27 examiners working for a large assessment organisation. My analyses draw on sociocultural theory which suggests that intrapersonal development is a function of the quality of interpersonal communication. I integrate methods associated with thematic content analysis, conversation analysis, and corpus linguistics to (1) identify the characteristics of examiner feedback, and (2) evaluate how these features relate to theories of feedback effectiveness.

My initial findings suggest that team leaders use feedback to convey both informational and interactional information, with examiner experience and familiarity influencing the nature of feedback. Indications also suggest that examiner feedback is a discourse that focuses on disagreement, and that the nature of this discourse shifts over time. The study outcomes have implications for anyone involved in the delivery of professional performance feedback. This is particularly the case for those working in organisations where there is asymmetry in expertise and relative professional status. It is hoped that the outcomes can be used to inform the development of expertise in feedback giving.

Enhancing Pedagogy in Vocational Science, Engineering and Technology: Evaluating Impact

Kevin Orr; Ron Thompson; Pam Hanley; Jonathan Hepworth
University of Huddersfield, UK

This paper reports on the process of evaluating a current project that has researched and developed an intervention designed to enhance the subject-specialist pedagogy of trainee vocational science, engineering and technology (SET) teachers in English Further Education (FE) Colleges. Our working definition of pedagogy is that it describes how teachers explain the decisions they make in relation to particular knowledge (in this case occupational) and in relation to a particular group of students (in this case on vocational SET courses). The intervention has been designed to inform SET teachers’ pedagogical decisions specific to their own vocational subject specialism. The project has sought to apply and adapt
Evaluation of the intervention’s effect on trainee teachers has been judged in relation to other factors that may affect their development including, for example, workload, previous experience and support at work. That evaluation, which is on-going to allow assessment of longer term effect, is based on questionnaires and interviews before and after the implementation. These have also gathered biographical and contextual information. Operationalising our definition of pedagogy, analysis of the language used by the participants to explain their teaching enables inference of influence on their decision-making. Importantly, the impact of the intervention is only judged in relation to other contextual factors.

Identifying trainee vocational SET teachers has been problematic even before persuading them to make time for pedagogical development. So, we have had to develop new means to access SET teachers by other means. The major issue remains that there are not enough teachers in vocational SET subjects in FE colleges, whether or not they are pedagogically proficient. Until the working environment, pay and workload of FE teachers are improved, such interventions may only have minimal impact on SET teaching. Nevertheless, this project has shown that subject-specialist pedagogy can be made relevant to trainee SET teachers. Evaluating the longer-term impact of such an intervention on the participants is challenging when set within the wider influences on teachers in FE. That challenge is the focus of this paper.

The less integrated we are as citizens of the world we know that it is more likely that mistrust, anxiety and prejudice will grow. The education system continues to be one of the key institutional mechanisms for supporting integration, shared respect and tolerance. Crucially education services, both nationally and internationally, are required to creatively respond to this agenda. This symposium adopts a policy to practice methodology to explore contemporary challenges.

The paper concludes that shared affinities help reduce issues of trust and open doors to mentoring relationships enabling teachers to show understanding of cultural identities to overcome stereotypes and prejudices.

Paper 1. Dr Richard Race
Integration and education policy research
Integration is a conditional relationship between the state who creates policy and individuals and communities who respond to these policies. Empirical data will be used to show how individuals and communities respond to these policies - the Prevent Strategy and Duty – and to show how integrationist processed continue to shape and create policy (Tomlinson, 2004; Modood, 2013). This is followed by an examination of specific international and domestic education policies e.g. No Child Left Behind and Every Child Matters (Rebell and Wolff, 2008; Simon, 2017) and the national curriculum (DfE, 2014; 2016) of England and Wales. The hypothesis of this paper is that individual and community responses are dependent on the capability and capacity to choose (Ball, 2003; Race, in Race and Lander, 2016).

Paper 2: Professor Erica Joslyn
Children from migrant backgrounds are often observed within the framework of the distinction between advantaged/disadvantaged - where diversities are observed as deficits in the readiness to meet the expectations of the educational curriculum (Mercer & Littleton, 2007). The condition of disadvantage can therefore become the main feature of the identity of children of migrant backgrounds (James, Jenks & Prout, 1998) and she argues that labelling children from migrant children as a "disadvantaged group" does not support their empowerment (Holliday, 2011; Hua, 2014). This research explores an alternative approach to the "disadvantage frame" and supports the notion of an "intercultural pedagogy" (Baraldi & Iervese, 2012). This paper presents early findings from a two year ERASMUS study in primary schools in England, Italy and Germany, designed to promote positive relationships and cultural identities to overcome stereotypes and prejudices.

Paper 3: Dr Shirin Housee
Speaking from the inside: ethnicity does matter in education
This paper interrogates the question of whether the presence of minoritized staff on the inside of higher education institutions makes a difference to the learning experiences of minoritized students. It explores the conditions in which students find themselves in, and their struggles with and against education structures and systems. Minority students survive, transgress and transform largely because of the support networks that exist outside, in the form of friends, family and community. Sometimes these are supplemented on the inside, by informal academic mentoring from BME staff. The paper concludes that shared affinities help reduce issues of trust and open doors to mentoring relationships which can be key to BME students achievements and successes in higher education contexts.
The 2015/16 academic year provided a unique opportunity for teachers to directly compare the assessment arrangements for the A levels, English were selected using purposeful sampling and were interviewed in two blocks of 5 weekly sessions, 2 months apart. A range of probes such as engagement with practical tasks, concepts maps and concept inventory questions. Analysis of recorded transcripts led to the construction of three major themes. Firstly, there appeared to be limited development in the students’ differentiation of force from other concepts over the course of the interviews. In particular, overlaps in the meanings of the concepts of force, momentum and energy appeared to remain unchanged. Secondly, there is some evidence that some students developed more tightly clustered concepts, that is, they perceived greater levels of similarity between members of a conceptual category (for example, students developed an appreciation that gravitational and frictional force were two manifestations of the same abstract concept). Thirdly, in some cases, students developed a greater appreciation of the abstract nature of some of the conceptual categories used in dynamics. Typically, initial understandings of a concept such as force were situated within particular contexts, for example, there was an expectation that the reaction force would always act vertically upwards. Students’ ontological development is an under-researched topic; research in the area may lead to novel teaching approaches to support appropriate scientific categorisation.

References


This paper presents an analysis of the experiences of seven students from a specialised STEM (science, technology, engineering, mathematics) school located in Midwestern United States. This school offered advanced curriculum in STEM disciplines to gifted science and mathematics Grades 10-12 students and it was a tuition-free boarding school. In the presentation, I will discuss narratives, constructed from semi-structured interviews each lasting at least 30-minutes with the students, to illuminate reasons why they chose to attend the specialised STEM high school instead of a regular high school, and their experiences in the STEM school. Analysis of the interview transcripts were done using the emergent coding method to identify codes which were then consolidated into categories. Additionally, the constant comparative approach (Glaser, 1965) was adopted such that when new codes were identified, previously coded transcripts were re-analysed. The coded data were then written into realistic narratives that provided thick descriptions (Geertz, 1994) of the students’ personal experiences related to being a specialised STEM school student. The findings of the study showed that the students had different reasons for choosing the school. For example, some of them were not academically challenged in their previous high school or their parents had encouraged them to attend the specialised school that was elite. At the school, some of the students had developed close relationships with friends and teachers but others felt being left-out or ostracised due to racial and/or gender discrimination. Other topics related to how the students managed school, peer, and family expectations were also raised. As the focus on STEM education continue to grow globally, more STEM schools are being established in many countries. The findings of this study will have implications for STEM teachers and school leaders who need to be aware and sensitive to the needs and challenges of STEM students and find ways to address them in the curriculum.

References:


The use of ‘the self’ is an everyday aspect of practice for all professional youth and community workers. Whilst accepted as important (Young, 2010; Ord, 2007; Sapin 2003) the use of ‘self’ within youth work, or other professions is little researched. This paper draws on and analyses data from in-depth interviews with women youth workers who identify as being lesbian, bisexual, queer or gay. The case studies examined here are ‘outlying’ respondents of research with 16 women undertaken by myself—an ‘insider’ within this ‘community’ (Brah, 1999)—a lesbian and feminist youth and community worker and then educator of many years’ experience.

This paper critically considers emerging data around the breadth of experiences of five women of different ages, of different social class, ethnic and family backgrounds and their different understandings of their ‘self’ whilst seeking to avoid making generalisations from these case studies (Crouch & McKenzie, 2008, p492).

The focus here will be on the stories of their early and current experiences and the necessity to understand how issues of intersectionality are ‘woven’ (Crenshaw, 1989) through, and have impacted on, the respondents’ experiences and their understanding of their own ‘self’. ‘Intercategorical complexity’ (Winker & Degele, 2011; McCall, 2005) will assist in the discussion of the different experiences of these women and their different understandings of their own ‘self’. Whilst the research is small scale and respondents were not chosen as representatives of specific backgrounds, convenience and snowball sampling as well as purposive sampling (Bryman, 2012, Robson, 2002) ensured some variety in the age, breadth of youth work experiences, social class and ethnic backgrounds of respondents.

These case studies offer a starting point to understand some of the challenges experienced by these women and the usefulness of using an intercategorical intersectional approach within the analysis of the data gathered.

References:

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Crouch, Mira and McKenzie, Heather (2008). The logic of small samples in interview-based qualitative research Social science information. 45 (4), 483 -498


Ord, Jon
In the UK young people from lower socio-economic groups, black and minority ethnic groups and girls, are under-represented in post 16 STEM study and careers. The importance of adult figures in motivating young people and encouraging progression in STEM has been widely acknowledged and lack of available role models seem to contribute to this lack of engagement. University students are widely assumed to make ideal role models due to their proximity in age to pupils and student ambassadors are a ubiquitous feature of universities in the UK and internationally. However, there has been little research into the deployment of ambassadors and the efficacy of different models of outreach.

This paper is based on a qualitative study of STEM outreach activity at four universities in the USA where ambassadors contribute to a range of activity with younger students. The study builds on previous research into STEM ambassador outreach activity at two UK institutions. Loosely structured interviews and focus groups were conducted with academics, project organisers and ambassadors at each institution. Data were analysed using a constructivist grounded methodology. By observing and systematically comparing different organisations’ and ambassadors’ accounts of programme activity, insights were generated into issues and approaches across programmes that relate to practices in the UK.

The study raises questions and issues related to the organisation and purposes of outreach activity. There is an accepted view in both countries that outreach activity needs to reach wider audiences and not simply target young people already interested in STEM careers – the brainy few. Critiques of outreach suggest that one-off interactions are ineffective, and consistent, sustained approaches are required. However, lack of available funding in the UK and USA and the increasing emphasis in both countries on the need for proof of impact discourages engagement with diverse audiences of young people. In the UK HE outreach activity is tied to raising aspirations, recruitment and promoting progression to university. In contrast, in the USA, there are additional purposes of community engagement and increasing the science literacy of young people. There is also more involvement of academics and educators in USA outreach with activity often located within subject departments which leads to a sharper focus on (subject specific) pedagogy. These different approaches provide a wider audience of young people with insights into subject areas, potentially supporting more informed progression than activity led by generic outreach teams focused on aspiration raising.

Not Just Another Brick in the Wall: The Impact of School Architecture on Learning, Teaching and Well-being

Michele Lloyd
University of Hertfordshire, UK

School architecture has the potential to impact positively on education with research indicating that the environment where students learn makes a difference to their experience of learning, well-being and educational outcomes. Drawing on 20 qualitative interviews with members of the school community and architecture community, this paper examines the impact of school design on learning, teaching and well-being. With a focus on Hertfordshire, the paper firstly provides a brief contextual backdrop regarding Hertfordshire’s leading role in post-war school building, followed by an in-depth look at more recent school designs in Hertfordshire.

Imagining the school environment from the subjectivity of the learner became an integral post-war design principle: ‘What the Herts architects did was to start from the perceptions of the child’ (Saint, 1987: 87). Through advocating that architects spend time in school observing students and teachers to inform school design, Hertfordshire helped to forge interprofessional relationships which ‘for the first time brought architects and educators directly together in dialogue’ (Burke, 2010: 75). Pedagogically progressive design principles promoted at Hertfordshire, such as adaptable configuration of learning spaces and decreased amount of corridor space, were adopted by the Ministry of Education and influenced design in Europe and the USA.

From post-war through to modern day, the work of architects is continually shaped by government funding and the paper considers the impact of recent initiatives such as the Building Schools for the Future programme which funded the award winning Burntwood School in Wandsworth. Analysis of interview data shows how school design can influence, amongst other factors, quality of daylight and external views; internal vistas of space and colour; acoustics and noise transference; provision of student facilities such as toilets; and dedicated staffroom representing collective space for teachers increasingly under threat in the marketisation of education (Berry, 2016).

Findings provide new insights into the barriers and facilitators of effective school design, and the contribution architecture can make towards every member of a school’s learning and teaching community being valued.

References


The paper draws on multi-method, longitudinal research with 280 refugees who were resettled to the UK five or more years ago. Unlike those who enter the UK as asylum seekers, resettled refugees[1] receive dedicated material and social support, including language support, at least for the first year. Permanent settlement is assumed by both Government and refugees, most of whom have spent many years either in refugee camps or urban settings waiting to be resettled and the opportunity to start rebuilding their lives. Language education is fundamental if the promise of a new life, and full participation in society, is to be fulfilled.

Our findings confirm English language proficiency as pivotal to tangible markers of integration, such as employment, health and access to education, but also with the less tangible measure and markers of integration such as cultural understanding, social connections and overall sense of well-being. However, our research also shows that resettled refugees are a hyper-diverse group and that inequalities of education, age and gender experienced in the country of origin are reproduced in the transition to highly literate and literacy dependent contexts like the UK. There are groups identifiable prior to resettlement who are likely to require greater support in order to integrate, and yet normative assumptions embedded in language policies structure opportunities in such a way as to exacerbate and consolidate inequalities.

At the policy level resettled refugees are codified as being ‘included’ within mainstream policies, however, and despite the political and media spotlight on language learning, the experiences of refugees expose the misalignment with this policy level aspiration. The findings highlight how conflicting policy goals, and the failure of policy to recognise the specific challenges facing refugees, undermine attempts to learn the language, and serve to perpetuate social disadvantage and marginalisation. The failure to establish this very elementary building block mitigates against the aspirations of both individual refugees to become economically self-sufficient and to participate in society, and also the aspirations of the state to integrate refugees. The promise of resettlement and the accompanying rights of participation are not fulfilled.

[1] The two main resettlement programmes in the UK are the Gateway Protection Programme and the Syrian Vulnerable Persons Resettlement Programme.

**Factors Influencing Greek Pre-service Teachers’ Multicultural Competence: A Pilot Study**

Panagiota (Peny) Sotiropoulou
Loughborough University, UK

It is widely acknowledged that one of the main challenges faced by teacher training departments nowadays is the preparation of teachers ready to acknowledge, embrace and creatively utilize the increasing diversity present in today’s classrooms with an aim of promoting social justice. The concept of multicultural competence is mostly connected with the ability of effectively and efficiently acting within multicultural settings.

To date, studies trying to determine what accounts for pre-service teachers’ multicultural competence mainly focus on the effect of diversity-related courses attended during their university training. However, the results produced so far by these studies seem to be highly inconsistent, with some mentioning a positive effect while others finding no influence.

This study proposes a more holistic conceptualization of factors influencing multicultural competence. More specifically, apart from attendance of relevant university courses, socio-demographic characteristics, prior experience with diversity both within the educational system and the wider society (e.g. intergroup contact) as well as attachment to ideas of national homogeneity and experience gained through teaching practice are all hypothesized as factors influencing pre-service teachers’ multicultural competence.

A statistical model is constructed to test the validity of this argument. The explanatory power of the model was tested in this pilot study carried out in June 2016, using data collected through questionnaires from Greek students of a Department of Primary Education in Southern Greece (N=50). The results show that familial socio-economic status (SES), attachment to national homogeneity and studying abroad are the only statistically significant predictors of multicultural competence, with the model’s explanatory power (R²) being at 48.5%. More specifically, the higher the SES and attachment to national homogeneity, the lower the multicultural competence. Finally, having studied abroad leads to higher multicultural competence. Attachment to national homogeneity, operationalized as preference for a national core based on common language, religion and culture, was found to be the most significant predictor.

Future research steps as well as the implications of these preliminary findings are discussed in an attempt to come up with suggestions that would assist teacher training departments in preparing more multiculturally competent educators, ready to act as advocates of social justice.

**The Right to Education: Children and young people's experience of education in Northern Ireland**

Lesley Emerson; Katrina Lloyd
Queen’s University Belfast, UK

The ‘right to education’ as enshrined in the UNCRC is, according to the United Nations Committee on the Rights of the Child, ‘not merely a matter of access but also of content’ (UN, 2001, para. 3). Further to this, the Committee notes that education should attend to supporting children in ‘the ability to make well-balanced decisions; to resolve conflicts in a non-violent manner; and to develop a healthy lifestyle, good social relationships and responsibility, critical thinking, creative talents, and other abilities which give children the tools needed to pursue their options in life’ (UN, 2001, para 9). The research presented in this paper aimed to ascertain the extent to which the right to education, as articulated in he UNCRC, was being realised for children and young people in Northern Ireland. The research, commissioned by the Northern Ireland Commissioner for Children and Young People, involved a series of questions developed in accordance with the themes noted above in two annual surveys: Kid’s Life and Times (KLT) (for children aged 10 to 11, n = 4805); Young Life and Times (YLT) (for children aged 16 n =905). In accordance with rights-based principles, data were disaggregated, as appropriate, on the basis of demographics collected. Overall, the evidence suggests that the majority of children and young people who responded to the surveys are positive about the extent to which their school helps
them to: develop their talents and abilities; make well-balanced decisions; develop a healthy lifestyle and to resolve conflicts in a non-violent manner. Differences in responses between younger and older children suggest that greater priority needs to be given to nurturing the creativity of students at the last stages of compulsory education, and to issues relating to healthy lifestyle and maintaining healthy relationships. Children and young people were also very positive about the extent to which their education supports them in respecting others and in understanding and respecting cultures different to their own. They were also generally positive in relation to gender equality in school. However, the findings suggest that perception of gender inequality in school becomes more pronounced as children get older, and that this perception is mediated to some extent by gender. The paper concludes by suggesting some general principles that have emerged from the research which might support schools and curriculum developers in working towards the realisation of the right to education for every child.

While findings of research in the Nordic countries (Holm & Londen, 2010; Horst & Gitz-Johansen, 2010; Jónsdóttir & Ragnarsdóttir, 2010) as well as many other countries (Brooker, 2002; Coard, 2005; Gundara, 2000; Hernandez, 2004; Nieto, 2010; Rumbaut and Portes, 2001) has revealed the marginalization of students with an immigrant background some studies have also shown that there are some examples of the opposite, i.e. individual students and particular schools have succeeded in spite of what could be expected (Ragnarsdóttir & Schmidt, 2014). Such success stories have been explored in a Nordic project in which all the Nordic partners of this project took part, called Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries (LSP) (2013-2015) which gathered researchers from Finland, Iceland, Norway and Sweden. The main aim of the project was to draw lessons from success stories of individual immigrant students and whole school communities at different levels that have succeeded in developing learning contexts that are equitable and socially just, contrary to expectations based on research findings. Learning spaces refer to school communities as well as other learning environments and practices than schools which may be important or instrumental for the young immigrants’ participation and success. In the LSP project, students’ success is defined as social as well as academic.

In this workshop we present three cases in which findings from the LSP-project are implemented in seminars and courses with practitioners in multicultural and multilingual classrooms. The cases are part of a spinoff project (2015-2017), which aimed at continuing cooperation of members of the Learning Spaces project by disseminating results and developing a teacher education seminar/workshop (for student teachers and teacher educators) in the four Nordic countries (Finland, Iceland, Norway and Sweden). The context of the project is that of professional development of teachers and teacher education and the topic relates to infusing critical reflections and practices in relation to the idea of social justice in the partner countries. Entitled Promoting Social Justice Teacher Education, the project starts from the hypothesis that from the Nordic countries, critical and fresh ideas and practices in teacher education can be shared and ‘borrowed’ to improve social justice education with a particular emphasis on students with an immigrant background.

Hanna Ragnarsdóttir, University of Iceland:
Sharing research and practices: A critical dialogue between teachers and researchers.

Thor-André Skrefsrud, Inland Norway University of Applied Sciences:
Insider research in teacher education: Enhancing multicultural competence of teacher educators in Norway through shared reflections

Fred Dervin, University of Helsinki:
Helping student teachers to deconstruct discourses of failure and success in migrant education

Together these three cases draw attention to the process of giving research results back to teachers and recommend practices on how schools can work more effectively with inclusion and social justice. Finally, some guidelines for practitioners and policy makers which draw on the LSP project will be introduced.
Initial teacher education (ITE) in England, in common with systems internationally, operates in a high accountability setting. Inspectors interrogate the accuracy of the assessment judgements of accrediting providers by returning to see newly qualified teachers teaching post-qualification. This highlights a perennially problematic area; that of the assessment – grading – of trainee teachers. At the same time new standards for ITE mentors in schools have been developed by the Teaching Schools Council, which propose that mentors should “ensure consistency by working with other mentors and partners to moderate judgements”.

The project can be seen as a piece of emerging action research carried out by a higher education institution in England aimed at improving the understanding and consistency of the assessment and grading of primary student teachers, by both their school-based tutors (mentors) and their university-based tutors. We see this understanding as being - fundamentally and excitingly - an act of co-creation which although cognisant of external constraints, remains owned by its creators. Work around school leadership, which emphasises the need to develop a common language and shared assumptions through rich dialogue (e.g. Marsh et al, 2016) has proved applicable to this particular context; for example, in ITE we may use a shared vocabulary (such as ‘outstanding’) but with very different understandings of its meaning. The project has involved creating and structuring ongoing opportunities for discussion between stakeholders. Zeichner’s (2010) suggestion of a ‘third space’ drawing on hybridity theory, which is neither fully school nor fully university, but a non-hierarchical space in which partners can work together “drawing on multiple discourses to make sense of the world” has been valuable in guiding a collaborative model for co-creating a shared understanding and approach.

The workshop will form part of this rich dialogue, and thus become part of the research project itself. Working in small groups, we will actively engage with the English teacher standards and with associated assessment criteria for trainees. The outcomes from the workshop will form part of the research data as an exercise in co-creation and participants will be asked to consent to the anonymous use of data generated in the session. Although the context of this workshop is the English teacher education system, considerations about mentoring, co-creation of understandings, non-hierarchical partnerships, and the drawing together of multiple discourses to create a consistent approach are likely be of interest to a wider audience.

10:05 - 11:35
Innovation Session: ’Enabling children’s rights in Wales: Implementation and delivery of UNCRC training: reflections on developing praxis

Session Type: Teacher Education and Development

10:05
’Enabling children’s rights in Wales: Implementation and delivery of UNCRC training: reflections on developing praxis

Nicola Welton; Glenda Tinney; Sioned Saer
University of Wales Trinity St. David, UK

Overview
The session will present a workshop on the implementation of the United Nations Convention on the Rights of the Child (UNCRC) within educational contexts and address how such sessions can aid the development of praxis. The workshop will be participatory and utilise animated videos; it will also include the presentation of research data collected from similar sessions that have been run with educators across Wales including, early year’s practitioners, teachers, further education and higher education lecturers as well as students.

Background to the workshop
The University of Wales Trinity Saint David (UWTSD) supported and funded by the Welsh Government has developed sector specific training to enable those who work with children and young people to have the knowledge and understanding required to ensure that the principals of the UNCRC are integrated into their practices.

During 2015/16 the training focused on the following sectors: Education, Child Care and Social Care. The training was successful in delivering to over 300 professionals working in these sectors.

The training was participatory and reflective; it engaged a range of resources including multimedia to encourage debate and discussion around the principles of the UNCRC and how they can be embedded into practice to enable children and young people to access their rights.

This workshop will utilise the training developed and also explore the research data collected around the benefits and barriers of implementing the UNCRC. The data was collected via participatory activities, BERA (2011) ethical guidelines and UWTSD ethical policies were followed throughout. All participants were informed that research and evaluation was embedded as part of the training and informed consent was sought prior to the start of the training sessions in order to collect research data.

BERA proposed workshop content:

1. Participatory activities that will explore the UNCRC, a children’s rights approach and an opportunity to reflect upon own practice in this area;
2. utilisation of animated videos as educational tools for discussion and reflection;
3. reflection and discussion on research data collected in relation to benefits and barriers of implementing children’s rights in practice and lessons that could be learnt from this.

Through undertaking the workshop and engagement in the participatory activities it is intended to aid discussion around reflection and analysis on the teaching of UNCRC to an educational workforce and the development praxis.

3694344
Cathryn Knight
Cardiff University, UK

Dyslexia is generally seen as a modern phenomenon. The current education system is aware of dyslexia and diagnosis is becoming more common. However, in recent years there has been controversy over the nature of dyslexia. There is currently no universally agreed upon definition of dyslexia (Elliott & Grigorenko, 2014).

With growing research suggesting that individuals with dyslexia have a negative academic self-concept, it is important to understand where these feelings come from. Many sociological and psychological theories suggest that the views of those around us affect our own self-concept and identity. Teachers play a vital role in the academic development of a child. Therefore, it is important to know teachers opinions about the label of dyslexia.

An online survey was issued to 2,700 teachers across the England and Wales. The survey asked teachers to provide a definition of what they believe dyslexia to be. Frith (1999) developed a causal model framework in which dyslexia can be explored through three different levels: biological, cognitive and behavioural. Therefore, teachers’ descriptions of dyslexia were coded according to this model.

Results showed that a large majority of teachers (79.9%) used behavioural descriptors, compared to biological descriptors (9.3%), and cognitive descriptors (39%). 17% of teachers mentioned visual factors in their description of dyslexia, despite this not being included in any formal descriptions of dyslexia. This suggests misconceptions in some teachers’ knowledge of dyslexia. The implications of these findings will be discussed.

The questionnaire also examined teachers’ training on dyslexia and their current experiences and feelings about working with dyslexic children. The majority of teachers (67.2%) said that dyslexia was not covered well at all on their initial teacher training course. Those that had received additional training on dyslexia were significantly more likely to feel confident about working with students with dyslexia. They were also significantly more likely to use cognitive descriptors and significantly less likely to use behavioural and visual factors. However, in-house training did not prove as effective as other types of training. These finding will be discussed with relation to current SEN provision, teacher training and in the wider context of ‘the dyslexia debate’.

3695626
Amanda McCrory; d’Reen Struthers
UCL Institute of Education, UK

With the current emphasis in the Primary Mathematics and Science Curriculum to develop the breadth of children’s mathematical and scientific thinking skills; coupled with the increased focus by Ofsted (2015) on schools’ provision for the ‘More Able’ in primary mathematics and science, what impact might the use of the SOLO Taxonomy make on improving pupil achievement in these areas?

In 2013, Hattie described SOLO Taxonomy as ‘the most powerful model for understanding these levels and integrating them into learning intentions and success criteria’ (cited in Hook and Gravett, 2014:3). With the introduction of SOLO into schools in England involved in the Beyond Levels Research Project (Lilly, Peacock, Shoveller, and Struthers, 2014) there is evidence of a growing interest in the use of the SOLO Taxonomy especially in relation to mathematics and science where the development of pupils’ thinking and analytical skills are needed to address aspects of the new curriculum.

Literature about the use of SOLO in both mathematics and science (Hook and Gravett, 2014) suggests that schools are already finding that this approach to learning is impacting positively on mathematics and science thinking skills as well as other areas of the curriculum; however, much of the teaching materials available for this are based in the KS3/4 curriculum, which would need to be adapted to use in the primary school.

This presentation will report on how two primary schools, supported by two ITE lecturers, explored the use of this teaching strategy and through engaging in ‘teacher inquiry projects’, the impact on pupil achievement. Our findings offer further insights into the ways the use of the SOLO Taxonomy supported teachers to develop and assess their pupils’ knowledge and understanding of mathematical and scientific concepts. A specific focus on the ways SOLO Taxonomy helped to develop the thinking skills to address the breadth of understanding in mathematics – in
relation to mastery, and science – in relation to reasoning scientifically will illuminate how using the SOLO Taxonomy can provide learning opportunities and challenge for the ‘More Able’ in maths and science lessons.

References


11:05 Early career English (language arts) teachers from diverse cultural backgrounds negotiate teaching culturally diverse texts. 3696509

Gillian Hubbard
Victoria University of Wellington, New Zealand

There has been much discussion internationally about the right texts to teach in the secondary English or language arts classroom including strong advocacy for Young Adult Literature, electronically accessed texts and the choice of texts for reasons of cultural responsiveness. The following presentation is of a study that explores this issue in the New Zealand context from the perspective of early career English teachers who themselves had identified to the researcher a cultural background other than the majority New Zealand Pākehā, who had all taught texts from their own diverse cultural backgrounds with varying success. Some had backed away from teaching texts that reflected their own backgrounds after facing resistance from students to this content, resistance that at an extreme mirrored negative attitudes in the wider society.

Participants were recruited from the previous five years of a pre-service teacher education course in English curriculum studies. All students from this five year period who had disclosed to the researcher a cultural background other than New Zealand Pākehā, who had taught English within this five year period and who were available for interview in New Zealand at the time agreed willingly to be interviewed resulting in a case of 13 participants.

The findings fell into three groups. Firstly one group of teachers had a strong personal belief in the value of teaching culturally responsive texts and found teaching texts from their own backgrounds helped them form a bond of respect with their students. The second group of teachers were either more neutral or more ambivalent about the value of culturally responsive text choice, some discovering its success in practice somewhat to their surprise. The final group expressed frustration and unhappiness with some students open hostility to the content of texts from other cultural backgrounds, including with themes of Māori tikanga. Some had withdrawn from offering such texts as a consequence.

The research draws on the theoretical discussion of culturally responsive pedagogy and critical race theory to examine the implications of this exploratory study of teacher belief.

The value lies in exemplifying and so rendering open to discussion experiences that may occur for other teachers in the English teaching context and is offered as particularly useful for teacher educators.

Breaks

11:35 - 11:55 Tea & coffee, networking and exhibition viewing

Session Type: Breaks

Plenary Session

12:00 - 12:20 BERA 2018 presentation and Thanks

Session Type: Plenary Session

Chair(s)/Convenor(s)/Facilitator(s): Dominic Wyse

Discussant(s):

Keynote Lecture
The past two decades have witnessed a remarkable rise of the language of learning in education and in our lives more generally. Not only is it claimed that we live in an age of learning; we are also being told that we must become lifelong learners. At the same time the learning sciences and so-called learning analytics are trying to measure and monitor learning in ever more detail in order to secure that learners become more and more effective at producing the learning outcomes that the global economy apparently needs from them. What started out as a liberating idea – placing learning at the centre of our educational endeavours – seems to have turned into its opposite, where learning itself has become a mode of control and increasingly also a mode of self-control. Looking at learning in this way begins to reveal the political work done through and in the name of learning. In my presentation I will not only attempt to explore and expose different dimensions and manifestations of this ‘politics of learning,’ but will also argue why it might be important to interrupt this politics and resist the ongoing demand to learn and to be a learner. Against this background I will make a case for a return of education beyond learning, arguing that the liberation we need in our times may well be found in our willingness to engage with the beautiful risk of education, both as students and as teachers.

This paper is concerned with ‘imagining’ a socially just education system. Many current education policies, grounded in neo-liberal discourses, which envisage schools as highly ‘efficient’ and ‘effective’ mechanisms for improving the economy, construct young people as ‘human capital’ and treat the most marginalised of these as ‘waste’ (Bauman, 2004). Accompanying these discourses are neo-conservative discourses which entrench gendered, sexual, racial and age based hierarchies in schools and which valorize punitive disciplinary regimes. As such, many students experience a range of injustices: economic, cultural and political (Fraser, 1997; 2010). Focussing on the ways in which such injustices can be addressed in schools enables an engagement with an ‘institutional imagination in the spirit of realistic utopianism’ (Fraser 2010). The paper takes the position that the creation of a socially just schooling system requires alternative visions of how schools can work to address injustices. Such visions, or ‘real utopias’ (Wright 2010), should not be regarded as blueprints that hold ‘true’ in a range of locations and times. However, as Wright (2010) argues, ‘what can be worked out are the core, organizing principles of alternatives to existing institutions, the principles that would guide the pragmatic trial-and-error task of institution building’. In order to determine some of these ‘organising principles’ the paper draws on interview data collected from English and Australian ‘alternative’ schools. These schools provide insights into the ways in which the ‘grammar of schooling’ (Tyack &Tobin 1994) can be interrupted to create space for imagining new ways of doing socially just schooling.

Despite his relative obscurity, even within the annals of radical progressive education, this paper will argue for the pre-eminent place of Alex Bloom in the history of 20th century democratic progressive education in the publicly funded sector of education in the UK.
His work at St. George-in-the-East Secondary Modern School in one of the toughest parts of the East End of London in the first decade after the Second World War is amongst the most remarkable examples of prefigurative democratic educational practice the UK has ever seen.

Section 1 begins by outlining some of the key elements of his radical pioneering work e.g. the free-flowing, emergent curriculum; the absence not just of corporal punishment but of any kind of punishment at all; the principled refusal to allow marks, prizes or any kind of competition in the school’s approach to learning; its unwavering commitment to inclusion and its highly developed approach to the democratic running of the school.

Drawing on a range of contemporary newspaper accounts, the educational press, educational journals, political pamphlets and extracts from books by national and international authors Section 2 gestures towards the range and depth of local, national and international interest in Bloom’s work at the school.

Inspired Peter Cunningham’s work on prosopography (Cunningham 2001) and utilising some of my own earlier work Section 3 then asks how it was possible for Alex Bloom to go against the grain so comprehensively.

Finally, in Section 4, I draw on my own experience as a teacher working in two of England’s pioneer radical comprehensive schools and on my research on Alex Bloom to offer a number of key elements of strategies which will support and enhance the work of those committed to radical democratic traditions of alternative education.

References


Social, Emotional and Mental Health (SEMH) pupil perceptions: An investigation in to the SEMH student experience, both in school and off-site therapeutic education.

David Parker
The Grange Therapeutic School, UK

This study identifies a small minority of pupils that have been removed from mainstream, special schooling and then have experienced an alternative out of school education. All the students have received statements of Special Educational Needs (SEN) through their journey in mainstream school. The study will focus on the voices of these SEN students and their guardians, to gain a greater insight into their experience of education both in and out of school. The study aims to discover what worth these SEN students place upon their school and out of school experience. It is their feelings and understanding of their educational experiences that is investigated in this study. It is anticipated that from the open dialogue with the participants, that greater understanding and insights will be discovered. This new knowledge will be identified and classified into themes related to the students SEN school experience. The responses will be compared to studies that have previously been conducted and discussed in the literature review, therefore identifying similarities and new interpretations. SEN student and guardian perceptions will provide guidance for future SEN teaching and learning, both in and out of school.

There has been a change of emphasis while educating these troubled and troublesome SEN learners, identified in this study. Young people identified as BESD (Behaviour, Emotional, and Social Difficulties), is now an expression of the past, along with other acronyms relating to young people’s behaviour. Legislation in 2014, states that the future SEN BESD type is now Social, Emotional, and Mental Health (SEMH). The journey of engaging the disengaged however still goes on, but with an emphasis on individual needs, now identified as SEMH in this study.

In June 2012, an out of school education programme was started at a therapeutic school to support SEMH learners, who would not or could not access the curriculum at the school. To facilitate this purpose, an individualised education programme was established. This was supported by alternative education provisions, to enhance education opportunity for disengaged young people. Twenty one young people have participated in the programme and identified their own educational pathway. This research identifies the last cohort to make their journey. Through a reflective insider – researcher position, seven narratives of school disaffection and pain are shared. These have been developed into stories of engagement that could inspire education practice in the future.
Towards accessing Shakespeare's text for those with dyslexia: strategies to support the challenges and strengths of acting degree students with dyslexia

Petronilla Whitfield
Arts University Bournemouth, UK

How might actor-trainers meet the needs of student-actors with dyslexia, especially when interacting with Shakespeare’s text? How might our methods break away from practices that support the dominant group whilst undermining those whose processes, learning styles and strengths lie outside of conventional models? As a teacher of Voice and Acting on a university acting degree course, I regularly encounter acting students with dyslexia who experience difficulties working within the confines of traditional teaching methods when engaging with the written text. This paper argues that there is an urgent need to develop inclusive strategies of support in the acting studio, which can enable those with dyslexia. The presence of students with dyslexia in actor-training institutions is an increasingly common occurrence. Currently, there is very little research or discourse regarding the facilitation of dyslexic acting students through adaptation of teaching approaches. Many of those with dyslexia have problems with decoding, word recognition, working memory and automatisation. For those with dyslexia, Shakespeare’s writing contributes
additional challenges, with idiosyncrasies of word-use, unfamiliar language and mixed significations of meanings. In this paper, I will give an overview of my (concluded) PhD research investigation into some dyslexic acting students' rationale for devising visual constructs to represent Shakespeare's text, and describe some of my case-study/action-research trials with the participants; twelve 2nd year Acting degree students assessed as dyslexic, during their work on the Shakespeare Acting unit. I will discuss the important role of reading aloud, in expressing the 'I, myself' of the actor, and how the presence of dyslexia can inhibit the self-identity of the individual, affecting confidence, demonstration of ability and creative contributions. The paper focuses on the participants' deviation from traditional acting processes wherein the written text is the singular working source, into the utilisation of drawing, PowerPoint image-slides and choreographed physical actions; translating the alphabetic text into a parallel semiotic language. These symbols facilitate aspects of understanding, speaking, hearing, memorisation and interpretation of Shakespeare’s text into live performance. Sharing examples of these drawings and actions, and an analysis of their differing functions in grasping the content of the text, this paper will offer some ideas for practical teaching methods for the acting studio, which can bypass the blocks caused by dyslexia. Finally, I will question where the educator's role as the enabler, in promoting a sense of self-discovery, and autonomy in their students, might differ from the role of the vocational trainer for the professional world.


Session Type: Children and Childhoods

14:00

'Minister Love' in A Time of Cholic: Innovative Application of a Practitioner Framework and Researching Abstract Concepts with Children & Young People

Martin Purcell\(^1\); Jools Page\(^2\); James Reid\(^1\)

\(^1\)University of Huddersfield, UK; \(^2\)Independent Researcher, UK

This innovation session expounds a framework for shaping effective practice in early years care and education, and explores the potential for applying this approach with older children and young people. It also explores innovative approaches to researching the intangible concept on which this approach is based (i.e. 'professional love'), something that does not necessarily lend itself to traditional forms of educational research.

In the workshop, Presenter 1 discusses her concept of 'professional love' (2011; 2014) as an essential element of effective early years practice. She draws on Noddings (2003) theoretical framework to articulate the need for the practitioner to achieve 'motivational displacement' through becoming engrossed in the child, knowing and understanding their needs, based on their ability to interpret the child's mental and emotional state. Page, further argues that caregivers need to draw from their own experiences of being loved, and emphasises that 'professional love' can only emerge when 'highly attuned, experienced, well supported and resilient caregivers... shift their thinking’ (op cit: 123).

Presenter 2 (2016; 2017) has taken Page’s concept and argues that it can help inform practice in work with older children and young people; and, indeed, with adults. Drawing on Freire’s assertion that education ‘is an act of love’ (1970: 29), Purcell explores where ‘love’ might feature in the dialogical relationships developed by community educators and other practitioners. Concerned particularly with the crippling challenges of postmodern living that contribute to the damage of the mental and emotional wellbeing of the ‘millennial’ generation, he sees professionally loving practice as a means of helping young people become more resilient in the face of these.

However, the philosophical and emotional aspects underpinning the thinking behind the concept of ‘professional love’ present challenges in researching this concept and its application — both with practitioners and (particularly) with children and young people. Having researched extensively the ‘ethic of care’ in the context of educational institutions, Presenter 3 is curious to develop ways to help research participants and researchers generate meaningful data to help us shape good practice. There are many existing approaches to generating, analyzing and sharing data, however, there are particular challenges when a concept is difficult to articulate. In the workshop, Reid explores with participants’ innovative research techniques that allows preference for technological, creative and performance to shape the way in which they engage with explorations of ‘love’, from both sides of professional relationships.

**Innovation Session: Drawing Assigned: Using creative pedagogies to enhance post-primary children's future aspirations and emotional wellbeing**

Session Type: Creativities in Education

14:00

Drawing Assigned: Using creative pedagogies to enhance post-primary children's future aspirations and emotional wellbeing

Louise O'Boyle

University of Ulster, UK

Lave and Wenger purport that meaningful learning is best achieved when the issues or subject of the learning are directly relevant to the learner (1991). The ‘Drawing Assigned’ project engaged with post-primary children to develop their knowledge and skills in drawing (across a range of media and digital platforms) and enhance their digital literacy. Using creative approaches to drawing through both online and face-to-face sessions the project drew from a range of subjects to demonstrate how drawing is used as a means to problem-solve, design, articulate ideas, express feelings and create meaning. Young peoples psychological wellbeing has important implications for their current and future abilities to engage with all aspects of their lives: making and keeping friends, participating in education and other societal contexts, and building skills for later in life (Hagell et al, 2013). This project sought to introduce activities and establish safe practices to enhance emotional wellbeing.
The concept of 'fairness' has been the subject of much discussion in the assessment literature, and yet there is very little attention paid to students' views of what constitutes a fair assessment (Elwood and Lundy, 2010). As the main users of tests, it is vital that their perceptions are sought and considered on this matter. This study makes a valuable contribution to the field by asking young people about their views on the fairness of the assessment methods used to assess student performance at GCSE level in Northern Ireland and Wales. The paper will also contribute to our understanding of the fairness of GCSEs by documenting the variations in students' experiences of the qualifications and their associated assessment features.

The paper reports data from two projects. One is a doctoral research project that used a mixed-methods design to investigate student views and experiences of GCSE in Wales and Northern Ireland. It also used a children's rights-based methodology (Lundy and McEvoy, 2012) by working with young people as research advisors, collaborating with them on the development of the surveys and focus group schedules. Using these
research instruments, 1600 students were surveyed and 20 focus groups were conducted across Northern Ireland and Wales. Students were consulted on a wide range of assessment features such as controlled assessment, modularity and tiering.

The paper will also draw upon data from the WISERDEducation project, a longitudinal cohort study which annually surveys students across Wales. This year's survey will ask year 10 students about their views and experiences of tiering, and so initial findings from this aspect of the WISERDEducation research will be presented alongside the data from the doctoral study.

This paper will present findings on students' views and experiences of the fairness of the assessments. Notably, it found that students were able to discuss the issue of fairness in a sophisticated way, and their perspectives resonated with previous research on fair assessment. They also raised new concerns which can further our understanding of the factors which can undermine the fairness of qualifications. These findings will be considered in the context of theoretical research on fair assessment which has stressed that tests must provide all students with opportunities to demonstrate their knowledge and understanding (Gipps, 1999; Stobart, 2008) and that students should be fully aware of how their performance will be assessed, so that they can make informed choices (Madaus et al., 2009).

**Assessing the influence of English history education paradigms on the current Japanese educational reform for teaching and learning history: An analysis of the curriculum plan for 15-16 years' history in Japan**

Hideyo Sugao
UCL Institute of Education, UK

Japanese educational policy is shifting from a focus on the products of subject disciplines to a focus on fostering pupils' thinking skills and competencies. The final report of the discussions, which were conducted by the Central Council for Education in the MEXT from January 2015 to December 2016, was released on the 22nd of December 2016 and it presented the outline of the new History Curriculum for upper-secondary schools (15-18 year-olds) in 2022. The reform drew inspiration from the formal curricula in England, Germany and other countries to inspire its thinking about how history education can foster pupils' competencies.

This paper reports an analysis of the outline of the new Curriculum for 15-16 years’ students in Japan. The reform shifts the focus of teaching from knowledge to enquiry. It compares the new Japanese Curriculum with a paradigm of history education developed in England since the 1970s and aims to identify similarities and differences between this paradigm and the new Japanese Curriculum. The documents analysed were published by the Japanese government as a part of the final report (see: http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo0/toushin/1380731.htm).

The research questions that the paper addresses to are:

- In what ways is the new Japanese curriculum similar and different to the English history education paradigm?
- How far does the new Japanese curriculum’s thinking about developing pupils’ disciplinary competence draw upon English models of progression?

The paper will also analyse the principles used to select and sequence content knowledge in the new Curriculum. In the past, the Japanese history curriculum for 12-16 year-old students has been structured as a chronological content-based curriculum, from the Ancient times to the Present. Students have typically studied both Japanese and World history from textbooks. A text-based ‘transmission’ pedagogy has caused difficulties in students understanding of the discipline of history in general – since this model has presented history as simply a body of ‘received’ information - and it has caused problems for teachers, in trying to manage an excess of content. The new Curriculum for 15-16 year-old students focuses on learning modern history only and it aims to integrate national and world history by using symbolic concepts such as ‘popularisation’ and ‘globalisation’. It also tries to ensure pupils’ understanding of how the past influences the present by using substantive concepts such as ‘confrontation and cooperation’ to structure themes of enquiry. This paper will analyse and model strategies implemented to address the traditional problems of ‘transmission’ using documentary analysis.

**Play in the Early Years**

(Early Childhood Education and Care)

Session Type: Early Childhood Education and Care

Chair(s)/Convenor(s)/Facilitator(s): Charlotte Hardacre

Discussant(s):

Mandy Andrews
Plymouth University, UK

There is a significant amount of research indicating a range of benefits of early play and outdoor experiences of children including physical health, geographical and spatial awareness, social skills and independence (PlayEngland 2010, Wheway, 2015). Children’s opportunity to engage freely and playfully with their locality and local environments is reducing (Gleave 2012). Little is known of why children gravitate to certain localities outdoors (Hart, 1979, Sobel 2002, UNCRC 2013) and although there is a growing body of research into children’s experiences of place and space there is a need for further study into children’s unsupervised spatial engagement and experience (Holloway 2014).

However, children’s play experiences can be difficult to research. Adult research interest into children’s play and play places has the potential to ‘adulterate’ (Hughes, 2011), or alter through intervention, the children’s play activity being considered. On the other hand children’s play outside of home and formal organised environments deserves to be researched and recognised in a period in which valued play spaces and free ranging opportunities are reducing (Loebach and Gilliland, 2016; Wilson, 2012). House-building, adult planned and purposeful activity for children
This paper offers an example of engagement in research into where young children play close to home without ‘adulteration’ and how we might explore with children the meaning of their play experiences and their use and perception of the spaces, places and events or landscapes they use. As a qualitative, interpretive study this research confronts outsider and insider concepts in studying children’s lives and play experiences whilst attempting to safeguard that children are not continually ‘under the watchful gaze of adults’ (Spilsbury, 2005).

Conducted between July 2016 and with field research continuing to Sept 2017 this PhD research focuses on young children aged under 10 living in 3 urban/rural housing estates in South West England. For this paper the researcher draws on bio-ecological perspectives (Bronfenbrenner, 2005), post-modernist complexity (Deleuze and Guattari, 2005), Lefebvrian concepts of space and power (Lefebvre 1991) and post-humanist materiality (Braidotti, 2013) to consider how we might ethically research the phenomenon of children’s play with them, using creative assemblages and different lenses for interpretation. It hopes to illustrate how balanced adult researcher and child participant collaborative research might occur.

This paper will report the findings of a research study that used Cross-Cultural Conversation to examine two researchers’ perspectives (one from the UK and the other from Jamaica) on play in the lives of children from diverse cultural contexts. Cultural considerations have an important role to play in early childhood education, both because societies are becoming more multi-cultural and because of the varied ways in which socio-cultural factors shape our understanding of how to enact and support play within settings. This analysis is rooted in the recognition of play’s role in supporting children’s cognitive, socio-emotional and affective development.

Similar to the findings of multicultural studies from Farver et al. (2000), Parmar et al. (2004), Roopnarine and Jin (2012), Leo-Rhynie (1997), Hyun and Dong (2004), Grantham-McGregor et al. (1983), Barrow and Ince (2008) and Kinkead-Clark (2016), we were able to highlight how adult notions of what play should look like have interrupted the authentic nature of children’s play. This, essentially puts children’s play at risk. For instance, from a Jamaican standpoint, gender stereotyping has the potential to curtail children’s creativity and stifle their curiosity. In line with this, as is the case in the UK, adult fears have begun to impact on the nature of children’s play.

The findings of the research study will be extended during the talk, through cross-cultural conversation between the speakers and with the delegates, in order to investigate the relationship between the culturally held beliefs of early years teachers and the families who attend their settings. This cross-cultural conversation will work to problematise the power structures operating when core curricula, as well as dominant-hegemonic research perspectives shape practice in ways which may exclude, or ignore, the dynamic socio-cultural relationships evident in early childhood education and care.

It is recommended that programmes, policies and best practice guidelines take into account the diversities and unique sub-cultures of the different contexts from which children come. It is also hoped that more collaborative discourse and cross cultural conversations be at the nexus of how early years teachers and practitioners design classroom pedagogy.

In this paper we draw upon a qualitative study of student teachers’ experiences of play provision during their first teaching placements within Early Years Foundation Stage classrooms and settings. The English curriculum for children from birth to five, the Early Years Foundation Stage (EYFS), positions play and exploration as key characteristics of effective learning. However, whilst the EYFS alludes to a play-based curriculum it is located within an instrumental educational context in which play is understood as a means of delivering predetermined and universally applied learning outcomes. As such, student teachers are subject to ambiguous messages regarding the extent to which children’s play should be structured, regulated or co-constructed by/with adults.

The students’ reflections upon their experiences indicate that there was often a dissonance between the discourses of play espoused by the university and the practice-based elements of their training. When student teachers made the transition between university- and practice-based experiences they occupied the borders between different discourses and practices. Our data indicates that students often encountered resistance to their efforts to introduce provision that was responsive to children’s interests and reported that their role in play was restricted to that of regulator and monitor. However, some student teachers adopted successful strategies for navigating such differences. Moreover, in some instances students established reciprocal relationships with their practice-based mentors that facilitated transformations to how playful pedagogies were understood and enacted in classrooms. Drawing upon Engeström et al.’s (1995) concept of boundary crossing, we suggest that the students’ experiences are indicative of the challenges associated with moving between two systems whilst also signalling new practices that can arise within such a space.
We argue that universities have an important role in helping student teachers to engage in critical discussions regarding the dissonant discourses of play which they experience during their training. Opportunities to interrogate political priorities for ECE and to be reflexive to the complex factors that contribute to children’s experiences of play can enable students to articulate and enact theoretically informed approaches to play within an outcomes-focused educational system. We suggest that such opportunities can act as ‘boundary brokers’ that facilitate knowledge transfer between university and school cultures, thus offering the possibility of students facilitating transformations to play provision in EYFS settings.


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A Comparative Analysis of PISA 2015 for Southeast Asian Countries

**Chair(s)/Convenor(s)/Facilitator(s):** Heather Branigan

**Discussant(s):**

**Aims:**

The value of metacognition for academic performance has been demonstrated extensively in psychological research, leading to the belief that metacognition is a powerful ‘tool’ for achieving success in primary school education. Whilst the vast body of evidence supporting this view is compelling, there are fundamental gaps in our knowledge about how the psychological construct of metacognition relates to the ways pupils think about, monitor, and control their learning in ‘real-life’ classroom settings. Drawing insights from psychological literature together, we see metacognition as multiple elements of knowledge and regulation which occur iteratively throughout the completion of learning tasks. Guided by our Iterative Account of Metacognition (IAM), we aim to compare psychological theory to classroom observations in the pursuit of developing rich examples of the metacognitive processes that occur in the primary school classroom. We are guided by the broad question: what does metacognition look like in primary school classrooms?
Methodology: We draw on evidence from four primary school classrooms (primary 3 to 5) in Scotland. We describe observations of 24 everyday classroom tasks, including focal child observations and observations of the discussions between teachers and the whole class. Observations were recorded using running records, and analysed through content analysis, identifying themes relating to metacognition as defined in psychological literature whilst allowing other themes to emerge.

Findings: We describe verbal and non-verbal indicators of metacognition during classroom-based tasks, exploring everyday examples of components drawn from psychological theory. Metacognitive monitoring and control during tasks were the most common indicators of metacognition observed; both through intrapersonal and inter-personal behaviours. Crucially, several components of metacognition as defined in psychological literature were observed during teacher-led discussions with pupils before, during and after tasks, highlighting the crucial role of the teacher in facilitating and structuring metacognition. Drawing on sociocultural theory, we discuss findings by considering the relationship between pupils and teachers as well as explore the ‘ownership’ or ‘internalisation’ of metacognitive skills during classroom learning activities. More specifically, we question when teaching metacognition becomes more than teacher-cognition?

Theoretical and Educational Significance: By reflecting on the role of the teacher in encouraging pupil metacognition, we discuss potential implications for pedagogy as well as for psychological understanding of metacognition. At a wider level, we argue that drawing together insights from psychological research and educational practice can significantly impact upon understanding of psychological phenomena in real-world contexts – an essential pre-requisite for effective educational ‘change’.

“I am not afraid of storms for I am learning how to sail my ship”. A Participatory Action Research study that seeks to explore children’s awareness of their coping strategies and enhance their resiliency skills.

Annette Moir
University of Aberdeen, UK

This research explores children’s awareness of their own coping strategies to enable their resiliency skills to develop to face adversities more readily. Resilience is a vital part of who we are and how we overcome difficulties. By encouraging children to become more resilient, they can become more confident with their individual life transitions, choices, and sense of wellbeing.

I developed an innovative two-day workshop for primary schools to examine ways of working with children to enhance their resilience. This research aims to develop and enhance resiliency coping strategies for children to ensure it is a fundamental part of the Scottish Educational Curriculum. Resilience is listed under the 4 Capacities of the Curriculum for Excellence framework as a component for Effective Contributors, yet it is not addressed as a learning requirement. This study seeks to change these policies and advocates to embed resiliency awareness into the curriculum. I propose that this innovation is required to enhance all children’s life skills within a safe classroom environment. The research also aims to support children with their life choices using inclusive teaching methods.

Being a Teaching Professional, I found a lot of students “gave up” when faced with difficult or challenging situation. There is a real necessity within educational systems to support students in overcoming these obstacles and equip children to face various difficulties throughout their lives. I want to highlight how children can help encourage each other too.

It is a qualitative study and incorporates the Capability Approach and the Ecological Systems Theory frameworks. Using two frameworks allows freedom to use the Capability Approach for the more nuanced interpretations of findings and fits in very well with the Ecological Approach which will allow children to see how they are part of bigger systems. Moving away from the medical deficit model approach, this study looks at the systems surrounding children.

Participatory action research was chosen as it allows for scope to make a difference and values individuals and diversities. Through interviews, questionnaires and observations of the workshops, information and data will be obtained, followed by subsequent discourse analysis of the various visual methodologies of the effectiveness of the workshops.
outcomes according to the Social Identity approach, establishing it is demanding (and possibly not a productive) process in a context of diversity where research suggests that differences are supposed to be welcomed and harnessed in a way that enhances team tasks and team leadership.

This research aims to answer these questions:

1. How do diverse team members (including leaders) perceive diversity in their teams?
2. How do team leaders perceive the experience of leading diverse teams?
3. How might the practice of leading diverse ED teams be developed?

The research employs a case study design that uses three methods. As much of the knowledge is logged in the minds of the participants, the researcher will interview different stakeholders to form a collective picture about the way diversity is perceived in such a context. In addition, the researcher will observe meetings at the levels of both teams and department to identify the practices of leadership in the group context and how diverse identities are represented in such collective context. Furthermore, the researcher will analyse different documents like meeting minutes, recruitment contracts and staff CVs to uncover the extent of diversity present and triangulate some data collected through the previous two methods.

The researcher has only recently collected data for the research. It is expected that the analysis of the data will yield results specific to the research context where the nature of the discipline, the organizational context, and the identities of the participants will interact to paint the picture of leadership in such a diverse context.

The Externalisation of Educational Expertise: Consultancy, and the construction and appropriation of metacognitive learning theory in English Schools.

Stephen Griffin
Newman University, UK

In the years following the 1988 Education Reform Act schools have been subject to a market ideology that has limited the impact of local authority governance whilst opening up the possibilities of collaboration with commercial providers of learning materials. More recently there has been a significant growth in the development of, and interest in, new educational theories of learning to learn – many of them informed by current discoveries in Neuroscience. This interest has spawned a range of responses in the field of commercially produced learning packages and an increased reliance on educational consultancy as opposed to the development of internal professional capacity. This paper draws upon research from a doctoral study into the lived experience of the construction and appropriation of learning theory in English schools. Semi-structured interviews were carried out with 23 teachers including class teachers and school leaders. The participants were drawn from Grammar schools and Academies at both Primary and Secondary level. Using Foucault’s concept of genealogical analysis issues of consultancy, power, agency and resistance are explored in relation to the construction of learning theory within school communities. From the analysis key discursive objects are identified and problematised and form the basis of the findings. These include the normalisation of external intervention, inter and intra-regulatory performative practices, marketization and neuro-fascination, teacher marginalisation through consultatisation and displaced professionalities. The paper concludes with an exploration of the significance of these for teacher agency and professionalism.

Keywords: Commodification, Consultancy, Marketisation, Neuroscience, Learning theory, Schools

Teacher Leadership in Technological Pedagogical Content Knowledge: a Social Network Analysis

Helen Hong
National Institute of Education, Singapore

In this ever changing and complex world, where no one holds all the answers, increasing demands are placed on schools, in particular school leadership to meet the needs of preparing students for the world of the future. Schools today are too complex for Principals to lead alone, a more distributed and shared form of school leadership is required: teacher leadership. Technology has become an integral part of daily living and education in the 21st century. Teaching is no longer just about content delivery and pedagogical applications, but also technological integration. Thus the Technological Pedagogical Content Knowledge (TPACK) framework is adopted for this study to identify the nature of knowledge shared by the teachers as they exercised teacher leadership in their work. Taking the perspective that leadership is a process of social influence, this study examines how teachers exercise their teacher leadership in TPACK and influence others through the sharing of their TPACK expertise and knowledge. Using social network analysis (SNA) as a method, this study aims to make visible the invisible social influence through mapping the social networks among teachers in a case study school. Semi-structured interviews will also be conducted to triangulate the findings. Findings from this study aims to explore and illuminate: (1) the relationship between teachers’ social network position and their teacher leadership in TPACK; (2) the extent of the spread of teacher leadership across the school; and (3) the facilitating and hindering conditions for teacher leadership. To the best of the researcher’s knowledge, there is scant literature on the use of social network analysis to study teacher leadership, in particular with the use of TPACK as a frame to study teacher leadership. This study hopes to contribute by filling this gap in current literature.
Two BERA SIG supported events were held in 2016 in response to Bokova’s challenge: the first Global Teacher Education Knowledge Mobilisation (KMB) Summit in London and an International and Comparative Education conference in Worcester. Educators from ten countries came together to share research and ideas. The report from these events drew from a wide range of international perspectives on how to improve quality using new approaches supported by digital tools and proposes a ‘marginal gains’ knowledge mobilisation (KMB) strategy, which utilises digital technologies with UNESCO’s unique networks and role to support the international exchange of research findings to improve the quality of education. Minor changes in practice are proposed to create, cumulatively, significant impact. Each paper presents a different perspective on knowledge mobilisation.

Paper 1 - UNESCO’s Sustainable Development Goal 4: Ensure inclusive and quality education for all and promote lifelong learning
This presentation will introduce in detail the UNESCO Framework for Action 2030 and the new Sustainable Development Goals for Education in particular SDG 4. The Director General of UNESCO has identified an essential role for educators world wide to help achieve this goal. UNESCO operates through identifying world priorities and influencing others to engage in these. The UNESCO Chair and UNITWIN initiatives described in the next paper are one such mechanism.

Paper 2 - The UNESCO Chairs and the UNITWIN initiative: an example of impact and reach of research through the UNESCO chair initiative
Professor Hughes holds a UNESCO Chair in Globalizing the Shared Education model. In this presentation she discusses the emergence of shared education as an approach to promoting reconciliation through schools in Northern Ireland, highlighting the research evidence to date. She also explores the potential of the model for other divided societies and draws on her experience of working with educators in Macedonia, Cyprus and Israel to illustrate the scope of the model.

Paper 3 - Educators as ‘change agents’ for the UNESCO Education 2030 Framework for Action - building on the MESHGuides initiative
While the education sector may have within it knowledge needed to improve the quality of education knowledge is held in isolated pockets and is not easily accessible. This paper introduces the "marginal gains" KMB strategy paper which was an outcome of the Global Teacher Education Knowledge Mobilisation Summit and the Worcester conference above. The strategy proposes small changes in practice which could cumulatively have to significant impact internationally. Proposals include minor changes in university regulations, an international body of educators, mobilised to use low cost digital tools to create an accessible global database; and international networking to identify knowledge gaps; and to share and build knowledge.

Paper 4 - Improving the quality of education in developing countries: a model for Higher Education Knowledge Exchange to support UNESCO SDG 4
This paper responds to this KMB strategy from the context of developing countries with a particular focus on strategies for maximising impact, reach and value for money of research through proposed new International Accounting Standards for Intellectual Capital Value. This paper includes the KMB approach behind MESHConnect; an interactive teacher-researcher initiative connecting practitioners in schools, both private and state, with academics. This is also linked to the 'researchers-in-schools' initiative, placing researchers 'in residence' in schools, to facilitate teacher-based research into professional practice.

Paper 5 - Using MESH (Mapping Educational Specialist knowHow) Guides to Inform Evidence Based Practice in Primary Schools
This paper presents new research including how planning and curriculum development can be informed by MESHGuides as a free, online evidence based resource in this qualitative case study in primary schools. Findings include the perceptions of teachers/leaders, and changes in pupil outcomes linked to the use of MESHGuides as part of Continuing Professional Development (CPD) programmes.
history of policy, examining how the provision of school meals and other services has evolved, but also a history of educational attainment, examining evidence for the impact of poverty on the ‘performance’ of children within schools. It is also an intellectual history, exploring how the provision of school meals has itself evolved: originating as a response to an evident social need, it has become a well-used measure of poverty, allowing comparison between different schools and places. Significantly, most of the papers consider a long timespan, placing the specific issues with which they are concerned into a larger history of social welfare policy, examining key factors including the relationship between local and central government, the role of research in determining policy, and the impact of policy on children and families.

The paper 'Feeding hungry children: forging an administrative settlement' by Olusoga et al., using material from Bradford, examines the work of an emergent bureaucracy in establishing a role for the state in feeding hungry children, considering how industrial and commercial elites aligned with charities in addressing poverty and other social problems at a local level. In the paper "Our priority was food, not eating it, but how to get it": The responses of local education authorities in south Wales to legislation on free school meals, c.1906-1944’, Grigg examines similar initiatives over a longer period of time and in relation to the evolving legislative framework around school meals. A complex relationship between individual agency, charity and the local and national state set the content for the deployment of welfare initiatives, and this is recovered through archival and oral history research. In their paper ‘Issues of access and equity for Aboriginal and Torres Strait Islander students’, Evans and Hogarth consider how the legacies of historical policies in relation to minority groups have resulted in a persistent over-representation of members of these often impoverished communities among the lowest performing groups of students, despite more recent targeted support. Finally, in ‘Education and poverty research in historiographical perspective’, Freeman reflects on the relationship between education and research into poverty, drawing on his own body of work on the history of social research. From the origins of poverty lines in the policy decisions of late Victorian school boards, to the reliance of contemporary researchers on data concerning proportions of children on free school meals, the links between education and the investigation of poverty have been important in ways that are often overlooked in the historiography of social research.

Yinka Olusoga, Chris Ford and Lori Beckett (all at Leeds Beckett University), ‘Feeding hungry children: forging an administrative settlement’

Russell Grigg (Wales Centre for Equity in Education, University of Wales Trinity Saint David), ‘“Our priority was food, not eating it, but how to get it”: The responses of local education authorities in south Wales to legislation on free school meals, c.1906-1944’

Christine Evans (University of New South Wales) and Melitta Hogarth (Queensland University of Technology), ‘Issues of access and equity for Aboriginal and Torres Strait Islander students’

Mark Freeman (UCL Institute of Education), ‘Education and poverty research in historiographical perspective’

14:00 - 15:30
Symposium: Building Powerful Knowledge in History: Challenges and Opportunities

(History)

Session Type: History

14:00 Building Powerful Knowledge in History: Challenges and Opportunities

Alison Kitson1; Catherine McCrory1; Arthur Chapman2; Maria Georgiou1; Richard Harris3; Joseph Smith4; Michael Young1
1UCL Institute of Education, University College London, UK; 2University College London Institute of Education, UK; 3Institute of Education, University of Reading, UK; 4University of Stirling, UK

In the last decade, ‘disciplinary knowledge’ has come to have particular prominence in debates about history curriculum and pedagogy in England (HA, 2007). These debates have drawn on resources within history education, such as Lee’s model of ‘Historical Literacy’ (2011) and, increasingly, on social realist arguments developed by the sociologist Michael Young and others (Young, 2007; Young and Muller, 2010), that conceptualize the curriculum in terms of ‘Powerful Knowledge’ and that argue for the transformative potential of a disciplinary approach to enhance empowerment and social justice. An emergent issue, given its prominence in policy discourse, is the relationship between powerful disciplinary knowledge and other models, notably Hirsch’s model of ‘cultural literacy’ (1988).

The papers gathered together in this symposium aim to engage with these issues and to extend and develop dialogue between Powerful Knowledge and history education.

Paper 1 - What is ‘powerful’ about historical knowledge in the classroom? Alison Kitson UCL Institute of Education
Paper 2 - Inferentialism in history education: Thinking about what it is for a concept to have meaning in the first place. Catherine McCrory UCL Institute of Education
Paper 3 - Powerful Knowledge Building and Conceptual Change Research: Learning from research on ‘historical accounts’ in England and Cyprus. Dr Arthur Chapman UCL Institute of Education / Maria Georgiou UCL Institute of Education
Paper 4 - Powerful historical knowledge denied. Dr Richard Harris University of Reading
Paper 5 - Powerful Knowledge as a Magic Mirror: Radicalism and Traditionalism in History’s social realist discourse. Dr Joseph Smith University of Stirling
Paper 6 – Discussant Comments. Professor Michael Young, UCL Institute of Education

The papers in the symposium will be structured as follows. Our first two papers will focus on conceptualizing disciplinary history in classroom contexts and explore the potential of Powerful Knowledge and other models to illuminate disciplinarity: the first will explore current debates about historical knowledge in order to identify what a ‘Future 3’ curriculum (Young and Muller, 2010) might look like in contemporary history classrooms, drawing on theory and classroom research; the second, by will draw on insights from the philosophy of ‘inferentialism’ (Brandom,
As one kind of alternative education, homeschooling has developed rapidly worldwide in the past decades. There are about over 18,000 students involved in homeschooling in China now. The reason for homeschooling in China mainly lies in difference of educational ideas between parents and mainstream education and also dissatisfaction of parents with the methods used in school education.

In context of Chinese social culture, homeschooling is faced with special dilemmas such as problems of legalization, lack of support, and not so good quality and so on. But also homeschooling of China, as a form of alternative provision, is facing some developmental opportunities such as learning from other countries, and contributing to mainstream school education reform of China. Homeschoolers in China are seeking their own ways forwards.

Various topics are addressed by four members of the symposium to further the research on homeschooling in China including curriculum, educational rights, quality of homeschooling and parents’ participation in education. In order to discuss this important topic from different angles, we have adopted different methods including survey research method, historical analysis method, theoretical analysis method and so on.

Based on close investigation and analysis, Professor Jiajia Wang proposes that the curriculum content orientation of Chinese homeschoolers could be divided into three genres, named Reconstruction, Imitation and Innovation. The Reconstruction orientation would adopt the elements of school curriculum and adapt them to their own needs. The Imitation orientation would imitate mature Home School curriculum content models, especially in western countries. The Innovation orientation would manage to develop their own curriculum content based on all kinds of curriculum materials that may be available. The genres of curriculum content orientation determine the style of homeschooling and have a great influence on its education quality.

Taking current Chinese compulsory law into consideration, Professor Man Miao furthers the discussion of educational rights that are raised from homeschooling. It argues that parents are the children’s first guardian and should have the right to make plan and decision of education for their children. Meanwhile the prerequisite of this right must be that parents’ decision should be inspected by some kinds of authority to guarantee children’s best interests and balance the nation’s educational interests too.

References


Homeschoolers are deemed as heterogeneous in many countries and regions because school education enjoys popular support and homeschooling receives limited acceptance as a new phenomenon. However, after extensive interview and case analysis, Dr Cuihong Wu finds that the education quality view of Chinese homeschoolers is completely in conformity with the main education reform trends, educational policies and guidelines in China, which means that their education quality view is orthodoxy instead of heterodox. Details of views concerning the educational quality of homeschoolers are presented in the paper.

Using historical analysis method, Dr Bin Wang divides the degrees of parental involvement in their children’s education. The highest degree of involvement is that children are taught totally by their parents rather than school teachers, next to it is that children are home-schooled and taught by several families working together. The third highest degree of involvement is that children are sent to tutor-supported home-schooling or private schools according to their parents’ will. The lowest involvement is that parents participate in school management limited through such organizations as Parents Committee. The paper suggests that a diversified society should be tolerant enough to allow different forms of education to coexist and develop side by side. Besides, parents need to be considered as an important stakeholder in the organizational transformation of school.

The symposium as a whole is rooted in a broader global context of homeschooling which has attracted some international discussants, such as Professor Martin Mills from The University of Queensland, Australia.

Authors of each paper:

Title of Paper 1: Reconstruction, Imitation and Innovation: Curriculum Content Orientation of Home School in China by Jiajia Wang from Jiangsu University, China

Title of Paper 2: Who should the First Decision Right of Children’s Education Belong to? By Man Miao from Jiangsu Normal University, China

Title of Paper 3: Views on Quality of Homeschooling by Cuihong Wu from Jiangsu University, China

Title of Paper 4: Degrees of Parental Involvement in their Children’s Education: from Homeschooling to Parent Committee by Bin Wang from Jiangsu University, China Discussant: Martin Mills from the University of Queensland, Australia

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14:00 - 15:30

Developing teacher education for inclusion

(Inclusive Education)

Session Type: Inclusive Education

Chair(s)/Convenor(s)/Facilitator(s): Judy Selvaraj

Discussant(s):

14:00

Teacher Education for Inclusion: The New Zealand context

Judy Selvaraj

Northside Psychology and Education Associates, New Zealand

The introduction of inclusion as the underpinning philosophy for education in New Zealand initiated three decades of frequent revision in policy and practice. Educators have grappled with understanding the idea of inclusion, how it would be practised within schools, and how pre-service teachers could access an appropriate education that supported their professional roles. Competitive neoliberal principles have consistently acted to constrain resourcing and ideological possibilities for change. Similar tensions have been identified in many national contexts, and there is an urgent need to mediate the incessant demands of the market through transformative practice.

This paper draws on findings from a recent doctoral study which examined how the intersections of policy are understood, interpreted and enacted by those responsible for their implementation in the New Zealand secondary school context. The study had three components. It sought insights into the extent to which pre-service teachers are equipped to understand and implement inclusive education policies in New Zealand secondary schools. This required understandings of how inclusion was conceptualised by pre-service secondary school teachers and how those views were impacted by pre-service teacher education experiences. The study drew on the views of principals, learning support leaders and classroom teachers within secondary schools to gain understandings of how, in carrying out their specific responsibilities for supporting inclusion, they were able to respond to students’ educational needs within the dual Special Education/inclusion context. To further support the inquiry, contextual factors were established through an historical and contemporary analysis of the scope, nature and role of Special Education policy in New Zealand, and its relationship to inclusion. The aim of the analysis was to co-ordinate the views of pre-service teachers, the voices of school educators and information gleaned from analyses of national and school policies and other official documents, and to cross-analyse commonly occurring threads of information.

The findings demonstrated that the contested nature of the concept of inclusion, its development from Special Education and its current co-existence with a Special Education Division within the Ministry of Education continues to create tensions for policy implementation. This paper responds to the importance of rethinking teacher education as a key element in supporting change. It suggests that obtaining the required consistency in understanding and practice is built on sustained communication amongst relevant government agencies, academics, educationalists and professionals, and posits suggestions on how an effective programme for transformation might look like.
How can we prepare new teachers to become more inclusive in their practice? This issue is of concern to teacher educators internationally, in addressing an increasingly diverse school student population.

This paper contains emerging findings from a longitudinal study of initial and early career teacher education, with specific reference to inclusive practices as set against an agreed 25-country inclusive teacher profile (European Agency for Special Needs and Inclusive Education, 2012). This ongoing 3 year study is commissioned by Ireland’s National Council for Special Education and to date has analysed programme descriptors (n=59); surveyed final-year student teachers (n=430); surveyed teacher educators; and undertaken interviews with staff (n=9) and students (n=45) at five case study sites. Future research will involve tracking the experiences of originally surveyed teachers (n=30) as they commence their teaching career. Emerging findings and the research undertaken may be of interest to those involved in supporting initial teacher education for inclusion.

This research is commissioned in order to provide an evidence base to inform policy advice given to the Minister for Education and Skills by the NCSE and underpin good practice guidelines and information developed for schools. The research draws on a Profile of Inclusive Teachers (European Agency for Special Needs and Inclusive Education, 2012), which sets out the necessary competencies, attitudes, knowledge and skills required by all teachers working in inclusive settings. The study is also framed by changes in initial teacher education in Ireland which commenced in 2015/16 with the extension of programmes by one academic year with concurrent undergraduate programmes now running for four years and consecutive postgraduate programmes extended to two years. Furthermore, the extension in programme duration has enabled changes to the content with inclusive education and differentiation now mandatory elements within ITE programmes.

Emerging findings address the following commissioned research questions:

1. What are the components of inclusive/special education within Initial Teacher Education (ITE) programmes in Ireland for primary and post-primary teachers?
2. Do the recent changes to ITE prepare newly qualified teachers to be inclusive as identified by EASNIE Profile of Inclusive Teachers?
3. What is the intended impact of the changes in ITE on outcomes for students?
4. What gaps are there in how current ITE programmes prepare student teachers?
5. What lessons can be identified from this research?

**Teacher Development for Inclusive Pedagogy: The Affordances of Professional Learning Communities**

Elizabeth Walton
University of the Witwatersrand, South Africa

Teachers worldwide lament their un(der)preparedness for teaching in inclusive classrooms, especially where students require additional support to meet learning outcomes. In its quest to develop an inclusive education system, South Africa has instituted full-service schools which serve students with a range of learning needs. Teachers in these schools say that they need ongoing professional development for inclusive teaching. To address this, six Professional Learning Communities (PLCs) have been instituted in a full-service school in Johannesburg. The knowledge focus of the PLCs is provided by a university team in a community engagement project. The research component of the project has ethics clearance, with data collected over three years through audio-recording the termly PLC meetings and interviews with teachers.

This qualitative study is designed to answer the question of what professional learning for inclusive education takes place through PLCs in full-service schools. The data were analysed using Florian’s (2014) Inclusive Pedagogical Approach in Action (IPAA) framework. This framework served as an analytical tool with which to identify shifts that teachers make in the way they view their students, the way they teach and how they work collaboratively. There is evidence of diminishing discourses of student deficit over time as teachers focus their conversations on teaching strategies that would benefit all students. They also encourage their colleagues with suggestions for inclusive teaching. This paper argues that the features of PLCs create the conditions of possibility for these shifts towards a more inclusive pedagogy. First, the knowledge focus of the PLCs challenges exclusionary beliefs and teaching practices by introducing more inclusive ways of thinking about students, and about teaching and learning. Second, the site-based nature of the PLCs ensures a contextually relevant inclusive pedagogy as teachers work to animate their new knowledge in this context of poverty and deprivation. Third, the PLCs are theoretically grounded in Lave and Wenger’s (1991) concept of learning as social practice. This orientation towards mutual engagement in a joint enterprise builds collaborative practices and results in a whole school orientation towards greater inclusivity. This study shows that in a developing context, with material and resource constraints, PLCs offer conditions that are conducive to in-service teacher learning for the challenges of diversity and inclusion.

References:


Mind the gap: investigating the link between classroom dialogue and the implementation of rich tasks in post-16 mathematics with Underground Mathematics

Sharon Walker; Tatiana Rostovtseva; Alvin Leung; CJ Rauch
University of Cambridge, UK

Underground Mathematics (UM), formerly the Cambridge Mathematics Education Project, develops online resources to support teaching and learning for post-compulsory mathematics (students aged 16-18). Funded by the UK Department for Education (2012-2017), UM aims to provide creative resources that help to make mathematics a richer, more coherent, and more stimulating experience for students and teachers alike.

This paper presents findings from an evaluation of the implementation of UM resources in six classrooms across five schools in England during the 2015-2016 academic year. The research employed a mixed-method multiple-case study approach and was designed to answer the following questions:

- How is UM implemented in post-16 classrooms?
- How is attention to dialogue essential in understanding UM implementation?

Data collection was composed of three methods, including 25 classroom observations. In addition, pre- and post-task surveys and termly interviews interrogated participants’ perceptions of UM task use and learning trajectories.

Data analysis focused on identifying attributes of implementation of the rich tasks across classrooms, paying special attention to dialogue (including both teacher-student and student-student talk). Underground Mathematics strongly believes that dialogue is inherent to mathematics (Mercer & Littleton, Boaler, Alro & Skovsmose). Thus, to fully understand the implementation and use of new curricular resources, such as UM, an investigation of classroom dialogue is essential. The research uses the Cam-UNAM Scheme for Educational Dialogue Analysis (SEDA), a tool developed by researchers in the UK, Spain, and Mexico, to analyse dialogic interactions, in order to categorise the types of dialogue students and teachers employ in mathematics classrooms influenced by UM. Through our study, we aim to present a methodology that positions classroom dialogue as central to the investigation of mathematics teaching and learning.

Findings from the study, including a rigorous analysis of types of classroom dialogue, will inform the future development of UM resources, as well as contribute to discussions and learning on the promotion of students’ mathematical thinking skills and rich engagement with mathematical knowledge. Through the use of the SEDA tool, findings will contribute to cross-cultural learning on classroom dialogue in the construction of knowledge from the perspective of post-16 mathematics in England.

References:


Teachers’ action research to overcome barriers to student achievement in mathematics: the inadequacy and persistence of thinking about ‘ability’

Alf Coles; Rosamund Sutherland
University of Bristol, UK

This article reports on findings from a research study aimed at removing mathematical barriers to widening participation in higher education. A group of teachers were funded to engage in action research in their own schools, through engagement in a Master’s module offered through the University of Bristol. Teachers were therefore engaging in practitioner research around a common theme of widening participation; the aim was to support teachers arrive at local solutions, sensitive to their own context, and to learn from similarities and differences in their work. We report here on a meta-analysis of the teachers’ projects and draw out implications for removing barriers to mathematical attainment.

We conducted a thematic analysis of audio data from meetings and the final written reports of the teachers on the project. The barriers identified to student achievement, and therefore participation in higher education, were: lack of student engagement; lack of students motivation; and, lack of student independence. The most common pattern in teachers’ response to these barriers was choosing to work on ‘higher’ level content with groups than would normally be expected (in their schools). We suggest the barriers identified by teachers (which make no mention of student ‘ability’ in mathematics) and their own responses to those barriers (increasing the complexity of what they offer) are implicit critiques of a view of students as having limited or fixed mathematical potential. Yet, there is a dissonance between the teachers’ actions, which encourage students not to see themselves as having limited potential, and both the institutional ‘setting’ arrangements of these students and the teachers’ own ways of describing students in terms of ‘ability’.

The teachers in the study, who shifted the complexity of what they offered students in their classroom, reported on positive changes in students’ self-perceptions in relation to mathematics and increased attainment. Taken together, the results of the project point to the need to find new ways of thinking about students and their relationship to mathematics, aside from ‘ability’ and ‘attainment’. Although only small scale, the teachers’ action research both point to the inadequacy of perspectives that frame students in terms of ability and point to the endurance of such perspectives. We suggest one move towards an alternative perspective, suggested by the teachers’ work, is a critique of the ‘building block’ metaphor of learning mathematics, that limits each student’s ‘next step’ in the subject.
What mathematics comes to mean to the individual, is mediated through lived experiences. Adult learners do not just bring mathematical skills to the classroom, they bring classed, gendered and racialised constructs of mathematics, and mathematics education. This presentation investigates how adult learners negotiate the transformation of their mathematical selves, through discourses akin to being ‘more’ or ‘less’ able to ‘do’ and ‘be’ mathematical.

By drawing together findings from a small scale qualitative study, this presentation starts with a Bourdieusian discussion of how four ‘larger than life’ participants fit in (and/or fall between) the social spaces of mathematics. Having reached some conclusions using a structural account, the discussion then puts Lacanian and Foucauldian perspectives to work, to interrogate the complexities of the identity work undertaken by eleven adult learners, as they negotiate their unstable relations with the academic discipline of mathematics. Through paying attention to subject positioning, productions of the mathematical self are found to be negotiated through relational narratives that were characteristic of stereotypical representations of ‘real’ (fragile, masculine, white, and middle class) mathematicians, protecting the self against positioning as ‘Othered’ (hard-to-reach parents and unemployable subjects) ‘non’ mathematicians. By exploring subjectivities, insights can be made into the psychic costs of a self exploration of ‘mathematical-ness’.

By working within (and through) three distinct perspectives; all of which hold very different epistemological positions, irresolvable tensions are brought into the heart of the presentation. However, the Bourdieusian analysis gives insights into the effects of visceral embodiment of mathematics, the pervasiveness of complex familial ties and debilitating diasporic struggles to exchange cultural capital in the mathematical classroom. Then interrogation of the patterns of language reveal how ‘real’ (valuable) mathematics is valorized (against numeracy) as something that is male, powerful and self-regulating. In contrast, the psychoanalytical account untangles how whilst often narrated as pleasurable, the ‘doing’ of mathematics is negotiated through discourses of ‘being’ normal; balancing the psychic costs of reparation work against new (and often unrecognisable) configurations of ‘success’ and ‘mathematical-ness’.

In conclusion, by putting theory to work in unusual ways and bringing together internal and external processes (through exploring the intersections between of biography, aspiration and discursive practice), this presentation unmasks how the participants navigate their reinvestment as mathematical subjects, and reveals the psychic costs of identity formation in the mathematical classroom.

The focus of this paper is how PETE and Physical Education and Sport Pedagogy (PESP) university faculty have come to their knowledge and understanding of sociocultural issues and issues of social justice. The guiding research questions were:

1. What do PETEs know about socio-cultural issues and social justice?
2. How was this knowledge constructed?
3. What knowledge do they draw upon in their teaching?
4. What examples, what sources of knowledge, do they use? Where do their examples come from?

Vygostky's social constructivist learning theory, specifically the Zone of Proximal Development (ZPD) was used to frame this research study.

Over 70 PETE and PESP faculty from the USA, New Zealand, UK, Sweden, Australia and Ireland engaged in an in-depth interview, completed a demographic survey on their social identity and professional experiences, and shared materials from their PETE and PESP programmes, such as course handbooks and assignment instructions.

This knowledge construction includes personal and professional lived experiences, formal study or qualifications, and experiences in the field (i.e., with pre-service teachers and/or in schools). Some PETE and PESP faculty reported little knowledge of socio-cultural issues and, usually, little inclusion of this content in their programmes. Many of those who expressed a commitment to teaching about and for social justice had personal
and professional experiences that had caused them to recognise the need for educating their students about sociocultural issues. For instance, some had encountered marginalisation and discrimination based on their identity, or their personal politics motivated them to teach for and about justice and equity. These personal experiences could be used as content or initiate reflection in PETE and PESP classrooms. This study prompts consideration of the professional development needs of teacher educators on sociocultural issues and about social justice that goes beyond acknowledging their existence and moving towards changes in pedagogical practices in PETE and PESP programmes.

### 15:00

**Physical education and social class: Challenging the pedagogical doxa?**

**David Cooke**  
Leeds Beckett University, UK

Drawing on doctoral research that aims to explore how PE pedagogies reflect, (re)produce or challenge social class inequalities, this paper presents preliminary findings about the nature of the pedagogical doxa in one case study school.

Social class is still the best predictor of academic attainment in England (Perry and Francis, 2010), and young people from disadvantaged backgrounds are still more likely to attend ‘inadequate’ schools (Francis, 2011). Numerous studies across education show that the quality of pedagogy is a key factor in determining the progress of ‘disadvantaged’ pupils (Ainscow et al., 2010 and Sutton Trust, 2011). In relation to PE, there has been less analysis of social class, than gender, for example. Wright, Macdonald and Groom’s (2003) research in Australia suggests that schools construct different forms of physical capital through their PE curriculum and pedagogy. They found the physical capital developed through private school PE could be converted by pupils, boys in particular, into social and economic capital, whilst state school PE was more about a means to express leisure and recreation preferences.

This paper reports on findings from a ‘disadvantaged’ school in England with a ‘very high’ proportion of pupils eligible for free school meals and a recent external assessment of its performance as ‘inadequate’. Observations and interviews were used to collect rich qualitative data about the PE curriculum and teachers’ pedagogy.

The schools’ PE doxa promotes a physically able masculine ideal that values size, strength and speed through a traditional team games curriculum and sport-as-techniques performance pedagogy (Kirk, 2002). Value is placed on the physical capital displayed by the ‘naturally able’, whilst marginalising and excluding others, reproducing a classed and gendered doxa. Initial findings suggest a lack of critical pedagogy, although there were some modest instances of teachers challenging the pedagogical doxa through a heterodoxy of alternative, non-performative pedagogies.

Semi structured interviews explored teachers’ views of what encouraged or discouraged their willingness to challenge the pedagogical doxa. Early indications suggest the behaviour and perceived ‘ability’ of pupils are key to teachers feeling able to step outside the doxa. Lack of time to develop and discuss their PE department identity, facility constraints and a lack of support from senior school leaders also discourage pedagogical heterodoxy.

### 15:00

**Primary School Children’s Experiences of Physical Activity: The place of social and cultural capital in participation and implications for schools**

**Suzanne Everley; Keith Everley**  
University of Chichester, UK

**Introduction** There is a plethora of rhetoric surrounding concerns with children’s lack of physical activity (PA) and rising obesity levels (Gov.2016). Studies of children’s PA have largely focussed on measuring engagement (De Baere, Stijn; Philippaerts, Renaat; De Martelaer, Kristine; Lefevere, Johan, 2016); and fail to consider social contexts within which they take part (Everley and MacFadyen, 2015). This highlights a need for qualitative investigations that establish an understanding of subjective orientations towards PA in order to inform policy and address National Curriculum Physical Education requirements to promote healthy, active lifestyles (DfE, 2013).

Social capital has been positively linked to health and weight status in adults (Mackenbach et al. 2016) and may have similar potential with children. Drawing on Bourdieus’s theories of capital, the aims of this study were to investigate the role of the school in relation to:

- Children’s perceptions of PA
- Key social influencers of engagement in PA
- The role that different forms of capital play in engagement with PA

**Methods** To understand perceptions and construct a comprehensive representation of experience it is necessary to employ methods that acknowledge children’s agency; utilising drawings is one way of achieving this (Everley and Macfadyen, 2015).

112 children aged 5-10 years, from three primary schools, drew themselves being physically active and were interviewed about their pictures. The focus here was on:

- fields of PA
- social capital associated with PA in PE, extra-curricular clubs and outside of school
- the significance of cultural capital in PA

**Data analysis** Following Everley and Macfadyen (2015) drawings and verbal explanations were evaluated using descriptive meta-narrative generated around each raw data set before being thematically analysed (MacPhail and Kinchin, 2004).
Findings overview Cultural and social capital do play a significant part in children’s engagement in PA and conversely, PA has a significant role to play in encouraging sustainable PA. Outcomes demonstrate:

- Social capital significantly affects engagement in PE and extra-curricular activities
- Children accumulate social capital through engagement in culturally acceptable forms of PA
- Social capital determines hierarchical organisation of PA in school free play

Conclusion If young children need to be supported in being physically active (Gov. 2016), schools represent a key conduit through which to achieve this. As institutions through which children acquire and utilise capital (Comer, 2015) and if PA of children can be affected by social and cultural interactions, these findings suggest schools would do well to focus on these factors in PA promotion.

14:00 - 15:30
Special School Physical Education
(Physical Education and Sports Pedagogy)

Session Type: Physical Education and Sports Pedagogy

Chair(s)/Convenor(s)/Facilitator(s): Suzanne Everley

Discussant(s):

Including young people with special educational needs and disability in physical education and school sport in mainstream and special schools in England: Adults’ perspectives

Will Katene; Anna Craft; Alison Black; Rebecca Costello
University of Exeter, UK

University of Exeter were commissioned by the Youth Sport Trust (YST) to evaluate the success of the Disability DfE (Department for Education) Project in creating a major change in both the local infrastructure and the numbers of young people with SEND (Special Educational Needs & Disability) participating, competing and progressing in physical education (PE) and school sport in England. The project explored three research questions:

1. How has the Disability DfE Project built capacity? This had three dimensions:
   - (a) How the teachers approached their work.
   - (b) The effectiveness of TOP Sportsability training/resources in engaging participation
   - (c) Development of inclusive competition through Project Ability schools advice.

2. What additional outcomes are associated with such capacity building?

3. How have Project Ability innovation projects been developed?

For the purpose of this presentation, the findings of research question 1 (a) will be discussed. Two kinds of questionnaires were used; one to capture adults’ perspectives (e.g. PE teachers) in engaging in the various disability sports activities and the other to document potential addtionality offered by these programmes counting outcomes in a numerical way and comparing schools engaged in disability sports initiatives and those not engaged. Questionnaire 1 was completed and returned by forty-four (44) adults and the second questionnaire was completed and returned by twenty-four (24) schools (mainly special schools). Case studies were carried out in six (6) schools (4 special schools & 2 mainstream schools). Semi-structured interviews were conducted in total with 27 Adults (ranging from PA or Project Ability Leads to PE teachers & SGOs or School Games Organisers).

With reference to research question 1 (a), how teachers approached their work had been significantly enhanced by the Disability DfE Project. Teachers, PA Leads and SGOs reported teachers’ knowledge was enhanced through disability-specific, sports specific, role-specific, general inclusion training, TOP Sportsability focus, sports leaders’ qualifications and a focus on raising achievement. The Disability DfE Project made extensive contributions to building capacity, making a positive contribution to how confident and prepared PE teachers feel for working with young people with SEN/D in relation to building their knowledge of a range of options for improving PE and school sports provision. Key recommendations for DfE/YST and schools will be discussed.

14:30
Physical education university students’ views and experiences of a special school placement

Anthony Maher1; Julie Fimusanmi2
1Edge Hill University, UK; 2Leeds Beckett University, UK

There is an ever growing body of research claiming that aspiring (physical education) teachers need to gain more experience (1) planning and delivering differentiated (practical) lessons; and (2) working with pupils with special educational needs and disabilities (SEND) (e.g. Morley et al., 2005), ideally in a special school context (e.g. Maher, 2016). The presentation is based on research that aimed to explore university student views of, and experiences within, special schools in order to better understand the experiential mechanisms that shape perceptions of competence and confidence when it comes to the teaching of pupils with SEND in PE. The university students targeted for recruitment were those studying a level
six (final year) module of a BA (Hons.) Physical Education degree, entitled ‘Special Educational Needs and Disability in Physical Education’. Lectures, seminars and practical activities were used in an attempt to prepare university students for six half-day placement episodes over a six-week period at a special school. Once the placement experience was complete, focus groups were used to capture views and experiences. A total of 32 university students participated in the focus groups. There were eight focus groups in total, each of which had 3-5 participants. All participants were aspiring PE teachers. All data were coded in order to identify recurring themes. The four themes to emerge during the coding were: (1) prior experience and role while on placement; (2) understanding the needs and capabilities of pupils with SEND; (3) having the confidence to teach pupils with SEND; and (4) having the competence to teach pupils with SEND. The presentation will explore each of these themes in turn, with comment made on the significance and implications of the findings for policy makers, teacher educators, schools and teachers.

The Culture of Special School Physical Education

Anthony Maher1; Hayley Fitzgerald2
1Edge Hill University, UK; 2Leeds Beckett University, UK

There is an increasing body of research that analyses the inclusion of pupils with special educational needs (SEN) and disabilities in mainstream/regular school physical education (PE) from the perspective of teachers, pupils, special educational needs coordinators and learning support assistants (Maher, 2014; Vickerman and Blundell, 2012). However, little is known about how PE is experienced by pupils, their teachers and support staff within a special school context. Within England the apathy for researching special school PE has been fuelled by a discourse that positions mainstream/regular education and inclusion as the preferred means of provision and delivery for pupils with SEN and disabilities. Consequently, research has focused on mainstream/regular PE. In part the catalyst for the valuing of mainstream/regular rather than special schooling was Baroness Mary Warnock, whose 1978 report (DES, 1978) contributed significantly to supporting mainstreaming of education. She, along with other scholars, parents and advocacy groups, have more recently argued that education possibilities should include (and value) more special school possibilities.

In order to begin to shed light on special school PE this presentation will report on a small-scale research project that aimed to explore the nature, purpose and value afforded to PE in special schools. To explore PE culture in special schools data were generated from head teachers (n=6), deliverers of PE (n=6) and facilitators of PE (support assistants; n=6). The findings from these interviews reveal that: (1) Practitioners considered PE to be an essential aspect of their pupils’ education. (2) The nature of PE extends beyond that which is usually conceived of and delivered in mainstream schools. (3) Practitioners demonstrated differences in their receptiveness to delivering PE as part of the curriculum and some felt ill-equipped to do this. These findings contribute in some way to what needs to be a much broader discussion about the culture of special school physical education.

Experiences and Expectations of Mature Trainee FE Tutors

Sheine Peart1; Vicky Duckworth2
1Nottingham Trent University, UK; 2Edgehill University, UK

In the UK, Further Education (FE) colleges play a key role in providing education programmes to young people and adults. This article draws upon our research of FE trainee teachers with a focus on how being mature can impact on and shape experiences of being a trainee and on teaching in the classroom. The study draws on narrative exploratory research to explore transitions and the experiences of mature FE trainee teachers based at two post 1992 universities in the Midlands and the North West of England. The research analyses trainee teachers perceptions of the impact their age has on being a trainee tutor in FE; how age influenced studying at University; and how previous life experiences influenced their identity as a learner and a trainee teacher.

An ethnographic methodological framework was chosen for the research (Barton and Hamilton 1998, 2000; Papen 2005a, 2005b). The research was underpinned by theoretical frameworks including third space theory (Levy 2008), incorporating the concept of ‘funds of knowledge’ (Moll et al 2005), together with resonance and dissonance (Minion and Goodman, 2006, Goodman et al 2007, Ivan et al 2009, Minion 2006).

The study drew on rich data collected through semi-structured interviews which were conducted at the participants’ home university during the first and last term of All interviews were audio-recorded and transcribed to support thematic analysis and identity trends and recurrent ideas. At the first data collection point ideas of hopes and future aspirations were explored; while at the second data collection point participants were asked to re-conceptualise their identity as a tutor and a learner and to specifically identify how their feelings had been influenced as a result of completing an extended work placement.

Emerging conclusions from the paper reveal how the trainee teachers believed their age to be a positive advantage which facilitated them to both understand student motivations to a greater extent and to manage situations in a more empowered manner. There are potential implications for policy and practice including recognising the life experiences, knowledge and skills this group bring to the classroom and identifying how teacher training programmes can attract and harness this.
This paper centres on a research study into the lived experiences of beginning teachers in Further Education (FE) in England. The study is contextualised by initial teacher education (ITE) in the FE sector and the local context derives from a full time, pre-service, Postgraduate Certificate in Education (PGCE) course in FE and the first year of teaching (NQT year). It focuses on Biesta’s (2013) work on the ‘purpose of education’ as a basis for discussion and exploration against Hannah Arendt’s (1958) theory of action. It is widely researched that politically discursive practices and market principles undermine educational values and relationships (Ball 2003, Lucas 2012, Crawley 2014). Initially it seems that policy based on marketisation, management and performativity leave no space for an autonomous self (Ball 2003). Whereas Arendt (1985) argues that conditions of natality provide a powerful reminder of the human capacity to act.

A narrative patchwork text approach (PWT) advocated by Winter (2003) was employed to explore six full time, pre-service PGCE student teachers’ experiences of becoming a teacher in the FE sector. The research drew data from the PWTs and sought to explore the relationship between Arendt’s (1958) conditions of natality, where in ‘word and deed’ beginning teachers reveal their ‘virtuosity’ in making judgments to inform actions, and Biesta’s (2013) 3 domains for the purpose of education. Later, the themed viewpoints from the PWT were revisited and employed as conversational topics with each of the six beginning teachers during their NQT year and were recorded as Vlogs (video blog).

The findings from the study illustrate that the participants’ stories identify a rift, in the opportunities to negotiate and make informed judgements about their emerging teaching praxis, between the PGCE experience and employment in FE. The study suggests that the beginning teachers value the PGCE experience as a place for collaboration and exploration in making sense of the politically discursive nature of FE and their own emerging teaching praxis. The beginning teachers’ experience also shows how socialisation into FE, away from the condition of natality, demands a greater expectation to perform according to policy based initiatives and thus limits opportunities to negotiate own judgments informing actions. Interestingly, the beginning teachers in this study also showed how they provide the condition of natality in their classrooms; where in ‘word and deed’ (Arendt 1958) they were most able to appear as self-as-teacher.

15:00 Is there any 'good career guidance' in schools?  3695529

Jonathan Boys; Tristram Hooley
Careers & Enterprise Co Ltd, UK

In 2014 the Gatsby Charitable Trust published its ‘Good Career Guidance’ report which proposed eight evidenced based benchmarks which could be used to organise career guidance in schools. However, the accompanying survey of English state schools suggested that no schools could provide evidence of meeting all eight benchmarks.

The findings of the Gatsby survey echoed a range of other studies which raised concerns about the state of career guidance in England’s schools. Reports by the House of Commons Education Committee and Ofsted were backed up by academic studies. Langley and her colleagues at the University of Derby talked about ‘a career postcode lottery’ while Archer and Moote recently suggested that career guidance was not just ‘patchy but patterned’ by a range of demographic and geographical features.

The picture painted by this commentary should be caveated as it relates to a period between the Education Act 2011 and the policy shift that took place in 2014 with the launch of The Careers & Enterprise Company. This paper will present new data from a national survey of schools conducted by the Gatsby Trust and The Careers & Enterprise Company during the academic year 2016/17.

The survey is open until the end of the school year. It already rivals all previous surveys in terms of responses and it is hoped that by the conference we have responses from around 20% of English schools. Initial analyses suggest that little has changed since the 2014 survey in terms of schools’ practice. However, the survey allows us to dig further into the reasons for differences in schools’ practices in this area.

Data from the survey will be matched to the edubase database to produce a large dataset of schools and their practice. The project will add to the current evidence and allow for deductive analysis to produce new insights. Quantitative techniques will be used to test a range of hypothesis relating to the differential performance of schools. Examples include, does career guidance differ by:

- Geography?
- school type?
- Ofsted rating?
- school size?
- schools located in areas of high deprivation or with high numbers of FSM?

The results will have implications for practice as well as how funding should be targeted.
In this interactive symposium, we four UK-based university staff members present our research into realising in practice the policy rhetorics of participation, inclusion and accommodation of diversity and disability. Currently the rhetoric appears to apply only to students; staff are excluded, including those tasked institutionally with promoting inclusion. And while we have credentials that qualify us as academic researchers (we are research active, produce scholarly texts, have higher degrees) some are refused academic legitimacy through exclusion from the REF, lack of research privileges or denial of leave for attending academic conferences. The situation is reminiscent of Sojourner Truth’s 1851 question ‘Ain’t I a woman?’, challenging the self-assigned right of black women academics to speak on behalf of all black women. We transform her question into our practice-based research questions, ‘Ain’t we academics? How do we achieve recognition and legitimacy?’, by producing research-informed publications that refute the contradictions between rhetoric and reality.

Our individual papers describe these contradictions and how we achieve our ‘possible selves’ (Markus and Nurius, 1986) by transforming exclusion into inclusion:

Paper 1 - Ain’t I an academic?
Paper 2 - Facilitating impossible change: influencing classroom practice from the outside in
Paper 3 - Dismantling barriers to recognition and legitimacy
Paper 4 - Rigour mortis

- Mike Wray, PhD, Learning Support Team Manager, works with academic colleagues to enhance their pedagogic practice, including drawing up learning support plans/individualised learning plans for disabled students. While his work is pedagogical in nature, enabling others to develop strategies for encouraging inclusion, he is not recognised as producing ‘academic work’.
- Marije Davidson has systematically conducted research into her work as Equality and Diversity Adviser, fulfilling requirements to show that her work is evidence-based and institutionally enhances equality, diversity and inclusion; yet she has been classified on research funding bids as ‘new to research’.
- Charlotte Haines-Lyon, undertaking doctoral research as a parent into exploring other parents’ voices in primary schools, is required to frame her research according to traditionalist epistemological frameworks. However, recent engagement with postmodern research literatures leads her to question the hegemony of established epistemological and methodological forms and consider reframing her research as practice-based.
- Jean McNiff, research professor, whose scholarly articles qualify for inclusion in the REF yet whose academic books and resources, acknowledged internationally as enabling practitioners across professions and disciplines to achieve higher degrees and produce scholarly publications, are not.

To ground our individual and collective research questions we draw on established literatures to provide robust conceptual frameworks, including those of justice, entitlement, pluralism and manufactured consent, as in:

- Young (1990, 2000) who argues that the concept of ‘inclusion’ focuses largely on the distribution of material goods rather than the eradication of its basis of domination and oppression;
- MacIntyre (1981) who argues that practices may be defined in terms of their internal goods, inclusive traditions and pluralistic structures; and Lasch (1979, 1996), now increasingly relevant in a solipsistic world where the building of character and community (traditionally constituting the internal goods of higher education: see Newman, 1856) is now forfeited in favour of self-aggrandisement (see also Putnam, 2000 and Sen, 1998);
- Foucault (2000) and Chomsky (1988, 2015) on the manipulation of the public mind for unwitting collusion; Arendt (1951) on the need for developing activist communities as countering the threat of epistemological totalitarianism; and Milton’s (1644) Areopagitica as apology against the banning of unauthorised voices.

Our action strategies include producing a body of REF-able work, according to the (2016) Stern Review guidelines. Our research establishes its relevance to the BERA membership and its institutional legitimacy through theorising the common good as the telos of higher education, while demonstrating its ‘impact’ for the realisation of this good through research programmes including those of international development, Vocational Education Training, and curriculum and pedagogical practices, within a recognised contested research terrain (Moss, 2016).
and isolation (Haslem et al., 2010). Understanding why BME academics are not progressing to senior positions, from the perspective of belonging and identity, is an important consideration in overcoming the problem of the underrepresentation.

There are many theories about belonging and identity, those that; investigate an individual's relationship with another individual, propose hierarchical stages and depend on independent belief systems. However, the construct of belonging and identity is contested, as are the views on how to measure an individual's level of social identity (Feitosa et al., 2012).

Through the Social Identity Approach (SIA), this research aims to offer a conceptual understanding of the beliefs of BME academics' sense of belonging. The research proposes to carry out a mixed method study comprising of; a survey of BME academics in British HEIs, who want to progress to a senior position; sixteen of which will be chosen for interviews to identify past and present beliefs around social identity, that may have impacted their career decisions. The life history approach serves as an excellent means for 'understanding how people see their own experiences, their own lives, and their interactions with others' (Gubrium and Holstein, 2002); relates to the concept of the SIA.

The aims of the presentation will be to; firstly, outline the current situation of BME academics as senior leaders; secondly provide conceptual understanding of SIA; and finally in conclusion the presentation seeks to argue that a lack of sense of belonging maybe fundamental when building an understanding of why BME academics do not apply for senior positions.

Limited research and an interest in equality are indicators of the need for this study. This abstract presents the initial plans for a future research project.

14:30 Fighting the Tide: An Exploration into Black and Minority Ethnic (BME) Doctoral Students’ perception of a career in Academia

Jason Arday
University of East London, UK

Meritocratic and normative societal patterns provide us with copious opportunities to analyse the hierarchical institutions which continue to oppress and restrict minority ethnic groups attempting to progress through discriminatory terrain of the Academy. We are continually reminded of this through the paucity of diversification inherent within the sector and more specifically the dearth of representation regarding Black and Minority Ethnic (BME) academics. The existing and normative inequality which pervades within academia continually undermines egalitarian ideals associated with equality, equity and diversity. Such inequalities are reinforced by patriarchal, meritocratic structures which perpetuate marginalisation and dominant White hegemony.

This paper describes the experiences of Black and Minority Ethnic (BME) Doctoral Research students’ perceptions of a career in academia within the United Kingdom (UK). Varying discourses indicate an overwhelming disparity in relation to the dearth of representation and diversification of staff within the higher education (HE) sector. Statistical data reveals that across the UK within higher education institutions, BME individuals only constitute 7.8 per cent of university academic staff (ECU, 2014).

This research explores the challenges that BME Doctoral students face in attempting to navigate their way through the racialised terrain of academia. Narratives presented reveal experiences aligned to micro-aggressions, institutionalised racism, White privilege, representation, marginalisation, and limited career opportunities. The findings presented suggest that in comparison to their White counterparts, BME individuals continuously encounter several challenges aligned to overt and covert racialised experiences in their pursuit of an academic career.

The landscape of inequality and discrimination which continually undermines notions of equality and diversity within higher education, persistently disadvantages BME individuals within the Academy, resulting in a sector that continues to remain inherently and normatively White. This paper considers the interplay between institutional racism within higher education and the effect on BME representation within academia.

This research advocates that significant and penetrative change is required within the UK higher education sector to actively diversify academic staff populations and provide adequate opportunities for BME individuals to be able to access the Academy, become upwardly mobile and pursue academic careers.

15:00 Social class, ethnicity and the process of ‘fitting in’ at university

Berenice Scandone
University of Bath, UK

The last two decades have seen minority ethnic students’ access to higher education expanding at higher rates than that of their White British peers. Yet, compared to the latter, students of all minority ethnic origins but Chinese tend to be largely over-represented in the generally less prestigious post ’92 universities, and to have lower retention rates and degree attainment, with negative consequences for employment prospects. In this presentation, I engage with the experiences of British-born young women of Bangladeshi ethnicity, of both working-class and middle-class origins, to provide a better understanding of the ways in which ‘getting on’ at university is informed by class, ‘race’ / ethnicity and religion as intersecting dimensions of social identity. Whilst being traditionally among the lowest of all major ethnic groups, Bangladeshi ethnic women’s participation in education has increased substantially in the last 20 years. Here, I draw on in-depth interviews conducted with 21 female undergraduate students attending a range of differently ranked institutions in London, and apply a Bourdieusian lens of analysis to the main discourses that emerged. Building especially on Bourdieus’s concepts of habitus and capitals, I tease out the intersecting role of class, ‘race’ / ethnicity and religion in informing participants’ experiences of higher education. I especially focus on perceptions of ‘fitting in’ at particular institutions, and on the ways in which these relate to self-identifications in terms of the aforementioned categories and to understandings of selves as learners. I then move on to detail how these dimensions of identity play out in relation to some of the most common confronted by respondents at an academic and social level, and emphasise resulting inequalities in their capacity to ‘benefit’ from higher education. In making
sense of these issues, I claim that it is especially useful to think about the mismatch among students’, institutions’ and subject areas’ habitus and valued cultural capital, all of which are both ‘classed’ and ‘raced’.

14:00 - 15:30  Interviews as research tool
(Research Methodology in Education)

Session Type: Research Methodology in Education
Chair(s)/Convenor(s)/Facilitator(s): Tessa Bishop
Discussant(s):

14:00
Using phone and Skype as platforms for interviews in the pilot phase of a phenomenographic research project: Opportunities, Challenges, and Reliability

Vipavinee Artpradid
Coventry University, UK

This paper will present the initial findings of an exploratory study into the use of phone and Skype as a platform for phenomenographic interviews. This study is part of the pilot phase of a larger phenomenographical research project into the variation of experiences of a dance intervention.

From its development in the 1970s as a research method within educational contexts, the face-to-face interview has been identified as the core data collection method in phenomenography. Drawings, focus groups, and written surveys have also been used, albeit to a lesser extent. A continuing review of the literature has yet to show a study that explicitly discusses the implications of the use of phones or Skype as platforms for phenomenographic interviews.

This paper will firstly lay out the main reasons as to why face-to-face interviews have been the main platform for phenomenographic interviews. It will then outline the choice of using phone and Skype interviews for the pilot phase of the research. A projected consequence of the mode preference and remote nature of this choice of platform for is that an expanded exploratory space is opened up for the analysis.

Working from a qualitative interpretation of Cope’s (2004) research on validity and reliability in phenomenographic analysis, the last section of the paper will lay the groundwork for a discussion on the validity and reliability of the data based on the trustworthiness, authenticity, and credibility of data analysis.

The research questions for this study are threefold. Firstly, are phone and Skype theoretically acceptable as platforms for phenomenographic interviews? Secondly, do they enable the five characteristics of phenomenographic analysis and the key qualities of phenomenographic interviews to be met? Thirdly, how does employing these platforms open up any unexpected data types that could potentially provide additional layers to the concepts identified from analysis and expand the outcome space?

The implications of this research are that it will open up an area of discussion surrounding interview platforms and tools that have not been (explicitly) used for phenomenographic research. It may also draw out additional nuances in data collected through phenomenographic interviews on phone and Skype platforms, and in the near-future, augmented reality platforms, that face-to-face interviews may not offer.

References

14:30  Troubling the Transcript

Tessa Bishop
Tennessee Tech University, USA

While some attention has been paid to the methodologies and politics of the act of transcribing (Bucholtz, 2000; Lapadat & Lindsay, 1999) in social science literature, the transcript itself and how to theorize it from a poststructural perspective has not been thoroughly examined. Modernist notions of the interview and subsequent transcript presume a one-to-one correspondence between word and meaning as well as aural and written word (Scheurich, 1995). However, poststructuralism challenges the notion that language is transparent with fixed meanings uttered by a stable subject, which is problematic for the idea of the transcript, a product that claims to capture fixed meanings of uttered sounds (Lapadat & Lindsay, 1999). So, when poststructural researchers create projects that use interview transcripts for the basis of analysis—and especially those who code the transcript into decontextualized chunks of “brute data” (St. Pierre & Jackson, 2014)—they draw on the two incompatible epistemologies of poststructuralism and positivism. This results in a theoretically ambiguous project at best and an incoherent one at worst.

My goal in this research is to trouble the notion of the transcript from a poststructural perspective. What is the transcript beyond a transcriptionist’s interpretation of sounds and words? What does it mean to call the contents of a transcript “data”? Finally, how useful can a transcript be if speakers of words have subjectivities dependent on time, space, and myriad other conditions that cannot be fixed into simple statements of
context or positionality? As an epistemological and ontological project rather than a methodological one, this work does not focus on issues of transcribing common in the literature, like capturing hand gestures or formatting documents; rather, I take seriously issues of the being of the transcript as well as the knowledge it offers us.

The implications of this inquiry are profound for research in education, which abounds in conventional humanist qualitative practices that depend on participant interviews and focus groups. Given the fleeting nature of language and the “infinitely delicate and infinitely expandable” (Cook, 1980) nature of context, troubling the transcript takes on the task of reimagining what we can know from educational research. Rather than reify the transcript as a true representation of language and subjecthood or dismiss the transcript from educational research altogether, I propose that the transcript’s ontological complexities can open up new ways of understanding what it is we produce when we do research in education.

15:00

Vignettes in Comparative Education Research: Interviewer as a Storyteller

Natia Sopromadze
University of Warwick, UK

The paper addresses the use of vignette-based interviewing in comparative education research. Vignettes are hypothetical realistic scenarios which can be presented as short stories during the interview process. Research participants are usually asked to discuss how vignette characters should or would behave in the context of the story. This technique is especially suitable for studying sensitive topics as the vignette places distance between the interviewee’s personal experience and that of the story character. The vignette employed in the current study aimed to examine the role of emotions in departmental leadership at Georgian and English universities. Particularly, it was designed to explore empathy in working relationships, interdependence and team support. The story was incorporated within a semi-structured interview guide and administered in two stages. The interviews were conducted in the Georgian and English languages with a total of 12 heads of departments and 27 academic staff members. The participants’ interpretations of the imaginary scenario provided insight into the implicit power structures and informal support networks in the workplace. Presenting the same vignette to members of different academic cultures helped to draw between-group comparisons. The paper concludes with a discussion of the benefits and limitations of applying the vignette method in comparative education contexts.

14:00 - 15:30

Supporting Learners with Differing Abilities

(Social Justice)

Chair(s)/Convenor(s)/Facilitator(s): Andrew Colley

Discussant(s):

14:00

Social Justice and people with severe or profound and multiple learning difficulties

Andrew Colley
University of East London, UK

The presentation is based one of the author’s chapters in ‘Inclusion is Dead, Long Live Inclusion’ (Routledge, 2017, in preparation) in which the co-authors explore notions of social justice with respect to people with severe or profound and multiple learning difficulties.

Despite recent legislation such as the Children and Families Act (2014) and the resulting SEND Code of Practice (2015) the UK is still not as just and inclusive towards people with higher levels of need as we may like to think. In the presentation, he author will place arguments around inclusion in a wider social context and will discuss the place of people with severe or profound and multiple learning difficulties (SLD/PMLD) in society, how they are perceived by other people, and the values and understandings which underpin those perceptions. The presentation will go on to discuss how we define concepts of reason, difference, behaviour, communication and independence and ask if our current definitions of these terms actually include those with the highest level of need.

In proposing alternative models of social justice and inclusion, the author will explore Martha Nussbaum’s Capabilities Approach (2007) as well as Johnson and Walmsley’s (2010) analysis of ‘a good life’ for people with learning difficulties which argues that there is a need for a reimagining of social contracts and a reshaping of social roles and structures.

Both Nussbaum and Johnson and Walmsley address these issues with respect to disability in a general sense which is indicative of the research gap with respect to people with SLD/PMLD. The author will show how focussing on people with the highest level of need allows us to challenge and reinvent current values and practices and points towards the creation of a truly inclusive education system within a truly inclusive democracy.

References


The Special Educational Needs and Disability Code of Practice: 0 – 25 years (January 2015), Department of Health / Department of Education
This paper discusses the intersecting and constantly-shifting realities shaping British-Pakistani mothers’ support for their child with SEND. Studies researching disabled families’ experiences of special education (Shah, 1995; Kalyanpur et al., 2000; Hess et al., 2006) have advocated for research to be representative of all ethnic-minority experiences, however, such research is often essentialised as cultural and language barriers. Garcia and Ortiz (2013) posit that research with minority families can be homogenising, often recommending that professionals acquire cultural competencies and use professional interpreters; they suggest special education research and practice must consider the complex and fluid contexts influencing ethnic-minority disability experiences. My research paper similarly promotes an intersectional lens when researching minority families.

This paper reports on my Doctoral research, an in-depth qualitative study examining how culture, religion, gender, and immigrant history affect the experiences of eight British-Pakistani mothers in supporting their child with SEND in Southwest England. Utilising Weber’s (2001) Intersectional Framework and feminist methodology, my research incorporated feminist values of respect, reciprocity, and empathy to strengthen my critical stance. I used unstructured time-line interviews, semi-structured interviews, and vignettes to probe how mothers supported their child day-to-day and navigated the UK SEN system. My participants consisted of second-generation immigrants and first-generation immigrants through transnational marriages, with children with a range of SEND.

My research findings suggest that religion is significant to a South Asian Muslim mother’s identity, and that the religious inclusion of their child is also important. Their religious lens provided an alternative framework to the western model of grieving, helping them understand their experiences of mothering their child with SEND. All mothers to varying degrees acted as agents of change, resisting gendered perceptions and actively seeking greater independence for their child. Mothers also overwhelmingly found aspects of South Asian culture a hindrance to supporting their child, and did not identify with typical British-Pakistani families. Notably, mothers identified with British values of tolerance and inclusion, but still occasionally felt judged by White British professionals. First-generation immigrant mothers compared their existing levels of support in Britain with the support available in Pakistan. Notably, all mothers reported that Britain was their permanent home. Recently-settled immigrant disabled families strive for inclusion which acknowledges their child’s rights to an education and all available opportunities, rather than mere mainstream inclusion. Finally, I discuss why diverse maternal perspectives are necessary to enabling positive home-school relationships.

This paper discusses the intersecting and constantly-shifting realities shaping British-Pakistani mothers’ support for their child with SEND. Studies researching disabled families’ experiences of special education (Shah, 1995; Kalyanpur et al., 2000; Hess et al., 2006) have advocated for research to be representative of all ethnic-minority experiences, however, such research is often essentialised as cultural and language barriers. Garcia and Ortiz (2013) posit that research with minority families can be homogenising, often recommending that professionals acquire cultural competencies and use professional interpreters; they suggest special education research and practice must consider the complex and fluid contexts influencing ethnic-minority disability experiences. My research paper similarly promotes an intersectional lens when researching minority families.

As the young people gained increased independence from the family, access to and positions within other fields became more important in terms of the young people ‘getting ahead’ and ‘fitting in’. Particular reading practices, or the decision not to read, were varying used as a form of cultural capital by the young people in this study, establishing and maintaining their position within the peer group. The common factor influencing both readers and non-readers was the degree to which reading was perceived to be conducive to social participation and consistent with the identity of the peer group, enabling them to choose whether to ‘fit in’ or ‘stand out’.

Shifting the debate away from specific texts and onto readers, the act of reading, and the contexts in which it takes place highlights the importance of acknowledging and validating more social, interactive forms of reading, due to the centrality of the social to the lives of these young people. Although the young people in this study often experience rich reading lives amongst their peer groups and families, this was not reflected in the curriculum or in the classroom. This is particularly important considering the fact that the school, as a site of validation and symbolic violence, served to shape young people’s understanding of their private reading lives and the value they attributed to it. These findings problematize attempts to redistribute cultural capital through education, challenging the broader neoliberal agenda and its promises of social mobility through access to an elite culture of which certain young people have been deprived.
circumstances in which they operate. In many cases the system draws the wrong conclusions from the performance data it collects (Goldstein and Leckie, 2008). In the absence of clear leadership and an expansive view of what education is really for, teachers face increasing pressures to teach to the test, with the diminishment of the curriculum that this implies.

BERA has supported the campaign’s call to suspend arrangements for primary testing until an evidence-based review of the issues has been completed. But what else might research contribute in practice? Are there broader implications for how research and public policy interact?

The session will consider some of the issues that arise when researchers and campaigners work in alliance, taking account of the differences in knowledge that they draw on. We will combine panel discussion with workshop activities focused on these questions.

- What are the challenges that arise when bringing research evidence to bear in campaigning?
- Are established academic practices adequate to the challenges of such work?
- How do the knowledges produced in the course of social movements and campaigns and those developed by academic researchers relate to each other? (Chesters 2012)
- How can universities support policy advocacy work and research that is co-produced to inform policy agendas? (Campbell and Vanderhoven, 2016)?
- Can working from democratic ethical principles mitigate some of the challenges of working across differences in knowledge, location and practice?"

Building alliances between different communities of practice isn’t always straightforward, and we need to recognise this if we are to act effectively. By opening up discussion to the floor we will consider both the challenges and opportunities for engaging in policy advocacy, whilst upholding the highest standards in research.


14:00 - 15:30
Reform and teaching
(Teacher Education and Development)

Session Type: Teacher Education and Development

Chair(s)/Convenor(s)/Facilitator(s): Gina Bonior
Discussant(s):

14:00 School-based, School-led or School-shaped? Contrasting Perspectives on 5 Years of Reform in Teacher Education in England

Simon Thompson; Keith Perera; Lucy Harknett
University of Sussex, UK

This paper reports on research which has explored the views of school leaders, teacher educators and beginning teachers on recent reforms to initial teacher education and the professional development of teachers in England since 2010. Drawing upon a range of case studies it examines how different stakeholders engage in teacher education, conceptualise their role in preparing new teachers and respond to their developing responsibility for leading this process since the publication of the Coalition Government’s White Paper, The Importance of Teaching (2010). In particular it looks at the impact of School Direct, a new qualifying route into teaching which significantly shifts ownership of initial teacher preparation away from higher education institutions to schools and academies where responsibility for recruitment, selection, training, assessment and subsequent employment is, in theory, driven by the needs of schools. It examines views on the distinctive nature of this training route, its advantages and challenges as well as perceptions on what impact School Direct is having on the schools themselves, University partners and the trainee teacher’s voice. Special attention is given to the dominant position of government designated Teaching Schools whose remit is to lead and shape improvements in teacher preparation, professional development, nurturing new leadership, supporting other schools and research. Earlier studies (Sebba, Kent and Tregenza, 2012) identified mixed success in developing these agendas, whereas this study identifies that financial challenges and increased accountability are now impacting on the direction of a school led system. Early findings suggest that patterns of engagement are mixed and whilst some institutions have seized the initiative in a school led system others are limited to hosting traditional teacher preparation models and are considering stepping back from engagement in the face of other challenges.

This paper draws upon initial survey data from different participants (beginning teachers, school based trainers, school leaders and university tutors) working or training in or with partnership schools in the South East. An online questionnaire was used to identify common approaches, experiences and concerns followed by in depth interviews with school leaders and school based trainers have added richer qualitative insights and depth. Interviews were analysed drawing upon a constructivist conceptualisation of grounded theory (Charmaz, 2005) to identify themes within and across different school contexts as well as specific contrasts.

14:30 At the forefront of reforms: Teacher emotion and agency in the appropriation of recent education initiatives in the Philippines

Gina Bonior
Silliman University, Dumaguete City, Philippines

The interpretation and implementation of education reforms are mediated by the teachers who enact them in multiple and complex ways as local conditions intersect with teacher emotions and identities. This study explores Filipino literacy teachers’ emotions via a series of educational reforms and the various articulations of teacher agency amid the constellation of resources and constraints in their local contexts.
Teachers’ narratives suggest that they see themselves primarily as part of the system, feel grateful to be part of it, and feel responsible for the successful implementation of these reforms. Since the reforms are cascaded on a top-down model, teachers “engage in emotion management, which are “deliberate attempts” to alter “components of the subjective experience in order to bring the feeling in line with normative requirements (Thoits, 1990). They employ hidden scripts (Scott, 1990), e.g., venting their emotions among themselves as a therapeutic social practice. Driven by their commitment to teaching as a caring profession, a sense of accountability grounded on their spirituality, and deep gratitude to the government’s initiative to improve the socio-economic status of public school teachers through the legislation of a salary standardization scheme, teachers creatively comply with mandates of the Department of Education resulting in various articulations of the reforms. Thus, although the teachers may be viewed from the surface as technicians who are uncritical of the system, a closer examination revealed teachers owning the reform through their creative appropriations of the program informed by their personal and professional experiences, a constant appraisal of the resources at their disposal, and their beliefs and aspirations.

Key References:


15:00 The Moral(e) Crisis in English Primary Teaching

Soo Sturrock
University of Brighton, UK

This paper presents research findings regarding primary teachers’ moral conflict and the consequences for teacher morale. In England in 2010, the Education minister at that time, Michael Gove, promoted a “vision of the teacher as our society’s most valuable asset” (DFE, 2010, p.7) which prefaced some of the most significant education policy restructuring since the Education Reform Act.

Many of the discourses of primary teaching reinforce an interpretation of the profession as constituted by dedicated, ‘natural’ teachers working hard to maintain the interests and welfare of the young child. In recent years, the profile, status and political position of the primary teacher continues to evolve as the profession undergoes something of a transformation. The aim of the research was to gain an understanding of primary teachers’ experience and responses to the changing English educational policy context.

This qualitative study focuses on twenty-two primary teachers, at varying career stages, and explores experiences of - and responses to - policy reform. “What it means to teach and what it means to be a teacher … are subtly but decisively changed in the process of reform” (Ball, 2003, p. 218) and my research explores understandings of professionalism, identity and agency.

Employing thematic analysis facilitated identification of four key findings reflecting teachers’ experience of accountability, performativity and managerialism. The research findings offer insights into primary teachers’ moral conflict and the impact on morale. The context of unstable teacher recruitment and attrition rates necessitates some consideration of participants’ professional motives, aspirations and occupational stamina. I argue that the organisational reformation experienced by teachers is situated in - and exacerbated by – an increased culture of ‘miserabilism’ in Education that transcends notions of ‘teacher stress’ and low morale.

14:00 - 15:30 New models of teacher education

(Teacher Education and Development)

Session Type: Teacher Education and Development

Chair(s)/Convenor(s)/Facilitator(s): Moira Hulme

Discussant(s):

Zahraa McDonald; Rada Jancic Mogliacci
Cape Peninsula University of Technology, South Africa

South Africa, like many countries in the world, has more than one official language. Moreover mother tongue education is promoted in the first three school grades, according to the education language policy. Many learners however do not attend a school that caters for their home language as medium of instruction. Different permutations of home language (of learners) versus medium of instruction (in classroom) in South African classrooms thus have a major impact on the capacity of teachers to deliver the curriculum. This paper explores what the South African multi-lingual context means for student teachers learning to teach in early school grades. The paper presents findings from quantitative and qualitative research gathered in a study that examines student teachers’ experiences of learning to teach at three teacher education institutions in South Africa. The findings demonstrate that the multi-lingual context of South Africa is complex, presenting student teachers with challenges for learning to teach mathematics as well as literacy. Moreover the findings suggest that the multi-lingual context means something different for
The relationship between professional education, teaching quality and educational achievement is the focus of intense debate nationally and internationally. England is an outlier in Europe in terms of the proportion of school students attending private schools, and the promotion of 'craft' or 'apprenticeship' models of schools-led teacher training in the maintained sector (DfE, 2010). This paper reports an evaluation of an innovative initial teacher education (ITE) partnership between a network of independent schools and a post-1992 university in North-West England, 2016/17.

Since 2012, there are no requirements in England and Wales for teachers employed in independent schools, free schools or academies to have Qualified Teacher Status (QTS). The UK independent sector currently employs 56,650 full-time equivalent teachers, educating 518,432 pupils (around 6.5% nationally) at 1,280 schools (ISC, 2016). While most teachers do hold a recognised teaching qualification, the recruitment and professional development of unqualified teachers is a concern across the sector. Non-qualified teachers are most likely to be employed in the secondary stage, particularly in minority subjects such as Latin and Classics, but also in national shortage subjects such as Mathematics and Physics. Unqualified teachers are less common in junior schools, but may be appointed to specialist coaching roles e.g. in physical education.

This paper is based on a pilot project that sought to co-design, implement and evaluate a bespoke professional education programme at a local level. The evaluation was conducted in two stages. The first stage involved thematic analysis of documentary records contained in the project archive: minutes of steering group meetings, curriculum design artefacts, teacher portfolios and the communication records of the project team. Second, semi-structured interviews were conducted with key figures with design and implementation roles. The programme architects included senior staff in two high schools and members of university faculty. The paper addresses: (i) the rationale for the schools-university ITE partnership; (ii) conceptualisation of the programme and curriculum design; (iii) reported outcomes and impact of the pilot year on early career teachers, school and university mentors; (iv) strategic developments for scaling up. Preliminary findings point to the complexities of cross-institutional and cross-sectoral collaboration in diverse organisational settings and the critical role of boundary spanning individuals in building relational trust and maintaining programme coherence. The paper concludes with implications for the future as the contribution of independent schools continues to attract policy attention (DfE, 2016).

The paper addresses the following questions: (i) What evidence was there to support the rapid shift in allocations toward school-led initial teacher training? (ii) What policy instruments did the 2010-15 coalition government and its executive agencies use to promote school-led routes? (iii) What has been the impact of the shift in provision within the case study ITE network? (iv) How have schools in the region responded to the shift in ITE leadership and what are the implications for quality of provision?

Preliminary analysis suggests that whilst there is an appetite for system leadership of ITE from some schools across the region, others have engaged with this agenda through ‘fear of missing out’ and/or ‘losing influence’. Commitment to the agenda is variable, with potentially variable outcomes. The case study presented contributes to a growing body of work that addresses the impact of volatile intakes to ITE on the capacity of university Schools of Teacher Education in England to address the issue of teacher supply, and to sustain research-engaged professional preparation at scale (BERA-RSA, 2014; Beauchamp et al., 2015)

References
The challenges of making sense of contemporary teacher education

Anne Parfitt1; Caroline Whiting2; Nick Sorensen2; Kate Reynolds1; John Fischetti2; Maria Tatro1; Jennifer Gore2
1Bath Spa University, UK; 2University of Newcastle, Australia; 3Arizona State University, USA

Recent years have witnessed disruption to the field of teacher education across the world. Ways of working and understandings of core concepts such as partnership, professionalism and equity continue to be unsettled as ideologies and policy agendas have displaced the taken for granted in a context of global educational reform (Sahlberg, 2011). In England, reforms to embed a school-led system for teacher education appear to be experimenting with diverse approaches to the problem of how best to recruit, train and retain teachers. New partnerships emerge and notions of professionalism are reinvented through this systemic fragmentation.

Paper 1 - The leading question: unhelpful categorical starting points for analysis. Whiting, C.

Paper 2 - Multiple possibilities: the creation and management of partnership between schools and HEIs in a school-led system. Sorensen, N and Parfitt, A.

Paper 3 - International Perspectives on Reframing Teacher Education for Learning Equity. Fischetti, J.

Discussants: Prof M T Tatro, Arizona State University (ASU), USA; Prof J Gore, University of Newcastle (UoN), Australia
Convenor: Prof K Reynolds, Bath Spa University (BSU), UK

This symposium focuses on the challenges of making sense of contemporary teacher education in these conditions. The first two symposium papers build on the work of The Diversity in Teacher Education (DiTE) research programme at Bath Spa University which aims to provide insight into contemporary teacher education reform (Whitty et al., 2016). Early work from this programme (Whiting et al. 2016) had demonstrated the rapid pace of change in teacher education provision in England, capturing elements of contradiction and complexity. Our first paper focuses on how the categorisation of data from government and its agencies presents a limited description of initial teacher training. In particular, we question the value of analyses which regard as unproblematic the pervading focus on the structural variables by which the discrete categories of ‘HE led’, ‘school led’, School Direct’ and ‘SCITT’ are assigned while sidelining all other variables. The second paper reports on in-depth qualitative case study research into examples of ‘HE led’, ‘School Direct’ and ‘SCITT’ categories of teacher education, focusing on the evolving nature of different models of partnership. This research demonstrates how emerging partnerships can be related to the two ‘ideal typical’ models of partnership identified in the earlier study of modes of teacher education research (Furlong et al., 2000).

Our final paper examines the Global Learning Equity Network (GLEN) based at the University of Newcastle (UoN), Australia, an initiative that builds frameworks internationally to guide the reframing of teacher education. We detail the evolution of GLEN and highlight initial research, analysing how providers incorporate standards, work with their respective regulators and integrate the knowledge base.

References


1
Kate Reynolds
2
Nick Sorensen
3
John Fischetti
4
Jennifer Gore
people’s potential outcomes – and how they will get there – in advance.

The presentation draws on a critical analysis of recent policy texts, alongside data from a three year study that involved in-depth semi-structured interviews and focus groups with 35 part-time and volunteer youth workers, and sustained participant observation in youth work settings. I will argue that the ‘need’ for measurement and evidence has become normalised, justified on the grounds of accountability and efficiency in an age of austerity, and is underpinned by market-oriented rationality. The youth impact agenda is problematic because it is dominated by a logic of predictable individual improvement that must be made measurable and subjected to continuous surveillance. As such it is likely to further marginalise particular groups of young people, and to constrain open access and improvisatory youth work at a time when this practice has already suffered sustained spending cuts. There is a need, instead, to re-think the purpose and processes of evaluation and accountability - in youth work specifically and education policy in general – in ways that genuinely value the perspectives of young people and practitioners.

The new youth sector assemblage

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The language of austerity has been widely used to characterize policy-making in post-industrial nations since the financial crisis. Youth services in England are a noted example of the effects austerity, having suffered extraordinarily rapid and severe cuts following a period of record investment prior to 2008. I argue that ‘austerity’ is an inadequate conceptual basis for critical analysis of policy-making in the phase since 2008, and that youth services are an exemplar case of the reforming effects of a ‘late neoliberal regime’. The late neoliberal regime describes a regulation of production through a finance capital imaginary, as distinct from the productive capital imaginary of the neoliberal regime, that is increasingly legitimated on the basis of appeals to neoconservative values of nation and personal responsibility in the form of ‘active citizenship’. I argue that this regime can be understood to effect simultaneously the disassembly of the neoliberal youth services assemblage and the emergence of a new youth sector assemblage founded on norms of investment and return. I trace the effects of this regime through the productive relations of capital distributions, policy discourse, and organizational forms. This analysis is based on research over the last six years that includes policy discourse analysis and ethnographic work in sites of youth service provision in England during 2011/12 and 2014/15. I conclude that in austere times government no longer purchases, but neither does it simply cut. Rather it invests in a reconstituted local on the promise of financial return through reduced demand for public services.

Close of Conference

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