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## Seeking Equity in a World in Crisis

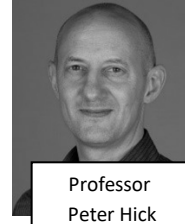
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Dr Anna  
Mariguddi

## Welcome to ACRE 23

We want to extend a very warm welcome to everyone joining us for this year's Annual Conference for Research on Education (ACRE) at Edge Hill University.



Professor  
Peter Hick

We particularly welcome those joining the conference for the first time, or coming to Edge Hill from other institutions and settings in our partnership, and regionally. We hope you will have an intellectually stimulating time at the conference, and that you will be able to network and to develop new collaborations. Please also take the time to discover our beautiful campus. This annual event, organised by the Faculty of Education, celebrates the rich variety of research on, and in, education, and with our partners. We look forward to delegates sharing their research from all different phases and contexts of education. The Faculty has five research networks supporting its commitment to social justice in education research. You can find out more about their work in this programme (p.39) and join one of the Research Network sessions on Friday afternoon.

The theme for this year's conference - *Seeking Equity in a World in Crisis: Critical Engagements through Educational Research* – reflects the key challenges facing those engaged with research in education at a time of global upheaval and rising inequalities. It also reflects the special interest of the hosting research network for ACRE in 2023, Inclusion, Diversity and Identity, which we lead.

We look to be inspired by research which both speaks to these challenges, and finds hope in the kinds of research that have the potential to impact positively on the lives of children, young people, families, and communities.

We want to thank the Conference Organising Committee for all their hard work in helping to plan the conference, and in reviewing abstracts.

### ACRE conference committee

- **Professor Amanda Fulford**, Associate Dean, Research & KE
- **Dr Francis Farrell**, Secondary & FE
- **Peter Hick**, Professor of Inclusive Education
- **Matthew Greenhalgh**, GTA
- **Dr Sean Henry**, Secondary & FE
- **Dr Victoria Jamieson**, Early Years
- **Dr Chris Lewis**, Secondary & FE
- **Dr Anna Mariguddi**, Primary & Childhood
- **Dr Maria Reraki**, Early Years
- **Mariia Tishenina**, GTA

A special thanks to our keynote presenters and all Edge Hill staff and external presenters who have enriched our conference by sharing their research. We also thank Charlotte Hastings, the Faculty's Research Project Coordinator, and Megan Burns, our Research Administrator, for their work behind the scenes in making this conference possible.

If you do have any queries, please ask for support at the registration desk located by the entrance to the Faculty of Education Lakeside Building. Thank you, and enjoy the conference!

**Professor Peter Hick and Dr Anna Mariguddi**

Conference leads and Inclusion, Diversity and Identity Research Network leads

## Session Definitions & Locations

### PGR morning (Thursday)

This inclusive and supportive morning is aimed specifically at supporting those near the beginning of their research journey.

It includes the first parallel papers session of the conference and a roundtable with ECRs on life after the PhD. It replaces the 'Doctoral Day' held in previous years.

All welcome to attend these sessions and support early career colleagues.

### Panel sessions

Panel sessions typically include three individual papers and a chair. Each paper has been proposed individually, and will last 20 minutes followed by questions, 1.5 hours in total.

### Symposia

These sessions have been proposed by the speakers themselves around a particular theme or question. They may vary in format. They are scheduled to last 1.5 hours in total, including questions.

### Roundtables

These sessions will be participative with a focus on discussion, lasting 45 minutes.

### Poster sessions

Posters can be viewed online via figshare or in person during the poster presentation session. See the following page for further details.

### Session Locations

All sessions will take place in FoE Lakeside.

FoE staff will be happy to help direct you if you are unsure of your next session's location.

<b>E1 LT</b>	Lecture Theatre on the Ground Floor.
<b>E2</b>	Ground Floor (from main entrance head right towards Roots café)
<b>E5/6/7</b>	Ground Floor (from main entrance, left past reception, all rooms are on the left side of long corridor)
<b>E20</b>	First Floor, Lakeside building (on right from the lift / central stairs)

### Corrections or changes to the programme

If any programme changes are required due to unavoidable circumstances, updates will be:

- uploaded to the conference page on eshare: [eshare.edgehill.ac.uk/16485/](http://eshare.edgehill.ac.uk/16485/)
- updated on the programme noticeboard next to the registration desk.

## Digital Posters

How to view ACRE posters



### Online

You can view the posters online via the University's open access research data platform 'figshare':

[https://figshare.edgehill.ac.uk/ACRE\\_2023](https://figshare.edgehill.ac.uk/ACRE_2023) (or scan the QR code).



### In person

Meet the presenters and view the posters on a large screen in E1 (lecture theatre) during Thursday lunchtime.

A prize for the best poster will be presented following the keynote on Thursday.

## Poster abstracts

Ben Broadhurst	Betwixt and between identities: navigating the narratives of LGBTQ+ pre-service teachers experiences
Sophie Gibney	Out of the Box, Into the Green: Exploring the Autistic and ADHD Experience of Learning Outdoors
Daniel Hatton	Enhancing Social and Emotional Development of Autistic Students through Touch-Activated Hexagonal Lights: A Pilot Study
Alice Laird	Strengthening Teacher-Pupil Relationships for Autistic Teenagers: Exploring Challenges and Opportunities
Rebecca Ledward	Enhancing Phonics Instruction for Autistic Students: An Exploration of Dual Coding Theory and the Chatta Approach
Dr Sara Muršić and Mica Jayne Coleman Jones	Exploring the Role of Comic Books in Enhancing Educational Equity for Autistic Students: A Family Perspective

Ben Broadhurst

*Betwixt and between identities: navigating the narratives of LGBTQ+ pre-service teachers experiences*

My poster presentation will aim to show where I am currently in my research. The poster will detail and explore the experiences and identities of 6 LGBTQ+ third-year pre-service teachers.

Furthermore, the study draws on Coleman-Fountain's and Max Morris's conceptualisation of the post-queer paradigm and will utilise narrative methodology to explore the lived experiences of the 6 LGBTQ+ pre-service teachers. I will discuss how I will conduct my semi-structured interviews to help elicit participants' lived experiences further. As much of the existing research focuses on teacher experiences rather than pre-service teachers and no studies have been sourced that specifically investigated participants teaching placement experiences.

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Sophie Gibney

*Out of the Box, Into the Green: Exploring the Autistic and ADHD Experience of Learning Outdoors*

Amidst the rapid digitisation and reduction of nature-based experiences for children in the UK, this research explores the transformative potential of outdoor learning to create equitable and inclusive learning environments for autistic students. It responds to the post-pandemic educational challenges, in line with the UN Sustainable Development Goals SDG4 and SDG10, by offering a refreshing perspective on pedagogical strategies that champion inclusivity and equality.

Utilising case study methodology, this study provides in-depth description of the process and impact of outdoor learning activities for students aged 15-17 in a special school setting. Data is collected through various formats capturing different facets of the educational experience through photographs, staff reflections, parent feedback, student conversations, and tangible evidence of

student work. Evidence is organised using topic boards, professional reflections, and versatile digital platforms, ensuring a multi-dimensional view of the learning process.

The study reveals that outdoor learning experiences are particularly beneficial for students with both Autism and ADHD. We observed a significant reduction in impulsive behaviours, an increase in task completion, and an overall improvement in student engagement. The activity of learning outdoors was perceived as rewarding, fostering a sense of anticipation and excitement among the students. Thus, by integrating outdoor learning into the regular curriculum, we propose a strategy that counters the concerning trend of nature-deficit, fostering a learning environment that is not only more equitable and inclusive but also more conducive to the holistic development of students.

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Daniel Hatton

*Enhancing Social and Emotional Development of Autistic Students through Touch-Activated Hexagonal Lights: A Pilot Study*

In pursuit of educational equity for autistic students, this pilot study investigates the effectiveness of integrating touch-activated hexagonal lights with the SCERTS model and Zones of Regulation framework to support their social and emotional development. Conducted in a special education classroom with nine autistic students aged 16 to 18 years, the study addresses the challenges faced by students who struggle to communicate their emotions using conventional methods, such as communication boards or verbal expression. By offering an alternative, interactive, and age-appropriate intervention, the hexagonal lights aim to foster autonomy and engagement in social communication.

The intervention involved touch-activated hexagonal lights during social communication, emotional regulation, and transactional support activities, allowing students to tap the hexagon representing their current emotional state. Results indicate that the use of hexagonal lights alongside the SCERTS model and Zones of Regulation framework positively impacted the students' social and emotional development, leading to improved communication and decreased challenging behaviours.

This study contributes to the conference theme of 'Equity, Inclusion, and Disability' by providing preliminary evidence for an innovative approach to support autistic students' social and emotional development. The integration of technology with evidence-based strategies presents a promising avenue for creating inclusive and supportive learning environments that promote equity in education during times of crisis.

Alice Laird

*Strengthening Teacher-Pupil Relationships for Autistic Teenagers: Exploring Challenges and Opportunities*

In the context of a world seeking equity and navigating crises, the importance of trusting relationships within education is gaining increased attention. This project explores relationships between autistic learners (age 11-14) and their teaching staff, focusing on the unique challenges and opportunities presented during the teenage years. Adolescents with autism often experience social interaction difficulties, increased sensitivity to negative feedback, and potential isolation. Consequently, building trust and rapport with teachers can be more challenging.

The project involved 10 students in co-production activities, aiming to identify and trial strategies that facilitate relationship building in the classroom. Through an initial reflection session, students identified strategies focusing on providing clear structure and shared expectations, a lot of positive comments and appreciation along with activities that incorporate their interests. Both students and staff recognised the importance of increased opportunities and encouragement for peer social interactions. Those strategies were then implemented during a 6-week period by the whole class, and concluded with a final reflection on effectiveness and potential recommendations for other classes and our wider school community.

This research contributes to the broader discourse on equity and social justice in education in a post-pandemic era, offering valuable insights for fostering inclusive and equitable learning environments. As such, it aligns with the United Nations' Sustainable Development Goals, particularly SDG4 and SDG10, and highlights the importance of individualised approaches in promoting educational equity in times of crisis.

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Rebecca Ledward

*Enhancing Phonics Instruction for Autistic Students: An Exploration of Dual Coding Theory and the Chatta Approach*

Proficiency in reading is fundamental to both academic success and life-long learning. Yet, 38% of disadvantaged 11-year-olds in England leave primary school below the expected reading standard (DfE, 2022), and 43% of English adults struggle with understanding basic health information due to inadequate reading skills (NHS). Amid global crises of learning poverty, austerity, and inequality, there is an urgent need for pedagogical innovations that ensure equitable education, particularly for students with disabilities. This study employs the dual coding theory and the Chatta approach in a 5-week intervention, aiming to enhance phonics instruction for 10 autistic students aged 7-9 in a UK special school setting. This personalised, multisensory instruction utilises visual aids and the Chatta software to create narratives using images and audio recordings, enriching phonics learning through letter-sound recognition and decoding skills. The impact on students' reading skills is assessed through pre- and post-intervention reading progression measures.

Further to the primary pedagogical benefits, this study also acknowledges the additional advantage of nurturing digital literacy from an early age, thus promoting the integration of technology in



learning processes, an essential skillset in our increasingly digitised world. Emphasising the importance of intersectional approaches, the study highlights the potential of tailored teaching strategies in promoting educational equity and combating learning poverty. The anticipated long-term outcome is an improved phonics and engagement with reading among the participants, contributing to better life opportunities for autistic learners.

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Dr Sara Muršić and Mica Jayne Coleman Jones

*Exploring the Role of Comic Books in Enhancing Educational Equity for Autistic Students: A Family Perspective*

As the world deals with the ripple effects of the pandemic on disadvantaged learners and strives for educational equity, alternative teaching mediums such as comic books can play an instrumental role in promoting inclusive learning, particularly for autistic students. This study analyses and presents views on this visual tool as shared by 55 families of autistic children and young people attending a special school in Liverpool. The study highlights the use of comics and graphic novels in developing critical skills like vocabulary acquisition, reading comprehension, symbolic understanding, and multimedia literacy. It also considers how frequently comics should be integrated into school lessons. Notable differences are observed between parents with and without teacher training, offering insightful perspectives on the varied perceptions about this pedagogical tool.

By investigating family perspectives, our research provides a nuanced understanding of the varied roles comic books can play in inclusive learning environments. The findings that we present highlight the ability of such unconventional pedagogical tools to navigate the complexities of disability and socio-economic factors in education. Furthermore, our study stimulates interdisciplinary dialogue, shedding light on unique, family-centred strategies for fostering equitable learning experiences even in times of global crisis.

**Thursday 09.30:**

**Parallel Sessions (1) PGR strand**

Panel 1A: Equitable teaching and learning in FE and HE

E5

Chair: Dr Seán Henry

Jen Hayes

A critical discourse analysis using Bourdieu's concept of field to make links between the HE in FE strategies and critiques of the power structures within HE

Megan Loveys

Further Education: Facilitating inclusion for visually impaired students

Emilia McRobie

How Bad is the University Mental Health Crisis?

Nicola Looker

When is a sheep not a sheep? Exploring epistemology in teacher education

Jen Hayes

*A critical discourse analysis using Bourdieu's concept of field to make links between the HE in FE strategies and critiques of the power structures within HE*

Higher Education (HE) delivered within a Further Education (FE) setting potentially provides a unique opportunity to widen participation by providing an alternative field to that found in other institutions. This research analyses publicly available Higher Education Strategies, in the form of published policy documents from 7 Further Education providers. Combining Bourdieu's concept of field and critical discourse analysis in the form of Fairclough three-dimensional analysis, this study demonstrates that the language used in these strategies to some extent reinforces the dominant field but also uncovers the friction between the dominant HE field and the Higher Education in Further Education (HE in FE) field and the limits placed on providers autonomy prevents a fully realised separate field. It shows that widening participation is a repeated feature of what FE Colleges are trying to achieve through these strategies, but that the emphasis in the language used often places actions on the potential student to participate rather than the institution to include. Repeating language from widening participation policies without adaption to local circumstances has the danger of creating a sense of othering that institutions embedded in local communities should be able to avoid. The study focuses mainly on textual analysis but provides commentary on how discourse as discursive and social practices could be further developed.

Megan Loveys

*Further Education: Facilitating inclusion for visually impaired students*

In England, research has shown that there is much to be gained by closer and more collaborative contact between special and mainstream education settings (Gasson et al., 2015; Norwich, 2007; Rose, 2012). Existing research has found that partnerships can and do promote inclusion of disabled students and discovered how they ensure the needs of disabled students are met effectively (Avissar, 2017; Feiler, 2013; Norwich, 2014; Shaw, 2017). However, previous research has generally focused on compulsory aged schooling. Therefore, best practices for the inclusion of visually impaired students in further education settings still needed to be adequately explored.

This paper demonstrates that visually impaired students' experiences are uniquely different regardless of being educated in the same environment. Data were collected through participant observation and a research journal and represented in the form of an autoethnographic account. In addition, semi-structured interviews were used to collect participant experiences (students n=5, staff n=3). The data identified previous barriers to learning, for example over-supportiveness of staff and families, created by a range of social and environmental factors that limited inclusive activity and participation in both their education and wider society. However, their experiences were considerably more positive in partnership further education because it addressed barriers to learning through individualised, supportive, practical and collaborative methods. The study proposes a new model of partnership further education, as identified by participants in the research, that facilitate inclusion for the group of students involved in the research. As emphasised by students and staff, these factors of partnership further education will improve teaching and learning in the sector, optimising experiences that visually impaired students have in such provision, provided that there is a partnership model to further education that embodies inclusion.

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Emilia McRobie

*How Bad is the University Mental Health Crisis?ctures within HE*

In recent years conversations surrounding public mental health have become more common, with the topic of students' mental health being a key part of the discussion. With an increasing number of students reporting a mental health problem there has been a call for more student support. This study seeks to explore students' perspectives surrounding their university's support networks and how their time at university has impacted their mental health. The qualitative and quantitative data was collected using a questionnaire. From this, four key themes emerged explaining why students reported feeling unsupported: general university and academic adjustments; pressures and expectations surrounding social situations; the ability to access support (including stigma) and cost of living crisis issues. This revealed the complexity of student mental health and how often there is not just one problem to solve. With more research into the key areas and exploring the responses, the conclusion was to provide some suggestions of solutions to help aid the problem at hand.

Nicola Looker

*When is a sheep not a sheep? Exploring epistemology in teacher education*

Schwab argues that teachers need both knowledge of the substantive structures of their subject domain and the epistemology of that domain. Pre-service teachers join the PGCE course with differing levels of epistemic awareness which the literature suggests is reflective of their personal epistemology. Recent research has suggested that epistemic awareness can be observed in the epistemic practices people employ when making knowledge claims.

This area has been explored in science teacher education but not as far as I am aware in computing teacher education. Pre-service computing teachers often report feeling anxious about their programming knowledge and their ability to teach programming. Those with limited prior knowledge of programming often find themselves learning to program whilst simultaneously teaching programming in schools. Literature suggests that novice programmers struggle when applying knowledge during problem solving, and this may be because they are unfamiliar with disciplinary strategies or may be employing ineffective strategies. This lack of experience can lead to novices making “naive knowledge claims” which are based on limited reasoning or justification.

This talk explains how knowledge claims are underpinned by epistemic practice, considers how students’ personal epistemology affects their epistemic practice and explains why this is relevant to teacher education.

Panel 1B: Understanding inequality in the classroom:  
activism, analysis and citizenship education

E6

Chair: Ella O'Doherty
Katie Ormrod Exploring the potential for critical global citizenship education in the local community food bank
Matthew Greenhalgh A richer understanding of the relationship between achievement and socioeconomic status? A broader review of the indirect associations, from a critical realist perspective
Shuang Yin Cheryl Ng Reimagining Education for Sustainable Development: A Study of Youth Political Subjectivity and Knowledge Construction through Climate Change Activism

Katie Ormrod

*Exploring the potential for critical global citizenship education in the local community food bank*

In Britain, the demand for food banks is rising, with challenges to face such as the aftermath of the coronavirus pandemic and the recent escalation of the cost of living crisis, against a backdrop of increasing global conflict and uncertainty. This project investigates how food banks, currently associated with charitable food donations amidst wider neoliberal societal discourses, could be places for critical global citizenship education (CGCE). Informed by post and decolonial theories, it explores how people in the food banks could challenge injustices at local and global levels, whilst learning about themselves, each other, and their relationships to the wider world. It also examines the extent to which monoculturalism and monolingualism are present and how the use of language breaks down or reinforces barriers between people.

The project includes food bank customers and volunteers as participants, following an ethnographic framework to provide a rich detailed account of the space. The methodology also incorporates interviews, participant-led video walks inspired by Pink (2007), and a creative participatory aspect later in the project. This aims to involve participants in the creation of knowledge about themselves and their journey, drawing on their diversity of knowledge and experience. The project will contribute to the conversation surrounding critical/post-critical global citizenship education (Andreotti, 2021), whilst reframing the food bank as a potential place for CGCE. It will also contribute towards sustainable development goal target 4.7, exploring global citizenship education in an informal learning context of marginalised adults who may have missed out on educational opportunities.

Matthew Greenhalgh

*A richer understanding of the relationship between achievement and socioeconomic status? A broader review of the indirect associations, from a critical realist perspective*

Academic achievement (AA) is a proven factor of later successes in academia, employment, and other aspects of life, with potential to improve health outcomes, increase income, and support social mobility. However, evidence suggests disparities are presented across socioeconomic classes, with disadvantaged students' experiences of education and opportunities for learning, or development, disproportionately affected. Though definition and metrics vary, socioeconomic status (SES) is recognised globally for its implications in health and fostering many barriers to equality, not least in education. With simple 'attempts to raise achievement among disadvantaged children' through additional funding – such as the Pupil Premium grant, introduced in 2011 – failing, and given students from less advantaged backgrounds are reportedly most affected by recent school closures, throughout the pandemic, it is vital that decision makers and practitioners are aware of how to best support their 'catch-up', while understanding impediments to progress.

Though the poor performance of less advantaged students is widely acknowledged – and occasionally accepted – previous reviews are limited in scope and merely present correlations. Hence, this paper argues for a broader review of the relationship between AA and SES, to present greater understanding of the mechanisms which influence the well-recognised correlation. First, the relationship is postulated from a critical realist perspective; to conceptualise the ontological and epistemological basis of AA, perceive causation, and propose the emergence of development mechanisms. From this, by structuring a systematic review around theories of development and Bourdieu's notions of capital, a model may be created that captures quantifiable correlations which account for contextual variance.

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Shuang Yin Cheryl Ng

*Reimagining Education for Sustainable Development: A Study of Youth Political Subjectivity and Knowledge Construction through Climate Change Activism*

Education for Sustainable Development (ESD) has been a key concern for education policy and research in the recent years. However, policy designs often emphasise a banking education style of ESD whilst neglecting acknowledging climate change as highly political. Formal education's curriculum and learning goals are often disengaged from the realities of youth political selves and lived realities (Freire, 1996).

Moving away from the notions of "facts and figures" and "neutrality" towards climate change (DfE, 2022), I intend to explore how youths in North England develop their knowledges of politics, climate change, and their political subjectivity through formal (school), semi-formal (youth organisations), and informal (social movements and demonstrations) spaces, exploring how their experiences, interactions, and relationships affect their politically intersubjectifying experiences between spaces, people, and issues of climate change.

In doing so, I hope to work with youths towards informing an education policy that is attuned towards and informed by youths experiences in and outside of formal education. My research is developed on the notion that youth political subjectivity and engagement through formal and informal spaces are co-creative, co-productive, and co-affective, understanding them in affect and harmony to each other.

Chair: Dr Francis Farrell

Jonathan Bursnall

Is Ofsted's 2019 Education Inspection Framework (EIF) the beginning of the end of performativity?

Jamila Gurjee

'What's more important...school places or...a student having to endure racism?'

A critical study of ITE educators' perspectives on anti-Muslim racism

Keisha Ann Stewart

Could the promotion of literacy through literature be the answer to Black Caribbean male pupils' underachievement?

Jonathan Bursnall

*Is Ofsted's 2019 Education Inspection Framework (EIF) the beginning of the end of performativity?*

In 2016 the Education Select Committee declined to confirm the Secretary of State's preferred candidate to be the next Chief Inspector of Schools. Nicky Morgan brushed aside their concerns and appointed Amanda Spielman to the role anyway, an appointment that garnered derision and applause in almost equal measure. 7 years and 8 Secretaries of State later, the current inspection framework is radically different from its predecessor, both in its field of judgement and how it was developed. Single word judgements remain (for now) but the role of the inspector has been reasserted and the importance of data, diminished.

How then did we arrive at this point? Is the inspection framework 'evidence informed' as the inspectorate claim? What is the role of Ofsted in school improvement? And what fabrications are schools having to enact to ensure they receive a 'good' outcome? This paper draws on previous research on Ofsted and inspection, it charts the discourse around and development of the EIF and considers how schools and the wider sector have responded to this new field of judgement.

For a generation of 'performativity natives' is this the inspection framework we have been waiting for or is it just another 'terror' in a landscape where the only constant is change?

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Jamila Gurjee

*'What's more important...school places or...a student having to endure racism?' A critical study of ITE educators' perspectives on anti-Muslim racism*

This paper examines the views of 5 ITE secondary educators in a North West Initial Teacher Training institution of their capacity to prepare student teachers to address incidents of anti-Muslim racism in their schools. The education policy context the ITE educators are working in has been shaped by the security discourses of Prevent, fundamental British Values and more recently the culture wars surrounding the Relationship and Sex Education guidance. Qualitative data were collected in semi



structured interviews and analysed from a Critical Race Theory perspective (Delgado and Stefancic, 2017; Gillborn, 2008).

Findings show that the initial teacher educators often found themselves powerless and voiceless in the face of what they perceive to be incidents of anti-Muslim racism experienced by their Muslim trainee teachers while on school placements or in attempting to gain employment. It further provides insights of their sense of preparedness with regards to their role in preparing their cohort of trainee teachers in dealing with anti-Muslim racism in the classroom. They discuss some of the strategies that they have adopted in delivering this aspect of the teacher training curriculum and the reasoning behind them.

The paper explores the types of professional development the initial teacher educators have received in preparation of being able to execute this aspect of their role, and their opinions on the success of those. It concludes with suggestions of the types of training that the initial teacher educators feel would be most effective in this aspect of their professional development and why they believe this to be the case.

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Keisha Ann Stewart

*Could the promotion of literacy through literature be the answer to Black Caribbean male pupils' underachievement?*

My research will investigate Black Caribbean male pupils' experiences with the literature texts studied at KS4. Black Caribbean male pupils are positioned among the lowest academic performing groups (DfE, 2013) and their persistent underachievement has been a matter of concern for policymakers since the 1950s (Demie and McLean, 2017). The gap in academic achievement of black Caribbean pupils is currently larger than that of any other ethnic group (Demie and McLean, 2017), widening significantly since 2015 and resulting in Black Caribbean pupils falling further behind their peers (Hutchinson, Reader and Akhal, 2020).

As a teacher of English, I have noted the types of stories Black male pupils tend to embrace and those they reject. Could a review of the literature texts studied at KS4 help to address the educational disadvantage and subsequent discriminatory treatment experienced by Black Caribbean male pupils? Studying literature is believed to promote literacy development as it allows access to the wider curriculum, improves self-esteem, and influences future earning potential. Although aspects of the literature texts studied at KS4 are considered timeless and universal, one suggested barrier between Black Caribbean male pupils engaging positively with literature is the notion that the characters are predominantly White male, and White writers are 'prioritised, elevated and celebrated' (Elliott et al. 2021, p3). Through the lens of Critical Race Theory (CRT) and narrative inquiry, my research will explore the participants' masculine and raced experiences with the KS4 literature texts and the ways in which these experiences might influence literacy practices.

## Thursday 13.30: Parallel Sessions (2)

### Panel 2A: Mental health & safeguarding in the school

E5

Chair: Professor Peter Hick

Gillian Partridge

Putting an active school run on school's safeguarding agenda

Dr Jane Calcutt

The Power of mindfulness, social justice and democratic evaluation in a primary school

Rachel Wilcock and Aston Monro

Co-producing a school-based sports and art mental health literacy programme

Gillian Partridge

### *Putting an active school run on school's safeguarding agenda*

How parents choose to transport their children to and from school is typically viewed as a private matter. However, there is a growing body of evidence of the impacts of increasing dependency on car travel for the school run, as well as a shift in the types of cars being driven, and the consequent exposure to air pollution, the risk of traffic accidents and loss of opportunity for active travel, suggesting that this issue should be of greater concern to school authorities. In this presentation, I will use the Keeping Children Safe in Education Guidance to suggest that the school run ought to sit on the Safeguarding agenda and be treated with the same urgency and authority. I will also consider ways in which these issues intersect with inequalities faced by children from ethnic minorities and those living in areas of economic deprivation to frame the school run as an issue of social justice. I will consider a recent concept of 'Motornormativity' from the field of environmental psychology as one possible explanation of this blind spot and then offer some practical thoughts on how schools might begin this shift.

This paper sits against a backdrop of increasing movement nationally and internationally on the issues of climate change and clean air and a lack of activity on the growing number and size of cars on our roads.

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Dr Jane Calcutt

### *The Power of mindfulness, social justice and democratic evaluation in a primary school*

While research into the benefits of mindfulness has rapidly escalated over recent years (American Mindfulness Research Association, 2023), new quantitative data may illustrate negligible results for school programmes (Kuyken et al., 2022). My study offers contrasting perspectives in its detail and conclusions. This research sought to evaluate mindfulness in a primary school through investigating pupil and adult opinions of a whole class programme. Positioned as democratic evaluation, it was underpinned by a social justice framework using case study methods.

The programme was taught to a Year 3 class by the researcher. Pre- and post-programme interviews from three teaching assistants, as non-participant observers, supported the construction and amendment of personal concept maps. The researcher's diary included personal responses and weekly conversations with observers. Pupil views were gathered through focus group discussions following each lesson. Audio recordings were transcribed and analysed thematically along with adult interviews, concept maps and diary extracts.

Themes arising indicated that lessons were both enjoyable and accessible, to a considerable extent, for all pupils and the programme received a high degree of confirmation. Deeper concepts were illuminated such as the fusion of mindfulness and social-emotional education to enhance learning. The impact of facilitator beliefs was also explored in relation to promoting social justice principles. Adaptations were identified for increasing effectiveness and principled application within and beyond the classroom. Future directions for research highlighted the development in qualitative investigations of mindfulness within primary school and greater opportunities for participant evaluations in new programme development.

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Rachel Wilcock and Aston Monro

*Co-producing a school-based sports and art mental health literacy programme*

This paper explores the co-production of Tackling the Blues (TtB), a community-based sport, art, and education prevention and early intervention mental health literacy programme for children and young people aged 6-16. The programme is part of a partnership between Edge Hill University, Everton in the Community, Tate Liverpool, and partner schools across Merseyside and West Lancashire (North-West England).

Central to the coproduction process was working with children and young people in an equal and reciprocal way to ensure their voices, needs and experiences shaped the approach to coproduction activity. Several activities, including focus groups, interactive workshops, and write-draw-show-and-tell methods were delivered over a 10-month period between March 2022 and January 2023. The coproduction activities were led by four researchers, five programme co-ordinators, 18 school staff, 856 children and young people, and 78 student mentors, and the insight generated informed the design and implementation of TtB in 16 schools (10 primary and 6 secondary) from January 2023.

The paper concludes by illustrating how TtB can act as a blueprint for other researchers and organisations wishing to co-produce school-based sports, art, and education-based programmes for children and young people which reduce inequalities in mental health, wellbeing and learning. It also offers original theoretical and practical considerations for co-producing school-based programmes with schools and their pupils.

Chair: Professor Amanda Fulford
Dr Naomi Hodgson and Dr Vicky Jamieson On prioritising research in education: walking a path between irony and affirmation
Dr Ian Shirley and Dr Anna Mariguddi Pushing the boundaries: reflections on collaborative research and course design in ITE
Dr Bethan Garrett and Cait Talbot-Landers Developing authentic approaches to research with coastal communities: the benefits and challenges

Dr Naomi Hodgson and Dr Vicky Jamieson

*On prioritising research in education: walking a path between irony and affirmation*

Reaccreditation. TEF. REF. Ofsted. NSS. OfS B4 conditions. The external accountability measures governing university education faculties, particularly those providing initial teacher education (ITE), are considerable, and constitutive of the culture of higher education today. The recent ITE reaccreditation process saw some institutions lose the powers to train teachers, and threatened the existence of many others. Understandably, in the face of existential threat, the attention of many education departments was firmly on this process, perhaps at the expense of other priorities. Anecdotally, and increasingly in the literature, we see disparities in the experiences of academic staff in terms of opportunities to engage in research (see e.g. BERA, 2023). There seems to be an irony, then: Each of the metrics above entails some degree of engagement with research and/or scholarship. Yet, these external pressures risk marginalising research activities, particularly in ‘lower tier’ universities (BERA, 2023).

There are various lines of critique both of and within educational research. In terms of the former, much has been written on what counts as research being narrow, quantitative, and dominated by a scientism that overlooks much of what constitutes the richness and risks of education. On the latter, much of the field of educational research is formed of critical accounts that remind us of the injustices meted out by a competitive culture of performativity and accountability. In this contribution we seek not to spell out each of the interrelated factors that contribute to these disparities, nor to add to critical accounts of the performative university. Rather, we will walk a path between irony and affirmation, by drawing attention to how these competing values are navigated, by early career researchers and senior academics alike, and to those educational practices we invest in and wish to protect in the university.

Dr Ian Shirley and Dr Anna Mariguddi

*Pushing the boundaries: reflections on collaborative research and course design in ITE*

In 2021, we initiated a music investigation research project to explore student teachers' perceptions of informal learning pedagogy in the music classroom. Our findings suggested that accessibility, difference, anxiety, control, musical co-construction, agency and serendipity were key factors in students' judgement (Mariguddi and Shirley, forthcoming). In this presentation, we will explore the findings of a subsequent research project in which students were given greater pedagogical guidance, including instruction on Kodaly's 'aural musicianship', Orff's Schulwerk and Green's (2002, 2008) 'informal learning pedagogy'. The purpose of this was to encourage them to make informed decisions in the design and implementation of a piece of direct teaching with Year 5 primary pupils.

We explore the student teacher perceptions of these pedagogies, including the perceived benefits and potential pitfalls in this context. Furthermore, we will explore the implications for us as music Initial Teacher Education (ITE) lecturers. Drawing on collaborative research ideas from Woolhouse et al. (2020), we examine the consequences, the implications and the unexpected through our reflections on this collaborative research project.

Our emergent findings offer insights into both collaborative ITE research and course design for music education in ITE. Furthermore, we will attempt to clarify the kinds of tensions that do exist between current ITE policy and informal music learning pedagogy.

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Dr Bethan Garrett and Cait Talbot-Landers

*Developing authentic approaches to research with coastal communities: the benefits and challenges*

Following the pandemic, there has been renewed recognition of the inequalities in access to economic, social and health opportunities experienced by coastal communities across the UK (Public Health England, 2021). Whilst coastal locations arguably provide access to a wealth of natural resources, individuals from deprived communities are less likely to engage with blue and green spaces, thus missing out on the potential benefits of this (EEA, 2022). As such, work is needed to develop educational approaches which encourage participation in natural environments and share ways of protecting these for the future.

This paper focuses on the concept of Beach School as a place-based approach to education and shares the foundational work we have undertaken as part of the North-West Beach School network. The aims and principles of our approach have emerged through participatory methodologies, in which academics, education practitioners and environmentalists have collaborated and shared knowledge and expertise. Data from an initial exploratory study indicates how Beach School may provide specific opportunities to support children who struggle with traditional classrooms, enabling them to develop personal, social and emotional attributes and become environmental advocates in their families and communities.

## *Seeking Equity in a World in Crisis*

In this paper, we reflect on the challenges in developing multi-disciplinary approaches to researching place-based learning within specific community settings and how to increase involvement in this. The next steps for our project include the development of a collaborative bid which requires authentic community involvement from a diverse range of stakeholders. Whilst this is a laudable and essential aim, achieving it can be more challenging than first appears and we intend to stimulate a discussion around the complex issues involved in participatory, community research.

Symposium 2C: You have the right to communicate  
(Children’s Rights and Wellbeing Research Network)

E7

Chairs: Dr Clare Woolhouse and Dr Jo Albin-Clark

Dr Karen Boardman and partners  
Child Rights, Research Circles and CLL

Laura Gregory, Shamim Ashraf and John Clarke  
The Right to Playful Approaches to Early Literacy (REAL project)

*Article 12: WHEN IMPORTANT DECISIONS ARE BEING MADE that affect you, you have the right to give your opinion and to be taken seriously.*

Dr Karen Boardman and partners

*Child Rights, Research Circles and CLL*

Laura Gregory, Shamim Ashraf and John Clarke

*The Right to Playful Approaches to Early Literacy (REAL project)*

The two projects we share relate to Article 12 (UNCRC) that foregrounds communication rights. Both projects REAL (Raising Early Achievement in Literacy) and Research Circles explore relationships between literacy, families and practitioners. We aim to illuminate how access to language, communication and literacy is a matter that is deeply related to rights and equity agendas.

Scholars such as Syseov et.al (2022) and Bruce (2020) highlight that child-driven approaches support meaningful relationships with a subject and the significance of family involvement in literacy, whilst Rand and Morrow (2021) find emergent literacy combines play-based and traditionally been supported through play-based experiences and direct instruction.

Research Circles (RC) (Coghlan & Brydon-Miller, 2014), a form of participatory research developed in Sweden (Persson, 2009), is a research method employed to explore a specific topic agreed by all participants. In the case of the current symposia, the topic agreed by schools was the involvement of families in supporting literacy learning based on meaningful experiences. RC support the democratic and voluntary involvement (Holmstrand et al., 2017) of families and school communities in co-creating, through reciprocal dialogue (Freire et al., 2018) and new knowledge about children literacy learning.

The EYE Department employed 3 RC to support settings, families and communities with communication, language and literacy. Clarke et al (2022) suggests that children under-five are experiencing a post-pandemic delay in speech and language development. Therefore, collaborative research focused on play-based communication, language and literacy with local schools and families is an important concern for equity and social justice.

Chair: Dr Glenn Millington
Dr Seán Henry Is 'queer' a worldview?
Dr Heather Marshall Is veganism a worldview?
Dr Maggie Webster Is 'witch' a worldview?
Discussant: Professor David Aldridge

Dr Seán Henry

*Is 'queer' a worldview?*

Dr Heather Marshall

*Is veganism a worldview?*

Dr Maggie Webster

*Is 'witch' a worldview?*

Recently, influential reports and professional associations have attempted to advocate 'Religion and Worldviews' as a new name for the curriculum space of 'Religious Education' in England (Commission on RE 2018, Pett 2022). Although policy change seems unlikely, the term 'worldviews' has gained a considerable foothold in conversations around curriculum design in RE. However, the agenda has been criticised (e.g. Barnes, 2023), most significantly on the grounds of what the term includes and excludes as legitimate objects of study in education, and whether and to what extent 'institutional' (as opposed to 'personal') worldviews need to make ontological and epistemological claims or commitments of a distinctive or comprehensive nature.

This symposium intends to 'stress test' the concept of worldview by considering some boundary cases for inclusion in the RE curriculum.



**NB** This session is two separate roundtables of 45 minutes

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Session 1: 13:30

Dr Shaun Thompson and Dr Rachel Marsden

*Education Research Lab developing partnership research*

Research-informed schools support teachers and leaders to draw upon and carry out research within their settings to understand and improve their schools (Cain, 2018). The world of education is fast-moving, with new initiatives, policy updates and agendas frequently changing. In order to bridge the gap between research and practice, the significance of strong research partnerships between schools and higher education, and of putting educational research into context, is of paramount importance to enable educational reforms and practice to be evaluated and its impact considered (Gunter, 2014). Supporting school staff to engage in, and to draw upon research within their settings and classrooms can support teachers to select, understand and use research to enhance learning experiences in these fast-moving classroom environments (Cain, 2018). Furthermore, to ensure that educational research remains relevant, it is important to have the input of teachers in setting the research agenda and co-constructing knowledge.

This round table session provides an opportunity for researchers and school-partners to share best practice and discuss current and previous collaborative partnership research projects, supported by the Faculty of Education's Research Laboratory. Within the session, colleagues can explore how research-informed practice can be harnessed and developed within educational settings, particularly with regards to educational inequalities linked to disadvantage. We are fortunate in higher education to have access to the latest research, which is often not the case in other educational settings, and Research Lab seeks to strengthen partnership links to share the resources needed for educational equity.

Session 2: 14:15

Dr Katarzyna Fleming

*Enabling 'third spaces' for parents/carers and practitioners in Education to conceptualise co-productive partnerships*

Parent-practitioner partnerships have been historically imbued with many challenges, including differences within the lived experiences of both stakeholders (Hodge & Runswick-Cole, 2018), systemic dilemmas (Hellawell, 2018), and entrenched culture of professional dominance in decision-making processes (Seligman & Darling, 2007). The UK legislation and subsequent policy aimed at enabling the partnership working through the concept of co-production; initially, at a strategic level within local government to inform the development of a Local Offer (DfE & DoH, 2015), then as an enabler on all levels of engagement, strategic and individual levels (DfE, DSC, 2022). However, the concept of co-productive partnerships has not been defined, and therefore, while ensuing ambiguities in practice (Bodisson & Soan, 2021), it lacks conceptualisation and implications for practice. To address this constraint, a framework for co-productive partnerships that was developed through doctoral and subsequent small-scale research with parents/carers and practitioners in EHSC services to depict the foundations of the concept will be demonstrated in this round table discussion. Although the principles of co-productive partnerships are illustrated in this presentation, the importance of local context must not be ignored in any attempt to operationalise this framework in practice. Therefore, participants of this symposium will be invited to engage in a CoPI within the community they will form in the session to consider their own understanding of what co-production may mean to them and their context. Through the collaborative, creative, critical and caring aspects of CoPI, I intend to create a 'third space' where this dialogue can be held.

This round table discussion is an alternative session that utilises the Community of Philosophical Inquiry (CoPI) and the Philosophy for Children (P4C) approaches. A 10-minute video presentation introducing the approach of CoPI and the emerging findings from a small-scale research project that involved parents and carers of children with Special Educational Needs and/or Disability (SEND) and practitioners from the Education, Health, and Social Care sectors (EHSC) will be sent to all delegates 2 days in advance. During CoPI, participants will be invited to establish their own ground rules for the dialogue (5 min) before engaging in a reflection on the presented stimulus which will relate to co-productive partnerships with parents and carers (30 min). The session will conclude with a collective creation of philosophical questions to prompt further reflections in participants' own contexts (10 min).

## Thursday Keynote

### Professor Brahm Norwich, University of Exeter

Enhancing the participation of young people with SEN/D in a deliberative dialogue about exclusion in school education: a citizen panel pilot

LECTURE THEATRE (E1)

I will present the context and rationale for this study, which is that national reviews about school education typically involve expert panels. Though they often incorporate stakeholder consultations involving children and young people (CYP), such reviews are neither representative nor deliberative practices. There has been a review of SEND policy in England culminating in a Green Paper in 2022 and a recent SEN Improvement Plan. The centrepiece of this new national plan is to design National Standards for the SEN, with some general statements about a 'more inclusive SEN/D system'

This project carried out what is believed to be the first citizen panel (CP) about improving the English school system. It was about how English schools could be designed to be more inclusive for children and young people (CYP) with special educational needs and disabilities (SEND). The talk will summarise how the project team worked; that is Dr Rob Webster (Portsmouth University) and myself as project leads, with a disability specialist and researcher to evaluate the project. Initially we worked with Sortition Foundation to recruit the 30 person panel in the Portsmouth area which was representative of YP, parents/carers and teachers in the Portsmouth-Southampton area. We then worked with Involve Foundation who are experts at running citizen assemblies/panels. The project was funded as 1 of 9 pilots funded by UKRI-RSA Innovating Public Dialogue programme. The interim conclusions from this project will be summarised and its wider significance for using deliberative approaches in policy formation in school education will be discussed too.

**Brahm Norwich** is Professor of Educational Psychology and Special Educational Needs, Graduate School of Education, University of Exeter. He was previously Professor of Special Needs Education, Institute of Education, London University. He has worked as a school teacher, professional educational psychologist and university teacher and researcher.

His broad areas of interest are special needs and inclusive education: for example, policy and practice issues, concepts and values, emotional and behaviour difficulties, moderate learning difficulties, inclusive targeted interventions, pedagogic issues and professional learning. His research interests include applying psychology to education, including psychology applied to special needs and inclusive education.

## Film Showing: Young Plato (LT E1)

**What happens when you dare to think for yourself?**

Listen. Think. Question. These are the essentials of critical thinking necessary to navigate the complexity and conflict of the world today.

YOUNG PLATO charts the dream of Elvis-loving school head Kevin McAreevy – a maverick who is determined to change the fortunes of an inner-city community plagued by urban decay, sectarian aggression, poverty and drugs. The all-boys primary school in post-conflict Belfast, Northern Ireland, becomes a hot house for thinking and questioning, as the headmaster encourages the children to see beyond the boundaries and limitations of their community, and sends his young wards home each day armed with the wisdom of the ancient Greek philosophers. The boys challenge their school-friends, parents and neighbours to find alternatives to violence and prejudice, and to challenge the mythologies of war.

YOUNG PLATO is full of humour and shines a positive light on contemporary Northern Ireland, offering a model for building a culture of peace in these troubling times.

Filmed in Belfast, it is a moving documentary about visionary primary school head Kevin McAreevy; he draws on classical thinkers to teach creative and innovative ways to challenge violence. The children's voices are bold and authentic, the film a reminder of the transformational power of education.

The primary school is part of the faculty's Northern Ireland partnership.

**Following the screening, Professor Amanda Fulford and Dr Naomi Hodgson will facilitate a Q&A with Kevin McAreevy, the school head featured in the film.**

For more information, including educational resources: <https://youngplato.com/>



This session is organised and hosted by the Education for Social Justice Research Network

## Friday 09.15: Parallel Sessions (3)

Panel 3A: Leadership & reform in times of crisis

E5

Chair: Professor Vicky Duckworth

Dr Tim Saunders

Synthesising Advanced Theories of Educational Leadership for a World in Crisis development

Dr Christina Donovan

The impact of standards-based reform on the process of being and becoming a VET teacher in the England and Austria

Dan Copley and Professor Alyson Brown

Women in the Archive: Researching the Lives of Edge Hill's Earliest Female Students

Dr Tim Saunders

### *Synthesising Advanced Theories of Educational Leadership for a World in Crisis development*

This paper constitutes a piece of theoretical research that explores the potential of Arar and Oplatka's recently published postgraduate textbook 'Advanced Theories of Education' (2022) to respond to a world in crisis. Firstly, it analyses eight emerging models of leadership in terms of their critical responsiveness to different aspects of global crisis: Community-based Leadership, Strategic Leadership, Culturally-relevant Leadership, Responsible Leadership, Servant Leadership, Positive Leadership, Authentic Leadership and Spiritual Leadership. Secondly, using the Integrative Worldview Framework (De Witt A and Hedlund 2017), this conceptual analysis is then integrated into the author's previous research synthesising the typology leadership models in Bush's seminal textbook 'Theories of Educational Leadership and Management' (2020), currently in its 5th edition. By aligning both seminal and advanced theories in one integrative framework it becomes possible to appreciate how such models might systematically and inclusively engage traditional, modern, postmodern and integrative worldviews in a concerted approach to educational leadership for sustainable development. The resulting synthesis will have relevance for educational leaders, sustainability professionals, postgraduate students and tutors on Masters programmes.

Dr Christina Donovan and Dr Hannes Hautz (in absentia)

### *The impact of standards-based reform on the process of being and becoming a VET teacher in the England and Austria*

This paper aims to show how trust-building processes are shaped by ongoing interventionist education reforms, affecting teacher professionalism and subjectivity in vocational education and training (VET). In Europe, VET is often positioned as both the cause of and solution to economic in/stability. The dominance of this discourse has led to a form of 'technical rationalism' in VET policy, influencing the professional self-understanding of teachers whose capacity to take pedagogical risks is constrained. This presents issues for the production and maintenance of professional trust, where embracing vulnerability is central to coping with complexity. This comparative analysis of VET

teacher narratives in England and Austria, using the foundational work on system trust developed by Niklas Luhmann, illustrates how dis/trust is (re)produced through a 'complex of symbols'; setting conditions for professional recognition within VET systems.

We argue that attempts to standardise VET strategy fuels the need to achieve existential security by deriving the simple from the over-complex, creating tensions in the cultivation of trust. We suggest that this constitutes a crisis of trust in VET teacher professionalism, as what it means to be and become a professional in VET is called into question by emerging systems of meta-governance which threaten to undermine pedagogical integrity.

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Dan Copley and Professor Alyson Brown

*Women in the Archive: Researching the Lives of Edge Hill's Earliest Female Students*

Recent research into the records of teacher training students at Edge Hill College (now University) in the late 19th/early 20th century have revealed some fascinating insights into the lives of the students before, during and after their time at the college. From its foundation in 1885 as an all-women teacher training college to the present day, modern university, the Edge Hill archive offers rich research potential in the area of education and teacher training. This paper will highlight one research project that has been looking at students from 1885-1909, making use of the registration records, college magazines and the personal archives of alumni, alongside online genealogy sites and other resources, to reveal details of who the students were, where they came from and what they went on to achieve. The research has generated data relating to class and social mobility, while also spotlighting women whose achievements were often remarkable and yet relatively unheralded.

## Panel 3B: Thinking social justice and equity with the education philosophers

E6

Chair: Professor David Aldridge
Dr Victoria Jamieson Exposure: Towards Social Justice
Dr Seán Henry Queer thriving in religious schools: Some starting points
Professor Amanda Fulford and David Locke Alumni in the contemporary university

Dr Victoria Jamieson

*Exposure: Towards Social Justice*

My hopes for responding to, and, attending to social injustice are rooted in education. Education is increasingly dominated by economic and intellectual concerns that place an emphasis on individual success and merit; yet issues of social injustice are increasingly on the rise and are demanding of urgent attention. I consider the central place of schooling as the space for continually reimagining social justice, one which opens up a discourse to think more deeply about what it is to live with, and respond responsibly to the Other. My arguments are grounded in pedagogies central to the community of philosophical inquiry (CoPI) as the place for children and young people to question what social justice means, what it ought to mean, and how it could be otherwise.

Here, I concentrate on just one central idea from my doctoral thesis: ‘exposure of the Self, and to the Other in relation to social justice’. I draw attention to ideas concerning risk and vulnerability, and the affordances of moving deeper into an unknowing rather than a settling of knowing. Of course, these ideas are in tension with policy makers’ priorities for education, particularly in a culture that privileges certainty of knowledge. Mindful of these tensions, I too occupy an uncertain space. Through my own vulnerability and sense of unknowingness, my attentiveness to the concept of social justice grows. Here brings me to new ways of seeing, thinking, and being in relation to the social justice – not as something to be settled, but something we will always be moving towards.

Dr Seán Henry

*Queer thriving in religious schools: Some starting points*

The purpose of this paper is to sketch out two starting points that I have had to work through in theorising queer thriving in Jewish, Christian, and Muslim schooling. The first of these is theoretical: it relates to how I have had to frame the relationship between queer thriving and notions of the normative and non-normative. I suggest that framing queer thriving in terms of a distinction between the normative and non-normative is counter-productive in the tendency of such binaries to streamline the complex workings of heteronormativity in religious school settings.

The second starting point is methodological: it relates to how I have had to approach the relationship between philosophy of education and queer theologies in theorising queer thriving. In this, I turn to translation as a methodological approach in order to avoid instrumentalising

philosophy of education for theological purposes. I conclude with some notes on the upcoming monograph that develops these points more fully.

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Professor Amanda Fulford and David Locke

*Alumni in the contemporary university*

In the current context of higher education in England where funds are under pressure, and universities compete not only in terms of student recruitment, but also in terms of reputation, institutions are keen to maximise every resource. An increasingly important 'resource' is that of a university's alumni. This paper addresses how graduates are being positioned as 'resources' for the university to 'mine'. Graduates are sources of donations to boost funds and diversify income streams. They are seen as valuable providers of mentoring for students from non-traditional backgrounds, and their employment destinations are keenly followed in order to support metrics for the Office for Students as the sector's regulator. Their employers can provide sought after placements for students of professional programmes, and alumni themselves can be powerful advocates for the institution.

Our paper outlines this shift in the way that alumni are positioned, and shows it to be an issue of injustice in higher education. In reflecting on these changes, it turns to the work of the French existentialist philosopher, Gabriel Marcel. We show how a university's relationship with its alumni can often be seen as affording resources to solve a problem (of funding, of placement, of mentoring etc). We draw on the distinction that Marcel draws between a problem and a mystery to suggest a richer, and more equitable, relationship with alumni that hinges on Marcel's notion of participation in the life of another.



Symposium 3C: You have the right to be you  
(Children’s Rights and Wellbeing Research Network)

E7

Chair: Dr Clare Woolhouse and Dr Jo Albin-Clark

Dr Alicia Blanco Bayo and Lynn Kearney  
Demanding the right to be loved: A dialogue on why CARINO, relationships and emotions matter in early childhood education

Silvia Cont, Dr Karen Boardman and Jackie Sumner  
The right to play outdoors

Chairs: Dr Clare Woolhouse and Dr Jo Albin-Clark

Article 29: YOUR EDUCATION SHOULD HELP YOU DEVELOP YOUR PERSONALITY, talents, and mental and physical abilities.

Dr Alicia Blanco Bayo and Lynn Kearney

*Demanding the right to be loved: A dialogue on why CARINO, relationships and emotions matter in early childhood education*

Silvia Cont, Dr Karen Boardman and Jackie Sumner

*The right to play outdoors*

The pedagogical approaches used in Early Childhood should stem from children’s personal, social and emotional and physical uniqueness expressed in article 29 of the UNCRC. Children have the right to be loved as it is fundamental to their holistic development. Outdoor practices can be vehicles that provide opportunities for all children and as a result promote equitable experiences. The current policy agenda focuses on the tangible and numerically measurable results and ignores the quietly implicit impact relational pedagogies can have on children. Practices where strong loving bonds are valued cherish how children express emotions and develop self and mutual respect.

This symposium opens the often-disguised side door into a space where spontaneous demonstrations of affection between Early Years educators and children are valued. It explores some of the literature in order to contextualise how LOVE appears to be immersed in practice. A collective storyboard illustrates the impact of some of those instinctive loving responses. The focus then becomes the emergence of strong bonds of affection (CARIÑO) as the tools that enable educators to support the development of emotional competence, in particular during observational assessment. It includes a dialogue with a Y2 Primary Early Years QTS student regarding the importance of relationships as trainee teachers develop their own pedagogy. An outdoor space is used to explore how equity presents itself through outdoor practices.

What this means in the Early Childhood Education terrain is that by responding lovingly children are granted their right to be loved.

Chair: Professor Peter Hick
Andy Watkins Caught on Camera! How video technology can help teachers develop
Kay Kempers ChatGPT: Increasing Accessibility or Reinforcing Inequity?
Dr Gulsah Kutuk Online Language Teaching in Times of Crisis: A Study of Student and Teacher Perspectives

Andy Watkins

*Caught on Camera! How video technology can help teachers develop*

Many people in teaching and education, such as Clark et al (2016), respect the ability to critically reflect . However, due to the effects of neoliberalism and performativity as well as an ever-increasing outcome-driven focus, there is less time spent on this. Previous studies have considered the value of critical reflection (Dinkelman, 2000), the importance of coaching/peer mentoring (Lu, 2010 ; Nicholson, Rodriguez-Cuadrado and Woolhouse , 2018) and the use of video technology (Lofthouse and Birmingham, 2010) but not a combination of the three.

My presentation explores how video recording technologies such as IRIS connect can help trainee teachers to develop their critical reflection whilst on their teaching practice. The questions that will be addressed is whether video recording technologies enhances trainee’s experience and progression both as critically reflective practitioners but also as teachers. The presentation will also evaluate how the use of video recordings would aid subject mentors in schools with their ability to coach the trainee teachers in their care.

The presentation reflects upon how video technology can be critiqued to a point to show where teaching and learning within Initial Teacher Education (ITE) can be most effective. The presentation will analyse the evidence provided in questionnaires and interviews that were conducted to ascertain whether the use of IRIS Connect provides a transformative experience through its use. This presentation will demonstrate that through using video technologies that critical reflection can impact the quality of short-term impact in lessons, over the medium term the student experience encountered and longer term helping to find a greater level of expertise within teaching.

This presentation addresses equity in secondary school education to show how bespoke support in the form of video reflection, can be provided for trainees to ensure they progress and develop.

Kay Kempers

*ChatGPT: Increasing Accessibility or Reinforcing Inequity?*

In early 2023 ChatGPT was listed as an author for the first time in several scientific papers. Universities worldwide are having to consider its use by students in assessments. Voices speak about academia being on a 'precipice of change' as our understanding of what constitutes original writing is challenged.

Generative AIs (such as ChatGPT) offer an curious juxtaposition as tools for increasing equity. On the one hand it offers the opportunity for students with disabilities, and learning difficulties such as dyslexia, to have support in developing their academic writing - and yet on the other hand, it is based on a large language model (LLM) trained to a white western idea of what 'good' academic writing should look like. This raises an interesting challenge as it may both increase inclusion or accessibility of academia, and simultaneously reinforce current inequalities. Looking from a decolonising perspective it may not be increasing accessibility at all!

In a very new and fast developing area it is important to start having this conversation with as wide an array of stakeholders as possible, especially as there is a growing number of people looking at how generative AI could or should be treated by universities. This roundtable session is an invitation to join in that discussion to work together to explore how (and if) generative AI can genuinely increase inclusion and accessibility without further reinforcing existing inequities.

Dr Gulsah Kutuk

*Online Language Teaching in Times of Crisis: A Study of Student and Teacher Perspectives*

The present qualitative study draws upon Pekrun's (2006, 2018) control-value theory of achievement emotions to explore the impact of online learning environment aspects, specifically teachers' ICT competence and provision of structure, on students' control-value appraisals and achievement emotions, including enjoyment, boredom, and anxiety. The study used a convenience sample of 18 participants, consisting of twelve international students and six teachers who were involved in a Chinese as a foreign language course delivered online during the coronavirus pandemic. Data were collected through semi-structured interviews and analysed using thematic analysis. Both students and teachers reported that positive evaluations of teachers' ICT competence and provision of structure were associated with students' increased control beliefs and intrinsic value, which, in turn, led to greater enjoyment and reduced feelings of boredom and anxiety during online language learning. The results emphasise the significant impact that aspects of online language learning environments can have on shaping students' appraisals and emotional experiences during their online language learning, particularly during unprecedented times such as the coronavirus pandemic. In light of the findings, we discuss the potential implications for future research and educational practice in the field of online language teaching. Findings underscore the important role played by teaching factors in students' appraisals and emotional experiences during online language learning process. Implications for future research and educational practice are discussed.

Chair: Dr Naomi Hodgson
Mariia Tishenina The “Russian Doll” of International Student Mobility Decision-Making: an emerging Meta-Framework from times of entangled crises
Dr Rachel Marsden Who cares? Equity in education for young carers
Scott Massie How are higher education student welfare services responding to the perceived student ‘crisis’ in mental health?

Mariia Tishenina

*The “Russian Doll” of International Student Mobility Decision-Making: an emerging Meta-Framework from times of entangled crises*

As the field of international student mobility (ISM) research advances, it has become evident that a cohesive interdisciplinary theoretical framework that would illuminate the complexity of international students’ decision making is lacking. The disparities emerge when research is conducted on individual-level decision-making as opposed to macro-level international students flows since more variables are inevitably drawn into consideration. To address this gap, this research aims to create a meta-framework of ISM decision-making that converges different disciplinary and paradigmatic approaches and offers a more holistic explanatory power for changing international student mobility trends in times of entangled crises.

To meet the research aim, firstly, an integrative literature review was employed. Then, to contribute to the development of the meta-framework, 19 semi-structured interviews were conducted with Russian students who have participated in any form of virtual student mobility in the last 3 years. Covid-19 disruption of physical student mobility has catalysed virtual mobility. The latter uniquely allows for the exploration of students’ motivations when not affected by the most prominent barriers to physical participation, such as financial, academic, and familial.

Furthermore, the current political climate in Russia provides rich insights. The ongoing state propaganda promotes messages of Russian students being discriminated against in the West and portrays educational systems external to Russia as hostile in attempt to decrease the allure of ‘greener pastures’. The findings reveal that virtual mobility enables students to combat such reductive narratives and to consider educational mobility as a plausible and beneficial option staying receptive to global opportunities.

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Dr Rachel Marsden

*Who cares? Equity in education for young carers.*

This paper reports on an initial literature review of the barriers faced by young carers in education, and the role of teachers in mitigating these problems, with a view to conducting empirical research in due course. The term ‘young carers’ is used in the UK to refer to someone who provides informal care for someone and is under the age of 18 (The National Archives 2014), which can exacerbate educational inequalities (Brennan et al., 2013). This is a global issue of our time (Leu et al., 2022)

2013). This is a global issue of our time (Leu et al., 2022) and one which requires, and would benefit from, empirical research to achieve educational equity for young carers. It is intended that this research will explore innovative proposals for raising awareness of young carers in teacher education, to better prepare teachers for identifying young carers in their classes, and aiding their success in education.

My own experience testifies to the difficulty in the identification, or even self-identification, of young carers (Smyth et al., 2011); and even when they are visible to, for example, charities such as Barnardo's, 50% report that their education is affected by their responsibilities at home (Barnardo's, 2017). Since the Covid-19 lockdowns of 2020-1, the boundary between school and home has become blurred, in many ways bringing young carers into prominence, but without any guidance as to how teachers can support these learners. It is hoped that this session will provide a platform for delegates to discuss the possibilities for empirical research into this important area in equitable education

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Scott Massie

*How are higher education student welfare services responding to the perceived student 'crisis' in mental health?*

The mental health needs of the student population are being increasingly discussed as a growing concern in line with the wider discourse about the mental health needs of young people. Higher education (HE) students have specific pressures, including financial concerns; workload expectations; alongside the balancing of study, with family and work commitments. These all contribute to the noted vulnerability of this age group for the emergence of mental health difficulties. The impact of experiencing mental distress while at university has significant short and longer-term consequences.

This paper will report on the initial findings from my education doctorate (EdD) research study. A number of interviews have been completed with HE student welfare service (SWS) providers that have explored these issues in light of their own responsibilities to meet student need. The study will consider what barriers there are to help-seeking, alongside an interrogation of the language and discourse of mental health and ill-health, including the impact of stigma.

The analysis will scrutinise national guidance, how these influence the direction of student welfare providers, and how the prevailing barriers are being factored in to the response to student need. The broad orientation of the study is to view mental health as a universal need, with consideration as to whether connections between providers can be enhanced.

## Friday Keynote:

### Dr Christine Callender, Associate Professor, University College London

Black males in education: exploring stigma and intersectional discrimination

LT E1

Black men are stigmatized in several ways by politicians, the media, the education system as well as the police. According to Goffman, stigma is an “attribute that is deeply discrediting” (1963:3) and can be attributed to skin colour, body size. It can be hidden but is nonetheless discreditable if revealed. Stigma impacts on macro and micro-level interaction and those who are stigmatized may be wary of and even work harder to manage their stigmatized identities and cope with discrimination that they attribute to their stigma.

This presentation will examine how black males in education navigate and manage their stigmatized identities, the strategies they deploy, and the rationale proffered for doing so. The presentation will highlight the complexities of black male educators as they establish, reinforce and maintain their professional identities whilst simultaneously resisting and rejecting forms of courtesy stigma (discredit directed toward people who are closely associated with a stigmatized individual or group) and structural stigma (inequities that are manifested through rules, policies and procedures within organizations and society at large).

**Christine Callender** is an Associate Professor in Education at UCL Institute of Education, London. She has worked in schools, colleges and in the higher education sector for over 20 years and has undertaken consultancies nationally and internationally. Christine is an Associate Editor of the British Educational Research Journal (BERJ), the co-convenor of the BELMAS Race and Leadership Research Interest Group and co-convenor of the Race, Ethnicity and Education SIG for BERA.

Her research interests are in the areas of race, equality and diversity in teacher education, the experiences of BME males in teaching, race and leadership, and the use of critical race theory as a theoretical, methodological and analytic lens for examining race in education.

@ChrisCall6189

## Research Network Sessions

Find out more about the research networks in the last session of the conference, members and those interested in the topic area of the research network welcome.

Or find out more at the research network tables in the foyer.

Research Network sessions	Four of the networks are hosting a dedicated session.	
	HE Research Network	E2
	Children's Rights & Wellbeing Research Network	E5
	Education for Social Justice Research Network	E6
	Pedagogy and Curriculum Research Network	No session
	Inclusion, Diversity and Identity Research Network	E7

## Children's Rights & Wellbeing Network

The Children's Rights and Wellbeing network aims to create an intellectually stimulating and inclusive environment to bring together colleagues, and Post Graduate Researchers (PGRs), internal and external to the University, who have an interest in engaging with research-related activities, and policy, relating to the broad area of Children's Rights and Wellbeing.

We hope you can join us for our network session.

Children's Rights Network: You have the right to play

Dr Jo Albin-Clark, Dr Clare Woolhouse, Nic Pierce, Nick Lomax and Sam Widdup (Edge Hill University)

Dr Nathan Archer, Leeds Beckett University



In our network activity we introduce three elements. Firstly, we share a forthcoming paper that foregrounds play as a resistance to formalised learning discourses in early childhood education and care (Albin-Clark and Archer, *fc*).

Here, we position play in relation to democracy, equity and social justice by storying how two teachers facilitate the right to play that we argue as a fruitful sub-context for resistance. From this perspective, teachers' resistances do not just enable play, they embody and enact representative and democratic justice. Secondly we engage in dialogue with Masters students about how they have developed their critical awareness of children's entitlements to play through their practice and writing. Thirdly we have an interactive discussion led by Dr Clare Woolhouse and Dr Jo Albin-Clark on the themes and plans of the Child Rights Network along with an audience Q and A.

Albin-Clark, J. & Archer, N. Forthcoming, "Playing social justice: How do early childhood teachers enact the right to play through resistance and subversion?" *Prism Journal*

If you are unable to attend the Children's Rights Network session, find out more by joining the mailing list <https://tinyurl.com/CRWResearchJoin> (or scan the QR code), or speak to the co-leads Dr Clare Woolhouse and Dr Jo Albin-Clark at ACRE.

## Education for Social Justice Network

The Education for Social Justice Network provides a dialogic, intellectually thought-provoking, and inclusive space. Its aim is to bring together a range of colleagues and external stakeholders to further develop and sustain a hopeful, critical, positive, and praxis-driven culture that engages at a local, national, and international level.

The group is led by Professor Vicky Duckworth and Professor Amanda Fulford, with co-lead Victoria Jamieson and was founded in 2020. We warmly invite new members to





join us to think more deeply about a wide range of issues pertaining to social justice and education, and to collaborate on socially just research that has impact for individuals and communities.

Speak to the group leads at ACRE22. You can also register to join the group's mailing list to hear first about events and opportunities:

<https://tinyurl.com/EFSJResearchJoin> (or scan the QR code).

## HE Research Network

The Higher Education Research Network provides a space for the development and dissemination of research on higher education and for explorations of working and learning in higher education.

Researchers in the Faculty of Education who focus on higher education represent different disciplinary perspectives and approaches to research. All academic staff and postgraduate research students experience the challenges and potentialities of learning and working within this sector, however. The Higher Education Research Network facilitates discussion of the questions this experience raises and the practices it gives rise to.



To do this, the Network provides a range of opportunities for engagement through the following strands of activity:

- Forum for Research on Higher Education: this strand will involve online seminars on research on higher education.
- Demystifying Research Methods and Concepts: these sessions complement the research training provided by the Education Research Development Programme and the Graduate School and provide an opportunity for researchers at all career stages to hear from those who have experience and expertise in using particular methods and concepts in their research. They will take the form of workshops to facilitate practical application of methods and ideas.
- Breaking Down Research Excellence: this strand focuses on those key indicators of research success, such as impact, publication and research funding income, to improve understanding and confidence and support the embedding of these aspects into research activity. In addition to contributions from internal colleagues, the strand will include sessions from invited external speakers, e.g., from funding agencies and publishers.
- Practicing Engaged Reading Pedagogy: this strand is focused on reading and discussion of theoretical texts relevant to the education curriculum or to pedagogy in higher education.

<https://tinyurl.com/HERGResearchJoin> (or scan the QR code).

## Pedagogy and Curriculum Research Network

The Pedagogy and Curriculum network is of interest to all who are currently working on, or looking to initiate, studies that focus on teaching and teaching-related areas, such as ITE, and curricula.



The Pedagogy and Curriculum Research Network are not running a network session at ACRE, but for more information, contact Dr David Allan or Dr Claire Hawkins or alternatively, you can register via the online mailing list:

<https://tinyurl.com/TLACResearchJoin> (or scan the QR code).

## Inclusion Diversity & Identity Research network

The IDI Research Network draws together colleagues with an interest in engaging with research activities related to inclusion, diversity and identity. The network provides a vibrant space for discussion and collaboration, energising colleagues through opportunities to share our work and provide mutual support and encouragement.



Inclusive education is concerned with promoting more effective educational opportunities for all, with a particular focus on learners from historically minoritized groups. In this sense inclusive education research does address issues for those identified with special educational needs or disabilities, but also takes an intersectional approach to race, gender, class, sexuality and other dimensions of inequality or marginalisation.

The IDI Research Network starts from a social justice perspective, in which inequalities and the cultural construction of differences can be understood through an intersectional lens. This indicates a broad agenda for the IDI Research Network. However, this agenda is not prescriptive theoretically or methodologically, so that colleagues are welcome to bring a range of approaches to the network in addressing issues of inclusion, diversity and identity in education.

We welcome you to join us at our IDI network meeting at ACRE, which will be used as an interactive space for discussion. We will facilitate reflection upon IDI-themed conference presentations, share opportunities for future network engagement and seek ideas for the continued development of the IDI Research Network.

<https://tinyurl.com/IDIResearchJoin> (or scan the QR code).

## Education Research Lab

The Research Laboratory is a new initiative from the Faculty of Education, which brings university staff and our wider partnership together in the pursuit of educational research.

In 2022-3 FoE has hosted a monthly session for members of the partnership to meet with researchers from the Faculty of Education, to discuss research ambitions and projects.

The laboratory enables:

- on the spot advice, including ethical considerations, methodology, dissemination etc
- putting partners in touch with relevant colleagues in the Faculty who might share their interests or be looking to collaborate on a similar project
- direction to developmental opportunities in the Faculty, including research-focused CPD, and longer postgraduate research courses including MA Education, the MRes programmes, and the EdD.

Who is it for?

Partners working in education, from early years to FE.

What is Research Laboratory?

Unlike the natural sciences, social science research rarely takes place in a lab, so is less visible. Whilst Research Laboratory isn't a physical space, it does provide a platform for educators and researchers to work together, in the true spirit of a laboratory.

Why?

From our work with schools and other education providers across the North West, and beyond, it is clear that we have a common interest in research, whether that is reading up on existing theories, or producing new knowledge from one's own enquiries



Find out more at ACRE

In addition to the Research Lab roundtable, find out more about how to get involved in the Research Lab in the foyer during the conference lunch hour.

Speak to Dr Rachel Marsden or Dr Shaun Thompson about the initiative, whether to share your own research with colleagues in partnership and across the institution, or to join us as an FoE partner.

Scan the QR code to join the mailing list or contact: [researchlab@edgehill.ac.uk](mailto:researchlab@edgehill.ac.uk)

<https://www.edgehill.ac.uk/departments/academic/education/research/research-laboratory/>

## What did you think?



<https://tinyurl.com/ACRE23eval>

Scan the QR code or follow the link for a short 'MS forms' evaluation. Thank you!

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 @EHU\_FOE #ACRE23