The School of Education

11th Annual Research Conference

Championing Research, Educating Professionals: How compatible are Elitism, Inclusion and Social Justice?

Keynote speaker: Professor Michael Young
Institute of Education, University of London

Saturday 1st December 2012
9.00am – 5.15pm
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN OF THE DAY</td>
<td>1</td>
</tr>
<tr>
<td>TIMETABLE OF PRESENTATIONS</td>
<td>2</td>
</tr>
<tr>
<td>PROFILES OF THE EXPERT PANEL</td>
<td>3</td>
</tr>
<tr>
<td>PROFILE OF THE KEYNOTE SPEAKER</td>
<td>4</td>
</tr>
<tr>
<td>ABSTRACTS OF PAPERS</td>
<td>5</td>
</tr>
<tr>
<td>LIST OF POSTER PRESENTERS</td>
<td>43</td>
</tr>
<tr>
<td>BLANK PAGES FOR NOTES</td>
<td>44</td>
</tr>
</tbody>
</table>
## Plan of the Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30-10.15</td>
<td>Registration – tea and coffee</td>
</tr>
<tr>
<td>10.15-10.25</td>
<td>Introduction and Welcome: Professor Michael Hand</td>
</tr>
<tr>
<td>10.25-10.35</td>
<td>Laurence Arnold introduces: Autonomy, the Critical Journal of Interdisciplinary Autism studies</td>
</tr>
<tr>
<td>10.35-11.20</td>
<td>Keynote Speaker: Professor Michael Young. A subject based curriculum: powerful knowledge or knowledge of the powerful?</td>
</tr>
<tr>
<td>11.20-11.30</td>
<td>Break for refreshments</td>
</tr>
<tr>
<td>11.30-1.00</td>
<td>Presentations in Parallel Sessions</td>
</tr>
<tr>
<td>1.00-2.00</td>
<td>Lunch and poster presentations</td>
</tr>
<tr>
<td>2.00-3.30</td>
<td>Presentations in Parallel Sessions</td>
</tr>
<tr>
<td>3.30-3.45</td>
<td>Break for refreshments</td>
</tr>
<tr>
<td>3.45-4.45</td>
<td>Panel debate</td>
</tr>
<tr>
<td>4.45-5.00</td>
<td>Plenary and presentation of Poster Prize</td>
</tr>
<tr>
<td>5.15-8.00</td>
<td>Social Event – Joe’s Bar, The Guild of Students</td>
</tr>
</tbody>
</table>
# TIMETABLE OF PRESENTATIONS

<table>
<thead>
<tr>
<th>Morning 11.30am – 1.00pm</th>
</tr>
</thead>
</table>
| **Session 1**  
*Autism, Education and Children's Voice*  
Chair: Sara Curran  
Room 224 | **Session 2**  
*Communication and Learning*  
Chair: Katy Smart  
Room M35 | **Session 3**  
*Further and Higher Education*  
Chair: Timothy Murphy  
Room 410 | **Session 4**  
*Policies and Priorities in Education*  
Chair: Fred Ebot-Ashu  
Room 422 | **Session 5**  
*The Place of the Learner*  
Chair: Richard Barrie  
Room 524 |
| Bradley | Al Shezawi | Hajar | Browning | Kuruvilla |
| Clemerson | Chan | Hordosy | Peek | Kyneswood |
| Milton | Siddiqui | Maxim | Pett | Miller |
| Capewell | Wright | West | Zenenga | Song |

<table>
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<tr>
<th>Afternoon 2.00 – 3.30pm</th>
</tr>
</thead>
</table>
| **Session 1**  
*Gender and Education*  
Chair: Benny Kuruvilla  
Room 224 | **Session 2**  
*Global Perspectives*  
Chair: Rita Hordosy  
Room M35 | **Session 3**  
*Inclusion and Social Justice*  
Chair: Hayrunisa Pelge  
Room 410 | **Session 4**  
*Professional Identities and Development*  
Chair: Dean West  
Room 422 | **Session 5**  
*School Leadership and Management*  
Chair: Lynn Beckett  
Room 524 |
| Barrie | Almohammad | Bailey | Bruton | Ebot-Ashu |
| Graham | Bastaki | Bartholo | Butcher and Eke | Gibson |
| Iqbal | Moura | Benson | Jeong | Howard |
| Swanston | Sana-Khan | Kiarago | Williams | Masunga |
PROFILES OF THE EXPERT PANEL

Kehinde Andrews is Lecturer in Childhood and Early Childhood Studies at Newman university College. Kehinde is publishing a book entitled 'Resisting racism: Race, inequality and the Black supplementary school movement' with the Institute of Education Press, which charts the development of the Black supplementary schools in Britain in a broader context of debates around race and racism. His research is particular interested in how alternative spaces of education can challenge dominant and elite concepts of knowledge, providing a basis for liberatory action.

Sandra Cooke has both policy making and extensive research experience in schools and higher education. Her subject expertise is in researching the educational aspirations of young people and how these shape their engagement with, and progression through, school and university. She completed her doctorate here at Birmingham last year and now works as a Research Fellow in the Jubilee Centre for Character and Values.

Stephen Gorard is Professor of Education Research at the University of Birmingham. His overarching concern is with the stratification of educational opportunities and outcomes, life-long and society-wide. He is currently funded by grants from the ESRC, Nuffield Foundation, Educational Endowment Foundation, International Initiative for Impact Evaluation, Joseph Rowntree, and the British Academy. He is a consultant to the European Commission, and his evidence is frequently cited in Hansard, other records of governments, and the media.

Nigel Leigh is Principal and Chief Executive of Stephenson College, Chair of Trustees of the Stephenson Studio School and a Trustee of the Studio Schools Trust. Nigel also acts as the East Midlands Regional Champion for Worldskills and it is from this work the theme for his research originates. His research considers the use of skills competitions as a part of promoting quality improvements within colleges of further education and the perceptions of college staff of skills competitions. He has conducted the fieldwork using two colleges as case studies, interviewing staff in both and is writing to produce his draft thesis.
PROFILE OF THE KEYNOTE SPEAKER

Michael Young is a former secondary school science teacher and Emeritus Professor of Education at the Institute of Education, University of London. In addition, he is a Visiting Professor at a number of other institutions, not only in the UK, but also in South Africa and China. Michael’s research and writing is largely concerned with the issue of knowledge in education, particularly in respect to post-compulsory education and training as well as relating to the role of qualifications. He began developing close links with colleagues in Brazil, Australia and South Africa in the 1990s and has advised a range of government bodies. As such, Michael has an in-depth understanding of the curriculum, vocational education and qualification policies of these and many other countries. Michael is evidently an influential figure in the field of sociology of education, perhaps best known for his ground-breaking 1971 volume *Knowledge and Control*. In his most recent books, *Bringing Knowledge Back In* (2008), and *Educating for the Knowledge Economy: Critical Perspectives* (with Hugh Lauder et al.) (2012), Michael argues for a universal entitlement to 'powerful knowledge' as the primary aim of schooling. He outlines the tensions in current educational policy between on the one hand striving to widen access and participation, while tending to perpetuate existing educational inequalities on the other hand. Michael’s work thus deals directly with questions of social justice, inclusion and elitism, which are at the heart of this conference.
ABSTRACTS OF PAPERS

Autism, Education and Children’s Voice

Ryan Bradley
The Role of Agency on improving outcomes for students with Autism in mainstream Secondary Schools

There has been a significant increase in the number of pupils with autism attending mainstream educational provision over the past decade. Previous research has indicated that group of young people are at higher risk for negative outcomes during adolescence and early adulthood than their peers. Improving outcomes for these pupils is a complex and challenging issue given their particular differences in the areas of social communication and social interaction and the deficit of evidence based practice. This paper will evaluate the effectiveness of peer mentoring on improving outcomes for Year 7 pupils with autism in mainstream secondary schools. Twelve Year 7 students with autism and 36 Year 7 students without autism participated in the programme across six schools in the South East. Results indicated that students with autism in the peer mentoring programme showed improved levels of self-esteem, friendship, and mood, and reduced levels of bullying. The role of human agency in educational practice and research will be discussed in relation to the current study and implications for embedding interventions in schools will be addressed. Scope for the further development of school and pupils as collaborative change agents are identified. The study will from part of a five year longitudinal research project to evaluate the potential implications for peer mentoring as an evidence based intervention for pupils with autism in mainstream secondary schools nationally.

Sarah Clemerson
‘Autistics’ spatial experience: elitism, inclusion and social justice are only compatible when everybody knows the rules’

In this research I take autism related research beyond the laboratory, to understand how autistic people’s spatial perception and functioning affects their daily lives. Many autistic writers discuss issues with processing sensory and social stimuli from the physical and social environment. This sometimes leads to physical collapse or an emotional outburst, resulting in physical pain or conflict with those around them.
The analytical framework of this research takes a broader perspective of space beyond its visible attributes and sensory effects and views autism as difference rather than disability. I apply Ben Shalom’s typology and her integratory theory of autism, which suggests impaired preconscious processing in the domains of motor, emotion, memory and sensation/perception in autism. This led me to conclude that impairments in preconscious processing make it difficult for autistic people to read spatial and social cues and adjust to them fast enough. This is complicated by autism often being an invisible disability. This makes it difficult for those encountering autistic people to understand that differences in demeanour are often due to orientation rather than an intentional wish to cause spatial disharmony.

I used a case study research frame to conduct this study informed by critical, feminist and disability research, employing ‘go-along’ interviews an unstructured and user-led, interpretative, ethnographic method. This involved accompanying autistic individuals during their daily activities followed in several cases by intense discussion of the issues raised. Analysis took the form of on-going dialogue with participants, using constant comparison and triangulation with written autistic and academic accounts.

**Damian Milton**

**Reversing the vicious circle of psycho-emotional disablism in the education of autistic people**

This paper reflects on findings from a number of consultation exercises that were undertaken on behalf of the Autism Education Trust in the development of nationally recognised training materials, school standards and practitioner competencies, as well as pilot studies conducted in the course of a wider thesis regarding a phenomenological and discursive analysis of educational narratives regarding autistic learners, with the aim being to uncover common ground and tensions between stakeholder groups in order to provide recommendations for practice. These studies included surveys and interviews with parents, practitioners and autistic people, and a collaborative action research project with autistic adults.

Contested narratives regarding best educational practice for autistic learners reflect wider narrative constructions of autism, ranging from a description of autism as a medically defined disorder which affects normal social functioning in need of intervention, to a diverse neurological style that needs to be understood and interacted with on more equal terms. Thus the ontology of what autism
pertains to leads to the construction of very differing accounts of inclusion and what counts as social justice for autistic people.

It is argued here, that it is essential for the dominance of cognitive-behavioural accounts of autistic deficit within educational theory and practice to be challenged, so that autistic people do not develop feeling devalued for who they are due a vicious circle of psycho-emotional disablement (Reeve, 2011) that the implementation of such practices can create. In order to reverse the circle there needs to be a fundamental change in the ideology of educational theory and practice from one of behavioural modification to fit into society, to one of mutual respect. In keeping with other autistic self-advocates, this paper will refer to ‘autistic people’, and ‘those who identify as on the autism spectrum’, rather than ‘people with autism’.

Carmel Capewell
Listen to what the children have to say: An investigation into the lived experience of Otitis Media (Glue Ear)

This PhD research project investigates the impact that the common condition, Otitis Media (OM) or Glue Ear has for those young people who have the chronic form. It takes into account the impact on parents and other family members. The aim is to understand the possible effects on social skills, behaviour and academic performance. It is believed that 80% of children will have at least one episode of OM before the age of 10 years.

Previous research has a primarily medical focus, assessing the effectiveness of medication or surgery, using quantitative methods. A qualitative approach is used to elicit the lived experience of the condition. Photovoice enables participants to identify and reflect upon the issues which are of importance to them. The data is analysed using Interpretative Phenomenological Analysis (IPA). Participants control what information is released. They take photos or create images before meeting the researcher to discuss them. Ethical approval has been given by The University of Northampton Research Degree Board.

There is an increasing recognition that young people are capable of expressing their views and that they do in fact have the right to do so, under Article 12 of the UN Convention on the Rights of the Child 1989. The right of children to give their views on their experiences and involvement in decision-making is recognised in educational policy. Purposive sampling is used to recruit young people who have chronic glue ear, and a parent. All participants volunteer.
The output is to be used to raise awareness of health and educational professionals of the support needed for young people and their parents to most effectively deal with chronic glue ear.
Communication and Learning

Ruqaia Al Shezawi
The Effectiveness of Arabic and English Code-Switching Using Whatsapp Mobile Program. Two groups of Omani Females

This study examined the effectiveness of switching to English while chatting in Arabic using Whatsapp mobile program to mitigating, softening, hiding or expressing certain feelings and many other reasons that are found from analyzing the chatting of two groups of friends and family on whatsapp mobile program. The participants are tow groups. They are all females. Group one is nineteen Omani English teachers. They are my friends. We studied together for five years and now they are teachers in different schools in Oman. Group two is my aunts. They are eight. They have different occupations but they all use English to some extent and for certain reasons. This study aims to enhance the importance of switching to English in adding more meaning or expressing certain feelings in a different way that Arabic can do. The data are collected by capturing the chatting screens using Galaxy SII mobile phone. Whatsapp program has many features that make it easy to scroll the previous chats. The two groups were informed that some of their chats will be used in a study. In order to maintain the spontaneous switching, the focus of the study is not revealed.

This study shows that switching between Arabic and English in one chatting is healthy and interesting unlike the against believes of some Omanis who see it as unhealthy and has a negative effect on the purity of Arabic language.

Nee Nee Chan
Learning with Smartphones: Students’ Lived Experience of Using Smartphones in Malaysia

The exponential growth of mobile technologies and gadgets has created a multiplicity of additional affordances and new channels of communicating and representing information. Hence, the nature and scope of learning have changed, with new ways of learning, new skills and new knowledge to be acquired. With its multiple applications and diverse features, the smartphone is propelling a new way of learning “on the fly”. Mobile learning is more than simply learning with certain types of digital technologies: it is a “philosophical approach to the possibility of learning anytime anywhere - knowing that you can find information when you need it” (Woodill, 2011, p.184). In this study, an
interpreive research design is used to understand how young people in Malaysia use their smartphones for learning and to uncover the meaning, structures and essence of their lived experience. Applying the principles and practices of hermeneutic phenomenology, this study aims to gain access to a phenomenon that is often subconscious and to interpret the participants' learning experiences. Twelve youths of pre-qualified profiles participated in three rounds of semi-structured interviews over a period of 4 months. Experiential diary accounts and artifacts of smartphone learning were also collected. This paper presents the preliminary findings of the study. The findings may yield new understanding that could prove useful to Malaysia and other countries as well especially in its implications for formal and informal learning.

Nadia Siddiqui
An investigation of Pakistani women’s magazines and their readership

The study investigates the potential impact of women’s digests (magazines) for their readership, via ‘accidental’ learning of beliefs and practices that work against women’s emancipation in Pakistan and elsewhere. Women’s social status is a major challenge faced by the nation, which is currently passing through intense economic and political turmoil. On the one hand, Pakistan has a liberal media policy that raise concerns against women’s situation in society, on the other there are reports that 90% of women are subject to domestic violence. If the media is largely liberal and increasingly international, what social factors and ideologies might still govern the control on women’s progress.

The study involves a survey of 308 Urdu speakers from Pakistan and abroad, interviews with the digests’ editors, content analysis, historical comparison, reader’s interviews and readers’ focus group discussion. The survey draws on readers’ choices and preferences about the digests’ content, and about the media and reading more widely, and relates these to their personal and family background, and to the results of the content analysis of selected digests. This provides a coherent understanding of the respondents’ choices and the fit to their lives and life plans. The content analysis and interviews with editors reveal the aims and purposes of publishing digests and how the readership is viewed by the producers of the digests. The individual and group readers’ interviews provide further explanation of the purpose and impact of reading digests.

According to the findings the digests are often read by middle class house wives who live in the urban settings of Pakistan. It is generally the moderate group of Muslim women who read the digests to pass time and learn something
meaningful to their lives. As digests have high claims towards moral standards and religious education of the readers, so it is a guilt free experience that can be easily justified as learning. Stories about marriage and becoming a good housewife are highly appreciated where the suggested solutions are submission of needs. Young and single respondents appreciate stories about love for Islam where the core message of obedience, respect, compromise and patience are suggested to the readers. This study presents the details of the findings and elaborates the impact of entertainment in maintaining the spiral of silence by feeding misogynist and traditional ideologies to the readers.

Victoria Wright
Rules and contradictions of lesson observation feedback

I am currently researching lesson observation feedback with an explicit focus on my own practice as an observer. My aims are to compare my ways of conducting observation feedback with the students’ ways of feeding back to a fellow student teacher. My sample comprises one year full time student teachers on the Postgraduate Certificate in Post- Compulsory Education course at a University from 2010-2013. All student participants are volunteers and full ethical approval has been granted. This is an autoethnographic account that will share some of my context as an observer. It is a case study approach that draws on observation and interview data. The theoretical framework involves the second generation activity system [Cultural Historical Activity Theory], selected Foucauldian concepts and work from Copland (2010) on observation feedback in an ESOL context. The research is grounded in literature pertaining to observation and observation feedback and to reflection/ reflexivity.

The presentation will focus on the rules and contradictions of lesson observation feedback. It will relate findings from a pilot project [2010-11] in which two pairs of student teachers conducted a peer observation and gave feedback. It will also draw on the findings of a seminar in which a group of PGCE PCE student teachers discussed their understanding of lesson observations and observation feedback. The peer observation data revealed naturally occurring sharing of practice. The seminar indicates a strong recognition of a number of accepted norms and conventions of observation feedback both in teacher education settings and in graded lessons. My research focus is the influence of tutor – observer with student teacher in comparison to student to student feedback and the position of observation feedback within professional development discourse. I continue to explore how my observation feedback reveals my attitude, values and expectations.
Further and Higher Education

Anas Hajar
Understanding shifts in the English Learning Strategies used by Arab Learners Studying at a UK University: An Illustrative Phenomenographic Case Study

In the last few years, the world has witnessed a rapid growth in the number of learners from an Arab background who move abroad to pursue their studies in English medium education (Al-Zubaidi, 2012). However, these learners often encounter both linguistic and non-linguistic challenges, for example, gaining access to specific learning communities (ibid). Accordingly, they need to improve their linguistic competence in order to survive and succeed in the new learning contexts. Some researchers in the field of language learning (Chamot, 2004; Cohen, 2011; Gao, 2010; Griffiths, 2008; Oxford, 1990, among many others) have suggested that one possible way for learners to deal with such a situation is for them to employ a specific set of language learning strategies (LLSs) that address their specific learning settings and learning goals. Given that I myself experienced the phenomenon of Arab learners studying academic programs in the medium of English abroad, as an MA and a doctoral student at Warwick University in the UK, this study seeks to understand a group of University Arab learners’ difficulties after their arrival in the UK, particularly in terms of the English language, and the LLSs that they use to deal with any language problems. This study, in fact, responded to the calls of the Arab Knowledge Report (2009) by the United Nations Development Program to conduct further empirical studies about the challenges that many Arab learners often encounter while studying in overseas academic communities (cited in Gitsaki, 2011: XIV). More precisely, the current research study has adopted a sociocultural theoretical framework in order to capture these learners’ improvement in their strategic language learning efforts while studying at Warwick University in light of the complex ongoing interplay between their agency and contextual realities, underlying their past English learning experiences.

Rita Hordosy
School leavers and graduates in the knowledge society: what information is needed about their progress?

Current paper compares national research programmes across Europe that gather information on school leavers’ and graduates paths after compulsory
education. The main areas of investigation are the leavers and graduates survey aims and their relation to the used methodology; how the research is financed and managed; and special emphasis is put on the dissemination and utilization process. This paper draws on the first two stages of the research; the first stage explores and describes the available school leaver and graduate survey programmes within Europe; data is gathered through analysing the available documents. The second stage involves three case-studies where the national characteristics of England, Finland and the Netherlands are examined. In this phase beyond further documentary analysis interviews are done with experts in all case-study countries who produce or use the school leavers or graduates survey data. This paper analyses one of the important emerging topics: the role of school leavers and graduates information for the different stakeholders. The data needs and the process of possible utilisation is analysed from the perspective of national policy makers, school leaders and professionals involved in career guidance. The aim is to uncover how the notion of ‘evidence based policy making’ is working – or not working – in this educational policy field.

Anna Maxim
The Changing Attitudes of Undergraduates: Do Non-Traditional Students in an ‘Elite’ Institution Experience University in the Same Way?

This paper investigates the experiences of undergraduates; particularly those under-represented in ‘elite’ institutions. Rather than a process, university is often seen as a step between school and career. Also, equality is often simply Widening Participation; ensuring non-traditional students obtain places. This study investigates the impact of university on student attitudes, and whether non-traditional students experience university in the same way. Rather than assuming a university place results in the same outcomes for everyone, it explores the impact of experiences on student attitudes. Questionnaire, interview/focus group and observation data was collected. Using this mixed methods approach, a case study exploring attitudes and motivations of students, and the influence of background, was created. Undergraduates on two courses were sampled at one university; one ‘pure’ and one ‘applied’ science. Science courses were chosen due to policy emphasis on these disciplines.

After obtaining ethical clearance, 300 students were surveyed in their first week about their expectations, and observed throughout the term. Surveys at the end of first and second year asked about their experiences, attitudes and motivations. Focus groups and interviews were conducted throughout; participants were self selected from the 300. In analysis, surveys for individuals
were linked: expectations were compared with reported experiences to explore the accuracy of expectations, and investigate how students’ attitudes changed over time. Personal information was provided, e.g. gender and ethnicity, so differences in expectations, perceptions of experiences, or motivations according to background were considered. The paper draws conclusions about the importance of background on perceptions of course experiences, and the affect on motivations and outcomes of university. Can social justice in Higher Education be ensured through Widening Participation, i.e. university places for non-traditional students? Or is it important to explore the entire university process before considering equity in the sector?

Dean West
An investigation into cyberbullying amongst students aged 16 – 19 in Further Education

This study considers cyberbullying amongst 16 – 19 year olds studying in Further Education (FE). The purpose of the study is to establish whether cyberbullying is happening in FE and how what is found in the research can help to improve or enhance practice in FE institutions. Critical research questions focus on four main areas: prevalence of cyberbullying in FE, the relationship between cyberbullying and gender, reasons for non-disclosure of cyberbullying, and how colleges can prevent and respond to cyberbullying through policy and procedure. This research will go some way to close the gap on the paucity of cyberbullying research conducted so far in FE and amongst this age range.

Electronic communications as a form of communication is considered and discussed as well as its relationship to bullying. A review of the current literature in relation to the critical research questions was conducted, allowing for comparisons to be made. The methodology uses a combination of questionnaires, focus groups and interviews, from both staff and students, to triangulate data collection and analysis. The mixed methods approach allows for quantitative methods of analysis and also discourse analysis. The study sample size comprised of 181 students who responded to the questionnaire, 18 participants over three focus groups and 5 staff interviews. Ethical considerations are discussed and were compliant with the University’s Ethical Guidelines and agreed by the Ethics Committee.

The results indicate that cyberbullying exists amongst 16 – 19 year olds in FE colleges, although this is less than younger students in secondary school environments. Some gender relationships exist with cyberbullying perpetration.
A spectrum of reasons was highlighted for non-disclosure, which were comparable with results of younger age groups. Policy is discussed in terms of prevention and response. A number of recommendations are made and limitations of the study are recognised. Opportunities for future research in this area are outlined.
Policies and Priorities in Education

Tessa-Marie Browning
The Changing Priorities Within Safeguarding: A Genealogy and Discussion of Current Priorities In Relation to Education

How safe is safeguarding in schools? Under the previous Labour government schools were able to safeguard children with additional needs (that is, needs not meeting social care criteria) by working with parents and other agencies in accordance with the Common Assessment Framework. The Coalition came into power in 2010 and spoke of a commitment to early help. This commitment is considered alongside the Coalition’s Troubled Families Initiative, proposed changes to the definition of safeguarding, the Academies agenda (semi-privatising schools thereby reducing local authority influence) and significant changes to funding for help to question what is the future for children with additional needs in schools?

This is a case study involving two authorities, conducted in line with BERA guidelines. A historical and contextual background to safeguarding is developed through literature, policies, laws and interviews with two professionals that have advised government on policy development. Then professionals in local authority strategic roles and ten Lead Professionals in schools were interviewed, and transcripts coded for analysis.

It finds that not only is there a potential ‘watering down’ of safeguarding responsibilities for academies, but that the proposed alterations to the definition for safeguarding means that children deemed to be ‘in need’ because of neglect and abuse may no longer have their needs met by social workers – they will have their needs met by multi-agency teams (which may include the voluntary and private sector). Indeed, some schools are already reporting this to be the case. The category ‘additional need’ is at risk of no longer existing, and consequently some children may not receive support. Therefore, safeguarding children with additional needs may not be safe in schools.

Cindy Peek
Leading Children’s Services – Future building for children and young people

Leading Children’s Services means leading change, but what happens when that change becomes more and more complex? The research is a case study
of one local authority and the leadership of complex change with a focus on Children’s Services. It focuses on and explores three particular areas of change – that of structural change regarding schools, where national policy drives towards the conversion of community schools to independent state schools, Academies and how leaders deal with the changing relationship this demands. A second area of change relates to the on-going economic crisis and continuing high level reductions that local authorities are dealing with on an annual basis as a result of on-going national debt and how leaders deal with a world that is constantly shrinking whilst still striving to achieve positive outcomes for children and young people. The final area of change is that of the national review of child protection lead by Professor Eileen Munroe and how this change in professional working is implemented locally.

As well as analysing developing policy and new legislation the case study has involved undertaking semi-structured interviews with a range of people, including the most senior leaders and managers in the authority, as well as elected members and those managers more heavily involved in the various change programmes. Emerging analysis leads towards a leadership model of Reputation; Goals Vision and Priorities; Focus; Communication; and Relationships:

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<th>Leadership of:</th>
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<td>Reputation</td>
<td>professional, departmental, council and district</td>
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<tr>
<td>Goals, vision and priorities</td>
<td>clarity of and bedrock for the direction of services</td>
</tr>
<tr>
<td>Focus</td>
<td>Continually returning to and re-focusing on the purpose of children’s services</td>
</tr>
<tr>
<td>Communication</td>
<td>At all levels and in different ways</td>
</tr>
<tr>
<td>Relationship</td>
<td>Working together in partnership and the inter-relationships between and with other agencies, partners and stakeholders; including and particularly elected members</td>
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The contribution of this research is how leaders enact complex change in a rapidly changing world within a public arena which focuses on the well-being of the communities it serves.
Stephen Pett  
Religious education, happiness and well-being in schools

The promotion of pupil happiness and well-being is a matter of interest in education policy and practice. Is pupil well-being a matter of social justice? Or is it a form of patronising elitism to promote “happiness” through instructing pupils in skills for managing their emotions? This paper argues that religious education (RE) offers a key opportunity to explore deeper understandings of happiness and contribute to a wider view of pupil well-being.

RE is currently under serious political and professional pressure to justify its existence and, for some, positive psychology seems to offer a more compelling route to well-being. In response, this paper establishes a case for the inherent value of the subject whilst showing that the well-being of pupils, in the broader sense of human flourishing, engaging with ideas of meaning and purpose, is integral to the aims of RE.

The paper proposes that focusing the aims of RE to include developing the well-being of pupils would serve several functions:
a) to establish a rationale for the place of the subject in the curriculum, where understanding religious and non-religious beliefs contributes inclusively to pupils’ own personal development;
b) to broaden the limited understanding of well-being in schools beyond the development of skills in managing emotions, exploring the religious and philosophical roots of ideas of well-being;
c) to support teachers in having a clear understanding of the purpose of RE, guiding pedagogical decisions on curriculum content as well as classroom methods.

The proposed research model is to use a Problem Based Method to establish whether having well-being as a central aim of RE will help teachers to teach more effectively, with clarity of aims and methods in order to promote pupil well-being.

Abide Zenenga  
Engaging fathers in the education of their sons. A case study

Fathers carry with them a range of misconceptions, beliefs and histories that inhibit them from engaging with schools (Clough and Garner, 2010). These
could be cultural, historical or personal. There is overwhelming research evidence proving that involving fathers in the education of their children is beneficial (Burgess, 2009). This study is based on a case study of fathers (10), boys (10), teachers (10) and five professionals working in a school in Birmingham. The school has over 40 boys with behavioural difficulties and management is looking at ways of improving behaviour and raising achievement. An action research approach is being used to gather data using interviews, document analysis, observations and personal experiences. It is ‘a research on fathers for fathers by a father.’

The study aims to improve the engagement of fathers in the education of their sons. It is hoped that if fathers play an active role in the education of their sons, they (sons) will improve their achievement and behaviour in the school. Because of the nature of the study, purposive and convenient sampling was used. In my sample, I looked for:

- Accessible and committed fathers/sons/teachers
- Fathers/sons/teachers who are available for 52 weeks of the study
- Fathers with sons at KS3

Consent was sought from the head of the school and all participants. The study was fully explained to participants before they signed their consent.

This paper seeks to present preliminary findings from the literature review and a pilot study carried out on the fathers’ views on their involvement in the education of their sons. Conclusions from the pilot study are that fathers need help on how to help their sons and mothers are equally important too.
The Place of the Learner

Benny Kuruvilla
The role and impact of learning mentors in English primary schools

Clough and Nutbrown (2007) argued that all social research is carried out under some form of policy context. Learning mentors were introduced into English primary schools as new strand of workforce in 1999 as part of the Excellence in Cities (EiC) initiative, and its main purpose was to remove barriers to learning experienced by a significant number of children in primary schools, thereby enabling them to realise their full potential. However, the role or Learning Mentors as a new initiative was lacking in definition so that schools were unsure how to deploy these new professionals and despite significant growth in numbers, some recent studies (Rose & Doveston (2008), Rose & Jones (2007) have highlighted how mentoring remains vague and is based on the broad ideas of inclusion. In the light of priorities and policies that are under constant review particularly in the current social and political climate, the topic of mentoring deserves further investigation. The research is carried out under the guidance and approval of the Research Ethics Committee of the University of Northampton. Sample was selected from mentees, mentors, parents, teachers and other professionals from schools that have employed learning mentors using snowball sampling method. A mixed methods approach is considered appropriate; questionnaire surveys are used to measure the pervasiveness of mentoring, semi-structured interviews and observation will be used to gather primary data and finally a case study to look at generalisability. Early indications from the pilot study have highlighted factors such as time constraint, role multiplicity etc. which influence the process and outcome of mentoring in English primary schools. Through this study, I hope to influence policy and improve practice to ensure the mentees get the maximum benefit from mentoring.

Ben Kyneswood
Situated learning and young volunteers: why legitimate peripheral participation needs rethinking

This paper critiques legitimate peripheral participation as an analytic tool in situated learning theory. It suggests self-directed learning may instead offer greater utility to understand the relational nature of situated learning. Using data collected from young volunteers, this paper argues these volunteers are self-directed in their participation. In order to develop their learning young volunteers
rely on established volunteers to share their knowledge and expertise. The dynamics of this process are discussed as an ethical issue of access and authority. The paper concludes that future research into situated learning should do so from a relational perspective.

Bill Miller
Freedom to learn? Explorations in person-centred learning for the 21st century

This paper is concerned with ideas of freedom and control in learning, showing how the rigid structures of ‘traditional’ education undermine persons’ motivation to learn. The impact of both brain research and technologies for learning on the debate are considered. There is an outline of the philosophical, empirical and institutional development of person-centred approaches to education, all of which are positioned at the ‘freedom’ end of the continuum - freedom from control being the necessary precondition for learning. The paper culminates in the development of a set of principles for a person-centred approach to learning and attempts to use these principles in order to place current educational themes like student voice, student as producer and student as change-agent on the continuum.

Dong Song
Bottom Up Approach to International Students: Critical Thinking Skills Development

The MA in Global Media & Transnational Communications (GMTC) at Goldsmiths University of London has developed an international support programme known as ‘Critical Thinking Skills Development’ for the 2011-2012 academic year. This programme was launched under the premise that there is a communicational or pedagogical gap between staff and the newcomers at university. The research has found that the most MA-level international students are newcomers to UK academic life as well as newcomers in Britain, they face dual difficulties in acquiring academic writing skills as well as in understanding the cultural construction and rhetorical deployment based on western academic traditions. The main pedagogical proposition of this programme was that international students’ skills could be developed significantly by understanding and practising fundamental western academic logical patterns. The two case studies look at various methods that this programme adapted as pedagogical support for international students on the GMTC course. The first case study focuses on illustrating the ways in which this programme developed speaking skills in a logical manner. The second case study shows how logical writing
skills can be developed through critical engagement with texts. The findings from this programme are that students are able to achieve basic MA standards of speaking and writing logically through the international support programme.
Gender and Education

Richard Barrie
Elitism: ‘Practising the Queer Art of Failure’

In queer culture the challenge to the heteronormative hegemonic viewpoint is the celebration of failure (Halberstam, 2004) and this has been used as a successful mechanism that is rebellious and non-conformist. Elitism, challenge and success are key terms within British culture, for example London 2012, Russell group universities, £9000 tuition fees, the Premiership, Euro 2012 and the Oxford/Cambridge boatrace and the ‘subversive’ actions of Trenton Oldfield.

The experiences of Lesbian, Gay, Bisexual, Trans and Sexually Questioning students in Birmingham, UK and Chicago, USA will be explored using a mixed methods approach.

A case study of four schools (identified from a web-based survey of 50 schools in both cities) will be undertaken. Methods such as surveys, interviews, observations and field notes will collect the necessary data to explore ways that students socially construct their educational experiences. Ethical considerations for researching sensitive topics will be discussed drawing from BERA and current debates within the field.

The survey will identify and evaluate current strategies used by secondary schools to safeguard the well-being of LGBTQ students. E.g. How are students allowed to practise failure?

Interviews and observations will be carried out to examine the needs and requirements for the wellbeing of these key groups (students, parents, practitioners and teachers), in terms of education, safeguarding and policy.

Finally, a cross-cultural comparison will be explored by investigating the resilience of current strategies used by schools in the UK and USA.

Overall, I will argue that there is a lack of support available for LGBTQ students to practise ‘the Queer Art of Failure’ and to have their cultural learning needs met within a school context and that ‘space’ and the ‘environment’ are key attributes for these students to be able to express their gendered identities.
Karen Graham
Does School Prepare Men for Prison?

Twelve men who have spent time in UK prisons give in-depth accounts of their school experiences. They vividly bring to life the exclusionary practices and processes that were a main feature of their schooling. These rarely articulated stories lead to difficult questions about the purposes of the types of exclusions they faced and the connections between Social Control and Education. In response to their experiences of school on the margins, do excluded children become fluent or skilled to survive in a particular environment outside of the standard school to work trajectory? Could it be that aptitudes, behaviours and identities learned through these experiences actually form a preparation for life in prison? These are two of a number of uncomfortable questions raised by the study.

Theories of reproduction and correspondence through education; models highlighting the surveillance and social control functions of educational systems; and socio-cultural readings of schooling will frame the analysis of the narratives. The emergent findings of the research show that school, by its very nature, is not always a benevolent place. Those excluded from or marginalised in education (and later in society) can become the collateral damage of a system that is not merely concerned with the benign transfer of knowledge and social skills; what is usually seen as educational failure is conceivably successful social control. This researcher would argue that if we are serious about striving for social justice through education we must start by challenging the assumption that education is intrinsically good.

Karamat Iqbal
Are Pakistani boys underachieving in Birmingham schools?

Pakistanis are the largest non-white group in schools across the country. They have a particular presence in Birmingham (the focus of my research) where they make-up more than a quarter of the school population. For many years, relative to most major ethnic groups, Pakistanis have underachieved in education in terms of the benchmark qualifications and yet little seems to have been done about it, both nationally and locally. There is also a disproportionate Pakistani presence amongst the prison population.

Part of the problem for the neglect of this problem by policy makers has been due to the ‘Pakistani’ category having been buried within ‘Asian’ which has been
buried within ‘black’. The problem has been under researched for similar reasons. What little has been known about the problem does not seem to have led to much in the form of strategy. My aim is to pull together what has been known already about this problem, undertake some new research and, above all, to raise the profile of the problem amongst the Pakistani community themselves as well as the wider society in the hope that appropriate action will be taken.

**Research sub-questions:**
1. Do Pakistani boys lead disjointed lives as a result of a lack of connection and liaison between school, home and mosque?
2. What is the role of out of hours learning for Pakistani boys’ educational achievement?
3. Does teacher race and gender matter in addressing educational achievement of Pakistani boys?
4. Do Pakistani boys experience low educational aspirations or low expectations from significant others? (teachers / parents / peers etc)

**General subtext:** does social class make a difference? i.e. are there differences in educational achievement between Pakistani boys who are FSM and those who are not FSM?

**Jack Swanston**  
**Direction, Strength and Determination: An Investigation into Motivating Boys in a Secondary School English Classroom**

This investigation addresses the issues surrounding boys’ motivation in a secondary school English classroom, with a specific focus on how students develop the autonomy and rationale required to be motivated learners. The purpose of the project was to look at the apparently oppositional paradigms that both students and teachers are engaged in, and how the inclusion of a student voice can be of benefit for both parties. The ensuing focus was to establish whether a democratic and inclusive approach could be utilised to help underachievers take ownership for their own investigation; producing their own ethical code, designing and collecting their own data, and ultimately drawing their own conclusions.

The subsequent discussion and analysis of the findings advocate an approach where students are given the opportunity to analyse how the school based learning process addresses the needs of boys who were seen to lack motivation, in this case key stage four boys who were nearing final GCSE
assessments. By giving students the opportunity to develop their voice through direct involvement in the research process itself, the results were presented on a dual foundation; that of the students in their own micro analysis, and of the researcher’s macro analysis of their entire process. The results as such remain unique to this investigation, however the principles used and theories developed transcend a project of this scale and are applicable to many circumstances. In this case the results demonstrated the benefits achieved when students were enabled to ‘own’ and ‘understand’ their studies in a way that demonstrated relevance to their individual and democratic needs. The resulting positives seen were twofold; namely in achieving motivation through their increased relational and emotional involvement, and the development of a ‘meta perspective’ on their own education.
Global Perspectives

Mariam Almohammad
Pedagogic Regime in Syria. Consciousness, Investment, and Public Trainees’ Identity in the Classroom and Workplace Linking the Local with the Global

Education reform in Syria has been associated with a set of economic reforms with the country moving from one which might be called ‘state - controlled’ into one which might best be referred to as a ‘social market economy’. In 2001, the government began introducing education so called reforms.

One form that the reforms have taken is in public administration training focused on employees and university graduates. The purpose of this training is to improve the quality of public administration services, on the one hand, and to build a generation capable of competing on the global level, on the other.

Although this reform has been taking place since 2000, it is still slow and partially ineffective because of the government rejection of political and social reform and because economic reform was not to serve all classes of society. This presentation investigates the issue of public administration training and language influence on professional identity. I draw on Bernstein Concepts of pedagogic codes and devices (1969, 2000) and Bourdieu’s (1977; 1984) concepts of capital, field, habitus, and investment (Norton, 2000; Peirce, 1995). An ethnographic case study explores English language trainee's social and professional identities in one public training institution, and two internship contexts (UNDP & UNHCR). There are different social habitus’ implicated in the contexts that are also constitutive of their identities. The Syrian context will be placed within the historical and global structures that are influencing the fabrication of employee and institutional identity in Syria for the advantage of authoritarian power system.

Data was collected in a public administration institution including interviews, classroom observation, trainees’ stories, workplace artifacts (trainees’ reports at UNDP & UNHCR, workplace documents), reports about the public administration institution under study, the institution website, and research diaries.
Maria Bastaki
The Model United Nations: an elitist educational tool for the few and lucky, or a challenge for the whole class?

A Model United Nations School Conference is a 3-day simulation, during which Senior High School students take on the roles of official delegates in various UN Committees. In the course of this participatory action research project, my small team of fifteen MUN students will engage in experiential learning. The study aims to: a) examine the strengths and limitations of the MUN Conference in relation to the students’ perception of global citizenship identity, b) understand how the students’ social skills develop after their participation in the simulation, and c) find out whether political literacy and critical awareness, and a sense of civil maturity might emerge within the context of the MUN Conference.

A mixture of quantitative and qualitative approach techniques - questionnaires conference participants, focus groups, participant observation, semi-structured interviews, journal logs, and photos - will be used during the two cycles of the project, in October 2012 and in April 2013. The final findings of this research, either positive or negative, might prove useful for teachers, curriculum designers or school directors who would like to urge their students to adopt a critical global mindset.

After ethical approval was granted, a pilot study with 17 participants was conducted with a school team in Athens Model United Nations Conference, in Greece, in March 2012. The MUN is considered by many educators and students an exclusively privileged event, attended by the few and wealthy. However, at this initial stage, students stressed the urgent necessity to involve as many youngsters as possible in this simulation, which is often regarded as elitist and socially exclusive. They also emphasised the importance of giving the opportunity to all class members who volunteer to take part, to engage in this event, irrespective of academic performance as the MUN provides different rewards to different people.

Selma Moura
Multilingual educational scenarios and multilingual literacies in the city of São Paulo, Brazil

Urban sociolinguistic contexts have become increasingly diversified, as globalization and complex transnational flows create super-diversity. Bom Retiro, a multicultural neighborhood in São Paulo, Brazil, has been formed and
transformed by different linguistic and cultural groups that have relocated to Brazil. Contemporarily, the linguistic landscape of this neighborhood reveals traces of history and how various groups of settlers brought different languages, literacies and cultural practices, mainly the Koreans and Bolivians. The increasing number of children from migrant families in state schools has posed a new challenge for teachers. Despite the fact that some schools have a large number of children from immigrant groups, their multilingualism is not considered in education policies, as Portuguese is the only means of instruction.

This study focuses on children from 7 to 11 years old from Bolivian families in an after-school project provided by an NGO. Classroom observations, ethnographic field notes, interviews with educators, parents and children, audio and video recording and still photographs gave origin to empirical data. The data will be analyzed and interpreted following the tradition of interactional sociolinguistics and discourse analysis. We aim at providing an in-depth account of: (1.) families, educators and children's perspectives on the languages and literacies in students' communicative repertoires; (2.) students' encounters with literacies in different languages in their daily lives in Bom Retiro. The objective is to investigate how and to what extent do literacies in Portuguese and Spanish (or other languages) traverse the lives of students of Bolivian origin in this urban neighborhood. The expectation is that this research will provide teachers and researchers with a better understanding of how it would be possible to take account of and accommodate the languages of bilingual children such as these in both the school and after-school environments and thus support their learning.

**Khurshid Sana-Khan**  
The Participation of Gilgit-Baltistan Ismailis in the Current Education Market in Karachi and the Question of Social Elitism, Social Justice and Inclusion in the Provision of Education

The paper looks at the composition and actors of the current school level education market in Pakistan and discusses how does the current makeup of the market connect to the notions of elitism, social justice and inclusion in the case of the educational choices of internally migrant Gilgit-Baltistan (GB) Ismailis made within the frame of educational provision in the Pakistani society. The paper presents my PhD findings from 2007 combined with the latest emerging educational developments in Pakistan. I used snowball sampling and convenience sampling methods and followed the university research guidelines. My data collection methods were semi-structured in-depth interviews, informal talks, field-notes etc.
There is an active education market operating in Karachi with visible demand and supply of various types of competing schools catering for the educational needs of different strata of the society. In this market of Urdu-medium, very low-fee (almost free) state schools, English-medium expensive private schools, English medium low-fee private schools, and religious sects- run tuition fee-free Madrasas and fee-charging English-medium private schools, most of the established private schools are beyond the financial reach of the poor while very low-fee private schools are ‘so-called’ English-medium and offer only an ‘imitation of the quality’ that well-established schools are perceived to offer, therefore, it is highly important to look seriously at the issue of compatibility between the current education market and social justice and inclusion in educational provision.

The paper concludes with a critical analysis of the extent to which current education market offers education as a medium to achieve social justice and inclusion in the Pakistani context.
Inclusion and Social Justice

Gerry Bailey
Perceptions of Inclusion

The aim of the study is to explore ways in which inclusion is perceived by staff and children in some case study primary schools. The study clarifies the territory into which children are being included and what impacts this has on notions of social justice. The study comes at a time when inclusion is in danger of becoming a confusing, ambiguous slogan concerned, with both ‘narrowing the gap’ and with a Bourdieusian notion of social capital and also with a Putnamian notion of ‘civic society’ and with an interpretation of social capital based on trust, empathy and social value consensus. These two opposing perspectives are rooted in opposed constructions of childhood, based on future ‘child as investment’, and present ‘child as agent’. They also present two very differing forms of social justice which the study argues stem from how the perspectives view children’s identity/ies.

The study explores the links between the different sets of dichotomies as a way of generating a conceptual map within which to analyse data found from an ethnographic case study of three contrasting primary schools.

Its methodology is founded upon the work of Wendy Lutrell and the use of photography to capture and understand meaning. This has provided qualitative data which is currently being analysed. Ethical requirements of the University of Warwick have been fulfilled throughout the research.

Initial findings link into the Bourdieusian idea of doxa, with these two opposing views constructing different ‘territories’ into which children are included. Access into these areas is reliant on how they each perceive the identity of children.

The conclusions so far demonstrate the ability of schools to balance the Bourdieusian and Putnamian notions of social capital, weaving them together as ends and means, and their ability to hold a considered view of social justice for all children.

Tiago Bartholo
Patterns of Between Schools Segregation in Public Schools in Rio de Janeiro: What do we know?
The central theme of the paper is the distribution of educational opportunities in the public Municipal Schools of Rio de Janeiro and how it relates to social inequality and social justice in Brazil. The paper examines different patterns of between school segregation in public municipal schools in the city of Rio de Janeiro, Brazil. The initial analysis uses three different measures: a) highest level of parent’s education, b) pupil’s ethnic background and c) pupils living in poverty. Clustering pupils with similar characteristics is an important and wider phenomenon, nonetheless, strong evidence from recent researches suggests that the effects of clustering pupils could be deleterious in terms of future academic aspirations and academic attainment (Gorard; Smith, 2010; Gorard; See; Davies, 2011).

Recent research in public schools of Rio de Janeiro highlighted strong parental dispute for the most prestigious schools and also different strategies and criteria by members of the educational bureaucracy in order to select pupils. This particular scenario, that combines freedom of choice for parents and also school’s control over their intake, has received the name of “Hidden-Quasi-Markets” (Costa; Koslinski, 2011). The debate about between school segregation is directly related to life chances for future educational outcomes of the most disadvantage groups. Understanding the levels of segregation and how this clustering is happening can be relevant for future public policies aiming at more equitable educational systems. This paper uses data, provided by the Municipal Educational Department of Rio de Janeiro, for all public schools (1100 total) that attend pupils from 6 to 14 years old – first nine years of compulsory schooling – from 2004 to 2010. The analyses suggest: a) distinctive patterns when comparing the three variables, which might suggest different process of segregation happening at the same period of time; b) different levels of segregation, that can vary up to 50%, when comparing distinctive regions of the city; c) the levels of segregation in all three variables were higher when comparing the levels of segregation in different “school shifts” (morning, afternoon and night) with the figures of the “school building” – disregarding the shifts. These last findings suggest active participation of the educational bureaucracy in the segregation measured, with an even higher increase for the variable that measures pupils living in poverty. The higher levels of segregation observed in the first three years (2004-2006) are probably related to the bad quality of the data. Apparently, the higher numbers of the missing data inflate the segregation index, creating the artificial idea that the levels of between school segregation are declining between 2004-2010.
Vicki Benson
The student with EAL and refugee status and teaching for social justice

This research project is a case study carried out during the academic year 2011 - 2012, and focuses on the use of two main teaching strategies to support the learner with EAL and refugee status in the mainstream English (as a curriculum subject) classroom. The primary aim was to explore if there was a link between the introduction of these teaching strategies and the improvement in the student’s academic progress in the subject of English during that academic year. Although I was not able to definitively prove a link between the teaching strategies used and the progress made by the student, I was also unable to prove that the teaching strategies did not have a link to the progress that was made.

The teaching strategies used focused on the use of the home language of the student in the classroom and the teacher developing an understanding of the student’s context as a learner with refugee status. This case study is conducted with an interpretive research approach, and the two methods of data collection are interviews with and observations of the student who is the subject of the case study.

Leonard Kiarago
Investigating the Educational Provision for children with SEBD in Kenya: a comparative case study of Mainstream school and Rehabilitation school

Social Emotional and Behavioural Difficulties (SEBD) in mainstream schools raises great concern to educators on how to balance inclusive schooling and the pressure for raising academic standards (Evans, et al., 2004). Current research shows that pupils with SEBD are among the children with Special Educational Needs (SEN) who teachers find most difficult to include.

The main purpose of the study is to investigate the provision for primary-aged children with SEBD in Kenya. The study will further, (a) identify the range of support strategies employed by teachers in mainstream schools and in rehabilitation* schools for children with SEBD; (b) investigate the perceptions of teachers and pupils, as to the success of policy and practice of inclusive education; (c) highlight measures that can be taken for effective inclusion of children with SEBD in mainstream primary schools.
This is a comparative case study which will employ ethnographic research approach for data collection from one mainstream primary school, and a rehabilitation school selected through convenience sampling after collecting preliminary statistical data from the Educational Assessment and Resources Centre (EARC) on placement of pupils with SEBD. Data will be collected from teachers and children using semi-structured interviews and observation. A range of documents will also be analysed such as pupil exclusion statistics, and policies on behaviour management.

This study is significant in the sense that it will: (a) contribute to the policy development on inclusive practices for children with SEBD in Kenya. (b) Support and enrich the philosophy of inclusive education for children with SEBD. (c) Provide useful knowledge on factors that impact and contribute to the successful inclusion of children with SEBD in mainstream schools.

*In Kenya there are no special schools specifically for pupils with SEBD, instead there are rehabilitation schools, which until 2001 were referred to as approved schools.*
Professional Identities and Development

Alison Bruton
Work-Life Balance and the Workforce Reforms

Work-life balance is a relatively unexplored topic in the educational field yet it was a significant element of the National Agreement (2003) which sought to enable teachers, including head teachers, to achieve a reasonable work-life balance. Subsequently the workforce reforms were introduced into schools in a phased manner in order to implement the Agreement’s principles.

This study seeks to establish the meaning of work-life balance and goes on to examine the effectiveness of the workforce reforms in achieving their goal to support teachers in achieving such a balance.

This is a qualitative study using multiple case study methodology. Data was gathered via semi-structured interviews with twelve teachers and six leaders from three secondary schools in the same locality.

The differing perspectives of teachers and leaders in the schools are highlighted in order to identify the key factors which affect the ability of an individual to achieve a work-life balance. Following an analysis of the findings it is suggested that the workforce reforms had not been effective in this respect. Further, it is proposed that personal capacity and personal control are pivotal in enabling staff in secondary schools to manage the work and non-work aspects of their lives in order to achieve an acceptable balance.

Helen Butcher and Richard Eke
Under-recognised, underpaid, under-resourced and under-researched: engaging with the professional development interests of practitioners working with children at the most important times of their lives

This project is a participant led action enquiry which focuses on the declared professional interests of a group of practitioners working with babies form 0-15 months.

Literature in the field has changed dramatically form the inception of our project in 2010. Feedback from early childhood studies students undertaking placements in voluntary and private day-care settings indicated they had an
aversion to working with 0-15 month year olds and did not see such placements as being central to their professional development. As a consequence the university participants approached two local authorities to identify colleagues from the private and voluntary day care sector who showed excellent practice in working with 0-15 month year old children.

Much of the project funding was given over to paying these professionals to meet as a group, with the researchers, on Saturday mornings. The group identified a range of professional development interests that they felt were important and currently unmet. The evolving interests of this group continue to set the agenda for subsequent meetings.

The emergent data from the interpretation and application of recent, relevant research papers was collaboratively reported and interpreted by the group. Every piece of documentation arising from this activity, including this paper, is treated as reflective evidence for the group’s professional evaluation and validation.

The focus of the group’s research is the professional development interests of the participants. There is, as yet, no direct involvement of infants under 2. All the settings actively support the involvement of these professionals and we have all agreed that they will become co-authors of our work as the research progresses.

Our conclusions are necessarily interim but they will demonstrate how academic writing can, in the hands of informed professionals transform practice and in so doing add new knowledge to the field.

**Ok-Hee Jeong**

**A Critical Analysis of Korean Art Educators’ Perceptions of the Purpose and Meaning of Art Education in the Socio-Cultural Context**

This research undertakes a phenomenological, historical and hermeneutic investigation of Korean art educators’ perceptions of the purpose and meaning of teaching art formed in this specific socio-cultural context. The research uses a qualitative case study technique for collecting and analysing research data. The author’s experiences relating to the forming of her pedagogical identity as an art teacher exposed to Western cultural influences on Korean art education lead to research questions which attempt to explore issues of culture and pedagogised
identities in art education in South Korea. I have reviewed a brief history of Korean art education before and after Western influences in order to investigate how selected art educators view the purpose of art education and how they position themselves as art educators. The research data consists of a series of interview transcriptions obtained through semi-structured interviews with five Korean art educators working at different levels of art education from 1950s to the present: secondary school teacher, university professor, government administrator, policy maker and researcher.

The analysis of the interview narratives is conducted by employing three different hermeneutic lenses—conservative, moderate and critical hermeneutics. Though these theoretical lenses help to shed light on the interweaving histories of tradition and practice the interview data illustrates a complex combination of reproduction, conversation and critical reflection. The outcomes of the research provides a direction for critical engagement with art teaching and learning indicating a sense of how particular identities are constantly positioned and re-positioned within the ideological frameworks that structure understanding of teaching and learning. The key findings provide significant implications for designing curriculum policy and practice for art education in a contemporary where futures are more transient and uncertain.

Annabel Williams
‘An exploratory pilot research project evaluating the use of different educational models by physiotherapy academics and their influence on the development of professional identity in physiotherapy students in their pre-clinical year’

This paper presents the experiences of a novice doctoral researcher through the design, data collection and analysis of programme curriculum documentation, unstructured classroom observations and semi-structured interviews to explore the influence of educational modelling by academics in the development of professional identity in physiotherapy students in their pre-clinical year. The theoretical frameworks underpinning this research are described in relation to learning in two dimensions; ‘learning as belonging’, Lave and Wenger (1991) and Wenger (1998); and ‘learning by identity development’ as described by the Humanist theorist Rogers (1983).

The case study design of this research reflects the interpretivist epistemology of the researcher and analysis of pilot data was completed using the constant comparative method (Glaser & Strauss 1968); described as ‘an inductive
method of analysis where the researcher plays an active role in the interpretation of data’ (Boeije 2010).

Initial results from analysis of data revealed a range of educational models used by physiotherapy academics and a distinct professional identity described by each physiotherapy student during their pre-clinical training. These findings suggest that academic staff do have a significant influence on the development of professional identity in pre-clinical physiotherapy students.

The experiences of the researcher during the pilot data period have led the researcher to amend and refine the original research questions for subsequent data collection. The revised research questions address three concepts; ‘preference’, ‘modelling’ and ‘change’ and these concepts will be explored through questionnaire, semi-structured interview and unstructured classroom observation in two undergraduate physiotherapy programmes in England.
School Leadership and Management

Frederick Ebot-Ashu

School Leadership and Management Development Programs: An Evaluative Multiple-Case Study

In both developed and developing countries poor performance of head teachers is detrimental to school effectiveness, with consequent economic costs amounting to billions of dollars every year. These costs are perhaps particularly keenly felt in developing countries where demand for an educated young workforce is especially acute but where effective school leadership is especially patchy.

One of the contributing factors behind this poor performance is a lack of structured leadership development programmes. This paper will describe a study into perceptions of the effectiveness of school leadership development programmes in one developing country, namely, Cameroon. Using an evaluative multiple-case study methodology, the study sought to understand what factors are pertinent to effective leadership development in the context of a resource poor education system.

The study combined questionnaires and interviews to survey teachers and head teachers from different regions of Cameroon who had engaged with in-service leadership development programmes. These school leaders shared their reactions to the training they had received, including how they applied the concepts, content and activities learned to their daily work life. The data acquired through questionnaires and interviews at targeted schools was combined with content analysis of policies from the Cameroon Ministry of Basic Education.

Outcomes indicated that the internal education policy of the school was seen as an important factor for effective in-service development of aspiring heads. Participants also welcomed the possibility of contributing to leadership development planning at the school level, and felt that a structured leadership development programme would strengthen overall leadership resources within the school, and support the relationship between head teachers and aspiring heads. An emerging challenge identified by this study, therefore, is the need to establish structures that will encourage head teachers to promote initiatives to assist the professional development of aspiring head teachers.
Mark Gibson
Elite education providers as agents of inner-city school transformation

Academy schools are state funded private schools that have been perceived as controversial. They are unique in England’s state schools in that they have an external sponsor. This project aims to investigate the motivations of sponsors, the leadership roles of the sponsor and academy principal and how the ethos and vision of academies have been realised. This paper involves two case studies whereby elite education providers are sponsors and are new agents of non-selective schooling. The study is part of a qualitative nested case study of ten academies. Private schools are the lead sponsor in 17 academies nationally, although there have been recent calls, from the Prime Minister and Lord Adonis, for the greater participation of the independent sector in state education. This case study involves interviews with two academy principals and their elite education provider sponsors. The study has been verified by the Research Ethics Committee of the University of Birmingham and a Constant Comparison method of analysis was undertaken. Initial analysis shows a range of motivations for the sponsors and different tensions and relationships between the principals and sponsors. Both academies have utilised the high status branding of their sponsor; one using it in their name, the other changing the uniform to be a copy of the selective school sponsor. The relationship is unusual in one case in that there is a degree of symbiosis between the headmaster of the elite school and the principal of the academy. The larger project investigates pre 2010 Academy Act academy schools; sponsored academies. These were a significant area of the Labour administration’s school reform, often replacing failing state schools. Sponsors have significant power and replace, to some extent, the legal role of the Local Authority.

Colin Howard
The influence of new school buildings upon the motivation, morale and job satisfaction of their teaching staff

This research centres on the recent Labour Government Policy to create new school buildings in the United Kingdom linked to initiatives such as Building Schools for the Future. The research seeks to examine whether national aspirations linked to the creation of these new schools have had the prescribed outcomes on teaching professionals, how they have influenced their professional lives and how they have affected their motivation, morale and job satisfaction.
This longitudinal, qualitative, interpretative, research study used semi-structured interviews to question head teachers, teachers, teaching assistants, local authority inspectors and architects linked to the creation of these new schools. The location for this study has taken place in two new schools in a semi-rural target authority located in the West Midland. School A was a small rural, village primary and School B a larger than average urban primary school. Ethical considerations addressed related to securing confidentiality and anonymity of the respondents and their schools within this study.

The findings from this study supports the notion that in these schools national aspirations have been met at a local level and that these schools promote the desired outcomes stated by government literature. Alongside this the schools have positively affected teachers’ in terms of their motivation, morale and job satisfaction. They have also led to changes in teachers professional identity’s and in this study influenced levels of retention within these schools.

Given that the state of some current school buildings still provides major concerns for school stakeholders this study is timely in so much that it allows an insight into the positive influence that new schools can have upon teaching professionals beyond that of new facilities.

Robert Masunga
Further Education Governance and its contributions to (FE) college improvement

Research interest in education governance has tremendously increased in recent years. One of the reasons behind this heightened interest is policy change in train in the United Kingdom and elsewhere, such as the increased autonomy of educational institutions, reduced funding for schools and colleges, the continual emphasis on enhancing student attainment and achievement, and the emphasis on inter-organisational collaboration. However, despite this monumental change in policy by central government, there has been very little research that focus on the work of Further Education (FE) governors in England and how their work contributes to the educational improvement of their colleges.

This study therefore, sets to introduce a research that aim to explore the nature and purpose of governance in the FE college sector in England. It will also examine governors understanding of self, their roles in relation to that of the principal and conclude by discussing the ways FE governors’ work contributes to
college improvement.

In order to explore the above issues, a multi-case study approach was used to gather qualitative data from 6 FE colleges in the English, West Midlands. A purposeful sampling technique was used to select 14 FE governors and 6 incumbency principals who were interviewed in this study. Such a sampling strategy is useful in situations where certain important information cannot be obtained from other choices. Data gathered through semi-structured interviews was supplemented by documentary analysis.

All interviews were recorded and transcribed. Interview transcripts were then colour coded to differentiate recurrent themes and these emerging patterns formed the basis for my theorisation of the findings.

Ethical Consideration: This research was granted ethical approval by the University of Birmingham and strict adherence to BERA, 2004, ethical guidelines was done throughout this investigation.

Conclusion: Governor's make priceless contributions to FE colleges. Further research in this area is recommended.
LIST OF POSTER PRESENTERS

1. Larry Arnold
2. Elaine Ashbee
3. Maria Bastaki
4. Sarah Clemerson
5. Azora Hurd
6. Rod Morris
7. Alan Price
8. Katy Smart
9. Dean West