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WELCOME



Professor Amanda Fulford

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. We extend a particularly warm welcome to 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 that you will have an intellectually stimulating time at the conference, and have time to network and to develop new collaborations.

Please also take the time to discover our beautiful campus.

This annual event, organised by the Faculty 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. Find out more about their work in this programme (p.50) or speak to the network leads in CE foyer during the conference.

The theme for this year's conference - Transitions and Transformations: Educational Research and Rapidly Changing Contexts - reflects the current global position in terms of living post-pandemic, and working in a dynamic field that is marked by innovation, intervention and change. 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.

I want to thank the Conference Organising Committee for all their hard work in helping to plan the conference, and in reviewing abstracts. A special thanks to our keynote presenters and all Edge Hill staff and external presenters who have enriched our conference by sharing their research. Thank you too, to our Digital Interns: Eoin Malone, Ailsa McQueen, Emma Davison and Jordan Carruthers. This group of students have impressed with their commitment to supporting ACRE. In particular, I want to thank Charlotte Hastings, the Faculty's Research Project Coordinator, and Megan Burns, our Research Administrator, for their huge efforts, and outstanding organisational skills in making this conference possible.



If you do have any queries, please ask for support at the registration desk located by the Creative Edge car park entrance throughout the conference.



Thank you, and enjoy the conference!

Amanda Fulford,

Associate Dean for Research & Impact (Edge Hill Faculty of Education)

Megan Burns
(above) &
Charlotte Hastings

‘Transitions and Transformations: Educational Research in Rapidly Changing Contexts’:

ACRE 2022 Conference Programme*

External delegates staying on campus arrive (check-in from 17:00 Wednesday 13th)

The conference takes place in the University’s Creative Edge (#23 on the [campus map](#))

Thursday 14 th July	
08.30	Creative Edge (CE) Foyer Registration opens Refreshments available Tea, coffee, pastries.
09.30	CE Main Lecture Theatre Conference Opens Welcome from the Dean of the Faculty of Education, Dr Jane Moore. Introduction to the Conference: Associate Dean for Research, Professor Amanda Fulford.
09.45	CE Main Lecture Theatre Keynote : Professor Alice Bradbury, UCL Education research in a time of change and challenge Chair: Dr Karen Boardman, Head of Early Years
11.15	CE Foyer Coffee Break
11.45	CE rooms A, B,C, D (Follow signs) Panel streams (Session 1)
13.15	CE Foyer Buffet Lunch Digital Posters review & conversation with the authors Research Network displays and discussions
14.00	LT & CE room C/D Work in Progress sessions
15.00	CE Foyer Coffee Break

*This is subject to change: check <http://eshare.edgehill.ac.uk/16272/> for the latest version [V.3 04/07/22]

Thursday 14th July (...cont.)	
15:30	CE Main Lecture Theatre Transforming Research: introducing the FoE Research Laboratory Professor David Aldridge and colleagues from the FoE partnership
17:00	CE Foyer Wine reception, prizes & book launch (sponsored by Learning Matters / Sage)
17:30	Outside the Lakeside exit of Creative Edge (If wet, CE Foyer) Barbecue If you have dietary requirements please let the servers know.

Friday 15th July	
09:00	CE Foyer Registration (for those who did not register on Thursday) & refreshments
09:15	CE rooms A, B,C, D (Follow signs) Panel streams (Session 2) See panel information pages for full details.
10:45	CE Foyer Coffee break
11:00	CE rooms A, B,C, D (Follow signs) Panel streams (Session 3) See panel information pages for full details.
12:30	CE Foyer Buffet Lunch Research Network displays and discussions
13:30	CE Main Lecture Theatre Keynote: Professor Elizabeth Walton, University of Nottingham Pedagogical responsiveness in complex contexts: Towards transformative educational futures Chair: Professor Peter Hick, Professor of Inclusion
15:00	CE Main Lecture Theatre Provocation & Plenary: Transformations
16:30	Conference Close

*This is subject to change: check <http://eshare.edgehill.ac.uk/16272/> for the latest version [V.3 04/07/22]

Session Definitions & Locations

Panel streams

Panel sessions include three individual papers and a chair. Each paper has been proposed individually, and will be 20 minutes followed by questions. These sessions will run in parallel with one another. They are scheduled to last 1.5 hours in total, including questions. Please note that seating is first-come-first-served. If a panel session is full, please support colleagues in another session. Guidance on our new inclusive question protocol is available at the back of this programme.

Symposium

These sessions have been put together by the speakers themselves around a particular theme or question. They may vary in format, and some include digital contributions from international participants and others unable to attend in person. They are scheduled to last 1.5 hours in total, including questions.

Work in Progress

These shorter papers will last for just ten minutes. These sessions will be more informal, perhaps to present research that is currently being undertaken, by both experienced and less experienced researchers, with an offer of supportive feedback and discussion from attendees.

The two work-in-progress sessions will run in parallel. All participants will deliver their presentations and questions will be taken collectively at the end of the session. These sessions will last one hour.

Digital Posters

Our poster session has gone 'all digital' this year. You can view the posters via your digital device:

https://figshare.edgehill.ac.uk/ACRE_2022

And/Or in person on a large screen in Room A/ CE 015 (The ground floor glass room) during Thursday lunchtime.

Conference participants are invited to comment on all the posters, you can do this online via Padlet before and during the event:

<https://tinyurl.com/ACRE22posters> (or scan the QR code)



A prize for the best poster will be presented during the Book Launch / Prize session, Thursday 5pm.

Session Locations

All sessions will take place in Creative Edge: Rooms in use for ACRE

CE LT	Lecture Theatre on the Ground Floor of the Creative Edge (CE) Building
A	CE.015 Glass Room on the Ground Floor of the CE Building
B	CE.003 Seminar Room behind the registration table on the Ground Floor of CE Building
C	CE.102 Seminar Room on first floor. Access via stairs at back of CE LT, main stairs, or lift.
D	CE.103 Seminar Room on first floor. Access as above.

Thursday Keynote: Professor Alice Bradbury, Institute of Education, UCL

Education research in a time of change and challenge

The education sector has faced the most significant challenges since wartime in the last few years, after a long period of substantial policy change in the 2010s. The temporary transformation of the school sector into a combined face-to-face and online learning providers brought greater disruption than ever seen, and this hiatus in established ways of working offers an opportunity to think differently about education, as we re-establish normal life. At the same time, wider societal issues such as increased calls for racial equality and the growing significance of child poverty, alongside a changing political landscape, remind us that the challenges faced are always evolving. In this keynote, I argue that education research has a key part to play in shaping this period of transition and transformation, drawing on research conducted before, during and after the pandemic. This includes findings from two major ESRC-funded projects into primary schools' priorities during the crisis, as well as from research on the experiences of teachers from minoritised groups. The aim will be to highlight the importance of collaboration between research and practice in a time of transition.

Alice Bradbury is Professor of Sociology of Education at IOE, UCL's Faculty of Education and Society, and co-director of the Helen Hamlyn Centre for Pedagogy (0-11 years). She specialises in research on the impact of education policy on classroom practices and inequalities, with a particular focus on issues of assessment in early years and primary schools. In recent years she has been part of a team conducting two major ESRC-funded projects on the impact of Covid on primary schools, as well as being involved in research funded by the DfE and Unison on the pandemic. She has written extensively on policy, inequalities and classroom practices, including the books *Understanding Early Years Inequality* (2013), *The Datafication of Primary and Early Years Education* (2017, with Guy Roberts-Holmes), and *Ability, Inequality and Post-Pandemic Schools* (2021).

@AliceJBradbury

Join the discussion! Submit your questions for the Q&A during this session via Vevox. Follow the link or scan the QR code.

ACRE 22 Prof Alice Bradbury Q&A
<https://vevox.app/#/m/195560461>
Session ID: 195-560-461



Thursday 11.45: First Parallel Panel Sessions

Panel 1A

Chair: Dr Sjay Patterson-Craven

Dr Harriet Dunn

Opening up opportunities: PGCE secondary art and design trainees' experiences of teaching pupils identified as having visual impairment in art education

PGCE trainees often feel less secure in their capability to develop appropriate learning opportunities for pupils with SEN (NCTL, 2016). Therefore, my thesis, a qualitative study involving twenty-two PGCE secondary art and design trainees, explores their experiences of working with pupils identified as having a visual impairment (VI), through facilitating an art education project. The aim was to better prepare PGCE trainees for working with pupils identified as having VI. This paper focuses on one key aspect of my research, VI training, and the transformative impact it can have on PGCE trainees, when developing ideas around inclusion within the curriculum, during teacher education. VI training can potentially develop participants' appreciation and understanding of the needs of those identified as having VI. In contrast VI training may provide a false representation since it does not necessarily fully replicate live-experiences. Therefore, this paper draws upon PGCE trainees' attitudes prior to VI training, followed by reflections on their experiences working with VI pupils, upon completion of VI training. It will be established whether VI training increases PGCE trainees' knowledge and understanding, to better support pupils identified as having VI. This research contributes to transforming ideas surrounding initial teacher education.

Cait Talbot Landers and Dr Bethan Garrett

'The sea, once it casts its spell, holds one in its net of wonder forever' (Jacques Cousteau)

Following the pandemic, educationalists have recognised opportunities to reshape the ways in which the curriculum is developed and delivered. This has resulted in an increased focus on place-based learning and the recognition that education can move beyond the classroom as the sole site for learning. This ideological shift is reflected in recent developments such as the community-based Morecambe Bay curriculum, the rise in specific Learning Outside the Classroom Higher Education courses and the increasing popularity of Beach School as a set of pedagogies and principles. This paper focuses specifically on the concept of Beach School and comprises reflections on the transformative power of the coast for personal and social development; for learning; and for mental wellbeing.

We will share our work in progress as part of the North West Beach School network, which was established in 2017 and covers areas of the Sefton and Fylde coast. We will reflect on the progress we have made to date in terms of developing a participatory network of practitioners and a

community of practice, briefly highlighting the successes and challenges we have faced. More significantly, we will explore and question the power of the coast and consider why this represents a unique site for learning. Drawing upon Cousteau's lifetime of reflection and philosophical discourse, (Horvath 2017, Bigelow (2014) we contend that there is something powerful about the sea and the coast which can be harnessed in an educational sphere.

We look forward to a critical discussion over what Beach School could and should entail as well as exploring what makes the coast such a transformational site for learning and personal and social development. This presentation will draw on informal evidence and reflections from our meetings with the network, and consider the next steps in the process of gaining evidence to demonstrate this impact.

Rory McDonald

Curricular innovation for STEM learning in a modern United Kingdom

Science, Technology, Engineering and Mathematics (STEM) subjects are prioritised within many education systems given the demand for STEM knowledge and skills in our increasingly technological society. This focus has supported the development of novel STEM learning approaches such as 'STEM integration' where the curricula of multiple STEM subjects are merged to produce multidisciplinary learning experiences (English, 2016). This can take many pedagogical forms but generally sees the siloing of curricular subjects removed to facilitate richer contextual learning experiences that bridge multiple subject areas.

Such curricular designs are believed to support learners in developing conceptually rich understandings and flexible learning skills. Whilst this suggests a value to these novel approaches more research is needed to understand their adoption (National Research Council, 2014). Despite these indicated benefits few applications of STEM integrative learning have been attempted in the UK. In this paper I will investigate the readiness of young learners to engage in STEM integrative learning in the UK context. Given the recognised importance of engineering within such pedagogies, science and engineering learning will be examined in detail.

First, the structures of the UK STEM curricula are explored to highlight the opportunity and innovation offered by STEM integration. Next, empirical evidence from 900 secondary school students is analysed to identify their readiness and support for science and engineering learning. Results highlight the challenges of approaching STEM integration in the UK. Finally, reflections are drawn on the future of STEM learning in the UK and future research avenues to examine STEM integration.

Chair: Dr David Allan

Leanne Connolly

Transition preparation and transition planning for students in Irish Special Schools

Currently in the Republic of Ireland, special schools typically cater for students with special educational needs and disabilities (SEND) aged 4-18. Students then transition to a range of service providers, further education or employment. Unlike other jurisdictions for example, the UK and USA which are informed by a legislative framework, Ireland has no formal approach to transition planning, preparation or coordination (Scanlon & Doyle, 2018; 2021).

Post school options for students in special schools are dominated by health-funded day services, with little opportunities to access mainstream services or employment (McConkey et al., 2017; Gillan & Coughlan, 2010). Ireland performs well below European counterparts in employment and higher education rates for students with SEND (Kelly & Maître, 2021), therefore enhanced transition preparation and planning to support pathway development are critical (TCPID, 2022; Scanlon & Doyle, 2018; 2021; Aston et al. 2021; McCoy et al. 2014).

This research is informed by a human rights perspective underpinned by the principles of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2006), specifically, Article 1 (full participation); Article 24(5) (access to tertiary education) and Article 27 (employment; vocational training). The overall aim of this research is to raise the post school aspirations of parents, students, teachers and school leaders in special schools through the development of a programme of Continuing Professional Development (CPD) in transition planning for senior cycle class teachers in Irish special schools. A multi-phase, participatory, mixed method, explanatory sequential research approach will be used in order to achieve the project aims.

Dr Sarah Flanagan

Employability: undergraduate perspectives from vocational learners at a university in England.

This paper pertains to my PhD and it reflects my study's findings regarding the employability related experiences of a small group of undergraduate students.

Background- Employability is a well-researched concept. Usual conceptualisations of employability incorporate an understanding that employability encompasses a relationship between the individual and the labour market. Many researchers also define employability as a capacity-based concept which involves an individual's ability to obtain and maintain their employment. Universities are associated with employability and many teaching strategies are thought to facilitate employability.

Research aim- My research aim was to explore the student experience of employability within higher education.

Methods- Methods used by this study included semi- structured interviews, participant narratives were retrieved, students' work placement reflections and mentor feedback documents were examined.

Findings- This research found that employability is a multi-faceted and principally relational concept. Characteristics emphasising the relational nature of employability include that a fit between worker and their work is fundamental to employability. Some factors influence employability fit and some are integral to the concept. The relational nature of employability is highlighted further by the significance of social factors to employability and the contribution of experience.

Conclusion- Participant understandings of employability including contributory factors have effects. Employability necessitates learning and people develop relevant learning via experiences and socially. The university contributes to students' employability. However, given the individual and holistic nature of learning highlighted by this research, no one strategy guarantees employability.

Associate Professor Helga Fasching

Participative Cooperation during Educational Transition: Experiences of Young People With Disabilities in Austria

The results of international research studies show that early and careful planning, preparation and implementation can contribute significantly to a successful transition from compulsory education to vocational training and employment (Bacon & Causton-Theoharis, 2013; Hetherington et al., 2010). One key aspect in this respect is participative cooperation (i.e. involvement and active participation in the planning process), above all of the youths with disabilities themselves as the target group, but also their parents.

The project "Cooperation for Inclusion in Educational Transitions" of the Austrian Science Fund (P-29291-G29, <http://kooperation-fuer-inklusion.univie.ac.at/en>) was the first Austrian project conducting research into participative cooperation. Its aim was to find out about and analyze the experiences of cooperation of youths with disabilities and their parents with professionals (teachers, vocational counselors, support givers) during the period of transition from education to vocational training and employment.

Based on qualitative, longitudinal data material from the project (intensive interviewing with participants, Charmaz 2014 and reflecting team sessions), the presentation illustrates the experiences of participative cooperation of the youths with disabilities who participated in the project along with their parents. The aim is to show the experiences that are reported by the youths and their parents with respect to cooperation during the period of transition from education to employment. An additional aim is to provide impulses to improve the planning of vocational transition from education to employment in relation to the inclusion of youths with disabilities.

Chair: Dr Marlena Chrostowska

Dr Rachel Marsden

Transforming research-informed teaching

This paper reports on findings from a doctoral study into the research engagement of teaching practitioners, from the primary, secondary, and tertiary sectors. The policy context in England refers to an 'evidence-informed teaching profession' (DfE, 2016), with the Early Career Framework stressing the importance of 'learning from educational research' (DfE, 2019), but there are multiple understandings of how research can inform teaching.

A novel mixed-methods study was undertaken to illuminate:

- a) What research engagement means to different practitioners in a variety of settings;
- b) How socio-cultural factors influence practices of research engagement;
- c) Why research engagement is worthwhile for teaching and learning.

The methodology has been coined 'three-dimensional', as it allowed the breadth, depth, and reach of research engagement to be viewed, using a survey (n=109), semi-structured interviews (n=6), and case studies (n=3).

A new way of looking at research engagement can now be presented, conceptualised as a combination of: re-search; engaging findings from research; engaging with research; and engaging in research. It is the last two elements of research engagement that have the most potential to be transformative, with the Punch & Oancea (2014) identifying higher education (HE) as an enabler of teachers engaging with existing research (see also Thomas, 2017). Similarly, teachers engaging in their own close-to-practice research can be facilitated by the academy (Williamson McDiarmid and Clevenger-Bright, 2009). It is proposed in this paper that this partnership will not only enhance the research engagement of teachers, but give educational researchers a greater insight into current teaching practices.

Dr Anna Mariguddi

Informal learning in music education – an inclusive pedagogy?

Professor Lucy Green developed an informal learning pedagogy for music education based upon five key principles. The principles stemmed from Green's (2002) research into how popular musicians learnt in the informal realm, and were applied to music lessons in 21 secondary schools (Green, 2008). Student autonomy, choice, aural learning, haphazard learning and integration of composition, improvisation, listening and performing were advocated. Green's research-informed pedagogy was adopted, supported, and continues to be promoted by the Musical Futures organisation on an international scale (www.musicalfuturesinternational.org).

Inclusion was an important part of Green's (2008) work to encourage increased student participation in musical activity. Green's (2008: 117) approach was by 'default accessible to a wide range of learners', as they could decide upon their own pace and level of difficulty for their learning, through

the self-governing nature of informal practices. Green looked at student inclusion relating to ability and those who were deemed disaffected in music. Although an informal learning approach can be seen as a strategy to increase inclusion in school music lessons, tension and issue has also been reported. This presentation will involve an exploration of the literature that considers the inclusivity of Green's informal learning pedagogy and will include reflections upon my own experience and practice. The potential of informal learning across other subject areas will also be considered and discussion invited.

Dr Naomi Hodgson

Research, transformation, and the responsibility of education

Drawing on initial research undertaken for Everton in the Community, the charity arm of Everton Football Club, this paper explores the language of current policy at local and national level, the extent to which education (and research) is seen to be both the barrier and the solution to social transformation, and how the current mode of governance relies on an entrepreneurial third-sector to achieve its policy aims.

As global societies have shifted to become part of a knowledge economy since the late 20th century, the role of education and of research have changed. These changes are constituted in part by a shift from government, associated with the nation-state and top-down, bureaucratic government, to governance, characterised for example by New Public Management, privatisation, transparency, and improvement measurable by key performance indicators. Individual, institutional, and national progress is tracked according to a plethora of such indicators, many of which seem to show us that gaps – educational, social, economic – are widening. Though it is not new that education policy seeks to address such issues, this takes particular shape today in the particular form of governance operative in the English context.

Chair: Dr Bethan Garrett

Dr Liana Beattie, Irma Grdzeldze and Dr Paul Lees

Academics amidst the pandemic: exploring perceptions of the impact of COVID19 on academics' workload across English and Georgian Universities

COVID-19 pandemic affected almost all businesses and public services, including the higher education sector. Due to concerns about the rapid spread of the virus, HEIs across the world had to quickly postpone or cancel all campus-based activities to prevent or reduce the threat of the infection spreading at institutions. One of the main consequences for academics and students was promptly moving teaching and learning to online platforms, where possible. These changes have left HEIs with unprecedented challenges related, but not limited to mitigating any potential learning losses, resolving technical issues associated with remote learning, ensuring safety of students and staff, and supporting vulnerable and disadvantaged learners with accessing a full range of available resources. Though existing literature offers abundance of studies that explore these changes, there seems to be a gap in literature related to the academics' perception of the impact of COVID19 on their workload. Thus, this international collaborative research project has been created with the aim of examining the impact of COVID19 on academics working in the field of education across English and Georgian Universities through the examination of academics' perspectives on their workload in relation to the three aspects of their roles: teaching, research, and service. The project intends to utilise methodological approach of a comparative study aligned with interpretivist paradigm. It is our hope that the final report will highlight areas of good practice as well as potential areas of conflict associated with the changes to the academic workload as a result of COVID19. The ultimate objective of this study is to suggest recommendations that, potentially, can contribute to a framework or a toolkit designed to support Higher Education Institutions (HEI) in exercising a more efficient distribution of academic workload during the pandemic.

Digital Posters

How to access the posters

You can view the posters online via the University's open access research data platform 'figshare':
https://figshare.edgehill.ac.uk/ACRE_2022



To view the posters on a large screen in CE 015 (The ground floor glass room) during Thursday lunchtime.

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A prize for the best poster will be presented during the Book Launch / Prize session on Thursday 5pm.



Poster abstracts

Katy Andrews

Lessons learned from the Learn!Bio longitudinal reflection on STEM learning before, during, and post COVID-19 lockdowns

The start of the national lockdown in March 2020 forced all higher education establishments into Emergency Remote Teaching (ERT), campus-based lecturers were left to adapt to virtual teaching methods with no planning, preparation or, in most cases, experience in Online Learning and Teaching (OLT). This study aims to evaluate student perceptions of their learning and associated coping mechanisms as they navigate their way through the changing teaching environments during COVID-19 and then to compare these results with results from the Autumn 2020 and Spring 2021 surveys, in effort to improve learning experiences and outcomes.

An anonymous computer-based, feedback-study was carried out using JISC Online Survey software. Study participants were EHU undergraduate biology students enrolled at Levels 4, 5, and 6, in the academic year 2021/2022.

Most respondents stated that they prefer face-to-face lesson delivery (48.5%) or a blended (face to face with online elements) learning approach (48.5%), with few respondents preferring online learning only (0.8%). While in person teaching was preferred, many respondents reported that commuting to university is often a concern, while others stated that there was little worth in attending in person lectures due to lecture recordings being made available online (8.8%).

Respondents rated their learning experience this academic year as good to excellent (91.5%), while only 3.1% of students rated it poor or very poor. However, most respondents (86.9%) believed that remote online learning in previous academic years is now negatively affecting their learning progress.

Overall, the return to face-to-face teaching has been seen positively by students.

Dr Rhonwen Bruce-Roberts

Whose (hi)stories? A study of the challenges facing trainee teachers in the teaching of hidden and marginalised Histories in the History curriculum

This research aims to explore the challenges faced by trainee teachers studying a PGCE in Secondary (Hi)story (11-16) in teaching a diverse (Hi)story curriculum that is fully inclusive of hidden and marginalised (hi)stories. The research also examines the trainees' perceptions of the strategies implemented on the PGCE course and assess the impact this had on their own understandings and practice. The data for this research paper is based on questionnaires completed by a total of ten postgraduate students enrolled onto the PGCE Secondary (Hi)story with QTS course. The foci of the questionnaires are to identify the key issues surrounding a diverse (Hi)story curriculum; an exploration of pedagogies and content; managing pupils; students' concerns. A confidence and subject knowledge continuum was developed to further explore students' confidence and subject knowledge in teaching hidden and marginalised (Hi)stories within the current National Curriculum (DfE, 2014). The research findings suggest that the university sessions and external sessions have had a positive impact on students' confidence and subject knowledge development. However, students' understandings of diversity within a (Hi)story Curriculum remains complex and multi-layered. All students that participated in the research demonstrated an awareness of the significance of diversity and inclusion in (Hi)story education. However, students acknowledged that moving beyond having an awareness of diversity was challenging and many expressed uncertainty and limited confidence on how these (Hi)stories should be taught effectively in the (Hi)story classroom especially when teaching in 'traditional' (Hi)story departments. The research has identified that the training sessions on the PGCE has had a positive impact on subject knowledge development in terms of pedagogies and historical content which has led to increased awareness and confidence in teaching a more diverse (Hi)story in the classroom. However, this confidence and awareness is slow in reaching some (Hi)story departments, therefore there is a need for additional support beyond the course to ensure that subject knowledge and confidence does not stagnate during their ECT year in terms of consistency of further developing their practical knowledge, understanding and experience of teaching diverse (Hi)stories.

Dr Jane Calcutt

An Evaluation of a Mindfulness Programme in a Primary School

The study 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.

Jenny Hall

What happens when History teachers talk? Teacher perspectives of informal virtual teaching communities for professional learning.

This research study examines the impact of virtual professional collaborative learning communities on classroom teachers from their perspective. Traditionally, Continued Professional Development (CPD) for teachers is taught in-school during short sessions, with limited follow-up time to process and apply the learning, and a lack of subject-specific opportunities. This is best summed up in Enser (2021) where he describes the "tales of woe" from teachers experiencing poor CPD. The research centres on a case study of the History Teacher Book Club, an online, Twitter-based group for History teachers wanting to develop their subject knowledge and skills. It aims to explore how changing the nature of CPD for teachers to incorporate informal online teaching communities can potentially enhance classroom performance in a way that is accessible, enjoyable, and beneficial, whilst overcoming barriers such as time and confidence.

The findings of this study strongly suggest that there are clear benefits for teachers belonging to an active learning community, such as opportunities for collaboration with other teachers, and the confidence to use enhanced subject knowledge. The data indicates that these benefits are enhanced rather than hindered by being online, providing flexibility and less time pressure. However, most notably, the findings challenge the notion that this type of practice is suitable to be transferred into

school CPD programmes, suggesting that providing time and opportunity to engage with external groups would be more beneficial.

Professor Fiona Hallett, Virginia Kay and Dr Clare Woolhouse

Visualising Opportunities: Inclusion for Children, Education and Society

Aim:

The VOICES project involves developing visual and creative pedagogies, such as photo elicitation, with children and young people to explore their lived experiences of education designed to be inclusive.

Methods:

The materials created include artfied images, a community wall of self-portraits and interactive displays, all pictured on this poster. These have been shared with children and young people, trainee teachers, teachers, academics and at a Tate Liverpool exhibition. In doing this we explore heterogenous, fluid interpretations and struggles over the meanings of equality and inclusion as expressed by those experiencing or delivering education.

Key findings:

- Viewing children as knowledgeable insiders AND creative producers of materials that can be catalysts for further discussion;
 - The need to continue to consider the ethics of accessing / sharing voices and experiences;
 - The role of environment and place in informing experience;
 - The importance of an individual's position and relationships with others;
 - How someone's perspective is informed by their personal experiences and contextual setting;
 - The adaptability of visual and creative methodology for different settings.
-

Virginia Kay, Anne McLoughlin, Dr Amanda Henshall, Professor Fiona Hallett, Dr Marlena Chrostowska

Intrinsic and Extrinsic Tensions in the SENCo Role: navigating the maze of 'becoming'

The purpose of this narrative literature review is to provoke new ways of understanding the plethora of research around the role of the SENCo. Specifically, the aim is to use four themes as lenses to explore how SENCo identities are formed, and reformed, by intrinsic and extrinsic motivators. The four themes have been distilled from a list of standards that underpin the learning outcomes of the National Award for Special Educational Needs Coordination in England and are: change; culture; influence; and challenge. Although these themes stem from a given place and time, they mirror policy directives, and subsequent practice, across national boundaries and are visible in much of the research around the SENCo role and its equivalent. Whilst each of the themes is considered

individually, areas of overlap are identified enabling both a focused, and wholesale, view of the literature in order to highlight areas of opportunity, conflict and tension that serve to shape SENCo identity.

Kay Kempers

"Sorry Miss, the Covid ate my data": Adaptations to school-based data collection in an educational research project during the Covid-19 pandemic.

Using the example of one educational research project looking at pupils in England during the unprecedented disruption to schooling and the cancellation of GCSE examinations, this poster explores the challenges of researching test anxiety (exam stress) and ability-based beliefs in secondary school pupils taking high-stakes examinations in England during the Covid-19 pandemic. Methodological and ethical difficulties and adaptations on the doctoral journey are illustrated as a classic quest map.

Katie Morse

A qualitative study investigating how the national lockdown affected university students learning within the North West of the United Kingdom

The poster will use a wide range of images, text, and charts to show how the national lockdown affected university students' educational learning within the Northwest of the United Kingdom. There will be four sections which will include a brief description of the purpose of the study, a small literature review, methodology, and why this study is being conducted.

The first section (purpose of the study) will explain what the research aims to do. For this project, the research seeks to understand how the national lockdown affected university students learning. Within this section, the poster will state its hypothesis. The second section (known as the literature review) will explain what the current literature has found. For example, most literature suggests that students' educational learning was affected the most by transferring from face-to-face to online learning. With this transition, students were most affected by accessing online education, changing assessment and content delivery, and the study environment. This part of the poster will also show how universities have helped students with these three factors and the support they have provided.

The third section will explain the research method, including semi-structured in-depth interviews. Furthermore, the poster will explain sampling and why I am also interviewing myself as a participant.

Finally, the poster will finish by arguing why this project is being conducted and what it hopes to achieve. I hope universities can use and consider my data in case a comparable situation occurs in the future. My LinkedIn account will be referenced if anyone has questions about my project.

Work In Progress Sessions: Thursday 14:00

Work In Progress (Lecture theatre)

Chair Dr Francis Farrell

Jessica Eccles-Padwick

The Importance of the pilot: Dyslexic students' experiences of the Higher Education library

This presentation will cover the experience of a PhD researcher when conducting a pilot study. The content will focus on the process and findings of conducting a pilot study for a project looking into dyslexic students' experiences of the Higher Education library, using a photo elicitation study followed by an interview. The results will discuss the confidence gained, the mistakes made, and the positives that can be taken forward to official data collection.

Dr Katja Eckl

Advancing Human Genetics teaching for Biomedical Science students – a case-based approach supported by virtual lab-simulations (Labster) and select films and series (Cinemeducation).

The biology department at Edge Hill University as recently introduced a new Biomedical Science programme. Following the recommendations of the professional body, the Institute for Biomedical Science, we developed an elective Human Genetics module for year 2 students permitting students to further their knowledge in a clinical laboratory specialty.

Students are taught weekly in core human genetics concepts through lectures and interactive seminars. Concepts are illustrated using clinical cases and examples from literature and the author's own expertise. In parallel, students can access weekly Labster virtual lab simulations. Each student enrolled in this module has their own personalised Labster account (paid for by the department) and is expected to tackle one Labster simulation of 30-90 minutes per week at their own pace. Lab simulations cover content taught in class and focus on problem solving skills training. Lastly, several hours of in-class teaching is dedicated to the discussion of ethical dilemmas in human genetics, which is mediated through Cinemeducation by films and series. All screenings are critically evaluated and discussed. This module is assessed with a final exam consisting of multiple-choice questions and short answer questions. Students are also required to complete a portfolio, which encompasses the writing of a medical case report, and two in-class, computer-based tests, of which one is a fact-check test with multiple-choice questions, while the second is an unknown Labster simulation. Following an early mid-term evaluation in March, a comprehensive final evaluation is planned for end of May.

David Locke

Reconsidering Alumni Relationships in Higher Education Through the Philosophy of Gabriel Marcel

This working paper addresses the issue of relationships in higher education. Particularly the under-researched area of how universities engage with their alumni, and the type of relationships that they foster. It will explore, through the philosophical writings of Gabriel Marcel, the risks that we face in functionalising the roles of ourselves and others in what he calls 'the broken world'.

In Marcel's work *Creative Fidelity*, he gives an example of a ticket collector, who is defined solely by himself and others, in relation to his job, or his function. In drawing on this example, the paper argues that universities have a similarly limited view of alumni. In particular, we expose the modern trend of Higher Education Institutions functionalising alumni as a resource that to be used for the gaining of either time or money.

The language that is used in literature and correspondence will be considered to determine if there is the possibility of unhealthy relationships occurring that do little to foster more meaningful interactions between institutions and their alumni. Marcel's philosophy will then be considered to determine if there may be more holistic ways in which these relationships may be conceived of such that a more genuine and meaningful relationship may be fostered. The potential for such relationships to give richer links between universities and their alumni will be discussed in both abstract and more practical terms.

Dr Keith Williams

Bernstein's theoretical - empirical dialectic as a methodological basis for uncovering the social relations of pedagogic communication

Education is not a vacuum into which flow ideological messages carried by the system through external power relations. It is structured in relation to something internal to it, and whatever enters from the outside is mediated and carried by that structure.

Bernstein's concepts of classification and framing; recognition and realisation and recontextualization, can expose different constellations of social relations structuring different modalities of pedagogic communication, provided the theoretical and the empirical are held in a dialectic. The applicability of Bernstein's conceptual tools is demonstrated using an example from the ITE curriculum: Family-School Partnerships (FSP).

Trainees who commit to FSPs recognise a strong social purpose to their role, a fundamental part of which is to make school both more inclusive and more democratic. How they recognise the legitimate message relayed through the ITE curriculum has implications for the extent to which they adopt what will be referred to here as an "Activist" professional identity. Using Bernstein's conceptual tools ITE providers can identify the social relations of pedagogic communication and determine whether a mode exists that will increase the likelihood of trainees adopting "Activist" practices.

The ITE curriculum is a product of both episteme and phronesis and thus is inevitably recontextualised. Research can examine how knowledge is produced by benchmarking texts on FSP; by analysing curricula and institutional processes, and, by empirical investigation of the way trainees recognise and realise the message relayed about FSP.

Rather than offering a critique of this, as such, the paper explores where and how transformation might be possible in a context no longer shaped solely by traditional hierarchies but also the tensions that arise in navigating these possibilities.

Work In Progress Session (Merged room C/D)

Chair Dr Naomi Hodgson

Scott Massie

University students' mental health needs: knowledge of support networks and barriers to help-seeking.

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 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 early stages of a doctoral (EdD) research study to explore these issues which will involve participants from the student population and university welfare services. The study seeks to examine student awareness and understanding of the various support services available to them, including university welfare services; local health provision; specific services (such as for BME students); and national organisations. It will consider what barriers there are to help-seeking, interrogating 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.

Aston Monro, Rachel Wilcock, Professor Andy Smith and Dr Helen O'Keeffe

Understanding children and young people's mental health and wellbeing: insights from the Tackling the Blues Programme.

Objectives: Promoting awareness of mental health and wellbeing through school-based approaches is increasing. This paper explore children and young people's experiences of mental health and

wellbeing through engagement with the sports, arts and education-based programme Tackling the Blues.

Methods: Between 2015-22, 469 participant's (230 males & 239 females) from 20 primary, 8 secondary schools, and one young carers group took part in 102 focus groups. Focus groups explored a range of discussions points, from impact of engaging in the programme to identified health and mental health impacts. All focus groups were transcribed verbatim and subjected to reflexive thematic analysis drawing upon theoretical ideas surrounding participants understanding of health.

Findings and Discussion: The study explored what impacts the mental health and wellbeing of children and young people. Negative impacts that were highlighted included bullying, experiences at school and academic performance, engagement with social media and fear of judgement. These features were in turn used to inform the design and delivery of Tackling the Blues (TtB) in Primary and Secondary school settings. The findings so far provided insight into how TtB supported children and young people's mental health literacy and ways in which to manage challenging situations including transitions and change.

Conclusion: This paper offers insights into how sport and art-based approaches can engage children and young people in place-based settings to address issues related to mental health.

Glenn Swindlehurst

PGCE trainees watching primary PE from the side-lines - the impact for ITE

This presentation draws upon findings from a study that gives insights into the opportunities of postgraduate pre-service primary teachers (PPSTs) to teach Primary PE. A short online survey was administered to PPSTs on the Edge Hill PGCE programmes. Data were collected to identify how many lessons of PE were taught, who delivered PE in primary schools and who PPST's would like to support their subject knowledge. The findings from this study have shown even with the investment of government funding of National PE strategies from 2003 and the PE premium since 2014 that nearly 80% of primary PPSTs, have limited, six lessons or less out of twenty-four, or no opportunities to teach PE during an assessed school placement. The study found that in 40% of schools the teacher mainly taught PE and nearly 50% of schools it was mainly taught by a sports coach. In whom they would like to observe PE 43% of PPST's stated the teacher and 36% of PPST's said a sports coach with the reasons that they are specialists and have more subject knowledge. There are advantages and disadvantages to outsourcing PE to sports coaches, but it appears to be a growing trend. This engagement with external providers is changing how PPST's on school placements experience PE and their perception of what it means to be physically educated. The study concludes with recommendations to improve both their university and school placements, so they are prepared for whoever is teaching PE.

Launch of the Research Laboratory

The Research Laboratory is a new initiative from the Faculty of Education. FoE will host a monthly session for members of the partnership to meet with senior research colleagues in Faculty of Education, to discuss partners' research ambitions and projects. This responds to a communicated need from meetings with school leaders.

The laboratory will enable:

- On the spot advice – including around dissemination, appropriate methods, ethical considerations 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.

Schedule for the Launch:

Time	Section	Speaker(s)
3.30	Intro – Research Lab	Professor David Aldridge, HoD Secondary & FE Dept FoE
3.40	Partnership & digital connections through Reading the Evidence Base (Secondary)	Nicola Looker, Kay Kempers (Graduate Teaching Assistant) and Lucy Davies, Manchester Communication Academy
3.50	Partnership & Children's Rights	Carol Robinson, Professor of Children's Rights
4.00	Partnership & evaluation (FE)	Dr Naomi Hodgson
4.10	Partnership & Research Circles (Early Years)	Dr Karen Boardman and Charlotte Hindley, Community First Academy Trust
4.20	From FoE to Partnership Research Lead	Dr Sara Muršić, Abbot's Lea School
4.30	Panel Q&A	Chaired by Professor David Aldridge Our panel

Submit your questions for the Q&A during the session via Vevox:

ACRE 22 Research Laboratory
<https://vevox.app/#/m/124135337>

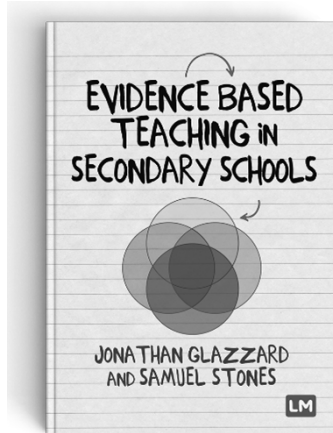
Session ID: 124-135-337
(Or scan the QR code)



Find out more about Faculty research: research.edgehill.ac.uk

Book Launch

Evidence Based Teaching in Secondary Schools - Professor Jonathan Glazzard



A comprehensive guide to support, challenge and develop understanding of evidence-based teaching.

Trainee teachers need to understand what is meant by 'evidence based teaching' and how this influences and shapes teaching in classrooms today. This book explores what we mean by 'evidence' in education and how education researchers trial and evaluate teaching methods. It introduces key contemporary strategies used in schools and links back to the research and literature to help trainees connect theory to practice.

Supports new teachers to have the confidence to critically evaluate new teaching strategies and to understand how to discern what works for them in their classroom.

<https://uk.sagepub.com/en-gb/eur/evidence-based-teaching-in-secondary-schools/book276127>

Developing Resilience in FE Teaching - Dr David Allan



This book explores the essence of resilience and provides practical approaches for working in the Further Education sector. Emphasising the importance of reflection and self-growth, it outlines strategies to help teachers identify and deal with stress, using real-life case studies to exemplify key concerns.

This book is divided into three main sections: Part One identifies the sector's needs and recognizes resilience as a key attribute for FE teachers to survive and thrive in the modern world, explores the importance of strength and positivity in both physical and mental health, and examines the many ways in which these contribute to the development of individual resilience; Part Two outlines a variety of practical strategies and approaches for teachers to utilise their experiences to construct resilience over time; and Part Three presents real-life scenarios of resilience-building from various professionals working in the sector.

Developing Resilience in FE Teaching synthesizes a wide range of current ideas and research to provide a practical and useful guide for FE teachers, and for those working in the FE sector. It serves as an important resource for teachers and equips them with the necessary skills to become resilient professionals in the modern workplace.

<https://www.routledge.com/Developing-Resilience-in-FE-Teaching/Allan/p/book/9780367424510>

Sponsorship

Our Book Launch is supported by Learning Matters, an imprint of SAGE.

Learning Matters, an imprint of SAGE, is a leading publisher of books for professional and vocational courses in education, nursing and social work.

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Prizes

Poster Prize

A prize will be presented to the creator of the best poster as part of the book launch session.

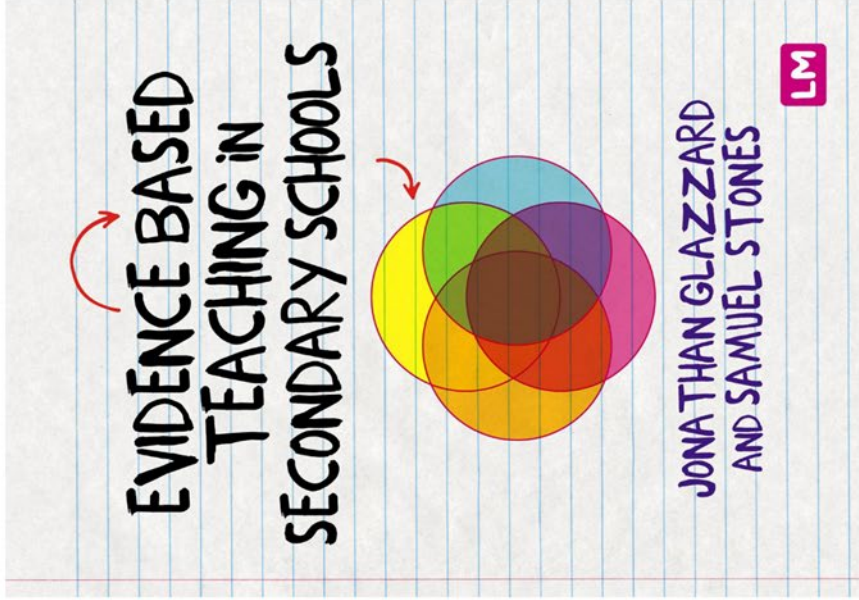
BERA Early Career Researcher Career Development Fellowship

The Fellowship is a flexible package of benefits intended to support ECRs in the first three years following completion of their doctorate, focusing in particular on those who are insecurely and precariously employed.

2021/22 Winner Dr Anna Mariguddi Primary & Childhood Lecturer (Music)



Evidence Based Teaching in Secondary Schools



By Samuel Stones and Professor
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Friday 09.15: Second Parallel Panel Sessions

2A Symposium

Chair: Professor Jonathan Glazzard

Dr Karen Boardman, Professor Carol Robinson, Laura Gregory, Megan Beirne, Corinne Rogansky and Farzeen Sheth

'Disconnected?' - Play versus compliance, versus child agency in Early Childhood Education and Care (ECEC)

Quality provision is already a heavily invested discourse across the Early Childhood Education and Care (ECEC) workforce internationally (SEED, EPEY, REPEY). Relentless reviews of curriculum policy frameworks, 'governance', and compliance in England is consistently at odds with the value of play and children's agency in their learning and development, alongside the value of teacher education versus the professional ECEC workforce. Consequently, this constant 'top-down' accountability construct is shaping pedagogy for very young children - disconnected with the ECEC workforce - the values, ethos and quality of ECEC provision.

This symposium draws on 2 research papers, 1 critical discussion and student reflections to demonstrate how the ECEC discourse of school readiness, assessment, accountability, and education policy highlights the 'disconnect' between ECEC pedagogy and what is actually happening in the workforce and within the settings and schools in England.

Dr Karen Boardman

Where are the children's voices and choices in educational settings' early reading policies? A reflection on early reading provision for under-threes.

This paper outlines the findings of an empirical research study exploring how early years settings support under-threes with their early reading development in England. The data was collected through a mixed methodological approach of a survey (n = 60 respondents), five semi-structured interviews and two focus group workshops to explore the experiences of Early Years Educators (EYEs) working with under-threes, analysed using Schreier's (2012) thematic analysis of coding maps. The main purpose of this research study was to find out what EYEs do with under-threes to support early reading and why. This paper seeks to acknowledge where children's voices and their choices are included in educational settings' early reading policies, and at what point. The data provides some original insights, especially for the under-threes in this study. The data suggests that when it comes to under-threes and early reading, there is no space for their voices to be included, alongside the wider neoliberal reading attainment agenda of SSP. This small-scale study offers a distinct contribution to the field of research into early reading with the emphasis on under-threes. This research may be utilised to review ethical pedagogical approaches to early reading policy development and to reflect further on provision for under-threes.

Professor Carol Robinson

Bridging the theory and practice of eliciting the voices of young children

If young children's agency is to be encouraged, children's skills, dispositions and understandings that underpin a children's voice agenda need to be developed from the earliest age. This contribution is grounded in the field of children's rights and the drive to ensure young children's voices are heard. Specifically, it is concerned with children's right to be heard as advocated in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) (United Nations 1989), and with how early years practice communities understand voice in relation to children's rights and professional responsibilities. The paper highlights examples of practices rooted in specific contexts and situations, that aim to realise young children's rights in a localised way. It draws on eight, interconnected principles for eliciting voice with young children, to exemplify connections between theory and practice, relating to implementing Article 12 of the UNCRC.

Laura Gregory

Place, Power and Impact. The Value of the Graduate Practitioner within the ECEC Workforce.

The assumption that all early years graduates wish to progress onto a career in teaching is a common misconception within ECEC. Research within the field has demonstrated how a quality early years workforce has considerable impact for children's outcomes; with the definition of quality being affiliated with the presence of a graduate. The place of the early years graduate practitioner in England is currently at odds with national and international viewpoints. This highlights the disconnect within political discourse of the power of the graduate practitioner versus the incentivisation to increase the ECEC graduate workforce.

Megan Beirne, Corinne Rogansky and Farzeen Sheth

BA (Hons) Working and Teaching in Early Years: Student reflections

Undergraduate Year 3 students reflect on their practical experiences on play versus compliance in settings/schools.

This symposium will draw on contemporary and seminal research as well as government documentation to review the current context giving reflection to historical perspectives.

Chair: Dr Francis Farrell

Dr Jo Albin Clark, Liz Latto, Louise Hawxwell, Dr Julie Ovington, Jan Smyth and Hannah Hogarth

Becoming-with posthuman methodologies

Posthuman and feminist materialist theories in early education shift the centre of enquiry from the anthropocentric. This means a child or a teacher is not the sole focus, but rather attention shifts to the lively relationality in-between the human and the more-than-human world. Such positions offer multiple and rich starting points for enquiry, but methodologically and ethically pose complexities as other phenomena, beyond language, become part of the frame. Our symposium explores how we have put posthuman theories to work from different vantage points and what affordances and limitations we have found in transitioning and transgressing to posthuman methodologies.

Liz Latto, Louise Hawxwell, Dr Jo Albin-Clark and Dr Julie Ovington

Becoming Baglady: Collective Storytelling with Posthuman and Feminist New Materialism theories

Our paper shares our collective endeavour as four doctoral and early career researchers who are transitioning and becoming-with theories inspired by posthuman and feminist materialisms. Such theoretical frames are often understood as abstract and dense. Yet, we have found collegiality and understanding by reading and making with theories as a research collective known as the Bagladies. Our inspiration is the science fiction writer Ursula Le Guin (1989, 2019) and her text 'The Carrier Bag Theory of Fiction'. This paper shares how we have employed storymaking where the human, non-human and more-than human come together as a lively relationality. We share our experiences in working as a collective that puts storytelling to work as a means of demystifying complex theory.

Jan Smyth, Dr Jo Albin-Clark

Opening up researcher-teacher dialogue about Performativity, Posthuman theory and Creativity in the Early Years of Primary School.

Making greetings cards for family members with young children is common practice in primary schools, marking events and supporting school-caregiver relationships. Because schools operate in intensifying performative cultures, they can find more open-ended creative activities problematic to justify when learning demonstrably delineated as literacy is afforded a closer scrutiny. From posthuman theoretical lenses, attention shifts to frames of interdependency between humans, matter and materials and the close intra-activity between materials and discourse. Our paper shares our research encounters with foregrounding creativity and child agency in cardmaking to celebrate Mothering Sunday with three and four-year-old children in a primary school. From a research perspective, we share the tensions in taking the non-human into account for data generation in our focus on the material and the discursive. From a practice perspective, we ponder the close inter-relationships in-between performativity, child-material intra-actions, posthuman theory and the precarious status of creativity in the Early Years of Primary School.

Dr Jo Albin-Clark, Hannah Hogarth

What do posthuman and feminist materialist theories offer researchers transgressing in-between theory/practice spaces in early childhood education?

Young children's playful learning is associated with a resource and material rich learning environment, organised to encourage learning through child agency and sociability. The creative and respectful exploration of materiality and aesthetics has a rich history in practices such as Reggio Emilia in Northern Italy, but posthuman and feminist materialist theories enable pedagogical practice to attend to the performativity of matter as a material-discursive phenomena. Such theories can illuminate new ways of seeing bodies-in-relation, yet putting them to work is recognised as complex in practice. In our paper we draw from our recent enquiries to share how theoretical frames have broadened our gaze but troubled our thinking as researchers.

Chair: Professor Peter Hick

Rachael Sackville-Jones, Glen Millington and Victoria Inyang-Talbot

Hearing voices for inclusive education

This symposium seeks to showcase the work of ECRs within an emergent research network at EHU on 'Inclusion, Diversity and Identity'. These papers are linked by a focus on notions of voice, asking whose voices are privileged or risk being silenced or marginalised in our practices.

Rachael Sackville-Jones

Enabling children on the Autism Spectrum to have an effective voice in their own educational provision.

Current legislation embeds a desire to strengthen the 'voice' of children to express their views and be part of decision-making processes around their own provision. My professional and personal experiences have highlighted inconsistencies and challenges in these processes in schools. For the specific group of learners on the Autism Spectrum this challenge is intensified by shared core characteristics which can make it challenging for children to communicate reflectively about personal experiences and their aspirations for the future within the rigid structures of review meetings that many schools present.

Whilst the United Nations Convention for Rights of the Child (1989) assures that children who are capable of forming their views should be given the right to express these freely, there are complexities around adults' views of competency in relation to age and verbal communication skills. Younger children may be less likely to participate in decision making processes and differences in communication styles can be a barrier to active participation. Whilst professionals may feel they already understand the voice of the child, this belief carries neurotypical pre-conceptions and places the child in a potentially passive role. The breadth and complexity of the Autism spectrum demands individualised approaches which fully enable children to provide their own unique insights and expert testimony about their own educational experiences.

Glen Millington

When inclusion leads to exclusion. A consideration of the impact of inclusive policy on school leaders working within a pupil referral unit.

My research investigates the conditions and events leading to a policy that designated 12 locations as Opportunity Areas. One of the priorities was reducing exclusions from mainstream schools, yet some participants report feeling marginalised and excluded from the policy process. This raises the question, is it ever justified to exclude the voices of professionals who are directly impacted by a policy? This is particularly pertinent given that the purpose of the policy itself is concerned with inclusion and social justice.

There was an understanding amongst participants that policy is dictated and directed by central government, rather than the result of collaboration and compromise. Participants recognised the need for greater contextualisation both in policy and practice, and the need for a greater awareness and consideration of areas of severe deprivation. Moreover, the participants argue that greater agency and autonomy, and an empowering policy process where the needs of the policy enactors were a consideration, would be advantageous.

This paper offers a valuable insight into the permeations of the policy process and the experiences of senior leaders working within a pupil referral unit and who feel excluded from the decision-making process. This raises fundamental questions around the planning and implementation of policy aimed at inclusive practice and a move towards achieving social justice.

Victoria Inyang-Talbot

Facilitating Teacher Authenticity through Poetic Inquiry

The project I am working on problematises the concept of teacher authenticity and invites teachers to join in reframing its meaning, significance, feasibility, and plausibility through poetry writing in a workshop setting. I will discuss how the concept of teacher authenticity risks silencing teachers and pushing them into invisibility and how poetry supports the articulation of individual identities.

The notion of authenticity is prevalent in discussions on teacher identity, efficacy and professional development (Bialystok, 2015). Authenticity is generally understood to refer to our conceptions of who we are, the existence of a primordial self and the place of that self in the world (Taylor, 1991 etc). When applied to teacher identity, it becomes problematic. Accepting the narrative poses the risk of homogenising the identity of teachers, therefore diminishing the impact that teachers' individual values, beliefs and identities bring to the classroom and the profession.

The discussion will engage with the intersections of power, subjectivity and critical resistance (Foucault, de Beauvoir) and current critical discourses on the role of poetry in articulating identities, undermining prevalent narratives, and taking ownership (Prendergast, 2009, Leavy, 2010). I will also share poems written by teachers that responds directly to their subjectivities – making visible their various identities and communicating their sense of self within the profession.

Chair: Dr Damien Shortt

Prof Amanda Fulford, Prof Vicky Duckworth and Dr David Allan

'Narrowing Participation: Curriculum, Employability and Transformation'

This symposium starts from the commonly held commitment across university providers to widen participation to higher education for under-represented groups. It explores some of the recent regulatory and policy initiatives – particularly the 'Proceed' metric – and seeks to show how this has the potential for a detrimental effect on widening participation agendas. It positions such threats as socially unjust, and considers the potential impact in three ways: first, on the curriculum, and the narrowing of university portfolios; second, on the aims and purposes of higher education; third, on the transformatory possibilities of post-18 learning.

Dr David Allan

Narrowing Curricula: What price progress?

Recent measures designed to capture the progress of higher education students may prove controversial in the coming years as potential concerns are raised around the perpetuation of social injustices. The recently introduced 'Proceed' metric is designed to measure both the quality of provision and students' progress and success rates in HE. However, the tracking of outcomes into specific types of career, or towards threshold salary brackets as determined by 'graduate-level employment', is potentially flawed, as it fails to take into account the many variables of personal and professional fulfilment, as well as career paths that are often non-linear for those who lack the necessary social capital. Moreover, new plans have also been set out by the DfE to prevent individuals from applying for student loans until they have secured the coveted grade 4 or above in GCSE English and maths. Such attempts to 'level up' university entrants fail to acknowledge that the distance travelled on a university course, and, indeed, towards a career goal, is likely to be widely diversified for many individuals. Whilst this government threshold might seem to enable a higher level of completion, it disadvantages those who have the furthest to travel. It is argued in this paper, then, that these new measures will impact on the HE curricula through the restriction of many career pathways, particularly in the arts and humanities. Consequently, one resultant factor will be the narrowing of participation in HE and the negation of years of intense efforts around the expansion of opportunities for a wider section of the population.

Professor Amanda Fulford

Narrowing Aims: Tunnel vision?

The aims of higher education have long been debated and contested amongst its many stakeholders. Despite moves to try and settle them, they have remained – until relatively recently – stubbornly unsettled. This is illustrated beautifully in an account given by a university admissions tutor who, having asked a newly matriculated undergraduate why she had wanted to come to university, was given the answer: 'To find out the answer to that very question'. With the increasing scrutiny and

regulation of the higher education sector – as seen in the establishment of agencies such as the Office for Students – more historic understandings of the very broad aims of a university education (the pursuit of reasoned inquiry; the search for truth through human development; the advancement; the advancement of knowledge in the disciplines) has narrowed significantly. A university education is now ineluctably related to its endpoint: a graduate level job (as defined by the external regulators in measures such as the ‘Proceed’ metric). This contribution to the symposium looks to the etymology of the word ‘aim’ to argue that the narrowing of a broader conception of the aims of higher education to a more ‘tunnel vision’ focus on an employment outcome, is an issue of social (in)justice. It argues (provocatively) that, rather than talking about the ‘aims’ of education, a more socially just approach in the current context approach would be to find hope in our universities through thinking about values in, and for, a higher education.

Professor Vicky Duckworth

Narrowing – and Opening Possibilities

This contribution to the symposium argues that the narrowing of possibilities for learners that arise from the pressures of a range of regulatory measures, needs to be addressed as an urgent social justice issue. Drawing on the lessons learned from The UCU Transforming Lives project (with Prof Rob Smith) in relation to Further Education, this contribution will argue that, in a similar way, the learner is central to the process of transformation in Higher Education. The idea of a clear trajectory from university education to graduate job exposes the notion of a meritocratic society, where all learners are on an equal footing in their educational (and indeed personal) journeys. This is a myth that needs problematising as socially unjust. Being poor and having little social capital means that some learners in Higher Education can struggle to break out of their conditions and flourish. This can mean that many learners lack self-esteem, feel anxious, and experience failure. The challenge for Higher Education is to support staff and students to experience the university as an empowering space where, through dialogic engagement and care, they can re-discover agency and transformation, and the possibilities of hope for themselves, their families and communities.

Friday 11.00: Third Parallel Panel Sessions

3A Panel

Chair: Dr Naomi Hodgson

Dr Shereen Shaw and Jenny Wilson

Articulating Syrian Women

Political conflicts propelled a wave of refugees seen as a force that threatens the stability of the UK and Western Europe. It has left many refugees bewildered in a transition to new land which may or may not cater for their cultural, religious, ethnic, and social needs. This paper examines the role of education in the lives of Syrian refugee women and its ability to bridge the gap between two cultures. When talking of refugees, the emphasis is often on the availability of resources and aid and on social and emotional support, to allow for a smooth transition from a home country to another. It is, particularly vital, today more than ever, as researchers, to re-visit the definition of 'immigrants' posited by Zygmunt Bauman in addressing this crisis and how it has risen from a counter-terrorism strategy in the UK and the implications that this has had over the past years. Not only has it positioned Muslims regardless of race, as the 'outsiders', but also it has continued to alienate minority groups, especially the new generation of young female Syrian Muslims and Syrian Muslim families in Britain within and outside of their communities.

Katherine Davey

Learning to Cope on Your Own: Using reflexivity to explain the HE decisions of high-achieving, working-class girls.

This paper explores how the personal process of reflexive deliberation is informing how high-achieving, working-class girls engage with and apply to high-tariff universities. Drawing on its foundations in critical realism, it recognises that their proposed progression is not happening by chance or without reason and adopts Margaret Archer's (2003, 2007) theorising to unearth the contexts, conditions and capabilities involved.

Using a creative, biographical approach to understand each girl's life within her social context (Roberts, 2002), the research does not lose sight of the 'differentially advantageous places' from which they start their education (Archer, 2007). With no family history of access to HE and from some of the most socio-economically disadvantaged areas of the Liverpool City Region, the girls in this research are not free from having to deal with economic, social and cultural factors that relate to their class and gender. However, they are also not passive young women to whom things happen.

The paper argues instead that the way in which they confront these factors is mediated by reflexivity. This inner reflexive dialogue filters how the girls respond differently to similar objective positionings and advance their university projects in innovative and deliberative ways. This offers an original explanation for why there is no single, predictable outcome in the educational trajectories of

working-class girls. Their journeys are not simple stories of turning disadvantage into advantage, but the girls are becoming increasingly skilled in reflexively navigating the complex workings of society.

Jo Lewis

'Compassion Pedagogy': An Exploration of the Student-Tutor Relationship in Higher Education

The human need to 'belong' or, the 'belongingness hypothesis', is one employed by Baumeister and Leary (1995) and it is this research, utilised by Hagenauer and Volet (2014), that now underpins the key focus of my research, of how this 'belongingness' can affect student engagement, retention, ambition and, ultimately, student attainment and success. There will be an examination of the role that the tutor in Higher Education plays in fostering this relationship by means of 'Compassion Pedagogy, that tutors' interactions with students should be rooted in a holistic approach, a recognition that those interactions matter in a multitude of ways such as: students' self-image as regards their place in academia, their level of self-esteem and a realisation of their own abilities. The focus will be, not just on the traditional campus student but, on the 'Non Traditional Students' where factors such as age, social class, race, ethnicity, culture, gender, work and familial responsibilities all serve to further impact, both negatively and positively, upon belongingness.

Compassion Pedagogy forms the basis of my own professional practice and is a factor whose presence and effect I wish to explore as it has resulted in an unexpected change of direction in my research.

Chair: Professor Amanda Fulford

Dr Seán Henry

Queer thriving and religion in education: The role of queer theologies

This conceptual paper arises from the need to recalibrate the relationship between religion, education and LGBTQ+ lives in more affirmative, less antagonistic, terms. The image of ‘queer thriving’ is foregrounded throughout in an effort to initiate discussions between religion, education and LGBTQ+ lives from an alternative starting point. Rather than begin from discourses of vulnerability, trauma, or suicidality that typically characterise engagements across LGBTQ+ and religious concerns, I hope instead to begin from the assumption that LGBTQ+ lives are not ‘problems’, ‘issues’, or ‘controversies’ to be accommodated, tolerated, or resolved by those of us navigating the religion/education space, but are instead sites of infinite possibility, from which the interface between religion and education can gain much insight and inspiration. I position queer theologies as resources for this work in an attempt for us to meditate on the capacity of these traditions to progress how we think about religion, education and LGBTQ+ lives. I structure my thoughts around two potential contributions I think queer theologies can make in building the conditions for queer thriving at the religion/education nexus:

1. Queer theologies offer religion and education a resource that can displace the inordinate focus on propositions typically characterising tensions at the religion/education interface.
2. Queer theologies offer religion and education a resource that can displace the inordinate focus on parental rights typically characterising tensions at the religion/education interface.

From here I move to some notes on the implications of these insights for how we image the purposes of religious schooling in particular, and the role of parents therein. I suggest that queer thriving entails a ‘post-confessional’ conception of religious schooling that escapes the doctrinal and parental bounds of religious identity claims.

Professor David Aldridge

The morally transformative power of literature

Literary theorists and educators have jointly been concerned with the morally transformative potential of literature – both in terms of its capacity to edify readers as well its potential to present immoral behaviour in an appealing light.

This presentation, part of a larger engagement between literary studies and the field of moral education, examines a claim made by contemporary so-called ‘Aristotelian’ character educators: that literature provides a source of moral exemplars that can be put to use by teachers in the formation of students’ virtues.

Although it could hardly be denied that literature can exert a morally transformative effect on readers, I argue that character educators are insufficiently sensitive to the phenomenological nature of literary exemplarity. The conclusion of the argument appears initially paradoxical: a transformation of the educative potential of a literary exemplar occurs when that example is *put to work* in a self-consciously educational context, or with the explicit intention of bringing about a specific virtue state in a reader. Doubling down on the paradox, I want to claim that the only problem with the otherwise laudable project of moral education through literature is expecting it to *work*.

Dr Tim Saunders

Regenerative Teaching and Education for Sustainable Development: using the Integrative Worldview Framework to synthesise transitional and transformative models of HE pedagogy

The study of worldviews has been under-researched in the field of sustainability in higher education and particularly in relation to teaching competencies in education for sustainable development (ESD). This paper seeks to examine the potential of the Integrative Worldview Framework (IWF) to advance three theoretical developments designed to improve the practice of ESD. First, the framework of traditional, modern, postmodern and integrative worldviews brings into focus four models of a university variously oriented to ecology and sustainability. Second, the IWF facilitates the integration of curriculum theory by aligning four types of curriculum ideology that vie for influence in higher education: the scholar academic, social efficiency, learner-centred and social reconstruction models. Third, the IWF supports the pedagogical development of four modes of teaching construed as ecologies of learning and practice: the contemplative, informative, transformative and generative models. The resulting synthesis brings these developments into one synoptic vision that supports an original theory of regenerative teaching focused on the UNESCO ESD competencies and oriented to the Sustainable Development Goals.

Chair: Professor Vicky Duckworth

Dr Liam Wrigley

'We are in crisis here!' NEET experienced young people's education transitions during the COVID-19 related lockdown measures.

On 11th March 2020, The World Health Organisation declared an outbreak of a novel coronavirus (known as COVID-19) as a global pandemic (WHO, 2020). When the first official national lockdown in the UK occurred in mid-March 2020 global labour markets shrank, the health and social care sector reached crisis point, compulsory education migrated online (GCSE and A-Level examinations cancelled), the service sector paused, and gig-economy work halted (Reay, 2020). The UK has the highest mortality rate within European countries (Our World in Data, 2021). The reverberations of COVID-19 (and the resultant crisis) are still being felt inter alia the education transitions of young people aged 18-25 who are Not in Education, Employment or Training (NEET). The purpose of this paper is to map the narratives of 16 NEET experienced young people and 7 youth work professionals in Greater Manchester during the first national lockdown. These narratives are vested in a wider ESRC PhD project (completed March 2022) from 43 longitudinal narrative interviews which draws upon the social support networks of NEET experienced young people (Duckworth, 2013). The paper details the researcher journey in terms of the challenges faced by education researchers utilising applied qualitative research methods during a time of crisis. Having experienced a decade of austerity, Brexit and now the COVID-19 pandemic, I show how young people in Greater Manchester displayed tenacity to challenge unequal power structures and recalibrate their futures, to inform social justice approaches which make sense of the resultant crisis in adult education (Ball, 2021).

Ellen Liptrot, Dr Zana Vathi and Dr Lisa Moran

Learning together: Circular cultural capital in the context of intimacies of learning in migrant families in Manchester and Lancashire during COVID-19.

The COVID-19 pandemic sparked major transformations in educational practices globally (Sherman et al, 2021), shifting learning to the domain of home. The ways that this affected asylum seeker and refugee children's lives in the UK is currently unexplored. Underpinned by Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner and Morris, 2007) and drawing on qualitative data from 23 semi-structured interviews with asylum-seeking and refugee children, parents, and key informants from the third and public sector in Manchester and Lancashire, this paper illuminates labyrinthine relationships between asylum-seeking and refugee children and their parents within the intimacies of home learning environments, with regards to cultural capital and learning. We show that the boundaries between home and school were blurred during COVID-19, with living conditions, lack of access to technology and English language proficiency presenting barriers to learning for many children. Nevertheless, children and parents displayed high resilience throughout their home learning journeys, with migrant parents placing great emphasis on the importance of education for their children and utilising multiple

forms of cultural capital to support children's learning. Significantly, we argue that some children assumed important roles in teaching their parents new skills and language, with parents situating themselves as active learners. This challenges traditional power relations between parents and children and perceptions of migrant children as 'in deficit'.

Dr Claire Skea

Getting the students to do their seminar reading. Factors influencing student engagement with course reading materials in HE

Students' study habits and forms of engagement in HE have undoubtedly changed as the student population has become increasingly diversified, as online or 'hybrid' learning became the norm during the pandemic, as student consumerism and satisfaction surveys have instilled an 'entitlement' attitude among students, and as technology has had a growing influence on both teaching and learning. In this session, I will be discussing some of the factors which might promote better student engagement with seminar readings, factors which could lead instead to disengagement, as well as considering the implications for teaching in HE. Rather than employing a 'deficit' model of student capabilities, here I will explore the responsibility that academics have to work with their students to build a more engaging and inclusive curriculum. While I am not denying the importance of reading as an important part of studying towards – or 'reading for' – a degree, there is a concern that perhaps the 'lecture-seminar-seminar reading' model of HE pedagogy is overly reliant on reading, such that this common approach could be considered almost formulaic. If we were not strictly adherent to lengthy seminar readings and guided questions related to such readings, then what demands would this place on academics to change or adapt our practice? While both traditional lectures and seminars still have an important role to play in Higher Education, I would argue that where there is a pervasive dis-engagement with seminar readings, then a different approach is necessitated rather than trying to coax or cajole students into a study practice which may not suit their needs.

Chair: Professor Carol Robinson

John-Joseph Clarke, Jennie Swift, Jamie Allman, Dr Jo Albin-Clark , Dr Alicia Blanco-Bayo , Vickie Jamieson and Helena Kewley

Playing school: Nurturing students, early career teachers, tutors and researchers as critical advocates of and for playful pedagogies

Our symposium critically examines how playful pedagogies are embedded for students, tutors and researchers. Within the policy context of England, play is sidelined through school readiness agendas. However, children have the right to play, and play as a pedagogy has a long history. Student teachers can enter professional practices and find contested spaces that promote more formalised learning. Our exploratory papers explore the policy-practice tensions through three case studies by problematising the tutor role in supporting the transition to becoming an advocate of playful pedagogy.

John-Joseph Clarke , Jennie Swift , Jamie Allman and Dr Jo Albin-Clark

Problematising the tutor role in playful pedagogies

Our first case study illuminates the tensions inherent in undergraduate modules that foreground playful pedagogies. Play as a pedagogy encompasses multiple theoretical concepts and has an established position in early childhood teacher education. Whilst Higher Education playful pedagogies have potential to support students' subject knowledge through active and open-ended university teaching, the role of play in teacher education can be implicit. In our paper, we examine the tutor's role in creating immersive student learning experiences that use play both as a vehicle for student learning and as classroom pedagogy. We draw on dialogue and reflection to consider how to support students in transitioning between theoretical understanding and professional practice.

Dr Alicia Blanco-Bayo , Vickie Jamieson , Dr Jo Albin-Clark

Nurturing relational reading spaces for difficult questions: building critical awareness with early childhood postgraduate student teachers

Our paper explores forms of relationality that nurture critical awareness for postgraduate student teachers about the gaps between theory and practice. Critical awareness of the contested nature of early childhood education is vitally important within an intense policyscape. Postgraduate student teachers find themselves in a double bind, as they are presumed academically competent and must navigate teacher proficiency in a condensed timeframe. To build critical awareness, we propose that nurturing relational reading communities can support policy-practice tensions. We propose that whilst they can open dialogue about the contested nature of practice, there is a vulnerability in leaving spaces for questions that do not have easy answers.

Helena Kewley and Dr Jo Albin-Clark

Research dialogues about what matters in early childhood: Understandings of Sustainability in Early Childhood Education

In this paper, a tutor and early career teacher share their dialogues in planning a research project around the significance of sustainability education in early childhood. The student project posed the proposition: If education is to be relevant, transformative, and meaningful, it must seek to prepare children for a future beyond current human comprehension; one drastically altered by the effects of climate change and other ecological crises.. Whilst Education for Sustainable Development (ESD) is considered instrumental in changing destructive sociocultural attitudes that have led to the current climate crisis, disparities between intergovernmental objectives, educational policy, and teachers' perceptions of sustainability can engender barriers to its implementation. Moreover, contemporary pedagogical discourse within ESD is pervaded by the anthropocentric predisposition to consider children as saviours of the natural world. In our dialogue we discuss both our positions and the tensions in undertaking projects through posthuman lens and making sense of research practice that employs participatory, sensory ethnographic methodologies.

Friday Keynote: Professor Elizabeth Walton, University of Nottingham

Pedagogical responsiveness in complex contexts: Towards transformative educational futures

The coronavirus pandemic has led to a global “situation of displacement” (Dryden-Peterson, 2019, p.51) in education. We find ourselves navigating new terrains, needing new and robust technologies and collaborations, reminded of the importance of the knowledge project, while responding to individual needs and circumstances. This presentation offers conceptual resources to support this navigation. Responsiveness and complexity have become familiar terms in our pandemic time. When applied to education, they take on particular meanings separately and in combination. The first part of the presentation draws attention to the many factors that complexify education. I argue that these factors are agentic, and interrelate in networked but non-linear ways that can be understood as general (rather than restricted) complexity. The challenge is to remain pedagogically responsive within contexts that are complex. Second, I will outline the characteristics and enablers of pedagogical responsiveness. The third part of the presentation brings the ideas of complexity and pedagogical responsiveness into relation with each other. I show that transformation becomes possible with optimal pedagogical responsiveness within a general view of complexity. I conclude by showing how these ideas help to advance the possibility of more just and equitable educational futures.

Dryden-Peterson, S. (2019). Refugee education: Backward design to enable futures. *Education and Conflict Review*, 2, 49–53.

Elizabeth Walton is a Professor of education in the School of Education at the University of Nottingham. She serves as the Faculty of Social Sciences Director for Equality, Diversity, Inclusion and People, and leads the University’s focus on disability inclusion. Her research and teaching is in the field of inclusive education, with research interests that include: Teacher education for inclusive teaching; The field of inclusive education – its history, knowledge, and knowers; and Exposing exclusion and enabling inclusion in education. She is the PI on the British Academy funded project: Disabled Refugees Included and Visible in Education and is the co-convenor of the Unesco chair for Teacher Education for Diversity and Development, a visiting Professor at the Wits School of Education in Johannesburg South Africa and an Affiliate Member of The Centre for Inclusive Education at the Queensland University of Technology. Prior to her academic career, Elizabeth spent 20 years in secondary school teaching and educational leadership.

@EWalton253

Join the discussion! Submit your questions for the Q&A during this session via Vevox. Follow the link or scan the QR code.

ACRE 22 Prof Elizabeth Walton Q&A
<https://vevox.app/#/m/184866160>
Session ID: 184-866-160



Throughout the event – In Creative Edge Foyer

Research Networks & Groups

HE Research Group

The Higher Education Research Group (HERG) aims to develop research addressing contemporary issues and dilemmas facing Higher Education faculty staff, managers, students, practitioners and policy makers. It aspires to create an active and inclusive research environment by engaging with key stakeholders and wide audience such as faculty staff, practitioners, students, policy makers, learned societies, and renowned research groups and research institutes.



Speak to the group leads, Professor Ming Cheng and co-lead Dr Marlena Chrostowska at ACRE22. You can also register to join the group's mailing list to hear first about events and opportunities. <https://tinyurl.com/HERGResearchJoin> (or scan the QR code).

Children's Rights & Wellbeing Network

Are you interested in children's rights, voice and wellbeing? Professor Carol Robinson and Dr Jo Albin-Clark would like to welcome you to become involved in our new network.



The network is concerned with children of all ages up to 18 years and we take a very broad view of children's rights and wellbeing. The core of our work focuses on all aspects of children's voice, rights and well-being, including social, emotional, physical and mental wellbeing. We welcome all colleagues with an interest in these areas, whether you are just thinking about becoming involved in research, or are an experienced and research active colleague, or anywhere in between.

Within the network we position children as experts in their own lives and as capable holders of rights. The network aims to create a collegial space to share and nurture thinking, ideas, writing, research, and practice. Speak to us during the event or register via the online mailing list: <https://tinyurl.com/CRWResearchJoin> (or scan the QR code).

Education for Social Justice Network

The underpinning tenets of the Education for Social Justice and Education network are to further develop and sustain a hopeful, critical, positive, and praxis driven culture that engages at a local, national, and international level. The network is dialogic, intellectually thought-provoking, and inclusive in its aim to unite a range of colleagues who share an interest in social justice and education. The group is led by Professor Vicky Duckworth and Professor Amanda Fulford, with co-lead Victoria Jamieson. The group has been relaunched in 2021-22 academic year following the impact of COVID-19.



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).

Teaching, Learning, Assessment and Curriculum Research Network

Of interest to all who work in ITE, this research network is in its early stages. Speak to Professor David Aldridge or Dr David Allan for more information, or register via the online mailing list:



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

Inclusion Diversity & Identity Research network

We welcome you to become a part of the IDI research network. The network aims to bring together those with an interest in inclusion, diversity and identity in education, facilitating a variety of opportunities to engage with research in this broad and important area.



Professor Peter Hick and Dr Anna Mariguddi are currently planning a range of events including supportive discussion spaces and research seminars with external speakers and welcome your thoughts about what you would like to gain from this network.

Speak to the group leads at ACRE22. If you are interested in hearing more about the IDI research network as it develops, please register for our mailing list:

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

Edge Hill Graduate School

Dr Craig Collinson from the Edge Hill Graduate School is available during the breaks to speak to you about the range of postgraduate research options at Edge Hill, whether for you personally or to support your students considering their next step. This includes MRes, EdD and PhD options.

In addition to our postgraduate research courses, Craig can also provide guidance on putting together an application, and signpost the training available at the Graduate School.

For further information on opportunities to undertake postgraduate research with the FoE, contact:

Dr Christine Lewis, via educationresearch@edgehill.ac.uk

Find out more about the Graduate School:

<https://www.edgehill.ac.uk/departments/support/graduateschool/>

Edge Hill University Archive

The Edge Hill University archive is the repository for the print and visual history of the institution from its foundation in 1885.



The University was originally opened as Edge Hill College in 1885 in Liverpool and was the first non-denominational teacher training college for women. In the 1930s, the college moved to Ormskirk and during the Second World War was evacuated to Bingley, Yorkshire, with the Ormskirk site requisitioned for use as a military hospital. Therefore, the archive is a significant legacy

for the history of teacher training and women's education, as well as broader social histories.

We also hold, and are actively seeking, collections that support the teaching, learning and research interests of the University.

Speak to the archivist, Dan Copley (on site Thursday 14th July) or check out the facsimile images to explore some of our history and find out more about how your students can access these resources.

Email: lsarchives@edgehill.ac.uk

Access the archive catalogue online: <https://archives.edgehill.ac.uk/>

Guidance for Delegates and Chairs of Sessions

Conference participation - whether it be presenting or asking questions - can sometimes be a nerve-wracking experience. The aim of ACRE is to create a safe, democratic space where all voices are valued, and dialogic engagement is promoted. Our aim is for rich conversations before, during and after the conference. It is also to provide a platform for as many voices as possible to contribute in meaningful and different ways. The Conference team want the event to be an empowering experience for all who take part.

Our approach to chairing sessions, and to taking questions, draws on the work by the Society for Women in Philosophy. This helps to provide opportunities for all to engage at our academic events.

Drawing on these approaches, we will adopt the following in our panel sessions:

- Take 2-3 minutes between the talk and the questions to allow for discussion of the presentation with other delegates. This allows an opportunity to think the presentation through with others, and to frame questions.
- Ask the chair of the session to use appropriate discretion in deciding on the order of questions. The chair will determine the order in which they call on people to ask their questions. This allows the chair to ensure that a variety of voices are heard, and that no one group or individual dominates the questioning.
- Ask delegates to use either a hand or a finger to indicate a desire to ask a question. A hand represents a new question, and a finger represents a follow-up question, or request for clarification that is highly relevant to the question/answer just given. This offers people the opportunity to ask smaller, 'safer' questions. However, the chair has discretion, and may move onto further new questions if time is short.
- Try to give everyone an opportunity to ask a question. This means checking that questions are asked in a concise manner. Sometimes a 'question' will consist of several distinct questions. This takes up time and means that fewer voices are heard. It also makes life difficult for the speaker, who is trying to keep track of them. We politely ask that questioners select *one* question to ask; if there is time, further questions can be taken from someone who has already asked a question.

An outline slide will be available in each room with these guidelines, and a briefing will take place at the beginning of the event for all participants. Your intellectual generosity and kindness is valued.

What did you think?

Please join our online discussion boards to share your reflections on #ACRE22 via the link or QR code

- What were you hoping to get from the event today?
- What did you get from the event today (and where do you hope it will take you?)

Thursday

<https://tinyurl.com/ACRE22EvalThu>



Friday

<https://tinyurl.com/ACRE22EvalFri>



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