



University of  
**BRISTOL**

School of Education  
Annual Doctoral Conference 2022

## Inclusivity and Equity, Transforming Policies into Practice



### **Welcome to the University of Bristol School of Education Doctoral Conference 2022**

This is a hybrid conference 2 days online and one day in person. Delegates have access to all sessions via zoom link on day 1 and 2.

There is zoom link each day that provides access to the keynote and presentation sessions.

Please email the conference team if you have any questions or issues accessing sessions or shared spaces.

[soe-doctoral-conference@bristol.ac.uk](mailto:soe-doctoral-conference@bristol.ac.uk)

We hope you enjoy this conference!

# Doctoral Conference Programme 2022

Day 1 Wednesday 6th July 2022	
09:45 am	Room opens - <b>Conference opening</b> Introduction to the week's events
10:00 - 10:20 am	<b>Conference welcome address</b> <b>Melissa Allen</b>  <i>Head of School Professor in the Psychology of Education School of Education, University of Bristol</i>
10:20 - 11:10 am	<b>Keynote address</b> - Pandemia: The personal and professional costs of universities' response to COVID-19 <b>Richard Watermeyer</b>  <i>Professor of Higher Education Co-Director of the Centre for Higher Education Transformations (CHET) School of Education, University of Bristol</i>
11:10 - 11:25 am	<b>Break</b>
11:30 - 01:00 pm	<b>Presentation sessions</b> - Higher education policies, globalization and Inclusivity
11.30 - 11:55 am	Alya Naseer Al-Hashmi: Restructuring Academics Roles in Quality Assured Universities
12:00 - 12:25 pm	Xiaohan Zhang: Markets and Marketisation in Higher Education Policy and Practice a Comparative Study of China and England
12.30 - 12:55 pm	Alvin Wong: L2 Motivational Selves of Senior Form Students in Shadow Education of English Language in Hong Kong
01:30 - 02:00 pm	<b>Lunch break</b>
02:15 - 03:10 pm	<b>Presentation sessions</b> - Higher education policies, globalization and Inclusivity
02:15 - 02:30 pm	Saud Al Busa'Idi: How do academic staff at a local university in Oman perceive and practice HE internationalisation policy?
02:35 – 02:50 pm	Irene Huang: Institutional Strategies for the Internationalisation of Higher Education in non-western contexts: A case study of Taiwan
02:55 – 03:10 pm	Dr. Kafa Alenezi: The impact of educational policies on the effectiveness of preparation and development programmes in the Ministry of Education to develop leadership skills of managers of the Ministry's departments and educational districts in the State of Kuwait
03:10 – 03:45 pm	<b>Keynote address:</b> Decolonizing Education: From theory to praxis <b>Leon Tikly</b>  <i>Professor of Education University of Bristol</i>
04:00 – 05:00 pm	<b>Presentation sessions</b> - Decolonizing research practices and social justice
04:00 – 04:15 pm	Antonia Voigt: Sustainability in UK Universities
04:20 – 04:35 pm	Julie Blake: Gendered, Racialised, Sexualised and Underachieving – An exploration of the lived experience of Black Caribbean girls in secondary schools in England in the 21st century
04:40 – 04:55 pm	Michelle Whitworth: “Is there a Toolkit for that?” Academic responses to decolonising the curriculum.
05:00 pm	<b>Closure of room day 1</b>

## Day 2 Thursday 7th July 2022

09:45 am	Room opens
10:00 - 11:00 am	<b>Presentation sessions</b> - Inclusion policies and practices in Education
10:05 - 10:20 am	Zhao Qian: An exploration of the relationships between teaching autonomy and educational public-private partnerships (ePPPs) in three junior high schools in Hangzhou in China
10:25 - 10:40 am	Emma Evans: The potential of a course Book Club in recentring the personal literacies of students in Higher Education
10:45 - 11:00 am	Gonzalo Hidalgo Bazan: Is "education quality" the best signifier to search for social justice? Parents "giving a good education" in Chile
11:10 am	<b>Break</b>
11:30 - 12:30 pm	<p><b>Panel discussion</b> - Tips and Tricks for PhD and ECR (Early Career Researcher) on journal publications</p> <p><b>Robin Shields</b></p> <p style="text-align: right;"><i>Professor of Education School of Education University of Bristol</i></p>
12:30 - 01:30 pm	<b>Lunch break</b>
01:35 - 02:35 pm	<b>Presentation sessions</b> - Inclusion policies and practices in Education
01:35 - 01:50 pm	Catherine Kelly: The Role of Values in Evaluation Influence for Social Betterment and Organisational Legitimacy
02:00 - 02:15 pm	Ingrid Abraham: The experiences of black senior leaders in schools in England
02:15 - 02:30 pm	Debbie Williams: I do want to do this research' (T-Rex) - Including Children with labels of Special Educational Needs/Disabilities in Research
02:45 - 03:45 pm	<p><b>Keynote address</b> - Education for peace: challenging social injustice and promoting social cohesion amongst youth</p> <p><b>Shelley McKeown Jones</b></p> <p style="text-align: right;"><i>Associate Professor in Social Psychology School Research Director</i></p>
04:00 - 04:55 pm	<b>Presentation sessions</b> - Inclusivity policies and practices in Education
04:00 - 04:15 pm	Flo Avery: The relationship between childhood trauma and help-seeking behaviour - a role for dispositional attachment?
04:20 - 04:35 pm	Isabelle Cunningham: Student-teacher tensions in the dental clinic: what role does power inequality play?
04:40 - 04:55 pm	Tamara Cepeda: School based assessment in Chile: from policy to a real (and fairer) practice.
05:00 pm	<b>Closure of room day 2</b>

## Day 3 Friday 8th July 2022

10:30 - 11:05 am	Room opens - tea and coffee
11:10 - 12:10 pm	<p><b>Keynote address</b> - Learning Whiteness: reflections on my new book and the collective thinking that inspired it.</p> <p><b>Arathi Sriprakash</b></p> <p style="text-align: right;"><i>Professor of Education the University of Bristol</i></p>
12:15 - 01:30 pm	<b>Presentation session</b> - Inclusivity and Equity
12:15 - 12:30 pm	Louise Chapman: Voices in the year 7 classroom: a case study tracing evolving gender identities during a poetry unit of work focused on gender consciousness
12:35 - 12:50 pm	Agung Nugroho: Internationalization of Higher Education: Academics' perception of the impacts of overseas professional development programs
12:55 - 01:15 pm	Aynur Dadashova: Evaluating the quality of School Self-Evaluation in Secondary Schools: the case of Azerbaijan
01:15 - 01:30 pm	Lisa Carey: What are the perceptions and experiences of teachers with regard to the effects that Key Stage Two SATs have on the taught Year 6 curriculum in England?
01:30 - 02:00 pm	<p><b>Closure speech and prize distribution</b></p> <p><b>Dr. Frances Giampapa</b></p> <p style="text-align: right;"><i>Director of EdD. (Bristol)</i></p>
02:00 - 04:00 pm	<b>Lunch and socializing</b>

All times are British Summer Time (GMT).





Keynote speaker

## **Richard Watermeyer**

**Professor of Higher Education  
Co-Director of the Centre for Higher Education  
Transformations (CHET)  
School of Education, University of Bristol**

***Title: Pandemia: The personal and professional costs of universities' response to COVID-19.***

### **Biographical**

He is by training and orientation, a sociologist of higher education with expertise related especially to academic praxis; institutional and research governance; scientific accountability and engagement; and higher education policy reform. His recent books include *Competitive Accountability in Academic Life: The struggle for social impact and public legitimacy* (Cheltenham: Edward Elgar) and *The Impact Agenda: Controversies, Consequences and Challenges* (Bristol: Policy). Over the last two years, much of Richard's work has focused on the transformational challenges of the COVID-19 pandemic on university communities around the world, with a special focus on the issues of health and wellbeing for academic and professional service staff. He is currently leading an international team of researchers exploring the experience of 'long-COVID' faced by university staff in countries spanning the Global North and South.

### **Abstract**

In this talk I will present findings from empirical research undertaken over the course of the last two years in multiple international higher education settings that reveal the professional and personal impact of universities' response to the COVID-19 pandemic on their staff. I will showcase the experience of academic and professional service staff in transitioning (both in an emergency and longer-term context) to remote working practices and in adjusting to or resisting crisis-management conditions. The pandemic will be shown to have laid bare and exacerbated an underlying crisis of higher education, particularly in aggressively marketised (and internationalised) systems. 'Pandemia' is accordingly presented as a clarion call for universities to privilege an ethic of care, too often neglected if not lost in higher education's hyper-competitive prestige and performance culture and yet core to the ongoing transformation of universities as educational institutions in a milieu of unprecedented change.



Keynote speaker

**Leon Tikly**

**Professor in Education  
School of Education  
University of Bristol**

***Title: Decolonising Education: From theory to praxis***

**Biographical**

Leon is a Professor in Education at the School of Education, University of Bristol and UNESCO Chair in Inclusive, Quality Education for all. He currently directs a UKRI (UK Research and Innovation) network plus on Transforming Education for Sustainable Futures with partners in Somaliland, Rwanda, India and South Africa. Leon is part of a community of practice involved in decolonising the University of Bristol.

**Abstract**

Much has been written at a theoretical level about the importance of decolonising higher education as a prerequisite for realising more just and sustainable futures for humanity and for the planet. Less has been written, however, about the challenges of putting decolonising higher education into practice. In this regard, it is argued that decolonising is best conceived as an example of what the Brazilian educator, Paulo Freire, has described as praxis, i.e., that transforming education requires understanding the dialectical nature of the relationship between theory and practice. Drawing on the experiences of activists involved in decolonising education at the university of Bristol and elsewhere, the paper will explore how decolonising education can be (re) conceived as praxis. It will be argued that early career researchers, including doctoral students have a key role to play in realising the changes that are required to research and teaching and in wider processes of democratising the university.



Keynote Speaker

**Shelley McKeown Jones**

**Ph.D.  
Associate Professor in Social Psychology  
School Research Director**

***Title: Education for peace: challenging social injustice and promoting social cohesion amongst youth***

**Biographical**

Shelley McKeown Jones, PhD, is an Associate Professor of Social Psychology at the University of Bristol's School of Education. Her research focuses on applying social psychological theories to better understand and improve intergroup relations for youth in conflict and diverse settings. She has published numerous articles, a book and an edited volume, and has received BPS and APA awards for her research.

**Abstract**

Understanding how to tackle social injustice and promote social cohesion amongst youth as the next generation is an urgent and timely global scientific challenge. Focusing on education for peace, I will share findings from studies conducted in the UK that have examined the factors that influence how schools and teachers can support youth to engage in social change as well as how schools offer a place for youth to: (1) learn about difference and (2) interact with those who are different. Implications for theory, measurement and practice will be discussed.



Keynote Speaker

**Arathi Sriprakash**

**Professor in Education  
School of Education  
University of Bristol**

***Title: Learning Whiteness: reflections on my new book and the collective thinking that inspired it.***

**Biographical**

Professor Arathi Sriprakash is a former secondary school teacher with professional experience in India, the UK, and Australia. She has been a leading voice in bringing postcolonial and decolonial perspectives to the study of education, globally. Her work (with Professor Leon Tikly and Dr Sharon Walker) has opening new research agendas on racism in the field of education development, which has led to several high-level engagements, including with the UN (United Nations) and the Department for International Development. Her most recent book, *Learning Whiteness* (Pluto Press, 2022) offers a new examination of the structures of racial domination within settler colonial systems of schooling and has been reviewed as a 'defiant corrective' to the field of education.

**Abstract**

Arathi will talk about how her long-standing collaborations, including during her PhD, led to the development of this book. She will discuss the highs and lows of cowriting and cothinking, and answer any questions from the Doctoral community about the book writing and publishing process. She will also share key arguments from her book, *Learning Whiteness*, and how she hopes these will contribute to new approaches to researching education.



# 15 minutes Presentation session

## 1. Title: Restructuring Academics Roles in Quality Assured Universities

Alya Nasser Al-Hashmi

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### Abstract

A key concern raised in the literature is the changing nature of academic roles as a response to quality assurance (QA) systems and practices implemented in universities. As an impact of QA, new academic roles are framed with a strong belief in market-based rationality; any divergence from such a norm does not address the competitive and financial realities facing universities (Winter, 2009). Thus, now, academics' struggles stand between teaching as their core job and research and knowledge production as the critical role in QA performative universities. Universities now emphasise outputs' approach towards teaching and research by splitting the two functions in their structure. This is considered a redefinition of academic roles which challenges the value of teaching in front of research and threatens some qualified academics who do not publish a lot (Brew, Boud, Lucas, & Crawford, 2018). Many academics have also stated that, because of QA, their decision power and involvements level is constrained. Academics are only used to deliver the curriculum and are excluded from strategic decisions concerning the whole teaching and learning process. Therefore, the academics' portion of power is functionally and structurally minimised (Harvey, 2004). Brew et al. (2018) argue that studies about the changing of academic work has received little attention and there is little evidence on how academics deal with these changes in their roles and balance between their universities' managerial requirements and their personal agendas. Therefore, this paper is an attempt to further explore the complexity of the changing of academic role and how it affects academics' relationships with QA systems and practices in their universities.

## 2. Title: Markets and Marketisation in Higher Education Policy and Practice a Comparative Study of China and England

Xiaohan (Esther) Zhang

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### Abstract

This is ongoing research on the governments' active role during the processes of marketisation in higher education. Among existing literature, it is common to follow the

neoclassical economics' definitions of market and describe the market as an opposing force in contrast to the governments, thus excluding the role that governments play during marketisation processes. However, in sectors like higher education where governments are highly influential, the two forces are entwined. It is necessary to explore the definition of markets and marketisation in higher education sector, and the role that governments play in the processes. Furthermore, as many governments continue to make or seek strong links between higher education and the economy, it is intriguing to explore the conceptualization of markets and marketisation in different countries' higher education policies (China and England in this study), and whether the emphasis of the notions change with different motives and relationships between universities and governments. This study is inspired by Komljenovic and Robertson's (2016) work on market-making and adopts Çalışkan & Callon's (2009, 2010) toolbox of market framings as the framework while shifting the focus to the governments and policies. The data collection and analysis will be split into two stages: the first stage is to conduct critical discourse analysis (CDA) on both English and Mandarin policy papers. This stage seeks to identify and reveal market-related activities, market-oriented discourses and underlying assumptions that are taken as granted in policy papers, and by comparing China and the England through policies, the differences in the relationships between universities and governments should be addressed. The second stage of this study is semi-structured interviews, designed based on findings from stage one. Target participants are staff from funding committee (England) and officials from local education departments (China). Semi-structured interviews will address the second research questions by linking conceptualisations of markets and marketisation with empirical practices in institutional level.

### **3. Title: L2 Motivational Selves of Senior Form Students in Shadow Education of English Language in Hong Kong**

**Alvin Wong**

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#### **Abstract**

With the popularity of private supplementary tutoring in East Asia countries, more and more students attend the tutoring to improve their academic performance of different school subjects, especially English. Over 70% of Grade 12 students in Hong Kong received tutoring (Bray et al., 2014). This research study aimed to examine the motivational factors of taking part in the private supplementary tutoring of English as a second language for senior form students in Hong Kong. This study addressed three research questions:

1. What are the motivational factors for the students to acquire English in private supplementary tutoring?

2. How do senior form students perceive their English learning in the tutoring?
3. What do students suggest could improve their English in the tutoring?

A mixed methods convergent parallel design was adopted. This included a quantitative phase, where 30 senior form students completed an online scale to measure their motivations for their engagement in supplementary English tutoring, along with ratings on their experiences, and demographic information. Besides, 12 senior form students completed a qualitative stage, where online semi-structured interviews were carried out to elicit more in-depth thoughts about English tutoring. Quantitative data was analysed using ANOVAs and revealed that Ought-to L2 Self was the strongest motivational factor, followed by Ideal-L2 Self and L2 Learning Experience. Qualitative data was analysed using reflexive thematic analysis (Braun and Clarke, 2006) and illustrated missing integrative motivation and rich data for motivational factors related to instrumentality-promotion and tutors' teaching.

In combination, these findings confirm and extend current theoretical understanding of the motivational factors that influence student motivations of learning English as a second language in supplementary English tutoring with reference to the L2 Motivational Self System (Dornyei, 2009). The full findings and both the theoretical and pedagogical implications will be discussed within the talk.

#### **4. Title: How do academic staff at a local university in Oman perceive and practice HE internationalisation policy?**

Saud Albusaidi

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University of Bristol

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#### **Abstract**

Globalisation processes have influenced every public and private sector, around the globe, including higher education (HE). Then HE institutions attempt to respond to globalisation by internationalising their practices and activities. These responses can be understood through investigating 1) how staff perceive internationalisation and 2) through their perspectives on the activities and practices at their institution. This study explores academic staff perspectives of HE internationalisation in the Omani context. It attempts to answer these two research questions: 1. How do staff understand the meaning of internationalisation? 2. How do staff understand the way in which internationalisation is interpreted at the university? This study aimed to answer the above research questions through interviews and a survey. The design adopted was exploratory sequential, where interviews were conducted first to disclose understandings and aspects from the local context that were not emphasised in the literature. The qualitative data were used in designing the survey. The survey aimed to legitimate and confirm the qualitative findings. The participants shared their understandings and perspectives of HE internationalisation that echo findings in other

contexts regarding HE internationalisation (Albusaidi, 2019; Almeida et al., 2019; Al-Youssef, 2009; Jackson et al., 2012; Thu, 2018). For example, the participants revealed that HE internationalisation means recruiting more international staff and students, internationalising the curriculum by including topics and themes about different cultures, and collaborating with other researchers and scholars on local and international research projects. Participants also disclosed some tensions and challenges related to HE internationalisation. For example, international staff and students impact the culture of the local students and community, some international themes and topics do not fit within the values of the culture and religion of the local students, and the university should play a more significant role in research collaboration, such as in funding research projects.

**5. Title: Institutional Strategies for the Internationalisation of Higher Education in non-western contexts: A case study of Taiwan**

Yi-Hsuan Irene Huang,

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University of Bristol

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**Abstract**

Internationalisation strategies, such as international research cooperation and English taught curriculum, have been widely implemented by countries and higher education institutions (HEIs) to improve education quality and potentially benefit all students and staff (de Wit & Hunter, 2015; Klemenčič, 2015). While higher education internationalisation is an evolving and context-dependent issue, relevant studies predominantly focus on Western contexts (Mittelmeier & Yang, 2022; Tight, 2022). To broaden the epistemic understanding of this prevailing phenomenon, this study employs a qualitative case study design to investigate how Taiwanese HEIs' internationalisation strategies are informed by the broader economic, political, and cultural contexts. Data are collected through semi-structured interviews with administrative representatives and policy documents of the Taiwanese government and case universities. In response to one of the conference themes, decolonising research practices, this study applies an analytical framework highlighting the role of culture in institutional practices (Thornton et al., 2012). In the presentation, I will share some preliminary findings of this doctoral study regarding how different organisational beliefs concurrently shape case HEIs' internationalisation approaches.

**6. Title: The impact of educational policies on the effectiveness of preparation and development programmes in the Ministry of Education to develop leadership skills of managers of the Ministry's departments and educational districts in the State of Kuwait**

Dr. Kafaa H. Alenezi Hawalli

Educational District Ministry of Education – Kuwait

## **Abstract**

The primary purpose of this paper was to explore the impact of educational policies set by the Ministry of Education (MOE) on the effectiveness of educational leadership preparation programmes, to develop the leadership skills of department managers in the Ministry and their educational districts in the education system in the State of Kuwait. To answer the study question regarding the effectiveness of training programmes provided to the managers before starting their leadership roles, and the impact of the educational policies and training plans to develop their leadership skills, from their point of view. Embedded Mixed Methods were used, where semi-structured interviews were the main tool for collecting qualitative data to obtain more details on the preparation of educational leaders. That was after including quantitative data (the questionnaire) and obtaining an initial view of the processes of preparing and developing managers. The quantitative study sample included 54 managers, 48 questionnaires were distributed, and 42 were retrieved at 87.5%. The qualitative study included eight principals. Microsoft Excel was used to calculate the frequency for quantitative data and NVivo 11 to organize the qualitative data. The results indicated the ineffectiveness of the courses offered by the MOE to develop managers' leadership skills. The regulations have also limited the participants' ability to practice what they have learned, which confirms the centrality of the system, not to mention the difficulty in applying what has been learned from external courses in other countries different from Kuwaiti society. Therefore, the study recommends that the MOE should provide formal learning activities for managers and organize activities to develop the leadership skills of their managers according to their training needs. Managers need more delegation in decision-making to exercise their roles and consider the culture and context when setting educational policies and designing leadership development programmes.

## **7. Title: Gendered, Racialised, Sexualised and Underachieving – An exploration of the lived experience of Black Caribbean girls in secondary schools in England in the 21st century.**

Julie Blake

School of education

University of Birmingham

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## **Abstract**

Black girls are often side-lined, moreover, invisible in the world of education (Mirza,1992; Rollock, 2007). They are hidden in the rhetoric of the moral panic (Smith, 2007) of the 'failing boys' discourse and overshadowed in educational policies that encompass neoliberalism and meritocratic values, within a post-racial society. My study explores the lived experience of Black Caribbean girls in secondary education in England in the 21st century. It considers how the achievement data is almost irrelevant where Black

Caribbean girls are concerned, as, not only are they one of the lowest achieving groups (Dfe 2021) when compared with other girls by ethnicity, but they are also gendered, racialized and sexualized. My research questions are: i) What are the school experiences of Black Caribbean girls? ii) What strategies do Black Caribbean girls employ to navigate their experiences? To answer these questions, I have examined recent literature and drawn from a theoretical framework of critical race theory and intersectionality. Using a qualitative methodology, I use semi-structured interviews to gather the narratives of sixteen Black Caribbean girls aged 13 – 16 years and analysed the data. Research findings highlight that, Black Caribbean girls still experiencing oppressive factors during their school day, including Whiteness as the default setting, institutional racism, structural stereotyping, a tokenistic curriculum and inadequate academic support. The strategies employed by a Black Caribbean girl to navigate her school experience includes, embracing the Strong Black woman ideology, acts of resistance and being resilient. I argue that Black Caribbean girls are the ideal neoliberal subjects as they exert individualism to get by. I recommend that policymakers need to provide an inclusive, safe and understanding environment for Black Caribbean girls, with a focus on teacher training and strategies to close the attainment gap between her female peers.

## **8. Title: Sustainability in UK Universities**

Antonia Voigt

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### **Abstract**

Sustainability in universities forms a cornerstone of the collective progress towards social justice in the United Kingdom (UK). Although it is a ubiquitous term in 21st century thinking, on a macro-level this field is underexplored in relation to UK universities. The two central questions of this paper are (1) how sustainability is understood and (2) how well it has been integrated into university operations. Combining Higher Education Statistics Agency (HESA) data, sustainability rankings, and content analysis of university-wide strategies, this presentation shares early findings to shed light on these two questions. Through inductive reasoning and factor analysis, the findings suggest a three-by-three matrix of sustainability definitions (environmental, United Nation's Sustainable Development Goals and civic responsibility), and levels of integration (vision-driven, add-on, public-relations). I conclude with the impact of these findings on university operations and outline the next steps in the research project.

**9. Title: “Is there a Toolkit for that?” Academic responses to decolonising the curriculum.**

Michelle Whitworth

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University of Birmingham

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**Abstract**

The purpose of my research is to explore academic perceptions, experiences and views of internationalisation and the impact on their current teaching practices based on their own backgrounds and expectations of UK education. Internationalisation in Higher Education (HE) is not a new phenomenon, nor is the requirement to attract increasing numbers of international students as a means for UK Higher Education Institutions (HEIs) to remain competitive within an increasingly marketized education sector. This project aims to review the status quo and the dominance of a Western/European education system through the changes made by universities in their internationalisation agendas. I have conducted several interviews with academic staff, international office staff as well as students to assess their approaches and feelings about both internationalisation and decolonisation. Several initiatives have been put in place such as ‘decolonising the curriculum’ and ‘Let’s talk about Race’ training sessions however there appears to be little in the way of change in practice.

The type of questions and responses centred around the following areas:

- Meaning of internationalisation and decolonisation
- Teaching methods for a diverse student body and integration of international or cross-cultural perspectives within teaching
- Academic/personal challenges faced regarding students from ethnically diverse backgrounds
- Institution support/training for teaching an ethnically diverse student body

**10. Title: An exploration of the relationships between teaching autonomy and educational public-private partnerships (ePPPs) in three junior high schools in Hangzhou in China**

Zhao Qian

Doctor of Philosophy

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## Abstract

In China, the lack of educational autonomy has been criticized because of the rigid management and inefficient teaching practice (Liao, 2011; Zhang, 2014; Wei & Fan, 2017), and some researchers have sought to improve schools' autonomy by introducing ePPPs into the public education system (Wang, 2017; Huang et al., 2019). These judgments assume that ePPPs have more autonomy than public education systems or could free them from public constraints (Gill & Rand Education, 2001; Patrinos et al., 2009), and thus could provide a way to improve education quality and be more efficient than public counterparts (Latham, 2009; Patrinos et al., 2009; Day et al., 2014), which is also helpful to improve education equality. However, these arguments are still assumptions, and have not been supported by empirical examinations. Besides, some research has alternatively found that in many cases, the ePPPs could not improve educational autonomy and may even decrease that in schools (Bennett et al., 2004; Finnigan, 2007). Hence, it is important to conduct new research to explore the potential of educational public-private partnerships (ePPPs) to improve schools' autonomy and how ePPPs promote schools' autonomy. There is a need to focus on teaching practice because it is the priority of schools' tasks, and empowering teachers more autonomy is regarded as an appropriate starting point to address current school problems (Short, 1994; Pearson & Moomaw, 2006). This study will be a qualitative exploratory approach, utilizing post-positivism and interpretivism as philosophical approach. A purposeful sampling method will be adopted in this study, and three individual junior high schools will be selected and compared based on their ePPPs mode. The collection of documents, in-depth interview and focus group are adopted to collect data, while thematic analysis method and documentary analysis method are data analysis methods.

### 11. Title: The potential of a course Book Club in recentring the personal literacies of students in Higher Education

Emma Evans

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## Abstract

The UK government's Widening Participation policy, along with the Black Lives Matter movement and the UUK and NUS (2019) #CLOSINGTHEGAP report have spurred UK universities into action to develop diverse and inclusive environments that provide a good sense of belonging. Resulting initiatives include inclusive pedagogy, training for unconscious bias and decolonising the curriculum. However, what none of these initiatives directly address is the day-to-day discourse of academic literacy practice in higher education and its impact. It is increasingly recognised that traditional notions of literacy centre elitism and whiteness, potentially devaluing the diversity of students' backgrounds, yet practical solutions are rarely proposed. At the heart of this proposed PhD study lies the theory that literacy is a multi-dimensional practice serving a variety of



social, economic, ideological and political purposes. It will take an ethnographic intervention approach by placing students at the centre of the study to value their identity and promote agency in meaning-making and knowledge production. Participants will record moments of displacement or misunderstanding experienced throughout the delivery of a course unit in a multimodal journal. The research will provide a Third Space in the form of monthly 'Book Club' meetings that use the Critical Framing model of the Multiliteracies pedagogy to encourage students and their academic practitioners to interrogate these moments so that their reproduction is disrupted, and solutions are negotiated. It is hoped that the research will provide a practical, collaborative and sustainable model that academic practitioners will employ to critique their own literacy practice and re-centre the personal literacies of students.

**12. Title: Is "education quality" the best signifier to search for social justice? Parents "giving a good education" in Chile.**

Gonzalo Hidalgo Bazán

School of Education,

University of Bristol

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**Abstract**

In several contexts, education quality is a significant concern in the education policy discussion. Currently, the myriad of accountability and quality assurance technologies seems to hegemonise approaches that conceive education quality as purely technical and conceals its intrinsically political and polysemic character. The discussion on what is a "good education" acquires complexity in the face of marked-based forms of accountability where parents are supposed to regulate school quality through their choices (Brighouse et al., 2018; Román & Corvalán, 2016). Addressing education quality as an empty signifier (Howarth, 2013; Laclau, 2007; Monarca & Fernandez, 2018), my presentation explores how parents articulate meanings of education quality and the challenges these articulations pose to achieving a fairer education system. The study analyses narratives of schooling of 20 families (47 interviews) whose children attend schools in La Florida, Santiago. Among my preliminary findings, I argue that parents' meaning articulations of education quality go beyond what Biesta (2010) called "learnification". Concern for learning outcomes or cognitive development takes a secondary place in parents' narratives. My presentation concludes that quality/good education in contexts of intensified market conditions mobilises practices, values and affects related to both schooling and parenting. Many of these practices pose complex challenges to making schools more diverse and just.

### **13. Title: The Role of Values in Evaluation Influence for Social Betterment and Organisational Legitimacy**

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#### **Abstract**

Theories describing how evaluation can influence programmes and organisational strategies often rationally assume the goal of evaluation to advance social betterment. This is a worthy cause; however, such theories often fail to explicitly account for the multiple ways values affect how evaluation is practiced and acted upon within organisations. Understanding these complexities is important, especially within organisations that have strong social missions. This study explores how internal evaluation influences practice and strategy decision-making within three English higher education providers working to increase equity by supporting disadvantaged and underrepresented students. 17 staff members spanning the hierarchy of widening participation and admissions departments were interviewed. Findings explore the effects of personal, professional, and organisational values on how evaluation is practiced internally, and how evaluation influences decision-making. The study grapples with tensions inherent when staff walk a line between achieving their version of social betterment whilst supporting their organisations effort to maintain legitimacy.

### **14. Title: The experiences of black senior leaders in schools in England**

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#### **Abstract:**

This research aims to explore the experiences of black Afro-Caribbean senior leaders in academies to shed light on the factors which might have contributed to a lack of retention and promotion. The school workforce data of 2015 shows that, nationally, just 0.9% of head teachers are from a black African or Caribbean background yet 30.4% of primary students and 26.6% of secondary students are from minority ethnic backgrounds. Over the last twenty years, policies under a Labour, a Conservative and then an alliance government have vastly shaped education. From the development of City Technology Colleges and Grant Maintained schools to academies and free-schools, autonomy has moved away from the Local Authority to individual schools/groups of schools, resulting in a demise in the number of Senior Leaders from minority groups. Qualitative research methods will be employed for this multi-method study. Critical Race Theory will be

utilised to explore themes of systemic racism, white supremacy and privilege and intersectionality. The construction of educational inequalities through educational policy and practice will be examined. The aim is to understand exactly what black leaders have to say about their individual careers and exploit this lived experience. This research will be of academic and practical importance if we are to ensure continued black participation in leadership teams within the British education system. The recommendations provided will be sent to institutions where Initial Teacher Training is delivered with a view to encouraging improved retention rates amongst this minority group. It is not only necessary, but imperative, to have black representation in schools at senior level. One cannot underestimate the importance of effective BME leaders for future generations of students. The findings will lead to significant changes in continuing professional development practice for aspiring Head teachers and improve the human condition for minority leaders.

**15. Title: I do want to do this research' (T-Rex) - Including Children with labels of Special Educational Needs/Disabilities in Research**

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**Abstract**

The social sciences discipline has, over the last decade, exponentiated research with children (Alderson and Morrow, 2020). Though, children with labels of 'special educational needs/disabilities' (SEN/D) are often overlooked as legitimate research participants perpetuating their marginalisation in research (Quennerstedt and Moody, 2020). I have recently undertaken focus group research with children with labels of SEN/D and wish to impart my experiences of their inclusion as legitimate research participants. There were three emergent themes that bore influence over their involvement in the research: access to these children with labels of SEN/D, institutional power differentials and a disruption to conventional research traditions. It is paradoxical this research with children did not begin with their informed consent (Thackray, 2018), rather access (and repudiation) depended on a myriad of hierarchical stages of adult consent (Boggis, 2011). Further, there were focus groups undertaken both, with and without, support staff, which exemplified the inextricability of adult-child power differentials in a school milieu (Christensen, 2004). Indeed, a conscientious non-authoritative demeanour in accord to professional expectations (Kelly, 2007). The fundamental impetus in the disruption of conventional research traditions, which favour academic competences (Kennedy et al., 2001), was to include children who would otherwise be overlooked (Stafford, 2017). Thus, the focus groups were centred around the contemporary visual research method — emoji (Fane et al., 2018) — to facilitate children's exploration of their school experiences through their own communication preferences (Stafford, 2017). Is it not time that we push beyond conventional research

traditions, to contemporary research trajectories, to explore its affordances in the inclusion of marginalised groups.

**16. Title: The relationship between childhood trauma and help-seeking behaviour - a role for dispositional attachment?**

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**Abstract**

A growing body of research has identified exposure to adverse childhood experiences (ACEs) as a key indicator linked to several disadvantageous outcomes in education, as well as more widely in the health and criminal justice systems (Felitti et al., 2007). Increasingly, educational settings are recognising the value of both trauma-informed care and awareness of attachment styles in supporting learners, but research is ongoing concerning the factors which influence whether these approaches are successful. Attachment orientation has been found to predict attitudes to psychological therapies (Millings et al., 2019), with attachment insecurity predicting negative attitudes and security predicting positive attitudes. To date, however, no study has examined the relationship between dispositional attachment and actual help-seeking (including formal and informal sources of help). There is evidence to suggest that informal support is more likely to be utilised by marginalised groups such as ethnic minority groups (Brown et al., 2014) and survivors of intimate partner violence (Ansara & Hindin, 2010), and so informal sources of support are worthy of attention, with implications for pastoral support in education. Furthermore, there is limited research into the effects of ACEs on help-seeking behaviour. The present study, therefore, examines the relationship between exposure to childhood trauma and help-seeking behaviour, and whether this is mediated by attachment orientation. An overview of the study will be given alongside suggestions for the applicability of its findings to educational practice.

**17. Title: Student-teacher tensions in the dental clinic: what role does power inequality play?**

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**Abstract**

Within undergraduate dental student education, there is anecdotal evidence that dental teachers can feel frustrated with today's generation of students (Behar-Horenstein & Horvath, 2016). Examples of behaviours and attitudes that teachers may see as poor professionalism include lateness for clinic, questioning of assessment grades and feedback, lack of engagement with learning, questioning staff clinical decisions, and a perceived lack of respect for teaching staff (Bateman, Ellis & McCracken, 2019). Within the educational literature more widely, some authors highlight differences between past and current generations of young adult learners (Twenge, 2013) and today's university students have been described as 'consumers' or 'customers' (Tomlinson, 2017), however there is little understanding of whether or how such contemporary issues may play out during the training and professional development of dental undergraduates. Although there is relevant research from other healthcare professions, particularly medicine (Monrouxe, Rees & Hu, 2011), the interplay between generational issues, student-teacher dynamics, and student professional development is of particular importance for dental programmes; despite being young adult learners who are just commencing their professional development, dental students are expected to be responsible for patients and carry out invasive treatments from year two of their programme. By describing the unique dental student clinical learning context, summarising the results of my qualitative, interview-based Supervised Individual Study pilot, drawing on relevant literature, and describing my upcoming dissertation plans I will highlight the student-teacher power inequalities that I have unearthed to date, and which are likely to form a significant part of my dissertation. I welcome the opportunity to gain perspectives and input from a non-dental audience, particularly how I can ensure that inequality between student and teacher receives sufficient attention throughout my dissertation, and how my research findings might catalyse authentic change to institution culture and educational practice.

**18. Title: School based assessment in Chile: from policy to a real (and fairer) practice.**

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## **Abstract:**

During 2020, the Chilean Ministry of Education published a new assessment decree that promoted the use of a school-based assessment system, which combines the use of formative and summative assessment. However, studies describing the assessment methods used within Chilean schools and its characteristics, were scarce before the new decree publication. Therefore, this study shows how the assessment procedure is lived inside the school and the difficulties to implement a new policy in spaces where the summative assessment has historically determined the dynamics inside the classroom. By describing the assessment methods used by teachers and the results obtained by the students, these two actors were able to reflect about the overall justice of the assessment system. Students also reflected on their future possibilities as the high stakes system is also embedded in a society highly segregated and a country exhibiting high rates of inequality. The presentation of the study will be combined with the author's current experience of teaching in the secondary level of one Chilean school. Students in the country came back to the classroom in March, after two years of online education. Thus, the difficulties of a real policy implementation will be also presented considering the challenges that COVID-19 brought, as they have been more evident for all the educational actors during these months of return to the classroom and face to face education.

### **19. Title: Voices in the year 7 classroom: a case study tracing evolving gender identities during a poetry unit of work focused on gender consciousness**

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## **Abstract**

This classroom-based case study explores how literature, in particular poetry, can be used as an educational platform within the secondary classroom to explore gender identity. To generate findings, a six-week poetry unit of work was created for an all-female year 7 class at a secondary school in the south-east of England. The unit of work included poetry authored by female and non-binary poets, as well as poetry which grapples with the struggles of individual gender identity and representation within society. This, in turn, formed part of a broader project to allow pupils to reflect on their personal and familial experiences of gender, whilst using creative writing and performance as a tool for self-expression. The class were studied before, during and after the learning process to holistically evaluate their development of gender-consciousness, through ethnographic methods as well as individual interviews and an analysis of their individual response work. A key area of focus is the strengths and limitations of the use of performance poetry when developing awareness of gender identity within adolescents and how this can be further incorporated into the school curricula.

**20. Title: Internationalization of Higher Education: Academics' perception of the impacts of overseas professional development programs**

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**Abstract**

The research explores the academics' perception of the impacts of overseas professional development programs in the form of overseas studies in one of the public universities in Indonesia. The research aims to address the policy in the university that is seen as a barrier for academics to pursue their further degrees in overseas universities. The research is a single-site case study involving 16 participants in two groups. The first group consists of academics at the sample university who graduated with master's degrees from overseas universities. The second group comprises academics with overseas doctoral/ Ph.D. degrees. The data were collected using semi-structured interviews using the participants' mother language, Indonesian (Bahasa Indonesia). The transcripts were translated into English before the analysis process. Thematic analysis was employed to identify the related codes, which are then grouped into themes. The research focuses on finding out the participants' perception of university internationalization, the impacts of overseas study programs as an internationalization strategy on the participating academics, and the contributions of overseas graduates to their universities. Since the research is in progress, the findings reported so far are related to the impacts of overseas study programs on the participating academics. From the interview analysis, the participants indicated that their overseas studies have positively impacted their academic competencies, such as teaching, research, publication, networking, personal character, and foreign language proficiency. The findings of this research are expected to add to the richness of contemporary literature related to internationalization and overseas studies in the Indonesian context. In practice, the research is expected to influence the university's stakeholders to modify their policy related to academics' overseas study programs.

**21. Title: Evaluating the quality of School Self-Evaluation in Secondary Schools: the case of Azerbaijan**

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## Abstract

Education systems across the globe are increasingly characterised by high demand for quality and effectiveness. This study will attempt to explore the education process in two secondary schools with the intention of understanding perceptions towards School Self Evaluations (SSEs). More precisely, this study will explore attitudes to SSE by assessing teachers' and headteachers' attitudes towards items related to the education process. This research aims to understand the potential role of SSE in increasing the quality of education process in Azerbaijan and the stakeholder's perspectives toward SSE, the participants will be the headteachers and teachers from two secondary schools in Azerbaijan. Focusing on the quality of the education process, this study aims to explore stakeholders' views about the nature and purpose of SSE in two different schools. To partially understand the differences between institutions with and without SSE, two schools - one privately-run (implementing SSE) and one state-run (not implementing SSE). The study is conducted using a mixed method approach. Data will obtain from headteachers and teachers during the quantitative phase of the study with a survey questionnaire, and these stakeholders were interviewed during the qualitative phase. This research will employ non-random sampling techniques for both phases. Covering multiple stakeholders in the sample will allow me to obtain a rounded picture of several issues related to SSE. More specifically, policymakers can provide detailed information about the intended purpose of SSE, while the teachers and head teachers are ideally suited to provide information that would give insight into the strengths and weaknesses of SSE and its impact on the teaching process. In addition to these features, it is worth noting that there is little scholarly work on the way evaluation is carried out in schools both in Azerbaijan and Caucasus region. Thus, this study, by identifying prevalent attitudes to SSE in two schools (despite the issues with external validity), can both help to encourage research on SSE and offer policy recommendations. Indeed, such recommendations could be invaluable for a newly established agency - Agency for Quality Assurance in Education (TKTA) services.

### **22. Title: What are the perceptions and experiences of teachers with regard to the effects that Key Stage Two SATs have on the taught Year 6 curriculum in England?**

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## Abstract

The research is a mixed-method study into the effect that teachers believe the policy of testing children in Year 6 in English and Maths has had on the curriculum delivered to this year group. The research consists of a questionnaire aimed at all primary school teachers (regardless of their teaching experience) which then led to the development of semi-structured interviews with teachers who were either current or former Year 6 teachers. Data collection was carried out between June and November 2021. The purpose



of the study is to investigate both the extent to which the SATs have influenced the curriculum, and whether this has had a negative or positive impact on Year 6 pupils' education.

The preliminary analysis of the data indicates that 'washback' from the SATS indeed influences what children are taught. However, there are some differences emerging as to how extensive this influence is and, more importantly, whether the teachers consider this influence to be positive or negative. One theme emerging from the research is that the existence of the SATs, by being linked to school improvement policy and, therefore, seen as 'high-stakes testing', contributes to a narrowing of the curriculum for those children from disadvantaged backgrounds in particular. In these cases, some teachers' responses indicate that the Government's policy of testing in England, although theoretically meant to ensure equitable access to learning for all pupils no matter what their background, is, in practice creating an unequal system where there is an over-concentration in some schools on the core subjects to the detriment of other subjects, denying some Year 6 pupils from disadvantaged areas a 'broad and balanced' curriculum.

