

POSTER PRESENTATION

Posters will be displayed in **the Exhibition Space, CCE**, for the duration of the conference. Presenters will be available during the scheduled timeslot on **Tuesday 10 April 2018, 18:45 - 19:45** and **Thursday 12 April 2018, 15:00 - 15:15** to discuss their work. Additional times may be indicated on individual posters.

Cities, Mobilities, Place and Space

Definition of Home in the Community

Lastman, R.
(City, University of London)

The Dutch Sociologist Jan Willem Duyvendak talks about home as a place of emotional connection and a sphere of community with a sense of belonging.

The intention of this conference poster is to showcase relevant literature along with results and analysis from a quantitative survey that was carried out in 2017 in North West London with over 200 participants on topics related to home and the community.

During the past year there has been political uncertainty in the UK and the proportion of people living in private rented accommodation has increased. In addition few affordable housing are being built and tragic events such as the Grenfell tower have reminded us about the importance of home in the community. This was further exemplified by Antonio, one of the Grenfell survivors who stated in a BBC interview 'I'm not moving until I find a permanent place I can call home'. With a growing transitory population, for which homeownership is beyond reach, and depending on their tenure, the concept of home in the community differs with temporary residents straddling the boundary between citizen and denizen. The available data helps to demonstrate trends and divisions that have emerged, and I intend on using this to better understand the impact such data is having.

Shared Ownership and Gated Living: A Teasing Prospect for 21st Century Community Safety

Kinloch, N.

This paper outlines the findings of a pilot study conducted for the author's MSc research which investigated the use of situational crime prevention techniques in mixed tenure gated communities. The paper explains the research problem from these findings and outlines a PhD research proposal seeking to examine this concern further. It examines the potential for success of the mixed tenure housing to be an effective method of 21st century crime control. It will be asked why is there no lacklustre in the growth of gated communities in our cities?

The paper will report that despite encouragement by policy that mixed-tenure gated communities can reduce anxieties about crime, in fact this is an illusion where social exclusion remains a tangible and noticed problem. It claims social exclusion is created by the very situational crime prevention techniques which are claimed to eliminate crime and create defensible space in the physical environment which they occupy. Furthermore, it will be suggested that few governments regulate private security operators which are involved in the provision of safety and security in mixed-tenure gated communities.

The paper concludes with the reasoning for the proposed PhD research outlining that despite these concerns and others, the mixed-tenure gated community shows no sign of being the development that fails to sale. This research proposes to discover if existing literature and empirical evidence is grounded in arguing these residential developments are a successful method of contemporary crime control and solution to addressing social exclusion.

The Role and Experiences of Volunteers Within Preserved Railway Societies in Rural North Wales

Jones, S.
(Bangor University, WISERD)

This presentation will discuss emergent findings from my current PhD study of volunteering within heritage railway societies in North Wales, conducted between 2015-2018. The aims of the study are to understand the motivations and experiences of volunteers.

A case study approach has been used for this research, focusing upon the Talylyn, Ffestiniog and Welsh Highland Railways, thus far data collection has included 74 qualitative interviews and 17 hours of participant observations. Key emerging themes are discussed based on an initial framework analysis of the data: how understandings of the role are shaped by work and gender identities; the role of family background; the development of belonging and identity, along with the effect of retirement and the life course.

North Wales has a distinctive industrial heritage, which has shaped much of the environment and landscape we see today, however the country has undergone dramatic changes as a result of de-industrialisation, population change and

globalization. Heritage volunteers are a particularly under researched group in terms of civil society, whilst previous literature has focused upon for example, organisations such as the National Trust, there remains a substantial gap with regard to preserved railways, despite its popularity increasing across Europe and beyond. The research is funded by the Economic and Social Research Council as part of the WISERD Civil Society Research Centre.

Culture, Media, Sport and Food

Talking About Taekwon-Do - An Ethnographic Study Exploring Children's Experiences of Participating in International Taekwon-Do Federation (ITF) Taekwon-Do, in a North of England Taekwon-Do School

Ashton-Goldthorpe, L., Lewis, K., Tobbell, J.

(EdgeHill University)

Conclusive evidence regarding the effects of martial arts within research literature remains scarce. In addition, little is known about how children experience participation, and involvement in martial arts (Theeboom, De Knop & Vertonghen, 2009).

This study aims to address the evident gap in literature and research, that explores children's participation and involvement in Taekwon-Do. This area has been identified through pre-empirical reading, thus the intention is to make an original contribution to the knowledge base.

Environment and Society

Will Measuring the Uks Natural Capital Help to Preserve the Environment for Future Generations?

Wills, B.

(University of Surrey)

Natural Capital is defined as nature's assets that directly or indirectly produce value to people and is hailed as the source of all other capitals. One of the big questions facing society today is how to utilise this natural capital sustainably?

Supported by DEFRA, the Natural Capital Committee have designed four pilot 'Pioneer programmes' to test whether applying the Natural Capital Approach (NCA) holds the key. These Pioneers will measure the UK's natural capital, creating asset registers and financial accounts detailing the flows of benefits those assets provide to society and the economy.

This poster will focus on the Marine Pioneer. In addition to assessing marine natural capital, this Pioneer project will be aiming to create an enhanced culture of care around the marine environment. People receive a breath of benefits from the coast, such as a sense of place and enhanced wellbeing.

Is assigning value via the NCA the most effective way to sustainably manage our environment? Are people's own definitions of value compatible and comparable?

Participatory evaluation techniques will be used with local stakeholders to define indicators for the drivers and benefits of involvement in the Marine Pioneer, was applying the NCA essential? Preliminary results will be presented.

In the current political-climate the Pioneer projects have the capacity to shape the future of UK environmental management. This is no small feat and will depend upon radical shift's in how we value nature.

Families and Relationships

Commensality and the Construction of family identity across two cities

Marshall, D., Davis, T.

(University of Edinburgh)

Domestic commensality, or eating together, is part of family identity practice forming part of what it means to be a family (James et. al 2009, Jackson 2015). This mundane practice has been seen as shaping the collective (family, community, cultural), relational (between family members) as well as individual (self) identities (Epp and Price 2012). We adopt a visual (Rose 2003) and narrative approach, using photographs of family meals taken by the participants as they compose and capture their weekday evening meal experiences in a self-directive way (Kedzior, et. al. 2016).

The image of the Christian white nuclear family, all gathered together around the dining table in the Norman Rockwell painting 'Freedom from want' still dominates the 'western' imaginary (Chambers 2001). The self-directed photographs we collected form a starting point for family interviews that focus on the shifting definitions of 'family' and actual practices of family meal times in Sydney and Edinburgh. This provides a direct window into the mealtime practices offering an insight into how commensality reinforces ideas of particular family identities through participant narratives of the photographs. It explores how families use mealtimes to develop social self-regulation and eating rituals while simultaneously reinforcing the social bond between members of a family. We see how these family rituals are fluid allowing for the enfolding of individual identities and how participants 'see themselves' in these compositions of the family.

Identity and Kinship in Lesbian Led Donor Conceived Families

Quaid, S.

(University of Sunderland)

This paper is about lesbian parenting culture. I focus on identity, kinship and the meaning of family and kinship for donor conceived children. I will explore interconnections and negotiating transgressions for parents, reinventions of self and negotiating new relational identities. The respondents in my study went through redefinition of themselves, their couple status and family identities and the identities of their children. Lesbian parental couples potentially disrupt normative heterosexual meanings of family and gender and could subvert the meaning of motherhood and gendered parental identities. Evidence from this study indicates that lesbian couples have created joint parented family projects based on egalitarian ideals; however, other definers of identity caused contradictions and tensions. These included culture, disability, ethnicity, class, gender and religious background. Intersections of identities in their negotiated family presented potential sources of tension for the respondents. The respondents embarked upon a new form of motherhood and family which (at the time of interviews) had no frame of reference in tradition or policy frameworks for parenting. Thus a process of change, flux and fluidity began. The problems they faced were both cultural and structural. These processes were underpinned always with the material realities of class differences. Differences of cultural capital and access to social and economic resources shape this experience and deep in the cultural definers of self lies constructions of race and ethnicity. This research included detailed accounts of their internal and external struggles to resolve their own maternal and parental identities in relation to other aspects of self.

Lived Experiences of Non-Resident Fatherhood in the United Kingdom

Shaw, W.

(University of Sheffield)

Non-resident fathers, and separated families more broadly, have been a feature of contemporary political and public discussions in the United Kingdom, with fears that 'absent' or 'feckless' fathers are having a detrimental effect on children's development, and causing financial strain on tax payers. Government data is noticeably lacking, but estimates range from a conservative 1 million to 3 or 4 million men in the UK with non-resident children, with recent studies suggesting that a large number of non-resident fathers maintain regular contact with their children. Desires to strengthen fathers' engagement in family life, and discussions of the rights and responsibilities (morally, legally and financially) of parents, have been strong features of family policy in recent decades. There has been a rise of sociological studies into contemporary fatherhood in Europe and North America, however, non-resident fathers, despite their increasing prevalence, have been ignored from many of these studies. As such, despite increasing interest in non-resident fathers in policy and practice agendas, relatively little is known academically about the lived experiences of non-resident fathers in the UK. This presentation will present initial findings from my doctoral research - a 'father-centric' qualitative study utilising semi-structured interviews with non-resident fathers in the United Kingdom. Interviews are interested in the lived experiences of non-resident fathering, exploring relationships and interactions with family members and external services. The work aims to appreciate the everydayness of fathering, how men identify as fathers in a non-resident capacity as well as how perceptions of non-resident fathers affect fathering practices.

Enabling Inclusive Communication in Families Where a Child Has Autism

Driver, H.

(Northumbria University)

As a young person with autism the inherent difficulties may result in significant barriers to communication or no verbal communication. As a parent of a child with autism I experience the difference this condition introduces to our family communication. Families are challenged to adjust their communication to increase inclusion and to avoid their young person feeling socially isolated within their family. Yet, there continues to be a paucity of research exploring the experience of communication in the context of family life.

Central to this study is the child with autism within their family and the unique communication needs they present.

Drawing on principles of participatory action research, this collaborative auto ethnography engages five families, including my own, in an action/reflection process which seeks to enable inclusive communication in our families. Within our collaborative learning group a broker from each family meets to discuss and reflect on communication in their home life. Monthly meetings across a six month period and reflective journals facilitate this reflective practice and provide data. Children and young people in each of the families are encouraged to use drawings, notes or photos to enable their contribution to data generation, allowing inclusive methods of data generation.

Our shared narrative can serve to increase understanding and inform policy and practice in community support and inclusion for families including the 'voice' of children with autism and their families.

Academic Careers in a Quickly Changing World: Biographies of Academics Who Stayed or Left Belarus After the Year 1991

Poleschuk, S.

(European University Institute)

My PhD project entitled 'Academic careers in a quickly changing world: biographies of academics who stayed or left Belarus in the year 1991' examines the academic careers of Belarusian scholars and focuses on the experience of a single cohort of scholars who started their higher education in 1991. The research project aims at understanding how the historical event of gaining independence by Belarus in 1991 affected academic careers. The study takes a

longitudinal approach and observes the changes that academic careers in the country have witnessed over the last 25 years. The cohort is divided into 3 subgroups: those who graduated from a Belarusian university and then continued their academic careers outside Belarus; those who pursued academic careers in Belarus after graduation; those who returned to Belarus after their studies and employment in the West. The sample comprises 60 interviews in total. The project aims to explore three structurally different patterns of academic careers within the life course to see how individuals interpret and respond to change throughout their lives and how they construct different types of biographies, accounting for the opportunities and constraints of society and history.

The Identity of Chinese 'Study Mothers' in Living Apart Together Relationships

Qiu, S.

(University of York)

This paper focuses on how the lived experience of Chinese 'study mothers' while living apart from their partner influenced their sense of identity during the course of accompanying their children to study. In Contemporary China, some couples keep their intimate relationship, though living in separate households due to children's education. In order to provide children with optimal living and study conditions, mostly, it is women who are expected to accompany and take care of children's daily life by relocating their residences next to children's school, at the expense of their own established career development and life circle. These study mothers' experience of time is cyclical and fixed in many ways considering their daily lives are fundamentally constrained by their children's needs. Based upon in-depth interviews with 35 Chinese women with different social background, this paper argued that being a full time study mother and homemaker, even when it is at the expense of living separately from one's partner, has been seen as a way to privilege 'motherhood' over 'wifehood' during the time of accompanying children. On the one hand, moving away from a focus on the role of wife can be somewhat liberating at the same time that the focus on motherhood can be overwhelming. And the result of these priorities can be a further distancing from the other part of the family—the husband.

Living in Kinship Care Families: Crisis of Identity?

Hall, K.

(Northumbria University)

Normative discourses of 'the family' frequently 'other' those living in families who fall outside of the ascribed normative rhetoric. Language commonly assigned to adults and children in kinship care families in the North East of England, identifies them as a marginalized, hidden and vulnerable group within society. This poster sets out the ethical complexities encountered when recruiting adults and children, living in kinship care families, as participants to a PhD study. Narratives of individual and group identity materialised early in the recruitment process by adult participants, when considering their own and the children's involvement. Adult's expressions of lost and changing identity relating to their sense of self, and as part of a collective group, suggests a 'crisis of identity' that influenced their decision to take part in the study.

Medicine, Health and Illness

SEEKS: Study Exploring the Experiences of Klinefelter's Syndrome: The Positive Effects of Social Support and Peer Support Groups in Managing a Diagnosis

Porter, C., Porter, C., McEleny, K., Quinton, R., Wilkes, S.

(Sunderland University)

Klinefelter's Syndrome (KS) is a common but under-diagnosed condition. KS people experience medical co-morbidities, mental, psychological and social difficulties associated with a diagnosis. Little is known about life experiences before and after diagnosis and the impact of age. We explored the experiences of people diagnosed with KS before, after 18 years, to increase knowledge, understanding of the condition to better support those affected.

Thirteen qualitative in-depth interviews using purposive sampling which resulted in six interviewees being diagnosed <18 years. Results were analysed using thematic analysis, compared results between those diagnosed before and after age 18 years.

Results

Positive Effect on Experience

1) Peer support/social groups improved experience through social media, group activity, community organisations. With increased bonding in social groups, perceived differences were regarded as similarities promoting better communication, understanding, sharing experiences, improving coping strategies and social benefits of social community.

2) Diagnosed <18 years; physically, psychologically wellbeing with educational interventions.

Negative Effect on Experience

1. Personal impact: anxiety/depression, identity, isolation/ personal/professional relationships
2. Receiving and disclosing of diagnosis

3. Information, communication from HCPs.

KS impacts on life experience. Peer support, support groups provide a platform to express identity, share and encourage bonding, increase knowledge, share experiences, which create positive impact on a diagnosis of KS and reduces negative effects. Greater understanding and improved awareness of the benefits for support, from both general and specialist services can aid to improve experiences and management for KS people.

Reaching out to Carers of Friends and Family with Psychosis: A Model for an Online Intervention to Improve Carer Wellbeing and Quality of Life

Johnson, A.

(Northumbria University)

Previous research has highlighted the importance of providing support to carers, family and friends of people with schizophrenia or psychosis. Despite this, carers continue to report difficulty receiving and accessing support. Providing this as an online format may address some of this unmet need and there has been a recent focus on online interventions for carers of people with schizophrenia, psychosis or bipolar disorder. This PhD project aims to expand on previous work by examining carer online support usage with the aim of developing a model for an online intervention to improve the wellbeing and quality of life (QoL) of carers of someone with a severe mental illness.

Using a mixed methods design including both qualitative and quantitative aspects, 8 carers of someone diagnosed with schizophrenia or a psychosis-based disorder were asked to complete health questionnaires (measuring wellbeing and QoL) at two time points (baseline and 6 weeks). During this time, carers were asked to complete a weekly diary measuring online support usage before being invited to attend a semi-structure individual interview. Six professionals who work regularly alongside carers of people with schizophrenia and psychosis, were also invited to attend an individual interview. Interviews consisted of experiences and opinions of available online support for carers of someone with a severe mental illness and views towards developing an online intervention aiming to improve carer wellbeing and QoL. Results will be analysed using thematic analysis and fuzzy-set qualitative comparative analysis.

Methodological Innovations

The Artistic Exploration of the Material Object Taken by Refugees from Syria

Altenberger, I.

(Robert Gordon University)

Forced migration changes the relationship with material culture as it requires refugees to make choices about the material objects they will take on their journey, to an often unknown destination. These objects are intrinsic to the memory of an identity that in the context of a new culture and place is changing and developing to a new social persona. Therefore these objects, if not always physically present can be considered as transitional objects that become part of the experience of displacement and migration.

This research is aiming to explore the chosen transitional objects Syrian refugees take with them to the northeast of Scotland by a multi disciplinary research team consisting of artists and social scientists. The use of art-based research opens a wide range of methodological possibilities (such as the use of sound, video as well as drawing) which are better suited than traditional sociological methods to capture the phenomenological experience of refugees through a focus on their chosen material objects. More specifically art-based research allows for the addition of textures and layers to the data as it explores in depth the objects the refugees chose. In a second phase, there will also be a triangulation with a traditional research method in form of an interview. This combination of methods has the potential to better narrate the experience of the refugees' journey by using both the verbal channel and the more affective language conveyed by art work.

Methodological Reflections on Analyzing Identities and Solidarities in the Activism of Syrian Forced Migrants in Europe

Sharkawi, T.

(Lancaster University)

Six years since the uprisings in Syria and the ensuing forced migration, Syrian activism has a strong presence in European capitals. Young Syrian refugees in Europe are actively involved in organizing and mobilizing against the Syrian government. I draw on an ethnographic account of a group of young Syrians in Germany, tracing their solidarity with activists in Syria, as both engage in acts of resistance directed against the Syrian regime. Following a contentious politics perspective to social movements (Tilly, 2008; Tilly, & Tarrow, 2015) and expanding on theorizations of sovereignty (Banerjee, 2002; Sassen, 1996), I adopt concepts from digital literacies (Barton, 2012) as units of analysis, to underscore intersections between activism, solidarity and sovereignty. In reconceptualizing literacy practices as an analytic methodology, I incorporate into Tilly's understanding of contentious politics the diverse forms of writing and communication used in the referencing of social and political conventions, contentious repertoires actors draw upon to facilitate collective direct action. This is attempted through the analysis of an incident in 2016 when a protest broke out in Hama Prison in Syria. Political prisoners staged a strike to protest against transferring their fellow inmates to military prisons. I investigate how Berlin-based Syrian activists challenged the media blackout imposed by the Syrian government. I examine how extra- territorial activism engages with and interrogates traditional notions of state

sovereignty. I analyze the practices of their solidarity and the rights claims they make that challenge narratives of the sovereign state made by the Syrian regime.

Rights, Violence and Crime

The Case for More Ethnographic Research on Crime and Deviance With the Criminal's Perspective

Potter, L.

(Northumbria University)

This paper argues the case for more ethnographic research on crime and deviance with the criminal's perspective. This aim is achieved by presenting an overview of my own ongoing PhD ethnographic study within a town in Northern England involving a community of buyers and sellers of pirated android boxes and pirated DVDs. Pirated android boxes are set top boxes that have illegal add-ons installed to access illegal content. My PhD is supervised by Dr Rob Hornsby. The paper discusses the methodological challenges my study has experienced due to conducting ethnographic research with the criminal's perspective.

This statement is broken down into two sections. Firstly, when researching crime and deviance academics should acquire the criminal's perspective in addition to obtaining the law enforcement agencies viewpoint. Secondly, when the researcher aims to understand the criminal's perspective on topics of crime and deviance they should use ethnographic methods.

In recent decades' ethnography has become 'a marginalized community' within criminology (Copes, 2012:2) there has been a decline in ethnographic research with the criminal's perspective this statement is especially true within the illicit markets discipline. The heyday of ethnographic research is long gone due to the creation of university ethics committees and research councils with their rigorous ethical approval applications and risk assessment forms. The paper acknowledges the importance of research ethics but argues research ethics are often challenging to maintain when conducting ethnographic studies citing the latest cutting edge ethnographic research 'on the run' by Alice Goffman (2014).

Social Divisions / Social Identities

Forging Identity, Community and Social Solidarity Through Shared Creative Practice in a Mental Health Participatory Arts Setting

Lewis, L., Spandler, H.

(University of Wolverhampton)

This paper engages with the conference theme through exploring the notion of mutuality in the context of a mental health participatory arts organisation. It reports on a qualitative study which explored opportunities for mutuality arising from shared art-making between art therapists (called studio managers) and members. The study adopted a capabilities perspective in which promoting mental health recovery and wellbeing involves broadening opportunities through a facilitative environment. Field work involved nineteen interviews with members and studio managers and participant observation in the studio setting.

Findings show how the shared art-making was expanding opportunities, or capabilities for mutuality along two main themes relating to recovery and wellbeing: forging equality and creating community, and making humanistic connections. On the first theme, equality was seen to be forged at a cultural rather than structural or organisational decision-making level and a shared identity as an artist was important. Both studio managers and members also described the production of capabilities in the areas of communication and relationships, shared enjoyment, shared learning and social contribution. On the second theme, participants described shared artistic practice generating capabilities for mutual respect and acceptance (something found to be often lacking in the wider social world) as well as for making deep human connections and building mutual trust. However, the study also demonstrated the potential for shared art-making in such a setting to work to reinforce or construct hierarchy and identified challenges and inhibitions to the expansion of capabilities for mutuality between members and studio managers through this shared activity.

'It Makes me Anxious Just to do that Normal Stuff,' Exploring the Significance of Developing Capitals Through a Photographic E-Narrative (Pen) Project at a Prisoner/ Offender Resettlement Scheme

Parsons, J.

(University of Plymouth)

Despite a reforming rehabilitation agenda, prisoners remain one of the most 'vilified, marginalised and excluded groups' (McNeill and Weaver 2010:28), which can prove to be a barrier to successful re/integration into the community after punishment. Over the last two years I have been working on consecutive research projects at a rural, land-based resettlement scheme (RS) for men released on temporary licence (ROTL) from the local prison and offenders on community orders, referred to as trainees. In this paper, I draw on data gathered for a Photographic electronic-Narrative (PeN) project (<https://penprojectlandworks.org/>) funded through an Independent Social Research Foundation (ISRF)

mid-career fellowship, that focuses on the interrelationship between forms of human, social and cultural capital in furthering pro-social aspirations and expectations. The PeN project aim, following a modified 'photo-voice' technique, is to share anonymous photographs and narratives from trainees that engage the wider community, culminating in a mediated virtual dialogue through blog posts, with comments, shares and likes on social media platforms such as Facebook, Twitter and Instagram. To date the PeN project has worked with 17 trainees, the most recent a self-identifying 'career criminal' discussing his anxieties prior to release. The ability to communicate this in his own words, albeit anonymously, has been extremely beneficial for his social well-being. Indeed, responses from the public and family members reinforce the importance of social capital (networks and bonds) for trainees on an individual level, as well as emphasising the need for social recognition and acceptance of the reformed prisoner/offender by the community.

Sociology of Education

Young People, School Engagement and Perceptions of Support: A Mixed Methods, Longitudinal Analysis

Ryan, L., D'Angelo, A., Kaye, N., Lorinc, M.
(University of Sheffield)

In the UK, there is growing concern about the number of young people NEET (Not in Education, Employment or Training) and those 'churning' (Furlong 2006) between low paid, insecure apprenticeships and jobs, unpaid voluntary work, periods of unemployment, and never-ending training courses without clear employment opportunities in sight (Mawn et al, 2017).

Low academic attainment and poor educational outcomes are amongst the key factors that contribute to a young person becoming NEET (Sadler et al., 2015). School (dis)engagement has been identified as a useful concept for identifying students most at-risk of experiencing poor academic outcomes (Fredricks et al., 2004). In this paper we explore school (dis)engagement and examine the key factors that may encourage young people to remain engaged in education.

The paper draws on mixed longitudinal methods, including data from a large survey undertaken in schools, as well as data from repeat, indepth interviews, undertaken as part of the RESL.eu project (funded by the EC FP7 under grant agreement n° SSH-CT-2011-1-320223).

Our statistical analysis of the large school-based survey, indicates a strong correlation between young people's school engagement and perceptions of support especially from teachers and parents, and to a lesser extent peers. We use the qualitative data to further explore young people's perceptions of support inhering in their networks, how these change over time and may impact upon school (dis)engagement. In so doing we contribute to understanding the interplay between social networks, perceived support and school engagement.

Examining Intercategorical Complexity in English Educational Outcomes

Thomson, S.
(University of Aberdeen)

Social inequalities, as Ragin and Fiss (2017) note, frequently coincide. In educational contexts, we know that certain factors (such as having Special Educational Needs or being eligible for Free School Meals) are generally associated with poorer outcomes for students but very little research in England has examined the extent to which these factors combine in children and then assess the overlap with measures of educational outcomes. This paper examines educational progress between Key Stage 2 and Key Stage 4 – both important national testing stages – from an 'intercategorical complexity' standpoint which assumes that there could be inequalities between different groups of children who have different configurations of characteristics (McCall, 2005). To do this, I apply Qualitative Comparative Analysis (QCA) to data from the National Pupil Database and find that the groups who most consistently do not make progress are those who have direct experience of poverty and/or live in disadvantaged areas as well as having special educational needs. Finally, I discuss how this approach differs from approaches which aim to explain poor educational outcomes more generally.

'Learning to fail' and 'Reframing failure': How can Teachers Produce Resilient Students?

Kaye, N.
(Middlesex University)

For students approaching the end of secondary education, the role of teachers has been shown to be hugely influential at a key time of transition (Crosnoe et al., 2004; Klem & Connell, 2004; Quin, 2017). Teachers, for their part, are acutely aware of the wide-ranging role they play in the lives of their students, and providing effective emotional and social support has long been considered as fundamental to their job.

Recently, there has been a policy focus on the promotion of non-cognitive skills, such as 'resilience' as a means of improving students' academic outcomes. However, the extent to which teachers in schools see this as a useful concept through which to promote positive outcomes remains highly contested.

Using qualitative data collected as part of a mixed-methods study, I present insights into how teachers perceive the challenges facing young people, what strategies they employ to assist their students, and how promoting resilience can help to engage the most vulnerable pupils. Focus groups undertaken in two schools located within the same London borough reveal the experiences of teachers from different institutional settings, working within the same local and wider policy contexts.

Two key themes are examined in relation to strategies for promoting resilience: 'Learning to fail' and 'Reframing failure'. Whilst the former emphasises the development of skills acquired through personal setbacks, the latter seeks to redefine what constitutes failure (and success) for individual students. An examination of the relative virtues of both can elucidate current classroom practices for supporting at-risk students.

The Power of the Personal: Exploring the Complexities of One-to-One Pedagogical Relationships, and the Potential Impact These can Have on Reducing Attainment Gaps

Dent, S.

(University of Sheffield)

Attainment gaps for students, such as those from BME or lower socio-economic backgrounds, have been acknowledged in UK higher education for quite some time (Brocke, Nichols, 2006; ECU, 2016). As these gaps are controlled for prior attainment, we know they emerge once students enter HE. Existing research highlights how these gaps can be influenced by feelings of not 'belonging', and 'othering' which can impact a student sense of entitlement to support. Such research recommends acknowledging the importance of power sharing between staff and students (Stevenson, 2012), and the way staff can act as 'agents of change' in reducing these attainment gaps (Mountford-Zimdars, 2015). Building on these recommendations this paper considers specifically the experience of personal tutoring, or one-to-one pedagogical interactions, for students from BME and lower socio-economic backgrounds. We seek to understand from the student's perspective the specific nature of these roles and relationships. Considering the ways in which these roles can and do impact the factors which contribute to gaps in attainment. Adopting Fraser's Theories of Recognition (Fraser, 2001), to analyse focus groups and interview data from an ongoing project at three universities, I present some interim findings, arguing that these student's reflections highlight the way in which one-to-one pedagogical relationships are significant to positive self-actualisation. Such relationships carry complex messages of institutionalised values, which when recognised and understood have the potential to make significant progress to supporting the reduction of attainment gaps and social inequalities in HE.

Beyond the School Gates: A Relational Pedagogy

Edwards, S.

(University of Portsmouth)

This paper argues that a gradual, historical policy shift towards meritocratic, neo-liberal notions of self-responsibility and freedom have influenced current coercive and punitive measures that ensure student compliance in mainstream schools. I examine the relationship between neo-liberal notions of self-responsible freedom, an emerging global market economy and a policy cul-de-sac we see today, in which policy makers have encouraged schools to develop their own methods and pedagogies as long as the ends of increased attainment and engagement justify the means (DfE 2016, 37). Drawing on Bauman and Giddens I contextualise this discussion within the conditions of high modernity. Conditions in which developing knowledge and making meaning in one's life go hand in hand - the task of everyday life. This task, they claim is managed within the contours of relationships. This claim is further considered through Freire's epistemological and ontological claims that humans are relational beings – through dialogue we become consciously aware of who we are in relation to the world. Knowledge production and meaning making is therefore a collaborative process where each person's voice is to be heard and acted upon. I subsequently raise questions about the viability of ontological and epistemological assumptions underpinning current mainstream schooling and policy and propose a relational pedagogy that re-contextualises learning experiences into students' social worlds extending beyond the school gates into their family and social relationships. This context facilitates both the on-going development and maintenance of students' future orientated self-narratives and also makes their education meaningful to that end.

Reading Your Future: Analysing Newspaper Coverage of Apprenticeships and Undergraduate Degrees

McVittie, A.

(Newcastle University)

As education continues to be presented by policy makers as the solution to the UK's social and economic problems, young people are facing an increasingly demanding skills race in which they must distinguish themselves from their peers in order to stay afloat in a competitive and oversaturated job market. In 2015 when David Cameron announced that 'almost' all school leavers would be expected to enter into either an apprenticeship scheme or undergraduate degree programme, the lines of battle upon which young people would compete were clearly drawn. With neither option guaranteeing certainty nor security, young people must assure they accumulate the 'right' information in order to make the 'right' decision. While there is a strong body of research around undergraduate degrees, and an increasing amount of literature on apprenticeships, academic research has done less to consider presentation of these pathways in mainstream media. This research attempts to explore media discourse on apprenticeships and undergraduate degrees through a mixed qualitative and quantitative analysis of UK national newspaper coverage from 2016, utilized in order to provide insight into media discourse more widely. Findings suggest a strong focus on employability and work ready, or 'hands on', skills. 'Work-ready' apprenticeships are contrasted with serious concerns about university fees and graduate skillsets which have seen post-1992 universities belittled, that said a binary university system is still present, with the elite status of institutions such as Oxford and Cambridge Universities remaining largely unchallenged.

What if this Were my Child?

Birchley, J.

(University of Aberdeen)

Looked After Children have been singled out as an identity group by the Scottish Government. The state has a duty of care to these children as their family circumstances are (or have) impacted upon their development. They are amongst the most vulnerable learners within the education system: with low attainment and high exclusion. Their adult outcomes are also poor, with many in so termed negative destinations such as unemployment and misuse services. Much policy and legislation has been enacted in order to meet social justice milestones for these children.

Corporate Parenting is the overarching approach adopted, whereby the Local Authority and partner agencies are required 'to work together to uphold the rights and secure the wellbeing of these children'. A Scottish Government Inquiry into their educational attainment in 2012 concluded that a lack of understanding of the Corporate Parent role by teachers was contributory factor to poor educational attainment.

As a practitioner researcher I interviewed Head or Deputy Head Teachers on their understanding and enactment of the Corporate Parent role. Corporate Parenting was found to be a contested term. There were tensions with the requirement to treat Looked After Children differently to their peers. The teachers wished to use their professional judgement when deciding who was a child in need. Furthermore, the interviewees did not have 'faith' with the system that conferred the Looked After identity: a fundamental requirement to the policy enactment. Looked After Children have differing views over being identified, if indeed they know they are Looked After.

Sociology of Religion

Czech Diaspora in Chicago and its Religious Memory

Koreckova, J., Lužný, D.

(Palacký University Olomouc)

Study submits empirical research results which has been carried out within Czech community in Chicago. Research that has started in 2014 is based on ethnography, observations, interviews and documents analysis (particularly those from Czech Catholic mission ambience) which is overall-combined with historical approach. This combination helps us to compare our knowledge about contemporary living of Czechs in Chicago with historical information about Czechs living in this region in past. In the beginning of 20th century Chicago was 3rd largest Czech city (just behind Prague and Vienna), from this reason we could have run into Czech neighbourhoods in that time. These neighbourhoods were politically, economically, culturally and socially dominated by Czechs. Our view is drawn up from concept of collective memory (particularly religious identity). That enables to analyse collective (national) identity of Czechs living in Chicago on cultural memory level as well as on communicative memory level in order to pursue the answer on our research issue which is, how has Czech collective memory been kept, particularly if collective forgetting takes place due to assimilation and suburbanization.