

## **Doctoral School Poster Conference February 2012 Institute of Education**

### **Abstracts**

**Hadeel Alkhateeb**  
*Childhood, Families and Health*

#### **Official Language Planning and Language Policies responses to social change in Qatar: Constructing a new hybrid identity or maintaining national Arabic identity?**

My study aims to provide research-based recommendations for strategic language planning in Qatar. This will be achieved through exploring the official and political ideologies of Qatari authorities that motivated language-planning decisions in the country. Official LPP in Qatar will be also examined with relation to social change taking place in the country. Finally the repercussions of official LPP practices on the reconstruction of the Qatari Arabic identity will be investigated.

**Jake Anders**  
*Quantitative Social Science*

#### **What is the link between household income and going to university?**

The association between household income and young people's university entry is a matter of clear academic and policy interest. This paper sheds new light on the matter using the LSYPE, a recent longitudinal survey from England. It shows that those in the top income quintile are far more likely than those in the bottom quintile to attend university (66% vs. 24%). However, the paper also examines admissions decisions in a more detailed manner, separating applying from attending. This analysis yields results suggesting the bulk of the difference in participation rates is driven by the application decision. The attendance gap conditional on having applied is much smaller (85% vs. 68%). Finally, the paper considers attendance at high quality Russell Group universities. It presents evidence that, by contrast with attendance at any university, the Russell Group attendance gap associated with household income persists even among the population of those who attend university.

**Karen Atkinson**  
*Humanities and Social Sciences*

#### **The Experience of Practice Based Educators: Supporting Disabled Physiotherapy Students. A work in progress**

In the initial phase of my research I administered a questionnaire to 700 practice based physiotherapy educators working in NHS settings in the South East of England. This aimed to investigate their experiences of supporting disabled physiotherapy students in the clinical setting. I had 112 responses and I am currently analysing the results. This poster will present the analysis to date. The results of the survey will provide a basis for a series of semi structured interviews that will be used to explore the issues identified in more depth. The overall outcomes of the study will be used in the service development of our Allied Health Professions Support Service. The aim is to tailor our advice, guidance and consultancy service more closely to the requirements of practice based educators in NHS settings. This

will enable them to feel more confident and effective in their supervision and support of disabled students.

**Eleftheria Atta**  
*Humanities and Social Sciences*

### **The Professional Progression of Academics in Cyprus: A Pilot Study of Male and Female Academics' Perspectives**

This paper discusses the initial findings of a small scale pilot study that explores the perceptions of academics in regards with their careers managing both work and family. Qualitative research was carried out and one male and one female academic were interviewed at a public university in Cyprus. Through pilot data, several themes have emerged such as the nature of the academic profession, the institutional and personal factors influencing academic advancement, the evaluation of academic careers as well as the impact of gender on academic careers. The findings suggest that the academic role is stressful as it includes a variety of responsibilities. Additionally, the rules and procedure of tenure at the specific institution are not transparent to the staff. Lastly, there are mixed results about the impact of other responsibilities on the academic life. This pilot provides evidence of interesting findings to be followed up with further inquiry.

**Euan Auld**  
*Lifelong and Comparative Education*

### **The 'New Paradigm' and Policy Borrowing: A Critical Analysis of Education Reform in England**

Education reform in England is now primarily justified on the basis that we must identify practices which 'work' in countries which have, through international surveys like PISA, been identified as 'high-performing'. The approach to education reform derives its legitimacy from a new, pragmatic approach to comparative analysis, one which forsakes complex causal explanations and context-sensitivity in the quest to generate evidence of 'what works' and facilitate policy borrowing. Crucially, this manner of analysis, which has been termed a 'New Paradigm', is promoted by a policy network composed primarily of international agencies, independent consultancies and think tanks, driven by the desire to generate evidence and promote specific reforms. This thesis examines the emergence of this 'New Paradigm', the characteristics of the networks involved in promoting it, and critically analyses the manner in which education policy is developed, translated and promoted across the multiple levels of policymaking.

**Patrick Bailey**  
*Humanities and Social Sciences*

### **'Wicked' Social Problems, Network Governance and Capital(s): the materiality and immateriality of educational and corporate convergence - A Brave New World?**

The study is exploring the ways and forms in which the public and private sector are interacting within the field of state education and education policy. More specifically, the research is tracing and analysing some of the discursive and non-discursive practices through which the corporate world is converging with the state education sector under the rubric of urban education, educational disadvantage, and corporate social responsibility. As a case study of sorts, the research is focussing on a particular configuration of educational and

'charitable' organisations and institutions which have emerged over the last decade and which have global links to private companies and philanthropic organisations. Such networks represent changes to policy processes and the forms and modalities of the state. The convergence between educational and corporate 'worlds' is being explored through dispositive analysis, a holistic method that incorporates critical and multi-modal discourse analysis, interviews and ethnography.

**Tammy Campbell**  
***Quantitative Social Science***

### **Streaming, setting and ability grouping at age seven: an exploration of disproportionality according to birth month**

At age seven, in the Millennium Cohort Study sample, pupils in the same school year but of different birth months are disproportionately distributed across higher and lower streams / sets / groups, in schools where these ability groupings take place. Within the same school year cohort, pupils born later in the year tend more often to be found in lower groups; pupils born earlier in the year tend more often to be found in higher groups. Initial analysis indicates that stream placements do not consistently correspond to measures of ability taken previously (at ages three and five). It suggests that more able children who are younger in the school year have an increased likelihood of placement in an inappropriately low stream, compared to their relatively older counterparts. Correspondingly, seemingly less able - but relatively older – autumn-born pupils appear to be placed in streams above their more able summer-born peers.

**Dee Cavender**  
***Childhood, Families and Health***

### **Sex and relationship(s) education: an examination of Northern Ireland's and England's policy processes**

This research examines the sex and relationship(s) policy processes taking place within Northern Ireland and England: in particular, who the policy elite are and the values they use to characterize sex and relationship(s) education, which individual or groups' 'interests' and 'values' are being adopted and/or excluded from within policy texts and discussions, and how these 'values' are being interpreted, resisted, and/or implemented within two local secondary school sex and relationship(s) education programmes in each region.

**Maria Chalari**  
***Humanities and Social Sciences***

### **Teaching under the Sword of Damocles? Greek Teachers in an Era of Economic and Humanitarian Crisis**

My presentation is a summary report of a small-scale research project which I plan to consider as a pilot that will feed forward into my Institute Focused Study. My research project aims to engage with issues around the evolution and nature of the challenges and tensions teachers face in Greece at this present time of financial crisis and accompanying social uncertainty. My purpose is to explore by conducting interviews how Greek teachers experience and respond to the recent political and economical situation in Greece in relation to the new challenges that stem from it. Through this project I aim to shed light on whether and how teachers as professionals re-assess their identities and roles, and whether and how

this in turn mediates their relationship with children and young people as their educators in the current climate. The future of the teaching profession in this time of austerity is an important issue in Greece and the research in this area is still new and underdeveloped.

**Thomas Georgas**  
*London Centre for Leadership in Learning*

**Student voice as a transformative pathway for teaching and learning. An action research project in a state secondary school in Greece**

This is an action research study that takes places in the context of a Greek secondary school. Its defining function is to root the teaching process in the learning needs of students and make a difference to students' opportunities to realise their full potential. A wide range of stakeholders-including school workforce, parents and students- actively contribute to it. Initially, by conducting student interviews, the strengths and weaknesses of teaching practice are captured. Teachers are provided with evidence of what they do well and areas for development. Objectives for improving teaching and learning are then set by the teachers. Strategies are developed either for small changes that could deliver a significant impact or for bigger challenges that should be dealt with. After a period of new practice introduced, another circle of students' consultation and feedback follows. Currently at a relatively early stage, emphasis is given to background, aims and methodology.

**Michael Gray**  
*Humanities and Social Sciences*

**Understanding year nine pupils' prior conceptions of the Holocaust in English schools**

Pupils typically study the Holocaust in year nine History lessons and arrive with prior conceptions and understandings. Failure to discover and address these, limit pupils' progression in the subject. The nature of this research is to find out the sorts of ideas pupils bring with them about who carried out the Holocaust, why it was carried out and what knowledge and understanding they may have acquired from experiencing the topic in other school subjects or through the media. Using surveys and interviews on a wide range and large number of pupils, popular preconceptions will become apparent and a picture of pre-existent knowledge and understanding will emerge. Pilot data gathered thus far suggest that many pupils arrive with a Hitler-centric approach which revolves around a simplistic view of the camp system and marginalises the evolution of Nazi policy towards the Jews seeing the Holocaust as an event rather than a process.

**Yu-Ping Hsu**  
*Lifelong and Comparative Education*

**The development and impact of the quality assurance system of higher education in Taiwan**

As higher education in Taiwan expanded during the 1980's, the Ministry of Education attempted to ensure its quality and promote national goals by encouraging competition and introducing a system of higher education evaluation. The Quality Assurance (QA) system in Taiwan has been developed over 30 years but it was not until recently that it moved beyond providing advice and guidance to the Universities. In 2005, the "Higher Education Evaluation & Accreditation Council of Taiwan" was established and the "University Act" was revised. These changes gave evaluation authority to the government and the role of the Ministry of

Education was changed to allow it to regulate and supervise the Universities. Following the introduction of the "University Act", the Ministry of Education was able to distribute expenditure and cut student numbers based on the results of its evaluation exercise. This move has been controversial especially as it has significantly changed the HE landscape and been seen to be in conflict with university autonomy. Overall this thesis explores the impact of the introduction of the governments evaluation and funding system on higher education institutions. It aims to explore the impact of the introduction of the government's evaluation and funding system on higher education institutions, and utilizes documentary research strategy and interviews to investigate the development and features of higher education in Taiwan. In order to answer these three questions, a variety of methods were employed, drawing primarily on documentary analysis, interview and a case study approach. Coupled with documentary research, the case study-interviews will be conducted to examine how higher education institutions were affected by the QA system. From multiple sources of information and databases, the validity and reliability will eliminate bias and enhance the confidence in theory formulation or expansion.

**Jun Soo-Koung**  
***Lifelong and Comparative Education***

**A Comparative Study of Two Non-Credit Educational Organisations for Older People: The University of Third Age (U3A) in the UK and Senior University (SU) in Korea**

The purpose of this comparative study is to develop theoretical models that promote understanding of the forces that shape the teaching and learning of older people in different cultural settings; to examine the characteristics of third age learning of the non-credit education from multi-dimensional perspectives; to explain the cultural meanings of the differences between the UK and Korea; and finally to suggest how to develop learning of older people in Korea considering cultural differences. For the cultural similarities and differences, this thesis adopted a cross-national comparative method. In order to achieve a more active comparison study, this research followed the systematic approach of comparative study advocated by Bereday (1964), employing multi-faceted analysis according to the cube of Bray and Thomas (1995) for a full and balanced understanding of the research subject. Quantitative and qualitative methods have been used together to describe differences in experience of participants and development of each institution to analyze these in terms of the different cultural meanings attached to learning and aging in the two countries (Evans, 2000). This thesis also draws on national statistics and research reports in order to understand broad trends. As the discussions of a learning society and of an aging society are based on the same economic point of view, learning proclaimed by the governmental side is instrumental for older people. Therefore, older people have created learning opportunities for themselves, which are U3A in the UK and SU in Korea with detailed cultural differences. U3A and SU's cultures of learning are compared: the mutual aid or self-help model and organization-led welfare model; the informal learning-oriented and formal learning- oriented; the andragogical and pedagogical model; the buffet or cafeteria style and set-menu style; horizontal and vertical teacher-student relationship; the bottom-up and top-down management style. These differences are interpreted that U3A is based on the tradition of liberalism and self-help tradition in the UK and SU is based on the tradition of collectivism and Confucianism in Korea. The members of the U3A have more middle-class backgrounds and culture so that they felt more comfortable with the academic subjects and discussion method as a way of learning. This research will help academics and policy makers to understand cultures of learning in provision for older people and to develop various learning models to satisfy the diverse interests of older adults in third age learning.

**Riaz Manji**  
*Humanities and Social Sciences*

**A historical and contemporary study of what influences do languages have on different literacies on an adult and their community in a multi-lingual society?**

This research investigates the significance of different languages within adult literacy programmes in a multi-lingual nation. The acquisition of literacy is commonly correlated to increased self-esteem, political participation, social inclusion and mobility, access to education, health and economic opportunity (UNESCO, 2006). This further raises a question; are these associated benefits linked to a specific language and/or are these associated benefits affected by different languages? The Capability Approach categorises literacy as one of the basic capabilities that every person is entitled to, to live a life they value (Sen, 1999). Within this framework, language is examined to help understand what freedoms a language provides within the realms of political participation, social mobility, economic opportunity and personal empowerment. This research examines how languages contribute to or inhibit different aspects of an individual's life. Kenya, which is an ethnically diverse, multi-lingual nation, has been chosen as the site for this research.

**Catherine Manning**  
*Psychology and Human Development*

**The development of speed discrimination abilities**

The processing of speed is critical to visual development, allowing children to track and interact with moving objects. However, no study has investigated the developmental trajectory of speed discrimination abilities or when these abilities become adult-like. We measured speed discrimination thresholds in 5-, 7-, 9-, 11-year-olds and adults with two reference speeds (slow: 1.5 deg/sec; fast: 6 deg/sec). We found age-related improvements in sensitivity for both reference speeds and, at all ages, participants were more sensitive to the faster reference speed. While sensitivity to the faster reference speed became adult-like by 11 years, sensitivity to the slower reference speed was not adult-like by 11 years. Sensitivity to slower speeds thus appears to mature later than that to faster speeds, despite these sensitivities showing similar rates of development. The reasonably late development of speed processing abilities may be due to the reliance on the integration of neuronal responses in motion-sensitive areas.

**Michael McCormick Williams**  
*Culture, Communication and Media*

**Perceiving learning together: University students and lecturers explore learning in a cooperative online focus**

The aim of this three-week exploratory study sought to discover how current/former students and lecturers at an Austrian University of Applied Sciences (UAS) understand 'learning'. It was thought that due to a difference in how they perceive learning, dissatisfaction could arise in their pedagogical relationship, as often expressed in course feedback demanded by the administration. This matter is relevant to Austrian UASs since their embodiment could be seen as resulting from the culture of 'performativity' (Lyotard 1979/1984) that of a 'managed university' (Cowen 2007) providing 'labour-market relevant education' (OECD 2009). This obviously has consequences when it comes how students ('human capital') and lecturers ('memory bank networks') relate. Therefore, a cooperative online focus group (COFG) on Facebook was initiated to help reposition this relationship between students and lecturers in



order to promote dialogue concerning the 'project of learning' and in doing so challenge their notion of what 'acceptable' inquiry is.

**Sayaka Nakagomi**  
*Humanities and Social Sciences*

### **The construction of a gender-differentiated curriculum in English girls' secondary education from the 1870s to the 1910s**

My PhD research will analyse the development of a gender-differentiated secondary curriculum for English girls from the 1870s to the 1910s. Girls' secondary education established a unique liberal education different from that of boys by the 1890s. In the 1900s, there were conflicts in girls' secondary education between headmistresses who aimed to maintain a liberal curriculum and the Board of Education which aimed to develop a gender-differentiated curriculum. Conflicts between the Board and headmistresses were strongest in the process of introducing domestic subjects in place of science and mathematics. While this introduction could be concluded as a 'failed' attempt, further case studies in local contexts are needed to examine the actual practice of the introduction at the school level. Therefore, I aim to conduct a historical case study based on archival documentary research by focusing on four different types of girls' high schools in London.

**Georgia Niolaki**  
*Psychology and Human Development*

### **Spelling in relation to Phonological Ability, Rapid Naming and Visual Memory: Evidence from Bilingual and Monolingual children**

The study investigated variables associated with single word spelling in English and Greek in three groups of children- two monolingual and one bilingual Greek- and English-speaking group- assessed in UK, Greece and Cyprus. Children in the monolingual English and bilingual Greek- and English-speaking groups did not differ in age or non-verbal reasoning. The group of monolingual Greek-speaking children was matched in single word spelling performance in Greek with the bilingual children. A total of 101 (age range in months 81 to 108) bilingual and monolingual children participated in the study. In English, a deep orthography, previous findings with regard to Rapid Naming (RAN) and reading and spelling ability are contradictory (cf. Manis, et al. 1999 & Pennington et al. 2001). Correlational analysis conducted and statistical significance set at  $P < .01$  revealed that visual memory was strongly related with spelling for the English monolingual children. For Greek monolingual children, RAN was found to be associated with spelling, in contrast to findings from previous studies (e.g. Papadopoulos et al, 2010). For the bilingual children, English spelling was associated with PA and Greek spelling with RAN. The findings suggest transfer in strategies for spelling between languages.

**Will Parry**  
*Quantitative Social Science*

### **Adult exercise and change in BMI - Evidence for the criterion validity of simple measures of exercise behaviour in the British Cohort Study 1970**

There is an epidemic of overweight and obesity in the adult population in the UK. The two most probable causes of this are modern dietary habits and low levels of physical activity. It is known that the majority of adults do not meet the levels of physical activity recommended

by the Chief Medical Officer. Despite the UK possessing some of the richest cohort study datasets in the world, there is a paucity of research into adult exercise behaviour using these data. One possible reason for this is that, due to the breadth of scope in these studies, only very simple measures of exercise are usually available. This research looks at whether the measures available in the British Cohort Study 1970 provide evidence of criterion validity by modelling the association of adult exercise behaviour with change in BMI over time.

**Rukmen Sehmi**  
***Quantitative Social Science***

**The role of biculturalism in influencing psychological wellbeing and cognitive outcomes in ethnic minority children: Evidence from the Millennium Cohort Study**

This poster outlines the early stages of my MPhil/PhD research. The objective of this quantitative research is to investigate psychological wellbeing and cognitive outcomes in ethnic minority children. In particular, the complex relationships between acculturation processes, contextual background and outcomes in ethnic minority children in the UK will be explored. The research proposes to adopt acculturation theories as an integrative framework for gaining a better understanding of the heterogeneity in adjustment and attainment found in these children. Secondary data will be used from the Millennium Cohort Study, which is a longitudinal study of children born in 2000/1. Currently, research investigating acculturation and child outcomes (especially positive) within ethnic minorities is limited, and evidence regarding heterogeneity within and between groups is scarce. A more profound understanding of these variations may lead to the development of research and policies that not only target at risk ethnic groups, but also capitalises on those that are successful.

**Diana Sousa**  
***Lifelong and Comparative Education***

**Education and Democracy: An investigation of Early Childhood Education (ECE) in Portugal**

Since 1974 Democracy has been strongly promoted throughout the education system by the state. This study aims to scrutinise the ways in which 'democratic education' is described, interpreted, and enacted by the major providers of ECE in Portugal. The specific research questions which are addressed are: 1) what conceptions of democracy have been promoted in state policies and why? 2) What conceptions of democracy are manifested in the state policies towards ECE? 3) How are the conceptions of democratic education enacted in ECE organisations? The answers to these questions will allow an examination of the nature of Democracy in education promoted and how the intentions and realities are aligned, in the specific context of Early Childhood Education in Portugal. This research will involve three levels of analysis which address each of the three research questions. The first and second questions will be approached at the national level and the third question will be examined at two different levels, the organisational and classrooms.



**Simone Stephney-White**  
*Curriculum, Pedagogy and Assessment*

**Contemporary Teacher Narratives: A narrative inquiry into the personal and professional lives of two groups of secondary school teachers in an inner London borough**

This study is a narrative inquiry into the accounts of two groups of secondary school English teachers about their professional practice and personal lives in the particular setting of their schools in an inner London borough. I analyse the data-rich context of twenty-first century inner London schools, as a continuum, where the teachers involved in the narrative process are in the midst of living their stories. Connelly and Clandinin (1990) explain the 'immersive' and 'cyclical' process of interpreting teachers' stories about their practice and describe the teachers as 'participants' in a study, whose lives 'do not begin the day we arrive nor end as we leave'. Through narrative inquiry and thematic analysis, I focus on teachers' narratives to offer interpretations of their construction and the main themes that characterise them.

**Mark Taylor**  
*Psychology and Human Development*

**Overlapping genetic influences on autistic traits and traits characteristic of attention-deficit/hyperactivity disorder: A longitudinal twin study**

Autism and ADHD regularly co-occur with one another. Recent behavioural genetic twin studies suggest that overlapping genetic influences may operate on traits associated with each disorder, driving their covariation. Given the developmental nature of these disorders, longitudinal studies exploring their overlap are lacking. This study employed data collected from ~5000 pairs of twins when they were aged 8- and 12-years. Parents completed questionnaires rating behaviours associated with autism and ADHD in the twins. Genetically-informative, longitudinal modelling examined overlap in these measures. Traits of autism and ADHD shared a moderate degree of their genetic influences. Longitudinally, earlier traits of ADHD at age 8 were more strongly predictive of autistic traits at age 12 than the reverse association. Such an association occurred above and beyond the existing association of these traits, and suggests that earlier intervention may prove beneficial not only with symptoms of autism, but also with comorbid symptoms.

**Aris Terzopoulos**  
*Psychology and Human Development*

**Representations of cognates and non-cognates in Greek-English bilingual adults and children: evidence from masked priming**

Two experiments were carried out using the masked priming paradigm in a lexical decision task. The aim was to investigate word representations in Greek-English bilingual participants. In Experiment 1 the participants were adults who had either English or Greek as their dominant language (L1). The cross-language masked translation priming task involved cognates (words similar in form and meaning, such as ball/μπάλα) and non-cognates (words similar in meaning, such as tree/δέντρο), as well as form-related primes. Priming for cognates was found only when the prime was in L1 (the participants' dominant language) and the target was in L2. In Experiment 2 the task and stimuli were the same but the participants were 9 to 11 year old bilingual children, again with either Greek or English as their dominant language. The results in the lexical decision task for the children revealed a different direction of priming asymmetry for cognates from L2 to L1. Priming was not

observed for non-cognates in either Experiment 1 or Experiment 2. Results are explained within the framework of theories of bilingual visual word recognition.

**Fei-Yun Tsui**  
*Quantitative Social Science*

### **The career development process of university students in Taiwan – Preliminary findings**

Young people are expected to make important life choices about their careers. However, in nowadays Taiwanese circumstances, many young people are struggling to find their career identity and to create their goals of life. This study attempts to explore the process and the context of how university students build their careers. Questionnaires and semi-structured interviews are adopted. Firstly, by viewing the degree of young people's career identity, their career developmental situation would be understood. Moreover, this study also aims to investigate potential factors and experiences that might influence university students' career construction process. Besides, how these potential factors and experiences affect university students' career development outcomes would be explored and discussed. Some preliminary findings can be seen from this poster. It is hoped that the findings of the research may not only help young people obtain much more opportunities to understand and explore themselves in the transition, but also encourage more individuals to concern about young people's career developmental issue.

**Seilin Uhm**  
*Childhood, Families and Health*

### **The Relationship between Prioritising Gaps in Knowledge about the Effects of Treatment and Identifying Core Outcome Set**

Background: This study addresses the challenges of service users, clinicians and researchers working together to achieve two different goals:

- 1) identifying the most important gaps in knowledge about the effects of treatments (treatment uncertainties),
- 2) identifying a core set of outcomes to be used by triallists and systematic reviewers.

Service users and clinicians have similar roles for both challenges: deciding which 'treatment uncertainties' and 'core outcomes' are important to them. Researchers have had a greater role in identifying core outcome sets than they have had in identifying important treatment uncertainties. This study uses the example of preterm birth to explore how the roles of these groups differ for achieving the two different goals, and how methods of working together differ. Preterm birth is the most important single determinant of adverse infant outcome in terms of: survival; quality of life; psychosocial and emotional impact on the family; and costs for health services. The combination of highly technical research and highly emotive issues presents particular challenges to partnership working.

**Methods:** A James Lind Alliance Priority Setting Partnership will be established to identify treatment uncertainties shared by service users and clinicians. Simultaneous discussions between service users, clinicians and researchers will consider how best to draw on the priority setting work to inform the development of a core set of outcomes. Diaries, observations and interviews will investigate the roles of the different players as each stream of work progresses.

**Results:** This poster will present an evolving study design for identifying both 'treatment uncertainties' and core outcome sets. It will consider the new challenges are they appear, and suggest possible solutions.

**Conclusion:** Efforts to identify treatment uncertainties and core outcome sets share principles of being research based and collaborative, but they draw on research in different ways and shape collaborations differently.

**Catherine Walker**  
*Childhood, Families and Health*

**Family Life and the Environment: Children's perceptions of their agency as household members and environmental citizens**

My research explores the ways in which children in different cultural locations (Andhra Pradesh, India and UK) understand the environment and its relation to their daily lives, how they assess their agency in relation to household environmental practices and decisions, and the meanings they attribute to the environment and their environmental behaviour. Using critical discourse analysis and narrative research techniques, I will compare representations of children's agency in environmental literature with children's narrative accounts of everyday life in Andhra Pradesh and the UK. Children's narrative accounts will be gathered through interviews, community mapping and participant-generated photo data, and will be informed by secondary analysis of qualitative data collected from families in Andhra Pradesh as part of Young Lives, an international study of childhood poverty. This research is part of an ESRC National Centre for Research Methods' research node entitled Narratives of Varied Everyday Life and Linked Approaches (NOVELLA).

**Danlu Wang**  
*Culture, Communication and Media*

**Imagining the Homeland: Cultural Identities of British Chinese Teenagers in and around London**

When China as an economic superpower has become a popular topic in media and scholarship, researchers became interested in the new wave of Chinese migration since 1980s. For school-aged British Chinese (BC), the major research theme has been their outstanding academic achievements in schools. Very few studies have explored the cultural identities of school-aged BC, whose parents belong to the new migration wave. This study aims to provide a fuller picture of BC teenagers in London. It investigates the identities of BC teenagers as Chinese descendants, as students, as children and as young people in a metropolitan city. The results will be generated from my one and half year participant observations, a questionnaire survey (108 questionnaires), 35 in-depth interviews, 4 focus group discussions and a photographic workshop in four weekend Chinese schools in London. This study will contribute knowledge in the discussion of 'hybrid cultural identities' in the globalization context.

**Sean Whittle**  
*Curriculum, Pedagogy and Assessment*

**Towards a theory of Catholic education**

This poster outlines the key aspects of my research project as a doctoral candidate. I am completing a theoretical thesis that is investigating central issues within the philosophy of Catholic education. The working title of my thesis (Towards a theory of Catholic education) is intended to show that I am involved in the task of constructing a robust and coherent theory of Catholic education. Increasingly faith schools, even successful Catholic ones, have been

subjected to much scrutiny and criticism. Those who have criticised Catholic education and schools (both those inside the Church as well as those outside it in the wider secular society) have often struggled to identify and articulate what is genuinely distinctive about it. There has been a failure to engage with what makes a Catholic school 'Catholic'. This thesis argues that the struggle here is rooted in the failure to make clear the connections between Catholic theology and what goes on in the curriculum of the average Catholic school. There has been no real attempt to develop a Catholic curriculum that could operate within these schools and be the basis for demonstrating what is educationally distinctive and so valuable about these kinds of schools. The challenge facing Catholic education is to find some way of developing this kind of curriculum. It is here that the theological anthropology of Karl Rahner can be of service. Rahner's anthropology provides a theological basis for developing a robust theology of education. It will be proposed that what is distinctive about a Catholic school is that through the standard subjects of the National Curriculum the student is able to get an understanding of what it is to be a 'spirit in the world'. Each subject will introduce the student into the holy mystery (AKA God) that is the horizon against which their learning takes place. It is through the RE programme that the student is given the space to be a 'hearer of the word' and so come to some position vis-à-vis their faith response. The intention of this paper is to maintain that Rahner can be effectively put at the service of developing a much needed philosophy of Catholic education.

**Stephen Willoughby**  
*Childhood, Families and Health*

### **Leadership Theory within Diversities and Equalities Policy**

I aim to research Leadership Theory within the context of school Diversities and Equalities Policy. My rationale is to gain deeper understanding of development and monitoring of policy for schools. The research questions are:

- What Leadership characteristics come out of the Diversities and Equalities Policy context?
- How and why are schools using Leadership within the context of Diversities and Equalities Policy?
- Where does power and control lie within schools?

I use a flexible design that includes the collection and analysis of documentary and semi structured interviews.

- Documents comprise of school OFSTEDs, Improvement Plans and Policies
- The interview schedule comprises a sample of school staff participants and sets of open questions sent prior to the meeting.
- Analysis contains the development of memos; notes and summaries plus qualitative description.

Ethical issues are insider research and confidentiality. Intended Audiences are schools and Education authorities.

**Yun You**  
*Lifelong and Comparative Education*

### **Learning from East Asia? – A Comparative Perspective on Policy Borrowing in the Field of Teacher Education and School Autonomy in England**

Policy borrowing has replaced appeals to ideology and history as the primary rationale for reforms in many countries. The reforms of teacher education (TE) and school autonomy (SA) which were proposed in the 2010 UK White Paper are the most recent example of this trend. However, the assertions about the features of TE and SA in EA, both in official documents

and their key sources of evidence, have not been subjected to critical scrutiny. This study identifies the claims made with regard to TE and SA in selected East Asian societies by policy makers in England and then examines the extent to which those claims are valid. The central argument developed is that the key features of TE and SA in EA identified and promoted by the UK government to initiate and substantiate domestic reform actions are a mixture of partial selections and distortions of the reality in East Asia.