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Editorial

Welcome to this issue of R.Ed. It comes at an extremely interesting time for education across all phases and contexts, as the new UK government begins to identify its priorities for education.

Specifically, the HE Research Excellence Framework, which was due to replace the Research Assessment Exercise as the means for assessing university research output and determining government funding in the UK, has been delayed by a year.

The delay means that universities will not make their submissions until 2013. The first REF would then be completed in 2014, guiding funding decisions from 2015 onwards.

According to the Universities and science minister David Willetts, the year's delay will give the Higher Education Funding Council for England (HEFCE) and its counterparts in Scotland and Wales time to fully review the data gathered in the pilot impact assessment exercise which concludes this autumn. They will also review 'whether there is a way of assessing impact that is methodologically sound and acceptable to the academic community,' Willetts says.

It is clear that the challenge for us at Brighton will be, once again, not only to produce high quality research outputs but to make clear the impact of that research. Crucial too is the continuing development of a vital and dynamic research environment that encourages early career researchers and maintains strong connections with our partners outside the university. Such connections, both locally and internationally, are represented in this issue of R.Ed with an interview with Dr Caroline Lucas and an article by Håkan Löfgren who visited the ERC recently from Sweden. We hope you find this issue informative and thought-provoking.

David Stephens, Carol Robinson & Keith Turvey

The non-consenting 'Voice'



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Amanda is a PhD student in the School of Education and teaches at Beacon Community College, Crowborough. Reading her supervisor, Roger Homan's article in a previous issue, she was inspired to respond.

Introduction

It is evident in medicine that common ethical standards apply in clinical practice and in medical research but in education there is a sharp contrast. This article sets out that contrast and argues that ethical considerations should be applied consistently across educational research and practice, and that 'Student Voice' should not be used in and of itself to legitimise research activities in education.

I will identify two contrasting cultures of education research, each compelling a different kind of regard for participants. On the one hand there is the means by which an educational institution collects data for its own use. These include internal reviews, forms of public relations exercises or research to satisfy the need for accountability to external agencies such as Ofsted. On the other, comparable research acts are initiated and conducted by individuals or teams who have interests that are external to the institution, such as publication or the submission of a thesis or report. These two cultures, which in summary we may call 'domestic' and 'public' respectively, are often legitimised very differently. That is, public research in education is often mediated by ethical guidelines such as those produced by the British Education Research Association (BERA) or university ethics committees. Increasingly, domestic research calls upon the mantra of 'Student Voice' to legitimise information gathering, which I argue both misrepresents the notion and original intention of 'Student Voice' and allows domestic research upon students to bypass important ethical considerations.

Domestic research agenda

Institutional self-assessments, course evaluations and documentation within schools are fortified and afforded credibility for external agencies such as Ofsted by including the perspective of students. This perspective is sought by various means such as questionnaires and interviews. Students are selected and spoken to by the classroom teacher, the Head of Department, the Course Leader, the Chair of the Student Council or Ofsted, and whilst it may be a nervous ordeal, it is conveyed to the student as a privilege and a good experience. Such is the institutional dependence on student participation that it is announced as an obligation rather than an option at times. But, when the same teacher uses comparable methods to investigate a similar range of data for the purpose of, say, a PhD dissertation, a cluster of ethical standards and procedures is brought to bear, empowering potential respondents by making explicit their entitlements. Once registered as a research student, one is required to clear the whole of the research process through the institutional ethics committee and to observe the appropriate ethical code (BERA, 2004). University ethics committees look unfavourably upon financial and other incentives, whilst in schools there are perks for participating such as wearing non school uniform and eating takeout pizza. If the same enquiry is not registered research, one is able to speak to students and obtain their 'Voice' when and how the teacher decides. However, can such domestic research activities be legitimised by invoking 'Student Voice'?

What is Student Voice?

Student Voice became prominent in most schools in the 1990s (see Cook-Sather 2006) which included activities designed to:

"encourage reflection, discussion, dialogue and action on matters that primarily concern students...school staff and the communities they serve. This includes...systems that encourage and enable students to articulate their views and see through appropriate changes... [and] various forms of overt student leadership."
(Fielding and McGregor 2005, P.2)

That is, Student Voice is concerned with student opinions on what is important to them or about an area in which students want to voice their opinion. Implied here also is the notion that Student Voice is initiated by the students themselves. With the arrival of the Every Child Matters agenda in 2003, one of the aims was for children to 'make a positive contribution' (2003, P.7), and an increased emphasis on Student Voice within schools goes some way to achieving this aim. However, with the increasingly unquestioned expectation for students' voices to be heard, who is initiating this agenda and does it remain true to the initial philosophy of empowering students through Student Voice activities?

As teachers we are expected by Ofsted (2009a, 2009b) to hear the student voice but what exactly is this 'voice'? Voice has been defined as:

"a legitimate perspective and opinion, being present and taking part,

and/or having an active role 'in decisions about and implementation of educational policies and practice'.." (Holdsworth, 2000, P.355 cited in Cook-Sather 2006, P.362).

Thus agency is an important factor in defining 'voice.' Although the principle of student voice became prominent in the 1990s, there are significant antecedents, which demonstrate students being given a voice or actively seeking a voice in the 1960s. A.S. Neill exemplifies this when he wrote about his school Summerhill in Suffolk, "Summerhill is a self-governing school, democratic in form. Everything connected with the social, or group, life, including punishment for social offences, is settled by vote at the Saturday night General School Meeting." (Neill, 1962, No Page)

Similarly, in the wake of the student movement of the late 1960s a model for democracy within schools was provided by McPhail et. al. (1972) as members of the Schools Council Project in Moral Education. Whilst McPhail et al pointed out the issues regarding pupil democracy in education they also noted that 'some consider that the inalienable rights and freedom of the child are trampled on if pupils are not given a full voice in the running of the school' (McPhail et. al. 1972, P.179). In the transition from a more traditional teacher/student relationship to a new relationship described as a 'partnership in learning,' teachers have experienced 'uncertainties and anxieties' (Fielding and Rudduck 2002, P.3). Levin has pointed out that the 'fear of students as 'revolutionaries', bent on undermining the system, is unfounded...They would like to be able to voice their views about change and have them heard' (Fielding, 1999, cited in Rudduck 2002, P.3). Such changes have also occurred in parallel to what Homan has drawn attention to as an increasing 'momentum, challenging the passive and marginal roles to which children were previously relegated and calling for the child's voice to be heard and honoured' (Homan 2009, P.4).

Children's 'voices' are now given many avenues within our schools but do they have agency over this voice? Do the children have the self-determination to decide when and when not to offer their voice? After all 'consent or refusal, the act of exercising self-determination, is the key to all other rights' (Alderson 1993, P.190). So how is the child's voice to be heard and honoured within our schools?

The unwanted ethic

While the intention behind Student Voice as an element of the Every Child Matters agenda is to empower the student, the author's research to date suggests that a teacher as a teacher seldom accords to students the controls and agency over this voice that they allow them as a researcher. Domestic research conducted by teachers that regularly elicits children's opinions within schools under the semblance of Student Voice is largely unregulated by ethical guidelines. I argue that such domestic research should be subject to the same safeguards as educational research and should not exploit the notion of Student Voice for its legitimacy. For example, the BERA (2004) guidelines state that researchers must inform the participants of any 'predictable detriment' arising from participating in the research. Although participation in activities to elicit children's opinions can have benefits in terms of the broader educational experience for individuals there are potentially 'detrimental' issues: the loss of learning time when attending a student council meeting, being interviewed by a member of staff or completing a questionnaire in class, instead of pursuing the aims of the National Curriculum or a GCSE Specification. Students who participate in student voice groups may undergo team building or an induction, which could involve a day off timetable. Such team building or induction may be detrimental to their relationships with their peers as they receive incentives (e.g. to wear their own clothes and eat takeout pizza) whilst their friends attend lessons (and receive homework). The issue of consent must be

established as whilst some students volunteer or apply to give their voice (e.g. members of the student council), can their voice *always* be called on and is voice to be expected from students? Furthermore, who decides whose 'voice' is heard and whose is left out?

In accordance with ethical procedures consent must be asked rather than assumed. The consent of the students must be established and the purpose of the particular 'voice' that is sought must be explained. Within the field of medicine, informed consent must be obtained and few would object to this being necessary due to the vulnerable position patients are in, and children or students are in no way less vulnerable. Homan has written that within educational research the principle of informed consent 'is widely compromised' (Homan 2001, P.330) and whilst educational research is now in keeping with informed consent, teachers in schools are not. If consent is compromised in educational research it is largely ignored in schools as the teacher assumes the role of competent researcher.

Homan (2009) has argued that Gillick competence can be applied to educational research in order to obtain student consent, but Gillick competence was intended for use with children under 16 so they might be able to consent to medical examination and treatment (Department of Health 2009, P.33) providing 'sufficient maturity and intelligence' was shown (Wheeler 2006, P.807). Within the medical field, the use of Gillick competence is very subjective because 'the law leaves the decision about whether a child is Gillick competent to the individual practitioner' (Hunter and Pierscionek 2007, P.659) although the aim is that the patient will *benefit* from the medical treatment. Unlike medical research, educational research is not inherently therapeutic and Gillick competence may be granted by the educational researcher for the *benefit* of the *research* (Hunter and Pierscionek 2007). Homan further warns against the teacher as educational researcher being their own 'gatekeeper' (2001, P.340) due to the conflict of their own interests such as publication, promotion or qualification.

Whilst Gillick competence is used to establish whether a student is able to give their consent to participate in educational research, it should not be used by a teacher-researcher. A teacher occupies a position of trust, and students (as well as parents) assume teachers will cause no harm as they act 'in loco parentis'. There are potentially detrimental effects for children participating in education research be it public or domestic in character and the evocation of Student Voice does not in and of itself legitimise such activities. The power relationship between teachers and students can be amplified by the reputation or status of the teacher within the school which can make refusing to participate difficult (see Homan 2001, P.341). Using Gillick competence may have established consent and met the conditions of the institutional ethics committee but is it informed or has the student consented as they trust the teacher who has asked them to participate? As teachers need 'voice' and researchers need participants, once consent is obtained it is obvious why teacher-researchers may not question the process of consent further, but teacher-researchers must. (We may here commend a consideration of the 'Virtue approach' introduced by Macfarlane 2009).

The right to silence

Students should also be advised by investigators that they are free to withhold their consent and not participate. In the course of my research a student who was part of a Teaching and Learning Student Leader group was recruited to participate as part of my current project. During the interview he expressed how he was 'important' and 'chosen' to take part because he belonged to this Student Leader group. As his teacher my reaction was one of frustration by this comment. As a researcher an opportunity was lost as such an expression should have been more thoughtfully pursued. Instead,

I persisted with trying to get an answer to a question the student was unable to answer due to a lack of knowledge, but being part of this Student Leader group his opinion was expected. Although his consent was sought in line with the protocol of the university ethics board, he was in fact initially approached for recruitment because he was part of the Teaching and Learning Student Leader group with the assumption that he would readily be willing (and even more able than a student who did not belong to this group) to answer questions. There is perhaps an expectation that students who join such groups are always willing to give their opinions, and opportunities within schools which purport to value students (e.g. student councils, student leader groups), in practice ignore their entitlement to stay silent. An eligibility to participate should therefore be considered by the investigator. Teachers (and others in educational institutions) may seek or even prefer the 'voice' of some students over others depending on the nature of the 'voice' that is sought, but research should not be based on the personal character of the respondent (participant) where one student is asked to participate whilst another student in the same class, year group or school is not, but on the nature of the data being sought. If eligibility to participate is instead based on the nature of the data being sought then any student could (and should) be asked to respond as they will have an opinion on the matter (albeit perhaps not the one the teacher wishes to hear but the researcher needs to hear).

Recently a school in East Sussex invoked Student Voice to legitimise a survey of the 6th Form with the results being published on the shared intranet (school network). This resulted in staff feeling 'upset' as they were publicly 'slated' by those students who were 'voicing' their opinions. In another school in East Sussex, Year 8 form tutors were asked by the Head of Year to give questionnaires to their tutor group for their opinions on their tutor and tutor time, again calling upon Student Voice to legitimise activities initiated not by students but by senior management. One tutor reported one of her tutees saying to her 'I can say what I like about you and there is nothing you can do about it.' With performance management increasingly being linked not only to a teacher's teaching role but to their role as a tutor, such 'voice' could have serious implications. Within the same school, the senior team also encouraged Heads of Department to conduct an online questionnaire to compare their subject/department with other subjects/departments with the results to be returned to the senior team. Such examples of schools (mis)using Student Voice to monitor colleagues/departments and teachers who are not trained in research conduct raises further issues. Without adequate training on conducting research and writing questionnaires or interview questions how reliable and valid is the voice that is acquired? The recent example of a teacher who refused to sing their favourite song in front of the student interview panel and was not recruited (BBC, 2010) exemplifies the mis-use of Student Voice.

The unwanted voice

It would appear that the aims of Student Voice are not being honoured within our schools. Fielding and Rudduck (2002) state that Student Voice is 'already gaining a different status from the one that we would want to support by its being linked to the Inspection process; situations where students are invited to talk *about* teachers, teaching and learning rather than with teachers about teaching and learning' (2002, P.6). Examples of the aims of Student Voice not being honoured have been highlighted recently by the teachers union the NASUWT (BBC, 2010). Ofsted include Student Voice in the New Inspection Framework and Ofsted Wellbeing Indicators (Ofsted, 2008) and it may be increasingly the case that institutional 'monitoring' is conflated with Student Voice as 'voice' is now interwoven with inspection requirements. Although Ofsted is a research agency, its expectation that schools will deliver student opinions denies the right of the student to stay silent.

In the course of this project and based on the sample so far, Student Voice is often requested by students who are part of the Student Council or Student Leader groups which affect only a handful of students. Larger scale attempts at Student Voice such as questionnaires administered to whole classes, year groups or the entire school, can be time consuming and difficult to analyse due to the volume of responses alongside the commitments of teaching. Therefore perhaps it is only a few students who are able to have their voice heard, but are students in fact able to truly voice their opinions? Often, students are told what to voice their opinion on as the agenda is set by the school. When students have expressed their voice on issues not initiated by the school, as for example reported by the BBC (2006) and Couchman (2006) when 120 students at Flegg High School protested about the shorter lunch break that was imposed without consultation, it has been reported as a protest rather than 'Student Voice' with its positive associations. When the voice of the students is not sought or welcomed it is labelled protest and students who speak out have been labelled militant.

Conclusion

In this article I have identified two contrasting research cultures in education. Both may be regarded as prompting the self-interest of the investigator/s: domestic research acts are organised to collect data for monitoring or evaluation and/or to enhance the profile of the institution in the eyes of its members and inspectors. Academic or as I have identified it, public research has likely benefits such as higher degree qualification, publication and career advancement. For student participants the benefits within both of these research cultures are relatively modest and are likely to be indirect. There are, however, probably costs such as the loss of time that might be spent in lessons or socialising. Of the nature and option of such costs, participants will become aware only by the informing of consent: in fieldwork so far, the evidence is that the consent that is informed in regulated academic research is assumed in domestic forms.

But it is not merely a matter of costs and benefits. From the development of the Nuremberg Code in medical ethics in 1947 through to that of BERA, the principles affecting the entitlements of participants have had to do with the notion of human dignity. This standard is not contingent upon the use that is to be made of the data or the perceived need of the investigator. However, the evidence is that it is willingly compromised within the domestic research culture. The by-passing of consent procedures gives the lie to the official rhetoric of Student Voice as the means of empowerment.

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Fragments of meta-narratives in a Swedish school context



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Håkan Löfgren is a PhD student at Karlstad University in Sweden. He came to Brighton University to discuss his life-history approach with Ivor Goodson and gave a seminar at the Education Research Centre in May. His research is particularly interesting, as the new government in the UK plans to embark on an education reform programme similar to that introduced in Sweden in the early '90s.

Introduction

This article focuses on how educational policy changes take shape in a Swedish local school context. Specifically, the aim is to illustrate how an institutional memory about a criminal gang in a school takes its form in teachers' stories, how this memory is used differently by different teachers, and how it is shaped in relation to meta-narratives about school and education.

The new meta-narrative about education is characterized by neoliberal ideas about privatization and marketization. Every local school context in the Western world is influenced by these policy ideas, and fragments of this narrative form a local mosaic of narratives about education and change (Ball, 2007). But this mosaic also includes fragments of other narratives from the past. To capture and understand these changes, from the teachers' perspectives, I will focus upon institutional memories (Linde, 2009). These working memories are told and retold by teachers, and in times of change, they are guides to future action. New versions of memories of past events are produced and reshaped at the time of the telling.

Empirically, this study is anchored in 15 life-history interviews conducted with eight teachers during the years 2007 – 2009. The teachers have been working at the same upper level compulsory school, which we will refer to as The Lake School. The school is located in a medium-sized Swedish town. It was opened in the 1960s and recently closed down. The stories cover a 40-year period of the school's history. Most of the teachers were still active as teachers

in the 2000s and some of them had worked in the school since its inception. All interviews have been transcribed and screened for institutional memories. All names have been changed to protect identities.

The Swedish education policy context in short

In the 1960s there was a baby boom in Sweden and a social democratic policy called 'The million program' was implemented. The idea was to build one million apartments that anyone could afford, and a lot of new residential areas were created. The old unhealthy houses were demolished, and The Lake School was situated in one of these new areas. At the same time an education reform with a common-school-for-all policy was introduced under the slogan 'A fair school to all' (Persson, 2008). For the first time, different categories of students and teachers were gathered under the same roof and the whole system was publicly financed. This reform was an important part of the Swedish Welfare model including a strong vision of an equal society and reduced differences between social classes.

In the 1980s and 1990s there was political disappointment from both the political left and right because the social differences tended to remain and the education system was expensive for the taxpayers (Persson, 2008). Simultaneously immigration increased and the segregation between different areas started to become more visible (Bunar, 2009). In that political climate, reforms including freedom of choice in different aspects within and between schools

became important. At the same time the costs for schooling were decentralized to the local municipalities and a system of 'free schools' including a school voucher system was introduced. Since the millennium there has been a significant increase in the number of 'free schools' in Sweden. The number of school closures has also increased as a result of falling numbers of pupils and the establishment of new schools (Skolverket, 2009). National tests and assessment are now an issue of concern for policymakers and school administrators since the results in mathematics and science have dropped in the latest PISA survey. There is a debate between those who try to find the reasons for the falling results and those who question the relevance of the results in a national context (Lie, 2010).

An institutional memory from the 1960s

In the early 1960s the residential area Lakeside was newly built and so was The Lake School, where the teachers I interviewed worked. They told me about a group of boys that stood out in several ways in those early days of the school and area's history. The boys, it was said, used drugs of various kinds. They committed criminal acts including beating other young people in the area and stealing. Their names and actions were soon publicized in the local newspaper and they received a nick-name that became known in headlines. The name brought to mind the area where they lived, but also the name of the school. I will call them 'The Lake Gang'. According to the teachers, their reputation had consequences for the school that endured into the 21st century and the school's final closure.

This story is a short version of the institutional memory which is the focus of this paper. In the text I refer to this memory as 'the institutional memory of The Lake Gang'. It is interesting because it is one of six institutional memories that all members of the school, independent of each other, talk about. When the teachers tell their versions of the institutional memory they relate to their institution's history while highlighting their own points. They angle the story in a way that suits them and the situation, and thus perform different identities (Mishler, 1999). The institutional memory is 'alive' because it is told and retold; it is adapted and reshaped to new situations. It matters when teachers form their professional identities in the local context and it is of particular importance for the identification process because it emphasizes and articulates a shared past. A narrow analysis of individual teachers' stories, institutional memories and 'work' identities in a local context opens a broader analysis of meta-narratives of schooling and teachers. It is important to contextualize the teachers' stories so they do not become anecdotal. The analysis of institutional memories is part of a process that moves from individual life stories to a life history analysis (Goodson & Sikes 2001; Goodson, 2005; Pérez Prieto, 2006). In this research I aim to search for fragments taken from different meta-narratives about schooling and teachers that resonate within versions of the institutional memory of The Lake Gang.

The ambition to search for different meta-narratives is born out of an assumption that a one-sided emphasis of the neoliberal meta-narrative of the dominance of market forces in education (Apple, 2006) is not a sufficient basis for an analysis of teachers' professional identities. An analysis of teacher identities based only on the neoliberal narrative risks losing important nuances in the collected data. The nest of stories included in the institutional memory is a complex mixture of alternative stories, counter-narratives (Søreide, 2007) and fragments of meta-narratives. It is important to address this complexity when dealing with teacher identity formation if one embraces the situated, relational and sometimes contradictory character in the comprehension of the concept of identity, (Mishler, 1999; Pérez Prieto, 2003) which is common in teacher research today (White, 2009).

Stories included in the institutional memory are an exclusive collection of stories as they should be both known by all members of the institution and be worth retelling by those who were not there. These analytical requirements of the stories which can be included in the institutional memory crystallize into only a small group of stories with a certain importance for both the institution and its members (Linde, 2009). The stories are impregnated with both the historical context in which they occurred and the time in which they are told. Trying to understand how institutional memories are constructed and used is about trying to understand how people comprehend their common history and how they interpret events when constructing their professional identities. In other words, how people use their history.

The Lake Gang and the school's reputation

The institutional memory of The Lake Gang is definitely a retold tale. Only one of the teachers worked at the school when the events took place and the teachers tell different versions of the story. In my short version of this memory I report it as it appeared to me after reading the transcripts stressing the similarities between different teachers' stories. In the following I will present different versions of the institutional memory, as they were told by the teachers. Thus, inspired by the combined methods suggested by Goodson and Choi (2008), I conduct an analysis of similarities and differences in their versions of the institutional memory and how they use this memory to make their own points of what it meant to be a teacher in The Lake School. By recounting these different versions, I also hope to make visible how fragments of various meta-narratives about education are linked to the institutional memory. I return to this issue in the concluding discussion.

This institutional memory, and its various relevance to the teachers, emerged in the analysis after I finished the interviews. The stories of this memory are distinct and demarcated. Most of the teachers tell about The Lake Gang, but some just tell that unruly students have always existed in the school, without using The Lake Gang headline in their stories. In many cases the teachers use the institutional memory to explain the origin of an 'undeserved' bad reputation of the school and its students. Living with this memory seems to be a part of what it means to be a Lake School-teacher and they give it different meanings in their stories about themselves as teachers. In this section I present different versions of The Lake Gang memory as they were told by the teachers. I begin with Gerd's version as it is the most detailed one. She is now retired but worked at The Lake School in the 1960s.

Gerd's version

Gerd: *So it was, Lake School became well known a bit for The North Lake Gang.*
(2009-04-20)

This is what she first said in response to my question about the character of the students when she came to the school in the 1960s. In particular she told me about a continuous flow of students with an unstable social background and followed this with a full version of The Lake Gang story.

Gerd: *They (newspapers) sometimes overindulged if something happened in a school. Feeling free to write that students from Lake School have done this and this and this. Then in fact, it was like this, these students, they were making trouble at The Lake School. But they came from the neighboring school. They were actually students in the neighboring school. But they lived close by. And yes, that is. They were called the North Lake Gang, Or North Lake Mob.*

Håkan: *They are perhaps more related to the Centre?*

Gerd: *Yes. [H: Lake Shopping Centre?] Exactly. [H: Than to school?] I think so. I think that you interpret correct. But the school did get a*

bad reputation. And 'My goodness' people could say. 'Can you work there? With those?' They were not so many, it was four or five boys who were on the rampage. And in different ways. Of those, maybe no more than one is living today. They drove themselves to death. They were drowned out on the lake. They stole a motorboat. And ran wild and did not get..... So, it was of course, it was, it was wild yes. Yes. But I'll have to say that I didn't notice, I never noticed as a teacher anything of what they did, it was at leisure. Of course they did not do this in school, in school-time.

Håkan: No. Was this something you talked about?

Gerd: Yes, of course when things happened and the newspapers wrote and so on. And we said 'Damn, why should they tie this to The North Lake School?' And you know, by that time freedom of choice eventually begun. It was not just then, but the free choice of parents. And if a school gets such a reputation, then you can almost figure out the rest.

Håkan: Did you think that you got rid of that reputation?

Gerd: Yes, it slowed down. But it still exists. (2009-04-20)

She talked about a small group of boys who 'were making trouble' when the school was newly started and they gave the school a bad reputation that it could never completely get rid of. In her story she creates a distance between The Lake Gang story and the school's history in various ways, making a point that essentially what happened had nothing to do with the school, or herself as a teacher. But the point in this analysis is not an essentialist one, rather it is to discuss how The Lake Gang memory is constructed and used. By connecting the story to the reputation of the school and the influences of local media she gives an explanation as to why the school encountered problems when schools in the area began to compete with one another. When new problems occurred in school they were linked to The Lake Gang memory and the teachers became a part of the retelling, giving their own versions. The memory of the Lake Gang became a part of the framing when the teachers formed their professional identities. This link between The Lake Gang, the newspapers and the school's reputation appears in several other versions of these teachers' stories. Also the statement 'Can you work there?' recurs in various forms in many stories. A fragment of the meta-narrative about competition is explicit in this version and an alternative narrative about a school managing their students much better than its reputation is also suggested.

Hedvig's and Anna's versions

Hedvig and Anna have been working at the school since the 1970s. They both connect The Lake Gang story with a bad reputation of the school in their stories about how it was when they arrived at the school a long time ago. Here this reputation is recalled by Hedvig.

Hedvig: That it was a really bad school, that it was a school with a bunch of thugs. And there was something called the 'North Lake Gang' which has raged around the youth recreation center. And it was, therefore, not good in terms of student supply. (2008-09-09)

Both Anna and Hedvig mention the students' poor reputation emphasizing the continuity of a category of students with social problems. But they position themselves somewhat differently in relation to the institutional memory of The Lake Gang.

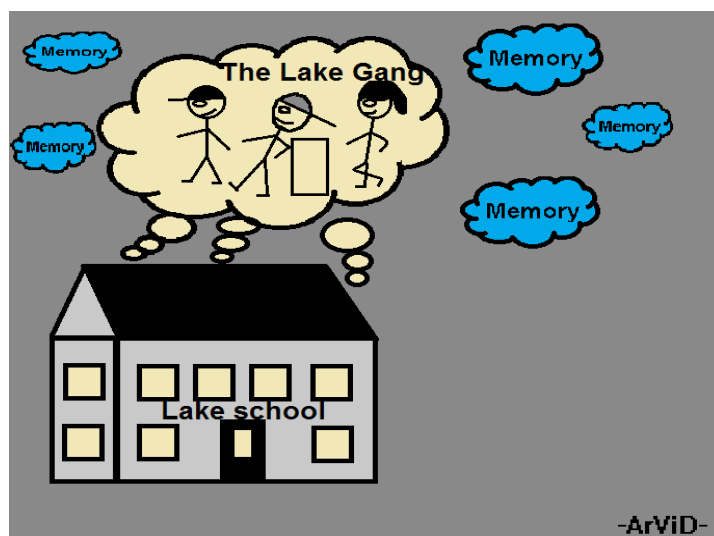
Anna: Thus, there has never been so, that we have had to put up, like a facade, that you do not have a problem. And therefore, it does not make much difference if you get another kind of pupil. They perhaps are hard to handle in their own way or have their difficulties. (2007-09-17)

Anna does not deny that 'there has always been a tough clientele at The Lake School,' but instead highlights the fact that the staff were

good at being open about problems. The other 'kind of pupils' she mentions are immigrants which have increased in number at The Lake School since 1995. It is clear that she considers the openness about problems as a strength when working with different categories of students. Hedvig's point is also related to the teachers but in another way, here contrasted to the rumor of the students.

Hedvig: It was that it was considered that the students, the rumour said, the students were very low achievers and socially inferior. The teachers were great and strong and strict and good. Perhaps above all strict. (2008-09-09)

The institutional memory of The Lake Gang and the rumor of the students serve as a contrast to highlight that the 'reality' was better when focusing on the 'strict' teachers that could deal with the problems. Hedvig emphasizes that the teachers were good and Anna underlines the openness among them. Both use the memory as a marker of the existence of a category of students with problems in the school. In these versions fragments of meta-narratives about discipline, control, social classes and immigration take shape.



Olof's version

Olof is the teacher who stresses most strongly the injustice of the reputation of the school and draws the most dramatic conclusions of The Lake Gang memory in his version. He also talks about ambient reactions when he remembers his working life at the school. He was concerned about the injustice he felt over how The Lake Gang story of the past was used.

Olof: There was a gang who used drugs. And by the middle of the 90s a lot of them were deceased. [H: They were heavy?] Not so much, It was criminality, it was when the area was young. Before security was settled. That is the way I see it. And it is so terribly unfair! Towards the students in school, who don't have anything to do with it. And towards the staff which neither can be blamed for it. But in a city, some areas, some schools, some sites, are pointed out to make you feel a bit better. (2008-11-28)

Olof linked the events of the past with people's attitude towards him as a Teacher at The Lake School today and how it affected his students and his work as a teacher. In his version the change of the school's name was a consequence of the school's bad reputation. It was an attempt to change peoples' views on the school. He also linked the memory of The Lake Gang with newspapers reporting about the school when a drug incident occurred in the 1990s.

Olof: *And it became headlines in the newspaper. And even if it is a balanced report, by this reporter who actually understands that this is good. Or yes, knows how the school management was working with it. So anyway people do not read it that way, to see the positive. 'Now it is drugs in The Lake School'. And The Lake Gang this and that. I thought it was terrible. In my conspiracy theory, I think it was because of this that the school was shut down. No, but then, it's not just that it's so incredibly, unbelievable to understand that they made that decision. The fact that they wanted, they wanted to remove it, the terrible communal.... the terrible municipal school. And simultaneously when meeting parents, and parents were satisfied with having it, to have their children there. So, so the image doesn't fit.* (2008-11-28)

Here he goes one step further in his interpretation of how the memory of The Lake Gang has played a role in the school's future by presenting his 'conspiracy theory' suggesting that this institutional memory could be an argument for the school's closure. By extension of this logic, he talks about it all as part of a regime change in which public schools are disadvantaged in favor of private schools (Friskolor). Although The Lake Gang story was not the only reason that the school was shut down, it is clear that he considers the reputation important when people interpreted reports on how the school dealt with the drug problem. His point is that people took note of a continuity of problems in the school rather than an openness and willingness to address the problems and deal with them. Something he is proud of thus:

Olof: *And the school did not hide away the concern. That was crap for school, for the local newspaper highlighted the drug, 'drugs in Lake School', or something like that.*

Håkan: *Of course, then there will be headlines.*

Olof: *Yes. And if you know the reality you know that there are drugs in virtually all schools. But not to see that it was a good example to see the problem and find the problem and show a will to solve the problem. And get crap for it. But the 'nice' school might hide it? 'This is not our business, this is the students' leisure'. But there the status declined. As 'it flourishes drugs on Lake School'.* (2008-11-19)

Olof's story is really framed by two different meta-narratives about schooling.

Olof: *Yes, and I very much liked that workplace I saw something else. Yes, to claim fairness.* (2008-11-28)

In this version fragments of meta-narratives about school, in 'the competition state' (Ball, 2007) and the welfare state with an equal school for all typical of the Swedish model, are linked to each other. Olof is proud of working in what he considers a fair school that welcomes all categories of students and works to solve the problems that occur, and he is suspicious of the competing 'free schools' who do not openly declare their problems.

Discussion

By initially presenting a shortened version of the memory about The Lake Gang and then adding the different teachers' versions of it, I have shown how the institutional memory of the Gang has emerged in my analysis. Of course it is not the essence of this memory that really matters, but the way it is important to the institution and its members. The teachers talk about The Lake Gang memory as a 'stamp' linked to a reputation which does not disappear, as if it is something which all teachers at The Lake School must respond to. The local newspaper keeps coming back to the story, forcing the teachers to retell it and take some sort of stand. Most versions have the character of a counter-narrative, where the teachers defend their school and

contradict its reputation. The Lake Gang story has become one of the school's institutional memories (Linde, 2009) and most members have their own version and recall it when I ask about the past. In short this institutional memory seems to be a part of the framing of what it means to be a teacher in this local context. This brings us to the function of the institutional memory and how the teachers use it.

On the one hand, this memory is used to confirm that there was a category of socially disadvantaged students who were a challenge to manage for the teachers. Two different teacher identity performances (Mishler, 1999) emerge from this standpoint. Some emphasize the strictness of the teachers as a way of coping with the problems. Others emphasize the openness among the teachers as a way of managing the problematic students. On the other hand, The Lake Gang memory is also used as a contrast with 'what it really was like'. Many of the teachers talk about The Lake Gang and their reputation in connection with stories about how it was when they got their jobs at the school. The typical story is that they had heard about the Gang and the school's bad reputation, but they quickly realized how wrong the reputation was. The institutional memory is used to create a sense of us, in contrast to the external image of the school.

Finally, I highlight fragments of the three meta-narratives on schooling and the teaching profession, which emerged from the analysis. They deal with control, fairness and freedom of choice, and are linked differently in the various versions of the institutional memory of The Lake Gang.

The meta-narrative about control indicated in the data is vividly discussed by historians both in Sweden (Sandin, 1986) and internationally (Katz, 1976). When analyzing the start of modern educational systems in Sweden and the US they point out that schooling was not mainly about knowledge but was a way to stop poor children in the cities from begging or being exposed to bad influences in the factories or at home. School was a way of maintaining social control of a certain category of children. In some versions of the memory of the Lake Gang this is highlighted, in others it is more implicit that there was, and has always been, a category of students in the school who were considered hard to handle. From this point of view this institutional memory can be considered a memory of a past failure of an important mission of the school. The teachers' versions are a kind of counter-narrative (Søreide, 2007) which emphasizes that this has not happened since the 1960s. The teachers are proud of their strategies to manage this mission, highlighting the strictness or openness among their colleagues.

"The teachers were great and strong and strict and good. Perhaps above all strict." (2008-09-09)

The teachers claim to have done a good job with controlling these children, and the memory of The Lake Gang reminds them of problems that might occur if they lose control. The institutional memory is used within the school as a reminder of the importance of doing a good job with this group of students, if only to avoid further unfair criticism from the community. Fragments of the meta-narrative of school as an institution for control are nested into the memory of The Lake Gang. The 'good' teacher in this story is a person who has control of the situation and the students.

The two meta-narratives about fair schooling within the welfare state and competition between schools, which are nested in the institutional memory of The Lake Gang, are extensively discussed by educational researchers (Lauder et al., 2006). Ball (2007) has analysed how these narratives are involved in negotiations of policy in local contexts. The meta-narrative of a fair school for all as part of a Swedish welfare model (Englund, 1996) has a strong position in my data. In the

various versions of the memory of The Lake Gang fragments from this meta-narrative appear most explicit in Olof's version, but they can also be glimpsed in others. When Olof argues against the injustice in the bad reputation, the sharp edge is directed towards the private schools (Friskolorna). He is proud of their work in The Lake School. The parents were satisfied and he links this to the idea of a communal school. Anna implies that they had experiences of helping different categories of students. The ideal-teacher is someone who 'claims fairness' for all students in this narrative.

The neoliberal story of a school system characterized by freedom of choice and competition between schools as part of a market model is in many ways relevant today. Since the 1990s, choice has been a central concept in the school system in Sweden. Students change schools more frequently than before and individual schools have to adapt (Bunar, 2009).

Competition and market adjustment have become part of everyday schooling and therefore a part of what it might mean to be a teacher (Goodson, 2005; Hargreaves, 2006; Ball, 2006). The most obvious fragment of this meta-narrative in The Lake Gang memory is that The Lake School and the teachers did not get rid of this memory and the reputation connected to it. It was like a 'stamp' a teacher said, and it became a problem when trying to attract students. Gerd points clearly to this problem and Olof focuses on it in his 'conspiracy theory' where he sees it as a factor that had implications on why the school was closed. The institutional memory of The Lake Gang and the reputation connected to it can be seen as part of the 'hot knowledge' (Bunar, 2009; Ball, 2003) which parents and children use when they make their choice of school. Several of the teachers tell of negative reactions when they mention to others that they worked at The Lake School. A part of being a teacher at The Lake School in the 2000s therefore was to fight for a better reputation for the school and taking a stand against the institutional memory of the The Lake Gang was a part of that work.

It is perhaps not surprising that the institutional memory, however old and spectacular, was something they talked about among colleagues at the school. The teachers expressed an irritation with the way the local press connected current events with the memory of The Lake Gang and thereby enhanced the negative reputation of the school. The teacher identity presented here appears to be like the defence of a trade-mark; they had to fight the bad reputation if the school was to compete in the 'free school' market.

Conclusion

One conclusion is that it is obvious that the neoliberal narrative has an important role to play when teachers form their professional identities in a local context. No school can ignore the educational market where parents' free choice of school decides if there will be any pupils next year, and the reputation of a school is a key factor in the hot knowledge they use in their decisions. No one can work as a teacher and ignore this fact. But more importantly, I am equally convinced that fragments of other meta-narratives are involved in the local nest of narratives gathered within an institutional memory. And these fragments are not only about being popular on a market, but about identity. In short, being a teacher at The Lake School and telling the memory of The Lake Gang was a way to show what you think is important as a teacher. This may be discipline and control of the students, openness with problems, or fairness to all children. Institutional memories are used to create a common history and identity, but they are also the material for teachers to use in their own way as they form and create their professional identities.

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Photograph: The Bridge Academy, Hackney. A mixed, non-denominational school for 11-19 year olds, it was opened under the Labour government's academy scheme in September 2007. Courtesy of roryrory - flickr

In conversation with Dr Caroline Lucas



David: First may I congratulate you upon your recent election as the first Green Party MP and representative for Brighton Pavilion. And let me start by asking you about your Party's education policy? Green Schools?

Caroline: When you ask that question I assume you mean environmental standards for schools and other places of learning? I'll come back to that in a minute.

But there is the wider education vision on which I was elected. I firmly believe that society has a duty to provide everyone of all ages with the knowledge and skills they require to be able to participate fully and contribute to the society in which they live. This is not just academic knowledge, but social skills, life skills, and respect for other people's rights and lifestyles.

So we'd take a child/student-centred approach that would nurture a desire to learn throughout life that includes continuing adult education and which builds on the skills and interests of each individual.

On environmental standards: I think it's important to make the case for all schools to undertake an energy audit and demonstrate, annually, how they are reducing their carbon footprint and contributing to

Professor David Stephens talks with Dr Caroline Lucas after her recent success in the election. Dr Lucas puts forward some of the Green Party's ideas about education both at a national and local level

sustainability locally. We also need to build on best practice when it comes to citizenship education and raising awareness of why people need to take personal action on tackling climate change and pollution.

David: What is your view of academies? I am thinking of the Falmer High proposal for example.

Caroline: We already have the Falmer City Academy and Greens opposed that when the then Labour City Council introduced it. The next school in the city, in line for Academy status is Portslade Community College. Although outside my constituency, what happens here will affect schools all over the City. I recently met parents and staff opposed to Academies.

I've always opposed Academies. Why? They take power away from parents, teachers and pupils. The sponsors can greatly influence the curriculum, even introducing faith doctrines over secular education. They can decide what the school's specialism will be, what the curriculum will be and what wages individual teachers receive. The funding being offered can only be spent on certain things, for example in the case of an Academy the money is released for a new building so the school cannot choose to have a cheaper building or retro-fit existing buildings instead and spend the remaining money on, for example, more teachers. The sponsor has the power to appoint the Board which appoints the Principal and the Governors. In some academies the parents have the right to vote for as little as one parent governor. This also removes the democratic control by local authorities of institutions that are financed by national and local taxation.

David: Do you think Brighton needs another secondary school?

Caroline: Definitely! As MP I will be working with Green councillors to keep the urgent need for another secondary school in the city centre, particularly with the closure of the COMART secondary school in east

Brighton a few years ago. Greens have supported the catchment area system as an improvement and move towards a fairer system. Like my Green councillor colleagues, I remain concerned both about the distance children have to travel and about the size of schools we are creating. The solution would be a smaller school at as central a location as possible.

Ongoing education research is important in raising standards as education and society is constantly evolving. The Green approach would be to work together with educational researchers, teachers and teaching unions rather than to impose constantly changing top down policies and targets!

David: What is your view of the contribution education research makes to raising standards in schools?

Caroline: Ongoing education research is important in raising standards as education and society is constantly evolving. The Green approach would be to work together with educational researchers, teachers and teaching unions rather than to impose constantly changing top down policies and targets!

David: Finally, can I ask you for your views of the two universities here and in particular the community-university links that Brighton University has built up?

Caroline: Well I don't think I'd be overstating it when I say that the two universities and City College are have helped to created the City we all know and love. As readers will know, they generate so much academic and economic benefit for the City. But in these difficult times for public services we'll need to fight hard to keep funding for higher education in the City.

Brighton University has led the way among UK universities with its programme to build links with local communities and promote sustainability in Brighton and further afield in Sussex. It shows Brighton is a trailblazer in this area.

David: Thank you Caroline.

For further information see **Caroline Lucas' website**

<http://www.carolinelucas.com/cl.html>



Photograph: A primary student teacher from the School of Education classifying minibeasts in the school environment with her children

From the Education Research Centre



Success in the Award of a University of Brighton Research Challenge: Narrative and Learning

The Education Research Centre is establishing an international network focusing on 'Narrative and Learning' which will articulate theoretical positions and practices and facilitate activities to realise and promote innovative approaches to research. The network includes international scholars engaged in this field, who will collaborate in developing a major grant proposal, a publishing programme of journal articles and books, and an annual summer conference – The Brighton Seminar – which will focus on the leading edge of research in narrative and learning.

The core team at Brighton – Ivor Goodson, David Stephens, Avril Loveless, Mike Hayler, Keith Turvey, Mark Price and Suzanne Hyde – will be working with colleagues from the Universities of Bristol and Sheffield, to set up the network activity. International colleagues from Sweden, Brazil, Norway, Denmark, Finland, UK, South Africa, and Hong Kong will be invited to work on publications at the Brighton seminar.

We will keep colleagues and research students in the School of Education informed of developments and the programme of seminars and publications which will support our ongoing work in approaches to narrative research.

International colleagues from Sweden, Brazil, Norway, Denmark, Finland, UK, South Africa, and Hong Kong are to be invited to work on publications at the Brighton seminar.

Visiting Scholars in the Education Research Centre

In 2009/10 we had a number of visiting scholars in the Centre who came to spend time in Brighton, contributing seminars on their work-in-progress, and participating in the ongoing conversations, reading groups, peer review and networking activities amongst the researchers in the School of Education.

Jun Takahashi, Toyama University, Japan, visited the Centre in April as part of an extended research study in the UK on the use of ICT in English classrooms. He observed particularly the use of interactive whiteboards in order to make recommendations to the Japanese Ministry of Education for the development. His findings indicated that IWB do not necessarily stimulate innovative pedagogy, particularly in relation to the cultural approaches to pedagogy in Japanese classrooms which has highly sophisticated approaches to interactivity in whole class settings. His work is part of a wider programme of research and exchange in which colleagues at Brighton have been involved since 2000.

Håkan Löfgren, Karlstad University, Sweden, spent time with us in May. His work focuses on life history methodologies, exploring 'Memories as a meeting place for stories in school'. Hakan presented a seminar of his work in progress, and was able to have conversations with many people in the School who have an interest in narrative approaches. He was particularly interested in Ivor Goodson's work on 'Through

the Schoolhouse Door' which was first published in the early 1990s, and will be republished in 2011. Håkan and his colleagues at Karlstad will be part of the 'Narrative and Learning Network' in 2010/11. His article 'Institutional memory; fragments of meta-narratives in a Swedish school context' is featured in this issue.

Gaozheng is visiting the Centre in August. He is currently studying in Beijing Normal University and researching teachers' professional development and life history in China, looking especially at how teachers' interests and personality are often neglected in their professional development. He will discuss his work with colleagues in the Centre and School, as his research contributes to the strands of 'Narrative, Voice and Identity' and 'International education and development'. He will also present a seminar on his work- in-progress.

Conferences & keynotes

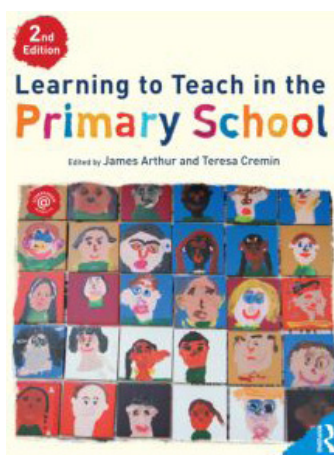
Avril Loveless acted as a discussant for the Annual Conference of the Computer Assisted Learning Research Group (CALRG) at the Open University. The conference focused on the ongoing work of the researchers, from multimillion pound projects on Technology Enhanced Learning, to small-scale studies of the use of interactive whiteboards in dance education. The CALRG conference took place at the Open University on 24th May 2010.



Avril Loveless also gave a keynote presentation at the EthicsNet Conference, University of Bristol on 16th June 2010. The day conference focused on the ethical implications of social science research, particularly on research in the educational uses of digital technologies, and the use of narrative research. The conference was hosted by two of the Research Centres in the Graduate School of Education: Centre for Learning, Knowing and Interactive Technologies (L-KIT) and Centre for Narratives and Transformative Learning (CeNTraL).

Papers & publications

Carol Robinson has written a chapter 'Personalised learning and pupil voice' in a recently published book *Learning to Teach in the Primary School*, (May 2010, Eds: J. Arthur and T. Cremin, Routledge). Her chapter focuses on developing an understanding of 'pupil voice' and 'personalised learning' in the school context, and the significance of these for both teachers and learners.



Carol has also had a paper 'Student Voice as a Contested Practice: Power and Participation in Two Student Voice Projects' accepted at ECER (Aug

2010). The paper focuses on two detailed empirical cases of Student as Researchers projects and explores how power and participation manifest themselves within the operational aspects of these projects. The paper develops the theoretical understanding of student voice approaches and considers ways in which issues of power and participation are ingrained elements within school-based student voice work.

In June 2010 Carol was invited to talk at Manchester Metropolitan University on her recent thinking around the theorisation of Student Voice work. Her presentation entitled 'Theory-Practice Relations in Student Voice Work: Power and Participation' looked at reflecting and analysing the relations between theory and practice in student voice work.



Consideration was given to what postmodernist notions of power might have to offer to student voice and to the ethical implications of student voice as a participatory mode of educational practice.

Carol has just completed a three year evaluation of Unicef's Rights Respecting Schools Award (RRSA). The RRSA aims to help pupils learn about their rights and responsibilities according to the United Nations Convention on the Rights of the Child (UNCRC) and how to use this understanding as a guide to living. It also focuses on developing an individual's respect for themselves, for others and for the environment. The final report which reviews the impact of the award in schools is due to be published in July 2010.

Carol Robinson has been involved in conducting an evaluation of Beatbullying's mentoring programmes. Beatbullying is a registered charity and has developed a range of bullying prevention programmes designed to empower children and young people to deal with issues of bullying both in and out of school. Beatbullying runs intense training in peer mentoring and cyber mentoring and hundreds of young people in England who have undergone their training are now active peer and cyber mentors. The final report, evaluating the impact of the mentoring programmes, will be published in September 2010.

Seedcorn Fund ERC

The Education Research Centre has a small amount of money available for to support staff who would like to engage in research activity intended to lead to further research opportunities and outcomes, such as writing a research proposal for external funding, a conference paper, a seminar presentation or a journal publication.

To date, people have applied for funding to support a range of activities including: transcription of interviews in a small scale project; time to develop the writing of a proposal for more substantial research funding; software and time for advisors and designers to produce RED; time for researcher to initiate fieldwork in partnership project; travel expenses for fieldwork. Members of the ERC are happy to chat with you about your ideas and whether they might be appropriate for further development, they will also work with you on putting together the proposal. If successful, an experienced researcher will be your contact and mentor throughout the project itself to advise on how to achieve the research outcomes.

We encourage staff to think about how they might be able to use some seed corn money to support further developments. Funding has been awarded for bids between £200-£1000.

What would you need to provide? A brief proposal of approximately 2 sides of A4 outlining:

Researcher/s (who is involved?)
Focus of the research activity (what is it about?)
Methodology and activity anticipated (what do you want to do?)
Ethical implications (who is being asked to do what, by who and why?)
Funding required (how much? For what purpose?)
Research outcomes e.g. conference paper, R.Ed publication, journal article, fuller research proposal for more substantial project.

To whom do you submit it?
Ivor Goodson leads the Research Initiatives Group, which is made up of members of the ERC. Please send an electronic copy to Elizabeth Briggs, indicating 'Research Initiatives Seed Corn' in the title of the message. The RI group meets every few months, so submit it when you are ready, and Liz will let you know when the group meets next.

Tips.....
Keep it simple; Be realistic; Be bold!



Images: Seedcorn - Chris photography flickr, Globe - ontdesign, flickr

Book Publications

Narrative Learning

Ivor F. Goodson, Gert J. J. Biesta, Michael Tedder & Norma Adair

Routledge | Paperback | 140 Pages | 23.2 x 15.6 x 1.2 cm | ISBN 978-0-415-48894-5 | Publication date: 25th February 2010 | Price £22.99

Professor David Stephens has recently completed a review of books for the *International Journal of Educational Development*, titled *Narrative and Biographical Methods in Education and social sciences research*. In his review he comments on Goodson et al's latest publication:

'Narrative Learning by Goodson, Biesta, Tedder and Adair addresses three questions: what is the role of narrative in how people learn throughout their lives? Are there different patterns and forms of narrativity? And, how do they influence learning?

This book – which is based upon data drawn from the Learning Lives project (which sought to understand learning by questioning individuals about their life stories), comprises eight life stories of individuals (the project interviewed 117 people over 36 months) presented and discussed with a view to generating a theory of narrative.

Goodson and his colleagues suggest that learning is more likely to be guaranteed when the life narratives – or as they see them, tools for learning – are in an active and productive balance with the ongoing activity of narration. In other words an individual learns from both the content and process of life storytelling.'



Centenary Celebrations

Voices and Visions

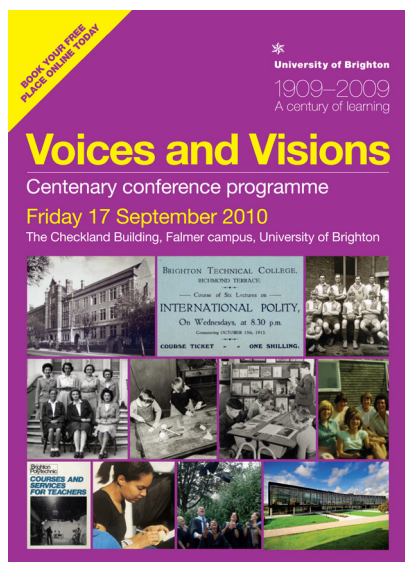
School of Education Centenary Conference | Friday 17th September 2010 | The Checkland Building, Falmer Campus, University of Brighton

The programme for the School of Education's Centenary Conference, celebrating 100 years of learning has been published. This promises to be a stimulating day with keynote addresses, and opportunities for participants to engage in a number of learning conversations. Keynote speakers include, Professor Andrew Pollard and Professor Sir David Watson.

The theme of the conference is 'Voices and Visions' and delegates will be invited to share and represent our voices and visions for education in the twenty-first century through thinking, creativity, interaction, explanation, learning and reflection.

You can book your free place online at www.brighton.ac.uk/education/conference

This will be a popular conference and places will be limited, therefore early application is recommended. Please join us for this special event in our centenary year.



Conferences

ISEC 2010: Inclusive and Supportive Education Conference: Promoting Diversity and Inclusive Practice

2 - 5 August 2010
Queen's University Belfast
<http://www.isec2010.org/>

British Educational Research Association Annual Conference 2010

1 - 4 September 2010
University of Warwick
<http://www.beraconference.co.uk/>

London International Conference on Education (LICE 2010)

6 - 8 September 2010
Thistle Hotel, London Heathrow
<http://www.liceducation.org/>

3rd International Pedagogical Research in Higher Education (PRHE2010) Conference

24 - 26 September 2010
Liverpool Hope University
<http://www.hope.ac.uk/learningandteaching/lat.php?page=prhe¤t=prhe>

International Conference of Education, Research and Innovation (ICERI) 2010

15 - 17 November 2010
Melia Castilla Convention Centre, Madrid, Spain
<http://www.iated.org/iceri2010/>

SRHE Annual Research Conference: "Where is the wisdom we have lost in knowledge?": Exploring Meaning, Identities and Transformation in the Academy

14 - 16 December 2010
Celtic Manor Resort, Newport, Wales
<http://www.srhe.ac.uk/conference2010/>

Voices & Visions, School of Education Centenary Conference

Friday 17 September 2010
The Checkland Building, Falmer Campus, University of Brighton
www.brighton.ac.uk/education/conference

Education Research Conference



The 2010 annual Education Research Conference back in June provided a space for personal and interpersonal reflection and professional networking, which facilitated a stimulating exchange of ideas. Dr. Jonathan Wyatt gave the audience much 'food for thought' by suggesting Doctoral work could be a joint venture and a shared journey. He also advocated autoethnography as a valuable approach to research in education. Later in the day, MA students were given a platform to present and articulate their research ideas, questions and methodology. After valuable networking over lunch, PhD students, Education Doctoral students and University staff shared their experiences and reported on their research findings.

Dr Mike Hayler of the School of Education, is leading a workshop and giving a paper at the International Conference on Self-Study of Teacher Education Practices which runs from 1 - 5 August at Herstmonceux Castle, East Sussex.

Keith Turvey, Philippa Totraku and Jennifer Colwell reported in the last issue on their TDA-funded research into early years student teachers' professional development with technologies. The full report - *Preparing Early Years Practitioners for the challenges of embedding the use of ICT into their professional practice - what are the challenges?* - has now been published on the TTRB website, available at: <http://www.ttrb.ac.uk/ViewArticle2.aspx?ContentId=16671>

Richard Bennett, Senior Lecturer at the University of Chester who reviewed the report, comments that it:

'draws on the findings of a clearly notated and thoroughly analysed research project..... relevant to all students, teachers and teacher educators interested in the question of how to embed ICT into pedagogical practice in a reflexive and dynamic way.'

Excellence in Teaching Awards
Congratulations are also due to Professor David Stephens, Mark Price and Richard Jacobs who have all recently received Excellence in Teaching Awards.

Congratulations

Richard Gray, David Cowley and Mike Hayler have been awarded the EdD. Yaa Asare has submitted her thesis and following a successful viva is completing her amendments.

Back copies

Back copies of R.Ed can be viewed online at:

www.brighton.ac.uk/education/red



December 2009 Vol. 2, No. 1



Notes for contributors

We are now looking for contributions for the next issue Vol.3 No.1, which will be published in December 2010. Contributions should be sent to Sylvia Willis by September 30th, 2010 at:

sylvia.willis@brighton.ac.uk

Short pieces should be approximately 1500 words, and longer pieces between 2500 - 3500 words.

If any article contains photographic images of people or children please ensure that you have their consent for publication on the web.

Harvard referencing conventions should be followed.

Copyright for all published articles remains with the author. By submitting to R.Ed authors acknowledge that all submissions are their own work and that all sources have been acknowledged.