



Pictured above - Dr Cristina Azaola leading the workshop 'In search of school belonging in technical high schools through a teachers' jury' in Mexico City.

# Centre for Research in Inclusion



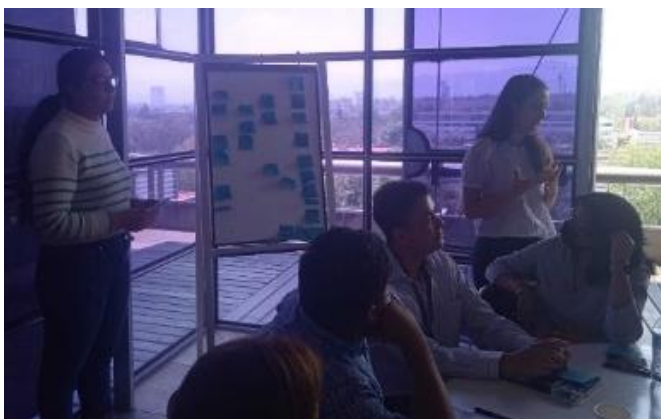
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## About Us

The Centre for Research in Inclusion (CRI) in the Education School at the University of Southampton is committed to internationally significant research towards the inclusion of children, adults, families, and practitioners in education. We work with a strong network of collaborators in research that addresses inclusion and engages with the needs of participants and research users. CRI is unusual in working with teachers, young people, disabled and other marginalised groups to carry out the research.

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## In search of school belonging in technical high schools through a teachers' jury



Dr Cristina Azaola and Aylín (Student Helper) at the workshop

Between April 19<sup>th</sup> and 21<sup>st</sup>, [Dr Cristina Azaola](#) delivered the workshop 'In search of school belonging in technical high schools through a teachers' jury' in Mexico City. 57 teachers from technical high schools from the states of Edomex, Hidalgo, Morelos and CDMX attended the workshop. Through highly collaborative group activities the teachers reflected upon their daily work challenges during the first day, whereas Dr Azaola, Dr Luis Mata (UNAM) and Dr Ana Razo (CIDE) shared their research findings on school belonging on the second day.

On day 3, teachers reflected on the evidence shared on the previous two days to propose ideas to implement better school belonging in their classrooms. The results from the workshop will be incorporated on an electronic poster that will be distributed across the participants and their networks of collaboration so that other teachers from technical high schools can

benefit from the proposals from this group of 57 teachers. Once ready, the poster will be also available within the School of Education. The workshop was funded by **Higher Education Innovation Funding (HEIF)**, many thanks for their support!



Participants engaged in discussions and reflections during the workshop



Participants engaged in writing on post-it notes during the workshop

## Workshops, Conferences and Invited Talks

[Dr Jay de los Reyes](#) presented a paper at the 'Living apart together: Growing up in transnational families workshop' on 27 April 2023 held in Essen, Germany. This workshop was organised by the Universitat Duisburg Essen and the Uniwersytet Wroclawski that welcomed 21 scholars from various countries and institutions worldwide.

Jay presented his paper entitled 'Raising the 'Good' Filipino Left-Behind Child: A Spatiotemporal Perspective' which examined the ambivalent role occupied by left-behind children within of transnational families' regimes of constructing the 'good' left-behind child from different stages of migration projects, and decision making related to education and potential transnational mobilities.



*Dr Jay de los Reyes presenting virtually at the workshop*



*Participants listening to Dr Jay de los Reyes' presentation*

For more information about the workshop, please visit this [website](#).

[Dr Achala Gupta](#) discussed her research on how Indian middle-class mothers utilise private tutoring to foster a positive relationship between home and school at the 'Sociology of Education' session of the **British Sociological Association's Annual Conference** (held from April 12-14, 2023) in Manchester, UK.

[Dr Vasilis Strogilos](#) recently gave an invited talk to the **School of Early Childhood Education**, Aristotle University of Thessaloniki, Greece. The talk focused on the impact of co-teaching on teachers and students and its relation to the Greek policy on Parallel Support for students with SEND.

## Upcoming invited seminar

[Professor Melanie Nind](#) will be providing guest seminar speaker stimulus on inclusive research for the staff at York St John University at the end of May. Like CRI their education department has an inclusion focus with one research group focusing on **Inclusion, Society and Education** and one on **Participatory Enquiry, Action Research and Democratic Methodologies**. Melanie will use her own research to explore with them what it means to do research inclusively and do it well, teasing out some of the quality issues, tensions and critiques around inclusive research.

## Quality Assurance Agency (QAA) in Higher Education project on Inclusive and Accessible Academic Integrity Education

We have always adopted the approach of 'prevention is better than cure' in relation to academic integrity at the University and therefore try to provide students

with the information they need in order to be able to develop good academic practice and work with academic integrity. In line with other Universities however we have noticed that certain groups are disproportionately represented when we look at the data about academic integrity breaches, so we were delighted to be invited to join a project with Oxford Brookes University, the University of Westminster and Bloomsbury Institute. The project was successful in gaining funding from Quality Assurance Agency (QAA) to look at inclusive and accessible education in academic integrity as a collaborative enhancement project with students. Over the last 15 months the project team have had wonderful discussions about how we can best help students who, for various reasons, may find it more challenging to work with academic integrity and carried out focus groups. As a result, we have produced [a range of resources](#) (largely editable so they can be customised to meet different needs) to support staff and students.

We are particularly proud that a game developed by University of Southampton colleagues, [Dr Miranda Dodd](#) - CRI member and [Dr Ran Peleg](#), 'AI is not a Game', has been the top downloaded resource - do go and check it out! We have created guidance to help staff evaluate existing resources and approaches and have piloted working with Student Academic Integrity Champions, using this process to create a model. In the current climate, as Artificial Intelligence (the other AI) gains prominence, academic integrity education which is accessible and inclusive for all will potentially be more important than ever at all phases of education so we hope these resources will support everyone in that journey.



*A screenshot from the game*

## Southampton Education School Research Seminars

[Dr Achala Gupta](#) has recently taken on the role of Program Coordinator for the Southampton Education School's Research Seminar Series from 2023 to 2026. You are cordially invited to attend the series' events. Please visit the [link](#) to learn more about and register for upcoming and future events.

## Recognition

[Dr Achala Gupta](#) participated as a judge in a three-person panel tasked with selecting the recipient of the **2023 SAGE Prize for Innovation and Excellence**. The selection process involved evaluating six exceptional research articles published in the *Sociology* journal, discussing their merits with fellow judges, and ultimately choosing the most outstanding entry for the esteemed award.

[Achala's](#) co-edited special issue on how 'ideal' students are seen in higher education settings, and who is marginalised from this construction, has now been published in **Volume 32, Issue 1 of the *International Studies in Sociology of Education***. This special issue is devoted to scrutinising the notion of an 'ideal' student in higher education, exploring its manifestation across various national contexts and the implications it poses for specific student groups and their educational experiences.

The editorial introduction presents an overview of the seven papers that constitute this special issue and elucidates the overarching themes that permeate these scholarly contributions. Several articles from this special issue are open access from the journal's [website](#).

## Funding Success

As part of a network of leading researchers from Southampton, Glasgow, Kent, Birmingham, Manchester and King's College London, [Dr Sarah Lewthwaite](#) has been awarded funding for the project "Integrating equality, diversity and inclusion into research culture" by the **Future Leader Fellowship Development Network Plus Funds** initiative. The project focuses on the positioning of equality, diversity, inclusion and accessibility in research culture, with a specific focus on science, lab culture, funding bodies and the supramolecular chemistry community. More details and resources will follow in future newsletters.

Congratulations to [Dr Vasilis Strogilos](#) for securing a **Knowledge Transfer Partnership (KTP)** grant from **Innovate UK** to work with a Charity, [First Step Trust](#), to enhance their training programme for learners with additional needs.

## Gaining assent for participation in research

[Jo Grace](#) has gained assent from Becky to work with her as one of her participants for her PhD study. Jo's PhD is exploring identity and belonging for people with profound intellectual and multiple disabilities. Gaining assent from people who belong in these groups can be particularly challenging and is a continuous process. Jo looks forward to collaborating with Becky for her PhD.

For more information, follow this [link](#).



Becky and Jo Grace

## Publications

Azaola, C. (Accepted/In press) [Challenges of working in undervalued technical schools: A continuum between discourses of deficit and trust](#). *British Journal of Sociology of Education*.

Brockmann, M. and Smith, R. (2023) ['Invested' partnerships as key to high quality apprenticeship programmes as evidenced in on and off the job training](#), *Journal of Education and Work*, 36(3), pp. 220-236.

Brooks, R., Gupta, A., Jayadeva, S., and Lainio, A. (2023) ['Constructing 'ideal' students within contemporary higher education: editorial introduction](#)', *International Studies in Sociology of Education*, 32(1), pp. 1-10.

Gupta, A. (2023) ['Exposing the "shadow": an empirical scrutiny of the "shadowing process" of private tutoring in India](#)', *Educational Review*, 75(3), pp. 394-410.

Gupta, A. (2023) ['Global-national networks in education policy: Primary education, social enterprises and 'Teach for Bangladesh''](#), *Journal of Education Policy*, pp. 1-3.

Gupta, A. (2023) ['Schools, Space and Culinary Capital'](#), *British Journal of Educational Studies*, 71(2), pp. 237-238.

Lewis-Dagnell, S., Parsons, S. and Kovshoff, H. (2023) ['Creative methods developed to facilitate the voices of children and young people with complex needs about their education: A systematic review and conceptual analysis of voice'](#), *Educational Research Review*, 39, pp. 100529.

Corcoran, T., Whitburn, B. and Rice, B. (2022) ['Teaching standards and inclusion: beyond educating the same way'](#), *Teaching Education*, pp. 1-16.

## Pupil Voice for Promoting Inclusion (PVPI)

This [project](#) is funded by Research England Participatory Research (UKRI) and involves collaborative action research within a network of five primary schools in Southampton: Mason Moor Primary School, Redbridge Primary School, St Mary's Primary School, St John's Primary School and Wordsworth Primary School. The study is led by [Professor Kiki Messiou](#). It also involves a team of university researchers, all members of CRI: [Dr Jay de los Reyes](#), [Chinmaya Potnis](#), [Ping Dong](#) and [Vivienne Rwang](#). This is a pilot study, and its findings will be used to introduce a city-wide initiative.

The main research question for the study is: ***"How can we promote inclusion in schools through an engagement with pupils' voices?"***

The study aims to:

- Carry out collaborative action research with a group of primary schools in Southampton to find ways that will ensure that all children's voices are heard, in order to promote greater inclusion in learning processes.
- Introduce the use of participatory research approaches (e.g., visual images, unfinished sentences, posters etc).
- Facilitate greater collaboration between schools and the university in order to co-construct knowledge that will benefit all pupils in our city; and
- Develop professional development materials and resource people that can be used to create a city-wide strategy that will involve all schools in the future.



*Using post-it notes during a session to train students as researchers*

### First network meeting

In January 2023, three teachers from each of the five participating schools (inquiry teams) attended the first workshop at the University, where the aims of the project were discussed and dimensions of collaborative action research were explored, as well as the use of various participatory methods. During the workshop the teachers had the opportunity to exchange ideas about the proposed study and discuss possible areas of focus in their own school.



*The first workshop in the University, with the teachers*

### Ongoing work with schools

Following the first workshop, these inquiry teams identified an area of focus that related to inclusion and that was of a concern to their school and agreed a plan of how they would explore this, using the pupil voice lens and participatory approaches. Researchers supported these discussions. One of the schools chose to focus on boys who are not doing well in writing and understanding what places barriers for them in order to develop learning for all students, whilst another school chose to focus on raising children's confidence in their learning. Another school chose to focus on supporting students using appropriate vocabulary in different school subjects, whereas two schools chose to focus on understanding children's aspirations and how realising those aspirations can be supported with what they do in school.

All schools are now working alongside pupils, either through pupil voice activities led by teachers, or through training some students to become researchers, who then collect and analyse relevant data to support the school's identified areas of focus. In this way, solutions to the identified areas will be addressed through participation of those involved.



*Children taking pictures of what helps them in a Maths lesson*

### The role of the university and network meetings

University researchers support schools as they explore these ideas, individually and collectively in network meetings, in addition to monitoring developments in each of the schools by conducting observations and having meetings with teachers and children in the schools. Interviews with each of the inquiry teams, as well as with groups of children will be carried out towards the end of the process.

In addition to the first workshop, the schools met as a group at the University in March to hear about the progress in each of the schools, identify any challenges involved in the whole process and learn from one another's work. Exchanging ideas at this stage was important and led to some of the teams thinking about future work in their schools. The network of schools will meet again in June to exchange further ideas.

### Looking ahead

By the end of this pilot study, Accounts of Practice that describe the research that was carried out in each school will be prepared collaboratively between researchers and the schools, based on all the data collected. These will be available for free to be used by any school that wishes to employ such approaches and will inform next steps for a city-wide initiative. We will be sharing links to these Accounts of Practice in our next Newsletter.

For more information, please, contact Kiki Messiou - [k.messiou@soton.ac.uk](mailto:k.messiou@soton.ac.uk)