Picture above: Members of CRI thanking Prof Melanie Nind for leading CRI since 2015

Centre for Research in Inclusion

**University of Southampton**

14: Autumn 2022

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 marginalized groups to carry out the research.

CRI Research conference news

Prof Kiki Messiou was a keynote speaker at the European School Headteachers' Association Conference (ESHA) 2022 School Leadership 2020+: Trends and Challenges, biennial conference, which attracted over 400 participants – researchers and school leaders from across Europe. Kiki's presentation was entitled "Student-teacher dialogues to promote Inclusion: Implications for school leaders."
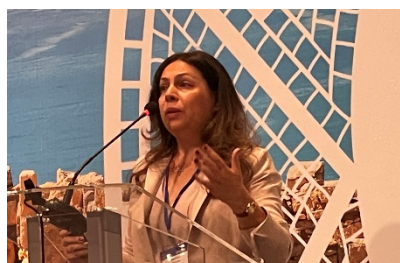
Prof Kiki Messiou at ESHA 2022

Prof Messiou was also a keynote at the **Dyslexia Guild Annual Conference, University of Bath,** and gave invited talks about her research at the **2nd Inclusive Education Conference in the Netherlands**, organized by the Dutch Centre for Education & Youth Care Foundation and at the **1st International Conference on Education and Training (ICET) in Lisbon** in July 2022. Earlier in the year, she presented two papers at the **American Educational Research Association Conference 2022.**

Dr. Achala Gupta gave an **invited talk** entitled, 'How does shadow education gain public trust? Understanding the organisational structure of private tutoring' at the prestigious **Zakir Husain Centre for Educational Studies in Jawaharlal Nehru University in India.**

She also gave a keynote on the institutional arrangements and social legitimacy of the 'shadow education' system at the **PGR Education Student Conference 2022** (Shaping the future of Education Research) at Southampton Education School and shared her research findings from her Shadow Education project at the Mid-Term (Sociology of Education - Research Network 10 of European Sociological Association) **International Conference at the University of Lausanne.**

Congratulations!

Dr Cristina Azaola was successful with her application to the **British Academy** for the **2023-24 British Academy Conferences programme.** Cristina submitted as Principal Investigator a very interesting proposal for an interdisciplinary conference, which will take place over two days, where researchers from various parts of the world will be brought together to discuss an important agenda. The conference's title is **"Lessons of resilience and social inclusion from the Covid-19 pandemic"** and is organised in the following themes: Learning disruption; Migrants' resources; Digitalization strategies; and Experiences of resistance and resilience.

The conference will take place in **June 2023.** Look out for more details in a future Newsletter!

Dr Vasilis Strogilos obtained an **ESRC-IAA (Impact Accelerator Award) grant** to increase the impact of a British Academy funded project titled 'Resource Provision Classrooms in Mainstream Schools: A Partnership to promote the Inclusion of Students with Special Needs and Disabilities'. Vasilis and staff in three schools are working to develop a toolkit which will include practices and examples/case studies that schools need to consider when educating students in resource provision and mainstream classrooms.

Dr Achala Gupta has been appointed as an Editorial Board Member of BSA's **Sociology.**

Welcome!

Welcome to CRI new colleagues **Dr Ben Whitburn**, **Dr Jay de los Reyes** and **Kathryn Broom** and our PhD students Vicky Cliff, **Ping Dong**, **Chinmaya Potnis.**

We will hear more from each of our new colleagues and PhD students in a forthcoming newsletter.

New Open Access Papers 🔓

You don't need access to the University Library to read these papers – You can download them free of charge.

Gupta, A. (2022). The 'Shadow Education' Phenomenon. BERA podcast, with Nick Johnson (Chief Executive Officer at BERA).

Gupta, A. (2022). Revisiting educational advantage and social class: A Bourdieusian analysis of middle-class parents' investment in private schooling and shadow education. British Journal of Sociology of Education. DOI: 10.1080/01425692.2022.2126824

Brooks, R., **Gupta, A.**, et al. (2022) Constructing the Higher Education Student: Perspectives from across Europe, Bristol, Policy Press.

Messiou, K. and Ainscow, M. (2021) Inclusive Inquiry: an innovative approach for promoting inclusion in schools, *Revista Latinoamericana Educacion Inclusiva*, 15(2), 23-37. DOI: 10.4067/S0718-73782021000200023

Avramidis, E., Aroni, K., & **Strogilos, V.** (2022). Social Participation and Quality of Best Friendship of Students With Moderate Learning Difficulties in Early Adolescence: A Longitudinal Study. *Australasian Journal of Special and Inclusive Education, 46*(1), 74-87. DOI: 10.1017/jsi.2022.3

CRI Leadership

Back in June 2022 we thanked **Professor Melanie Nind** for leading CRI over the last seven years. We would like to thank Prof Melanie again, for her excellent leadership of the Centre and her commitment to promote inclusion in many different ways. Prof Melanie is still a member of CRI, but has also started a new role as Deputy Director, South Coast Doctoral Training Partnership.

Prof Kiki Messiou and **Dr Vasilis Strogilos** are now co-leading CRI.

Professor Melanie Nind

Inclusion Seminars available online

Over the past year we've hosted a range of internal and external speakers talking about inclusion and research. Videos are publicly available through the Research Seminar Archive pages. Here are some of our recent highlights:

- **Expert Perspectives on Teaching Digital Accessibility in Computer Science and the Workplace.** Dr Sarah Lewthwaite, Dr Andy Coverdale and Sarah Horton speak about the teaching of digital accessibility.

- **Challenges of Working in Undervalued Technical Schools. A Continuum Between Discourses of Deficit and Trust.** CRI's Dr Cristina Azaola talks about tutors' perceptions about students from low socioeconomic backgrounds enrolled in technical high schools across Mexico. (June 2022)

- **What Should Disability Justice Consider for Minoritised Disabled Families?** Dr Sana Rizvi from Liverpool John Moores University talks about intersectional approaches to minoritized disability communities (March 2022).

- **Boosters and Blockades to Online Learning: Machine Learning Analysis of Disadvantage and Deprivation in Access to One Online Game.** CRI's Dr Nora McIntyre talks about quantitative approaches to world-wide disparities (February 2022).

- **Teachers as entrepreneurs? Teacher identity formation in a neo-liberalising education landscape.** CRI's Dr Achala Gupta considers shadow education and the impact of neoliberalism in India (November 2021).

- **Universal Design for Learning in Chemistry for High School Students.** Prof Peggy King-Seares from George Mason University shared her research on UDL in science education (December 2021).

- **On-the-job training in apprenticeship in England.** CRI's Michaela Brockman presents from her Gatsby funded research. (October, 2021)

Explore the full archive to see more CRI research and guest speakers.

Upcoming Events

Our Stories: digital methods for supporting transitions of autistic children and young people

Professor Sarah Parsons is organizing the ACoRNS Festival of Social Science webinar.

Time: 16:00 – 18:00
Date: Wednesday, 9 November 2022
Venue: Online (Registration needed)

Resource Provision in Mainstream Schools to Promote the Education and Inclusion of Students with Disabilities

Dr Vasilis Strogilos and Dr Rebecca Ward will be presenting at Southampton Education School Research Seminars, based on Dr Strogilos' study funded by the British Academy.

Time: 12:00 - 13:00
Date: Tuesday, 29 November 2022
Venue: Online / In-person at University of Southampton, Building 32, Room

Educational access and inclusion for disabled refugees

Prof Elizabeth Walton from the **University of Nottingham** will be presenting her British Academy funded research, focusing on the educational experiences of disabled refugee students in South Africa, Uganda and Zimbabwe.

Time: 12:00 - 13:00
Date: 21st February 2023
Venue: Online / In-person at University of Southampton, Building 32, Room 2097.

Exploring belonging through art
Melanie Nind

This summer I had the pleasure of joining forces with two arts practitioners, a local self-advocacy group and two Dorset day centres in a project funded by the Public Engagement in Research unit at University of Southampton. This project explored the potential of arts-based activities for facilitating friendships and belonging for people with profound and multiple learning disabilities. We were interested in fostering and better understanding belonging within self-advocacy and belonging in research – both being areas of activity where people with the most profound disabilities have been left out in the cold.

The CRI-allied arts practitioners, **Dr Jill Goodwin** (installation artist) and **Dr Asha Ward** (digital music specialist), provided three arts-based workshops. These were designed to be a vehicle for fostering participation, sense of belonging and self-expression – to bring people into contact within an immersive space built together with arts materials. Our partners, **People First Dorset**, were at each workshop and reflected with us after each one on what we were learning. We focused on how to evaluate the action and what could be put into practice in the future. We used Photographs to log what happened and to provoke reflections. Everyone's way of knowing (verbal or sensory) was valued equally and a photo story of the project was created. It was a great way of keeping alive our **SPIRIT (Southampton Platform for Inclusive Research and Ideas Together)** partnership.

People with profound and multiple learning disabilities are often the excluded of the excluded, and not knowing how to meaningfully engage with them is a barrier to their involvement in self-advocacy; their isolation was exacerbated by the Covid-19 pandemic. While our aspiration was to bring people out of day centres into community-based venues, Covid meant

The joys of big rolls of paper

we needed to work in the day centre environment taking the arts-based workshops to the people!

The initial idea was to use the workshops to create democratic spaces where everyone could belong whether or not they used spoken/symbolic language, where anyone could lead, where there was no right or wrong. The day centre space was transformed into an unfamiliar space thereby stimulating curiosity. Altering the room to have corrugated cardboard wavy walls, cardboard booths and peepholes, open spaces and massive rolls of paper created a different feel to the now monochrome space: calm and inviting. Some explored readily and playfully, others more slowly and warily, while some were clearly uncomfortable just 'being' in the space and sought to bring familiarity to it by doing normal things.

Reflections showed very different perspectives on what had worked well and why. One self-advocate partner focused on what people liked and didn't like; another reflected on the communication challenges and what worked well and less well. Gathering the images and reflections together on Padlet in a timeline became a powerful resource for sharing our thinking and seeing people's responses unfolding. Listening to feedback, the workshops became more structured.

Pleasure/enjoyment became a major feature of everyone's reflections. It was very unsettling when the research team could not tell whether someone was enjoying a sensation or activity. Moments of enjoyment were noticed and celebrated, particularly shared enjoyment and finding pleasure in doing things together. The photo record was good for highlighting these moments. It was the enjoyment that gave a sense of purpose to the workshops and generating enjoyment took over

somewhat from other aims. There were conflicting pulls to give everyone a good time and rehearse activities and approaches that People First Dorset would be able to use in the longer term, which was not always the same as exploring the potential of arts-based approaches for fostering belonging.

We learnt that arts-based activities could bring fresh stimulus and opportunities for people to belong in their own ways, but we had insufficient time to make the most of this. The self-advocate from People First Dorset writing about the project summed up the project's legacy:

I think we managed to find some new ways of better including people with PMLD but we are keen to learn more, we would also love to do more in community venues. We will carry on with this work and exploring ways to be more inclusive and use art and music to do this.

Connecting in new spaces

Peer support and shared fun