



St Mary's
University
Twickenham
London



The Professional Association of Lecturers
in Youth and Community Work

Pedagogies of Discomfort- Spaces for Working with Challenging Conversations and Topics

Timetable

9.30	Arrivals			
10.00	Welcome and Introduction Dr Fin Cullen, St Mary's University and Dr Michael Whelan, University of West of England			Chair: Michael Whelan Moderator: Mike Seal
10.15	Challenging ourselves Paula McElearney, University of West of England			
11.00	Coffee			
11.15	<p>Seminar 1: HE Spaces 1 Session a: Characteristics of pedagogic spaces, not 'safe spaces', <i>Professor Mike Seal, Leeds Beckett University</i></p> <p>Session b: Social work and engagement with discomfort regarding race and ethnicity of young people facing extra familial risks and harms - <i>Carlene Firmin, Durham University, Carlie Goldsmith, and Reima Ana Maglajlic, University of Sussex</i></p>	<p>Seminar 2: HE Spaces 2 Session c: Student perspectives on discussing 'difficult knowledge' in an Equality, Diversity and Inclusivity Education Studies Module. <i>Dr Ben Johnson, Newman University Birmingham</i></p> <p>Session d: Re/situating working-class males on care-based degrees <i>Dr Craig Johnston, University of Winchester</i></p>	<p>Seminar 3: HE Spaces 3 Session e: A beginner's guide to Polaris, or how to have potentially awkward conversations with your university lecturer – <i>Beth Charley and Julie Beadle-Brown, University of Kent</i></p> <p>Session f: Holding Principled Space for Solidarity, Compassion and Radical Hope in Higher Education <i>Jayne Mugglestone; Monica Edwards; Josephine Gabi, Manchester Metropolitan University</i></p>	<p>Seminar 1 Chair: Janet Batsleer Online moderator: Michael Whelan</p> <p>Seminar 2 Chair: Ruth Richardson Online moderator: Paula McElearney</p> <p>Seminar 3 Chair: Lee Jerome Online moderator: Fin Cullen</p>
12.45	Lunch			
13.45	<p>Seminar 4: Practice Spaces 1(online) Session g: LGBTQ+ young peoples' sexuality and gender citizenship in digital spaces, <i>Sally Carr, educational consultant</i></p> <p>Session h: Creating spaces for discomfort: Navigating challenging conversations of race inequality, using lived experience and ally ship in Higher Education, <i>Yasmin Washbrook, Wrexham Glyndŵr University</i></p>	<p>Seminar 5: Practice Spaces 2 Session i: 'tricky' conversations with Year 12 students and their teachers <i>Natalie Rothwell-Warn, University of the West of England.</i></p> <p>Session j: Deliberation as a Pedagogy of Discomfort <i>Lee Jerome, Middlesex University Anna Liddle, , University of Leeds, Helen Young, London South Bank University</i></p>	<p>Seminar 6: Practice Spaces 3 Session k: What box do I tick and does it Matter - <i>Ruth Richardson , University of Derby</i></p> <p>Session l: Space to Step Back and Think Anew: A Pupil Referral Unit and A Forest School. <i>Dr Lucy Wenham, University of Bristol, Dr Tom Ralph, University of Exeter</i></p>	<p>Seminar 4 Chair: Paula McElearney Online moderator: Fin Cullen</p> <p>Seminar 5 Chair: Craig Johnston Moderator: Mike Seal</p> <p>Session 6 Chair: Ben Johnson Moderator: Michael Whelan</p>
15.15	Coffee			
15.30	Final Plenary: Naming the shame of neoliberal pedagogies and moving away together. Janet Batsleer Manchester Metropolitan University (Emerita)			Chair: Fin Cullen Moderator: Mike Seal
16.15	Next Steps Dr Fin Cullen, University of St Mary's and Dr Michael Whelan, University of West of England			

Keynote and Seminar Abstracts and Presenter Biographies

Workshop/session 1: Challenging ourselves, Paula McElearney, University of West of England

Abstract: Some theoretical background around critical pedagogy, some critiques of critical pedagogy in relation to power issues and questions for discussion (in small groups), preceded by some examples of participant comments regarding these, from my research:

- i. Do we have the right to exercise critical pedagogy/ pedagogies of discomfort? Who decides?
- ii. Issues of power – Where does the power lie in the practice of critical pedagogy/ pedagogies of discomfort?
- iii. What are the ethics of this?
- iv. How do we deal with triggering emotionally charged personal experiences in students/trainees?
- v. How do we follow this up out of class?
- vi. How do we deal with triggering emotionally charged personal experiences in ourselves?
- vii. What is the professional risk to us of practising critical pedagogy?

Seminar 1: HE Spaces 1

Session a: Characteristics of pedagogic spaces, not 'safe spaces', *Professor Mike Seal, Leeds Beckett University*

Abstract: Critical pedagogic spaces should be authentic, visceral, pedagogic and in the moment, but not necessarily safe. The desire for safety is often a call from the privileged (Seal, 2018, 2019). The oppressed are often quite used to functioning in unsafe, unstructured, emotionally driven and fractious circumstances. The questions must be asked who is this place of safety for. This is not to say that they should be unsafe, fearful of damaging spaces, but interpretations of what constitutes safe need to be de-constructed and negotiated (Seal, 2021). I will argue that pedagogic spaces should be characterised by An emphasis on and commitment to de-construction of power and the concept of knowledge, on inter-subjectivity, encounter, recognition, and working in the moment, on discovering and creating a new (academic) language to name past and current experiences and on cultivating hope and a future orientation.

Session b: Social work and engagement with discomfort regarding race and ethnicity of young people facing extra familial risks and harms - *Carlene Firmin, Durham University, Carlie Goldsmith, and Reima Ana Maglajlic, University of Sussex*

Abstract: This presentation is based on the initial reflection on the emergent findings from the ESRC Innovate study that explores how services are addressing extra-familial risks experienced by young people outside of the family home and build new knowledge about the processes of innovation in social care. The findings specifically relate to one of the three explored 'innovations' within the projects – Trauma-Informed Practice. Data gathering in this longitudinal study involves interviews with senior leaders and practitioners working with young people, engagement with young people and their families, ethnographic observation of meetings and analysis of relevant documents, including case files. The initial data analysis suggests that while social workers often refer to young people who are 'known to' social services, the extent to which these same social workers 'know' the young people they support is variable – often due to perceived 'non-engagement with services.' Case file data in suggests that this gap in knowing may also be related to professional distance from experiences of racially minoritized young people and their families, including experiences of refugee and migrant families. In our presentation, we wish to share and explore how this interacts with (a lack of) professional knowledge and discomfort around engaging with experiences outside of the assumed norm of White British working-class families. Presentation will include an overview of potential lessons for social work education, training and practice.

Seminar 2: HE Spaces 2

Session c: Student perspectives on discussing 'difficult knowledge' in an Equality, Diversity and Inclusivity Education Studies Module. *Dr Ben Johnson, Newman University Birmingham*

Abstract: Issues of Equality, Diversity and Inclusivity (EDI) are increasingly part of our collective conversation. However, when it comes to exploring these issues with primary children, teachers have been woefully unprepared and increasingly find themselves central to wider discourse around the innocence of children and culture wars which aim to delineate what is appropriate for young children to be taught. This research explores how undergraduate education studies students explore 'difficult knowledge' (Britzman, 1998) around race, sexuality, gender, class and religion through participation in a module titled Equality, and Inclusion: Teaching in a Pluralist society. Adopting a Freirean critical consciousness approach, semi-structured interviews explore how the module helped prepare trainee teachers to explore EDI themes with young children. It asks, how did the sharing of personal experience or hearing those of others contribute to students' development of their critical consciousness

and what impact do they perceive the module had on how they conceptualised their role as teachers? Additionally, the researcher explores how a pedagogy of vulnerability through self and mutual disclosure can foster trust, critical self-reflection and open up meaningful, potentially transformative dialogue.

Session d: *Re/situating working-class males on care-based degrees* Dr Craig Johnston, University of Winchester

Abstract: This paper draws on data from a small qualitative study of men on care-based degree pathways in one university in England. There is little research that specifically considers the experiences of working-class men on these courses. The paper explores aspects of men's experiences and responses to so-called 'active learning'. It considers knowledge in care-pathway pedagogy and how students on these programmes are enabled to draw on both disciplinary and practice-knowledge. The paper argues that active learning must go beyond a dominant preoccupation with self-development to initiate students into knowledge appropriately recontextualised for their practice careers. Classed and gendered classrooms are an example of where this might occur. Implications for access and participation and for teaching and learning on care pathways are identified.

Seminar 3: HE Spaces 3

Session e: A beginner's guide to Polaris, or how to have potentially awkward conversations with your university lecturer – Beth Charley and Julie Beadle-Brown, University of Kent

Abstract: We aim to conduct a short provocation drawing out some of the rainbow-coloured, rich-and-often-messy-textured threads of the decade-long tapestry since Beth's autism diagnosis, after she managed to get all the way through school and a bachelor's degree without becoming a card-carrying member of the neurodiverse. She, however, didn't see her experience reflected in either the academic literature or the autistic community* and so as an act of agency or potential self-genesis, she enrolled on a taught master's programme in Autism Studies in 2017. Fast forward 4 years and she finally managed to pass the 1st year! It was a collaborative effort with a lot of patience; especially traversing through the long-dark-night of the fall-out from post-concussion syndrome in 2019, when everything changed. After drawing a line to leave the University in April that year, Beth found herself invited back and in utilising the concessions process, began to shift the power balance in her favour. To the point that upon completion of a portfolio, she will be able to curate an exhibition based on her experience navigating the University instead of writing a thesis and it sounds so much more fun and vibrant in research-land. In Julie, she found an ally where once was a villain, and together a space to begin to collect her thoughts and a container for the realisation that how we know what we know is not neutral. Neither is how we teach, how we learn and how we research and the importance of positionality. This conversation also marks a pivotal transition point – from lecturer to friend and pastures beyond.

Session f: Holding Principled Space for Solidarity, Compassion and Radical Hope in Higher Education Jayne Mugglestone; Monica Edwards; Josephine Gabi, Manchester Metropolitan university

Abstract: Working within the neoliberal context of Higher Education, and the resistance to equality work (Ahmed, 2012) we are conscious of the lethal silence/silencing and crushing in/action around dismantling systems of oppression. We created Student Equality Networks as acts of resistance and solidarity, enabling students to take up space and to 'talk back' (hooks, 1989), challenging systemic erasure. Holding principled space for those of us who know we are 'space invaders' (Puwar, 2004), inhabiting the margins and constantly under scrutiny and subjected to unjustified targeted intervention and 'support', our hope inspired this action to build equitable futures in HE. In recognition of the policing of Bodies through systemic oppression, we knew principled spaces (BARC, 2022) needed to exist to enable this. Critiquing concepts of diversity and inclusion that centre dominant identities and generate deficit approaches based on notions of 'support', these Networks aim instead, to be empowering and radical, encouraging a powerful response within a caring and compassionate context. Alongside the identity-based Networks such as the Black, Asian Network, the Social Justice Network was developed in recognition of the critical role everyone needs to play in dismantling oppression. By interweaving a narrative of the Professional, Personal and Academic we sought also to enable students to bring their delegitimised living knowledge of oppression - their own disputed Bodies – to their studies and to gain academic credits for it. We rejected the 'support' approach, centring an intersectional resistance informed by Queer, Critical Race and Critical Disability Theory. In this provocation, we invite others to dialogue, to ponder and contemplate our shared humanity, interdependence and mutual vulnerability as we imagine possibilities of equitable futures in higher education.

Seminar 1: Practice spaces 1

Session g: LGBTQ+ young peoples' sexuality and gender citizenship in digital spaces, Sally Carr, educational consultant

This presentation explores the gender and sexual citizenship of LGBTQ+ young people. It specifically utilises examples of digital spaces as enablers of young people creating safer and more celebratory community spaces. Turning hardship and discrimination into joy and community, the presentation outlines a history of societal exclusion, and the contemporary examples of creative and community responses that LGBTQ+ young people have pioneered. Of particular interest is the ways in which young people lead in community development practices and the shift from individualism to collectivism. From these reflections, the authors put forward a new model of practice; Therapeutic Youth and Community Work. The presentation draws on the chapter, Carr, S.

& Ha in nbury, A. (2022) 'LGBTQ+ young peoples' sexuality and gender citizenship in digital spaces'. In J. Batsleer, H. Rowley & D. Lüküslü, *Young People, Radical Democracy and Community Development - (Rethinking Community Development)*. Forthcoming publication. I will look at: How is discomfort handled within professional settings when supporting young peoples' sexuality and gender citizenship? How young people have created digital spaces for critical reflection, dialogue and compassionate challenge: What role does Therapeutic Youth Work have in developing critical pedagogical approaches on thorny and sensitive issues? How do we promote healing centred practice and post traumatic growth? And how does young peoples' sexuality and gender citizenship considerations impact future training for professionals' youth work, social work and education for social justice.

Session h: Creating spaces for discomfort: Navigating challenging conversations of race inequality, using lived experience and ally ship in Higher Education, *Yasmin Washbrook, Wrexham Glyndŵr University*

Abstract: Race equality and anti-racist practice feature heavily within the current discourse across the UK. Although, there is often an underlying hum relative to these topics, the current trajectory of discourse surrounding these trends has emerged in force, as a result of the murder of George Floyd in 2020. This incident triggered the resurgence of the Black Lives Matters Movement in the UK headlines, as well as, conversations within academia, Higher Education Institutions (HEIs) and Youth and Community work practice, amongst other sectors, around race inequalities and Critical Race Theory. This, compounded by the rhetoric of social inequality, strengthened by the issues highlighted by the Covid-19 pandemic, seemingly created time and space for uncomfortable conversations to take place, amongst numerous sectors and disciplines. This paper aims to reflect on and discuss a number of experiences, including the benefits and tensions of being a Mixed-race, female, Youth and Community Work lecturer, practicing in a predominantly White HEI; whilst navigating spaces for uncomfortable conversations around race inequalities and anti-racist practice. The paper will discuss ways in which the author created space to challenge perceptions of race, White privilege, light-skinned privilege and micro aggressions, to name but a few; in the form of workshops, dialogical discussion and reflective practice. Furthermore, considerations will be shared around emotional labour and the importance of ally ship when working with such controversial and complex topics; to support spaces for personal growth rather than emotional decline as is so strongly required within the Youth and Community Work sector.

Seminar 5: Practice spaces 2

Session i: 'tricky' conversations with Year 12 students and their teachers *Natalie Rothwell-Warn, University of the West of England.*

Abstract: This research entailed combining Appreciative Inquiry (AI) with Triple Loop Learning (TLL) to host 'tricky' conversations with Year 12 students and their teachers about transforming their teaching and learning experiences so well-being can flourish. The research comes under the realm of critical realism, the branch in philosophy that is concerned with mediating between an empirical world where experiences are 'observable' and a 'real' world where experiences are 'unobservable' but, by using appropriate strategies, can reveal a reality which exists independent of our 'observable' perception. Any previously unobserved realities that emerged during the conversations provided the basis for a continuing discussion around transformation and so the dialogue itself echoed elements of dialectical critical realism as the students and teachers were encouraged to reflect, analyse and discuss together changes that were needed. Tension between the two groups embarking on this conversation was given due consideration and mitigated by framing the dialogue with values such as respect, appreciation and recognition. Furthermore, the conversations were underpinned by the United Nations Convention for the Rights of the Child, particularly Article 12 which states all children (and young people) have the right for their view to be heard and for it to be taken seriously. The participants' response to how the conversation was structured was very positive. The students felt they had been able to talk openly, safely and constructively about their experiences and feelings to do with learning and the way they are taught. The teachers, at times, were emotional as they recognised how perceptive their students were about the difficulties they faced as teachers and often lingered at the end of the sessions, questioning the use of AI and TLL and its further possible applications.

Session j: Deliberation as a Pedagogy of Discomfort *Lee Jerome, Associate Professor of Education, Middlesex University, Anna Liddle, Research Fellow, University of Leeds Helen Young, Senior Lecturer, London South Bank University*

Abstract: Deliberation is a particularly useful pedagogic strategy for considering issues that affect different people in different ways. In deliberative discussions speakers are expected to demonstrate respect for others in the discussion and also those who are being discussed in relation to the issue. Deliberation is potentially transformative because it requires participants to attend to others' views with an open mind, in order to appreciate other people's perspectives and potentially develop one's own position in the light of that understanding. This requirement to unsettle one's own taken for granted views and reflect on the unconscious assumptions that informed that initial view entails a degree of discomfort, as discussed in the literature on pedagogies of discomfort. Discussions are set up to be democratic, inclusive and exploratory, and participants are encouraged to demonstrate flexibility in their position. All this might avoid some of the potential harms associated with other practices associated with pedagogy of discomfort relating to teacher-student power imbalances and the risk of ethical violence. In this paper, we share insights from a single classroom's deliberative discussions focusing on religious practices and freedom in a Church of England school with a religiously diverse student population. We demonstrate how deliberative discussion encouraged students to consider the extent to which their school achieved an inclusive approach and the degree to which individuals should be expected to adapt to the school's religious ethos. The discussion included consideration of diverse

perspectives in relation to giving and taking offence, demonstrated the quality of sympathy (which according to Noddings includes caring about and for others), and achieved a form of situated pragmatism.

Seminar 6: Practice spaces 3

Session k: What box do I tick and does it Matter - *Ruth Richardson, University of Derby*

Abstract: In 2016 Ruth carried out a focus group with a group of young people signposted to her through a citizenship teacher in a secondary school. The research was entitled 'What box do you tick and does it matter?'. As a direct consequence of whom gave parental consent the focus group was entirely made up of fifteen-year-old young white women. The area where the school is located was directly targeted for the research as it has a well-documented history of support for Far-right politics, is post-industrial and is predominantly White British. Using approaches and activities based in Youth Work methodologies, Ruth worked with the young women to try and better understand their sense of self and how they felt in relation to a perceived other. The research found that an 'other' and/ or the idea of an opposite was required in the young women's creation of self. Unanimously, in this research, the 'other' was defined as black and brown people in particular Pakistani Muslims. Ruth queried whether without a perceived opposite the young people's identity would be empty? Some responses to racism are to tell people that they are wrong and to silence them. This work suggested that it might be more impactful and generate longer term, sustained attitudinal change if dialogue was entered. However, how might this fit with practitioners work with guidance regarding Anti-discriminatory Practice?

Session l: Space to Step Back and Think Anew: A Pupil Referral Unit and A Forest School. *Dr Lucy Wenham, University of Bristol. Dr Tom Ralph, University of Exeter.*

Abstract: Within the neoliberal education system, market forces and associated performativity pressures percolate and thrive, foregrounding individualism and competition and pushing aside concerns around social justice, thereby fuelling educational inequalities, marginalisation and exclusion. Against this backdrop, marginalised students urgently need to find safe spaces and places, moments and possibilities, to see themselves anew. In order to be transformative, these spaces need to be away from the pressures of the mainstream classroom, where these students have been stigmatised and labelled as inadequate, slow learners, poor students, failures or trouble-makers. Our research explores the possibilities of one such place and moment, where experienced mentors at a Forest School, work with a small group of excluded students from a Pupil Referral Unit in a deprived urban area, to tackle their disengagement, marginalisation and exclusion from school. The students take part in various hands-on, practical activities outdoors, weeding, digging and climbing, as well as sharing chores, building fires and preparing food together. Working alongside each other for extended periods of time, mentor and mentee can gradually engage in dialogue, without being penned in and constrained, and hence can begin to explore disquieting, unsettling and discomforting experiences. Pedagogies of discomfort and critical pedagogies, argue that transformation and the raising of critical consciousness begin with questioning, critiquing and dialogue, to read the world - and your place in it - anew and see that things could indeed be otherwise. Here, students can begin to see their histories, educational trajectories and contexts as part of a wider struggle, making connections between the individual and the social, the private and the public. Through so doing, they can begin their journey to seeing themselves differently, as learners and as part of the wider community. This research offers a site of critical hope for others to draw from.

Final Plenary: Naming the shame of neoliberal pedagogies and moving away together, Janet Batsleer Manchester Metropolitan University (Emerita)

Abstract: In their trenchant account of pedagogies of discomfort, Cullen and Whelan (2021) suggest key aspects of a pedagogy of discomfort which resonate strongly with my own work over the last ten years (eg Batsleer 2016; Batsleer and Watt 2020; Batsleer 2021): wit(h)nessing; resisting binaries, especially perhaps those of guilt/innocence; surfacing anger and conflict; and moving towards openness, evoking the uncertain and unknown. In this paper, I will focus primarily on responses to racism and want to take the opportunity to engage with the themes proposed by Cullen and Whelan and to extend my recent thinking on 'The Place of Anger in the Work of Love' (Batsleer and Watt, 2020). In particular I will discuss the power of naming binaries and the courage involved in moving away from them; the forms taken by conflict and the repression of anger by neoliberal institutions; and the opening up/protection of emerging fragile spaces of community. Institutional forms of power often act performatively to declare themselves against oppression whilst continuously acting to sustain their own existence and oppressive power relations: questioning this is the question that cannot be spoken, as Cullen and Whelan suggest. In turn, technologies of 'awareness training' often re-individualise corporate and structural forms of oppression and harm, placing the burden 'to be better...' on individuals. The paper will identify erasure and silencing, prodeduralism, confession and penance as banal forms which many practices of training perform and which are the site of deep discomfort of complex kinds, demanding unsettling. Youth work traditions of connecting with social movements in order to sustain and be sustained by wider networks, it will be argued, are essential to the search for epistemic justice, and to sustaining the brave enough, open enough, ambivalent enough spaces in which critical hope can persist.

Presenter Biographies

Janet Batsleer has worked as a youth and community worker and as an academic in the field of youth work and community education since the 1970's in London, Yorkshire but mostly in Manchester and is author/co-author of many articles and books. She has led significant research projects on Participation and on Loneliness and her co-edited book 'Young People, Radical Democracy and Community Development' (Policy Press) will appear at the end of 2022. Now retired from her academic post, she continues to be interested and engaged by critical and creative work as it emerges, and seeks to support it and to understand what prevents its emergence.

Julie Beadle-Brown is Professor in Intellectual and Developmental Disabilities at the Tizard Centre, University of Kent, UK. She has worked in the field of learning disabilities and autism for over 30 years. Her research, teaching and consultancy has particularly focused on the development of high quality and person-centred community-based services to improve the quality of life of people with disabilities. She has worked with organisations across the world to support the implementation of practices such as active support and the SPELL Framework. She has been responsible for revising, updating and convening the undergraduate and postgraduate programmes on Intellectual and Developmental Disabilities and Autism Studies for more than 20 years.

Sally Carr has worked in Manchester's LGBT+ Communities for over 30 years. Born, bred and buttered in Greater Manchester, she has dedicated her life to bettering the lives of young people, particularly marginalised LGBT+ people and women. As a proud gay Romany Gypsy person she has put equality and inclusion at the centre of her work and life. She is a LGBT+ pioneer, and influences policy and decision-making in the UK to ensure some of the most marginalised people are listened too, involved and - more importantly - responded too. Sally was awarded a MBE in 2012 for services supporting vulnerable and isolated LGBT+ young people across the U.K.

Beth Charley is an intermittent academic, who although finds singular identity labels troubled waters, is at the crossroads of either delving back headfirst in the autism sphere at the University of Kent; or somewhere else, or even taking an independent path. Or shock horror that there is indeed life resplendent outside of academia. She is currently playing with and around the idea of launching the 'Space Imagination Engine' in the medium term, has a passion for making research (and university/ life) more inclusive and accessible – sometimes using Lego and gold stars. And is very much enjoying navigating the great Technicolour, being able to write poetry again and engage with other sparkled-filled pursuits in homage to her teenage self. She can be found in the wilds of Herts and is renegotiating her commitment to what makes her own heart sing.

Fin Cullen is the joint Programme Director for the BA Education Studies and the MA Education, Culture & Society. She is a qualified Youth and Community worker and worked for over a decade across the UK in a variety of contexts. She has written widely on issues relating to youth and community work, youth policy and professional identities. She is a sociologist and her research interests encompass gender, education and youth studies.

Monica Edwards is a Senior Lecturer in Early Years and Childhood Studies at Manchester Metropolitan University. Her background is in nursing and early years education. Her interests include valuing and integrating the lived experiences HE students bring to their degree studies and university community and embedding social justice and environmental needs as students move into practice with children, families and communities.

Carlene Firmin is a Professor in Social Work at the University of Durham concerned with safeguarding young people, social justice and inequality. Carlene has particular expertise in social care responses to abuse between young people and harm in extra-familial spaces and places. In 2015, Carlene founded the concept of 'Contextual Safeguarding' to enhance practice and policy in this area. Carlene currently leads on the Trauma-informed Practice strand of The Innovate Project

Josephine Gabi is a Senior Lecturer in Early Years and Childhood Studies at Manchester Metropolitan University. Her research interests are in Postcolonial Critique, Resistance Theory, Decolonial and Black Feminist thought, focusing on the restorative potential of humanising pedagogy as a critical orientation toward epistemically liberating futures.

Carlie Goldsmith is a Research Fellow at the University of Sussex on the trauma-informed practice strand of The Innovate Project. An experienced qualitative researcher, Carlie has completed multiple projects across the areas of crime and justice, suicide prevention, human trafficking and modern slavery, and trauma-informed practice. Carlie is interested in research that aims to make a tangible and positive difference to people's lives, especially those living in the most oppressive, insecure and challenging circumstances.

Lee Jerome is an Associate Professor of Education at Middlesex University, where he teaches and works with colleagues in the Centre for Educational Research and Scholarship (CERS) to build research capacity. He has worked in schools, charities and higher education for the past twenty five years, starting as a teacher of history and sociology in London secondary schools. He is a Senior Fellow of the Higher Education Academy. I explore three main themes in my research and writing: Citizenship education< childrens Rights and Teacher Education.

Ben Johnson is a lecturer in Education at Newman University. He has over eight years' experience of teaching and leadership in Primary schools setting across the UK. He completed his PhD in 2020 conducting a narrative inquiry into teachers' perceptions on creating communities of practice that disrupt heteronormativity in primary schools. His research interests include, critical pedagogy, developing equality, inclusivity and diversity provision in schools, social justice and issues of teacher agency and empowerment.

Craig Johnston is a Senior Lecturer, in the Faculty of Health and Well-Being, at the University of Winchester. His research interests lie in the study of disability, social-class, and youth (sub) culture. His priority has been to engage in research with a strong social justice agenda that addresses social inequalities of all kinds. His most recent publications examine policy and practice initiatives that predominantly affect youth who exist on the margins of communities, such as school exclusion, alternative provision, and the role of para-professionals.

Anna Liddle is a Postdoctoral Research Fellow at the University of Leeds and Associate Lecturer at the University of York. She completed my PhD Education Studies from Leeds Beckett University in 2019. My research was based around the teaching of peace and war in English secondary schools. She recently worked on projects researching character education (at the University of Leeds), education for deliberative democracy (at Middlesex University) and is currently also working at the University of Leeds on a project entitled 'Speaking Citizens' which explores the communicative challenges faced by contemporary young people.

Paula McElearney is a Senior Lecturer in Education at University of the West of England. She has been a lecturer and researcher in higher education for six years. Prior to this, she spent sixteen years teaching, lecturing, and managing adult and community education, further education, and special educational needs, including Steiner based education, and being a head teacher of a residential special school. Her PhD is entitled 'What gives life to critical pedagogy in the lifelong learning sector?' It explores the inspiration and motivations of practitioners of critical pedagogy in the current educational climate.

Jayne Mugglestone is a Lecturer in Early Years and Childhood Studies at Manchester Metropolitan University and an experienced practitioner in health, youth and community and social care fields. Her research and practice interests include Lesbian and Bisexual Women's health; LGBT+ issues; sexual health, Sex and Relationships Education and the experiences and context of Care Experienced young people, with equalities work central to all of these areas.

Reima Ana Maglajlic Rea studied social work in her home country of Croatia, where she also gained her first practice experiences, working with refugees and displaced persons from Croatia and Bosnia. Now a Senior Lecturer in Social Work and Social Care at the University of Sussex, Reima is interested in research on political conflicts, mental health, radical social work and reform processes in health and social care (particularly in post-conflict societies). Reima is a researcher on the trauma-informed practice strand of The Innovate Project.

Tom Ralph is a Senior Lecturer in Education, University of Exeter. He is interested in resistant students in school, how they make use of space to make school the kind of place they want to be and how they make their voices heard. He is also interested in the effects of **this** on mathematics education.

Natalie Rothwell-Warn began teaching in 1988, the same year Kenneth Baker, Minister for Education for the Conservative Government at that time, introduced the Education Reform Act (1988). She spent four years training as a teacher of 7 to 13-year-olds and was inspired by educational thinkers such as Jean Piaget, Jerome Bruner and Lev Vygotsky who between them developed a range of theories centred around child and adolescent cognitive and emotional development. As she continued through my career, she perceived an intensifying inner conflict between my values, morals, ethos and philosophy and what and how I was expected to teach. This eventually caused her to leave the profession in 2011.

Mike Seal is national officer of the Professional Association of Lecturers in Youth and Community Work, visiting professor at Newman University Birmingham and Leeds Beckett University and a freelancer. He was previously Professor of Education and Social Mobility at the University of Suffolk. He has worked in the youth and community work, education and criminology fields for 33 years as a worker, manager and researcher, and is a qualified youth worker. He is a National Teaching Fellow, a Principal Fellow of the Higher Education Academy and a Fellow of the Royal Society of the Arts. His research interests are participatory research and co-production, critical pedagogy, youth violence and queer pedagogy.

Yasmin Washbrook has 14 years' experience of Youth and Community Work. Yasmin has focused on supporting and encouraging vulnerable young people across England, to have their voices heard by influencing organisational, Government and structural policy and systems that directly impact on their lived experiences. Yasmin's research interests include: Project partnership with Advance HE and HEFCW for racial equality across HEIs, the 'Mixed-Race' phenomenon, offering a counter narrative to current discourses and youth homelessness, labels and impacts.

Lucy Wenham is a lecturer in Education, University of Bristol. She is interested in problems of educational disadvantage, marginalisation and exclusion and crucially also in exploring solutions involving discourse, agency and critical pedagogies.

Michael Whelan is a Senior Lecturer in Education and Early Childhood at the University of the West of England. His professional background is in youth work in the Republic of Ireland, Australia and the UK. His research interest include topics such as the role of Youth Workers within Teenage Cancer Care, detached and street-based work with vulnerable and marginalised young people, and pedagogical challenges in educating youth practitioners around sensitive issues such as Gender Related Violence.

Helen Young is a senior lecturer in education at London South Bank University. She teaches on the BA education studies and the EdD. Dr Young conducts research in sociology of education, particularly education policy. joined LSBU in August 2016 from the UCL Institute of Education. I am a Senior Lecturer in Education and teach on the BA Education Studies and on the EdD. I am Course Director for the BA (Hons) Education Studies (NWB). I am also Director of Post Graduate Research Studies (DPGRS) for the School of Law and Social Sciences (LSS).