Institute of Education

University of Reading

THE 2021 POSTGRADUATE RESEARCH (PGR) CONFERENCE

Wednesday 30th June 2021

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Theme: Educational research and resilience in the face of adversity

#UoRIoEPGRConference

Conference Organising Committee (in alphabetical order)
Aniqa Leena, Chengcheng Guo, Fei Lian, Haifa Alamri, Tiantian Zhou, Ugochi Uzo

MESSAGE FROM THE HEAD OF SCHOOL

The Post Graduate Research Student Annual Conference is one of the highlights of our academic year and one I personally very much look forward to. Now more than ever, we see just how important and powerful education is, with the current pandemic firmly placing education in the spotlight. This year's theme of 'educational research and resilience in the face of adversity' is therefore both highly relevant and timely. This is because, without doubt, it is the research that our doctoral students are actively engaged in that will be key to moving societies forward, post-pandemic - no matter the focus of that research. This conference is a thus a wonderful opportunity for us to come together and learn about this work, to celebrate the achievements of each other and to reinforce our identity as a community of committed researchers. As Head of School, I would like to thank you all; for your hard work in the most difficult of time, for the efforts of your supervisors and to our conference organisers for putting this important event together. Now let us bask in our many successes and enjoy what I am sure will be a most excellent event.

Professor Carol Fuller
Head of Institute of Education
University of Reading

PROGRAMME

09:00 – 09:15	Welcome
09:15 – 09:45	Keynote
09:45 – 12:15	Morning sessions (with two comfort breaks)
12:15 – 12:45	Lunch
12:45 – 15:05	Afternoon sessions (with a comfort break)
15:05 – 15:20	Celebration of achievements

KEYNOTE TALK

Title: 'Educational Research and Resilience'

In this brief keynote presentation, Alan will argue that being resilient is key to achieving success in educational research. Drawing on his own experiences, data from a recently funded ESRC project exploring how schools have coped with online learning during Covid-19 restrictions, and a recent book chapter exploring academic leadership during the pandemic, he will show that the concept of resilience is important not just for us as educational researchers, but also for those working in education and that out of adversity can often come creativity, innovation and new possibilities.

Professor Alan Floyd
Education, Language and Learning Research Division Lead
University of Reading

MORNING SESSION PROGRAMME

Co-chairs: Tiantian Zhou and Ugochi Uzo	
Session 1 9:45 – 10:00	**Billy Wong** A mapping of graduate attributes: what can we expect from UK university students?
Session 2 10:00 – 10:15	**Aniqa Leena** Improving teaching and literacy outcomes for multilingual pupils
Session 3 10:15 – 10:30	**Chengcheng (Nancy) Guo** Investigating TNE students' academic writing through a vision enhancement programme
Comfort Break **10:30 – 10:40**	
Session 4 10:40 -11:00 **3MT Pre-Recorded Presentations**	**Beverley Jennings** What kind of reading best prepares students for their GCSE English exam? **Emine Serap Karacan** Social and emotional learning (SEL) in mathematics classrooms **Eddie Falshaw** One to one technology and student engagement; an exploratory case study
Session 5 11:00 – 11:20 **3MT Pre-Recorded Presentations**	**Fay Al Sawaha** The lines beneath the veil: investigating female Bedouin aged students identity construction in Kuwait **Paul Warrington** What is the impact (if any) of a mastery-based algebra intervention in a state secondary school? **Lauren Vincent** A proposed study into academic identity in UK based dance lecturers
Comfort Break **11:20 – 11:30**	
Session 6 11:30 – 11:45	**Nouf Hassanin** An investigation of parents practice in promoting the development of the principle of digital 'educate' among Saudi children in early childhood
Session 7 11:45 – 12:00	**Tiantian Zhou** Family and children's transition: families' experiences, perceptions and home-based practices of children's transitions to kindergarten in China
Session 8 12:00 – 12:15	**Jiayi Zhao** Mid-career academic women in higher education in China: barriers and strategies

MORNING SESSION ABSTRACTS

A mapping of graduate attributes: what can we expect from UK university students?
Dr. Billy Wong (Associate Professor in Widening Participation)
Twitter: @billybwong

The higher education market has prompted universities to justify their value and worth, especially to students. In Australia, New Zealand and the UK, it is increasingly common for universities to advertise their vision to prospective students, through Graduate Attributes, and showcase the sets of skills and competencies their graduates would develop throughout a degree. Whilst there are extensive studies in Australasia, research in the UK context is limited. This paper presents what we believe is the first national mapping of graduate attributes proposed by UK universities. Our analysis suggests four discourses that characterise the overarching qualities that UK students can expect to embody by graduation: self-awareness & lifelong learning, employability & professional development, global citizenship & engagement and academic & research literacy. These discourses are discussed in relation to the concept of the 'ideal graduate' as we highlight what can be expected from students who complete a UK higher education.

Improving teaching and literacy outcomes for multilingual pupils
Aniqa Leena (A first-year full-time PhD student)
Twitter: @aniqaleena

Primary schools in England continue to grow in linguistic diversity, yet teachers' understanding of how best to support multilingual pupils who speak English as an additional language (EAL) remains limited. This is further compounded by sparse references to EAL learners in the National Curriculum for England, limited availability of teacher professional development for EAL, and a decrease since 2010 in government funding to support the teaching of multilingual learners. Additionally, there is no statutory framework to assess EAL pupils' English proficiency, and those that exist are widely varied and differently interpreted. This presentation provides an outline of my PhD study which aims to address the challenge of assessing EAL learners and provide teacher-friendly tools for doing so. Discussion will focus on the literature surrounding the assessment of multilingual pupils, and how the tests specifically designed for my study came to fruition. This is timely as such test materials do not exist in the UK and my study will likely contribute to both professional knowledge for EAL and a wider understanding of how to capture the progress of EAL learners.

Investigating TNE students' academic writing through a vision enhancement programme
Chengcheng Guo (A second-year full-time PhD student)
Twitter: @cheng_nancyguo

In transnational education (TNE) context, academic writing plays an important role in postgraduate students' study progress. The aim of my study is to motivate the TNE students' academic writing through a visionary intervention programme of motivation and investigate the relationship between students' vision and academic writing performance during a UK-China joint MA programme in English Language Education. This research adopted a longitudinal study design and was situated in southern China. To achieve the two principal research aims, the data collection process was divided into two phases. The goal of the first phase was to explore the development of my participants' vision and

writing motivation without any intervention. Mixed methods were employed during this phase and data were gathered from questionnaire surveys, interviews and written journals. In the second phase, an intervention was carried out to explore how to enhance my participants' vision and their motivation in academic writing.

What kind of reading best prepares students for their GCSE English exam?
Beverley Jennings (A third-year part-time PhD student)
Twitter: @bjm_teacher

I will present initial findings from part of my study that uses corpus linguistics to examine the types of vocabulary that are found in the unseen reading texts in the English language GCSE exam. The aim is to identify the genres of texts in which this vocabulary is most likely to be found. A small, specialized corpus was created, using publicly available samples of English language GCSE exam papers, to represent the kind of language likely to be encountered. This newly created corpus was found to most closely match a reference corpus made of out of copyright literary texts. The keywords, from this newly created exam text corpus, were found to have much higher relative frequencies in fiction texts than in other genres. They were also found to be far more likely to occur in poetry, prose fiction and drama texts than other categories. Using the Lexical Legacy Hypothesis (Nation, 2017) these early findings suggest that, in order to be able to comprehend unseen texts in the exams, students are best prepared by reading fiction texts, especially older ones. These results have important implications for secondary school teachers and their classroom practices as well as for the reading habits of adolescents.

Social and emotional learning (SEL) in mathematics classrooms
Emine Serap Karacan (A second-year full-time PhD student)
Twitter: @karacaneserap

Social and emotional learning (SEL) is a key factor for improving pupils' academic performance and lifelong learning. However, for both pupils and teachers, SEL competencies have not been studied intensively and directly in mathematics education. Moreover, enhancement of social and emotional competencies provide an environment that supports and helps academic achievement in education and school life (CASEL, n.d.). In the literature, there are a few studies regarding SEL for mathematics education, and they focus mostly on academic results in mathematics. In this research, my aim is to understand how to manage the existing issues such as the feelings of boredom, anger, math anxiety and hopelessness faced by pupils in math classrooms through SEL support. Also, observing potential negative interaction patterns between students with their peers and teachers in the context of SEL that might provide suitable solutions for those problems. Therefore, the study investigates how SEL delivery could be implemented in mathematics classrooms by primary teachers. The research project will adopt a qualitative methodology.

One to one technology and student engagement; an exploratory case study
Eddie Falshaw (A fourth-year EdD student)
Twitter: @eddiefalshaw

An exploratory mixed methods case study that seeks greater understanding of the perceptions of teachers and students in regard to the use of one-to-one technology and engagement in the secondary school classroom. Using an online questionnaire, focus groups and interviews, this research will aim to explore the synchronicity between students and teachers, in terms of their views about technology in the classroom, and whether a one-to-one Chromebook device engages students in their learning. The research is based on student and teacher experiences to date as they understand it. These perceptions will in turn inform future use to try to harness the power of technology for optimal engagement and ergo, learning. Having designed and piloted the online questionnaire the next phase will be the data collection. This presentation will explain the research journey to date.

The lines beneath the veil: investigating female Bedouin aged students identity construction in Kuwait
Fay Al Sawaha (A first-year PhD student)

Narrative research has taken a large interest in many disciplines such as education, social sciences, and linguistics. The shaping of our identities is told and recounted through the stories we share in our everyday life. Narrative form thus enables individuals to construct meaning for themselves as well as their lived experiences. In addition, it allows members of distinct group to form and understand identities through sharing experiences that shape them. Through a Narrative approach, this research will investigate the Bedouin ageing identity construction of Kuwaiti female learners who study English as Second Language in Kuwait . All participants will share their learning experiences studying B. Ed in the Public Authority of Applied Education and Training (PAAET). The study will recruit (N=6-8) aged female students, and a qualitative method will be used to elicit the narratives of these women by using semi-structured interviews. The study will adopt the Biographical Narrative Interpretive Method (BNIM) interview technique introduced by Tom Wengraf (2008). By employing the three stages of this technique, the elicited narratives will present coherent fully formed stories. It will attempt to show the collective countering narratives of learning experiences and journeys of perseverance despite social norms and values re-establishing a sense of equality and agency in society.

What is the impact (if any) of a mastery-based algebra intervention in a state secondary school?
Paul Warrington (A first-year part-time PhD student)

The proposed mixed-methods research is aimed at measuring the impact on mathematical attainment (if any) of a mastery-based algebra intervention in state secondary schools based in localities facing multiple deprivations. The research will seek to quantify the impact (if any) on attainment and also examine any changes to student attitudes towards algebra. Issues of implementation on a teacher and institutional level are a further proposed research area. A pragmatic definition of mastery mathematics is sought that reflects inspiration from "Shanghai maths" but also recognises contemporary broad uses of the term that may lack consistent definition; the research seeks to draw

together elements such as variation theory and use of multiple representations into a structured intervention scheme.

A proposed study into academic identity in UK based dance lecturers
Lauren Vincent (A part-B EdD student)

Academics are at the heart of any Higher Education institution leading research and innovation, and nurturing students. A traditional journey to becoming an academic involved a developmental progression starting with successful PhD completion, however, in the current day career journeys are far from linear particularly in practical disciplines such as dance. With increased marketisation in the sector pushing universities to 'sell' degrees based on employability and job outcomes, an academic who has previous professional industry experience is often a must. Entering academia from the professional field, requires adaptations to professional identity to enable effective socialisation into the new working environment. In dance, this could mean a previous professional identity as a teacher or choreographer, or an embedded dancer identity. Whilst research exploring academic identity development exists in other disciplines such as nursing and teaching, there is a paucity of research in the creative disciplines and in dance specifically. This presentation will give an overview of the literature that has informed this research study so far and rationalise the choice of narrative life-history interviews, critical incidents and interpretive phenomenological analysis in the research design. Being a dance academic myself, the importance of researcher positionality will also be addressed.

An investigation of parents practice in promoting the development of the principle of digital 'educate' among Saudi children in early childhood
Nouf Hassanin (A second-year full-time PhD student)

The purpose of this study was to investigate parents' practice of the digital citizenship principle of 'Educate' and the included dimensions 'digital communication, digital literacy, and digital commerce' to support its development among Saudi children. Most of the academics' work with Saudi society has been focused on teachers in high schools or university students, with limited information about parents' roles with children in the early childhood stage. However, prior research indicates that children are exposed to digital technology as adults from the beginning of their lives in this era. Thus, this exploratory research was designed to adopt Vygotsky's sociocultural theory. The participants were 357 parents who have children registered in public early childhood schools from 3-8 years old. A mixed-Methods design has been utilized for this study. The data was collected through developing an online scale of parents practice of digital citizenship SPPDC and semi-structured online interview. The quantitative phase findings revealed no statistically significant differences in the extent to which parents practice the principles of digital citizenship 'Educate' and its included dimensions regarding the study demographic variables, except for the dimension of Digital Literacy according to the age group of the children.

Family and children's transition: families' experiences, perceptions and home-based practices of children's transitions to kindergarten in China

Tiantian Zhou (A first-year full-time PhD student)

Twitter: @Tina15798685

Entering kindergarten is the first educational movement for most Chinese young children. It marks a developmental milestone when they begin to transition from home context to their first educational setting. Children (and/or their families) might experience a transitional shock when crossing the two different cultural contexts. The transition experience can pose a potential and long-lasting impact on children's development, future outcomes, and even lifelong progress. Therefore a smooth kindergarten transition is necessary. To understand how children make sense of, respond to, and adapt to the unfamiliar classroom context, one must consider the children's experiences and acknowledge the learning and preparation within the home context. As the primary social group that children interact with before exploring the context outside the home, family members play a crucial role in preparing children for kindergarten. This current research aims to apply a mixed-method approach to explore the family's experiences, perceptions and home practices concerning their children's transitioning from home to kindergarten in China. Building upon existing related research, this study hopes to expand information about family home-based transition experiences and practices and further develop the understanding of young children's (and their families) kindergarten transition and preparation in the Chinese context.

Mid-career academic women in higher education in China: barriers and strategies
Jiayi Zhao (A fourth-year full-time PhD student)

From past decades, China has gone through radical social change and scholars have begun to draw attention to female leadership in the Chinese context, but there is limited research on women and leadership in HE. Therefore, this research seeks to contribute to closing the gap. More specifically, the research seeks to examine the career paths, experiences and aspirations of women in mid-career academic roles, since that is a career stage where the 'glass ceiling' appears to present a barrier to further career progression. It will analyse the barriers and difficulties, both internal and external, that present obstacles to their progression to senior leadership positions in higher education. Underpinning the study is an analytical framework which incorporates theories of gender and culture, women and leadership and women's careers. Following a sequential mixed methods design, both quantitative and qualitative methods were adopted in this research. A questionnaire was distributed to 391 participants who are mid-career academic women in Chinese higher education as the first phrase and then 16 interviewees were undertaken with participants who consent to in-depth semi structured interviews. The conceptual framework for this study centres upon three main concepts, which are discussed in depth: gender and leadership, research economy, career capital.

AFTERNOON SESSION PROGRAMME

	Co-chairs: Aniqa Leena and Fei Lian
Session 9 **12:45 – 13:00**	**Carol Fuller** Enriching' the lives of women: the role of relationships and trust in women's rehabilitation within a criminal justice framework – a project 'in progress'
Session 10 **13:00– 13:15**	**Sarah Coles** Whose world in whose words? Identifying and addressing ethical concerns in research involving young children from ethnic minority communities
Session 11 **13:15 – 13:30**	**Fei Lian** The Moon and Sixpence: a qualitative study of the professional identity development of highly-educated female teachers in Beijing
Session 12 **13:30 – 13:50** **3MT Pre-Recorded Presentations**	**Helen Norris** Characterising the relationship between fiction reading and lexical behaviour in emotion in male adolescents **Stuart Bracewell** The rhetoric of the school prospectus image **Helen Gormley** Building mathematicians of the future: developing mathematical proficiency through play in early years classrooms
	Comfort Break **13:50 – 14:00**
Session 13 **14:00 – 14:20** **3MT Pre-Recorded Presentations**	**Suzy Tutchell** A gender study to investigate the transformational effect of art practice on the perspectives and aspirations of female art students and trainee teachers in the 21st century **Michelle Jagdeo-Bailey** Exploration into the influence of reflective practice on the behaviour of students with ASD in the classroom environment **Sanad Alsulami** Investigating Saudi primary school teachers' and children's perceptions concerning on-line mathematics teaching and learning during the global pandemic
Session 14 **14:20 – 14:35**	**Sarah Marston** Exploring the leadership of female secondary school Headteachers.
Session 15 **14:35 – 14:50**	**Meliha Sakin** Leadership practice in centralised systems: accountability, continuing professional development and school culture
Session 16 **14:50 – 15:05**	**Fatima Zahra Abbou** Female academics' perceptions and experiences of career progression and leadership roles at Algerian universities

AFTERNOON SESSION ABSTRACTS

Enriching' the lives of women: the role of relationships and trust in women's rehabilitation within a criminal justice framework – a project 'in progress'
Prof. Carol Fuller (Head of School)
Twitter: @ProfCarolFuller

This is very much a work in progress but is essentially a piece of research that looks at how community partnerships that work to support the needs and development of vulnerable women; defined in this case as those who have either been in jail or who are at risk of returning to jail, can 'enrich' those lives and break the cycle of re-offending. Drawing on interviews with a range of professionals including: a senior probation lead, former police commissioner etc, as well as some of the women who have participated/ing, the values of a women's charity intervention programme will be explored. This unique programme will be considered in relation to feminist theory and will seek to explore and explain the social and structural mechanisms of inequality that lead women to offend. In doing so, this paper aims to make a meaningful contribution to discussion of reformative practice and the role and place of schooling, in the early lives of these women.

Whose world in whose words? Identifying and addressing ethical concerns in research involving young children from ethnic minority communities

Sarah Coles (A third-year part-time PhD student)

The ethical challenges faced by researchers who carry out research with children are many. Whilst aspects of these align with research ethics more generally, when working with children particular ethical concerns are amplified. Examples range from specific aspects of research such as gaining informed consent, to broader concerns that may permeate research; for example how to mitigate the tensions that can arise from the unequal power relationship that may exist between researcher and child. When the children are from linguistically minoritized backgrounds, these concerns are particularly nuanced. In my longitudinal study, exploring young children's use of home languages at home and at school, assent is sought using resources and techniques that support children in understanding the purpose of my activities with them. Visual methods and 'wondering' alleviate tendencies for the researcher's agenda to dominate. I share my field notes with them, checking that what I have recorded aligns with their perspectives. Having taken photographs of artefacts they produce, I return their work in a scrapbook they can take home. In my presentation I reflect on the challenges and successes I have had with reconciling power and agency in collecting data with young children.

The Moon and Sixpence: a qualitative study of the professional identity development of highly-educated female teachers in Beijing
Fei Lian (A first-year full-time PhD student)

Involution is a phenomenon in China that the threshold of recruitment is becoming higher than the real needs of employment. Thus, there are issues with the devaluing of educational qualifications. Since the involution in Chinese education has grown fast in recent decades, it is becoming impossible to ignore the fact that as a consequence. How these teachers perceive their role and their future

careers in education is seldom discussed. This research focuses on highly-educated female's identity formation as teachers' in primary/secondary schools in Beijing. The aims of this research is to apply a feminist lens to explore factors, such as economic and gender and the possible influence on identity formation, their own perception of their current roles at school and their attitude towards training and future plans. The research will be embedded in the paradigm of constructionism in terms of ontology as well as epistemology using narrative enquiry on the basis that the research focuses on the dynamic process of this cohort of teachers' identity formation. This research hopes to make a significant contribution to knowledge by offering insights of identity formation and possible suggestions on professional training of this cohort of teachers.

Characterising the relationship between fiction reading and lexical behaviour in emotion in male adolescents
Helen Norris (A second-year part-time PhD student)
Twitter: @helencnorris

Fiction reading supports the development of emotion concepts (Dodell-Feder & Tamir, 2018). Adults with greater fiction exposure were better at emotion recognition (Schwering et al, 2021). However, the nature of link between fiction reading and emotion recognition remains unclear. This interdisciplinary mixed-methods research (psychology, linguistics and education) investigates language experience and lexical behaviour (Johns & Jamieson, 2019;2020): the words we know, use and their meaning in context. Male adolescents are less likely to read for leisure, more likely to struggle with reading and are lower in emotion identification skills. Difficulty in emotion recognition is associated with depression and anxiety. A bespoke corpus of male adolescent fiction, developed via survey will be analysed for emotion words, concepts and contexts and emotion recognition ability will be measured. Individual difference analysis of reading content, volume and ability will describe the variability of emotion language exposure via fiction reading for male adolescents. The voices of a subset of male readers will be captured via vignette interviews, gathering their emotion lexical behaviour. The relationships between language exposure and lexical behaviour may help interpret the male adolescents' performance in emotion recognition, shedding light on how fiction reading may support emotion recognition.

The rhetoric of the school prospectus image
Stuart Bracewell (A second-year full-time PhD student)
Twitter: @stuartbracewell

In the quasi-market of education in England today secondary schools have to promote themselves in order to compete for pupil intake. Applying the concepts of cultural capital and habitus from Bourdieu, my research seeks to examine how the process of school choice can function in cycles of social reproduction, I argue that parents' choice of schools is influenced by the interpellation of the signifiers of social status present in the images used by schools to market themselves. Drawing from an ongoing visual analysis of 1300+ images found in a sample of 50 Secondary School prospectuses in the South East of England this presentation will employ the semiotic methods of Barthes' "Rhetoric of the Image" to uncover the signs and mythologies of distinction and social status that can be found in one exemplar image.

Building mathematicians of the future: developing mathematical proficiency through play in early years classrooms
Helen Gormley (A first-year part-time PhD student)

Children in England typically start school at the age of 4, entering a reception class which provides a transition period between pre-school and mainstream education. These classrooms are often equipped with engaging play areas such as construction, role-play or creative arts, where children can freely access and explore the resources. Such activities provide abundant opportunities for developing mathematical proficiency, where adults acting as expert partners, can scaffold learning and explore mathematical concepts with children as they play. However, teachers frequently overlook these opportunities in favour of more formal and easily evidenced teaching strategies. Various studies have shown that informal activities and games can improve children's mathematical outcomes, while others have shown that direct teaching is a greater predictor of later mathematical achievement. However, existing literature often centres around specific interventions in controlled settings or focusses on pre-school children, leaving teachers uncertain about teaching through play in real classrooms. My project aims to bridge the gap between formal and informal methods of teaching and learning, By exploring strategies for adults to encourage children to think, reason and solve problems, I hope that this study will provide teachers with a toolkit for intentionally and systematically developing mathematical proficiency through play.

A gender study to investigate the transformational effect of art practice on the perspectives and aspirations of female art students and trainee teachers in the 21st century
Suzy Tutchell (A third-year part-time PhD student, and member of staff)
Twitter: @suzytutchell

The objective for this study is to investigate the transformational experiences of female art students who are training to be teachers during their three years in their university art studios. The research specifically seeks to explore their experiences and narratives, past and present, to make sense of the role of gender and art from their generational perspectives. Drawing on feminist standpoint theory and social constructionism, the study will explore their journey as artist-teachers in the studios over a period of time, to consider how their identities develop and evolve both personally and socially. A participatory action research approach is identified as an appropriate methodology to explore, through a collective investigation of researcher and participants, whether this potential transformation presents sources of tension between their emerging sense of self as artists and the constructs of the primary classroom in which they will eventually teach. A dominant aim of the research is to find out whether they feel empowered, as future teachers of art, to change and transform a male-dominated primary art curriculum through their own learnt and experienced aspirations.

Exploration into the influence of reflective practice on the behaviour of students with ASD in the classroom environment

Michelle Jagdeo-Bailey (A part-time EdD student)

In the UK, the most prevalent diagnosed disability in 5-19 year old is ASD. Pupils with ASD as their primary need, saw a 60% increase of exclusion since 2011, citing behaviour as the key issue. It has been well documented that those with ASD are considered to lack Theory of Mind: lack of awareness of self and others. However, recent research is emerging that challenges this concept through a processing system that regulates thinking and behaviour. Thus, the purpose of the research is to understand the impact of reflective practice on the behaviour of the ASD learner within mainstream school to aid further support on developing social intelligence (awareness of self and others) based on the direct evaluation of 'self-views' of autistic individuals and employing reflective practice as a tool to explore this; addressing which aspects of behaviour affects the ASD learner at school, how this behaviour can be regulated and the challenges to implementing reflective practice.

Investigating Saudi primary school teachers' and children's perceptions concerning on-line mathematics teaching and learning during the global pandemic

Sanad Alsulami (A first-year full-time PhD student)

Twitter: @abufaisel

The world suddenly found itself facing a major challenge and crisis represented by the global epidemic, Covid 19. This made governments stop all activities, including education, to limit the spread of the disease. When I read in literature, I did not find studies that talk about solving the problem of teaching mathematics via the Internet, to solve the problem of sudden transformation to education via the Internet. Therefore, this study will answer the following research questions: 1) What on-line mathematics teaching and learning tools are used during the global pandemic, and what teachers and students think of them? 2) What are the barriers and enablers that primary school teachers in Saudi Arabia perceive as significant to their on-line mathematics teaching during the global pandemic? 3) Do Saudi primary school teachers' self-efficacy concerning on-line mathematics teaching differ according to their gender, age, and years of teaching experience? This study will be based on the mixed method of research to obtain more accurate results (questionnaire, interview, in addition to observation)

Exploring the leadership of female secondary school Headteachers
Sarah Marston (A final-year EdD student)

Although in recent years, more females have taken up the post of secondary school Headteachers, the data shows that there is still a relevant absence of females in senior secondary phase educational roles. There is surprisingly little known about what lies behind this phenomena and what leads to sustained success for these women. This thesis therefore explores the personal and professional experiences which have led to twelve female participants becoming a senior leader in education in England, either as a Headteacher, Principal, Executive Headteacher or Chief Executive Officer of a Multi-Academy Trust. It seeks to identity the key defining moments of their career histories and probe

into how these moments have shaped the construction of their identities and influenced the values which have enabled them to feel authentic in their roles, leading to sustained success. It also looks to investigate how gender may have played a part in their stories. It should be noted that the data for this thesis was collated in the heart of a pandemic. This qualitative research is underpinned by an interpretative and social constructionist perspective. It also stems from a feminist and postmodernist paradigm.

Leadership practice in centralised systems: accountability, continuing professional development and school culture

Meliha Sakin (A fourth-year full-time PhD student)

Twitter: @melihasakin

This study aims to answer how leadership is being practised and experienced in Turkish secondary schools through designing a conceptual framework emphasising CPD, school culture and accountability. It is hoped that this study will provide practical guidelines for school staff to improve their leadership practices, such as promoting the professional development of staff, creating a learning school culture, applying accountability purposes in teaching and learning processes, and ultimately benefit student learning outcomes. Moreover, because the literature in this area is mainly based on American and Western contexts, this study will contribute to the literature on school leadership in centralised contexts. Specifically, when considering the deficiencies of the Turkish literature on school leadership, this study will contribute to closing this gap with its focus on gathering qualitative and quantitative data, which will attach particular importance to contextual factors that impact leadership practices. Finally, because leadership is a contextually bound phenomenon and affected by the degree of centralisation or decentralisation in the education system studied (Kaparou, 2014), it is hoped that this work will provide an understanding of how a country's educational context affects teachers' and principals' perceptions and experiences of school leadership in centralised educational contexts.

Female academics' perceptions and experiences of career progression and leadership roles at Algerian universities

Fatima Zahra Abbou (A third-year full-time PhD student)

Twitter: @abbou_zahra

This study explores female academics' career experiences and aspirations at Algerian universities to understand the barriers and opportunities hindering/helping their career progression and their willingness to hold senior leadership positions. Moreover, this study also investigates how the Algerian female academics construct their leadership identities and make sense of the concept of leadership. This study is mainly informed by a postcolonial feminist understanding of gender (Ashcroft et al., 1995; Rosser, 2007). A critical paradigm was adopted, and a qualitative approach was used through conducting semi-structured interviews with 16 female academics from five public universities. Concerning the barriers or opportunities, three main themes appeared: socio-cultural, organizational, and individual factors. Then, to answer the question related to their leadership identity formation, the participants were asked about their understanding of the concept of "leadership", why they chose

academia, how they are dealing with the different challenges and situations and how they view themselves in relation to others around them. The participants expressed a sense of belonging to academia which explains that despite all the struggles. Also, they often describe themselves as different from the "typical" woman, which made them feel alienated.