A hand holding a blank smartphone in front of a blurred background of a whiteboard with sticky notes.

**“Referencing positionality and utilising
qualitative analysis to scrutinise inclusivity in
educational policy”**

OKUNWAYE, ISRAEL CHUKWUKA

(DOCTORAL RESEARCHER, BIRMINGHAM CITY UNIVERSITY)

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Abstract

In this paper [presentation] titled, “Referencing positionality and utilising qualitative analysis to scrutinise inclusivity in educational policy”, an argument is made for four considerations, inter alia, first that the positionality of a tutor is a relevant conversation to be had in factoring the appropriateness of engagement, and one which is towards improving students’ educational outcome. Second, that critical pedagogy can be envisaged to be one that is meaningfully robust and challenges teaching to not exclude relevant educational content or isolate students in the learning process in order for transformative learning ideals to be met. Also, which is empowering the students in need of knowledge, and is revolutionary enough to meet needs of all category of abilities of students involved. There is also the recognition that teaching Law, and other closely-knit areas in Humanities, raise its unique peculiarities- of which the tutor’s pedagogy has to both address the subject content but as well as the method of teaching delivery for effectiveness. Third, I examine qualitative analysis as a tool which allows for textual evaluation of educational policy and opinions of expert. Fourth, I then draw links with the need to organise policy in a way that permits flourishing. A case in point is Sonia Neito’s case studies on how multiculturalism plays a significant role in outcomes and life chances. A bit further, drawing from Manderson and Turner’s inquiry, one could ask similar questions on how equipped a tutor is to recognise and dexterously manage a space and group in a way that enhances learning and relevant engagement, as well as producing positive outcomes and enriches their habitus.

Some four considerations...

- Positionality?
- Qualitative analysis?
- Critical Pedagogy?
- Policy?



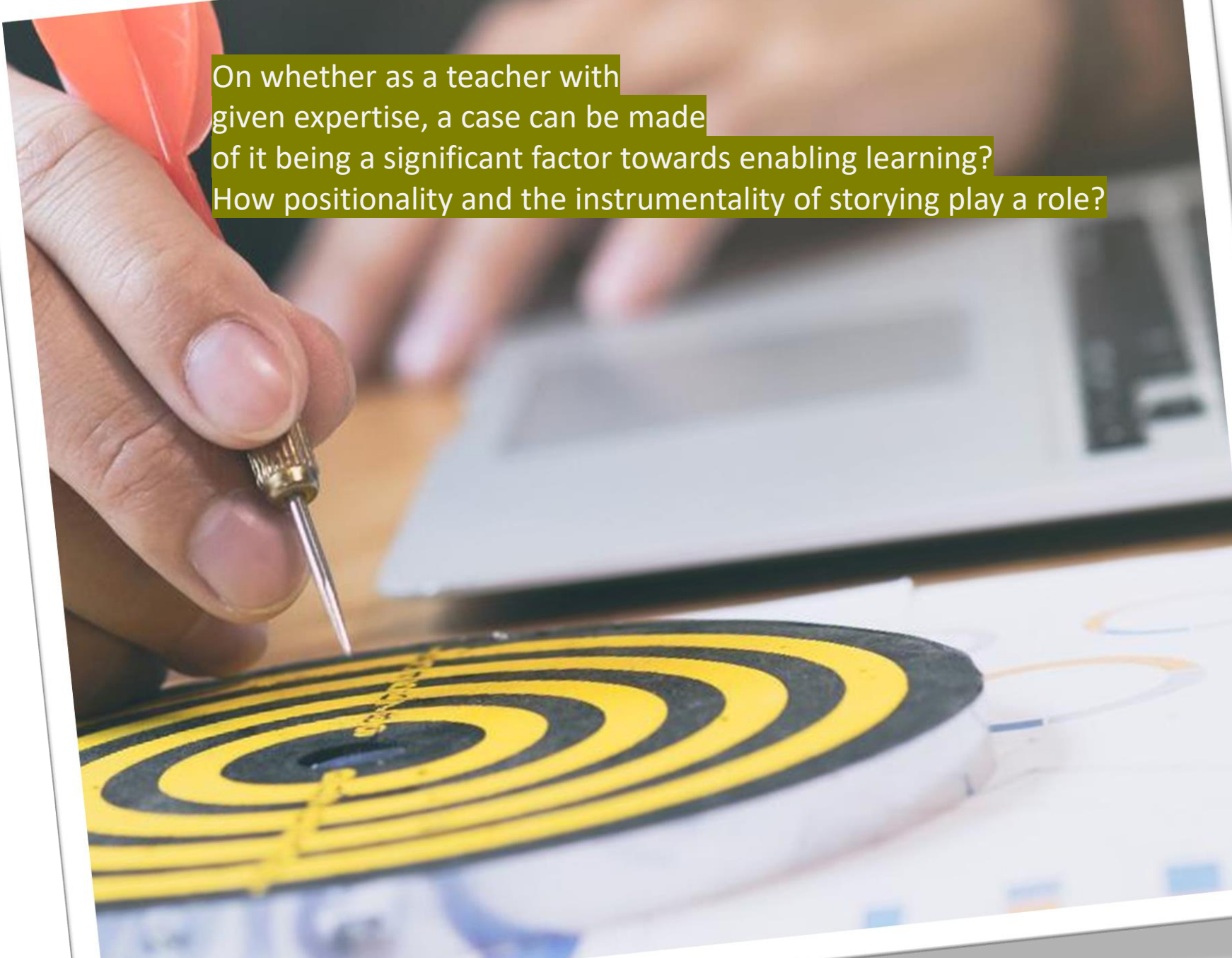
Israel Chukwuka Okunwaye
LLB, Law (Benin, Nigeria), BL,
Law (Lagos, Nigeria), LLM, Law
General (Birmingham, UK),
MA, Evangelical and
Charismatic Studies
(Birmingham, UK), PGCE PCET,
Humanities and Social
Sciences (BCU, UK)

Teacher, Humanities/Social Sc:
Post14 (Sec/ College/ FE)

Doctoral Researcher (EdD),
HELS, BCU UK



The essence of a story in crafting positionality...
Knowing your Tutor? Students? Culture? Strategies?



On whether as a teacher with given expertise, a case can be made of it being a significant factor towards enabling learning? How positionality and the instrumentality of storying play a role?

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- Burton and Bartlett, on the value of teacher's story, emphasizes that it could form the basis of evidence for research (2009:127).
 - Storying is "ancient", often geared towards self (Chapman, 1999:2, cited in Burton and Bartlett, 2009:127).

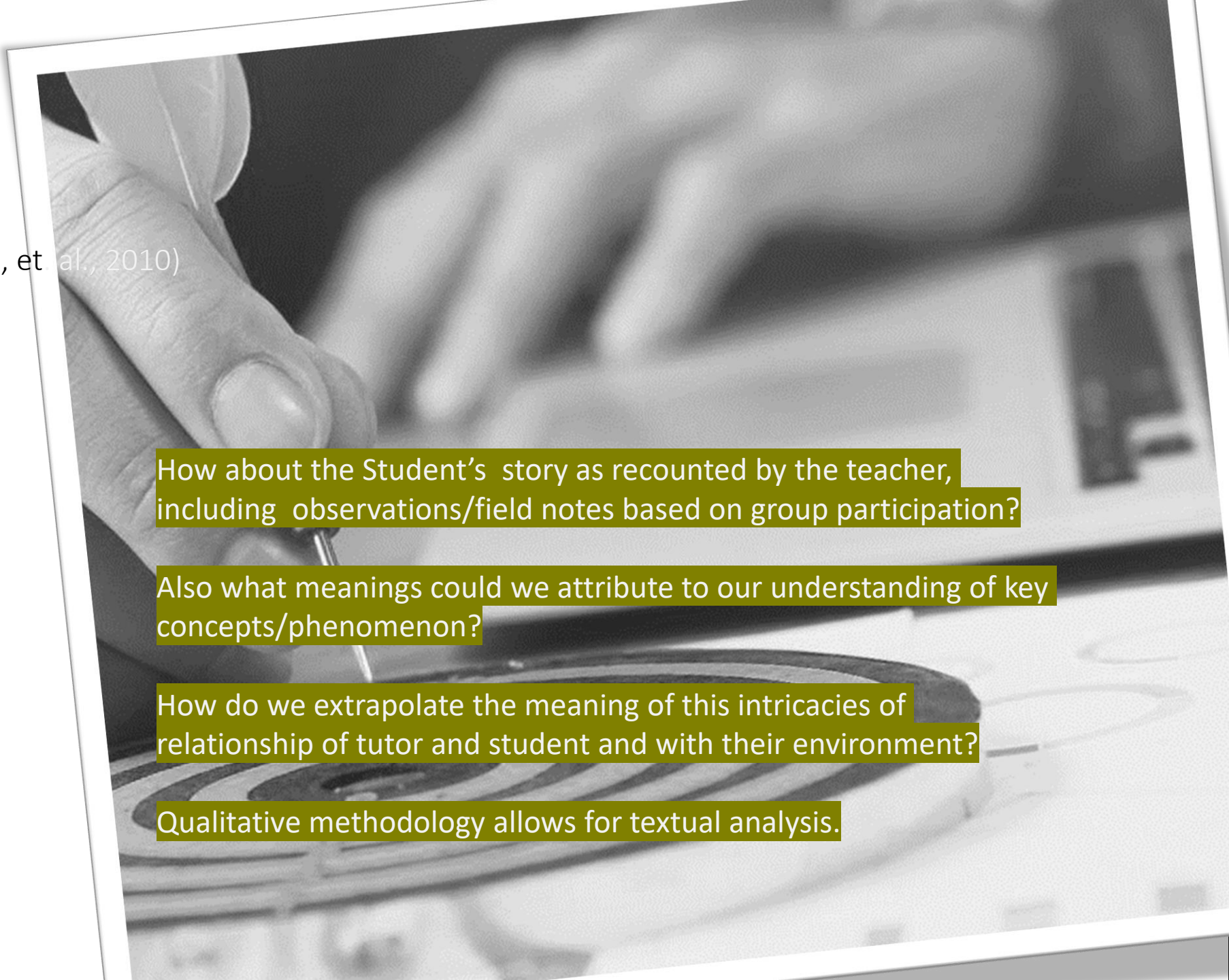


"there does seem to be a place for research that links the personal with the cultural" (Holt, 2003: 26)

There is need for a "moderate and balanced treatment of autoethnography that allows for innovation, imagination, and the representation of a range of voices in qualitative inquiry while also sustaining confidence in the quality, rigor, and usefulness of academic research" (Wall, 2016: 2)

provide analysis (Wall 2016: 4; Ellis, et al., 2010) and authenticate (Consiglio, 2021).

- allows for discerning “patterns of cultural experience evidenced by field notes, interviews, and/or artifacts, and then describing these patterns using facets of storytelling (e.g., character and plot development), showing and telling, and alterations of authorial voice” (Ellis, et. al., 2010: 277).



How about the Student's story as recounted by the teacher, including observations/field notes based on group participation?

Also what meanings could we attribute to our understanding of key concepts/phenomenon?

How do we extrapolate the meaning of this intricacies of relationship of tutor and student and with their environment?

Qualitative methodology allows for textual analysis.



Critical pedagogy: with new lens

- Pedagogical Content Knowledge, of how to teach, as opposed to only the subject knowledge, that accounts for pupil's outcomes and attainment (Ofsted- EIF, 2019:10-11)
- eg teaching UK law curriculum + how to apply the relevant teaching methods = effective learning



...recourse to as a matter of course, to legal evidence, and a discussion of the principles and perceptions

see further critical pedagogy as...
Challenge of neoliberalism..
commercialisation (Canaan, 2011-2);
State's responsibility to promote public
good(Torres, 2013); issue of
marginalisation.. need for
empowerment? (Freire, 2000).

Neito's multiculturalism

It would be "wishful thinking" if these "macro-level disparities" were not acknowledged, and "assume that all students begin their educational experience on a level playing field" (Neito 2003: 180)

that outcomes would be more favourable if students from marginalised areas, poorer or disadvantaged communities were catered for (Neito 2003: 196).



Nieto argues that achieving a critical multicultural education makes the “major issue” the “environment in which it takes place”, not the “strategy or approach” (Neito, 2003: 194)

Desmond Manderson and Sarah Turner (2006: 667) explore the idea of "Coffee House"

...on need to be fully aware that "mixed identities at play in such a dynamic environment have not yet been entirely settled" (Manderson, and Turner, 2006: 672)





Question: Is the State over-emphasizing private profit maximisation, not creating safe environmental and cultural spaces, or failing to develop the students' educational competences?

And POLICY?

- address bureaucracies in institutions (Thomas, 2010)
- ...for stability of programmes and reduction of 'meddling' by govt.. less disruptions (Ball, 2018)
- ..enable HE - college collaboration (Cable, 2014).
- "purposeful political activity, both within the classroom and outside of it, to ensure that the ideals of education in a democratic society are realised" (Neito, 2003: 196).
- Looking at balance, b/w govt intervention, and minimising disruption and duplicity of efforts

A close-up photograph of a hand holding a silver pen, poised to write on a document. The background is blurred, showing the texture of the paper and the hand's grip. The pen is a sleek, metallic ballpoint pen. The hand is positioned in the upper right quadrant of the frame, with the pen tip pointing towards the center. The document below has some faint, illegible text and lines, suggesting it might be a form or a report.

How about: ...

Goals to enable structures that facilitate inclusive learning ..right
teachers, effective methods, political engineering



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Thank you

QUESTIONS?

CONTRIBUTIONS?