

SPEAKER BIOGRAPHIES

Jessie Abrahams is a Research Fellow at the University of Surrey working on the Eurostudents project exploring contemporary understandings of the university student across Europe. Prior to this, she completed a doctorate at Cardiff University, which focused on the ways in which institutional structures and practices reproduce social class inequalities in education. She has also been a research assistant and consultant on the Paired Peers project looking at social class, and the role of universities in social mobility. Jessie is co-convenor of the British Sociological Association (BSA) Bourdieu study group.

Valerie Hey was a Professor of Education in the School of Education at the University of Sussex where she was the co-director of the Centre for Higher Education and Equity Research (CHEER). She began her academic career as a contract researcher at the Institute of Education 1990 and retired in 2015 as a Professor Emerita of Feminist Theory at Sussex. She is a Fellow of the Academy of Social Sciences.

Lisa Jones is a Lecturer in Education at the University of Hull. She previously completed her doctorate and worked as a research associate at the University of Manchester. Her work broadly focuses on social class inequalities in education with a particular interest in class identities in relation to both teachers and within teacher education.

Daniel Leyton is a researcher of the CHEER project Higher Education, Knowledge Exchange and Policy Learning in the Asian Century where he investigates from a comparative sociology of education the process of academic internationalisation.

Daniel's research interests include policies, discourses and affects in education; social class, gender and subjectivities; and feminist, poststructuralist and sociologies of critique. Within the context of Chilean higher education, Daniel's research intersects Governmentality, affect theories and sociology of critique to focus on the recent formation of affirmative action policies and their relationship with the experiences and subjectivities of working class university students. His research questions how affirmative action policies are formed in a wider assemblage of discursive, affective, and critical forces, and how these policies constitute and interpellate working class students' subjectivities through policy narratives of right, inclusion, excellence, and equity, and through affective policy technologies of the self, based on specific modes of psychological/therapeutic knowledges. He also explores how working class subjects experience affirmative action policies and higher education spaces. He also does research on how market technologies in education perform class, classed subjectivities and expand and intensify exploitations. In this context, he has recently published an article in *Gender and Education* entitled 'Middle-class mothers' passionate attachment to school choice: abject objects, cruel optimism and affective exploitation'.

Sarah Leaney is a Lecturer in Sociology at the University of Brighton. Her research focusses on the formation of classed identities, specifically the everyday experiences of people who live on council estates and the material and social conditions, which produce and legitimate knowledges of these people and this place.

Meg Maguire has a longstanding interest in education policy and practice and social justice issues. Her publications include, *How Schools Do Policy* (with Stephen Ball and Annette Braun, Routledge, 2012) and *Ethics and Education Research* (with Rachel Brooks and Kitte te Riele, Sage, 2014). She is lead editor for the *Journal of Education Policy*.

Kirsty Morrin is a Lecturer in Sociology at the University of Liverpool. She recently completed her PhD at the University of Manchester (May 2017). Her doctoral research focused on UK educational policy reform, more specifically the introduction of academies and the increasing preference of 'entrepreneurship education' in communities marked as 'disadvantaged'. More generally in her work she considers intersections of 'class' and other forms of marginalisation, social mobility and entrepreneurship.

Diane Reay grew up in a working class, coalmining community before becoming an inner city, primary school teacher for 20 years. She is now a Visiting Professor at the LSE, and Emeritus Professor of Sociology of Education at the University of Cambridge. Her main research interests are social justice issues in education, Pierre Bourdieu's social theory, and cultural analyses of social class, race and gender. She has researched extensively in the areas of social class, gender and ethnicity across primary, secondary and post-compulsory stages of education. Her most recent book is *Miseducation: Inequality, Education and the Working Classes* Policy Press, 2017.

Annabel Wilson is a 3rd year ESRC (1+3) PhD candidate at Cardiff University. Her thesis focuses on the shifting and situational nature of 'mixed race' identities, racialisation processes, families and the life course. She adopts an intersectional research praxis and in true Black Feminist tradition, her work highlights the micropolitics of everyday experience. Annabel's broader research interests include class, race, education, social justice and gender. Alongside her PhD Annabel works as a consultant with various public sector organisations advising on how to involve young people in commissioning and conducting small-scale research projects with Young people.