



6th International Irish Narrative Inquiry Conference
Performativity and the Politics of Possibility

Maynooth University
March 19th & 20th 2020



Maynooth University
National University of Ireland Maynooth



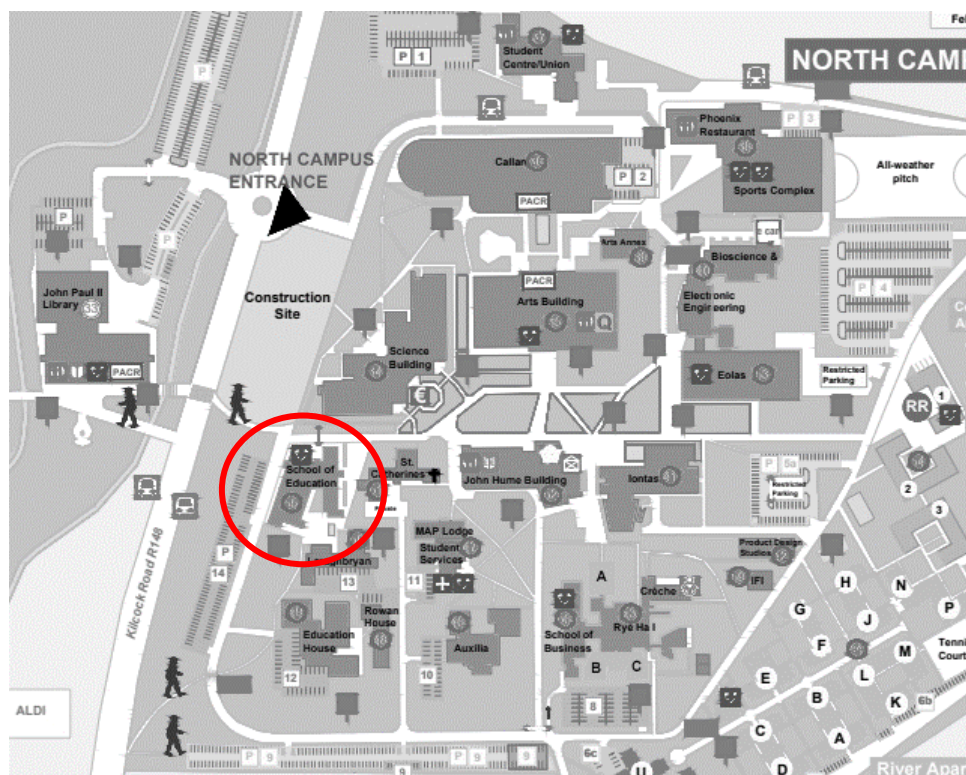
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Programme Overview

Thursday March 19 th		
16.00-17.30	Arrival & Registration – School of Education Foyer	
17.30-18.00	Welcome Address – Room SE014 Dr Grace O' Grady, Department of Education, MU Prof Aislinn O' Donnell, Department of Education, MU	
18.00-19.30	Keynote Address – Room SE014 Prof. Jonathan Wyatt, University of Edinburgh	
19.30-20.30	Wine Reception – School of Education Foyer	
Friday March 20 th		
09.00-09.30	Arrival & Registration – School of Education Foyer	
09.30-11.00		
Chair	Group	Room
Dr Brieger Casey	Ecosystem Collapse – There are no 'Others' (90-minute performance)	SE011
Prof Jonathan Wyatt	Walking, boundaries, edges (3 paper presentations)	SE012
Dr Grace O'Grady	Narrative Performance and Reflexivity (3 papers)	SE013
11.00-11.30	Coffee Break	
11.30-13.00		
Dr Catherine Conlon	Suicide, performing cures and narrating power in the medical field (3 paper presentations)	SE011
Dr Jerry O'Neill	De/Colonising inscribed body landscapes (3/4 paper presentations)	SE012
Ms Angela Rickard	A case for performative development education (3 paper presentations)	SE013
13.00-14.00	Lunch Break	
14.00-15.30		
Dr Grace O'Grady	Performing methodological issues: The research process as a political act (3 papers)	SE011
Dr Jacqueline O'Toole	Teachers/Students stories to live by and become in (3 papers)	SE012
Dr Brieger Casey	Embodied ways of knowing: Women's counter-narratives (3 paper presentations)	SE013
15.30-16.00	Coffee Break	
16.00-17.00	Finale	SE014

Key Information



The main venue for the conference is circled in red on the map above. You can find more detailed map of the entire campus including food outlets, ATM, parking etc. [here](#).

The village of Maynooth is only a short distance away and can be accessed on foot. There you will find are numerous restaurants and cafés. We have given some below as examples but there are many more if you explore.

€	€€	€€€
Coffee Mill	Beetroot Café	Donatellos
	Willow and Wild	Bistro 53

Parking: Free in all on campus car parks. You can access full parking maps [here](#).

Wifi: Free wifi is accessible on the MU-Guest Wifi network.

Accommodation:

- On Campus Accommodation: It is possible to avail of on campus accommodation and information on rooms and booking can be found [here](#).
- The [Glenroyal Hotel](#) is located at walking distance from Maynooth University.

Welcome to the 6th International Irish Narrative Inquiry conference

The overall theme of the conference this year is on “**PERFORMATIVITY AND THE POLITICS OF POSSIBILITY**”. Madison (2010) reminds us that performances of possibility create spaces where unjust systems can be identified and interrogated. The goal of a performance text is to interrupt and challenge taken-for-granted assumptions about all manner of things - gender, sexuality, ethnicity, ways of going on, what it is to be a person, what it is to know, what it is to research. The world as an entanglement of the personal, cultural, historical can be made visible through performative acts. Performance-sensitive ways of knowing, doing and representing research are committed to a politics of resistance and change. After Denzin (2018), we seek performative interpretations that are poetic, dramatic, critical and imaginative, interpretations that are interventions. Cinematic, digital, theatrical, poetic, embodied movement, dance performances are welcome.

We are bringing an explicitly political edge to the conversations this year, especially in an era where diversity is cast as threatening by right-wing movements (We are thinking particularly of anti-migration and anti-transgender forms of mobilization gaining traction across Europe and the US).

This conference seeks to bring together narrative inquirers from the broadest range of disciplines possible, reflecting the potential of the paradigm of narrative for a broad range of inquiries.

Themes include:

- Narrative Inquiry as a form of Critique and Resistance
- Memory and Place
- Performance, Representation and Voice
- Performing Identities
- Writing as Performance
- Performance Ethnography
- Narrative Performance and Reflexivity
- Performance and Pedagogy

Hosted by **Maynooth University**, the conference is co-organised and supported by **Trinity College Dublin, Institute of Technology, Sligo**; and **Dublin City University** the conference aims to bring together a wide range of Irish and international scholars to showcase recent developments in narrative inquiry attending to creativity in particular.

Keynote Speaker: Professor Jonathan Wyatt



Prof Jonathan Wyatt is professor of qualitative inquiry and director of the Centre for Creative-Relational Inquiry at The University of Edinburgh. His book, *Therapy, Stand-up, and the Gesture of Writing: Towards Creative-Relational Inquiry*, was published by Routledge in 2019. Originally an English teacher and youth worker, he worked for ten years as a counsellor in a doctor's surgery alongside being Head of Professional Development at the University of Oxford, before heading north to Scotland in 2013. Jonathan's research examines the entanglement of self and other within and beyond the therapeutic encounter; and it troubles what we mean by 'self'

and 'other'. He undertakes this research through autoethnography (or, better, 'assemblage/ethnography'), collaborative writing as inquiry and through bringing these together with performance, including stand-up comedy, dance/movement, and film. His work connects the dots between collaborative inquiry in the context of research and collaborative inquiry in the context of therapy, searching for – and doubting – the transformative resources in each.

Keynote Abstract:

The lumen and the spiral: Writing, 'sustainability', and creative-relational inquiry

Room SE014

Thursday 18.00-19.30

"Writing is thinking... writing is indeed a seductive and tangled method of discovery", St. Pierre writes (Richardson and St. Pierre, 2017, 827): so I can say that though I do not yet already know what this keynote will offer in March 2020, I know writing will take me, take us, there.

I finished a book over a year ago: *Therapy, Stand-up, and the Gesture of Writing: Towards Creative-Relational Inquiry*. The book's work with and between therapy, stand-up comedy and writing-as-inquiry remains alive. The concept of 'creative-relational inquiry' (after Brian Massumi) still has further work it can do; and the new materialisms, Deleuze and Guattari, and affect theory, who/which course through the book, continue to inspire, infuse and influence. Starting from there, the writing towards this keynote will take me into thinking with and beyond the term 'sustainability' – problematic both politically and ontologically – and towards a conceptualising, a re-imagining perhaps, of the work we do as qualitative scholars that speaks to its unfolding process alongside its/our responsibilities to respond to the crisis our planet faces.

Though unsure yet, even now, in February 2020 as I revise this abstract, how this writing will unfold, I know I shall offer two ‘moments’. Moments, rather than, say ‘examples’, speak to inquiry that happens, that arises: the surprise, the sense of being taken. Two moments where a concept, or an image, called – for stories, for action, for thinking and doing. They offer a way of working at and with creative-relational inquiry, and a creative-relational inquiry that speaks with and around notions of the key global challenge of our time, ‘sustainability’. The first moment concerns a collaborative project where we were captivated by a ‘lumen’. In the second ‘moment’ I play with the concept of ‘spirals’ and where they take writing. Both seek to move towards the performance of possibility.

The writing throughout will bear in mind, will attempt to embrace, the “atheist awareness of finitude” that Félix Guattari’s translators (2000, 16) ascribe to his ‘ecosophy’: our individual and collective mortality, our unsustainability, an awareness of which calls us both to urgency and to imagination.

Maynooth University Organisers



Dr Grace O'Grady is Assistant Professor and Director of the Master of Education and Postgraduate Diploma in School Guidance Counselling. She teaches on all the programmes in the Education Department in the curricular areas of Human Development, Developmental Psychology, Child Protection and Social, Personal and Health Education and Counselling Theory. Her PhD dissertation was a narrative inquiry into the discursive construction of identities in adolescence and she teaches and supervises narrative research on the Masters and Doctoral Programmes in the Department. She is a founding director of the [Centre for Transformative Narrative Inquiry](#) and the [Irish Narrative Conference Network](#). She co-edited the Special Issue of Irish Educational Studies, *Engaging in Education Narrative Inquiry: Making Visible alternative Knowledge*. Volume 37, Issue 2. Her [current research](#) is a Creative Narrative Inquiry into the shifting identity of teachers as they begin to situate themselves differently as guidance counsellors in the school landscape.



Dr Grace Holmes is an Executive Assistant in the Maynooth University Department of Education. She is the administrator for the BSc Science/Maths/Computer Science with Education programme. She has recently moved from the research of Ethology to administration within third level education. Her PhD focused on predator-prey interactions, in particular the evolution of deimatic displays and predator cognition.

Inter-Institutional Organisers



Dr Jacqueline O'Toole is a Lecturer in Social Research in IT Sligo. Co convener of the Narrative Inquiry Conferences since their inception, she has published and presented papers on her research interests including narrative inquiry; women and dieting; and gender and sexuality. Currently, she serves as the Vice President of the Sociological Association of Ireland and is Chair of the IT Sligo Athena Swan Self-Assessment Team.



Dr Briega Casey is an Associate Professor at the School of Nursing and Human Sciences, Dublin City University (DCU). Her teaching and research activities/supervision/publications focus on the use of narrative and arts-based approaches in healthcare education, practice and research. She designed and co-ordinates a Health Humanities module of study which has been running successfully in DCU for many years. Her Doctoral research, undertaken at The University of Bristol UK, focused on the use of arts-based inquiry in healthcare education. She developed and co-ordinates the Certificate in Homeless Prevention and Intervention at DCU and has recently founded a national professional interest group: Nurses and Midwives for Inclusion Health. She is a reviewer for Journal of Advanced Nursing, Medical Humanities, Qualitative Health Research and Psychology and Health journals.



Dr Catherine Conlon is Assistant Professor in Social Policy at the School of Social Work and Social Policy, Trinity College Dublin. Her research interests are gender, sexuality and reproductive health; intergenerational family relations; sexual socialization and; critical qualitative methodologies. She has a strong track record of applied policy research including for the HSE Crisis Pregnancy Programme/Crisis Pregnancy Agency, the Equality Authority and the Combat Poverty Agency. She co-authored, with Evelyn Mahon and Lucy Dillon *Women and Crisis Pregnancy* published by Government Publications in 1998. Academic publications include lead authored articles in *Gender & Society* (Women (Re)Negotiating Care across Family Generations: Intersections of Gender and Socioeconomic Status. 28, (5) 729-751, 2014.) and *Qualitative Research*. She co-edited (with Aideen Quilty and Sinead Kennedy) *The Abortion Papers Ireland Volume Two* published by Cork University Press in 2015. An interest in innovative translation of applied policy research led to a translation of her PhD research on women concealing pregnancy into an Opera performance in collaboration with colleagues in Music and English entitled '*The Pregnant Box*'. Her current research focuses on women's experiences of using the unplanned pregnancy and abortion care services commissioned by the HSE Sexual Health and Crisis Pregnancy Programme.

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Ecosystem Collapse – There are no ‘Others’			
Michael Kenny	Ecosystem Collapse – There are no ‘Others’	SE011	25
Walking, Boundaries, Edges			
Jerry O’Neill	Four walks: an emergent inquiry	SE012	21
Katie Fitzpatrick & Johnathan Wyatt	Seeking whimsy’s edge	SE012	22
Lisa Moran & Lorraine Green	Negotiating Emotional Boundaries, Catharsis and Emotional Suppression: Findings from a BNIM study of veterinarians’ relationships with human and non-human clients in Ireland and the UK	SE012	22
Narrative Performance and Reflexivity			
Grace O’Grady	An Ex/In/hibition of students’ creative artefacts: Performing selves	SE013	20
Ciara Bradley & Michelle Millar	In Search of a Story: Suspending the ‘central research question’ in Narrative Research	SE013	12
Sasha Noonan	Conversations – Exchanging and Creating our Stories	SE013	28
Colleen O’Neill	<i>‘Performing identity in a colonised and inscribed body. Narratives of Adolescents living with Chronic Kidney Disease’</i>	SE013	12
11.00-11.30 Coffee Break			
11.30-13.00			
Suicide, Performing Cures and Narrating Power in the Medical Field			
Briege Casey & Evelyn Gordon	‘What am I supposed to do here?’ Managing the aftermath of suicide in the workforce	SE011	10
Carol Barron	Performing ‘cures’, an examination of narrative in Irish Folklore within the Schools Collection 1937-38	SE011	10
Catherine Conlon	Narrating Power in the Medical Field	SE011	11
De/Colonising Inscribed Body Landscapes			
Denis Murray	Adolescent Substance Use – Illuminating the Narrative	SE012	15
Denise Proudfoot	Dual Diagnosis, the Community Voice	SE012	17
Jacqueline O’Toole	Women and Dieting: Siobhan’s Story	SE012	21
Performative Development Education			
Cordula Bieri	Using ‘Go-Alongs’ for Researching Refugees’ Housing Integration in Ireland	SE013	13
Meliosa Bracken & Michael Kenny	A case for performative development education	SE013	24
Frank Ojwang	Advocacy for Immigrant-Supportive Integration Policy in the Nordic Countries Through the Lenses of Single Fathers	SE013	18

13.00-14.00 Lunch Break

14.00-15.30

Performing Methodological Issues: The Research Process as a Political Act

Dave Donovan	A Case of Narrative Inquiry	SE011	14
Siobhán Madden	“How many participants so I need?!” Interrupting the politics of counting in the performance of narrative research	SE011	28
Thea Shahrokh	Storytelling as Layered, Creative and Political Narratives	SE011	30

Teachers/Students Stories to Live By and Become In

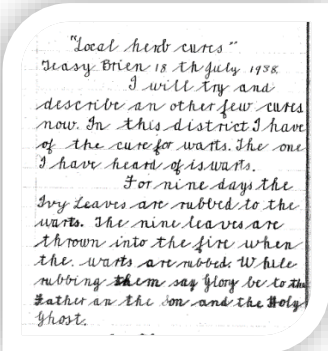
Denise O’Flanagan	An Arts-based Narrative Inquiry into student experiences of the Junior Cycle School Programme (JCSP) Library Project and whether this engagement can help students to develop the Junior Cycle Key Skills of being literate, being creative, staying well and communicating	SE012	16
Derbhile De Paor	The Great Escape! Building the Bricolage: In which Derbhile becomes Dorothy and we uncover the Triple tale	SE012	17
Gareth Burns, Niamh Bird & Katriona O’Sullivan	Teachers from Under-represented Groups and their Stories of Becoming Teachers	SE012	19
Mary Kelly & Máire O’Higgins	From Page to Page: Teachers’ Stories, Raising Voices, Silences, Pain and Possibility	SE012	24

Embodied Ways of Knowing: Women’s Counter-Narratives

Michelle Dunne	Ón gCliabhán go dtí an Uaigh: Women as Folk Performers	SE013	26
Liz Farsaci	Moving Around and Squatting Down: Birthing Women’s Resistance to Traditional Gender Performances and Positions	SE013	23
Pauline McNamee	Teacher-as-writer: How I Wrote My Way to Liberation	SE013	27
Tanya Cassidy	Possibilities of Pumping for Premies: Psycho-social cultural understandings of maternal emotional negotiations between body and baby	SE013	29

Book of Abstracts

Briege Casey & Evelyn Gordon	
Room SE011	11.00-13.00
'What am I supposed to do here?' Managing the aftermath of suicide in the workforce	
<p>Work and death are invariably regarded as unrelated phenomena, however according to Charles-Edwards, (2009) experiences of work and death are interlinked as each plays a fundamental role in the human life story and they are often co-occurring; many people navigate the trauma of the death of a loved one or colleague during their working lives. The experience of the suicidal death of a co-worker or employee has profound impacts on colleagues, managers and the organisation as a whole. The prevalence of suicide in the workplace and among the workforce is increasing worldwide (Cullen 2014, Tiessman et al 2015) and while awareness concerning incidence, possible contributing factors and the effectiveness of prevention strategies is developing, little is known about the impact of worker suicide on managers and the organisation as a whole. Many employees of an organisation may work with one another for years and often adopt a team approach when dealing with clients and business goals. As a result, they may know each other on a personal and professional level. Hence, it is these close-knit relationships, which may make the bereavement by suicide of a co-worker so devastating (Lynn, 2008).</p> <p>This paper presents three narratives, from the perspectives of managers, of worker suicide, occurring on both the organisation premises and offsite. Narrative methodology is used to explore the organisational and personal dynamics involved in managing suicide at work.</p>	

Carol Barron	
Room SE011	11.00-13.00
Performing 'cures', an examination of narrative in Irish Folklore within the Schools Collection 1937 -38	
	<p>The performance of folk medicine or 'cures' as a long history in Ireland. The Schools' Scheme was a systematic national survey of folklore conducted in the Republic of Ireland in 1937-38 and is now part of the National Folklore Collection (NFC) at University College Dublin. Over 50,000 schoolchildren in their final year of primary school were invited to collect local folklore. They came from 5,000 schools in the twenty-six counties of the Republic of Ireland. The children collected stories from their parents, relatives and neighbors. Folk medicine and the curative powers of holy wells were prominent in the Schools' Scheme, and in the ensuing Schools' Collection (NFCS). The collection is believed to be the largest</p>

archive of folk medicine in Europe. A representative sample of cures from the NFCS was examined in this study, which included a total of 6,843 separate cures for various ailments.

This paper examines two specific issues. Firstly, the performance of ‘cures’ as described in the written narrative of a school pupil in 1938 and her oral videoed narrative of many of the same cures in 2014, seventy-six years later. Secondly, the oral transmission of knowledge, stories, folkloric beliefs and practices is examined across the 26 counties, highlighting how stories about the same cure were known and performed the length and breath of the country, supporting the stance that traditional cures were rooted in everyday life and communities, and were concerned with the ailments that were problematic at the time.

Catherine Conlon	
Room SE011	11.00-13.00
Narrating Power in the Medical Field	
<p>Lisa attended her family GP to have the injectable contraceptive administered. Before providing Lisa with the contraceptive, her GP administered a pregnancy test showing a negative result. Over the ensuing eight months Lisa presented to her GP at regular intervals because of discomfort and pain she was experiencing in the pelvic area of her body. The GP treated her for urinary tract infections and cystitis, prescribing anti-biotics and went on to administer two more rounds of the contraceptive injection at three month intervals. Lisa’s family and friends were by now querying if she was pregnant. She persisted with attending the GP discounting the possibility of pregnancy given her contraceptive use. Ultimately Lisa attended her GP 28 times between the first contraceptive injection and negative pregnancy test in September and the following May during which time neither she nor her doctor entertained the possibility of pregnancy. Lisa eventually bought a medical book to understand more about the cystitis diagnosis her GP was proposing but therein found her symptoms more consistent with pregnancy. At this point she presented herself to the gynaecological unit of her local general hospital. On arrival there a midwife immediately identified her as in advanced pregnancy. Within a week Lisa went into labour and gave birth to a baby boy but tragically her baby had a congenital abnormality and was stillborn.</p> <p>How could this have happened, that Lisa could have presented to her GP 28 times while pregnant and the pregnancy was not confirmed by either the doctor or Lisa in all that time? Narratives or stories allow us to consider the social and cultural dimensions of an event – the relations and in particular the power relations as well as the ideologies underlying the story. This paper engages narrative to re-present Lisa’s story, which on the face of it seems to make no sense, and may even be considered pathological in some paradigms, to make sense of it.</p>	

Ciara Bradley & Michelle Millar	
Room SE013	14.00-15.30
In Search of a Story: Suspending the 'central research question' in Narrative Research	
<p>How do we ensure we are telling the stories of our participants and not our own stories? This paper discusses the central role of the researcher in the analysis of qualitative narrative research and explores the issue of potential researcher contamination or researcher bias. We discuss the concept of analytic reflexivity as a mechanism for managing researcher bias through the application of two specific tools in narrative research both of which involve suspending the 'central research question' of the research: 1. the Participant Structured Narrative Interview and 2. 'Kick start' interpretive analysis panels.</p> <p>Our paper will present these two methods and provide case examples of the challenges and opportunities of using these methods.</p>	

Colleen O'Neill	
Room SE013	09.30-11.00
<i>'Performing identity in a colonised and inscribed body. Narratives of Adolescents living with Chronic Kidney Disease'</i>	
<p>Objectives: Chronic Kidney Disease (CKD) has profound physiologic effects, which can have immense physical and psychological consequences for young people. Navigating CKD in adolescence is particularly challenging; young people are simultaneously inhabiting bodies that are transforming through pubertal processes as well as trying to manage bodies that have been greatly changed by both disease and medical technologies. This presentation will focus on one emergent theme related to how adolescents perform their identity in living with CKD. This research is part of a larger study, which explores the embodied experiences of adolescents living with CKD.</p> <p>Methods: Using a narrative study design, the stories of five adolescents (10-17 years) living with CKD were gathered in both home and hospital contexts. Data collection took place over an 18-month period, which enabled in-depth accounts of adolescents' experiences to emerge. Data were gathered using visual body maps (i.e. life-size human body images) and unstructured interviews. The collective stories of the adolescents were analysed using Riesman's approach to narrative analysis</p> <p>Results: Through their visual and verbal narratives adolescents performed how their bodies had been inscribed and colonised by CKD, through corporeal experiences such as disfigurement and scarring. Facilitating the integration of medical technologies such as permcaths, catheters,</p>	

artificial organs and dialysis machines into their sense of embodied self and identity was a specific issue for the adolescents in this study. These technologies created a rift between the body and self.

Conclusions: An implication of this finding is that healthcare professional need to understand the ways in which CKD and its treatments can impact on adolescents’ sense of embodied self and identity. New, supportive interventions are needed to prepare and support adolescents through the challenges they may face in living with CKD.

Cordula Bieri	
Room SE013	09.00-11.00
Using ‘Go-Alongs’ for Researching Refugees’ Housing Integration in Ireland	
<p>Background 70.8 million people are currently affected by forced displacement due to violence, conflict and persecution. In Ireland, refugees seeking international protection are accommodated in the Direct Provision system. Since its introduction twenty years ago, this system has been widely criticised by academics, human rights activists and the residents themselves for creating a system of social exclusion and institutionalisation.</p> <p>Research aims The detrimental effects of the Direct Provision system on the residents’ well-being are well documented. However, much less is known about refugees’ journeys once they have been granted status. This qualitative research project specifically examines refugees’ experiences of transitioning from Direct Provision into independent housing, including housing precariousness and experiences of homelessness. The research explores the role of housing and neighbourhood in refugees’ integration process in Ireland.</p> <p>Methodology In-depth interviews are used to shed light on the research participants’ past housing journeys and are combined with what is referred to in the literature as the ‘Go-along’ interviewing approach (Flick et al., 2018). The ‘Go-along’ interview is an ethnographic, person-centred approach which involves the researcher and the research participant walking side by side to places meaningful to the participant while the participant shares his or her observations, descriptions and experiences evoked by the walk (Flick et al., 2018).</p> <p>Discussion Combining the in-depth interview with the ‘Go-Along’ approach has enabled a broader understanding of refugees’ housing experiences in Ireland. Moreover, the use of the ‘Go-Along’</p>	

has opened new possibilities to fundamentally question the traditional relationship between the researcher and the research participant. During the 'Go-Along' the research participant takes the lead in deciding what places to visit, thereby taking control of the arising narrative. As a result, the 'Go-Along' succeeds in challenging the hierarchical relationship between the researcher and the research participant.

Dave Donovan

Room SE011

14.00-15.30

A Case of Narrative Inquiry

Aphorism 9 of the *Organon of the Medical Art* (Hahnemann, n.d., in Wilson, 2014) states: *In the healthy condition of man, the spiritual vital force (autocracy), the dynamis that animates the material body (organism), rules with unbounded sway, and retains all the parts of the organism in admirable, harmonious, vital operation, as regards both sensations and functions, so that our indwelling, reason-gifted mind can freely employ this living, healthy instrument for the higher purpose of our existence.*

This view of the human sees us as agentic, meaning-making beings, seeking to live our lives in a healthy and purposeful fashion.

In seeking to prepare myself for the interviews with my co-inquirers as part of my doctoral research I initially drew on my training as a homoeopath. In particular I was drawn to the writings of Hahnemann (1996), Kaplan (2009), Sankaran (2009), and Grey (2010), on the art of homoeopathic case-taking. These provided me with a way of looking at the interview both as a process and as ethical engagement with the other.

I was struck by the correspondences between these writings and those of Kvale and Brinkmann (2009), and Clandinin (2013), on interviewing in general and interviewing in narrative research in particular. These were writers that greatly influenced how I went about conducting interviews with my co-researchers.

There were to my mind also echoes of homoeopathic philosophy to be found in the writings of some of the community work theorists e.g. Ledwith (2005), Westoby and Dowling (2013), whose writings guided my thinking regarding community work as a 'professional' practice. In my thesis I define 'profession' as a way of being in and seeing the world on which community workers grounded their practice.

The initial draft of what was to become the methodology chapters of my thesis contained many references to homeopathic case-taking philosophy and methodology. And while none of this made into the final version it did provide me with an initial map which I further refined through reading regarding interviewing, narrative research, and community work. There followed a process much drafting and re-drafting which finally resulted in two chapters detailing my

methodology, chapter 4 Methodology Theory: 'Not of Atoms', and chapter 5 Methodology Process: 'I Collect Stories'.

In this presentation I revisit that very early draft of my methodology chapters in order to further explore these correspondences and resonances.

References

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 Kaplan, B. (2009). *The Homeopathic Conversation*. New Delhi: B. Jain Archibel
 Sankaran, R. (2009). *The Other Song: Discovering Your Parallel Self*. Mumbai: Homoeopathic Medical Publishers.
 Kvale, S., Brinkmann, S. (2009). *InterViews*. 2nd ed. London: Sage Publications.
 Ledwith, M. (2005). *Community Development: A Critical Approach*. Bristol: Policy Press.
 Westoby, P., Dowling, G. (2013). *Theory and Practice of Dialogical Community Development: International Perspectives*. London: Routledge.

Denis Murray	
Room SE012	11.00-13.00
Adolescent Substance Use – Illuminating the Narrative	
<p>This presentation will explore benefits of storytelling in session and the use of clip art and other images in letters as a way of illuminating the narrative and generating meaning and connection with young people referred to substance misuse service by parents or other adults including Teachers, Social Workers, Hospital A+E, Child & Adolescent Mental Health Services (CAMHS) and Youth Workers. As such young people may not be concerned for their activity as they are at an early stage in their substance misuse and may not have experienced any negative consequences to cause them concern. Telling stories in session and adopting a more informal approach to letter writing can assist in deconstructing perceived notions of therapy and assist in capturing attention, establishing connection and serve as an invitation for young people, parents and other adults to be creative and to have confidence in their ability to come up with solutions, especially young people who have learning/attention difficulties, trauma histories or disorganised attachment.</p>	

In relation to substance misuse it is observed that risk and protective factors exist in equal measure within different contexts, including within the individual, family, peer group, school and community settings. The early identification of risk groups and the introduction of protective/preventative interventions may reduce vulnerability to risk. The enhancement of decision making by young people may delay or inhibit their engagement in harmful activity including substance misuse. A multi-agency response is required where children’s lives are affected by familial substance misuse and the identification of needs forms the basis for the establishment of integrated care plans, framed within multi-disciplinary and inter-agency collaboration.

Denise O’Flanagan

Room SE012

14.00-15.30

An Arts-based Narrative Inquiry into student experiences of the Junior Cycle School Programme (JCSP) Library Project and whether this engagement can help students to develop the Junior Cycle Key Skills of being literate, being creative, staying well and communicating

The research is ‘An Arts Based Narrative Inquiry into student experiences of the Junior Cycle School Programme (JCSP) Library Project and whether this engagement can help students to develop the Junior Cycle Key Skills of Being literate, Being creative, Staying well and Communicating’.

The inquiry is set in a library in a school in an area designated as disadvantaged. This paper seeks to describe the researcher’s journey as she world-travels (Lugones, 1987) across the narrative landscape as she finds footholds on the path to becoming a narrative inquirer. Using an autoethnographic approach, it proposes to share her awakenings by using Clandinin and Connelly’s three commonplaces of narrative inquiry (2006) - temporality, sociality and place - and memory-work to allow her to move back and forth on the landscapes of her life and enters the research space in the midst.

The paper will draw on participants’ work to reveal student engagement with the Junior Cycle Key Skills of Being literate, Being creative, Staying well and Communicating’.

The paper will be part-performance as through the use of audio files we to researcher and participant voices intersecting to story experiences of being in the library. In an acknowledgement of the power of performance to move audiences and convey meaning music and poetry will also be incorporated into the paper as means to evoke and illuminate (Barone & Eisner, 2012).

Denise Proudfoot	
Room SE012	11.00-13.00
Dual Diagnosis, the Community Voice	
<p>Background: This Participatory Action research explored the Dual Diagnosis community needs in two North Dublin urban areas to develop a response for those living with Dual Diagnosis. Dual Diagnosis is the “<i>co-existence of both Mental Health and Substance Misuse Problems for an individual</i>” (Mac Gabhann et al. pg. 11 2004). In Ireland, despite known increased prevalence rates there is a lack of co-ordinated response to the care of those with Dual Diagnosis. This study’s participants included local residents, service users, community representatives, local health, and social care professionals.</p> <p>Methods: This HSE funded study involved two research cycles over a nine-month period. A key aspect of the study was the community research group which oversaw this study. The CRG membership included service users, their family members and service providers from the two communities in association with Finglas Addiction Support Team (FAST).</p> <p>Results: Findings in the first cycle echoed those from the international literature e.g. the impact of Dual Diagnosis is wide ranging, limited family support and there is a lack of intra agency collaboration. During cycle one narratives emerged about the shared experiences of service users, professionals and family members of dual diagnosis and this paper will consider the aspect of the study. Themes included concerns about lack of knowledge about Dual Diagnosis, how those with Dual Diagnosis and their families try to manage its symptoms. The challenges professional face in working with those with dual diagnosis because of a lack of effective treatment and care pathways.</p>	

Derbhile De Paor	
Room SE012	14.00-15.30
The Great Escape! Building the Bricolage: In which Derbhile becomes Dorothy and we uncover the Triple tale	
<p>‘The Great Escape’ is a metaphor for my doctoral research journey. My quest has been to bring teachers’ ‘Stories from School’ into the light, as they negotiate their changed positioning brought about by a ‘rapid and unprecedented policy ensemble in teacher education’ (Mooney Simmie et al 2016) in Ireland. In the course of the great escape, Derbhile becomes Dorothy and the triple tale is uncovered. The triple tale combines the tale of the pied piper, the wizard of oz and the emperors’ new clothes. In the triple tale ‘The pied piper of neoliberalism calls the tune’ (Mooney Simmie 2012) and the counter melody of teachers’ experience remains undervalued and</p>	

sometimes unheard by the Wizard of Oz (Policy makers). My story of the great escape involves a journey, a quest, a talisman, a challenge and the slaying of a dragon.

The interpretative bricolage which includes, the self who teaches, the self who leads, the self as policy maker, the self as teacher educator and the self as researcher is presented as a personal autobiographical interpretative framework (PAIF). Building the interpretative bricolage by combining the multiple 'I's in the inquiry (Clandinin and Connelly 2000) and thinking with theory, I identify as 'researcher-as-bricoleur-theorist' (Denzin and Lincoln 2011).

Thinking with theory and using writing as a method of inquiry, I have engaged in 'a dynamic creative process' where writing is a method of discovery. (Richardson 1994, 2018). Believing that 'writing is validated as a method of knowing' (Richardson 1994), I present the narrative of this bricolage in both poetic form as performance scripts and as prose using creative non-fiction (Leavy 2013).

Attempting to escape the 'tentacles of the grand narrative of formalistic research' (Clandinin and Connelly 2000), this paper explores performativity and the politics of possibility through the co-presence of performance and autoethnography (Spry 2006).

Frank Ojwang	
Room SE013	09.00-11.00
Advocacy for Immigrant-Supportive Integration Policy in the Nordic Countries Through the Lenses of Single Fathers	
<p>The research anchors on the cyclical theory of social change and intersectionality theory to test the trends and dynamics of the state of single father-led families in the Nordic countries. The research also evaluates the feminist theory and tests the research against the principles and arguments of the theory. Interpretative Phenomenological Analysis (IPA) as a qualitative research approach was used during research phase to gather information on areas such as psychology, health and social dynamics in the lives of the single fathers. IPA examines how people make sense of their major life experiences and informs the cinematic performance for this study.</p> <p>In the Nordic countries, integration of men is becoming a subject of interest to social scientists. Women have attained a fair level of equality and equity among the immigrant group when it comes to integration support. However, men continue to be left out in the integration support for immigrants, especially the single fathers. In Finland, where the population statistics is elaborate and advanced, it is possible to guestimate and find single fathers including immigrant single fathers and follow up with them if they do have access to support group services.</p>	

Existing research has focused on women and the absence of fathers. A study in the US prisons reported that the absence of fathers resulted in five-times likelihood of suicide by a child, thirty two-times likelihood to run away, twenty-times likelihood to have behavioural disorder, fourteen-times likelihood to be involved in sexual aggression or rape, and ten-times likelihood to engage in drug abuse. But what about the absence of mothers? What outcome and impact does it have on the children under the single fathers?

Gareth Burns, Niamh Bird & Katriona O’Sullivan

Room SE012

14.00-15.30

Teachers from Under-represented Groups and their Stories of Becoming Teachers

The recent government investment in the Programme for Access to Higher Education (PATH) and its aim of widening access to initial teacher education (ITE) has focused attention on the need for greater diversity in the Irish teaching profession. While international research to date has focused on the value of diverse teachers, it has largely been limited to minority ethnic teachers (Keane & Heinz, 2015). The life histories of teachers from lower socio-economic backgrounds are under-researched, as are their stories of becoming teachers.

In order to shine light on the lived experiences of teachers from under-represented groups, a narrative life history methodology grounded in phenomenology was adopted. Semi-structured, life history interviews were conducted with seven early career teachers from lower socio-economic backgrounds, the majority of whom teach in primary and post-primary designated disadvantaged schools. The influence of familial and class habitus, significant adults, experiences of schooling and ITE, and other social-cultural factors and processes on their journey to becoming teachers were explored.

Reflective of the generative quality of their class and social habitus, participants’ stories of becoming teachers are characterised by resilience and perseverance. As many of this socio-culturally diverse cohort had attended designated disadvantaged schools themselves, their stories of becoming teachers were dominated by a strong desire to ‘put something back’ into these schools and were strongly invested in a professional and moral identity of ‘teacher as role model’. The strength of their adherence to this culturally ascribed role and the powerful moral purpose that underpinned it, not only motivated them to overcome the various personal, financial and structural challenges they encountered on their journey to teaching, but also offers a window into the transformative influence a more diverse teaching population can have.

Grace O'Grady

Room SE013

09.00-11.00

An Ex/In/hibition of students' creative artefacts: Performing selves

Susan: 'Inhibit...emm...exhibit, in/exhibit.'

Grace: 'Is there inhibition in every exhibition?'

Susan: 'I think every artist is inhibited. I think we all are inhibited so do we need to exhibit that?'

To which *Finn* responded: 'Wish I thought of that. Let's call it Exhibition/Inhibition!'

The final title was agreed: Creative Identities Ex/In/hibition (Transition Year)

Finn: 'That will be the first question from everybody, 'wat's dat?''

This performance offers a participants' perspective on the pedagogical work I carried out as part of a larger CAP (Creative Analytical Practice/Processes) ethnographic study, using arts-based activities to provide a creative space for a group of Irish Senior Cycle students to explore how they construct their identities narratively (O' Grady, 2012, 2014). The voices of the students are enacted as they dialogue with their teachers at an exhibition of their creative artefacts.

The purpose of the research programme was to 'make visible' how identities were constructed in the 'between-the-two' narratives (Deleuze & Parnett, 2002, p.13) as both the young people and researcher moved through the text of the inquiry. In this way the constitutive process of identity construction can be seen as a 'narrative performance' (Reissman, 2008, p.102):

To emphasise the performative is not to suggest that identities are 'inauthentic' ...but only that identities are situated and accomplished with audience in mind. To put it simply, one can't be a 'self' by oneself; rather, identities are constructed in 'shows' that persuade. Performances are expressive, they are performances for others. Hence, the response of the audience is implicated in the art of storytelling. (ibid, p.106)

Drawing on Reissman, Butler and others, I see performativity as the writing and rewriting of meaning that continually disrupts the authority of the text: In their creations, re-creations and audiencing of images, the students performed multiple narratives of self and in the process began to unsettle fixed limiting identity categories.

In this performance there is an opening up to new discursive school practice so I title it, '*Rethinking Educational Practice*' and close the performance with musings about the age old 'trickster', who has been reclaimed as a metaphor of transformation in our classrooms (Conroy & Davis, 2002).

Jacqueline O'Toole	
Room SE012	11.00-13.00
Women and Dieting: Siobhán's Story	
<p>Institutional storytelling infers that narrative work is organisationally embedded and 'localised configurations of meaning and related narrative practices are mediated by organisations' so that organisational voices and preferences can be heard (Gubrium and Holstein 2009,174; O'Toole, 2018, 2019). In other words, organisations set the conditions of possibility for narrative production. This suggests that organisations have big stories to tell which set the narrative agenda for the smaller, individual stories that follow along. In this paper, I focus on one woman's storytelling of her weight management experiences in the context of her participation in a weight management class in the North West of Ireland. With a focus on the institutional storytelling of weight management, I argue that narrative inquiry enables excavation of individual stories and storytelling that can disrupt and resist dominant, organisationally embedded stories and narratives.</p>	

Jerry O'Neill	
Room SE012	09.00-11.00
Four walks: an emergent inquiry	
<p>This paper focuses on an evolving inquiry that I started last summer which explores the significance of place and walking with a small cohort of purposefully selected participants. The starting point was my own curiosity into walking practices - not just as a methodological act, but also as the performance of different types of knowledge and learning than those traditionally found lurking in schools and universities.</p> <p>So, over the last six months, I have taken opportunities, as they have presented themselves, to walk with four participants on the east pier in Dun Laoghaire, cross-town in Dublin, around the campus of Maynooth University, and up amongst the mountainous and ancient tombs of Carrowkeel and Knocknarea in Sligo.</p> <p>To be honest, I am not really sure where it is all going, but along the way I do seem to be finding out interesting things about walking in people's lives. So, for example, it appears that walking can be an act which promises the possibility of perspective-transformation or it can be a perambulating performance of psycho-geolocation in a new city. To walk, or not to walk, across temporals contexts in Ireland, resonates with questions and tensions of class. Walking can be the performance of resistance and protest against global injustices but also as acts of colonial oppression and re-possession in Ireland in the early decades of the last century. There is, it seems, a lot that can emerge on four walks.</p>	

As I am also interested in how we story our research, this paper will invite conference participants into the sound and knowledge-scape of this ongoing walking inquiry through a semi-performative paper which integrates re-crafted audio from the walks with my own reflective signposting.

Katie Fitzpatrick & Jonathan Wyatt

Room SE012

09.00-11.00

Seeking whimsy's edge

The whimsical interrupts our focus on the banal, the practical, the instrumental. It is the thing out of place: a rose on the pavement, a magnolia inexplicably in full bloom in the winter grey, a bright red velvet coat, a downpour as you're getting out of the car without an umbrella; art slid under a door to say 'thank you'. It is a surprise that makes us smile but, more than that, it's a surprise that throws the arbitrary into perspective. It does something. It has an edge. In this paper we work at whimsy's power, how the whimsical finds its way into inquiry, what it can bring to bear. We work at this through and with our differences, through our divergent and changing commitments and investments, to, respectively, critical ethnography and assemblage/ethnography, and whimsy's colouring of each. We don't seek agreement. We seek whimsy's edge.

Lisa Moran & Lorraine Green

Room SE012

09.00-11.00

Negotiating Emotional Boundaries, Catharsis and Emotional Suppression: Findings from a BNIM study of veterinarians' relationships with human and non-human clients in Ireland and the UK

This paper presents findings from a Biographical Narrative Interpretive Method (BNIM) study of practicing veterinarians and veterinary specialists in the UK and Ireland; their relationships with farmers, pet owners, animals and emotional labour (cf. Hochschild 2003). Focusing on 'emotion work' and 'emotion management' (ibid: 7), we explore narratives from practicing veterinarians in different contexts (e.g. small and large animal practices, commercial practices, mixed practices, specialist surgeons) on how they manage and express emotions pertaining to animal birth, death and euthanasia, which affects their relationships in professional and personal domains (e.g. clients, animals, partners). Emotional labour encompasses 'management of feeling' (Hochschild (2003: 7); it is linked to self-governance, intentional self-regulation, emotional catharsis and suppression. It is the external presentation of self to remain congruent with and/or fulfil one's expected occupational and/or professional and personal roles encompassing the re-negotiation of emotions, which includes suppressing felt emotions and/or expressing unfeeling emotions, depending on context. Veterinarians' professional relationships with

humans and non-humans are multi-dimensional; they are emotive, embodying memories of animals, pastimes, family and encounters with farmers and pet owners. However, such relationships embrace instrumentalist notions about professional status and economic viability of businesses which affect how they create and maintain boundaries between professional and personal lives, and manage relationships with family, colleagues, veterinary nurses, farmers and pet owners. These boundaries are part of the *dureé* of life (cf. Giddens 1986), enabling vets to cope with extreme work pressures, abuse from human clients, animal diseases, and management pressures. The prevalence of mental health issues and suicide within veterinary communities is well documented internationally (Stoewen 2015). However, few studies focus on emotional suppression/expression in relation to veterinarians' mental health. The BNIM approach offers scope in exploring veterinarian life stories, although ethical issues pertaining to emotional management emerge as well.

Liz Farsaci	
Room SE013	14.00-15.30
Moving Around and Squatting Down: Birthing Women's Resistance to Traditional Gender Performances and Positions	
<p>Background: As part of my PhD research, I am investigating women's experiences of access to alternative birth models. Many of the women who shared their narratives with me sought out alternative birth models following negative hospital experiences during the births of their first children. Many expressed anger that, during their first labours, they were expected to move and perform in ways that are aligned with traditional gender roles. These included the expectation that the participants should be complacent, should submit their bodies to assault in the form of unwanted medical interventions and should lie on their backs during birth. But within this context, women found ways to resist, and to embody new ideas about the female birthing body. Some, for example, insisted they needed to use the toilet, so that they could move around and squat in private. These narratives of women's resistance to traditional expectations, made possible through trust in their embodied knowledge that they could perform birth in new ways, will be highlighted and explored in this presentation.</p> <p>Aim and objectives of the study: This presentation derives from my PhD study, whose aim is to investigate the lived experiences of women attempting to access alternative birth models in contemporary Ireland. Objectives include:</p> <ul style="list-style-type: none"> • To investigate women's experiences of seeking access to alternative birth models. • To examine how a cohort of mothers negotiated the Irish maternity system in their search for alternative birth pathways. • To determine what information antenatal women receive about birth options. 	

Methods:

This is a qualitative study utilising a hermeneutic phenomenological methodology. Primary data includes interviews with 28 participants. Ethical approval was received in July 2017.

Mary Kelly & Máire O'Higgins	
Room SE012	14.00-15.30
From Page to Page: Teachers' Stories, Raising Voices, Silences, Pain and Possibility	
<p>This performance will facilitate troubling the resonances teachers' stories might have for us as educators in relation to the challenges of being, becoming and sustaining our best selves as teachers. The material scaffolding the performance is derived from a narrative inquiry developed by the researcher, engaging with experienced teachers in primary and secondary schools serving communities suffering multiple disadvantages. The research echoes the continuum of teacher experience from the heartwarming to the heartbreaking echoing the research title <i>Being Teachers, Being Human, Being Women</i>. Teachers' raised voices challenge the extent to which the culture of their schools provides or denies opportunities to critically reflect on how they teach or supports them when they struggle as teachers. The performance begins with Teachers' Backstories, these echo mixed experiences of being silenced and being heard as children. The central part of the performance echoes teachers' reflections on mixed experiences of being Teachers, including being heard and being silenced. The final part of the performance uses an accidental narrative, chanced upon by the researcher during the fieldwork, as a lens to signal the relational possibilities of teaching, from a teacher educator and researchers' perspective.</p> <p><i>From Page to Stage</i> will be performed by Dr. Mary Kelly and Máire Ó'Higgins.</p>	

Melíosa Bracken & Michael Kenny	
Room SE013	09.00-11.00
A case for performative development education	
<p>Development education (DE) is a transformative, participatory learning process aimed at empowering people to play a role in achieving global justice, equality and sustainability. As such, it embodies a performative education that "creates spaces where unjust systems can be identified and interrogated" (Madison, 2010, p159).</p>	

This paper examines the role of Saolta, a new strategic partnership, funded by Irish Aid and tasked with increasing the accessibility, quality and effectiveness of development education within the adult and community education sector. Saolta is led by a five-partner consortium, comprised of the Department of Adult and Community Education in Maynooth University, Concern, Irish Rural Link, AONTAS and Development Perspectives.

The development education sector, with the support of Irish Aid, has put in place strategic programmes to expand and integrate development education at primary, post-primary and third level. Many of these initiatives involve accredited programmes of learning in formal settings, albeit with a participative pedagogical approach. In contrast, DE in the adult and community education sector is much more diffuse in nature, incorporating educational opportunities in the informal, non-formal and formal spheres. Historically, practitioners in this sector come from outside formal education arenas, operating in the spaces between community development and community education and drawing on creative and imaginative pedagogical practices. This has helped the sector retain an authentic, radical dimension, an essential element of an education process aimed at societal transformation.

At the same time, the growth of a different kind of performativity has created challenging conditions for DE practitioners in the ACE sector, such as the embedding of narrow and prescriptive ways of measuring effectiveness and impact in education (Lynch *et al*, 2013) and/or the expectation of pedagogical neutrality whereby educators are expected to maintain a critical distance (Noddings, 1993). The paper explores how Saolta can draw on the practice of narrative inquiry to protect and support DE practitioners as they produce embodied ways of knowing in an educational landscape that favours impartiality and learning outcomes in the form of grades, accreditation, and certification.

Michael Kenny	
Room SE011	11.00-13.00
Ecosystem Collapse – There are no ‘Others’	
<p>The 6th International Irish Conference on Narrative Inquiry website states that Performativity, “... is the power of language to effect change in the world” (Cavanagh 2015), and according to Madison (2010) “... performances of possibility create spaces where unjust systems can be identified and interrogated.”</p> <p>This 20-minute reflective performance workshop invites participants to reflect on our ecosystem collapse. Not to acknowledge the ecosystem collapse is to be passively violent and be a contributor, but to acknowledge and invite collective narrative reflection is to do something in the world: Performativity. Stepping into the unknown in this creative 90-minute workshop will invite us to acknowledge our concern for our ecosystem, and to give it expression and power. Not deliberately acknowledging is to deny the politics of possibility.</p>	

Erich Fromm admonished the common laziness of optimism and pessimism but extolled the counterpoint to both — active hope. René Descartes argues that an imbalance of optimism and pessimism is equally deleterious, whichever direction it may tip in — just as an excess of pessimism may drive out all hope and leave us paralyzed to act, an excess of optimism that drives out all uncertainty and fear is just as paralytic to fruitful action for it renders us complacent.

This performance workshop will be a reflective space of vulnerability and possibility where there are no others – only us. Sharing our narrative of our ecosystem experience will assist us interpret, see and learn about what is happening in our ecosystem. For example,

According to the best data available, the total mass of insects is falling by a precipitous 2.5% a year, suggesting insects could vanish within a century. Insects are by far the most varied and abundant animals, outweighing humanity by 17 times. They are “essential” for the proper functioning of all ecosystems, as food for other creatures, pollinators and recyclers of nutrients.

Source: <https://www.theguardian.com/environment/2018/may/21/human-race-just-001-of-all-life-but-has-destroyed-over-80-of-wild-mammals-study>

Michelle Dunne	
Room SE013	14.00-15.30
Ón gCliabhán go dtí an Uaigh: Women as Folk Performers	
<p>An interesting gender separation exists at various stages of the human life cycle as represented in Irish folklore during the early 20th century. Traditionally, many of the most important roles were carried out by women, particularly at crisis points such as birth, illness and death.</p> <p>The women who assisted at these pivotal moments were usually relatives or neighbours of the person seeking assistance. They acted as agents welcoming new life into the community and helping souls to pass on. Delivering babies, dispensing remedies to relieve ailments and illnesses, nursing the dying, preparing the body for burial or keening the deceased, these women were said to be insulated against the influence of Otherworldly forces and even death while fulfilling their roles.</p> <p>R.A. Jordan (1986) identified that international scholarly interest initially lay in studying the 'lore' (proverbs, songs, stories) as opposed to the 'folk' (the tradition bearers). Furthermore, comparatively less biographical information about female tradition bearers was recorded by folklore researchers. By focusing on popular beliefs and rituals, however, this paper will</p>	

illuminate the importance of female folk performers within their communities.

The manner in which women presided over life and death will be discussed using folklore content from Seán Mac Mathúna's (1876-1949) manuscripts and The Schools' Folklore Collection (1937-1939) primarily. An analysis of various folklore narratives will examine the performance required of and executed by women in relation to each specific role: the keening women, the wise woman or healer and the midwife. This paper will demonstrate how women, as described in folklore texts, asserted control in these roles and were afforded respect by every member of the community.

Pauline McNamee

Room SE013

14.00-15.30

Teacher-as-Writer: How I Wrote My Way to Liberation

"The most important single thing, beyond discipline and creativity, is daring to dare" – Maya Angelou

Combining spoken word performance with personal anecdote, this presentation will illustrate how *daring* to engage in the process of academic and creative writing shaped the story of my becoming. Heeding the call to write - I left behind my "ordinary world" and crossed the "threshold" into adventure. Word by word, sentence by sentence, releasing "my chains like dew", I carved a new narrative. A narrative of possibility. A story that speaks to all individuals who believe in and work to make *possible*, the seemingly *impossible*.

The poems performed during today's retelling, reflect on the themes of hunger and the transformative powers of education and writing. "The Tastes of Childhood" illustrates the taste, smell and pain of the many faces of hunger. Times when we hunger for food, for love and for the memory of the loved ones we have lost. Although inspired by personal memories, its themes relate to the collective cultural memories of a nation whose peoples suffered from the ravages of famine. While remembering An Gorta Mór and Bliain an Áir, it also pays homage to our citizens, especially the children, still suffering from the pain of hunger, in all its guises, in the Ireland of 2020. "I Wrote My Way to Liberation" addresses how writing my way through under and postgraduate studies in Maynooth University, as a mature student, positively impacted on and changed the trajectory of my life.

Personal anecdotes illustrate how attending the Summer Writing Institute for Teachers in Maynooth University and the 4-week Invitational Summer Institute in UC, Berkeley had a transformative effect on my personal, professional, academic and creative lives. Moving outside of the comfort zone of my classroom, my community and my country to write with other teachers, gave me the confidence to call myself a writer who teaches, instead of a teacher who writes. While addressing the issue of teacher-as-writer, I will suggest that the establishment of regional and national networks of writing workshops for Irish teachers from every level of

instruction would enable teachers to develop as reflective practitioners and to experience, as I did, the special alchemy that occurs when teachers write together.

Sasha Noonan	
Room SE013	09.00-11.00
Conversations – Exchanging and Creating our Stories	
<p>Conversations are at the heart of a professional youth worker’s practice as they tell, hear and create stories with young people (Isitt and Spence, 2005; Tilsen, 2018). Their work happens and can be understood in and through hearing about these conversational moments. That said, in a rapidly changing professional environment emphasising a ‘technical rationality’ (Schon, 2001:5) to evidence gathering, youth workers stories and more specifically, the principles of youth work practice, are often lost. As such, the potential for youth workers to shape the policy and practice context of youth work is limited (Spence, 2007).</p> <p>Similar to other social professions in Ireland, the youth work sector sustained significant funding cuts in recent years, austerity cuts which have yet to be fully restored. Considering this, it is essential for youth workers to find ways and identify spaces where they can tell their stories. This presentation examines the use of narrative inquiry in research with professional youth workers. More specifically, it focuses on a process whereby data was collected with youth workers as opposed to on youth workers in a way which was not technical or objective but reflective of what they do and how they come to understand their work. During these conversations I travel with the research participants – my fellow practitioners in youth work, on journeys that were at times, just like in youth work, ‘off road, taking unexpected paths’ (Tilsen 2018: 61), visiting new places together, sharing and collecting stories, and creating new experiences – any intention to try and dig out information like a ‘miner’ believing, like some researchers, it is buried within participants, was disregarded (Kvale 2009).</p>	

Siobhán Madden	
Room SE011	14.00-15.30
“How many participants so I need?!” Interrupting the politics of counting in the performance of narrative research	
<p>While decisions concerning how many participants are necessary for a narrative research study are contingent on methodological and epistemological commitments, this paper takes a step back by critically interrogating the question itself as premised on a normative methodological instrumentalism. My own critical reflexive deconstruction of the anxieties, tensions, and desires</p>	

at stake in the question, “How many participants do I need for a PhD?!” is framed through the self-description of my research participants/collaborators as “three of all the world’s passionate women”. Firstly, I draw on Hannah Arendt’s distinction between the discursive registers of “who” and “what” to foreground an embodied human condition of uniqueness in plurality, and on feminist reworkings by Adriana Cavarero and Maria Tamboukou to present a vocal ontology of open, nomadic, polyphonic, relational narrative processes. Secondly, I analyse the intrusions on this process of the “How many do I need?” question, and how notions of countability are premised on “what” practices of individuation, abstraction, categorisation, closure and the representation of the temporal by the spatial. Finally, I locate the question in a social science concerned with order and routinised patterns, and the reproduction of a politics which depends on individuals as knowable, predictable and therefore governable. I argue that attention to the “who” of particularity, relationality and embodied becomings allows for possibilities of newness in the social world and opens up a logos of infinity.

Tanya Cassidy	
Room SE013	14.00-15.30
Possibilities of Pumping for Preemies: Psycho-social cultural understandings of maternal emotional negotiations between body and baby	
<p>Coupled with the global increase in premature birth has been a global recognition of the importance of human milk, particularly among vulnerable infants. Evidence is contradictory and sparse regarding how best to support the mothers of prematurely born infants, particularly in cultures such as Ireland where breastfeeding rates are some of the lowest in the world. This research sought using narrative interviews to better understand social and cultural considerations of the experiences some mothers of premature infants who gave birth in Ireland, for some of these women it is the first time that they would have considered breastfeeding, let alone doing so through the mediation of an electric breast pump. Not only do these maternal perspectives have the potential to relate supportively to other mothers in similar circumstances, but also health care providers working with these women and their families, as well as inform future research regarding maternal psychosocial and cultural considerations regarding infant feeding with links between technology and the maternal body.</p> <p>Maternal anxieties about breastfeeding prematurely born infants are coloured by anxieties relating to the relationship between the body and alien technologies, in ways that invite the application of technocratic and cyborg theories. Furthermore, historical discussions inform the trend to express human milk rather than feed infants directly, another birthing status symbol and part of the mother-orientated marketing machine. Historically, these devices were part of a larger policy of replacing wet-nurses and were linked to developing neonatal units for prematurely born infants. Through the narratives of those who pump for their preemies (as well as those who pump for other mothers infants) we will discuss how these mothers negotiate two kinds of cyborg: their own infants, whose survival is dependent on tubes and pumps and</p>	

monitors, and their own bodies when attached to pumps and tubes and bottles. A pumping mother is (or is not) a productive body, whose routine becomes governed around the rhythms of a machine. At the same time this product, human milk, provides a primary link between herself and her baby, the most urgent form of care that she can provide. Her expression of human milk makes her not only a concerned mother doing what is best for her infant, but (as healthcare providers frame her), the supplier of not just nutrition but medicine, making the underlying duality between baby and pump a classic psychological/social/cultural case of ambivalence.

Thea Shahrokh

Room SE011

14.00-15.30

Storytelling as Layered, Creative and Political Narratives

This paper introduces the idea of methodological layering within storytelling as an approach to participatory research. We refer to layering in three ways. First, layering includes the different versions of a story that bring together affect, relationships, events and place. Second, the layering of the story reflects an evolving understanding of the self (what is my own story?). Finally, layering is informed by an understanding of wider structures or frames (how do wider systems interact with my story?). We trace how these layers are iteratively developed through visual, discursive and embodied forms of knowledge within a creative storytelling approach.

This approach emerged from practice, particularly in Africa, in contexts characterised by oppression, precarity and injustice. Within these contexts, research is informed by colonialism and often reinforces hierarchies between researcher and researched, among others. We argue that layering within storytelling helps us to work with the complex social issues bound up with deep and persistent injustices, but also to directly challenge the colonial nature of research. While some methodological practices fix or reify the frame of identities, this paper explores how methodological layering engages critically with notions of identity. We trace how identity is framed in a complex and constitutive way through iteration and layering. This offers the possibility that through cycles of telling, listening and re-telling, storytellers see themselves, others and society differently. Layering in storytelling then enables the construction of counternarratives that contribute to the decolonising of knowledge by the storytellers themselves.

Speaker Biographies

Dr Carol Barron is an assistant professor in the School of Nursing, Psychotherapy and Community Health at DCU. She is currently conducting archival folklore research using the Schools Collection (1937-38) to examine the written stories of children told to them by their parents and families of local folk cures.

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Ms Colleen O'Neill is an Assistant Professor and Lecturer in Children's Nursing in the School of Nursing, Psychotherapy and Community Health at Dublin City University. She is currently a PhD candidate and her narrative study is focusing on 'Adolescents' embodied experience of living with chronic kidney disease'.

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Ms Cordula Bieri is a PhD researcher under the supervision of Dr Paula Mayock at the School of Social Work and Social Policy of Trinity College Dublin. Her research focuses on the housing experiences of refugees who have been recently granted international protection. She is a recipient of the 1252 studentship of Trinity College Dublin. She has an MA degree in Sociology from the University of Zurich and worked for four years as a research officer for Caritas Zurich in Switzerland, where her research and advocacy work had a strong focus on the intersection of poverty and housing.

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Dr Dave Donovan completed his Doctor of Social Science in Maynooth University's Department of Applied Social Studies, in 2019. He lives and works in Galway city.

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Mr Denis Murray Family/Systemic Therapist, Registered with FTAI/ICP & EAP., working with HSE Adolescent Addiction Service Dublin Mid-Leinster, which covers five communities in South Western Area of Dublin. Denis is also a Registered Member and Supervisor with Addiction Counsellors of Ireland (ACI). He completed an M.A. in Life-course Studies at NUI Galway in 2013.

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Ms Denise O'Flanagan: My background in education and long-term interest in curriculum development has led me to my current focus on the new Junior Cycle and how students experience it.

My particular research interest is in revealing stories told by participants, emphasising that while there may be stories of challenge, many stories tell of success. My work is rooted in the notion that humans are storying creatures (Sikes and Gale, 2006) and Connelly and Clandinin's definition of narrative inquiry as 'a portal

through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful' (2006).

My research themes have included journaling in the maths classroom, diversity and inclusion. My Ph. D. research project is a narrative inquiry into student experiences of a school library space and whether this engagement can help students to develop the Junior Cycle Key Skills of Being literate, Staying well, Being creative and Communicating.

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Dr Denise Proudfoot is an Assistant Professor, School of Nursing, Psychotherapy and Community Health, DCU. As a nurse academic in DCU she lectures in a variety of areas including mental health nursing, sexual health and sexuality & inclusion health. She has both clinical and research experience in the area of HIV/sexual health and addiction.

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Ms Derbhile De Paor is an experienced teacher and school leader. As an elected member of the Teaching Council (2012-2016), she has been closely involved in the development of Teacher Education policy in Ireland. Derbhile now 'identifies' as a teacher educator and feels privileged to be facilitating teacher learning across all stages of the continuum of teacher education. Exploring the 'post leadership professional pathway', she has enjoyed a portfolio career, working part time in the University of Limerick and Mary Immaculate College. Derbhile has also worked with the National Induction programme for teachers (NIPT) and tutors on the Postgraduate Diploma in School Leadership (PDSL). She is now a full-time member of the school placement team at the University of Limerick. Her doctoral research, which is now close to completion, focuses on school –based teacher education.

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Mr Frank Ojwang is a doctoral candidate at the University of Lapland, focusing on the communities and changing work and analyzing integration dynamics among single fathers from fragile and protracted contexts in the Nordic region. His dissertation focuses on multidisciplinary approaches to addressing migrant and corresponding global challenges in Sub Sahara Africa, Middle East and South Asia through quality integration programs in the Nordic countries. Frank has worked on various development and research projects in East Africa that focus on reduction of malnutrition, improving livelihood especially for women and youth, climate smart and affordable energy technology, and advocacy to promote nutritious crops and policies. Frank is a US Professional Fellow.

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Dr Gareth Burns is a lecturer on Maynooth University's Turn to Teaching Project and the coordinator of its school-based programme: Rising Teachers, Rising Leaders,

which supports the teaching aspirations and academic development of senior cycle, second-level students attending DEIS schools and the student mentoring and leadership capacity of teachers from under-represented groups in teaching. Gareth's specific research interest in the study of the lived experiences of student teachers and early career teachers has stemmed from his previous work as a primary teacher and mentor to newly qualified teachers.

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Dr Jerry O'Neill: I am working as a lecturer with the Department of Adult and Community Education at Maynooth University where I teach and supervise on a range of programmes and do some research. My interest, as an adult educator, in reflexive, creative, critical and participatory practice seems, over the last few years, to have unearthed a certain significance in, and play of, walking across various dimensions of my life. Walking has always been part of my own practice of hanging-in-there in the world, so maybe it shouldn't have surprised me that my poststructuralist-infused, autoethnographic doctoral inquiry ended up writing itself as a dialogic walk with a subject-shifting other through spaces of biographic and occupational significance (O'Neill, 2015). One of the walks from this paper has been re-crafted into a dialogic, perambulatory chapter on a forthcoming book on further education (O'Neill and Finnegan, forthcoming). More generally, I am interested in critically reflexive practices and professional justice for emerging further and adult educators.

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Dr Katie Fitzpatrick is an Associate Professor and Head of School in the Faculty of Education and Social Work at the University of Auckland, New Zealand. Her research and teaching are focused on health education, physical education and sexuality, as well as critical ethnographic and poetic research methods. She has published numerous articles and book chapters in these areas, as well as 5 books. She is currently the lead co-editor of a new book series on *Critical Studies in Health and Education* (Routledge; with Dr Deana Leahy, Prof. Jan Wright and Dr Michael Gard), and co-editor of a new book: *Poetry, method and education research: Doing critical, decolonising and political inquiry* (Routledge; with Dr Esther Fitzpatrick).

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Dr Katriona O'Sullivan is a lecturer in Maynooth University and coordinator of the Turn to Teaching Project. She is the academic lead on the Think about Teaching Foundation Course which provides a pathway to initial teacher education for the most educationally disadvantaged. Katriona developed a significant body of work which evaluated the impact of programmes which attempt to raise the educational aspirations of underrepresented students and increase the capacity of teachers to develop teaching practices which match the 21st century workplace.

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Ms Liz Farsaci is conducting PhD research at the School of Nursing and Midwifery in Trinity College Dublin, investigating women's lived experiences of access to alternative birth options. She is the postgraduate representative on the Steering Committee of the Trinity Centre for Maternity Care Research. She also works as a journalist, specialising in the areas of healthcare and law.

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Dr. Mary Brigid Kelly is a teacher educator at Mary Immaculate College Limerick. She lectures in Philosophy of Education and Sociology of Education in the Department of Learning Society and Religious Education. She holds a PhD in Philosophy, Diploma in Women's Studies and a Bachelors Degree in Education. Her research interests include critical pedagogy, tackling inequality in education and promoting positive relationships in education. She is particularly interested in exploring how teacher knowledge can help researchers and policy makers, understand the possibilities for promoting creativity in teaching and learning in schools and fostering teachers' sense of self-worth, self-efficacy and resilience She is equally interested in troubling teacher knowledge to explore and expose the dysfunctionality of some school cultures and school leaders who fail to tackle inequality, fail to champion equality and fail to advocate for teachers supporting progressive change. Mary is a board member of both Rape Crisis Midwest and Limerick East Educate Together Primary School. She was cited for honourable mention, for the quality of her doctoral dissertation, at the Narrative SIG awards ceremony at AERA in 2018.

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Ms Máire O'Higgins holds an MA in Chaplaincy and Pastoral Care and Post Graduate Diplomas in Educational Leadership and in Entrepreneurial Education from NUI. Máire is Assistant Principal and Chaplain at Larkin Community College in Inner City Dublin where she has worked for thirty years.

As a board member of Encountering the Arts Ireland and Youth Theatre Ireland Máire has contributed to the development of national policies on education, arts and culture, young people and active citizenship. Máire was a founding member and Actor with Pigsback Theatre Company, a Theatre Director with Passion Machine Theatre Company and a Theatre Director Theatre with the Travelling Communities for Wexford County Council. Máire is a Mindfulness Based Stress Reduction Teacher with the International Institute for Mindfulness Based Approaches - IMA. Most importantly, Máire has a daily meditation practice that helps to keep her grateful, centered and listening.

Ms Melíosa Bracken is a Research Officer for Saolta, a strategic partnership programme for Development Education in the Adult and Community Education sector. Melíosa is also a PhD candidate and Hume Scholar in the Department of Adult and Community Education. She is a member of the Community Sector Working Group in the Irish Development Education Association and has extensive experience working with adult learners and adult education practitioners in local communities.
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Mr Michael Kenny is a Lecturer at Department of Adult and Community Education, Maynooth University. Course director in the Teaching Council of Ireland accredited Higher Diploma in Further Education, the BA degree in community studies and the BSc degree in Rural Development Degree by Blended Learning. Michael is a board member of Concern Worldwide (Ireland based international Non-Governmental Organisation) and Concern UK, and IRL (Irish Rural Link) and a past executive member of AONTAS (The Irish National Association of Adult Education).
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Ms Michelle Dunne is a PhD student at Fiontar & Scoil na Gaeilge, DCU. Her research involves editing the diaries and folklore collection of part-time folklore collector, Seán Mac Mathúna from Luogh, Co. Clare. She was awarded a B.A. degree in Nua-Ghaeilge and English and an M.A. in Nua-Ghaeilge from Maynooth University. Michelle is passionate about the preservation and promotion of Ireland's local heritage. Michelle's research interests include the folklore, Irish-language dialects, literature and (minor) place names of Ireland.
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Ms Niamh Bird holds a Masters degree in Psychology and works as a researcher on the Turn to Teaching Project. Niamh is currently engaged in research projects that are exploring: (1) the impact of a foundation course for initial teacher education (ITE) upon students' capacity to participate in higher education and teaching professions, and (2) the impact and outcomes of a school outreach mentoring and aspiration building ITE programme.

Ms Pauline McNamee is a writer, spoken word performance poet, post-primary English and history teacher and writing workshop facilitator. She holds an MA in Writing from the National University of Ireland, Galway. She is a recipient of Maynooth University's John and Pat Hume Doctoral Scholarship. Combining narrative and arts-based research methodologies, her doctoral research will explore how post-primary teachers' relationship to writing shapes their teaching of writing. Her poetry and non-fiction have been published in Ireland, the UK and the US.
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Ms Sasha Noonan: I am a lecturer in the Department of Applied Social Sciences at Limerick Institute of Technology where I teach on the Social Care and Community Development Degrees and the online Masters in Youth Work and Games. Before lecturing, I practised as a youth worker for 8 years working in mainstream and targeted youth work with young people in Limerick city and county. My practice and research interests include practice narratives, reflective practice, youth work and professional practice.

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Dr Siobhán Madden is an independent scholar, community educator, researcher and activist based in Moycullen, Co. Galway. She completed her PhD in Adult and Community Education in Maynooth University in 2017. Her research interests are narrative, voice, feminist counter-rationalities to neoliberalism, postcolonialism, and the development of transformative knowledges.

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Dr Tanya M. Cassidy is a senior medical social scientist with over two decades of experience of researching and teaching a variety of qualitative methods, including extensive experience with narrative interviews. Recently Tanya held a Fulbright-HRB Health Impact scholar, extending to North America her EU Horizon 2020 Marie Skłodowska Curie Award (MSCA) ethnographic research on donor human milk services, which included two years of systematic observational research in four of the largest services across the UK and Ireland, including the service located in Northern Ireland, a cross-border health service. She conducted narrative interviews with fifteen donors, as well as fifteen parents of preterm infants for each of the four services. Her *Pumping for Premies* project was her first post-maternity/career break research (2008-2010) involving narrative interviews with an additional 35 mothers of preterm infants in Ireland. She is the first author of several peer-reviewed articles, as well as the monograph *Banking on Milk: An ethnography of donor human milk relations* (Routledge, 2019). She has edited a number of positively reviewed volumes, including *Maternal Tug: Ambivalence, identity and agency* (Demeter Press, 2020), *Ethnographies of Breastfeeding: Cultural contexts and confrontations* (Bloomsbury, 2015) and *What's Cooking Mom?: Narratives about families and food* (Demeter Press, 2015).

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