Index

Academia, 104–105, 173–174
  autoethnography as research method, 174
  graduation, 176–178
Academic, 135–136
Academic capitalism, 43
Academic self, 64
  ethnographic self, 60–66
  need for story, 67–68
  space and place, 59–60
  TLT, 66–67
Academic translator, 49
Academy, 89–90, 95, 97
  accent, 93
  beginnings, 90–93
  black hair, 93–95
Accent, 93, 188–189, 194–195
Accentism, 114
Actual working classes, 33
Aerial imagination, 22–23
Albatross, 21–23
Alcatrace, 22
American Educational Research Association (AERA), 10
Angels, 17–18
Anti-terrorism strategies, 82
Art as cultural resource, 141–145
Artefacts, 44
Artist, 135–136
Artistic capital, 158–159
Assumptions, 187–188
Autoethnographic analysis, 203–204
Autoethnographic/autoethnography. *See also* Collaborative autoethnography, 67
  approach, 136
  artefacts, 44
  fictions, 44–45
  question as scientific method of analysis, 160–161
  as research method, 174
Awkward voices, 207–212

Bachelard, Gaston, 19
Black hair, 93–95
Black women, 93–94, 97
British Association of Applied Linguistics (BAAL), 168

Capital, 174
Capital-Labour relation in Marxism, 4–5
Capitalism, 2
Career identities, 107–108
Casualisation, 43
Certificate in English Language Teaching to Adults (CELTA), 166–168
Childhood, 20–21
Class, 103–104, 123–126, 136, 156–157
  Christmas in 1985, 162–164
  discourse of roots, 161–164
  identity, 199
  importance in class, 212–213
  PhD Graduation Ceremony, 167–168
  question of autoethnography as scientific method of analysis, 160–161
  significance of routes in formation of classed self-identifications, 164–170
  society, 208
Classism, 110, 181
Cloud, 24
Co-interview, 46–48
Code-switching, 94–95

Collaborative autoethnography, 45
  celebration, support and pride, 50–51
  co-interview, 46–48
  methodology, 45–46
  methods, 44–45
  pain, disconnection and isolation, 48–50
  working-class journeys into and through academia, 42–43
  working-class women wanting and working in academia, 43–44
Collaborative meaning-making, 45–46
College Based Higher Education (CBHE), 129
Consumerism, 43
COVID-19 pandemic, 177
Critical Education approach, 6
Critical Education pedagogy, 7
Critical Race Theory (CRT), 10, 95–96
Critical realism, 11
Cube of identity
  betterment, 76
  faces of oppression, 84–85
  identity, students and familiarity, 84
  islamophobia, power of language and microaggressions, 81–83
  language, religion, culture and family, 76–78
  meritocracy and imposter syndrome, 83–84
  outsider amidst insiders, 81
  return to university and career, 79–81
  university, silent departure and ineffective role models, 78–79
  unwelcome and subliminal messages, 75
Cultural assets, 138, 141
Cultural capital, 129, 135–136, 138, 141, 158–159
Cultural representation, 203–204
Cultural wealth, 183

Desire, 136
  art as cultural resource, 141–145
  case, 137–138
  cultural capital, 138–141
  educator, 149–150
  Salisbury Cathedral, 145–148
  working class identified in educational discourses, 136–137
Double consciousness, 82
Dual identity, 83, 117–118
Dynamic imagination, 21

Economic orders, 158
Education, 2–3, 58, 130–131, 194–195
Educational approaches, 206
Educational attainment, 209–210
Educational capital, 158–159
Educational settings, 206–207
Educational system, 205–206
Elicitation techniques, 44–45
Employment, 2–3
English as a second language (ESOL), 166–168
English HE widening participation policy and strategies, 104
English to Speakers of Other Languages (ESOL), 107–108
Equality Act (2010), 37
Equality and Human Rights Commission's Equalities Act 2010, 8–9
Estuary English, 188–189
  accent, social hierarchy and education, 194–195
  celebrating accents, diversity, 199–200
  class identity, 199
  internalised oppression, 199
  school, 189–192
  social work academic, 197–199
  social worker, 195
  social worker to lecturer, 196
  university, 192, 194, 196–197
Ethnographic self, 60–66
  disadvantage, 64–66

Failure, 83
Feasibility, 11–13
Field–habitus clash, 115–116
'Fish out of water' phenomenon, 108, 110, 115–116
Flight, 21
Flying creature, 22–23
Free school meal (FSM), 137–138
Further education (FE), 107–108

Gender, 194
Gonzo pedagogy, 125–126
Gradational model, 4

Habitus, 103–106, 139
Hair, 93–94
Higher education (HE), 32, 42, 101–102, 108, 177, 203
  accessing, 106–108
  class, 31–32
  class and HE journey, 33–36
  early life and schooling, 30–31
  meanings of working-classness, 32–33
  social class and confounding of mythology of meritocratic social mobility, 36–38
  student to staff, 38–39
Higher Education Institution (HEI), 96, 156–157, 182–183
Higher Education Statistics Agency (HESA), 96
Hysteresis, 110–111

Identity, 58–59, 156–157
Imaginary flight, 24
Imposter syndrome, 83–84, 112
Imposterism, 111
Index of Multiple Deprivation (IMD), 137
Industrial capitalism, 4–5
Inequality, 2–3
Inequity, 5–6
Initial teacher education programme (ITE programme), 60
Intense silence, 207–212
Internalised oppression, 199
International Conferences on Critical Education (*ICCE*), 9–10
Introjected values, 110–113
Ireland, 102, 194, 206, 207, 211, 212
Irish, 90, 102, 103, 114, 144, 194, 203, 206–208, 212
Islam, 82
Islamophobia, 81–83

Jobs, 103
Journal for Critical Education Policy Studies (*JCEPS*), 9–10

Language, 20–21
Linguistic capital, 158–159, 181–182
Local Government Act (1986), 58
Low participation neighbourhood, 103–104

Marginalisation, 82
Margins, 213–216
Market differentiation, 39
Marketisation, 43
Marxism, 5–6, 157
Marxist pedagogy, 6
Mature students, 34
Media representation, 124
Memory, 18–19
Mental Health Act, 195–196
Meritocracy, 83–84
Meritocratic social mobility, mythology confounding of, 36–38
Microaggressions, 81, 83, 113, 180
Minoritised groups, 80
Mr Airport Man, 18, 23–24
  Back to the Future, 24–26
  pilgrimages, 18–19
Muslims, 82
Mystification, 11–13
Mythology of meritocracy, 36–38

Narrative research, 61–62
Neoliberalism, 5–8
New academy, 132–133

New Labour government of 1990s, 106
New York City (NYC), 61–63
Nostalgic, 19

Objective limits, 110
Occupation, 2–3
Office for Students (OfS), 137
Open University (OU), 175–176
Oppression, faces of, 84–85
Optimum approach, 125–126
Othering, 82

Participation of Local Areas (POLAR), 137
Photo elicitation, 44–45
Post-class, 3
Poverty-related attainment gap, 58
Power geometry, 59
Power of language, 81–83
Praxis, 6
PREVENT policy, 195
Private *vs*. public sector work, 33
Privatisation, 43
Procellariiformes, 22
Professional identities, 107–108

Racism, 10, 90–91
Received pronunciation (RP), 114
Reflexive methods, 181
Relation model, 4
Research Excellent Framework, 43
Resistance, 182
Reverie, 19, 21
Role models, 78–79

Salisbury Cathedral, 145–148
School of Oriental and African Studies (SOAS), 96
Scottish Index of Multiple Deprivation (SIMD), 68
Scroll back method, 44–45
Shame, 127, 130–131
Sink school, 104–105
Social capital, 129
Social class. *See also* Working class, 2, 4, 36, 38, 42, 136, 156–157, 206
  de-centring, 8–11
  grades of social status *vs*., 4–5
  mystification and feasibility, 11–13
  neoliberalism, 5–8
Social groups, 27
Social hierarchy, 194–195
Social interactions, 156–157
Social mobility, 102
  industry, 37
Social status grades, 4–5
Social worker, 195
Socialisation, 140–141
Socio-cultural and consumption markers, 2–3
Space and place, 59–60
Strangers in Paradise: Academics from the Working Class (Ryan & Sackrey), 104–105
Structuralism, 140–141
Superdiversity, 156–157
Supply–demand nexus, 32–33

Teacher education, 60–61
Teaching Excellence Framework, 43
Thames Estuary English, 190–192
There is no alternative (TINA), 12
Third sector organisations (TSOs), 37
Toxic narratives, 125–126
Transformative Learning and Teaching (TLT), 66–67
Trinity College Dublin (TCD), 207–211

University and College Union (UCU), 97
University College Dublin (UCD), 211

Victoria and Albert Museum (V&A), 147

Wandering albatross, 22

Welfare classes, 137–138
WhatsApp messages, 46–47
White Supremacy, 10
Widening participation, 104–106
Wing, 24
Workers and bosses, 31
Working class, 101–102, 123–124
  academic conference, 124–125
  academics, 203–204
  culture, 103–104
  families, 103
  identified in educational discourses, 136–137
  identity, 89–90
  journeys into and through academia, 42–43
  women wanting and working in academia, 43–44
Working-classness, meanings of, 32–33
Working-class academics (WCA), 173–174, 177–178
  benefits, 181–182
  difficulties, 178–180
  examples, 174

Xeno-racism, 10

Zoom, 47–48