

**Title: Fellowship and solidarity? Secondary students' responses to strong classification and framing in education**

Anneli Schwartz, University college of Borås, Sweden  
Elisabet Öhrn, University college of Borås, Sweden

This paper draws on one year of ethnographic fieldwork in a suburban, multiethnic Swedish secondary school. It explores student responses to a teaching programme building on ideas and values from an American organisation for school leadership (School Leadership Academy at the Centre of Educational Innovation) and the educational philosophy of Lorraine Monroe. The programme is marketed to save schools in poor, urban and suburban areas, through traditional pedagogy and strong discipline and leadership and might be defined as a "saviour discourse". That is, "a composite of rhetorics, claims, allusions, promises, and jargon borrowed from business, educational research and political and policy ideas ... that promises to save schools, leaders, teachers and students from failure, from the terrors of uncertainty, from the confusions of policy and (perhaps above all) from themselves ... " (Ball 2007, p 146). The programme claims to solve a number of school problems, ranging from poor motivation and achievement to lack of discipline and misconduct. In the paper we explore the various ways that students have responded to the emphasis on traditional pedagogy, strong leadership, discipline and individual achievement, such as conformity, accommodation, colonisation, innovation, resistance and ambivalence (after Woods, 1979, quoted in Furlong, 1985). We focus in particular on student resistance to individualisation and their values of fellowship and solidarity. The gender dimension is significant as are issues of place and space and the students' experiences as part of a stigmatised and marginalised migrant population in a satellite suburb. Identities of place and space are examined intersectionally in the paper in relation to class and gender.

Ball, S. J. (2007). *Education plc. Understanding private sector participation in public sector education*. London: Routledge.

Furlong, V. J. (1985). *The Deviant School*. Milton Keynes: Open University Press.