

Psychoanalysis & Education Conference

22nd to 24th October 2015

The School of Education
University of Sheffield

In association with
The Northern School of Child and Adolescent
Psychotherapy

Inox Dine,
Level 5,
Students' Union Building,
Durham Road,
Sheffield, S10 2TG



The
University
Of
Sheffield.


Northern School
of Child and Adolescent Psychotherapy

Welcome to the 3 Psychoanalysis and Education Conference. This is the first time that the conference has been held away from Canterbury and we are honored and excited to have attracted a range of important speakers to this conference. Those here range from emerging scholars through to experienced clinicians and educationalists and established academics and thinkers.



We the organizing committee have a strong commitment to recognizing the value that psychoanalytic understanding my offer to the many and varied educational spaces that are a part of how we learn together. The starting point is the acknowledgment that psychoanalytic theories, in their diversity, provide a unique range of concepts that leads us to consider how the human mind, the capacity for thinking, subjectivity and emotionality develop and what impact this may have on relationships within the diversity that is education. In working towards hosting this conference we are looking forward bringing together colleagues from around the world who share this common interest

The format of the conference is tailored to the need to generate maximum opportunity for discussion. Longer presentations include time for discussion while short presentations will be followed by comment and discussion. We have included panel discussions on topics of interest and look forward to stimulating debate. We were also keen extend the opportunity for workshop participation with the aim of cultivating a participatory atmosphere. Through the working relationship between the School of Education at The University of Sheffield and The Northern School of Child and Adolescent Psychotherapy we hope to offer a space that appeals to both educationalists and clinical practitioners.

Those with an interest in history will know the long history of the relationship between Psychoanalysis and Education, from Freud, to Anna Freud, Susan Isaacs and Melanie Klein to the work of Winnicott, Bion and Lacan and those that have developed their work. We look forward examining and reinvigorating the relationship as we believe it is as relevant now as it has ever been.

Welcome to Sheffield.

Conference Programme

Thursday, 22nd October 2015

4:30pm onwards	Registration & Refreshments		
5.00pm-5.15pm	Welcome (Tony Williams)		
5.15pm-6.15pm	<p>Chair:</p> <p>Keynote: Stephen Frosh, Birkbeck, University of London You Leave here stamped, 'credit points'</p>		
6.30pm-7.30pm	Parallel Paper presentations (3 x 15 min pres + 15 min discuss X 3 = 1hr)		
	<p>Chair:</p> <p>Alan Bainbridge; Elizabeth Houlton ; Anastasios Gaitanidis</p> <p><i>A Symposium; The nature & consequence of the fetish in education</i> Room 1</p>	<p>Chair:</p> <p>Kay Goddard <i>'The unsupported self: pseudo learning and evasion of experience'</i></p> <p>Andrew Murray <i>Psychoanalytically informed teachers: the need for observational training in education</i></p> <p>Guillermo Rios 'A pain in the belly button': an approach to Sam and Louis separation anxieties in nursery Room 2</p>	<p>Chair:</p> <p>Lisa Proctor <i>Living Beyond Childhood Domestic Violence</i></p> <p>Nicola Salsbury <i>The Uncovered Space' : Conversation on an Art Project for Military Veterans</i></p> <p>Lindsey Nicholls; Frances Reynolds; Dr Nthabiseng Faku-Juqula <i>Vicarious Trauma and Grief Denied; parallel processes in doctoral supervision when the topic is toxic</i> Room 3</p>
7.30-8.00pm	Refreshments		
8.00pm - 9.00pm	Chair:		

Keynote: Panel discussion: Learning to manage the Everyday: The Politics of Vulnerability

Stephen Frosh, Kathryn Ecclestone, Margret Rustin

Friday, 23rd October 2015

8.30am-9am	Registration & Refreshments		
9.00am-10.30am	Paper presentations (2x 45 min)		
	<p>Chair:</p> <p>Daniel B.Frank <i>Educating for Empathic Citizenship: Systems Psychodynamic Perspectives on Design Thinking & Potential Space in School Life</i></p> <p>David Lewkowich <i>On The Problem of Schooling The Compulsion to Create</i> Room 1</p>	<p>Chair:</p> <p>Jole Orsenigo; Roberta Sciannamea <i>Being Here: Bodies & Spaces for the development & expression of the Real Self. A pedagogical reflexion</i></p> <p>Laurence Gavarini; Ilaria Pirone <i>From Freudian child's conception to Telemachus, Back to psychoanalysis in our teaching programs</i> Room 2</p>	<p>Chair:</p> <p>Linden West <i>Transitional space or non-learning? Fundamentalism, racism and education in a distressed post-industrial city</i></p> <p>Tapo Chimbganda <i>Psychoanalytic Paradigms for Pedagogy: The Classroom as Privileged Space</i> Room 3</p>
10.30am-10.45am	Refreshments		
10.45am-11.45am	Workshops (60 minutes)		
	<p>Chair:</p> <p>Jean-Marie Weber <i>Transference in the pedagogical relation: Development of knowledge and subjectivity by analysis of teacher-movies</i> Room 1</p>	<p>Chair:</p> <p>Anne-Marie Wright; Emma Higgs <i>Ambiguous Space - Projective Identification; Schools Thinking Psychodynamically</i> Room 2</p>	<p>Chair:</p> <p>Stephen Hyman <i>The School as a Holding Environment</i> Room 3</p>
11.45am-1.00pm	Lunch		

1.00pm-2.00pm	<p>Chair:</p> <p>Keynote: Michael Rustin; Title To Follow</p>		
2.00pm-3.30pm	<p>Paper presentations (2 x 45 min)</p>		
	<p>Chair:</p> <p>Lisa Farley; RM Kennedy <i>Re-Thinking the “Truth” of Gender as Transitional Space</i></p> <p>Stefania Ulivieri Stiozzi <i>Body Language & Clinical Sensitivity in Ferenczi’s work</i> Room 1</p>	<p>Chair:</p> <p>Peter Elfer; Jools Page; Sue Greenfield <i>The contribution of holistic, naturalistic methods of observation to understanding infant-caregiver interactions in centre-based childcare</i></p> <p>David Mathew <i>Fragile Learning and the Banquet of Crumbs</i> Room 2</p>	<p>Chair:</p> <p>Anton Perzy <i>No Inner Space – No World. Melanie Klein, Fainted Love, and the Organization of Experience</i></p> <p>Francesco Cappa; Gaia Del Negro <i>A ‘transformative space’. A psychoanalytical metaphor and an educational practice</i> Room 3</p>
3.30pm-4.00pm	<p>Refreshments</p>		
4.00-5.30pm	<p>Paper presentations (45 min presentation followed by 2 x 15 minute presentation with 15 minutes discussion)</p>		
	<p>Chair</p> <p>Jean-Luc Rinaudo <i>Digital technology and teaching practices: from de-linking to creative work</i></p> <p>Kinjal Damani <i>Teachers on social network: Facebook as a potential space</i></p>	<p>Chair</p> <p>Heather Price, Christopher Scanlon <i>The Mulberry Bush School: How to evaluate a psychoanalytically-informed intervention, using psychoanalytic insights?</i></p> <p>Mara Socolovski Batista <i>Constructing new meanings for old educational signifiers</i></p>	<p>Chair</p> <p>Tim Moss <i>Alpha and beta: how to be both</i></p> <p>Celeste Foster <i>Learning about looking: an exploration of different qualities of nurse’s ‘looking’ ‘seeing’ and ‘watching’ and their influence on the construction of relational spaces in an adolescent psychiatric intensive care unit</i></p>

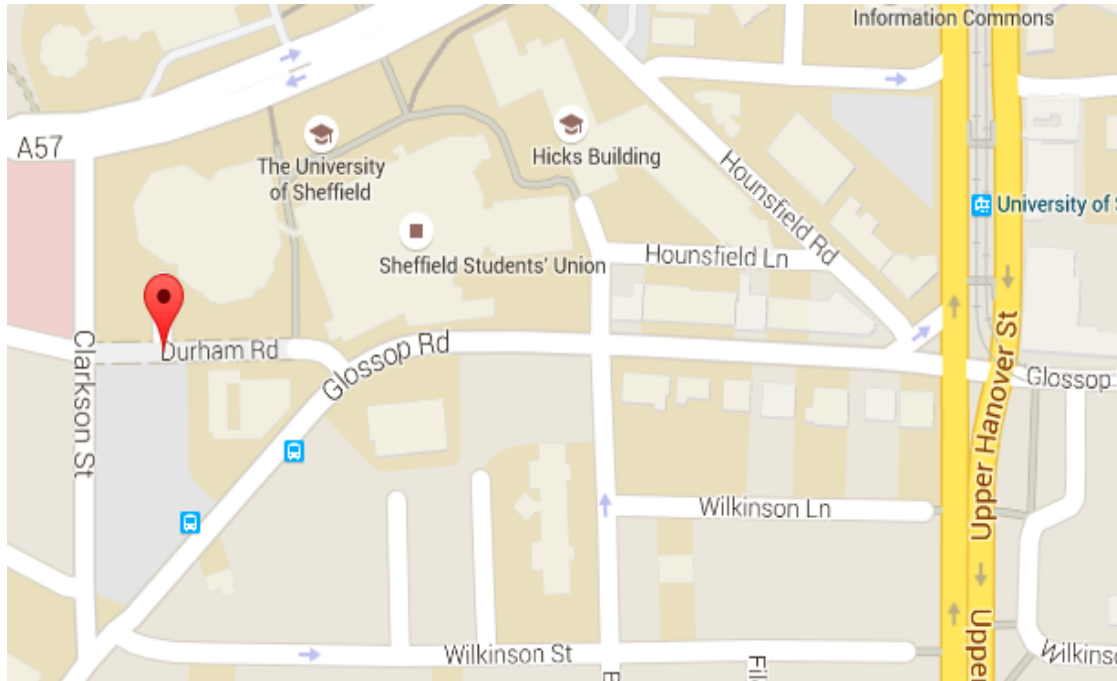
	Jean-Marie Weber <i>Teacher students and their subjective "relationship to knowledge". Work on signifiers in interview-research.</i> Room 1	Alexandros Chatziagorakis; Emily Williams <i>Setting up a Psychoanalytic Film Discussion Club in Leeds</i> Room 2	Dan Goodley <i>Autism and the Human</i> Room 3
7.00pm	Conference Dinner at INOX		
Saturday, 24th October 2015			
8.30am-9am	Refreshments		
9am - 10.30am	Workshops (3 x 90 minutes)		
	Chair: Peter Elfer <i>Defences against Anxiety in Organisation & Interaction in Nurseries</i>	Chair: Simon Tucker <i>The School in Mind: The Unspoken Realities of Headship</i>	Chair: David Rothauser <i>The Classroom as a Group: Applying group psychodynamic principles to our work in educational settings</i>
10.30am-11.00	Refreshments		
11.00-12.00am	Chair: Keynote: Peter Taubman; Brooklyn College, New York Title: The place of the unconscious in neoliberal education reform		
12.00-1.10pm	Panel discussion: Accountability culture examined Peter Taubman; David Armstrong; Simon tucker		
1.15pm	Planning for the future		

Thursday 22nd, Friday 23rd & 24th October 2015

Inox Dine, Level 5, Students' Union Building, Durham Road, Sheffield, S10 2TG

Enter through the West Entrance of the Students' Union Building.

Travel to the University of Sheffield



Public car parking spaces can be found here:

[http://en.parkopedia.co.uk/parking/sheffield uni western bank sheffield united kingdom/?ac=1&country=UK&lat=53.380941&lng=-1.48794699999999628](http://en.parkopedia.co.uk/parking/sheffield%20uni%20western%20bank%20sheffield%20united%20kingdom/?ac=1&country=UK&lat=53.380941&lng=-1.48794699999999628)

Park and Ride

Information is available here: <https://www.sheffield.ac.uk/visitors/mapsandtravel/parkandride>

Train

The nearest station is Sheffield. You can catch a tram to the University stop, or it is about a 30 minute brisk walk from the station or a £12-15 taxi, ride depending on traffic.

Accommodation near the University*

- The Rutland Hotel www.rutlandhotel-sheffield.com
- Leopold Hotel www.leopoldhotel.co.uk
- The Harley www.theharley.co.uk/
- Premier Inn, Sheffield City Centre http://www.premierinn.com/en/hotels/S14UP?searchModel.map=false&CID=TRA_UK_BL_HotelWebsiteLink_LV_SHEBAR
- Etruria House Hotel <http://etruriahouse.co.uk>
- Jury's Inn, Sheffield https://www.jurysinns.com/hotels/sheffield?tmad=c&tmcampid=33&tmplaceref=e&tmclickref=jury's%20inn%20sheffield&gclid=CM_F1sXbwcUCFSvJtAodkDAA9g

* Please note these addresses are for information only, and not recommendations. Please contact the hotels direct for further information.

Conference Practicalities

Registration, breaks and lunch

- The registration desk and all refreshments will be available on Level 5 of the Students' Union Building.

Internet access

- Wifi is available and signposted throughout the Students' Union Building

Photography

- Photographs will be taken for publicity purposes. If you would not like your photo taken, please advise.

Conference blog

- Presentations, videos and social media responses on the conference will be available after the event at:

Twitter

- We will use the #UnconsciousinEd2015

Feedback form

- Please fill out your feedback form and leave it on the registration desk before you leave.

Access Requirements

- The venue is wheelchair friendly

Dietary Requirements

- Please contact I.j.farnsworth@sheffield.ac.uk for any dietary requirements.

Thursday 22nd October: Conference Day 1

5.15-6.15pm

Keynote Speaker: Stephen Frosh, Birkbeck, University of London

Room: 1

Title: You leave here stamped, 'credit points'

Jacques Lacan's famous put-down of the post-1968 students – 'You come here to gain credit points for yourself. You leave here stamped, "credit points"' – is closely related to his idea that the 'Discourse of the University' *bureaucratizes* knowledge. For Lacan, psychoanalytic knowledge contained a radical critique of our usual assumptions about how and what we learn, and about how education functions. Yet it is hard not to be struck by how difficult it is for psychoanalysis to retain this sense of critique, and how tempted it is to reproduce many of the 'bureaucratic' elements of learning and accreditation that it supposedly subverts. Perhaps it has to be this way: if psychoanalytic understanding is a process of advancing not-knowing, and if this means intentionally cultivating a state of discomfort, then clinging to the safety of 'credits' may be an irresistible defence.

Biography Note: Stephen Frosh is Pro-Vice-Master and Professor in the Department of Psychosocial Studies at Birkbeck College, University of London. He has a background in academic and clinical psychology and was Consultant Clinical Psychologist at the Tavistock Clinic, London, throughout the 1990s. He is the author of many books and papers on psychosocial studies and on psychoanalysis, including *Psychoanalysis Outside the Clinic* (Palgrave, 2010), *Hate and the Jewish Science: Anti-Semitism, Nazism and Psychoanalysis* (Palgrave, 2005), *For and Against Psychoanalysis* (Routledge, 2006), *After Words* (Palgrave, 2002) and *The Politics of Psychoanalysis* (Palgrave, 1999). His most recent books are *Hauntings: Psychoanalysis and Ghostly Transmissions* (Palgrave, 2013), *Feelings* (Routledge, 2011) and *A Brief Introduction to Psychoanalytic Theory* (Palgrave, 2012).

6.30-7.30pm

Parallel Papers

Alan Bainbridge, Canterbury Church University

Room 1

Elizabeth Hoult, Birkbeck, University of London

Anastasios Gaitanidis, University of Roehampton

Title: A Symposium; The nature & consequence of the fetish in education

The symposium will consist of three presentations:

Identifying the origin and nature of the fetish in education (Exploring the Potential Space)

Considering unconscious defences as a consequence of the education fetish (Exploring the Primitive Space)

Exploring the performance of gender and power relations within the education fetish (The Projective space of the Other)

This symposium will explore the contention that 'education' is a human-made commodity and from this stance, identify the nature and consequences of 'the fetish'. Marx's commodity fetish imbues objects with unrealistic powers that hide from awareness the relationship between exchange value and use value.

Freud's later conception of the fetish is one that moves beyond notions representing the fear of castration to the wider perception of dealing with loss through disavowal and defences that can split the ego. In this symposium we consider education in the light of both interpretations of the fetish. A particular focus shall be on how the fetish has the perverse 'power' to influence the process of formal education, resulting in the difficult nature and the anxiety inherent in the processes of teaching and learning being avoided.

The process of education shall be discussed in the context of particular fetishized practices (like digital technologies) functioning as 'obsessional' defences (which according to Klein are 'manic' in their character) producing ritualised, fixed learning environments which ignore not only the importance of 'holding environments' for the process of learning but also the significance of playful 'transitional' spaces where both teachers and students are allowed to experiment with ambiguity, illusion and uncertainty before they feel confident to acquire any new 'knowledge'. In this respect, fetishized practices arrest/freeze the development of creative intersubjective encounters which can both protect students from, and gradually prepare them for, the difficult and painful process of learning. We employ the notion of gender to open up readings of fetishized behaviour in education as representing a 'masculine' performance. In this understanding of culturally-restricted versions of masculinity, the fetish may represent a particular response to separation from ('feminine') 'holding environments' and the actual or anticipated loss of those environments.

We offer the possibility of education being influenced too often by ritualized practices that do not engage with learning, noting instead that educators and learners can be deceived by fetishized products and seduced into masculine repertoires of unrepresentative power relations and unrealistic hopeful attempts to control complex environments.

Parallel Papers

Kay Goddard, Private Practitioner registered with the British Psychoanalytic Council, and the British Psychotherapy Foundation

Room 2

Title: 'The unsupported self: pseudo learning and evasion of experience'

I will begin by drawing on my own clinical practice, informed by experiences with patients who sometimes destroy links and consequently find it difficult to build up a good enough internal object that can sustain growth. I will be discussing how this impasse can be overcome through the containment and naming of the psychotic anxieties that lie at the base of their difficulties

My own thinking has been influenced by the ideas of Wilfred Bion (*Learning from experience* 1962) Through clinical examples, I will explore some of the defences, including '*attacks on linking*', that impede emotional growth and understanding, which result in the common failure to truly learn from experience ('What experience and history teaches us is that people and governments have never learned anything from history, or acted on principles deduced from it.' Georg Wilhelm Friedrich Hegel).

I will be looking at the *emotional* roots of cognition and will be hoping to challenge some of the assumptions about what it is that constitutes healthy growth and intelligence. I hope to stimulate discussion and reflection about the experience of learning; about the internalized social, educational and familial pressures that can inhibit and distort learning and that can lead us away from meaningful contact with ourselves and others. I will consider the part our infantile omnipotence plays in the joint creation of an *illusion* of knowledge and learning. I hope to stimulate some discussion about the collapse of difference between internal and external reality and its consequences, and the dominance of immediacy of communication over reflective thinking.

Parallel Papers

Andrew Murray

Room 2

*Title: **Psychoanalytically informed teachers: the need for observational training in education***

Summary: the following abstract has the potential to explore a number of themes proposed for discussion in the conference: the role of countertransference in the student-teacher relationship; anxieties which may be experienced in the process of learning which relate to the earliest experiences of containment and holding; and the projective mechanisms present through adolescence which can manifest in the idealisation or denigration of the adults around them, especially within a teaching context.

The range of CPD available for teachers is generally geared towards acquisition of classroom skills and assessment techniques which are easily quantifiable and observable through lesson planning and observations; much of this is driven by the demands of the Ofsted inspection process which, in turn, causes increased pressure on teachers to perform effectively. However, little attention is given to the student-teacher relationship and the dynamics contained within, and in more 'challenging' schools this relationship is central to student progress. Psychoanalytic observation training – with a particular emphasis on work discussion - should be promoted as a highly effective form of CPD for all educational staff and of particular relevance to secondary education; where the extreme projective mechanisms manifested in adolescence, coupled with the inherent 'splitting' created by the structure of the school timetable, create new obstacles to learning for both the students and the their teachers. The range of CPD available for teachers is generally geared towards acquisition of classroom skills and assessment techniques which are easily quantifiable and observable through lesson planning and observations; much of this is driven by the demands of the Ofsted inspection process which, in turn, causes increased pressure on teachers to perform effectively. Training in psychoanalytic observation will allow teachers to consider personality development in greater detail and introduce concepts such as transference, countertransference and containment to teachers, providing a different focus through which to practice reflectively and create a more accommodating learning environment for both their students and themselves.

Parallel Papers

Guillermo Rios

Room 2

*Title: **'A pain in the belly button': an approach to Sam and Louis separation anxieties in nursery***

For most children nursery represents a first contact with formal education. For some of them this process constitutes the first and longest separation from their parents or carers. This separation process may challenge the child's internal world with multiple phantasies and diverse emotions which vary from intense fear to excitement about a new environment.

In this paper, I will present the study of two boys, Sam and Louis, aged 3 years who, for different reasons, suffered and found difficult to separate from their carers during their first days in nursery.

The analysis will include home visits as the first approach to the children and their home and family environments and it will also take into account observations carried out during the time they spent in nursery. The discussion will be based on these materials and will focus on the understanding of their individual separation processes.

Through the analysis of Sam and Louis' experience I intend to highlight the emotional experience that nursery dynamics may represent and the importance that this has within the educational setting.

Parallel Papers

Lisa Proctor, The University of Sheffield
Title: Living Beyond Childhood Domestic Violence

Room 3

Drawing on new materialism to examining the restorative potential of homemaking practices

This paper considers the ways in which childhood exposure to domestic violence is experienced in adulthood through the analysis of material homemaking practices. My aim is to reveal the ways that material homemaking practices provide restorative opportunities to imagine new futures for individuals who experienced domestic violence as part of their own childhoods. To do so the paper draws on a personal account of homemaking to consider how early experiences of living in violent homes, which are seen as one part of the kaleidoscope of the participants' lives, are given meaning over the life course through the material making of (a) new home(s). This account is analysed through the lens of new materialism studies in order to examine the 'ontological inseparability of agentially intra-acting components' (Barad 2007) and thereby reveal how the individual subject is constituted in relationship with the material world. Drawing upon a notion of aspiration as emplaced (Somerville 2015), this paper demonstrates how the making of the material home affords opportunities to imagine new futures. As reflected in Appadurai's (2004) work, a material spatial analysis renders visible the lived embodiment of aspiration as a cultural practice. The paper concludes that recognising the relationship between the making of the material home and aspiration has the potential to influence support services for individuals living with and beyond domestic violence in childhood.

Parallel Papers

Nicola Salsbury, Paul Dean; Military Veterans Service
Title: The Uncovered Space' : Conversation on an Art Project for Military Veterans

Room 3

The aim of the paper is to present a dialogue between an Art Therapist and Psychodynamic Psychotherapist as regards the experience of being involved in an Art Project for Military Veterans run in conjunction with the National Trust and an NHS Military Veterans Service. The intention will be to use a framework of Winnicott's ideas, particular that of transitional phenomena, to examine, explore and attempt to understand the spaces, experiences and learning created by the project.

The art project, named "The Hut Project", was designed as part of an exhibition within a Georgian House where there has been a recreation of when the House was used as a Military Hospital, providing sanctuary for injured soldiers during the First World War. The idea behind the project was to give a greater understanding to the public of the emotional impact of being injured at war. The veterans project was to have one of the 'huts' that was part of the hospital's "fresh air cure for soldiers" re built and the veterans directive was to provide art work using the hut as a gallery space.

Addressing the themes of the conference as regards exploring the unconscious in education there will be an attempt to understand the link between the inner and the outer world through a discourse around the veteran's relationship to their artwork, the project and the facilitators. With a question and dialogue as to whether the "Hut" itself became a transitional object for the veterans.

The presentation of the paper would be undertaken as a live conversation, which could in itself lead to the potential of new thoughts and learning within a relational

Parallel Papers

Lindsey Nicholls; Frances Reynold, Nthabiseng Faku-Juqula; Brunel University, London

Room 3

Title: Vicarious Trauma and Grief Denied; parallel processes in doctoral supervision when the topic is toxic

Recognising the occurrence of parallel processes in clinical supervision that explain how unconscious communication can be enacted by the supervision 'couple' (i.e. that of therapist and supervisor) has contributed to understanding the emotional world of the client. The supervisor's reflections of what has been 'brought' into the room can illuminate issues of 'technique' but is more likely to lead to the therapist's deep learning; about the client's unconscious needs and their own responsiveness. This thinking about supervision could be useful for staff and doctoral students when working with dissertation topics that seek to understand human suffering.

The paper presents an analysis of the negative response an institution had to a research topic that was potentially disruptive and unconsciously disturbing to the academic faculty members. The study aimed to capture and explore narratives of truth and reconciliation from individuals who had lived and suffered in a country with a traumatic past. Troubling knowledge can be usefully explored in higher education but when an institution's faculty cannot reflect on their responses or resistances to it – the process of supervision can echo the 'grief denied' by the study's participants and the researcher.

This paper looks at how some of the institutional responses to the research process (e.g. an attempt to foreclose the study) resonated with the participants' experiences of not being allowed to give testimony. Feelings of guilt, shame and societal culpability for all involved in the supervision and research process needed to be acknowledged and held in mind for the student to complete their work. This paper explores what may have been some of the deeper unconscious institutional resistances to engaging with this troubling knowledge and the impact of these pedagogical processes on the student and supervision team.

Friday 23rd October: Conference Day 2

09.00-10.00am

Parallel Papers

Daniel B Frank; Francis W. Parker School

Room 1

Title: Educating for Empathic Citizenship: Systems Psychodynamic Perspectives on Design Thinking & Potential Space in School Life

Psychoanalytic understandings of human development and organizational systems provide educators with important insights into the variety of ways students and educators can learn or resist learning from experience.

Progressive schools confront special challenges as they strive to foster learning in the face of normative regressive dynamics. Progressive schools educate students to acquire academic, social and emotional skills so that they can thrive in self-confidence not only as individuals but also as citizens and members of a group who engage collaboratively in community life finding creative ways to uphold values of social justice.

These high ideals, rooted in the democratic values of diversity, equity and inclusion, inevitably lead to moments of failure and disillusionment, requiring schools to engage in reparative processes of growth and development for individuals and groups within the structure of the school's culture. The dynamic

relationship of idealization, disillusionment and reparation—known as the school romance—calls on schools to create reparative, developmental opportunities to educate for empathy in order to support the growth of both the individual and the community of diverse stakeholders.

The concept of potential space can guide educators seeking innovative ways to educate for empathic citizenship. Imagining how another person or group may experience the world, or how a group might organize its activities to solve a social problem, calls on the school to sustain a safe-enough environment of trust and respect for new ideas and perspectives, where reality is not used as a defense against fantasy and where fantasy is not used as a defense against reality.

In this paper on school leadership, a principal will explore how design-thinking practices provides educators with methods to support the vital growth of empathy among all learners, fostering a climate of inclusive, collaborative creativity that can be generated in the systems psychodynamic sphere of potential space.

Parallel Papers

David Lewkowich; University of Alberta

Room 1

Title: *On The Problem of Schooling The Compulsion to Create*

As Valdre (2014) notes of the artistic temperament, “Authentic sublimation is not satisfied by ... dreaming of making or of sculpting but it *demands, wants* action ... that is not purely a discharge” (p. 63). “Authentic sublimation,” then, which is fueled by libidinal curiosity and is indispensable in the creation of personal meaning, cannot be externally imposed, and it is to this point that Freud refers in his claim that, “Educative ambition is of as little use as therapeutic ambition” (cited in Valdre, p. 60). While the goal of analysis may be to work with the patient towards the development of their own capacity to experience sublimation (Gargiulo, 1992), no matter how persistent or optimistic the therapist may be, they cannot force sublimation to happen. In spaces of teaching and learning, we encounter a similar challenge: even as all education involves “the urge to know, and, therefore, sublimation” (Valdre, p. 82), sublimation itself “cannot be taught” (Britzman, 2011, p. 117). What, then, is the position of sublimation in education? As a “religion of substitution” (Phillips, 1998, p. 23), how can education manage that which it certainly needs to function, but nevertheless, cannot explicitly induce?

In this paper, I will discuss these questions with reference to Laurie Halse Anderson’s young adult novel, *Speak*. In this novel, while the protagonist is dealing with the aftereffects of a sexual assault, she develops a number of sublimatory strategies (such as artistic creation), which eventually enable her to begin to transform the meaning of her traumatic experience. Since this character’s art teacher also explicitly encourages his students to channel their passions and libidinal investments into representation, this novel helps to illustrate the question of “educative ambition” in regards to sublimatory invention.

Parallel Papers

Jole Orsenigo, Roberta Sciannamea; University of Milan-Bicocca

Room 2

Title: *Being Here: Bodies & Spaces for the development & expression of the Real Self. A pedagogical reflexion*

Everyone has his own space, but no one thinks space deeply.

I am here, but where and what is “here”? The Heideggerian's conception of humanity as *Dasein* does not explain the origin of life but pays attention to space. If you are located here, it means that you have done a long trip and come from far away, a space from an elsewhere: the mother's womb, for example.

Nobody would be here without a body; and yet that little portion of space that is the body isn't less complex and infinite than the universe that contains it. Macro and micro cosmos are mysteries that still crowd human minds. Michel Foucault spoke about the body as an "utopia", Freud spent a lot of time reasoning about the "body image" and all its possible representations and meanings.

But, if the person being is overlapped and contained within his body, and his body image coincide with his personal space, where is this space? To live is not to create a false-self finding space in the world – to adapt – but to have the ability and the courage to express the real self.

That's what Education is meant to. It complete and realize itself in separation, emancipation. Freud and Lacan have longer thought about people who have difficulty in giving space to their ego. These people live working against their own: annihilate.

How can therapists and educators help these people animated by death instincts? How could they offer them an experience of containment in which they can feel free to express them self? How is it possible to give space to those who cannot enjoy life, giving them the space to live with pleasure?

Maybe the answer can be found in a second education, illuminated by the guiding light of psychoanalysis.

Parallel Papers

Laurence Gavarini, Ilaria Pirone; University of Paris

Room 2

Title: From Freudian child's conception to Telemachus, Back to psychoanalysis in our teaching programs; Laurence Gavarini, Ilaria Pirone,

Our contribution covers the epistemological decision of bringing the fundamental concepts of meta-psychology and the Freudian paradigm of infantile sexuality -back to the core of our academic programs in Educational Studies. *Freudian Child*, characterized by drive and sexual economy is unthinkable for current mainstream discourses on education. In a lacanian perspective, this insight on childhood is still enhanced by a weakness of the symbolic order (Lebrun, 1997 & Melman, 2002), which results for a lot of adults in an impossible educational function and a denial of the *desire*. Therefore, the figure of Telemachus (Recalcati, 2013) waiting for his father exemplifies both loneliness and never-ending wait which is an inhérent a part of contemporary childhood. Supporting educative function would mean being *capable* (Ricœur, 2004), accountable, *response-able*. So our choice to return to Freudian meta-psychology implies two necessities. On one hand the need to contrast with the soothing anti-Freudian contemporary discourses around childhood. On the other, the need to propose a different type of open knowledge to counter knowledges of experts which impose a normative or purely technical vision of educational relationships and favours the subjective withdrawal of educators and teachers. *Vignettes* from clinical research we conduct on the reasons for dropping out of school (analysis of the relation to knowledge and schooling education) will demonstrate the current impasse in relations between adults and children.

Parallel Papers

Linden West; Canterbury Christ Church University

Room 3

Title: Transitional space or non-learning? Fundamentalism, racism and education in a distressed post-industrial city

This paper focuses on the 'psychosocial' dynamics of fundamentalism, racism and education in a 'distressed' post-industrial city in the English Midlands. It draws on in-depth auto/biographical and historical research, psychoanalysis and critical theory, to interrogate fundamentalist responses in the city and the idea of significant education as transitional space for encounters with the other and otherness. The city has suffered chronic economic decline over the last 3 decades alongside a crisis of representative democracy and the rise of racist politics, Islamophobia and pockets of Islamic fundamentalism. There are high levels of mental illness. Historically, the city was home to a strong tradition of workers education and a relatively vibrant civic culture, which has dissipated. The tradition created, it is suggested, transitional spaces in which ordinary people met diverse others and the otherness of challenging ideas in good enough groups. These were spaces of self-negotiation where bigotry and political or even religious fundamentalism could be challenged. The loss of such public educational space and working class self-help organisation in a neo-liberal world has helped create vacuums in which racism and fundamentalism can thrive.

The paper also draws on contemporary auto/biographical narrative research on a predominantly white working class estate in the city, where racism has found purchase. And in particular Muslim communities where pockets of Islamic fundamentalism have taken hold. It is suggested that racism and fundamentalism take different forms but ultimately their virulence is defensively rooted in primitive fear of the other, fuelled by hopelessness and experiences of stigmatisation and disrespect. Whole communities get stigmatised – white working class and Muslim – in the wider culture. Islamic fundamentalism, for instance, in a context of Islamophobia, can provide self-recognition and meaning for young people and even transformational experience. But ultimately, like racism, it constitutes non-learning in its closure to difference, to self-questioning and to openness of enquiry and thought. There is reductive denial of the other in the Islamist or racist group, alongside splitting unwanted parts of one's own culture on to the other, in toxic and even destructive ways.

Parallel Papers

Tapo Chimbganda; Leeds Trinity University

Room 3

Title: Psychoanalytic Paradigms for Pedagogy: The Classroom as Privileged Space.

In *Freud and Education*, Britzman gives a compelling comparative examination of the two impossible fields of practice – teaching and psychoanalysing. The impossibilities of psychoanalysis and teaching imply a significant deficit in praxis. However, there is a reason why two impossibilities have remained relevant in the cultural production of knowledge. In my presentation I examine the power dynamics of knowledge production and learning as positions of privilege, advocating for positive shifts in dialectic positions of knowing. The fundamental psychoanalytic concept of privileged space offers possibilities in pedagogy that counteract the impossibilities of teaching. One such impossibility is the often criticised notion of “safe space” in classrooms where difference divides. This begins with a re-formulation of privilege and a re-framing of its nuances. I propose going further than white privilege, epistemic privilege, academic privilege, or socioeconomic privilege. If we view education as a space, where privilege bridges gaps, rather than a structural institution where privilege selects, we might move into new frontiers of pedagogy, particularly new approaches for conflict resolution and social justice endeavours. Through psychoanalysis aspects of human experience become apparent as part of education allowing us to take advantage of diversity in education. The value of diversity lies in what it can teach as it brings from the external into the internal, that which we would often consciously and unconsciously other. This project of privileged space

provides opportunities for communion between the subject and other, the internal and the external, the past and the present, giving rise to more possibilities for both creation and destruction in pedagogy.

10.45-11.45am

Workshops

Jean-Marie Weber; University of Luxembourg

Room 1

Title: Transference in the pedagogical relation: Development of knowledge and subjectivity by analysis of teacher-movies

This workshop aims to demonstrate and to show how the question of transference may and must be treated in teacher training through the analysis of teacher-movies. The Freudian and above all Lacanian concept of transference as “love of knowledge” is eminently pertinent in order to analyse the pedagogical relation. To this effect we have developed a course using the psychoanalytical approach of cinematographic works dealing with teaching.

The beginner's questions and their inscription in a discourse are moreover to be found in a number of cinematographic works. Movies are a mirror reflecting social and professional life. Film has the potential to capture and to create new modes of human and professional conduct. It is a „pedagogic institution“, a wish engine (Slavoj Zizek). Since our desires and needs always permeate our fictions and illusions, it makes sense for teachers to take an interest in cinematic reproductions of teaching and learning.

We therefore analyse teacher movies with the students in teacher training. Notable movies include:

Dead Poets' Society (Peter Weir, 1989); Matilda (Dany de Vito, 1996); L'école buissonnière (Jean-Paul Lechanois, 1932); Detachment (Tony Kaye, 2011); Monsieur Lazhar (Philippe Falardeau, 2011); Être et avoir (Nicolas Philibert, 2002); Dangerous Minds (John N. Smith, 1995); Freedom Writers ([Richard LaGravenese, 2007](#)); ; Mona Lisa Smile (Mike Newell, 2003); [The Class \(Laurent Cantet, 2008\)](#); The King's Speech. (2010). ...

The general aim of this seminar is for students to develop their analytical, clinical skills and be able to detect in these movies certain discourses on teaching as symptoms of the collective imagination or cultural subconscious.

The specific objective of this psychoanalytically oriented seminar is to make them discover the phenomenon of transference within the framework of the pedagogical relation.

Workshops

Anne-Marie Wright, Emma Higgs;

Room 2

Title: Ambiguous Space - Projective Identification; Schools Thinking Psychodynamically

Emma Higgs and Dr Anne-Marie Wright are members of APPCIOS (Association for Psychodynamic Practices and Counselling in Organisational Settings) who, for the past year, have been working to introduce psychodynamic thinking into mainstream schools. We have worked in schools located in areas of severe social and economic deprivation in the Liverpool and Chester area, in which high percentages of children are 'looked after', identified as being at risk or, are already under child protection.

We have delivered APPCIOS approved training, called, '*An Introduction to Psychodynamic Thinking in Educational Settings*' structured as ten sessions of 1.5 hrs, organised as input followed by reflective space. In two schools we have also been able to progress to case work following the model of 'work discussion' from the NSCAP course, *Psychoanalytic Observation* (M7). We acknowledge that whilst this is not a new idea (see Salzberger-Whittenberg, 1983), little has been published about psychodynamic thinking used to support schools in understanding the impact on their systems, structures and practices of children in their care who have been traumatised, neglected or abused. These ways of learning and thinking are not commonly utilised by teachers (Wright, 2009).

It has been our experience that, in the schools, the challenging behaviours of troubled children impact negatively not only on their own ability to be part of a learning community but act to distort the thinking, understanding and behaviour of the professionals around them and, beyond that, are also evident in the rubric of the organisations, their leadership, communication behaviours and team structures.

The workshop would propose to share our experience and offer reflections about how, although they did not work directly with any children, the children's distorted internal worlds and damaged structures for relationships, found their way, through both counter transference and projective identification, into our minds and into the minds of the teachers in the sessions. There was much acting out; splitting was evident in many forms and we experienced powerful attacks on our ability to think, work together, deliver the material and to facilitate the reflective spaces.

Workshops

Stephen Hyman; Adelphi University, Garden City New York

Room 3

Title: *The School as a Holding Environment*

This workshop will present practical ways that educational/school psychologists can influence schools to be effective holding environments for students as well as for faculty members. A holding environment is one that fosters the natural maturation and development of the full potential of each child.

The concept of a holding environment emerged from and has been expanded upon by psychodynamically oriented writers, researchers and clinicians. Donald Winnicott's work on holding and Peter Fonagy's writings on mentalization are central to the workshop discussion. Emphasis will be placed on translating these concepts into classroom interventions and faculty consultations that can foster self-awareness, self-regulation and empathy in children and in teachers. Case material and examples of "holding" programs and activities will be given.

1.00pm-2.00pm

Keynote Speaker: Michael Rustin

Room 1

Title:

To follow

2.15-3.45pm

Parallel Papers

Lisa Farley; RM Kennedy; York University, Toronto

Room 1

Title: Tomboy: Re-Thinking the “Truth” of Gender as Transitional Space

This paper draws on psychoanalytic theories of embodiment to theorize the creative use of objects and signs to represent a gendered sense of self (Elliot, 2010; Gozlan, 2014). Turning to Winnicott’s concept of “true self,” we extend this symbolic labour to the transgender child to illustrate the psychic processes that contribute to a meaningful gendered existence otherwise obstructed by social hatred and transphobia. We argue that gender embodiment is a story one makes in the “transitional space” between existing narratives about gender and the authorship of one’s own desire, without presuming either self-mastery or compliance to the other’s wishes (Winnicott, 1971). We ground our discussion in a reading of Celine Sciamma’s (2011) film, *Tomboy*, which features the gendered developments of a child named Mikael. We highlight Mikael’s symbolization of gender through the creative use of objects, ideas, and relationships: all marshaled to sustain his growing capacity to author desire in relation to others. At the same time, we note how these precarious efforts are interrupted by demands for compliance with the gender that the adult wants and expects, sometimes in the name of “protecting” the child. Through our analysis, we discuss the conditions needed to support the child’s representation of transgender as creative, and ask, too, what it would mean for institutions of the family and education to hold off on the rush to decide on gender before it can have a future. If the adult can resist imposing certainties, then the child’s symbolic efforts can enter into the transitional space of creative play, where the natal “body as bedrock” of gender may be mourned (Saketopoulou, 2014, p. 773) and language can become “safely

Parallel Papers

Stephanía Uliveri Stiozzi; Università Milano-Bicocca

Room 1

Title: Body Language & Clinical Sensitivity in Ferenczi’s work

The work of Ferenczi - mayor psychoanalyst of the first generation, one of Freud's most brilliant students and close collaborators, has been rediscovered in the last decades. At the time his thought was perceived as being *on the edge*. What appeared to be too open-minded was his research between knowledge and self-knowledge, psychoanalytic science and autobiographic knowledge. With his life and divergent therapeutic practice he intended to prove that therapy is the space to investigate first the unconscious of the care provider, then the unconscious of the patient. No cure is possible if therapists don't express through their therapeutic style the unconscious journey in search of buried images of their childhood. What emerges after this journey is a therapist that has conquered new sensitivity and perspective and knows how to be, on the scene of therapy, a presence still capable of vibrating.

We would like to go deep into some extracts of his last work, *Clinical Diary (1932)*, a work that is difficult to define, placed on the edge between scientific knowledge and self-knowledge.

Ferenczi discovered the importance of the body as a therapeutic subject. Communication gets first through the quality of contact, rather than through the verbal record. The body action steps in to force the rigidity of the therapeutic setting that, just like an elastic, becomes wider, extending and flexing itself according to the needs, continually evolving, of the patient and the process itself. He is a witness who invites educators and professional care providers to reflect upon how sensitivity – meant as the ability to

embody a certain knowledge and be able to experience it within the relationship – is kind of a more sophisticated knowledge of self and of the external world.

Parallel Papers

Peter Elfer, University of Roehampton
Jools Page, The University of Sheffield
Sue Greenfield, University of Roehampton

Room 2

Title: *The contribution of holistic, naturalistic methods of observation to understanding infant-caregiver interactions in centre-based childcare.*

Introduction:

Holistic approaches to facilitating babies' interactions in centre-based care have increased internationally. Inter-subjectivity theory and psychoanalytic theory, as both dyadic and dialogic, converge in their focus on the dynamic interplay between the emotions of the infant and those of the adult (Beebe et al 2003). On this view, the emotional responses of caregivers are significant and factors in their production and support warrants attention.

A mixed group of six infant researchers and caregivers, trained in [an 8 week bespoke course on] psychoanalytically informed infant observation methods, compiled detailed naturalistic observations of infant-caregiver interactions in six contrasting nurseries. The narratives include recording of the minutiae of the observed infant's behaviours and interactions with close attention to timing and sequence. Crucially the data includes notes of the observer's feelings, as these fluctuate and change during the observation. The group then critically reviewed these narratives to search for interpretations and connections which highlight the multifaceted world of infants and caregivers in centre based settings.

Caregivers ability to think about, understand and respond to communication of emotion is crucial. Research in centre based settings has given little attention to the emotional dynamics of interactions and the part played by the internal emotional resources of professional caregivers. Extracts of observation narrative; show how emotional responses of caregivers can be recorded and understood as an essential part of a professional centre based caregiving. The data emphasizes the significance of subtle interactions in the nursery and the fleeting, but easily overlooked emotional responses of the infant.

The aim of this observational method is to refocus the pedagogic lens to develop an innovative research approach to shine new light on the fleeting but highly significant moments of infant caregiver interactions. These findings intend to support in-service practice reflection and to complement existing evaluative methodologies.

Parallel Papers

David Mathew, University of Bedfordshire
Title: *Fragile Learning and the Banquet of Crumbs*

Room 2

This presentation is part of a book that has been commissioned by the Harris Meltzer Trust, entitled *The Care Factory*, which will be submitted in the summer of 2016. It is also a continuation of the work I published in *Fragile Learning* (Karnac, 2015). Where *Fragile Learning* is a book about barriers to adult learning, exploring through a series of psychoanalytic lenses a variety of factors that 'break' learning or make it fragile (for both the learner and the educator), *The Care Factory* is an exploration of care settings,

using psychoanalysis as a framework. Along with my attempt to define what we mean by care and how we might know if we are successfully giving or receiving care, the book tracks the historical development of both the word care and the practice of care.

For this conference presentation, I concentrate on a chapter that I have called 'Banquet of Crumbs'. My first consideration is nurse and midwife educators – those practitioners in Higher Education who are teaching the next generation of nurses and midwives. In addition to teaching the obvious (and not-so-obvious) hands-on skills that will be required in the future, the educators must also instil in the students the need for care, to be caring, and to be careful. But how do we teach someone to care? How do we know if the education has been successful? And what do we mean by 'care' in this context anyway?

The paper explores such notions as touch, words and language, technical knowledge and attitude as component parts of care. I also examine the tensions inherent in a discipline called Care. For example, in order for an educator to teach students to be nurses and midwives, should the educator also be one who cares? What if the educator does *not* care, either about her own teaching work, the students and their future in potential, or about the profession of nursing or midwifery in which she is likely to remain a practitioner. Following a series of interviews that I have conducted with educators (with more scheduled), I question that if the object of the exercise is to teach care, why do those who do so complain that the industry is full of people who do not care? Midwifery, for instance, seems from the outside to be difficult to work in – not only because of the work itself, but because of the professional atmosphere in which the practitioners work. Should a propensity to care be innate? And if something is innate, can it really be taught in the first place?

The paper examines the teaching of care in changing contexts, and asks what the teaching does to the practitioners themselves. Throughout this paper, the work of Meltzer and Bion is drawn upon; so is the theory of emotional labour that was devised by Arlie Russell Hochschild and which has spawned an industry of its own. The paper focuses on healthcare professionals who specialise in work with babies and children – the midwives, the neonatal nurses, the children's nurses – in order to explore the influence of young people's existence and dream lives on those who care for them.

Parallel Papers

Anton Perzy, Europa-Universität Flensburg

Room 3

Title: *No Inner Space – No World. Melanie Klein, Fainted Love, and the Organization of Experience*

Some think that Marx' concept of socio-political development with its focus on economy is the sine-qua-non cause of all development. Though environment and social and economic factors are basic, a smile – at the right time – can be stronger than all of them together. A smile can change the world in less than an instant, or more accurate, the way we perceive and feel about the world. When Melanie Klein conceptualizes the developing child, the organization of experience as paranoid-schizoid position and depressive position is a centerpiece of her theoretical assumptions. Drawing on some of her ideas I want to explore the concept of inner space as a prerequisite and requirement of human development. The experience and the development of one's inner space decide the paths we choose in life. A social and educational environment providing the necessary conditions to grow and to take part in the world understands that recognition of the other starts this process on a psychological level. Despite the different aspects Mahler, Bowlby, Ainsworth, Winnicott, Benjamin, Mitchell, and many others focus upon, they all stress the importance of the quality of human environment as a psychological variable. The concept of inner space helps to integrate – at least on a theoretical level – the psychoanalytic concepts of space, from analytic, primitive, and projective space to ambiguous and potential space. Thinking of education as

an endeavor promoting democratic values as well, we have to center on the person. There is no societal change without education and persons who change. The development of an inner space that allows to not only incorporate the culture around us critically, but also to withstand it and draft better versions of society, should therefore be an immanent condition of education.

Parallel Papers

*Francesco Cappa, Università degli Studi di Milano-Bicocca
Gaia Del Negro, Canterbury Christ Church University*

Room 3

Title: A 'transformative space'. A psychoanalytical metaphor and an educational practice.

Starting from the experience of a workshop that intertwines an educational and a psychoanalytic perspective, we would like to reflect on a research project we are undertaking in two universities, in Italy and the UK. We want to present the narrative com-positional methodology used (Formenti, 2008), as we are finding it helpful to trigger more embodied understandings of our research object, the relationship between knowledge construction and identity construction in (higher) education. To explore the idea of a space of possible formation and transformations (Mezirow, 1991; Bion, 1984) we will propose our interpretation of some significant outcomes of this research as elements of a space of play for learning (Winnicott, 1971).

Objects, material and imaginary, and artworks are used to explore our metaphors of knowledge (Fabbri & Munari, 1990) and learning biographies (Dominicé, 2000), as well as to express the essential traits of an internal/external 'scene' of selves (Hunt & West, 2009).

We will try to reflect on the emergence and 'representation' of relevant symptoms of inner and outer worlds, evocative objects and affective dimensions, mentoring and learning biographies, and claim the value of arts-based research (Denzin & Lincoln, 1998) in adult education. We draw on creative life writing (Hunt, 2013) as a knowing strategy in research, and a practice to create a more moveable space inside, through language, for thinking about ourselves and our affective positions in relationships.

Referring to Bollas's (1995) aesthetics of being and Bachelard (1958) poetics of space we wish to think and interrogate how we may construct a poetics of 'formative space'. This can be experienced by adults engaged in education as a place where conscious and unconscious elements may enter into a dialogue, so that subjects can be more in contact, both cognitively and affectively, with latent aspects of our learning biographies.

4.00-5.30pm

Parallel Papers

Jean-Luc Rinaudo, Université of Rouen

Room 1

Title: Digital technology and teaching practices: from de-linking to creative work

My research is part of a psychoanalytic clinical approach in educational sciences. It seeks to understand the psychological functioning among teachers in their professional practices mediated by Information and Communication Technology.

At first, with the help of non-directive/unstructured interviews with secondary school teachers in France, from various researches on digital spaces (distance education and digital workplace), this paper will

present how myths revolve around the computer (Breton, 1995) and the fantasy of education described by Kaes (1975) and Enriquez (1981) around the fabrication of a being in the image of the ideal of its creator.

Next we shall analyze the digital teaching practices that are built in tension, at the subjective level, between a work of de-linking and that of construction and enforcement, in professional situations, with a link between the paranoid-schizoid and depressive positions (Rinaudo, 2011).

On one hand, we will see how the feelings around the notion of negative actualize with the immediacy and permanence of technologies, strengthening the omnipotence of the teacher which is unconscious, and the confusion between private and professional space which push the teachers to consider the digital learning space as a bad object that should be destroyed (Bion, 1962).

On the other hand, we will explain how digital devices offer the possibility of a potential creative space for professional practice (Winnicott, 1971).

In the conclusion will be emphasized the importance of considering the de-linking and the creation processes together for analyzing educational practices.

Parallel Papers

Kinjal Damani, University of Rouen, France

Room 1

Title: Teachers on social network: Facebook as a potential space

The purpose of this study is to understand, using a psychoanalytic clinical approach, the use of social networks like Facebook by teachers. The initial component of my doctoral research (Damani, 2015) entailed the passive observation, for a period of seven months, of the Facebook pages of 15 secondary and high school teachers in Europe that had been set up on their own initiative to interact with their students. The next component of the study consisted of 18 non-directive/unstructured interviews conducted in English or French with secondary and high school teachers. During the observation period and the interview process, the research participants frequently provided glimpses of the discrepancy that exists between internal and external realities: the teacher they dreamt of being and what they are actually, an ideal student and a real one, their image of perfect rapport with their colleagues and the real-life situation, and so on. On the same lines, a discrepancy in the perceived use and the actual use of Facebook by teachers has been brought to light. The aim of this paper is to understand this discrepancy. After a short review of the literature on the use of cyberspace as a potential space (Civin, 2002; Turkle, 2005; Rinaudo, 2011), the paper explores, with the help of two case studies, how Facebook offers a potential space (Winnicott, 1971) for certain teachers. We see how the creative apperception offered by Facebook makes some teachers feel that life is worth living.

Parallel Papers

Jean-Marie Weber, University of Luxembourg

Room 1

Title: Teacher students and their subjective "relationship to knowledge". Work on signifiers in interview-research.

This communication is an insight on the project about the "(non-) transformation of relation to knowledge" of teacher trainees. The project focuses on the decision to get secondary-school-teacher and the personal relation to knowledge of these persons. This subject is linked to the biography of these persons: How they developed the personal relation to knowledge? How does this relation influence their decision to teach and their teaching styles? This project analyse the intra- and inter-subjective conflicts and symptoms this

brings about. Finding themselves as teachers-trainees in new situations, they are basically in search of new ideas, new ideals, new signifiers, and of an overhaul of their relation to knowledge, that is to say of a new positioning in relation to knowledge. In this new situation, some of them ask themselves who they are and from what they derive pleasure or *jouissance* (*enjoyment*). The questions we set out to investigate were what their relation to truth is, and how they experience themselves as divided subjects of their knowledge.

For this reason ten students from Luxemburg and Switzerland get interviewed four times (at the beginning, two times during the formation and once after the closure of formation). The lightly structured interviews (which include narrative parts) are analysed with the theory of signifier and desire of Lacan. Because of the four interviews we can see if (and how) the relation to (unknown-) knowledge and ignorance diversify and the process of professionalization continues. This method, in our opinion, is one possibility to respect the subjectivity of the interviewees as well as of the researcher.

Keywords: interviewing, work on signifiers, psychoanalysis, symptom.

Heather Price, Christopher Scanlon, UEL

Room 2

Title: The Mulberry Bush School: How to evaluate a psychoanalytically-informed intervention, using psychoanalytic insights?

This paper will be presented by members of the Psychosocial Studies Research Group at UEL who are involved in a qualitative research evaluation of the therapeutic milieu at the Mulberry Bush School in Standlake, Oxfordshire.

The Bush is a therapeutic residential special school founded in 1948 by Barbara Docker-Drysdale. It currently supports between 30 – 40 children with severe social, emotional and behavioural difficulties aged 5 to 13 years. Its children are referred from across the UK, usually because of foster and adoptive family breakdown and repeat exclusion from school. The Mulberry Bush also works with the families of pupils.

The school has well-developed core psychodynamic principles and practices informing its work. The challenges of the research are to surface and name, in detail, the therapeutic principles and practices in operation at the school; and to explain, with sufficiently robust evidence, how these make a difference to the immediate, everyday lives of pupils; and to convey this knowledge to non-psychoanalytic audiences, including, for example, commissioners of children's services.

Heather Price and Jane Herd are using psychoanalytically-informed ethnographic observation methods as well as art and craft and storytelling activities to obtain process-recorded observational accounts of 'slices of time' at MBS, in line with the psychoanalytic psychosocial child observational research methodology used in child psychotherapy training (Urwin and Sternberg, 2012) and developed for qualitative research purposes by Urwin (2009) and Hollway (2015)¹. Christopher Scanlon, a group analyst, is using focus groups and one-to-one sessions with staff, paralleling some of the experiential, non-directive methods of reflection and training already used by the staff as a community. David Jones and Alice Sampson are interviewing family members, former pupils and outside agencies.

Our understanding is that our own 'parallel process' will be relevant data in making sense of the dynamics at MBS, and as a team, we have monthly supervision from an independent experienced senior child

clinical therapeutic practitioner, Dr Michael Maher, who is also a group analyst and former Deputy Director at Peper Harow Therapeutic Community.

Parallel Papers

Mara Socolovski Batista

Room 2

Title: Constructing new meanings for old educational signifiers

This presentation explains the practice of psychoanalysis in an educational institution in the Buenos Aires city (Argentina). The school called CENTES No. 1 (Education Center for Children with Severe Emotional Disorders) welcomes students who, due to several reasons, have required the construction of a singular device where they can link their particular way of doing their bond with the social experience.

The teachers, who must satisfy the requirement of having a double University degree (Teaching and Psychology), work from a psychoanalytic approach as a policy choice that base a specific teaching practice. As a consequence of this, the pedagogical proposal is singular respect the conventional schools for this kind of children, even when it is a public school. From proposals as "burst institution" (developed by Maud Mannoni²) and based on psychoanalysis concepts, faculty articulates a practice that allows to work with the instinctual residue, ergo, with that that over-flows the subject and, in most cases, the 'common' educational institutions.

This presentation will let us rethink the notion of education as a producer of subjects and the school function as an enabler institution of structuring of subjectivity. In that way, we pretend rebuild and (re)mean three main categories (education, institution, subject / word) providing them with a specific call to those other meanings that lie hidden beneath the overwhelming logic of the hegemonic discourse meaningful sense. From a thorough theoretical analysis we have promoted various devices to school might think from the watchtowers that Psychoanalysis allow us to discover.

Parallel Papers

Dr Alexandros Chatziagorakis, Dr Emily Williams; University of Leeds

Room 2

Title: Setting up a Psychoanalytic Film Discussion Club in Leeds

Psychoanalytic Film Discussion Clubs are well established in various parts of the country and abroad. The authors are Psychiatry trainees in Leeds, where no such club existed. Their passion for cinema and psychoanalysis was the driving force behind their initiative to start this club in order to encourage psychoanalytical thinking and discussion through the media of film.

The club is hosted at the authors' homes in order to create a comfortable atmosphere conducive to free association. We invite Psychiatry trainees as well as a Psychoanalyst, who presents his/her interpretation of the film and leads each film discussion. We start with viewing the selected film and we then discuss it from a psychoanalytic point of view.

The Leeds Psychoanalytic Film Discussion Club brings a psychoanalytic perspective to the films discussed and an illustration of the power of film to promote psychoanalytical thinking among Psychiatry trainees. Like in analysis, the authors endeavour to create a space where films/dreams, fantasies and emotions could be explored and thought about, to offer new insights and ultimately lay the foundation for a journey that only begins in front of the silver screen. It is up to the viewer to extend this journey beyond these moving images and ultimately learn more about themselves and the world. We encourage similar

initiatives to be widely introduced and offered in order to supplement psychoanalytical training for Psychiatry trainees.

Parallel Papers

Tim Moss; University of Huddersfield

Room 3

Title: Alpha and beta: how to be both

This full paper presentation will explore Kleinian and post-Kleinian thinking about symbol formation and the implications it has on the development of creative practice for students in Higher Education, and offer some thoughts on the resulting challenges for lecturers trying to develop their students' creative capacity and helping them negotiate this Primitive Space.

One of the developmental achievements that Melanie Klein describes is of the infant's successful negotiation of the depressive position, having first of all developed a primitive working ego through splitting processes associated with the paranoid-schizoid position. She recognises that the movement between these positions reoccurs throughout a person's life to a greater or lesser extent.

Hannah Segal suggests that symbolic equation, (lack of distinction between the symbol and the object that it symbolises) occurs when a person has not successfully negotiated movement from the paranoid-schizoid to the depressive position. True symbolic representation requires the ability to be able to bear loss and separateness, and hence an understanding that the symbol is separate from that which it symbolises. She also suggests that creativity is inextricably bound with the reparative process – that it contains the desire to make good what has been destroyed through defensive attacks made in paranoid-schizoid functioning. Segal makes the connection between symbolic equation and Wilfred Bion's idea of beta elements, and symbolic representation and his alpha elements

In this paper I explore the notion that creativity requires the ability to both tolerate frustration but to also be able to visit and revisit the conditions found in the paranoid-schizoid position and to oscillate between both positions in order to explore the further reaches of our creativity. The individual in creative mode must be both the provider of Bion's beta elements and to be the container who can convert them into alpha elements – managing Psychotic Anxieties.

Parallel Papers

Celeste Foster; University of Salford

Room 3

Title: Learning about looking: an exploration of different qualities of nurse's 'looking' 'seeing' and 'watching' and their influence on the construction of relational spaces in an adolescent psychiatric intensive care unit.

This paper presents one dimension of a mixed methods qualitative study examining the learning from and effectiveness of, an adapted psychoanalytic work discussion group delivered within an adolescent psychiatric intensive care unit, for the purpose of supporting learning and development within the nursing team.

A central component within this enquiry was an inductive content analysis examining the nature of the nursing task and intervention and its impact upon the professional identity and experience. Central to all categories of nursing intervention identified within the study was the role looking, seeing and knowing young people's whereabouts.

Adolescent psychiatric intensive care is inexorably linked to enabling a more positive developmental trajectory. As a result, usual staffing and observation levels are often significantly higher (approximately 1:1), than in adult PICU services, and the use of enhanced observations refers to a ratio of greater than 1:1. Utilising developmental object-relations theory, in particular Winnicott's concept of the 'mirror-role', alongside Foucault's work on the panopticon, the different functions, performance and experience of usual and enhanced observation practices are contrasted.

Drawing on evidence from the study it is argued that the practical task of observing is used to provide an important aspect of the maternal holding and emotionally containing environment through dynamic affectively-laden visual transaction between staff and young people. The particular significance of the 'mirror role' in adolescence is discussed.

In contrast, enhanced observations, though implemented to preserve safety, are highlighted as foreclosing opportunities for patient introjection of nursing reverie; increasing the risk of misrecognition and the activation of primitive anxieties and their corollary defences, in both young people and staff. At these times concerns of staff becoming 'empty mirrors' emerge in both young people and staff.

The role of a facilitated reflective space, in which psychoanalytic technique and language is used to make indirect communications through projective identification visible and available for use, is discussed.

Parallel Papers

Dan Goodley; The University of Sheffield
Title: Autism and the Human

Room 3

Psychoanalysis and education come together in ways that permit us to think again about what it means to be human. In this paper I insert a key consideration; disability. The administrative, political, psychological and identity category of autism raises many questions about how we dissect humanity. Is autism a disruption to what it means to be human? Are people with autism considered to be human? Does autism or neurological diversity offer an alternative conceptualization to the dominant discourse associated with modern(ist) man? Do autism politics support or subvert other forms of human struggle? Does autism contest or reinsert a very familiar notion of the individual that is complicit in the reproduction of neoliberal capitalism? Do autistic activists risk leaving their activism in the language of the oppressor or are they saying something very different and revolutionary? This presentation responds to these questions. The contradictory positions, moves, sways and swerves implicit in the above questions capture the complexities of what the postcolonial writer Sylvia Wynter defines as *the struggle of our new millennium*, which "will be one between the ongoing imperative of securing the well-being of our present ethno-class (i.e. Western bourgeois) conception of the human, Man, which over-represents itself as if it were the human itself, and that of securing the well-being, and therefore the full cognitive and behavioural autonomy of the human species itself/ourselves" (Wynter 2003, p.260). My starting point is that people associated with the label of autism are fundamentally members of the human species and, simultaneously, the presence of autism demands that we think again about what it means to be a member of humankind. The presentation will deal with the following analytical considerations:

Postcolonial theory: The case of Sylvia Wynter

Autism as human Other: Towards a politics of wonder

Autism as hyper-ethnoclass man: The curious incident of the male in the blight

Autism giveth and taketh away: The biopolitics of Autism

Saturday 24th October: Conference Day 3

Workshop

Peter Elfer; The University of Sheffield

Room 1

Title: Defences against Anxiety in Organisation & Interaction in Nurseries

Menzies Lyth used the concept of social defence systems to explain patterns of avoidance of interaction between staff and children in nursery settings in the 1980s. This work built on her pioneering study of interactions between nurses and their patients in a general hospital. The concept has considerable explanatory power and has been developed and widely used in the psychoanalytic literature on organisational dynamics. However, the concept has not been taken up in policy and appears to be little used or understood beyond the psychoanalytic literature. Since the application of the concept in nursery settings (Bain and Barnett 1980; Hopkins 1986), nurseries have changed enormously in their organisation, their intake of children and the tasks expected of them. Does the concept have contemporary relevance for nurseries? What are the primary tasks of today's nurseries and what anxieties and defences may be provoked by these tasks? What patterns of organisation and culture may result from these particular tasks and demands? The workshop will explore these questions, and draw on a recent evaluation of Work Discussion groups (Elfer 2012; 2013) used with nursery heads.

Workshop

Simon Tucker; OPUS

Room 2

Title: The School in Mind: The Unspoken Realities of Headship

Teaching has been described as the **most stressful profession** in Britain (HSE 2000) and Headship has been described as one of the most highly pressurized leadership roles. Governments and society have high expectations of Head Teachers to raise educational attainment and transform children's lives, sometimes irrespective of resources and historical and structural legacies.

But the real job of Head Teachers includes not just improving teaching and learning, but also managing challenging students and parents, staff recruitment, retention and performance, as well as managing the relationship with governors, the local authority, Ofsted, the media and other stakeholders.

Headship is a privileged position but it can also be a heavy burden and a complex role. So how do Head Teachers and Teachers cope with the workload and the stress and pressure to meet these high expectations? And what are the hidden costs to their emotional and physical health, the leadership function in school, and to the school itself?

This workshop will explore these issues in depth; by considering both the individual and the social nature of the anxieties that have become deeply rooted in schools. These anxieties give rise to the Organization that schools represent in the Mind of those who work in them, and these images in the mind promote strategies and defences that become manifest in working practice.

A presentation of research will be followed by a workshop where participants will be invited to reflect on and consider their own 'school in the mind'.

Workshop

David Rothauser; New Visions for Public Schools, New York

Room 3

Title: The Classroom as a Group: Applying group psychodynamic principles to our work in

educational settings

Classroom life is demanding. We ask our students to work together in small groups, to follow instructions, to listen to others, and to share resources. These constraints stimulate repetitive patterns and feelings from earlier years as well as from previous classroom learning experiences. We are cast as heroes or villains (transference) and our feeling responses to these projections can be overwhelming yet rich sources of data (countertransference).

The psychodynamic therapy group is a microcosm of the outside world. The group therapist orients himself to the unfolding process between and among members in the present moment. This learning space becomes a laboratory that helps members to improve relationships and increase understanding of the ways they engage with others in their "real" lives. Similarly, the classroom group mirrors students' lives outside of the classroom.

The here and now of the classroom group provides the psychodynamically informed educator (teacher, psychologist, counsellor, administrator, etc.) with opportunities to study, understand, and work with students' characteristic stumbling blocks.

In this workshop, we will look at the classroom as a psychodynamic learning space and how the relationships in the room affect learning. This workshop is designed for students and professionals who work with parents, school based practitioners, or who work in schools themselves. We will work together, using a live demonstration group experience, to translate psychodynamic group concepts into education friendly language.

In the discussion following the demonstration group we will draw parallels between the data provided and our work in schools.

Designation of Approach (in order of weight): Experiential, Sharing of Experience, Didactic
Participant Level of Experience: Open to all levels.

Three learning objectives:

1. Note similarities between a small group process and the psychodynamics of a classroom group
2. Describe three common resistances to learning in classroom groups
3. Develop techniques to convert nonverbal communications in classroom groups into words

11.00-12.00 noon

Keynote Speaker

Peter Taubman, Brooklyn College

Room 1

Title: "Death by Numbers: The Loss of Humanity in the Age of Audit"

Abstract: In 2014, *Whiplash*, a U.S. film about a young, white, male jazz drummer and the Faustian bargain he makes with his teacher, received rave reviews and numerous awards, including three Oscars, an Oscar nomination for best film, a Golden Globe, and multiple awards in various international film

festivals. My talk will explore the neoliberal approach to education/teaching depicted in this film, its connection to white masculinity, and its link to sado-masochism and the death drive. In focusing on this particular film, I wish to raise several questions: How does neoliberal education's and more generally mainstream education's disavowal of the unconscious and the trauma of the impossibility of education lead us into a repetition compulsion? How is our fascination with increased performance, mastery learning, and "building a better teacher" turning us into androids? And in what ways are the psychic structures of white, heterosexual, masculinity contributing to the loss of our humanity?

Biography: Peter Maas Taubman is Professor in the Department of Secondary Education at Brooklyn College, where he teaches graduate courses in education and English. He is also a co-founder of the Bushwick School for Social Justice, in Brooklyn, New York. He has written extensively on teacher identity, classroom teaching, psychoanalysis, and the problems with audit culture. His book, *Teaching by Numbers: Deconstructing the Discourse of Standards and Accountability in Education*, published by Routledge Press, received the 2010 Outstanding Book Award from AERA's Division B, the 2010 Critics Choice Book Award from the American Educational Studies Association, and the OL Davis, Jr Outstanding Book Award from AATC. In 2010 *Disavowed Knowledge: Psychoanalysis, Teaching and Education* was published by Routledge Press. In addition to numerous articles critical of neoliberal education reforms in the U.S., Professor Taubman has been very active in the movement to resist those reforms.

Planning for the future