

Peripheral: Considering some implications for schools

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What is peripheral?

Places

Australia: the central heartlands typically with industrial mining, settlements and ranches.

UK: the highlands and coastal extremities typically with village settlements.

Approaches

1. locations: the periphery is defined by the core which leads to the far flung being written off as remote, rural and regional.
2. flows: there are constant exchanges between the peripheral and core.

Flows

Modern societies revolutionized by mobilities i.e. the moving of “**people, objects, images, information and wastes**” (Urry 2000:1) within as well as between countries.

Flows and the coast: sending (unwanted) groups outwards to peripheral UK seaside towns

Ward (2015) HMOs in coastal towns primarily responsible for disadvantage because they attracted individuals in receipt of housing benefit who were then likely to have limited employment opportunities available to them.

Burdsey (2016) Customary dispersal of asylum seekers, refugees and people in regular migratory status to low cost private rented housing (i.e. HMOs).

House of Lords (2019) acknowledged that the movement into seaside towns of vulnerable people was often the result of neighbouring local authorities [e.g. cities] moving people out of their areas, towards cheaper housing along the coast.

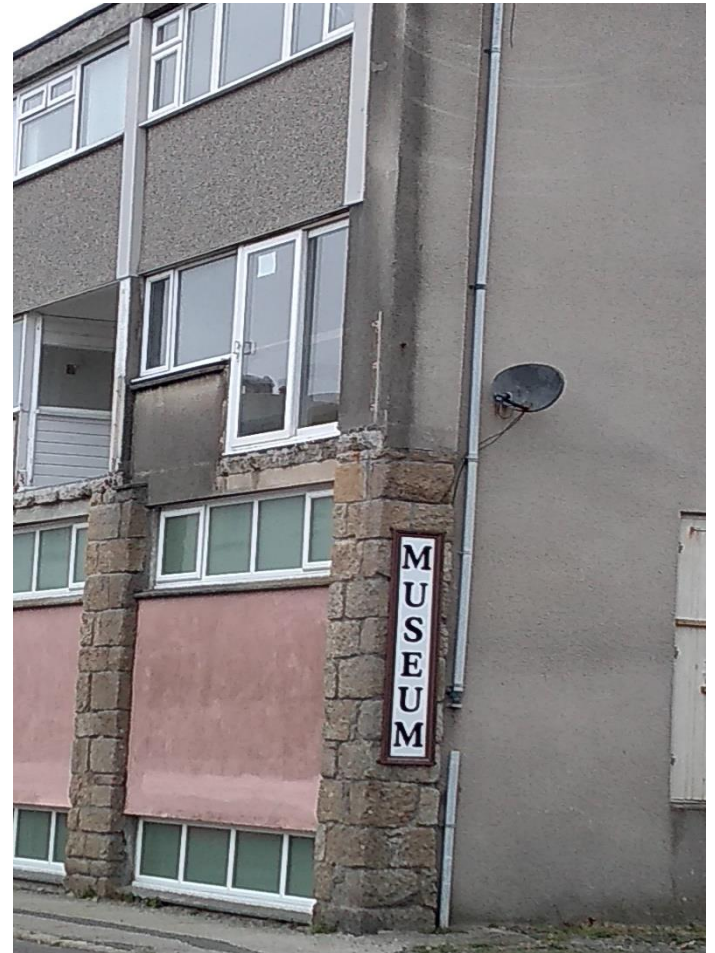
Impacts on schools: localised outcomes

Underachievement

Attributed to the large proportion of White British pupils eligible for FSM in coastal schools.

High rates of multiple deprivation within certain districts but these poorer districts are adjacent to prosperous areas in the same towns.

Sources: Agarwal et al. (2018); Jakes et al. (2021); Wenham (2020).



Flows to the coast: lifestyle and amenity migration

Motivators: nature and culture

Leisure, opportunity for different forms of work/ community volunteering/ creative enterprise, avoidance of the undesirable metropole.

Facilitators: current political economy

Ubiquitous technology, discretionary time & wealth, land & space available as compared with the peri-urban/urban.

****Post pandemic trends?***

Sources: Gosnell & Abrams (2009);
Moss et al. (2008)



Flows to the coast: lifestyle migration pushing others out

- In Cornwall, there were more than 13,000 holiday stays online in April – compared with 3,103 properties for sale. The homes available in these areas are generally far beyond the means of the local average salary (Guardian 2022).
- “My mum bought a four-bedroom house in 1971 for £15,000 – it’s now worth £1.1m. We don’t want to sell it because we live there together. But if it wasn’t for that house, I couldn’t afford to live here because I don’t have a million pounds for a house!” (Guardian 2022).
- Devon teacher: “I can’t find anywhere to live”. Secondary school English teacher Stephen Humphreys says he cannot find anywhere to live that is affordable to buy or available to rent in Barnstaple, Devon (BBC News 2021).
- Isles of Scilly keyworkers have nowhere to stay because of holiday lets (Cornwall Live 2021).

Impacts on schools: some local outcomes

Existing teachers.

- are stuck – few/no ‘fresh’ people come to the area
- need to commute long distances on poor roads
- need skills for many more roles than would otherwise be expected - small staff cohort across the school
- unqualified people are often being employed to teach.

Early Career Teachers are difficult to source as limited capacity in schools to host ITE programmes.

- accommodation/travel cost?
- far from HEIs for support?
- few job openings even after completing ITE?

Sources: Allen & McInerney (2019); National Education Union (2019); Worth & De Lazzari (2017).

Understanding these complex flows: into and out of the coast

The movement of “people, objects, images, information and wastes” (Urry 2000,1).

Wasted humans (Bauman 2004) are left over people who do not fit, have little chance of being recycled back into society (employment) and are deemed permanently redundant.

‘The practice of “othering,” which is inherent to the colonial project, rests at the heart of any wasting relationship. The production of waste is connected to the production of the other, or the outside, and of the “us”’ (Armerio 2021, 2).

In sum, ‘waste is not about the material stuff but the socio-ecological relationships making someone/something disposable’ (Armerio 2021, 10).

Double bind for peripheral schools?

Recall: policy legacies of relocating certain groups to resorts where living is 'cheap' but communities are socio-economically hollowed out.

Wasted humans can be collected together in territorially stigmatised areas – in real and abstract communities - existing on the edge, with high levels of dependency on social security and public housing, welfare and healthcare services (Bauman 2004, 81-85).

Schools in poor areas on the coast are often associated with few post-16 training opportunities, low progression rates to HEIs, low-skill jobs and seasonal/casual work with restricted career futures.

Recall: the struggle of teachers to afford accommodation with the result that they cannot move into or live near certain coastal areas.

Modernity has reduced humans to capital or waste through its colonial enterprises. 'And yet, we suffer our non-economic ways of being' (Titchkosky 2020, 38).

So....

Are teachers now another form of waste to be removed and isolated - far from those living the dream?

Perversely, these peripheral schools are likely to require more inputs than similar schools in less 'idyllic' areas. Peripheral communities continue to deserve high quality teachers.

Key References

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Titchkosky, T. (2020). The Cost of Counting Disability: Theorizing the Possibility of a Non- economic Remainder in (ed) Ware, L. Critical Readings in Interdisciplinary Disability Studies: (Dis)Assemblages. Springer International.

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