

"When you thought it might never get back to normal!"

Home-schooling during a pandemic: parent's experiences and reflections.

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Research Thesis submitted in part requirement for the Doctor of Educational and Child Psychology

#### Department of Educational Studies, University of Sheffield 2023

**Acknowlegements**

The support, knowledge, guidance and containment provided throughout my doctoral training by my supervisor, Dr Penny Fogg, has been invaluable and gratiously appreciated.

My two children Alex and William have remained patient, curious and invested throughout my doctoral journey. I am proud of them beyond words. As a mother, opening a pandora's box of feminist research may hopefully cascade and inspire their future selves to embrace diversity and kindness: characteristics I already see in both of them.

Finally, I am incredibly appreciative of the time given by Sarah, Bernie and Hollie to share their stories and memories, in an honest and altruistic manner. I feel connected to each story and will use my learning from these to inform my practice.

**Abstract**

My research explores the home-schooling experiences of parents during the Covid-19 pandemic and associated lockdown/s. I utilise a narrative approach to listen to the stories of three parents: Bernie, Hollie, and Sarah, each of whom home-schooled during this time. I implemented The LG (Gilligan & Eddy, 2017) as a compatible approach to analysis and one which advocates listening in a careful and sincere way to each story over a series of iterations. I initially attended to the plot within each narrative, then listened to the first person discourse within each, and from which I generated 'I poems'. I subsequently aimed to attend to the quieter and hidden voices in each story. Further listenings attuned polyphony in parents' voices, both harmony and discord. Social and cultural context was estalished as appropriate to identify within the stories, especially due to the unusual cirumstances of a pandemic in which I aimed to understand the phenomenon of home-schooling.

My analysis revealed an understanding of the positives as well as the challenges faced (and managed) during this period, fundamental to which included managing other roles and responsibilties. Each story differed although a single common theme emerged as related to how being a working mother and having limited agency impacted on relationships and time able to be allocated to spend with children and engaged in home-schooling. Other features I identified included collaboration with school, and differences between the two lockdowns were noticed. Relationships were overall perceived as good, curriculum and activity was better received in the first lockdown when seen as less formal and with increased parental agency. Parents experienced anxiety, guilt and uncomfortable emotion and used strategies to cope including mirroring the school day, keeping records and diaries. Positives included increased time with children, bonding opportunities with children or siblings.

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Glossary of terms and abbreviations

|  |  |
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|  |  |
|  |  |
| COVID-19 | Virus emergent in 2019 causing the pandemic |
| CYP | Child(ren) and/or Young People/person |
| DfE | Department for Education |
| EP/EPS | Educational Psychologist(s)/Psychology service/s |
| EBSA/EBSNA | Emotionally Based School Avoidance/Non- Attendance |
| EOTAS | Education other than at school |
| HS | Home-schooling |
| LA | Local Authority |
| LG | Listening Guide |
| PAR | Participatory Action Research |
| PTMF | Power Threat Meaning Framework |
| RQ | Research Question(s) |
| SDT | Self-Determination Theory |
| SENDCO | Special Educational Needs (and Disability) Coordinator |
| SEMH | Social, Emotional and Mental Health |
| TEP | Trainee Educational Psychologist |
| THE PANDEMIC | Global Pandemic of 2020-21 |
| UK | United Kingdom |

**1 Introduction**

1.1 Aims and approach to the research

This research developed from my autoethnographic experience of home-schooling in lockdown during the Covid-19 pandemic. I sought to understand the experiences of other parents who also home-schooled then, as a way of illuminating their understandings of a unique and novel situation as it unfolded, acknowledging an awareness my own experience and paradigm as I did so. My experiences and previous career in affiliated areas, which I felt were linked to this topic, further confirmed my enthusiasm and passion, and are outlined further in section 1.2.

The literature review is approached in a manner compatible to capture this position of discovery and uncharted territory. Several areas presented in the literature review are seen as linking in with this experience and helping to contextualise it whilst also offering some history and explanation of issues linked to home-schooling. This includes the collaboration between home and school, parents' responses to the responsibility of this role, including features of education in the backdrop of a pandemic, something I acknowledged as a crisis situation and as having associated opportunities and threats presented within this.

The research question is therefore positioned so as not to assume the journey of parents in this temporary new world and ultimately is intended to have remained broad, open and inviting of what this might have involved. Welcoming an understanding of whether each journey would be diverse or similar, emancipatory or limiting was central to my aims.

The methodology is well positioned to capture these experiences in a compassionate and safe way. The Listening Guide (LG) enables quiet and embodied voices to be heard, where otherwise these may have gone unnoticed and remained silent. The discussion hopes and aims were to have discussed key findings, the core themes which emerged and to also prompt several implications for practice. I hope to present thought provoking discussion regarding what was learnt from what was arguably the largest and most significant change to education systems and delivery in recent history.

1.2 My Positionality

My positionality, and the reasons which underpinned and influenced my decision to research this topic are explored to add transparency, provide my motivation, and give context.

Towards the end of my first year of the doctorate, in March 2020, an outbreak of a 'coronavirus' led to a global pandemic, and a response to this was the immediate closure of schools to the majority of pupils (with a limited access remaining for pupils deemed vulnerable or in other excepted categories). There was an expectation that whilst children were absent from school, parents/carers would undertake the role of home-schooling (although this was not mandatory). At this point, my eldest child was in high school (Y7) and youngest in primary school (Y5), and I was faced with this new situation and uncharted home-schooling territory. My children each responded differently to home-schooling and the overall 'lockdown' experience; there were memorable highs and lows for each of us. I encountered different approaches from different education providers and professionals within each setting. Each responded differently in how they managed this in terms of approach, communication, support, delivery, and expectations of home-schooling. Navigating this journey, with unclear timescales during the pandemic, also impacted upon my capacity to complete my doctorate as I had originally anticipated. I was motivated to pursue the topic of home-schooling whilst immersed in it, and my curiosity was piqued regarding the experience of other parents/carers.

There are several areas of study, brought to the forefront during Covid-19, which are associated with education delivery in atypical circumstances. I consider my current and previous work experience/s dovetail with some of these features, which helped to consolidate this as an appropriate area for me to research.

I have been a critical incident response volunteer for over fifteen years and have an interest in situations where reactive responses are required. This involves responding with humanitarian support to local community critical incidents. Often such incidents can directly or indirectly involve local schools and cause temporary or longer-term disruption to education. I consider 'Covid-19' as a recent and significant example of such disruption. How education systems (and children and adults within these) have been impacted, is therefore significant interest for current and future research.

In previous roles, including those as a trainee and Assistant EP, I had also worked in schools which were affected by critical incidents. One example included experiencing a school situation with my supervisor, where the school were managing grief processes following on from an incident where one of their pupils lost their life in the Manchester arena bombing. This was over a year later, but the understandable longer-term effects from this resonated with me, and I witnessed how the school supported children who were affected and how the school managed this with a sensitive and attuned approach. This included helping other children with grief and they undertook activities which celebrated life. My interest in critical response, a bespoke but established area of EP practice (Bennett et al. 2021) and more longer-term impact of incidents is an area of interest in my practice and research. Schools in the UK and potentially worldwide, will likely, as a result of Covid-19, also have encountered and managed situations of change, loss, and grief. This expectation to support so extensively beyond curriculum level was unprecedented. Schools were faced with an unusual predicament: teaching and supporting children while the majority of children were offsite with the implementation of home-education.

The various EPS (Educational Psychology Services) in which I have been based as a TEP (trainee educational psychologist) have supported schools during the context of a pandemic where a number of children will have experienced educational loss in terms of receiving teaching and resources but equally on a social level. Educational psychologists are suitably placed and skilled to provide a response which is responsive to crises, offering different levels of support to children, various education providers, and the communities in which they belong (Stein, 1997). In partnership with parents, this role includes considering which elements of home-educating work best and may positively translate into future practice. The application of EOTAS (Education other than at school) which includes off-site learning/home-schooling, is pertinent to respond to likely future crises and further pandemics, which are perhaps inevitable (Perry, 2015).

A final consideration of this research is to explore what might have been learnt from an example of home-schooling and education delivered on such a grand scale and global proportion. From this, we may understand if there are significant changes or differences from previous applications and understandings of home-schooling.

Holt first presented home-education as introducing a degree of emancipation from educating children in large systems and institutions (Holt, 1970). My research will reconsider if the home-schooling context of the recent pandemic offers a new perspective on this. If parents have chosen or felt obliged to deliver and implement education and their degree of agreement with this. Further, if their experience was positive or otherwise and if the degree of collaboration and partnership with schools has reconfigured the previous dichotomous position.

Whilst previously working in a youth justice setting, I understood that home-educating could be an option used less authentically and to avoid permanent exclusions for children who were demonstrating disengagement with school. Working hard to counter this use of offsite education, I still feel passionate that social injustices should not be ignored, and that ineffective implementation of any EOTAS provision should be avoided.

More recently, my experience and understanding has broadened regarding other nuanced situations where home schooling is utilised such as where children experience anxiety with their attendance. Broadly, circumstances where children are experiencing EBSNA/EBSA (emotional based school non-attendance or avoidance) offer a platform for research to explore various concepts and applications of education in non-typical situations. These may emerge from potential deficits in systems of education and where families are not receiving the appropriate mechanisms which are needed to support them. It may also be considered that children who have additional and special educational needs and disabilities (SEND) may be amongst those impacted most by unmet needs.

Until the global pandemic of 2020, there had been no opening or platform to consider how, and if, home-education is suitably positioned to offer something to children and their families which improves and responds to current challenges. Whether previous difficulties in partnership between home and school can be strengthened using the increased experience and familiarity the circumstances of the pandemic has afforded is fundamental to understanding any future application.

**2 Background Literature**

2.1 Overview and my approach to the literature review in respect of a study situated within a backdrop of a global pandemic

The literature review encompasses a broad scope of research and literature in order to more fully represent the many contributing factors that surrounded the home-schooling experience during the pandemic. An exploration of features solely pertaining to home-schooling would not have sufficiently represented the wider context and climate at the point of research. Nor was any specific or robust research base available on the topic of home-schooling in a pandemic available at the inception of this study due to the novel circumstances of this.

As this research is also partly autoethnographic and temporally orientated- occurring at the same point as the research was being conducted, the literature review captures that the situation quickly changed as compatible with the method and features of this study. Issues, challenges, and features associated with the global backdrop of a pandemic were evolving and emerging during and throughout the experience as I encountered it. A parameter of the literature review is therefore linked to the initial paucity of information on this topic, followed by a difficulty capturing the range of subsequent research, and whilst acknowledging that rich accounts of experiences pertaining to this period are still surfacing.

The element of 'discovery' associated with this experience, however, is not seen as a deficit, and it is hoped the literature review is, as a result, rich and thought provoking.

The review starts by establishing the general picture of the inception and setting up of education during the pandemic. A more traditional feature of the literature review is that it includes a presentation of the historical journey of home-schooling and its evolution and challenges, then brings this to the present day, presenting curiosity regarding a new possibility for increased school-home collaboration. Parent voice, potential gendered elements of home-schooling and a question regarding how feminist arguments present the multiple roles of women in society and if this difficulty is exacerbated during a crisis/pandemic situation are also considered.

I also describe political influences; the backdrop of the pandemic as a crisis, and the potential positives and challenges of this. Ultimately I acknowledge this experience was potentially traumatic and lasting for some, whilst for others this experience will likely have been emancipatory and positive. Finally, consideration is given in each section to research emerging throughout the study which illuminated further insight into the impact of the pandemic as this knowledge unfolded.

2.2 Implementation of home-schooling in the pandemic, parents as teachers in elective/non-elective situations

This research focuses on a premise that during March 2020, a pandemic (Covid-19) resulted in a critical change in how education was delivered and managed. Learning became offsite and home-based almost overnight, in the UK and across the globe.

Parents were faced with what for most was, an unfamiliar and unprecedented situation and in most circumstances leaving responsibility of co-ordination and implementation with parents.

Home-schooling in the United Kingdom differs according to the circumstances under which it is delivered. Elective home-education involves a parental motivation to choose an education for children other than in a school setting. In the pandemic of 2020, there was no agentic power (Campbell, 2009) for parents to accept this circumstance. Parents could however determine the extent to which they engaged and to a degree how they chose to manage delivery and content.

This distinction is given clarity by the DfE who separated guidance for elective and Covid-19 led home-schooling situations. In the first publication, parents are considered as broadly similar to teachers in their role:

“You can teach your child at home, either full or part-time. This is called home education” (DfE, 2020a, p. 1, May 21st).

Wording is much softer for the pandemic home-schooling guidance, and compassionate, using language indicative of parents holding more of a support capacity in the overall circumstances of the pandemic:

“No one expects parents to act as teachers, or to provide the activities and feedback that a school or nursery would. Parents and carers should do their best to help children and support their learning while dealing with other demands” (DfE, 2020b, p. 1, May 21st).

The initial statement regarding home-schooling during the pandemic was then removed by the DfE (2020b) in response to a rapidly changing education and wider societal climate of the pandemic. Arguably softening the expectations which had initially been placed on parents, moving emphasis to the suggestion of a more collaborative partnership with school being appropriate:

“We know this is a challenging time for parents, carers, and children. Remote education has brought new demands for them and changed how they engage with schools. Many parents and carers are balancing various responsibilities while supporting their children with education at home. Schools and colleges are there to support you and your children in this.” (DfE, 2020b, p. 1, July 16th).

Understanding the range of home-schooling conceptualisations given above, showing differing degrees of autonomy and direction poses more questions: how else might experiences of home-schooling differ?

Whilst Covid-19 related home-schooling is essentially a new phenomenon, it largely falls within an umbrella of many existing forms of education which are commonly referred to as 'offsite' or EOTAS. How the pandemic delivery model compares with other home-schooling formats available prior to the pandemic is of interest. Later sections explore this thread and address parent voice, and consider responsibility, autonomy and confidence as impacting on fulfilling the home-schooling role.

A final point is made about the identity of parent's as home-schoolers during a pandemic. The government position statements above slowly soften the language indicative of the teaching status of parents as the pandemic progresses, something which could be viewed as either reducing the pressure or removing valorisation. This may have been in response to feedback or reflection.

From the stance of the government during the pandemic and apparent hesitation to name parents as teachers, it further emerges there are indeed limited formal references for this position. From the mid 90's, an American handbook and guide uses, 'parent educator/s' (Mayberry, 1995) and other definitions remove the function of teaching altogether, 'companions of children learning from home' (Koedoes & Nur, 2021, p. 31). Generally, it appears there is no clearly adopted term enabling validity of the role, or protecting that this function (teaching your children) could be conceptualised as a role or occupation. This might be of interest for several reasons, firstly, teachers who are parents, receive a term indicative of holding status: teacher-parent (Mutch & McKnight, 2023) so perhaps shows a lack of equity for parents who do not have teacher status. Secondly, parents have many roles, and it could be argued that responsibility for children's education is not a necessary distinction from the umbrella of parents' many functions. Thirdly, to acknowledge the home-schooling role as parallel to teaching, should be afforded some greater recognition for parents. Some greater acceptance that parents are subject to some similar challenges might be needed:

"Although these mothers are not in the paid labour force, they have much in common with schoolteachers, experiencing the same role demands such as assigning work that expands students’ knowledge and abilities, inspiring a strong work ethic, and staving off frustration. As a result, they experience many of the same emotional reactions, including burnout, that schoolteachers do". Lois (2006, p. 507).

2.3 Home-schooling throughout history, factors which influence the decision to home-school, including reported barriers and benefits.

In America during the 1970's there was a shift and increase in the rate at which home-schooling was adopted. This was influenced by the views and suggestion of Holt (1970; 1983; 1989) who viewed schools as establishments that were not adequately meeting the needs of children in a rich and diverse way. Holt (1982) argued that creative opportunities were less available, thinking was less liberal due to the convention to follow rigid curriculums, and even presenting a moral and value-based argument against schools. Holt (1970; 1983; 1989) also felt that emerging from these systems would be children who were not suited to represent and develop a well-functioning future society.

Those who opposed Holt's view of education did so by highlighting that removing children from social systems (education) would detach them from the benefits of peer and adult interactions, their wider socialisation being impacted (Franzosa, 1984). A high proportion (77%) of parents who were not keen to home-school did so on the premise of possible issues as a result including becoming socially isolated (Beck and Vestre, 2008, cited in, Beck 2010).

Whilst this perspective appears to have been static and divided, new understandings appear to suggest this could be changing and the argument for social loss less dominant (Medlin, 2000). Advances in technology, the introduction of social media and web-based applications are stretching our capacity to interact without being reliant upon a physical proximity or in person interaction. Jolley and Matthews (2020) discuss 'geography' as being flexible regarding where learning can occur, without compromising our human need for social connection and degrees of interactions can be matched to individual's personal preference and capacity. Apple (2007) shows that home-schooling is not static and received a greater potential reach since the launch of the internet in the 1990's, increasing access to resources also changing (arguably improving) dynamics for social interactions.

A further perspective on psycho-social impact is given by Aronowitz (2004), reversing the social argument to indicate social complexities in education could be problematic, critical of schools deeming they: “teach conformity to the social, cultural, and occupational hierarchy.” (p. 16). Extending this argument Aronowitz (2004) believes current formats of education restrict social mobility, and the idea of an ideal and perfect curriculum is unrealistic: “the conflation of schooling with education is mistaken” (p. 16). An opening here then is for consideration of a more meta perspective of what is considered to be valuable and important in terms of education and learning, broader than strict adherence to a specific curriculum. According to Breslin (2021), following a set curriculum was secondary to many creative and other activities borne out of home-schooling in the Covid-19 era.

Some research argues in favour of the home curriculum as preferential and more competent than education delivered *en mass* (Van Galen, 1988). Here a synthesis of academic and curriculum ('pedagogical' ) and religious or philosophical ('ideological') motives and benefits are presented as featuring in parental choices to home-educate.

Several of the features of home education presented so far are indicative of increased autonomy for parents and children. Jolley and Matthews (2020) add to this a potential for increased choice suggesting education may also feature remote tutoring, new resources, and fundamentally could even be: “distanced [from] the home as the central location of content delivery and instruction” (p. 277). With such choices comes a potential restriction for some, that in order to access such resources there could be an expectation of ability and financial viability to do this, potentially marginalise some from accessing this (Doyle, 2020).

Positions of home-schooling so far discussed assume no middle ground or opportunity for partnership between school and home, instead indicate a belief grounded in one or another circumstance as preferable to the other. Lees (2011) finds this challenging, and offers consideration of collaboration, proposing that a barrier exists in the different conceptualisations being held without compromise. Lees (2011, p. 9 , suggests a shift in thinking is needed where those with dichotomous views need to release the strength with which they hold their paradigm and become more open to alternative perspectives:

“Being able to understand education of particular kinds on its own terms, rather than terms borrowed from forms of education which bear great, and significant difference is a necessary conceptual task: education is modally diverse, and each modality belongs to its own epistemological and ontological world.”

Acknowledging perspectives are established and strong, we understand from Lees (2011) the challenge lies in increasing flexibility and acceptance of alternatives, being willing to self-reflect on ideas which are firmly rooted.

The next section explores critical incident and crisis situations. It is possible some features present in these situations may offer circumstances under which perspectives which are usually fixed and static, may be able to shift more easily. Humanitarian and other features seen in crisis can also present a catalyst for new approaches and responses.

2.4 Defining a crisis, the backdrop of pandemic response which considers community responses, political directives, resources, teaching capacity and the propensity for home-schooling in this context to have been potentially traumatic.

This section acknowledges that parents who home-schooled were effectively doing so against the backdrop of a pandemic, something which is analogous to a crisis. Further exploration considers whether this is a situation where people can flourish or become defeated and struggle, and ultimately how this experience impacted on parents.

It is also necessary to consider what is understood by crisis and present a perspective that Covid-19 is considered to have met this criteria.

Stein (1997, p. 104) defines a crisis:

“A crisis can be defined as the temporary instability of an individual or social system. Etymologically, the word derives from the Greek krisis, meaning decision, and krino, to decide. The etymology seems important, as it enables us to view the concept as more ambiguous rather than necessarily negative by definition.”

The pandemic has undoubtedly impacted on social systems, resulting in difficult and challenging issues for children and their families and also for education professionals who continued to provide education in adverse circumstances. At the same time, it is hoped that, under adversity, also emerges new and different thinking, less governed by the usual lengthy bureaucratic processes. Change can also be transformational, Stern (2003, p. 211).

“A focus on crisis response should not obscure the scholarly and practical imperatives of learning from crises. Crises – though often traumatic and threatening, represent opportunities as well. They are opportunities to study the performance of political systems under extreme conditions. They are opportunities to identify priorities for reform. Furthermore, from a political perspective, they are often associated with windows of opportunity for overcoming the inertia of ‘normal politics. Sometimes sensible lessons are drawn, and sound reforms proposed in the wake of crisis situations.”

Perhaps some of the preferable outcomes from a pandemic can include learning and positive change, likely also requiring political backing to steer the pace and direction of such changes.

“Issues [are] moved out of the sphere of normal politics into the realm of emergency politics, where it can be dealt with swiftly and without the normal (democratic) rules and regulations of policy-making.” Taureck (2006, p. 54).

Recategorising priorities in emergency and crisis situations is linked to 'securitisation theory' (Taureck, 2006) where the gravity of an event or events leads to an increased response and status. In terms of a pandemic, changes and shifts in education practice and policy may be impacted by these associated responses by government and their handling of education systems. Two things may emerge, an implementation (and subsequent retention) of new approaches and policy, and also whether any changes are significant and noticeable as they translate into each individual family unit.

Crisis and disaster events cover a wide range of possible distinctive scenarios. These impact on communities and disrupt them in different ways. Examples where schools and wider local communities have been affected include those during and following earthquakes, floods and other naturally occurring disasters (Bateman & Danby, 2013; Convery, Carroll, & Balogh, 2010). Some examples in more recent times include man-made incidents such as terrorism, war and chemical/hazardous incidents (Bradford & Wilson, 2013; Butler et al. 2003).

There is often a narrative during and following catastrophe, that things need and should return to normal (pre disaster states) swiftly and unquestionably. Lai et al. (2019) refer to endings and a return to, "business as usual", (p. 32), also proposing that it can be difficult and uncomfortable to assume the responsibility of looking for error and reflecting on how things could have been better managed following a crisis. There is possibly a degree of vulnerability that schools experience while handling crisis and a return to 'normal' seems a reasonable objective and understandable drive. However, some research on disaster resists a sudden return to previous routines and offers an alternative of rethinking and reflecting, noting previous weaknesses in order to learn and bring about improved practices (Breslin, 2021). The pandemic may offer a great platform to reform education systems.

School communities involved in managing and supporting the responses in crisis are, according to Mutch (2014) heavily focused on preparing and considering practicalities of how to respond as part of their contingency planning. Following a catastrophic event, the school role, according to Mutch (2014), is very much focused on recovery and consideration of future resilience and protection against risk.

"The research (Mutch, 2014) also indicated the stages before, during and after crisis show a progression through various stages of grief, bonding, changes in relationships and in social capital, suggesting the human element is core to crisis response". (McCann, 2021, p. 8).

Amidst a pandemic, insight into endings and closure remain unpredictable. According to Viner et al. (2021), a state of discontent remains during this time with unanswerable questions on levels of well-being, health, and how society will recover.

It is unclear what historical 'space' the era of Covid-19 will occupy in the future, McCormick (2020, p. 349): "The “age of Covid-19” has become a cliché, but it can also be seen as a trope representing the anomie of indefinite liminality". I acknowledge how unusual and novel situations may also differ in terms of how they are perceived before, during and after they occur. Consideration is afforded to 'before' actual implementation of lockdown and home-schooling, this is included as there was a brief period of speculation afforded to 'what was coming' during initial news broadcasting informing about Covid-19 at a global level, but prior to the implementation and associated responses in the UK. During a pandemic, a degree of anxiety resulting from 'psychological temporal uncertainty' is experienced (Grondin, Mendoza-Duran, & Rioux, 2020), as opposed to known outcomes able to be reflected upon after the event. I hope to learn what parents in this study experienced at the various stages throughout their home-schooling journey, and how uncertainty may have impacted upon them.

How education was prioritised according to other presenting needs during a pandemic may be bespoke to the particular circumstances of each family. Fegert, Vitiello, Plener and Clemens (2020) found a consideration of well-being and mental health was positioned ahead of learning and curricula. Whether schools used their skill and capacity in SEMH (Social, Emotional, and Mental Health) to identify and respond to presenting changed needs in their cohorts is relevant, as is whether or not parents perceived this to be the case. Undoubtedly there is a significant contribution and value offered by schools during crises: "More significantly than the physical support they provide, they offer a sense of safety and security." (Mutch 2020, p. 4).

Fogg (2021) found a strong emphasis from schools centred around supporting pastoral needs, as schools involved themselves in activities such as delivering lunches and other acts of care, here children's welfare and safeguarding needs were focused upon. Conversely, the teaching strategies were less clear as initiated with limited government direction, and therefore evolved with the pandemic (Fogg, 2021).

The impact of limited teaching strategy is apparent. Fontenelle-Tereshchuk (2021), describe difficulty with developing a meaningful curriculum, differentiation for a range of learners and determining the effectiveness of self-directed learning. A need for instruction, especially amongst younger learners was still an important part of the home-schooling set up. Teachers also found greater motivation and were more passionate about their teaching when content was meaningful- important when considering teachers needed to deliver enthusiastically against challenging back drop of a global crisis. Fontenelle-Tereshchuk (2021) found the relationship and communication between teacher-parent-student was found to be an area requiring strengthening.

As there is likely to be a variety of level of skill and expertise, and preparedness amongst schools for a pandemic, it is likely that parents may receive and perceive differing levels of input and support. A lack of equity may exist because of the uncertainties in the background of crises. Responding to them is "largely improvised" (Howitt & Leonard, 2009 as cited in Lacuzzi, Fedele & Garlatti, 2020, p.1), therefore a selection of accounts of school-home experiences are possibly yet to surface.

Critical understandings gained from exploring the humanitarian aspects of responding under crisis point to a philanthropic and altruistic approach. A mindset of support and community togetherness can ensue:

“When disasters strike, victims may suddenly be linked in the most important de novo group to which they have ever belonged. Strangers on a bus that is bombed might experience a visceral, existential sense of shared fate, and might thus quickly not be strangers any longer – and instead become collaborators in a fight for their lives”. Zaki (2020, p. 588).

Positivity and favourable social responses which emerge during crises are often termed as displaying: "catastrophe compassion" (Zaki, 2020, p. 587). Affiliation with a group, or having a core function and purpose with arguably altruistic purpose was well documented during the pandemic. Communities joined in with clapping for NHS workers, displaying rainbows, supporting celebrities with fundraising (such as Marcus Rashford's campaign for the provision of school meals for struggling families). McCormick (2020) describes such rituals performed in crisis by communities and individuals as helpful to manage collective coping. Further, these are often analogous and use metaphors relating to war/s and coping, whilst also symbolising that good can come out of a crisis. I hope to understand if being compassionate emerges as a theme and if there was any sense of school-parent collaborations and partnerships brought about. This provokes thought regarding how the education system might evolve as a result of this experience: “Many in the education community treat COVID-19 as an opportunity to build back better-to re-imagine and re-design education for the future.” (Lyengar, 2020, p. 77).

A final consideration in this section is afforded to acknowledging that not all changes brought about during crises can be defined as positive opportunities for change or viewed as effective platforms for collaboration and humanitarian spirit.

Some research emerging as the home-schooling experience in the pandemic unfolded has indicated that this was, for some, a very stressful experience with negative impact overall, and upon home-schooling parents. Some of the less comfortable outcomes of this are highlighted by Horesh and Brown (2000) who released a clinical impact statement during the pandemic that indicated the lasting traumatic stress from Covid-19 is significant and will require long term support and attention. More specifically, regarding home-schooling, this experience was seen as overwhelming for parents- eliciting traumatic stress, anxiety and depression, and increased substance misuse. (Deacon et al. 2021; Whaley & Pfefferbaum, 2023).

Adverse effects from Covid-19 were greater among female care givers than male, (Wade et al. 2021) possibly attributed to mothers leading on some of the related roles (something expanded upon in section 2.6). According to Johnson et al. (2024) parental behaviours indicative of the difficulties they experienced manifested and included; rumination, excessive worry, anger towards their child/children and ultimately burnout. Parent's experiences are not presented in isolation from those of children; some research indicates a mutually detrimental experience where emotions suggestive of poor coping are interchanged between parent and child (Lateef et al. 2021).

Covid-19 has perhaps left behind a language indicative of trauma, including, 'lessons learnt' (Breslin, 2021) and presents suggestion of an experience requiring, 'emotional 'recovery' from home-schooling and related experiences (Khan et al. 2021). What can be concluded here is that whilst a crisis can be a platform for opportunity, it also shows a different side, and through the unplanned inception of home-schooling, significant detrimental impact upon those involved is seen.

2.5 Hearing parent voice: parental agency and confidence in the home-schooling role, including further consideration of the wider impact of home-schooling on parents.

Expectations regarding the delivery of education in a pandemic by parents includes consideration of what, when, how, and how much they are expected to do. Any willingness to uptake home-schooling could be influenced by whether parents felt capable, comfortable, and confident throughout the pandemic and with a home-educating role. In a large non-European survey of parents of young children (0-6) who home-schooled during the pandemic, Koedoes and Nur (2021) found parents did not feel readiness for this role. Parental concerns regarding home-schooling ranged from perceived efficacy in their teaching proficiency, understanding their children's learning needs and styles, the responsibility of teaching, a lack of preparation for this and having to maintain 'family' life at the same time.

Pertinent to this study is providing a platform for hearing and understanding parent voice: frequently this is under-represented in the relationship between schools and parents, ensuring their children's educational needs are represented. Lundeby and Tøssebro (2008) explore how the views of parents may be poorly understood or valued, subject to misinterpretation leading to inaccurate response to need and insufficient resources being provided.

A lack of equity causes frustration for parents as their agency results in better understanding of need and positive outcomes for the child being able to engage and succeed in their learning. (Finn, 2019, p. 880). The degree of agency parents are afforded in educational decisions is debated by Richter and Andresen (2012) who present a dilemma of accountability in determining whether the final responsibility for children's education should be held by parent or state.

This study may reveal what stance parents adopted to manage their home-schooling responsibilities and whether parents conformed to any disseminated instructions or guidance provided. It could also be that parents used alternative strategies to manage their children’s education, e.g., decided not to educate, adapted guidance, chose their own approach. Time-based factors may determine approaches used: multiple responsibilities of home and work and differing degrees of support available to them (Adams & Todd, 2020).

Whether levels of demand on parents exceeded capacity is considered, Parczewska (2021, p. 889): "Parents are generally not confident about their competence and solutions they adopt; they express anxiety about the future of their children". Lomi and Katemba (2022) also found parental anxiety featured during home-schooling, including a worry that poor outcomes may result from learning in the home context and via online mechanisms, also finding barriers to engagement can result from learning in the home environment. Knowles (1989) offers a viewpoint of collaboration (p. 392): “Schools are means, not ends. ‘Home schoolers’ should benefit from educators' and schools' aid”.

The opportunity to reconsider home education on such a grand scale, impacting globally, presenting a suggestion of increased collaboration, must offer sufficient learning to reinstate debate on the effectiveness of education outside of a state driven context. I present a possibility that polarised perspectives of previous home-schooling are unable to be replicated in the context of home-schooling in Covid-19 because of the home-school links which remain to facilitate home-schooling. Eguico, (2022) refers to parents as 'co-teachers', suggesting collaboration rather than holding sole responsibility for the education of their children. This is something which could vary according to the age and associated increased independence and agentic capacity, as a dominant response in this study was from parents of older children, who therefore may be more agentic in accessing their own learning direct from school sources. Koedoes and Nur (2021) describe a positive outcome of 'synergy' between teachers and parents (p. 37).

2.6 Feminist perspectives on home schooling, including gender, work and motherhood.

Illuminating the collaboration of the many roles of mothers which include that of childcare, 'housekeeping' (or leading in a domestic role), and a further role of having employment or career focus, constituted a central feature of the late 1970's research by Ackers, Barry and Esseveld (1983), whose aims were to 'liberate' women by highlighting this role co-management, the associated challenges, and at the same time identifying the many difficulties of research in a feminist context.

Budds (2021), writing in the recent era of home-schooling, emphasises a difficulty of mothers in Western society which indicates the challenges presented by Ackers, Barry and Esseveld (1983) may still persist. Namely, mothers receive pressure to maintain and conform to expectations and standards of the mother role, and feel they should parent: "Without compromising a 'good mother' identity' (p.1). This includes a reluctance to access support, something which, as a consequence, compromises maternal well-being.

Consideration is therefore afforded as to whether there is a gendered aspect to home-schooling in terms of parental lead (Lois, 2017). I hope further insights can be obtained here: who led on home-schooling and the rationale for this, in addition to what this experience meant for parents. In a study of teachers, MacDonald (1994) found the dual teacher parent role resulted in more negative outcomes (exhaustion) for mothers and had no negative impact for fathers. A perhaps surprising outcome from the pandemic for fathers was that they: "learned new skills and built stronger relationships with their babies and children". (Burgess & Goldman, 2021, p. 76).

Budds (2021) indicates societal expectations associated with the mother role has led mothers to assume disproportionate amounts of responsibility for their children, in aspects of their care and development, something which may extend to home-schooling. Mothers were ten times more likely to have adopted the home-schooling role, experiencing greater stress levels in the pandemic whilst doing so (O’Sullivan et al. 2022). The extent of such stress is further discussed in section 2.4, where the degree of impact is for some parents traumatic and lasting. Pre-pandemic sources (Lines, 1991, as cited in McDowell, 2000) found the proportion of mothers taking on tutor roles was 89%, and refers to home-educator role as ‘mother-teachers’. It appears the role extends further than pedagogy. Raey (2000) considers that it is likely motherly emotion is an additional feature relevant for children's education. I hold curiosity regarding which of these elements might be reflected in this study, and, if in the pandemic context of home-schooling, these perspectives and the tendency of home-schooling responsibility to align with mothers re-emerged and remained consistent over time. Parents who educated prior to the pandemic were generally in a cohort who ‘elected’ to educate their children; features of having agency or a lack of in the circumstances of the pandemic is also of interest.

Home-schooling may be presented by parents as both personal lived experience and how they describe their children's experience, coping and response (Breslin, 2021). Home-school communication may have been a strength or difficulty, offering insight for future application. Breslin (2021) found some parents flourished in the role whilst others, notably mothers with additional work responsibility, were more compromised.

2.7 Further reflections on the impact of the pandemic: from the perspective of the parent child relationship, family resources, and school reintegration issues as home-schooling came to a close.

An additional and closing stage of the pandemic involved the reintegration of children into their previous education establishments as restrictions lifted, something which may also have been a concern for parents.

Although a pandemic gives rise to unchartered territory facilitating debate regarding best practice for school reopening and reintegration, some suggested approaches (Harmey & Moss, 2023) encourage managing this reintegration by favouring an assessment of children's needs and mental well-being. The authors advocate using an approach responsive to an experience of educational disruption (crisis) rather than consulting literature which focuses of 'learning loss' or measurement of academic functioning (Harmey & Moss, 2023).

The experience of home-schooling in this study is explored through the lens of parents, but could equally have involved children or teaching professionals. Some research indicates the closeness in this dynamic renders this boundary hard to position.

“Despite the fact that I stressed to all the participants prior to the interviews that I would be interviewing home-schooling mothers only and would not be interviewing the children, almost all the children of the other seven participants were eager to show or tell me something about their schooling.” McDowell (2000, p. 196)

Ultimately, the experiences of parents may be somewhat inextricable from that of children, and although accounts of this will likely differ, they shared this experience together. Therefore, by proxy, to hear parent's stories, I think some understanding and insight can be gained about the experiences of children and the impact a period away from school has had on them.

Gassman-Pines, Ananat, and Fitz-Henley (2020) highlight compromised well-being might be amongst such impact of the homeschooling experience. In some cases, relationships (school-child-parent) were seen to be strained. DeJong, et al. (2022) found this especially when parental efficacy to complete the role was lower. Other less positive outcomes were seen. Carrión-Martínez, et al. (2021) describe circumstances where: "Characteristics (such as low socioeconomic level, disability, or ethnic minorities), are more vulnerable and, unfortunately, have been forgotten in pandemic education" (p. 14).

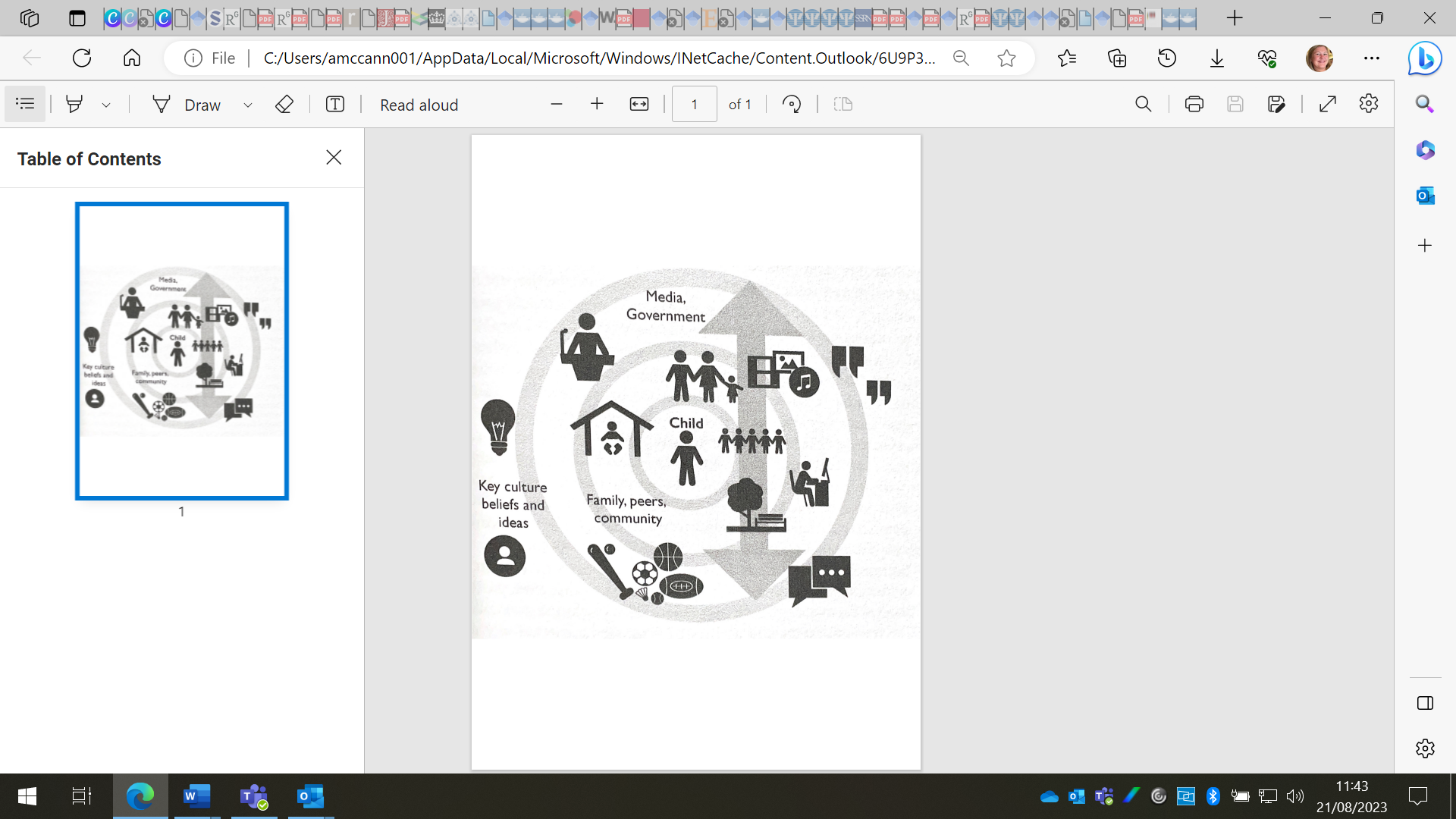
There are costs which on a practical level impact financially on families regarding how education can be adopted in new contexts. A hasty installation and use of new resources technological equipment to support teaching was part of the adjustment families had to make (Binns, 2021: Onyema et al. 2020). During the Covid-19 pandemic, educational systems received a response which Murphy (2020) describes as a prompt inception of ‘e-learning’. Enthusiasm to adopt technology is based on several factors including perceptions if this is useful or simplistic to use (Davis et al., as cited in Mwale & Chita, 2020). "It is possible several practical and resource led factors impacted upon the readiness and continuation of efforts to home-school" McCann (2021, p. 10).

Already there are some indicators that the pandemic brought some wider impact of increased strain and tension into the home-environment. A contributing factor in this was also (lowered) socio-economic status which left some parents feeling less able to fulfil the education role because of significant overburden with responsibilities, perceived efficacy, and lack of resources e.g., Wi-Fi, technology, and for some families not even having enough food to eat (Hoskins & Wainwright, 2023). Christie et al. (2022) did a rapid review of the impact of Covid-19 and found harmful effects included increased mental health needs, domestic violence, and parental stress. Further, those with decreased financial support, ethnic minority background and parents whose children who have SEND needs were more negatively impacted.

Improvement and successes from home-schooling are reported as including the radically different context provided offering what schools cannot replicate: "I explored a discursive spatial dualism posited by home-schoolers, where ‘home’ and ‘school’ were associated with radically, if not incommensurably, different modes of feeling, timing, learning and, crucially, relating between adult and child." (Kraftl, 2012, p. 448). The spatial setting in which learning occurs (arguably also including the different functions within) is framed here as crucial to the outcomes able to be provided by learning.

Key arguments from Kraftl (2012) suggest relationships are more natural when children are with parents and away from mainstream settings and ultimately responsibility is taken away from the state and placed with parents. More historical perspectives positioning the ecosystem of the family (specifically mother) as ultimately responsible for educational and wider developmental needs, include that by Bronfenbrenner (1986). However, within these models the child is still positioned in a wider context of sources offering influence and support.

Image 1: Ecosystems perspective of wider influences supporting children



Source: Arnold & Davis (2022).

Whilst there are some possible more recent angles in this research, (including gender, class, culture), Bronfenbrenner represents early psychology as able to indicate relationships between school and home as important. The research makes an additional link to the child's awareness of their mother's working status, and unlikely familiarity with this. In terms of home-schooling and parents working from home, in a more modern scenario, this is now possibly more familiar and likely.

Models are available to facilitate home based learning (and working) before and during the pandemic. Bonk and Graham (2006) identified blended learning (combinations of in-person and remote technology) as appropriate in both academic and employment contexts. Breslin (2021) found some authorities reported an increased request for elective home-education immediately after the pandemic, but there is little known if this can be interpreted as a marker of success or rather as a difficulty in returning to school. Nor are we clear regarding the success or continuation of this arrangement after the initial enquiry. These factors highlight a relatively new scenario, the likely synchronicity of parents and children when positioned together in the home in a new dynamic, i.e., when the home is both a work (for parent) and learning (for child) context, how compatible this arrangement remains over time.

There is some indication that a positive impact of home-schooling is increased closeness which may result from the opportunity parents and children had to spend more time together (Brodie, 2010). In her research (also an autoethnographic experience) Brodie (2010) reflected on the increased connection and attachment brought about by her opportunity to bond with her daughter during their home-schooling.

During the first wave of home-schooling there was a notable increase in creative pursuits and positivity (Bubb & Jones, 2020), suggesting some elements worthy of retention. This research is concerned with challenges and difficulty but hopes an open-ended question of what, if any, successful facets from the home-schooling journey should we replicate and retain?

2.8 Summary and final reflections on impact:

As research started to emerge and as this research came to a close, new accounts were revealing how the pandemic and the associated implementation of home-schooling impacted on parents, children, educational professionals, and communities. Previous sections have included some indications of what this has revealed but a full picture of the impact of the pandemic is likely to continue to emerge for years to come.

2.9 Research Questions

The research questions remain wide-focused in order to explore the impact of home-schooling during a pandemic for parents/carers, particularly as this is a relatively new and emergent topic for research. To approach qualitative research with sensitivity, Gilligan and Eddy (2017) suggest the research questions should be presented in a manner which is respectful of the fact that we have invited the expertise of those who are willing to share their stories with us. The researcher is then positioned as privileged, curious, and listens in a manner which seeks to understand what we do not know about the topic rather than what we already do. The language used in the research questions here aims to remain compatible with the narrative research questions which I used in the interviews. By asking 'how' and 'what' the experience meant to parents desists from judgment. I found this position a useful reminder especially due to my autoethnographic positioning within this research, giving my own lens for this experience and consideration of how influential this is or should/should not be.

Two exploratory questions emerged:

Primary question:

How did parents/carers navigate their experiences of home-schooling throughout the Covid-19 pandemic?

Sub-question:

What were/are the successes and challenges of home-schooling in relation to communications and relationships with school?

**3 Methodology**

3.1 Chapter synopsis

Explanation and rationale for the selected methodology are explored here, including exploration of possible compatible methodology and resulting in the selection of a narrative approach. Acknowledgement is given to the possible impact of an autoethnographic experience in research despite this not being an autoethnographic method or approach. Philosophical underpinnings are discussed in this chapter.

3.2 Ontological and epistemological positionality

I have sought to maintain a thread throughout the research in which my philosophy should remain consistent: from research aims and methodology through to, what is revealed and understood. The ***relativist*** ontological position I adopt for this research is compatible with modern narrative approaches.

Exploring the journey of postmodernism, Spector-Mersel (2010) describe a 'narrative turn' which resulted in many scholars embracing narrative as a qualitative method, favouring the diversity of story and meaning from former dominant positivism.

"Narrative was believed to reflect an objectified essence, located either within the narrator or outside him. In contrast, a third approach termed discursive, constructivist or postmodern, focuses on the fluid nature of the narrative" (p. 4-5).

As an extension of popular acceptance of new philosophy, Spector-Mersel (2010) argues narrative is deserving of a paradigmatic status in its own right. Robert (2014) asserts the complexity of narrative and multiple ways of conceptualising use and application.

I consider, as the study will inevitably absorb aspects of my own life experience and acknowledge the autoethnographic element of this experience for me, the research is therefore aligned with the constructivist epistemology. It is relational, and compatible with a modern narrative approach which complements the paradigms I use as a way of approaching this (as methodology). I feel dynamics of human interaction are complex and fitting to the epistemology I adopt:

“Realities are apprehendable in the form of multiple, intangible, mental constructions, socially and experientially based, local and specific in nature, and are dependent for their form and content on the individual personals or groups holding the constructions” (Guba & Lincoln, 1994, p.110).

As my personal experience has been introduced and synthesised with the stories of my participants at several levels, I appraise the work of Berger (2013, as cited in Pitard, 2017) as here, researchers are reminded to practice reflexivity and recognise their bias or influence in the research. Having introduced thought sections or 'Reflective points' throughout my analysis section, I feel I achieve a degree of noting transparency where (at points when I am aware) this occurs. Having kept a research diary which was inclusive of reflection of my autoethnographic experiences, helped me to recognise when these points arose.

I use a narrative approach to elicit the stories of my participants and the Listening Guide (LG) as part of my analysis. This is seen as compatible with my philosophy as it heavily focuses on the participant-researcher interaction and co-creation of narrative. The context of hearing stories borne out of a crisis equally fits with social construction, as such events are interpreted according to, "language, meaning, context, and crisis," and the specifics of how events are given meaning (Zhao, 2020, p. 113). The participants and I both shared the experience of the pandemic, and the LG goes deeper to ask the researcher to attune to when and where their subjectivity features:

"We also attend to our own responses to the narrative, explicitly bringing our own subjectivities into the process of interpretation from the start by identifying, exploring, and making explicit our own thoughts and feelings about.. the narrative." Gilligan et al. (2003, p. 257).

It was important to identify and reflect this subjectivity in my analysis, so I represented this using a blue highlight for my reflexivity and also included comment within the analysis where I sensed participants self-awareness and reflexivity had surfaced. I believe this insight adds transparency and a reminder of the researcher- participant dynamic.

My axiological position as researcher was to bring what I consider positive values to my research. Axiology is concerned with how research is conducted, its value, 'goodness' and uses a humanitarian and ethical focus (Bahm, 1993). It felt important to uphold this integrity as I wanted to provide a safe space for participants to share their stories, and convey my authenticity. Caine et al. (2020) demonstrate the potential transfer of Nodding's (1984) principles of ethics of care into a narrative inquiry. I believe my axiology is closely aligned with such principles. These values are embedded in 'receptivity', 'relatedness', and 'responsiveness' Noddings (1984) argues these are strengths of women who often naturally align with them. I feel this is at the core of my epistemological position, one of relatedness and reciprocity. I can relate as a woman with a shared experience (of home-schooling) to my participants, and wanted to allow their stories to be handled with 'care'.

It was important to try to facilitate an environment where participants felt they could: "Safely tell their stories to someone who is listening and can be trusted" (Gilligan, 2015, p.75). I feel my approach to participation and prompt sheet (Appendix 5) for interviews helps illustrate my commitment to this by keeping these important axiological points close by during the interviews and creating a reminder of the language I wanted to use to make participants feel at ease, should my nerves, pressure, or research inexperience prevent this from being included more naturally within the conversational flow. Axiology also concerns how people, and their stories are represented (Aliyu et al. 2015; Billington, 2006). Again, my aims were to do this with integrity and fairness. Van Manen (2023, p. 20) describes a 'pathic' (perceptive of circumstances or suffering) element to practice and our: "sense and sensuality of our practical actions" (p.12). I understand this as being inclined to easily attune to adverse experience or difficulty, and I hope to consciously bring skills from my previous experience in social care roles, where working intensively with children and parents has given familiarity with skills of relationship building, rapport and a sincerity with which I listen.

3.3. Selecting a Narrative Methodology

There were several potential methodological approaches offering suitability for this research and enabling an understanding of how the delivery of home-schooling impacted on parents during the Covid-19 pandemic. Further definition and reflection on these, namely PAR (Participatory Action Research) and autoethnography are supplemented in Appendix 10.

I ultimately elected a narrative inquiry and feel an autoethnographic element isn’t lost in this research. Hamilton, Smith, and Worthington (2008) illustrate overlap between autoethnography and narrative- as both include elements of 'self'.

I believe my experiences of HS embed within my research and epistemological approach as both relational and co-constructed:

"Narrative inquiry calls for ways to engage in sociality, temporality, and place. The role as a qualitative researcher is as an intermediary in knowledge co-construction in the collection, interpretation, and revelation of the meaning behind the stories." Pino Gavidia and Adu (2022, p. 1).

I believe the pillars of, 'sociality', 'temporality', and' place' (Pino Gavidia & Adu, 2022) are also pertinent to a narrative exploration of the experience of home-schooling.

"The three dimensions of the metaphoric narrative inquiry space are: the' personal and social (interaction)' along one dimension; 'past, present and future (continuity)' along a second dimension; 'place (situation)' along a third dimension" (Clandinin, 2006, p. 47).

Whilst bringing our previous educational experiences to understand a new and less well understood phenomenon of home-schooling, each pillar features along the journey to 'discovery' (Gilligan & Eddy, 2017) and to find meaning. Temporality is part of the reflection and recollection of events after they occur. The shared experience reveals challenges and successes, implying a social dynamic and connection. Spatially, the isolation and contextual features of lockdown impact on how we understand the experience, and creates a shared understanding of 'space' in a particular historical event, whilst remaining individually experienced and nuanced.

3.4 Autoethnographic experiences within research, impact, and measures to address this.

As a researcher sharing the same space and experience of home-schooling as other parents in the pandemic, it is necessary to acknowledge how this likely impacted on the research and my own emotional experience during this study. I believe this personal experience of home-schooling, (something which involved both positive and challenging moments for me) underpinned my motivation to ensure participants were well considered and felt the experience was safe and authentic for them. This is further discussed in sections covering my axiology and ethics of care (section 3.3) In conducting research close to my own emotions, there are likely points of potential fatigue, overattachment to the thesis, and emotional labour. Benoot and Bilsen (2015, p. 1), refer to a need for research to consider the 'emotional risks of researchers' in respect of this.

I chose to complete a reflective diary as part of my research, advantageous to develop the novice researcher skillset (Meyer & Willis, 2019). I was able to map my own thoughts and experience of home-schooling and interactions with schools, therefore enabling some insight into my area of research. At the same time, aiming to be reflexive, I appreciate my angle and perception of this may be limited or specific to my own experiences of home-schooling. I also annotated some of my personal reflections and responses in the transcription analysis section, something which the LG also encourages by suggesting inclusion of reflexivity and researcher responses to the narrative/s. (Gilligan & Eddy, 2017) I feel the use of this approach enabled me to mitigate some of the challenges, as did the support systems around me at the time of the thesis. I took comfort in the fact I was sharing this experience with others, including other doctoral students and educational psychologists who encountered this at the same time as I did. Considering the degree to which my 'voice' is included in the study enabled a sense of agency for me. This then protected from oversharing and overshadowing participants stories whilst at the same time the epistemology acknowledges a degree of comfort permitting a safety that some of my 'self' is embedded within the thesis and this is not undesirable

**4 Design and Procedure**

4.1 Chapter synopsis

This chapter commences with ethical considerations, yet underlying principles for ethical decision making are continued in subsequent sections. The pilot study was conducted following ethical approval and became included in the main body of the study as deemed appropriate. Principles underpinning participation are given along with details of the process and order of involvement, with subsequent care and follow up after the interviews. The approach taken to applying the LG is detailed, along with accompanying rationale for my chosen approach to transcription.

4.2 Ethical considerations

Ethical considerations were wide ranging and thorough, including, participant comfort, safety, consent, and anonymity amongst others. How some of these elements link to each stage are further explored in the procedure (sample and design) sections.

Participants were made aware of the nature and purpose of the study in keeping with the robust approach to consent. They were invited to suggest their availability and preferred location. Locations were pre-interview checked for having suitable space and enabling confidentiality.

A self-reflection component of the recruitment process was included to confirm participants had considered what participation involved and that they felt they could manage this and that it was suitable and appropriate for them to take part. Having met the criteria of having taught their children during the pandemic was also an essential requirement for participation.

In summary of the participation section (see section 4.3), involvement was linked to a process of voluntary uptake, by responding to my advert/poster distributed in schools and actively seeking to get involved (i.e., to contact researcher by email for further details). Self-referral was considered ethical and aimed to reduce regret or withdrawal. Two participants responded in this way and a third responded having seen the poster just ahead of this distribution (specific details are omitted here as they may identify the participant). An ethics minor amendment was submitted to clarify suitability of application outside of the school-based distribution method, and to respond inclusively to this enthusiasm to participate. This amendment was approved and agreed in February 2022 (See Appendix 1).

As a further measure in my research, aiming to achieve an accurate representation of participant identity, I returned transcripts to participants to ensure I represented them comfortably and accurately. Partly this was to see how I spoke about them but also as a step to check out context with them and also to ensure accuracy of my questions and understanding. Billington (2006) encourages self-awareness and consciousness of our impact when we speak, to, with and about children, I hope these principles can suitably relocate and map onto how we speak of and to parents.

4.3 Pilot study

A pilot study was conducted following ethical approval. The consent and information

sheets (Appendix 3 & 4) explained that the first person who met the criteria for participation (having home-schooled their child during the pandemic) and completed their consent to participation, would be used as the pilot. This was Sarah, who was made aware that the purpose of the pilot was to assess if improvements and changes were required before further interviews took place. A further purpose of the pilot stage was to develop my interviewer confidence through skill practice. All potential participants accessed the same information and consent sheets, which included both possible points of entry to the study (pilot or main) because distribution occurred at the same time. Participants were made aware that (if few or no changes were required) their account may be used in the main body of the study and fully transcribed, as stipulated in my ethics application. It was also made clear to participants that reference to, and inclusion of, the pilot study content (including participant contributions and my researcher reflections) would be included in the final written thesis regardless of whether the interview is included in full. Participant's corresponding consent forms captured their agreement to this. It was also emphasised that the criteria for selection in the main body of the study was linked only to my researcher performance and competence, and not in any way linked to their story content or quality, or a reflection of themselves.

Several responses were received within a similar timeframe. Equal emphasis and information regarding the purpose of the pilot and process was provided, as any participant could have assumed position as first to respond and confirming their consent. By the stage of my third interview, the pilot had already been completed so the explanation of why this information included within the consent and information forms (Appendix 3 & 4) was adapted to reflect this decreased relevance. My first respondent to agree (Sarah) was comfortable and clarified herself as having understood her position as both pilot study participant with potential inclusion in the main study. Before the interview commenced, consent was recapped, including how the pilot would be used.

The ethics approval stipulated that if the pilot went well, I would follow the same procedure as the main study covering consent and withdrawal, data analysis (see sections 4.3). I sought feedback from the pilot interviewee, this was done immediately after the interview. This was done alongside general debrief and check-in which included how the participant felt following the interview, offering post-interview support channels and information via email.

The pilot participant maintained she felt comfortable the interview had gone to her expectations and comfort. Informal discussion following the interview appeared to work well. I continued the informal discussions with the other participants as I felt this was good practice to see how participants reflected on their experience of participation. The same written consent processes and documents (information sheets and consent forms) were used for all participants.

The success of the pilot interview meant Sarah's story was included as a full interview and transcribed, analysed, and stored in the same manner as the others, including opportunity to edit, elect preferred pseudonym (and chosen spelling variant), and access prompted withdrawal opportunities with time-line reminders.

4.4 Inviting participation (including design and sample)

4.4.1 Participation

Sharing a personal experience is a brave thing to do (Anbeek, 2021). I wanted to ensure my approach to participation would encourage responses from those who were comfortable and keen to share their stories. Ethical participation is important and considered closely alongside understandings of consent, something firmly considered to be ongoing and retractable (Barnett, Wise, Johnson-Greene, & Bucky, 2007; Havercamp, 2005).

Often recruitment stages of research can involve sending (attaching) related information as a 'pack' with initial interest and may also form a part of a large-scale distribution approach. For this study, I separated these consent stages: the primary distribution stage allowed for participants to read the poster (Appendix 2) have 'considered' their decision and enthusiasm before requesting further information, which then built in a further reflection opportunity before agreeing to participate. Information and consent included information sent to those who had enquired as a second stage of this recruitment. I decided to provide a maximum of two follow up emails for either return of forms or arranging interviews as I felt this would constitute 'chasing' or being persuasive, something which represented the antithesis of my approach.

4.4.2 Sample and design

My sampling design can be considered to match both volunteer and purposive sampling. Volunteer as part of a layered and therefore ethical recruitment process discussed above. Purposive- as I required access to a cohort of parents or carers who home-schooled during the Covid-19 pandemic, identified as necessary in order to fulfil my research aims.

No additional criteria were applied. My sample size was small, appropriate to explore the participant's discourses and obtain a rich and in-depth insight into their home-schooling. It was relevant on a practical level, to factor sufficient time required for subsequent transcription and analysis.

Participants were accessed using a process partially 'gatekept' by educational psychologists and SENCOs. I sent my poster via local EP clusters (groups of SENCOs specific to a shared geographical school area, and who form a group where EP services are accessed using an allocated/linked EP). EPs were asked to send out my poster by email and invite SENCOs to distribute it within their schools. Suggested poster distribution included on walls/noticeboard or attached to internal mailings or newsletters where parents would be likely to see. Removal following recruitment was agreed with schools.

There are several associated difficulties where gatekeeping is relied upon to source participants (Amundsen, Msoroka, & Findsen, 2017; McFadyen & Rankin, 2016). These can include timing and low prioritisation which was probably an element in this study as I received a low return which resulted in no participants initially. A second email (reminder) then returned 6 responses from which 3 converted into participants (those who completed their consent process). I attribute factors such as busy EP and SENCO work schedules as possible factors. However, this was a manageable and appropriate return rate for the requirements of my study and larger return rates would have increased administrative responsibility to manage and to consider ethically managing disappointment of non-selection. My reflections on this indicate more direct approaches to access parents who home-schooled such as via school mailing lists/ direct correspondence to headteachers might have negated this issue and initial delay.

I considered the range of potential experiences I might be in a position to explore, and that within a small sample this is unrealistic to fully represent elements of gender, age, and ethnicity. I used EPS clusters (as above) as an approach to access participants enabling a wide-ranging target group- from reception to Year 11, which I considered adequately open. Ironically, one of my participants had a child in reception and a second child in nursery, so I ultimately accessed a younger age than anticipated, something which I welcomed.

4.4.3 Interview procedure and post interview care

Suitable venue and timings were mutually agreed. Consideration was given to location (ease for the participant as the interviews were some distance due to the large geographical coverage of the local authority). This was also somewhere considered comfortable to the participant and where privacy (confidentiality of the conversations) was upheld.

I confirmed availability of participants the day before interviews, and offered reassurance at several points making sure participants were still comfortable to take part. On the day of the interviews, participants again confirmed their understanding of the research and agreement regarding the information and consent forms. A post interview discussion included general well-being check-in, and mechanisms for support (see participation section). These were given verbally should there have been any feeling of regret or discomfort later. This was also attached to an email distributed following the interviews. I emailed also to check-in with participants to ensure they were happy with their interviews and advised I would be sending transcripts to them after a period facilitated to allow me to first type and transcribe. I advised a period of 4 weeks following sending the transcripts as an opportunity to edit, remove parts or completely withdraw from the study. Participants were also invited to select preferred pseudonyms to protect their anonymity but also ensure accounts remain personalised. I received some suggestion for changes to redact personal or identifying information which I completed and returned. Participants then confirmed their comfort in their accounts being used. Process for data storage (see 4.8) was reiterated.

4.5 Approaches to analysis- interpretation and applications of the Listening Guide

The Listening Guide (LG) was applied as my principal method for data analysis.

This approach is considered as a feminist approach to methodology as it seeks to hear voices which may otherwise struggle to surface, thus empowers quiet voices. For example, the 'I Poems' (see Table 1 for further description) are essentially platforms to hear first person accounts, something which Gilligan aims to do across a wide range of women's issues from eating disorders to sexual injustices, to motherhood (Gilligan, 2013). The importance of first-person accounts cannot be overstated, as Taylor, Gilligan, and Sullivan (1995, p. 1) make clear, prioritising as an introductory feature of their concerns: "We enter a landscape that is strangely silent- where girls for the most part are not heard in public or if heard are generally spoken about in the third person. These girls have voices, they are perfectly capable of first-person speech, but as they will say repeatedly, nobody listens, nobody cares, nobody asks what they are thinking or feeling".

There are other features of the LG which alleviate any doubt over suitability, including having a robust structure, and allowing space to hear stories, and opportunity to reflect before rushing to code and group (Gilligan & Eddy, 2017). Respectfulness regarding authentic listening was very compatible with my axiology and value-based approach to helping participants navigate their stories with me.

The guide is summarised by Woodcock (2016) as follows:

“[LG] places emphasis on the psychological complexities of humans through attention to voice. It does so through the creation and special analysis of voice poems, as well as by attending to silences. Furthermore, the LG is distinctive in its emphasis on the importance of human relationships, and its feminist grounding provides spaces to hear those who may have previously been silenced.“ (p.1).

Table 1 is presented to summarise the steps which I adopted as part of my approach. Further rationale for this adopted approach and the nuances within each stage are provided in addition to this table. This is necessary as there are several possible interpretations of the LG and suggested application beyond those detailed in Table 1. I aimed to synthesise many principles and aspects of process from the literature offering approach guidance (Gillian, 2015; Gilligan & Eddy, 2017; Gilligan & Eddy, 2021; Gilligan, Spencer, Weinberg, & Bertsch, 2003; Woodcock, 2016) in order to detail my approach. I used elements from Gilligan and Eddy (2017) where three core listenings are suggested. Each of the three listenings has a different purpose, "Listening for the Plot, listening for the I, and Listening for Contrapuntal Voices" (Gilligan & Eddy, 2017, p. 78)

Table 1; Stages of the LG adopted for the research

|  |  |
| --- | --- |
| LG Stage | Description and definition of process |
| 1. Listening for plot | The core focus of the first stage of listening is considering the plot and listener response (Gilligan, Spencer, Weinberg, & Bertsch, 2003). This includes what is going on in terms of the narrative or story, (what the home-schooling experience entailed) but also noticing any emphasis of language where things not explicit are embedded in the story (Petrovic et al. 2015). I elected to use transcription coding to further pull out this detail (See Appendix 6)  Finally, this stage also asks that the researcher, as the listener, attends to their own response to hearing the story: "listening for the plot directs researchers to locate themselves in relation to the data and explore their own feelings and thoughts about the persons they have listened to and the material gathered" (Gilligan, 2015, p. 71). This reflexive element was separately colour coded to differentiate it from the events element of the story (see Analysis) |
| 1. Constructing 'I poems' | For this stage of the listening, use of the first person or 'I' is highlighted throughout the text. To retain sufficient fidelity with the approach, every I statement must be underlined, and they must be presented in the same order as spoken (Gilligan & Eddy, 2017).  The purpose of I poems are to capture the various ways in which we speak of ourselves, which according to Gilligan and Eddy (2017) brings a unique feature of the LG, a capacity to attune to the points where the participant dissociates from their story and captures moments redolent of emotion within the story. Section 4.7: Approaches to transcription, details my approach to identifying these possible occurrences. |
| 1. Noticing contrapuntal voices | Contrapuntal is understood in musical terms as occurring where there are multiple rhythms occurring within one piece of music. The aims of the final listening are that the researcher remains perceptive to the contrapuntal (multiple levels) of understandings within voice (these may be either melodious or discordant). "Listening for contrapuntal voices thus picks up the tensions, the harmonies, and dissonances between different voices, and underscores the musical aspect of listening where the goal is to listen for nuance, for modulations and silences (such as where “I” turns to “you” or drops out completely), to resist binary categories, and to hear complexity rather than flatten the data." (Gilligan, 2015, p. 72)  Noticing when multiple voices speak within the same story is important to add context to what we are given as the 'plot' and highlight where (although not always explicit) each story has levels which highlight that there could be potential difficulties, contradiction, or harmony coexistent within the same narrative. These voices are at the core of helping us understand the complexity of narrative and meaning: "Contrapuntal voices within one person’s narrative are in some type of relationship with one another, and this relationship becomes the focus of our interest’’ (Gilligan et al. 2003, p.167) |
| 1. Analysis | I used a colour coding approach to identify each stage of listening (See table 2). Additional colour coding is used to include a reflective and reflexive component (detailed below) within each listening and specific references to social and contextual meaning. I then pull together elements of each stage in the overall analysis of each story (Chapter 5). The colour-coded versions and transcriptions are retained in the Appendices for detailed reference (See Appendices 7, 8 & 9). |

Some variation exists in suggested application regarding the recommended iterations of listening, and the areas of focus contained within each cycle (Gilligan & Eddy 2017; Gilligan & Eddy, 2021; Gilligan, Spencer, Weinberg, & Bertsch, 2003; Woodcock, 2016). However, as there is no single homogenous guide; " It is important that the steps be implemented with flexibility, paying attention to the iterative and non-linear nature of qualitative analysis." (Ohlmann, Kwee & Lees, 2014, p. 31).

I colour coded each listening (See Table 2). Several of the descriptions of the LG detail a lengthy first stage of listening (Gilligan & Eddy, 2017; Gilligan, 2016), so due to these multiple foci of stage one, additional colours were used to subdivide. The contextual element of plot, the 'what is happening' (Gilligan, 2016) part of the story was highlighted green. I then separate my response (reflection and reflexivity) by using blue highlight. An additional colour code (red highlight) for social and cultural reference as further explained below. The 'I poems' are (pink), and contrapuntal voices (yellow).

During analysis, there was some overlap where aspects could fit into multiple categories e.g., a contrapuntal voice could also represent a key plot detail or reveal context to the 'I poem'. I tried to capture this by use of two or more colours in the highlight and commented on this.

My decision to code stages of the LG rather than code themes helped keep the process more visually organised and offered distinction as to which parts of the analysis corresponded with a particular listening stage. Gilligan and Eddy (2017) advise against a temptation and rush to categorise and organise the content, which I followed, leaving grouping until after the transcription and LG stages in keeping with this advice.

I also found, as Gilligan and Eddy (2017), indicate, there were several further necessary pauses and replays, to enable repeat listenings within each stage. There is also an initial opportunity for listening as part of the transcription coding stage as detailed in the next section.

I highlighted sections within the listenings in order to code different functions of each iteration according to Table 2 below:

Table 2: Colour coding Key for transcript/s

|  |
| --- |
|  |

This applies Brown and Gilligan's (1992) worksheet technique of utilising two columns: the highlighted transcript (the left column) and my thoughts and interpretations (right side column). I used an additional colour code (red) for socio cultural references and language, an aspect Gilligan and Eddy (2017) advise attunement of. It is clear in the analysis section how many elements pertain to the period and phenomenon of 'lockdown' (the word itself being a situated example of such lexis) and are included in the responses participants gave and shows the impact of this period. Such attention to language was seen as particularly significant to my research, as neologism emerged which was context specific to the Covid-19 period (Asif, Zhiyong, Iram, & Nisar, 2021). I consider this is useful also due to the possible longevity of a stored thesis and to contextualise meaning over time to readers unfamiliar with this period. It is also helpful to read these in conjunction with the explanation of acronyms (see glossary)

4.6 Approach to transcription

I elected to self-transcribe mainly so as to minimise some of the potential barriers of inaccuracy and confidentiality relating to the use of third-party involvement or through computer related technology (applications).

I felt it was appropriate to use the transcription coding approach from Jefferson (2004) (see Appendix 6) using the conventions within the method which are suited to elicit the central tenets of the LG, as described below. This is a well-reputed approach which is commended for capturing non-verbal elements of conversation such as laughter, crying and other emotions (Hepburn, 2004). This is particularly compatible with the LG, which aims to encapsulate how participants feel and other para-verbal aspects of language which enable a deeper understanding of their experience/s.

This study does not use discourse analysis as a primary approach to understanding the stories of parents but considers some features of this approach are helpful and synthesise well with the LG analysis approach. Some features of Gilligan and Eddy (2021) require descriptive recording of sound and other features of embodied voice within language to be reflected in the transcriptions in order to facilitate effective analysis. For example, Gilligan and Eddy (2021) emphasise the 'sound' of voices are important as is the focus on the content of what is said, this may include: "rhythms, pauses, tones, pitch, stumbles and stutters" (p. 145). The Jeffersonian approach to transcription effectively extracts these elements within conversation by capturing: "features like the timing of turns, and changes in prosody, volume and other vocal and embodied specifics of delivery" (Park & Hepburn, 2022, p. 1). This also emphasises the importance of an approach which reaches beyond what is said and include how this is said. Park and Hepburn (2022, p. 1) affirm this: "A standard orthographic transcript bleaches out crucial components of how humans perform discursive actions".

I noticed during each of my listenings how at times participants would speed up or slow down. "Speeding up talk can display that it may be slightly superfluous... hearably doing a: ‘ note to self ’" Hepburn and Bolden (2012, p. 63). This could be an indication of something of less importance said, as Hepburn and Bolden (2012) suggest but may be additionally attributed to experiencing nerves or other emotions. Kleres (2011) reports that the paraverbal elements of speech are strong predictors of emotions. As such, this element of speech was also noted where my attention was drawn to it. Gilligan and Eddy (2021, p. 145): "The most common mistake people make in doing an LG analysis is to confuse voice with theme. A voice has a sound". A theme might be a particular aspect of a person's story they continue to reference, their voice is how it is said, and the nuances of language used to convey this. In keeping with this I aimed to attune to the emotions I felt were embedded (or sometimes described) within the voices I heard, and the transcription coding process enabled attune to this. Figures 2,3 & 4 show summaries of themes but an additional focus is given to voice by the inclusion of a row depicting the emotions I felt were present in each section.

Recognising any dissociation (points where the participants appear to have separated from their stories, potentially when they may be experiencing discomfort) might also be important and can include identifying: "narrative ruptures and silences" Gilligan and Eddy (2021, p. 149). I captured pause length and continuity of speech to explore where dissociation occurs in the transcription. Gilligan and Eddy (2017) also tell us that; "everything said is not of equal weight or value" (p. 77), so the transcription analysis used conventions which allowed me to note where emphasis was given in some format. The authors also advocate an approach which involves auditory and visual 'listening', so I simultaneously read a copy of the transcript whilst listening to the corresponding recording.

Word repetition may also be considered as a form of emphasis, either immediately after first use or throughout the story. A word frequency checker was used to add confirmation to my understanding of areas which I felt were showing as significant to participants by the frequency of their usage. I also felt this could highlight any frequently used words which I may have otherwise missed when in an embedded text form.

A final point on voice: Josselson (2022) presents a summary of the life works and contributions of Carol Gilligan to feminist psychology. In doing so, it is presented as necessary to respect and not overshadow Gilligan's own voice (p. 122): "I am aware that transcribing her words omits the expressiveness (and often indignation) that characterize her speech and I hope that keeping the syntax of her talk will convey this-at least somewhat." From this, I take an understanding that one of the central tenets of the LG method is to ensure the voices heard are represented accurately, and often this is by inclusion of the characteristics which surround what is being said. In keeping with this take on embodied language, I have transcribed as I heard, and in a way in which the reader can see where words are distorted by verbal emphasis, and therefore hear differently than if typed in a manner corrected to achieve grammatical accuracy. This included phonetic typing, the inclusion of assonance, and other features of stressed syllables, or vowels and consonants as I progressed the transcription from its verbal to written format.

4.8 Data Analysis- interpreting the transcriptions.

Each participant's story is told with some degree of chronology, yet on reflection, after listening to each account, some sections including those which are influenced and directed by my questions then determine a particular aspect of a person's home-schooling experience being discussed or being returned to for more clarity and detail. One participant uses a photo diary to prompt her narration, and this reflects in events being non-linear in part. This leaves threads which run throughout and to prevent losing the impact of this, the 'I poems' are organised according to particular overall themes or areas of discussion, i.e., multiple 'I poems' which are considered to be of the same theme are presented together in a section, but not merged. This adheres to the suggested approach in the LG where "

'I statements' within stanzas or sections are analysed together and in the order in which they occur (Gilligan & Eddy, 2017). I have extended this principle by joining these together when they reoccur at different points throughout the story and synthesising meaning by their holistic presentation, the reader can see a greater significance the subject area holds. For example, the juxtaposition of 'managing workload alongside home-schooling' recurs throughout each person's account, there are several 'I poems' per story which link to this so the importance of this is captured by presenting them together. We can then understand this was a very important aspect involved in home-schooling.

4.9 Data Collection and storage

Voices were recorded using a voice recording technology on two devices. This was to ensure a backup in the event of either technology failing. After the interviews, recordings were checked to ensure they were successful then one was deleted. The remaining recording was stored on a secure password protected system on my personal computer. In line with my ethics agreement, this is to be retained until the thesis is completed (to facilitate transparency via availability for checks on the integrity and accuracy of my transcriptions) and then deleted. The remaining versions are in transcribed written format, these will also be deleted upon completion, but the analysed versions remain within the body of the thesis in the White Rose ethesis (WReO) repository as stated to participants as part of information regarding participation and consent procedures Appendices 3 & 4).

**5- Findings and Interpretations**

**5.1- Chapter synopsis**

This chapter synthesises the findings from within each transcript providing an analysis: "The challenge is to assemble the evidence gained through these listenings and on the basis of this evidence, to compose an analysis." (Gilligan & Eddy, 2017, p. 78). I represent the core voices of Sarah, Bernie and Hollie evidenced by a coding process. Each colour-coded transcription detailing the completion of the stages the LG and researcher commentary are located in Appendices 7,8 & 9. Here the different features within each story are assimilated into key areas or themes. Each story is preceded with small synopsis of the family dynamic and circumstances leading to the home-schooling role. Then follows a presentation of the central themes and analysis and a final summary page for visual ease.

In summary, the chapter progresses the narratives to a stage of understanding meaning: '"how the guided listenings led to discovery" (Gilligan & Eddy, 2021, p. 142).

**5.2 Sarah's Story**

5.2.1 Background Synopsis

Sarah home-schooled her son, Keifer, who was in Y3 during 2020-2021. She and her husband and Keifer's dad (Dan) initially had to close their business for much of this time, but her husband was able to then return to work (during the home-schooling period) as the lockdown restrictions changed and lifted. Sarah chose to take on the home-schooling role throughout, but some broader activities were also undertaken by Dan.

Sarah kept a diary during the first lockdown, with photos and memories which she uses as a prompt during our interview to recollect events. Events are retold according to which photographs she refers to. Sarah's story and her diary hold some chronology, but a linear pattern does not consistently apply. Sarah is prompted by different images as she flicks through her diary and speaks about these as she is drawn to them during our conversation. Sarah is seen to revisit certain aspects of her experience more than once, interpreted as being more important to her because of this repetition.

5.2.2 Analysis- Sarah's story

Schools closing: "In the space of a week!"

The initial impression from Sarah's story is a reminder of how quickly the lockdown commenced: "It kinda went from nothing to something, didn’t it?". The following 'I poem' shows how Sarah found it difficult to understand what was going on following the announcement of the pandemic and associated closure of businesses, plus the inception of home-schooling. Prior to the announcement of the first lockdown, Sarah felt that schools would be likely to close, seeming to have quite an intuitive voice here. However, contrapuntally (in contrast to her initial assertion) Sarah also recalls that when she initially heard about lockdown, she did not envisage that the business would close. Sarah anticipated that her business would be categorised under essential working, and that her son may be eligible to remain in school (Para 5):

I remember being

I remember saying

I don’t think schools

he [Dan] was like, " ‘what!’

I was like, seriously,

I said, I honestly

I think that was

then obviously, it came over, didn’t it?

The 'I poem' shifts from Sarah at first suspecting schools would close into a position of disbelief at this becoming reality, possibly as so many elements of Sarah's life were changing at once. In the subsequent areas of this analysis, we see how dominant work-life was for Sarah up until the Covid-19 pandemic. Potentially, this could explain the surprise and difficulty she experienced in registering all the new information and the changes to her life (para 10):

We were providing

I look back at it

I think,

I can’t believe

I put through,

I remember ringing

I can’t remember,

they can only say

I was like oh right, ok

I said to Dan

Dan said, morally, it doesn’t feel right

He was like

I think we all

Sarah explains that, looking back, she quickly realised that her business was not going to be permitted to remain open nor that her son would remain in school. To resist the difficulty of processing what is happening around her, Sarah also holds a conceptualisation of a second (and on her later reflection) unlikely scenario, where things can carry on as normal. The existence of conflicting views held at the same point in time may be analogous to the seminal works of Leon Festinger (1962) describing 'cognitive dissonance', where two opposing views may co-exist yet lack congruence. To an extent, this is also what Gilligan and Eddy (2017, p. 77) reflect upon when describing how someone might have capacity to both 'hate and love' their parents at the same time: noting also how situations can facilitate multiple truths which can exist and do so with different weighting of such truths.

The difficulty of being able to adopt a particular stance, alongside uncertainty over making decisions, may be partly attributed to Sarah having no previous experience on which to interpret her new circumstances: "We've never had this before.. what's going on?" (para 15). Here, Sarah is alluding to a lack of direction and expresses her uncertainty over how the situation may unfold. However, at the same time, a social and political backdrop of rules and restrictions was imposed on the population, which had legal and moral implications should they be breached. There is an almost apocalyptic feel to Sarah's voice when she shares: "I remember seriously thinking, yeah, we're going to have to prepare ourselves… for something we've never had before" (para 44). Sarah tells us she was relieved to hear that two competitor businesses had decided to close on the same day and how this helped her to feel more confident in closing. Ultimately, Sarah's husband made the decision to close the business, and he gave a moral underpinning for why this was the right thing to do. This again highlights how people used different rationales to perhaps defend their actions in the early stages of the pandemic lockdown.

A focus of home-schooling at this stage was not as dominant a feature as the immediacy of business closure and overall grasping an understanding of what was going on.

The treadmill stopped: 'I don’t really know what to do with myself!'

Up until the pandemic, Sarah had worked long hours for many years until the closure of the family business during Covid-19 instigated new and unchartered territory into her life. In the previous section, we see how the closure of the business and inception of home-schooling was sudden and overwhelming, but this was then juxtaposed with a period of quiet. This gave Sarah an opportunity for re-evaluation, and we subsequently see how Sarah does not want to return to what she now perceives as a lack of balance under her previous circumstances.

Sarah tells us how her family business operated: "Seven days a week!" (para 6) and whilst technically Tuesday was her 'day off' she says she was 'always getting called out'. This 'day off' would also typically be occupied by work related activity such as trips to the cash and carry or completing accounts. Sarah shares how, typically, after Christmas her and Dan plan to take part in social activities but they do not actually do much because she is tired and needs to recharge: "I love it, WE DON’T GET IT ANY OTHER TIME […] All you did is pray for January to have a break" (para 66). Emphasis here, shown by capitalisation and Sarah's seeming sense of desperation implies a lack of personal agency (for example, by her use of the word 'pray' depicting she has no influence upon her work schedule). Sarah's intense work schedule, I feel, expresses a sense of fatigue, and an abolition of guilt at her downtime as Sarah seems to feel confident of deserving of this limited respite she experiences. The domestic routine is also impacted by this tight schedule, early 'drop offs' for Keifer to his grandparents and having to get to bed on time. Sarah describes this fatigue as impacting the whole family: "we never get a lie in!" (para 35).

A turning point for Sarah occurs when she is faced with decisions about returning to work, this is due to some businesses being permitted to re-open part way through the pandemic. The following 'I Poem' describes Sarah retelling the discussion she had with her husband about returning to work: (para 62).

We said

He said

I said, what if we just

Dan would always

I'm not

I'm kind of the other

I'm a hard worker

I just like variation

I'm like ooh yeah

We hear sagacity in this text: the couple are negotiating in some way and Sarah is expressing (by her use of the terms 'other' and 'variation') that she is discussing alternatives to her returning to work. The language surrounding this 'I poem' shows Sarah is indeed pitching for a new schedule following her return to work after lockdown comes to an end. There is some disagreement about their future work lives; Dan wants to return mostly in the same vein as pre-Covid, whereas Sarah has realised, she cannot go back to this. We understand a potential power dynamic when Sarah says: "He allowed me the Monday, Tuesday" and, "I'd have never got that out of him before" (para 63). Again, there is a seeming lack of agency in how Sarah determines her own work-life balance.

Sarah reflects when I asked a question about the importance of work-life balance to her. She replies that Covid-19 has had a lasting, positive experience on her work-life balance: "I must admit, we're still a bit like that now, and I think that’s possibly a bit from here." (para 53) suggesting she has chosen to retain and continue with elements learnt during her home-schooling experience. She previously describes work-life balance as important, yet her story also exposes that she experienced a lack of it. The power of quieter voices is highlighted here, what is said and done differ and it is important to hear this contrapuntally as it represents a lack of balance.

However, Sarah's work trajectory is dynamic; her situation changed during Covid-19 and ends with progress and a much more advantageous work-life balance. The position she is in now, in comparison to prior to Covid-19 is much improved. She says Mondays are now 'brilliant' and enable her some quality time with her son.

Bonding and celebrating Keifer: 'I never knew my son until then'

The outlook in this section moves away from difficulties and towards possibilities and new experiences which were encountered due to the closure of the business and the implementation of home-schooling. The lockdown/s offered a unique experience for Sarah to home-school and spend more time with her son. While there is an apparent contrast between the two lockdowns, there was opportunity in both to spend time together and bond: "getting out rather than sitting in, and yes, the bonding time that we had was just fantastic" (para 32).

Sarah reflects on the increased time together and reaches an emotional point in her story when she exclaims: "I, I never knew my son until then" (para 33) realising the emotion carried with her thought: "Oh my god I've never taken notice of this, because we can sometimes, oh god I've got tears in my eyes." (para 34). Time has afforded this opportunity for Sarah and Keifer to spend time together and deepen connections; "To actually spend that amount of time with him was fantastic". (para 37). Sarah's business has previously dominated in order to meet financial responsibilities (as is explained, the family live modestly) gives insight into how family relationships are potentially impacted (and are limited) by socio-economic status.

Sarah quantifies what it is she celebrates about Keifer, including his personality and humour as being very similar to her husband. She explains how he handled the lockdown well and embraced friendships and social opportunities. Play features in Sarah's priorities and many physical and practical skills are explored. Parallel to the positives, Sarah has concerns which are localised to Keifer's learning (as discussed in subsequent sections).

Sarah takes the responsibility for Keifer's home-schooling during lockdown. Where some autonomy was previously noted as lacking for Sarah (in respect of running the family business), in this education domain, Sarah is fully autonomous. At times it is noted Sarah presents her own educational experience and status as superior to Dan's. "He won't mind me saying this, he's thicker than me. He basically never, I actually went to grammar school" (para 142).

We see a fluctuating pattern regarding how Sarah experiences autonomy: she has agency in her home-schooling role but not in work, so perhaps this reference to grammar school is used to portray an image of educational success and confidence as to defend this status.

We are not privy to understanding how and why these responses are important for Sarah or how her background and history may inform this. We do know that home-schooling responsibility has to differing degrees removed Sarah's autonomy and we could consider she experiences different levels of motivation as a result. Theories which explore power and autonomy include Self-Determination Theory (SDT) (Deci & Ryan,1980) where conditions for optimal growth and development were shown to require a person to be motivated by having a genuine belief in their actions being aligned to their values. In Sarah's situation she experiences different degrees of agency over decisions, as indicated by her referencing either asking her husband or telling her husband depending upon the circumstances. Home-schooling can be potentially seen as a heteronomous situation which according to Deci and Ryan (2001) as cited in Ryan and Deci, (2006 p. 1565) is less likely to have positive impact on her: "Controlling contexts yield negative effects on wellness, whereas those that are autonomy supportive enhance it ".

Approaches to manage lockdown

This section highlights some of the tools Sarah used to manage lockdown and the associated home-schooling role. Sarah is keen to find structure and routine, she frequently walks and bike rides with Keifer, and also keeps occupied and focused using her diary to log this:

"I don’t really know what to do with myself cos usually there’s some accounts that needs doing or there’s this that needs doing, or whatever, etc, and I thought I’ll just try and take our picture >and do something every day." (para 18)

On the first day of home-schooling, time is given to taking part in a 'Joe Wicks' workout, this is an example of where activities specific to this period provided some stability and focus. A section describing a 'VE' day activity also gives a sense of the importance of community and social interaction as a mechanism to cope in new and uncertain circumstances.

Sarah also uses tenacity and resilience in her approach. She elects to be the parent to manage the home-schooling and steers some practical and less academic tasks in her husband's direction, maintaining control of the home-schooling coordination. We learn that some days this is difficult for her, in fact overwhelming, but she does not appear to consider changing anything or stopping, demonstrating perseverance.

Specifically in relation to Keifer's education schedule, Sarah follows the rules and set work. Academia is juxtaposed with fun as a thread throughout Sarah's story. In the same section of her diary, she places together (para 22): times tables, 'purple mash' (Maths application), the prom, and messing around on the computer. We learn these all occur in the same day, suggesting balance and a range of content was helpful:

"We were doing reading every day we were still doing things like that, but I just said, d'you know what, let's make the most out of it, let's have some fun together as a family" (para 30)

Sarah identifies that routine is helpful. She describes part of this includes needing to manage simple daily tasks like getting herself organised after having helped Keifer get set up on his Zoom call. The following 'I Poem' shows where Sarah also wants to listen to the Zoom but knows if she doesn’t get dressed and ready then she will not efficiently manage her day. Sarah struggles to let things continue without her oversight, but knows she cannot fit everything in (para 161):

I think

I sit

I listen to

I wanted to

I do it this way

I've ticked a small box

I mean

Being dressed and not in pyjamas is a standard of Sarah's which pertains to the second lockdown, something has therefore changed, as the lack of parameters were acceptable to Sarah in the first lockdown. I feel this change is linked to a number of reasons. A combination of anxiety and worry due to the lack of control and uncertainty regarding endings, along with making a distinction between different parts of the day and as helpful to maintain routine and normality. As schools were also seemingly omnipresent in her home, I also feel Sarah could be conscious of how she presented herself and her family. She refers to a child on Zoom who isn’t dressed and 'ready' and we see this is something Sarah disapproves of.

Others: how Sarah saw her relationships with school, other parents, and her approach to maintaining social contact during the pandemic

In this section we see how Sarah interacted with school, and how she viewed other people's experience of the pandemic. It also details how she approached a social interaction change (deficit) brought by the lockdowns and social distancing.

Sarah speaks highly and positively of school professionals at her son's school and their interactions together. We do not fully get insight into Sarah's own experience of education, but she notes that she chose Keifer's school because of how it is supportive and nurturing, and quickly addresses bullying. She shares that this reminds her of her own school experience. Additionally, Sarah sees the relationships with teachers as positive as well as their management of workload and content. Sarah experiences some anxiety regarding Keifer falling behind and is reassured that school are proactive and not going to allow this to happen. Sarah describes the communication opportunity between herself and Keifer's teacher as 'fantastic' (para 140) and repeats the adjective 'fantastic' suggesting importance and truth: "I didn’t feel like we were left behind AT ALL with this school, I feel like they were on the ball with everything." (para 140).

On a community level, Sarah described herself as, 'miserable' and unlikely to partake in community activity but ends up loving the VE celebrations held on the street. Sarah also mentions helping others several times in her story, showing a shift in how she prioritises her time in the pandemic. She helps with the shopping for elderly neighbours and describes how she helped one of her friends with the home-schooling role as she was unable to fulfil it because of work.

Focus on learning and other challenges from the second lockdown: "I was getting narky" (Para 101)

The second lockdown has a different impact on the relationship between Sarah and Keifer, and some general strain is evident. This can be partly attributed to the more formal expectations of learning, in addition to some lockdown fatigue where uncertainty over when the lockdown will end causes tension. This is in sharp contrast to stories of hot tubs, bike rides, and promenade walks together in the first March -summer 2020 lockdown. It is also possible a second lockdown occurring in winter may have contributed to the different atmosphere: having given a different environmental backdrop and level of outdoor freedom.

The second lockdown also shows a shift in schools' approach to delivery and expectations, more time and thought has been given to content and learning, and new systems for delivery. Consequently, this placed more formal expectations on the roles of parents/carers in both delivery and set up. Zoom and other learning platforms are used to deliver teaching, teachers are therefore increasingly 'present' in the homes of children and their families. The following 'I Poem' describes when Sarah listens to a Zoom lesson:

I say

I did quite love it

I mean, I got to

I hadn’t met

I could hear

Keifer put his hand up

I was like

Sarah likes how she gets close to the experience of a school lesson being delivered remotely in her own home, yet some of this increased insight also irritates her. Sarah responds disapprovingly to Keifer when he puts his hand up for permission to use the toilet, reprimanding him after the lesson for not managing to get through a short period without a toilet break. It might be possible to see from a child's lens that a scenario of 'school in your home' would require some adjustment and re-learning of timings and rules and this could be quite difficult for children. However, Sarah emphasises the importance of Keifer focussing during lessons but is only later aware that pushing Keifer too much in this regard may have an emotional cost of increased conflict with her son.

The second 'I Poem' is an occasion where Sarah reflects on her approach to Keifer's learning in the second lockdown (para 80-81):

I was completely different

Cos we've got a breakfast bar

I sat here

I wouldn’t let him

I, I was, I was proper horrible

He would be like

I'd be like

Get this done

I'd be like

I don’t see any

I don’t see any

Sarah reflects on what she seems to identify as her severe and strict approach to Keifer's home-schooling. Sarah mentions that her husband closes the door to the room where she and Keifer are undertaking home schooling as he does not want to hear Keifer cry during instances where Sarah is trying to manage Keifer's home schooling and Keifer is struggling with this. It seems Sarah felt quite an intense pressure for Keifer to complete as much work as he could and was concerned about quality and effort.

I asked Sarah if she felt more conscious of the work in the second lockdown and she agrees she was worried about his returning to school and if there would be any gaps in learning: "I can't have him back being said 'thicko' because I know he's got a decent set of brains.." (para 96). She feels the responsibility "**massively, massively**" (para 96); with her emphasis and repetition, it is clear this is a particular concern. The 'I Poem' located within this paragraph (para 96) :further illustrates Sarah's anxiety regarding Keifer's first school report which followed her home-schooling period:

I was shitting myself

I was like

He wasn’t

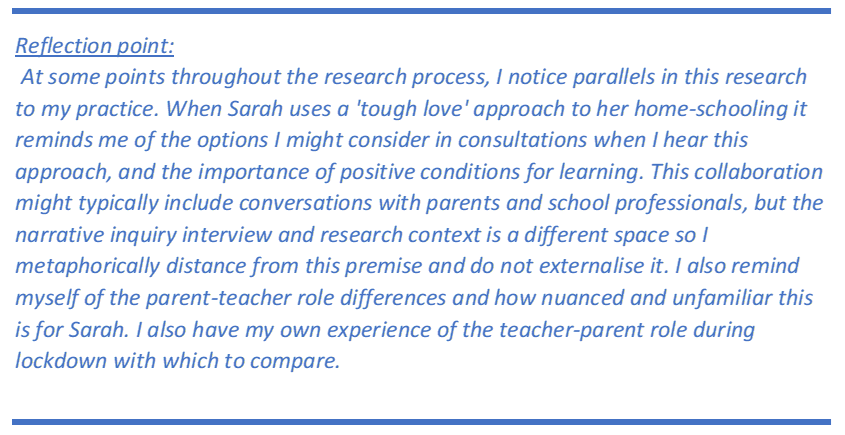
I think he

I'd really scrutinised

I think it was maths.

Whilst Sarah considers herself to be, 'strict and mean' (para 102) in her approach she justifies that when things were completed, she would encourage down time such as Keifer having time on the trampoline or an early finish. In the subsequent sections regarding social and other features of the lockdown and home-schooling we can see that Sarah's values extend a wider range than those she attaches to the education of her son, but in regard to Keifer's education her approach is firm. She describes her approach (para 114):

"..That's not good enough, you need to write that again and he'd be in tears quite often and he'd say, I can't do it, I can't do it' and I'm like 'you can do it, whay are you saying you can't do it, course you can do it! So, I definitely know I'd be no good as a teacher (h:l) as the kids would all be in tears!"



We get insight into the difference between Sarah as a parent and Sarah as a teacher, where there appears be further incongruence between these differing roles. Sarah describes at one point having a roly-poly contest with her son, doing pebble art and teaching press-ups, and here we see a playful and connected side to her demeanour. In other sections, we see a focus on socialising and play. Contrastingly, where the curriculum is of a more obvious focus and more formal education is seen to be required, we see a consistent firmness: "He'd be like 'can you check my work for me now', yeah, we'd go through it together: where have you gone wrong with this, what've you done wrong with that" (para 116)

Sarah reflects in her interview that at the time of home-schooling she thought: "I've been a mum and a teacher, I've nailed this" (para 117) and her harshness registered retrospectively. The following 'I Poem' brings forward a quieter voice where Sarah may not have been as confident as she maintained: (para 117)

I know in my head

I actually thought

I've been a

I've smashed this

I've nailed this

I feel so sorry for

I'm struggling with

I'm just managing to keep this up

I was like

I'm those things

I possibly didn’t

It is visible from the poem content that whilst it progresses from a narrative of success it ends with one of a struggle. We have insight that the responsibility is possibly too much for Sarah. Sarah describes one morning where she feels she cannot go on with home-schooling and where she sets Keifer up with his work and then gets back in bed. Bed is symbolic here of a possible escape and solace, or dissociation, also highlighting the invasion of home-schooling into the personal home space boundary.

We are able to get a good insight into Keifer's experience of her approach to home-schooling he says: "you were a moody Margaret […] you just didn’t listen to me" (para 117). Sarah says she heard Keifer a few months later say: "I hated mum being my teacher, she was horrible".

We are able to get insight into Sarah's approach as she describes her own school experiences at some points. She has brought with her some high standards which seemingly are now being translated into her expectations for Keifer. She was upset when Keifer left his Zoom for the toilet and Sarah remembers also being upset when he was sick: "Again, I flipped at him!" (para 91). Sarah retells a story where she feels guilty when she has to tell school the family are late back from a holiday and Keifer misses school. She then describes her pride in presenteeism: "I'm a hundred percent attendance girl!". In such statements we can understand that either conformity or consequence (possibly with the added consideration of missing out on learning) add to the seriousness with which Sarah positions academic success and participation.

Prior to Covid-19, Sarah has been in touch with school to see where she can support any gaps in learning and relays that handwriting may be an issue for Keifer. Sarah is nervous about the formal curriculum and where Keifer may not be at a level she hopes for him.

Later, Sarah is relieved when Keifer received his academic progress reports from school and is reported to be doing fine. She is proud to tell me he even exceeded expectations regarding his core subjects. Sarah also tells me she invested much time in supporting some areas, even 'scrutinised' him. I sense the pressure home-schooling must have placed on her in this regard.

A historical cache: "So right I would like to show you my home-schooling diary" (Para 2)

It was exciting to hear Sarah had kept a home-schooling diary. I was curious about her motivation behind this and the purpose and function of the diary as a possible future cache. During the interview, I was already speculating as to why she decided to construct a diary of her home-schooling. I was aware of my hypothesising and note my reflexivity here; aiming to find out and remain curious, rather than assign my own world view and why I might have kept a diary (e.g., that it may be for nostalgia/to show children/for future use). I notice Sarah has added headings in the diary, one says: "Mummy finished, Daddy closed" in relation to Sarah finishing work at the business and the date on which Dan decided to close the business (para 13/14). I ask Sarah if the diary was, in fact, intended for Keifer's benefit as I am confused by this heading, but Sarah says it was actually done for a number of reasons. It seems one reason might be that Sarah feels lost without structure, and having 'spare' time is not familiar to her because of her usual busy schedule, so the diary seems to provide this structure for their days:

" I don’t really know what to do with myself cos usually […] there's this and that needs doing, or whatever, and I though I'll just try and take our picture >and do something every day" (para 18).

Later, Sarah adjusts her motivation to include that the diary will serve as a good record for Keifer and possibly to show his children too.

Sarah uses the diary as a symbolic artefact of her experience of the first lockdown. When referring to the first lockdown (in para 82) she simultaneously points at the diary; as an object of reference, and as if the diary separates the lockdowns. In the first lockdown, the function of the diary was largely about recording fun, the photos are happy and celebratory. By the second lockdown, Sarah has stopped recording. When asked why, her response is that she got bored and had less time.

We previously considered that the diary offers balance and the juxtaposition of the activities each day also confirm the diversity of subject matter. Sarah has recorded many activities and it is a strong feature of the diary that it captures such range of content at several points during her sharing:

"I mean, eight-and-a-half-mile bike ride, so it kinda got to a point where, ((shows more photos)) Harry Potter, reading ((shows picture)), that was the one on the way up to ((work information)) (para 29).

And,

"Conjunctions, whatever we were doing there! =roast dinner, =den building, hoovering, and mopping"(para 47)

The academic work is therefore situated alongside domesticity, and also alongside fun, play, and socialising. This diary method of documenting the lockdown helps to position home-schooling and see how each day might have looked for Sarah and Keifer. I consider this is a unique element of this research, having a well-documented insight into how the family shaped their days. Again, interspersed within the family schedule is a visit to check on the family's business location, we see how Sarah's story points to the necessary centrality of the business within Sarah's wider experience of home-schooling.

Endings and uncertainty

Here, exploration of Sarah's summary of home-schooling is presented. This is given from the perspective of how she felt at the time but note it is recalled two years after the events described. Sarah reflects on quite a meta-theme of whether or not she would home-school again. Sarah has a contrapuntal voice with regards to her repeat participation in home-schooling. Very early on in her story (para15) Sarah shares:

">I mean goodness now… if people were asked to do it again, they wouldn’t want to do it, there would be a revolt>".

The transcription coding highlights this was spoken quickly, something which could indicate a link to sincerity or importance. I noted that, interestingly, a contrapuntal (contrasting) voice is evident right at the end of her story as we see Sarah switch from her earlier standpoint of never wanting to home-school again to one of instant acceptance. In her concluding paragraph she states:

" I'd do it again in a heartbeat think to be fair definitely, definitely, elements I would do differently, but I think as a whole.." (para 173)

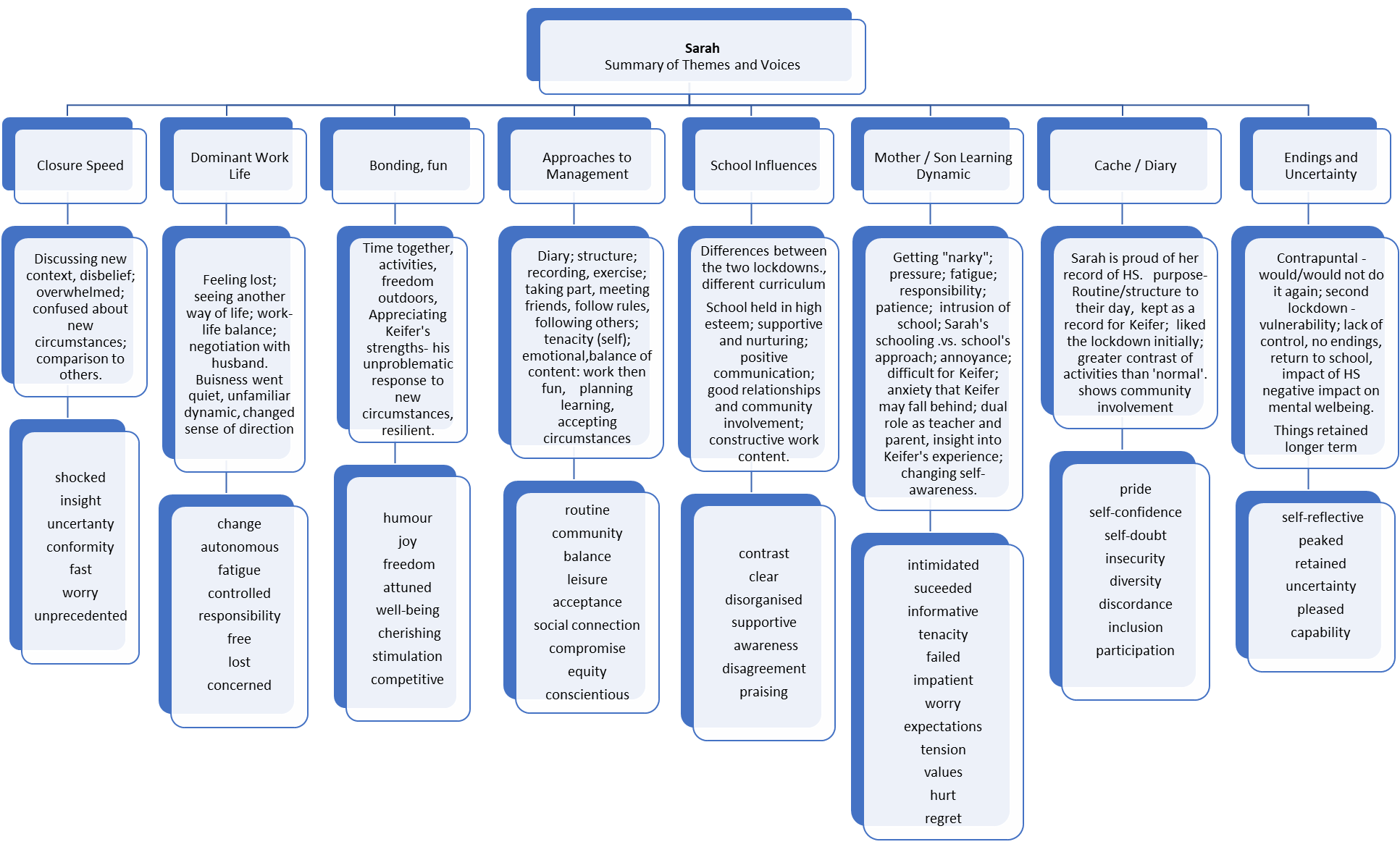
Sarah possibly holds both statements as true, some elements of her experience she would be willing to relive, where others she would not: this second possibility is consistent with the contrasting experiences of the two lockdowns. Or a further interpretation is that Sarah ends with undoubting acceptance of her experience as positive as this might be more socially acceptable or favourable.

I believe all these interpretations are valid, the layers of voice in Sarah's story tell us this experience was both difficult and enjoyable (a success) identifying contrapuntal voices therefore shows the complexity of how Sarah experienced home-schooling.

I feel there are several tensions linked to the prospect of endings. Firstly, while Sarah was immersed in the experience of home-schooling, she has no clear idea of endings. She is starting to get anxious about this and the amount of time Keifer has been out of the main school system: "I remember thinking no, they'd done, they'd had long enough out the education side" (para 82). I think Sarah is also experiencing fatigue, she took on the home-schooling role, but no parent could be described as entirely having elected to home-school during a pandemic. Some lack of autonomy is experienced by the limited education choices available during a pandemic, and not completing the work is something Sarah cannot even conceive. This becomes apparent during a plot change we see between the two lock downs: "So, the first time it was fun and different and the second time it was, I can't get out of this even if I wanted to" (para 156). I feel as this nears the end of our interview, familiarity has facilitated some honesty and Sarah is more comfortable to express the pressure she feels in this role, as well as her vulnerability and lack of control.

Dominantly, Sarah's anxiety is about education, and a fear of Keifer's loss of learning, but Sarah is conscious of wellbeing too. Sarah refers to mental health and is insightful that the children have experienced a significant change in their reality (socially), and she feels they probably have experienced 'confusion' as a result. On a less value-led level, Sarah also admits to being 'bored' by July, possibly suggesting how overwhelming having so much time away from work has been for her.

Figure 1- Summary of Themes and Voices in Sarah's story



**5.3 Bernie's story**

5.3.2 Background synopsis

Bernie home-schooled her son (John) during the 2020-21 academic year of the Covid-19 pandemic. Bernie worked as the CEO of her business whilst home-schooling. Her son was in Year 3 at the time and her husband was a keyworker, so Bernie led on home-schooling. Her account has some linear structure, but Bernie explains her experience as events are recalled, and based on their significance to her. The analysis follows a chronological pattern based on when events are first brought up in Bernie's discussion. When the same theme recurs later in the transcript, it is added to the corresponding section to allow us to see how significant each area is overall.

5.3.3 Analysis-Bernie's story

An uncertain start "We were trying to arrange how we could carry on!" (para 2)

As Bernie starts to share her home-schooling journey, some frustration seems to stem from how she felt at its inception: being in a situation of having her son in her office waiting around (following school closure), Bernie cannot focus her attention on her son's needs until first having made necessary arrangements for her employees.

The first 'I poem' in the text starts with Bernie thinking back and recollecting how her home-schooling journey started. However, this then seems to prompt a memory of some associated difficulty. The 'I poem' 'shifts' mid-way as Bernie recalls the sense of the responsibility she felt trying to both commence with home-schooling and manage her work (para 2):

I think

I remember

I'm pretty sure

I remember

I organise,

I work full time

I run an office,

I'm a [text removed]

we were trying

how we could carry on

we're not

we don’t do

we had

I also had to

My son not being

My son was here

We tackled it

This relationship between work and home-schooling becomes a thread throughout Bernie's story. In explaining her circumstances of home-schooling, Bernie says that it: "involves work, to be fair" (para 2). The latter part here could be understood as a polyphonic voice; telling us that whilst on the surface Bernie proclaims the situation is fair, she may not, in fact, find this combination of responsibilities fair at all. In this instance, 'fair' may unintentionally or subconsciously be being used as a homophone; as having dual meanings of her appearing to express honesty regarding her situation, and that the situation would likely be more widely considered just. She later refers to work and describes "shutting down this place" which is understood as a further reference to work being a blockage to her starting home-schooling her son.

The social and cultural references to technology and new methods of working (such as setting up working from home), can also be understood as both helpful and unhelpful aspects of the home-schooling/home-working dilemma. Bernie is faced with needing to learn new practices to facilitate continuity of business. Although new home working arrangements allow the physical office space to move into the homes of her employees, Bernie has to quickly adapt to fulfil her responsibility to 'virtually' oversee her team.

Loss and compensatory gains: 'I missed out a lot' (para 2)

The second theme to emerge from within the narrative is where loss is acknowledged, and how adjustments were made to counter and limit the impact of this. One example is where home-schooling facilitates a realisation for Bernie of what she feels she missed out on when she returned to work when John was 12 weeks old (para 2):

I erm

I often joke

I went back to work

I missed out a lot

I see this now

Our time

We were together a lot

The contrasting voices here seem to indicate that whilst Bernie is enjoying her time in the present situation (of home-schooling and spending time with John), she is also reflecting back to prior experiences of where she felt she lost time with John because she returned to work. This seems a little uncomfortable for her; both cherishing and grieving at the same time. The fact that she says this alongside her use of terms such as 'I often joke with my son' (para 3) when referring to their prior missed time together, could imply that using humour has made it a bit more comfortable for her to share this conflicted feeling with her son. The accompanying transcription analysis shows the discourse changes in both pitch and in emphasis and, whilst Bernie jokes, an accompanying plosive speech sound expected with laughter is absent here, and as laughter is absent from this section it is suggestive of seriousness (Trouvain & Campbell, 2007). Bernie emphasises she 'missed out a lot', indicating the emotional impact of her perceived prior loss of time with John which home-schooling has unearthed through this reflection. The section ends with Bernie emphasising the elements home-schooling repaired for her and leads to the next theme, with more positive outcomes.

*Reflection point:*

*It is worth noting at this point that, as researcher, I was aware some of Bernie's reflections may have provoked emotions which were difficult for her, and I made a note to myself here, checking my body language in response to her and using softer speech to acknowledge what she was sharing. I was conscious of, and felt supported by, the contents of my ethics agreement: to hold a well-being check-in at the end of the interview as part of a debrief and left signposting materials for further support (handout via email). Each stage of the research process resonated as protective for me and participants. This is something I might share in any reflection to other cohorts when disseminating my findings.*

Continuing how loss featured in Bernie's story, she reveals: "The worst part for us was not being able to see or spend time with my parents" (para 14). This is contextualised as a personal loss, as she misses them, John does too, and also in terms of how they are normally heavily involved in both Bernie and John's day-to-day routines and lives, such as helping with 'school-runs' and tea. Her innovation and resourcefulness to bridge this gap shows how much she misses them, she walks past with the dog to wave and see them as part of a new routine they have established during Covid-19, and often 'facetimes' them. Describing missing out on an opportunity to celebrate a special occasion (her parents 50th wedding anniversary) as 'incredibly sad' (para 15) shows how powerful her loss is felt. I also felt this by her strong intonation. However, as Bernie does in other sections, she accompanies something powerful with a statement minimising impact, adding to the end: "and little bits like that" (para 14), suggesting she feels uncomfortable at feeling this loss and possible resentment, yet seems to feel guilty for feeling this under the circumstances of a global crisis. Gilligan and Eddy (2017, p. 76) describe this succinctly as the result of where "one voice can interrupt or silence another".

Social loss features strongly in Bernie's story. Social distancing and a lack of proximity to friends and family leads to new and innovative ways of maintaining social relationships. Bernie describes how John is drawn towards interactions, getting involved in conversations with her work colleagues and also with his peers via Zoom calls and suchlike. Again, technology and language, mostly exclusive to the period of home-schooling, introduce new adaptations for socialising in the absence of physical proximity: "a group of friends as well set up video chats together after 'school'. There was five of them" (para 17). Whilst this section focuses on loss, the approaches used, which compensate for the absence of in-person socialisation, can also be viewed as gains, or new ways of meeting social needs.

The following 'I poem' demonstrates this juxtaposition of loss and gain (para 25):

I think he

He did miss

He missed the interactions

I DON’T FEEL like he suffered

I say we look back very fondly

We never get to

We never get to

It was, it was, lovely.

This shows that whilst John's relationships may have changed, and his interactions lessened, Bernie's own interactions with John increased. Later, Bernie reveals she thinks John may have experienced loneliness at times, and may still.

Positives and nostalgia: 'He loved spending time with mummy, that’s what he says' (Para 34)

Bernie moves away from a position seemingly of regret and nostalgia, and relishes that home-schooling has given her an opportunity to reconnect and heal some of the lost time she considers she previously experienced with John. It is also suggestive that home-schooling, therefore, has some emancipatory outcome for Bernie. This section highlights several positive outcomes of home-schooling.

The following 'I poem' expresses a melodic voice, where Bernie surmises what John's reflections of home-schooling would say. This 'I poem' is compatible with the text in which it is embedded. Based on my experience of using the LG in this analysis, I found that the 'I poem' often illuminates the surrounding text, as outlined here, and happily asserts John's favourable view (para 34):

I would lay money

He would say

We don’t

It's our time now

We look back on

Yeah yes

I think he would say

Bernie is extremely proud of her son, but I think she also feels this about herself. Feeling she 'lost time' previously with John, she has had this second chance to have an extended period of closeness and connection with him. She tells this section in almost comedic fashion, with a disbelief that she and her son have found themselves in this surreal situation of working alongside each other during a global pandemic. There is a melodic voice here, the disbelief and surrealism nevertheless are presented as compatible, and that combining home-schooling alongside work is successful in Bernie's eyes: "I still think now, think, looking over my monitor, looking at him…looking across at each other you know" (para 27).

There are several 'I poems' which describe visual or situational features. Bernie stages the scene for us and allows a mind picture to emerge (para 4):

I've got pictures

I'm sat with

He's sat opposite

His laptop

His schoolwork

Similarly, Bernie describes an impromptu move to the garden to work and carry out some craft activity where John makes a dragon (para 41):

I remember it

I took my

We just sat outside

We did work outside

It was lovely, really, really

I remember him

I've still got that

These events are soft and accompanied by compatible and melodic voices.

A further opportunity for Bernie to be with John occurs as Bernie needs to have time-off for an operation in 2022. Following on from some of the gains she recalls in their relationship during this time, she decides to approach her convalescence like lockdown. This tells us that the experience of lockdown was significant enough for some positive elements of it to be retained.

John is held in high esteem by Bernie and her pride and love for him shines through at several points and in many different ways throughout her story. She celebrates having a son who she feels adapted well to home-schooling and who succeeded academically and socially. One area Bernie discusses is John's maturity, and her appreciation that her home-schooling role was largely unproblematic as a result (para 8): "I'm very fortunate, John is a sensible lad". In a later section, Bernie describes John as 'never any hassle' and 'a little sweetie' (para 30).

Bernie celebrates John's academic capacity and says that he 'loves learning' on more than one occasion. Bernie describes how John has graduated from 'Children's University' (para 21) and she relishes in telling me how he absorbed information from TV or reading.



Difficulties and comparisons: "I don’t mean it that way" (Para 6)

Bernie starts to feel the pressures of home-schooling and describes some of these difficulties early on in her home-schooling journey, like having to go to work to print resources. Parallels are made to other people's circumstances and approaches, indicating she is possibly looking for markers on which to hook these brand-new experiences she finds herself navigating. Comparisons which arise are based on experiences which provoke Bernie's compassion for others who are potentially more challenged than she is. Identifying similarities also works at a level to allow her to feel reassured she is not the only one experiencing some of the challenges of home-schooling. The examples below show several levels of her experience: practical, emotional, and children's different developmental stages and associated needs.

Initially we see a practical example based on available resources to try to fulfil the home-schooling work set for John (para 5): "For people without a printer, I don’t know how you would have done it then!" (para 5):

I feel sorry for

I don’t know how

I mean I don’t have

I used to

We used to

Bernie makes comparisons to colleagues with younger children and describes an incident of chaos her colleague incurred where eggs were thrown across the floor. She reflects on the developmental stage her son is currently at and has empathy for others in different positions (para 9): "You know, I didn’t have those kinds of stresses!" Despite demonstrating an understanding of the position of parents and guardians of younger children with different needs to John, Bernie still finds a sense of responsibility in having to answer questions and support her son's learning (para 9):

I didn’t have

I'm very fortunate

It was hard

My son's questions

Obviously, it's me

He would be asking questions

Bernie also describes her compassion for parents of children who may be less responsive to learning than John (para 16): "I really sympathise with any parents who struggled to get their children motivated…"

While Bernie considers those with more challenging situations to be less fortunate than her, she also positions those on furlough, with additional time to spare, as unenviable too. She says she would (para 58): "rather be sat here working" compared to those who were in receipt of furlough payments and unable to work. This, however, could be a false rationalisation; Bernie may be making a 'preference falsification' Kuran (1995), portraying the circumstances she is in as preferable as a way of managing them, when, in fact, this may not be the case.

Another feature of making comparisons to friends or colleagues who are parents or guardians, are situations which, for Bernie, facilitated a sense of sameness and cohesion with other parents. The following 'I poem' demonstrates how Bernie managed stress well; it was communicated alongside a narrative of the stress of parenting being almost universally experienced by other parents / guardians (para 12):

I would say

I don’t mind stress

It was a little bit stressful

It was a fun stress

Everyone was in the same boat

We all came together

We understood

Not all elements of shared experiences were viewed positively. A contrasting and contrapuntal voice is heard when Bernie sounds almost apathetic and wary of all the uncertainty experienced as lockdown continued and no ending was known: "…still everybody had uncertainty, everybody was just doing what they could do... to continue to…to cope to, I don’t know, to face life you know".

Different family roles emerge during the pandemic: 'He was still going out to work as normal' (para 12). Roles are allocated in the home-schooling dynamic as a result of John's father being a keyworker, rather than according to other criteria. Bernie makes efforts to ensure that whilst her husband is at work he is still involved and informed regarding what goes on in her and John's day and their activities. Bernie's husband shared with her that he felt he had missed out in a way. Bernie tries to bridge the gaps and include him in their shared experience where she is able to, possibly also acknowledging some privilege in her position and the closeness it facilitated with John.

At several points, Bernie does favour the dynamic of one parent working, commenting that if both parents had been home this may have not given them enough 'space'.

Bernie's parents were highly involved with the family prior to the pandemic, and this withdrawal of practical support and the changed modes in which they interacted is significant for Bernie. She mentioned wanting to give them a hug which resonates with how much she missed them, despite efforts to create new ways of keeping connected.

Routines and boundaries: 'like a school day, down to breaks, lunches, everything'

Bernie refers frequently to structure and routine. A sense of following the typical school day routine and curriculum content gives her and John a model to work from: "we did our day very much as a structured school day." (para 5) She uses routine as a mechanism with which to manage some of the pressures she describes in other sections.

Using a more quantitative analysis (of a word frequency checker), the word 'routine' appears 17 times in the text overall, which indicates some associated significance.

The 'rhythm' of the school day seems to work especially well for John. Bernie refers to adjusting her own work to maintain this routine for her son. Bernie recognises a potential difficulty for John to step outside of this structure. Although this is not a study desirous of generalisability, yet if mindful of the mass scale of which children are shaped into a school routine from a young age, John's response to the transfer of schooling into the home is possibly unsurprising and may have been typical of children in his situation. His desire to keep routine is therefore arguably healthy in a desire to retain familiarity, and encourages further questioning of whether this was potentially common to many children in home-schooling situations across the UK (and beyond) during this period. "John was a bit of a stickler for ten-past-three, he wouldn’t carry on.. he goes into the living room to watch TV and relax for a bit." (para 17). Here we also manage to get an insight into what home-schooling was like for children. This study prioritised the voices of parents during home-schooling, but an equally valid focus would have been to explore children's experiences too. Satisfyingly, there are many moments in this study when we gain glimpses into this.

Whilst the idea of using the school day as a template serves Bernie and John well overall, there are some associated tensions and difficulties with this approach. Sometimes, there was not enough work set to fill the day and some pressure to resist flexibility in order to keep John's needs around routine met. Correspondingly, Bernie then alters her own schedule.

At one point Bernie reveals: "everyday kind of just blurs into one" (para 41) suggesting sometimes the routine may have been mundane or less positive.

School collaborations

I would consider school relations to be one of the more uncertain areas to evaluate in Bernie's account of home-schooling. It is more difficult to interpret, as Bernie holds multiple views which change throughout her dialogue:

"School, erm, didn’t do much online during the first lockdown, in fact they didn’t do anything.. it was all pretty organised in the end" (para 5).

The example above shows this change in opinion, and it likely relates to the evolution of teaching approaches as lockdown progressed. An iterative process of setting work, submitting work, and repeating was seemingly developed, all done to emulate and implement the general model of school life into the home.

The following 'I poem' takes us on a journey where Bernie dances around a medley of school related factors such as relationships, work content, support, keyworker roles and then summarises:

I remember

I loved it

We could take part

We could watch, listen, be part

We wouldn’t usually

You get to go

You don’t, you don’t get to

That was really, really good

I said

I don’t think they were

I think they certainly gave

I can't fault

I could work

I remember having a discussion

We didn’t know

I ended up

We closed the office anyway

I think there was

I think I feel sorry

I think they probably

I would never be

I/everybody was going through

I can't fault school absolutely

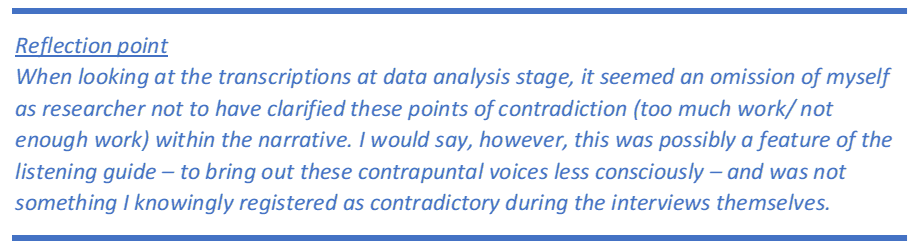
This account seems gracious of school's handling of home-schooling. Bernie sees school in terms of the work set (content); the feedback (communications); and the more social and personal communications (relationships); the latter Bernie seemingly values more than the others. The stronger voice in this extract is Bernie showing an understanding that school professionals are just people in the same predicament as her. They were: " just trying to do their best for the kids and the staff" (para 38). Recognising also that nobody has prior experience of managing education in a pandemic, Bernie credits them and focuses on their strengths. She ends unwilling to fault school or highlight shortcomings.

In the above excerpt and 'I poem', Bernie's gratitude to teachers is expressed. However, there are niggles which seep through as contrapuntal voices embedded in the text before and after the 'I poem'. Whilst talking about timings and workload, a couple of paragraphs later, Bernie adds a comment about feedback, an area Bernie mentions several times throughout her story: " so that must have been the first week back.. there is a lot more online bits and pieces erm to do, which obviously didn’t get marked" (para 52).

Typically, when Bernie voices her displeasure at particular elements of school's management of home-schooling, she does this lightly and forgivingly: "everyone was in the same boat". Bernie appears self-reflexive, as she counters critique with compassion, understanding school's predicament, and appearing to demonstrate what Lobb (2017) terms 'critical empathy'. This idea is further developed in later sections.

There is a contrast evident between the first and second lockdowns regarding each of these school-related areas and we are left with an unclear overall summary of Bernie's view of school's perceived usefulness. Bernie does stress she feels self-reliant in terms of assessing John's work as minimal or no feedback is given for any work submitted. Whilst teachers are available to email, Bernie does not want to do this because she is conscious that everyone is busy. Bernie therefore ranks the need for assessment of John's progress with his work as low priority and does not seek to contact teaching staff. This is the closest Bernie gets to feeling the responsibility of parenting and teaching singlehandedly: when she has to self-manage content and delivery of John's school work without feedback or support. A second hypothesis for this need for feedback might be to determine whether it was in fact Bernie who needed the feedback for herself (to confirm she was fulfilling the role effectively) or whether this was for John.

A strong contrapuntal voice emerges: Bernie seemingly feels there was both not enough and too much work. In a similar vein to the need for feedback, I hypothesise that Bernie's insecurity may also underpin her wanting to ensure John was doing enough work and not falling behind.

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Bernie is complimentary regarding her experience with school concerning things she finds school does well. She describes how the teachers try to maintain relationships with their students: "[…] the teachers used to phone up as well which was quite sweet" (para 31)

A highlight of Bernie's relationship with school during lockdown was her appreciation of the assemblies via 'Zoom' during which the head teacher went to great effort to keep everyone connected and, to a degree, entertained. Bernie appears to feel part of the school community during this period, surprisingly, even more so than pre-Covid times. Humour and strong emotion are once again paired in Bernie's story. Bernie describes the headteacher having "everything" on his ironing board and using it as a laptop stand! She then adds "yeah, it was quite emotional." (para 70). Bernie also appears to become a little emotional during this part of her recollection.

Bernie talks about uploading work and logging onto different websites to access work for different subjects. These are markers of the social and cultural norms and activities which are associated with this period.

Bernie shows her desire to record and retain John's completed schoolwork during this period. Whilst this is discussed in previous sections from a lens of nostalgia, it could equally be interpreted as feeling a sense of accountability in order to evidence she home-schooled and John worked hard: "Like I say, he got through all of his homework which I've still got at home, every single bit" (para 23). This period was self-evolving, schools were developing toolkits and expectations regarding work may have been unclear.

Bernie gives insight into the difference between the first and second lockdowns when schools closed. A timeline of events shows that schools primarily closed for the majority from 20 March 2020 to the end of term July 2020, and again from 4 January 2021 to 4 March 2021. Bernie comments that during the second lockdown there was much more online and direct instruction from teachers. This coincides with updated government guidelines which began to place a quantifiable guide for this, suggesting a minimum instruction of three hours daily, and up to 5 depending on key stage (DfE, 2020b). What is interesting from Bernie's comments is that the more structured and instructional part of home-schooling, when teachers were more directly involved in remote teaching, the less appreciated and comfortable this is for her. Bernie compares the two lockdown experiences of home-education: " ..so, yeah, second lockdown was not as memorable" (para 52). This could be because the schooling role, and possibly the things that Bernie and John had enjoyed doing together between March 2020 and summer of 2020 were no longer facilitated. Teachers had regained teaching status and parents were still at home with children but were no longer required to 'teach' in the way that they previously had. It became a role linked to co-ordinating learning and facilitating technology enabling teachers to enter the family home remotely to deliver.

"It was a fun stress!" (Para 12) And other positives

In this section, we learn about some of the features of home-schooling during a pandemic which were perhaps more fun and lighter in their content. Bernie enjoys sharing her memories with me of how some of the routines and practices were new and exciting. She laughs as she tells me (para 12): "We started doing Joe Wicks as well!" She also manages to video some of the music lessons John partakes in. Her desire to preserve these can be interpreted as a way to capture moments and events she did not anticipate she would be doing with her son. From a point of view of research covering a very distinct and historical point in time, such records provide unique stories to be understood after the event has passed. It is unlikely that parents /guardians will home-school on such a mass scale or during a global pandemic again. This is particularly fitting when applying Gilligan's guide, as a feature of the listenings is to consider social and cultural references as part of the analysis. Many aspects of each story focus on language, artefacts, and processes which were very much part of the 'Covid-19 era'.

Surrealism, or a seeming disbelief in the circumstances Bernie finds herself in during the lockdown, feature consistently in how Bernie seems to make sense of her experiences. Bernie talks about lunch in the garden, nice weather, and ball games and her voice animates this sense of atypicality. She is surprised that these all became part of a 'normal' day. She laughs as she shares another memory (para 50): "..it was horrific, listening to thirty odd children trying to speak Mandarin Zoom video call while you're trying to work!"

"I'm very proud of the way we all tackled it really" (Para 49): Bernie's Self-appreciation and skills as parent attuned to John's needs

Bernie seems to show awareness of the things that helped and supported John in his well-being and learning.

Bernie was attuned to John's needs, one area of which were his social connections. Other sections in this analysis have considered how modes and approaches changed and adapted through lockdown in order to maintain social relations. Bernie found these advantageous for John, describing VE celebrations, distance walks to her parents, John talking with her work colleagues, and other social interactions as positive experiences. Bernie's main concern, however, appeared to be ensuring John's relationships with his peers were maintained. This is indicated through repetition and emphasis which I interpret as importance (para 24):

"..**kids** getting involved with, with our group of friends, like four couples with **kids**, kids=used to get involved, we used to do quiz night via videos and the **kids** used to get involved..".

Within the dialogue, Bernie appears to express some potential worry about the possibility that John might lose connection with his friends, which motivated Bernie to keep John involved in activities and, 'Zoom calls'. This is likely to be underpinned by her awareness that, as John is an only child, he may not otherwise have age related interactions (para 18): "being an only child, he didn't have that sibling either, he was stuck with two adults". Bernie refers to play, understanding this is something adult company is not going to provide for John in the same way as his peers.

In addition to social needs, Bernie considers John's learning needs. She fluctuates over whether the work set and completed is sufficient. She presents a sympathetic disposition in her approach to John's schedule (para 59): " I ALMOST, in a way, did feel sorry for JOHN at times because some of his friends were literally just sat here watching movies enjoying themselves and I felt like a bit of a tyrant". The capitalised words, spoken louder, could be interpreted as meaning that whilst Bernie 'almost' felt sorry for John, her inner voice to implement the work schedule was stronger and louder, and felt right.

An interesting reflection from Bernie concerning John's learning is that, not only does she consider the volume of work for John, but she is also quite attuned to how he learns best. She uses the structure of the school day as an example of how to keep conditions better suited to John's engagement and productivity.

This section is dedicated to recognising Bernie's strengths, something she may not always recognise in herself or externalise often. Bernie sometimes makes a collective recognition of positive things by saying, 'we' did instead of, 'I' when it comes to taking credit. On one occasion where she purports to have succeeded with home-schooling and feeling proud, she does so after being asked directly and was therefore prompted. The LG, as explained in Gilligan and Eddy (2017, p. 76), draws our attention to identifying where there may be: "social and cultural frameworks that affect what can and cannot be spoken or heard." A possible explanation for less assertion of success expressed by Bernie, is not her ability (she is a highly attuned parent and a successful CEO) but a societal norm linking women's inhibition of externalising any expression of confidence in themselves, (Carnes, Bartels, Kaatz, & Kolehmainen, 2015). An alternative, feminist rooted explanation for Bernie's inhibition could link to an expectation that the management of the multiple roles of household management, parenting, and career, are an expectation rather than accomplishments deserving of recognition and self-praise for their accomplishment (Walters, 2005).

Bernie reflects that home-schooling has strengthened her own subject knowledge, "which was great, yeah (2)" (para 31). Whilst on the surface it appears that Bernie appreciates this and it is, indeed, developmental for her, her tone, and the long pause which accompanies it, suggests it could possibly be an extra strain on her resources as, in other sections, Bernie describes being stretched for time.

At times, my questions steered Bernie's conversation in a particular direction, and to some degree I am not sure Bernie would have given the following content if unprompted. When asked how satisfied in herself she felt Bernie replied (para 49): "Incredibly, and incredibly proud as well that we managed to do it".

Work/school difficult balance: 'It was hard trying to work at the same time' (Para 5)

Bernie identifies work-home pressures as her biggest challenge of the home-schooling experience; there are practical, financial, and time related features to her story. Bernie likens her situation as an employer to having multiple children, which I understand to mean an increased sense of responsibility both for work and parenting.

Within the ongoing narrative describing an interplay between work and home-schooling responsibilities, there is a suggestion that Bernie feels uncomfortable that she has to justify her financial concerns. She talks about a difficulty supporting John with his schoolwork whilst also managing her own work, but adds after this comment, and after a pause (para 9): "erm and still make money". Bernie explains that without her focussing on work in the way she did, she may have had to furlough staff and/or put the business at risk. I feel this was an important concern, even a worry for Bernie, but as it features at the end of her statement, and after a pause, and starts with 'erm', it could represent a difficulty positioning this feature of her experience in the context of her other values and compromising her moral integrity (maybe such as education, wellbeing, health).

The LG encourages the identification of points of dissociation. I feel Bernie does this and dilutes in order to detach from serious points by delivering these juxtaposed with humour, light-heartedness, or fun. In the same paragraph Bernie shifts quite disjointedly from explaining difficulties with her business and her stated need to diversify her business, then shifts over to a song with happy lyrics: "Our core business dropped... we had to diversify, it was music lessons.. there would suddenly be, ahhh 'don’t worry about a thing [song]" (para 10). She then goes on to speak about the fun she had when John had his music lessons. I feel this possibly masks her underlying worries with finance and uncertainty in relation to her business, potentially to help cope with these competing concerns.

There is some indication that outside of the office environment, Bernie, at times, finds herself struggling to stay on task (para 32): "keeping motivated was a struggle at times". She attributes this to the type of work she is doing (less interactive) and an approach with fewer boundaries imposed on her working hours. This leaves Bernie flexibility to wander off at times and do other things, especially when John has also completed his work. In other sections, we hear how Bernie relishes her time with John, we can piece together the 'pull' of wanting to do things with him and attempts to work her own schedule around this enjoyment.

At one point, Bernie recognises she has, on occasion, dissociated from John and his schoolwork as she describes realising that he has been speaking to her and asking questions which she has not acknowledged. I wonder if the expectations of 'mothers' to both work and home-school could be onerous and overwhelming at times. The following 'I poem' voices Bernie's sense of guilt resulting from this (para 43-44):

I can't multitask

I thought I could

[if] I was engrossed

I used to feel so sorry

I was engrossed

I was doing

I was working

I haven’t taken in

I just

I'm so sorry

I always thought I was quite good

I think that taught me

I wasn’t quite

I thought I could

I'm pretty, pretty cool and calm under pressure

I feel the home-schooling experience helped Bernie to reconfigure her priorities, and position work less dominantly. Bernie concludes (para 84): "work isn’t the be-all and end-all.. if my son ever needs me, I need to be at home, then I would be". I wonder if by saying, 'I need to be at home' in the present tense, tucked into the sentence whether she feels this now, in the present, rather than hypothetically in the past sense. I feel Bernie could be saying here that she wishes she were still at home or able to keep and retain some elements that the experience of being at home with John has given her.

Kindness and altruism

There are several points in Bernie's story where she is concerned about others and indicates a more meta-perspective on her situation. One of these areas is with her employees. Whilst in other sections we see that managing work/home-schooling is a difficult balance, there is a side to this responsibility where Bernie is concerned whether her employees are well and coping. This appears to extend beyond a legislative responsibility and shows her nurturing side. She shows empathy for employees with young families, she also refers to her team as 'the guys' indicating some attachment and closeness. She makes effort to avoid a 'furlough' situation, describes the work culture as an office of 'big talkers', sharing any concerns in a typical workday and being aware this 'check-in' may be missing in the current distanced set up (para 47): "And well-being, mental wellbeing for me and my staff as well to make sure that, you know, they're ok.." Bernie describes a scenario of putting in place parameters and boundaries for staff who were working excessively and outside of core hours in order to ensure that they retain a balance.

Bernie is often aware of her privilege in having the opportunity to spend time with John and makes efforts to include her husband to ensure he is aware of what they do together and is able to contribute. Bernie includes her husband within a home-schooling role: finding ways to include him to counter his feelings of missing out. She makes him feel important by underplaying her own knowledge at times (para 13): "We used to joke in our house, that he's the maths and English expert.. I used to send little phone messages saying can you work out what to do with this one!"

Bernie shows compassion many times throughout her story, described earlier as a possible critical empathy (Lobb, 2017). She understands that her position may be more fortunate than others. She shows this variously at many points for teaching staff, other parents, and as a general concern for those who may get Covid (para 47): "thankfully we didn’t know anybody who you know caught it early on and I can't imagine the stresses involved if you did".

The outside world and needing an end to home-schooling (Para 71): "I'm ready for normal to, to come back"

Home-schooling evolved against a backdrop of the widespread impact Covid-19 was having on people. The media was saturated with global and local information, hospitals, death, measures of protection, masks, and vaccines. Although this element of lockdown was not directly linked to home-schooling, it was important and features in how Bernie prioritised John's needs. She remembers things could be 'scary' and she did not want her son to feel this. She felt uncertain regarding the return of any 'normality' and the reopening of schools to all children. There was further uncertainty regarding finances should the current model continue in the longer term.

Leisure and outdoor activity was limited during the pandemic, Bernie refers (paras 54 and 56) to family walks in their local area as like 'Armageddon' and that it was, "very, very, spooky".

Bernie has a strong sense of community, she describes a church mass held over Zoom and seeing an empty church, but where pictures of the congregation have been symbolically placed in the pews, this is one of the times where Bernie feels emotional in her recollection of events. The symbolic representation of a congregation is meaningful to her.

The following 'I poem' shows how as lockdown and home-schooling came to an end, there is a voice of fatigue, Bernie was ready for normality (para 71):

I remember getting

I'm, I'm ready

John was definitely ready

It was great

I've reached it now

I'm ready for normal

I'm ready for more normality

I don’t, I was never

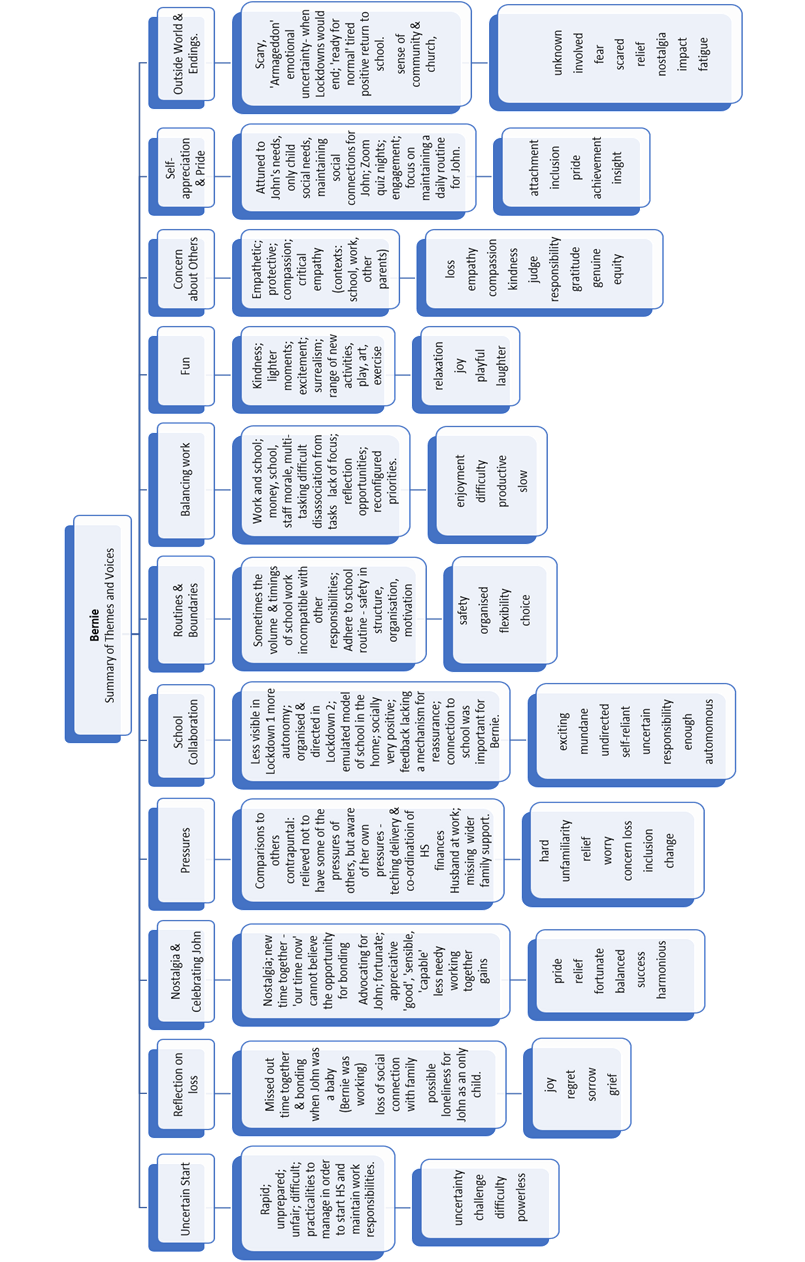
I was never concerned

The uncertainty regarding endings was a difficult emotion to hold (para 80): "when you thought it might never get back to normal!" Alongside the hope of a return to school, comes acknowledgement that linked to this is a risk of mixing and associated likelihood of catching the virus. To contextualise, the concern at the pre-vaccination stages of Covid was considered higher than when people were protected with the vaccine. Bernie is comfortable for John to return and considers herself less anxious that other parents in this respect.

Bernie talks about the way school had changed when John returned. She mentions, staggered lunches, separate lessons, and other measure to prevent the spread of the virus. Whilst this was a further change which John had to adapt to, Bernie felt he managed this, and, overall the increased social interaction (despite a lack of internal mobility within the school environment) was beneficial.

After returning to school, Bernie emphasises (para 69): "He did absolutely fine, he loved school anyway, he loved seeing his friends". We know from Bernie's perspective then, there were few concerns regarding the return.

Figure 2- Summary of Themes and Voices in Bernie's story



**5.4 Hollie's Story**

5.4.1 Background Synopsis

Hollie home-schooled her two children during the pandemic. Her youngest child (Chloe) was in nursery and her eldest (Freddie) was in reception. She worked full time during this period and juggled home-schooling along with her managerial role. Her husband also worked during the pandemic, however, Hollie led on home-schooling.

Before the interview, Hollie reflected on her home-schooling experience and made notes of some key areas she had wanted to share. As such, her story is not linear and whilst it does follow some chronology, mostly it is told as determined by Hollie's preferred ordering of events. I understand this representation as Hollie recollecting what is important to her, and the ordering of her story as led by what she wants me to know and learn about her experience.

5.4.2 Analysis- Hollie's story

Conflicted and compromised by work: 'I totally accept it’s the scars that I'm left with from that period'

Hollie's first statement regarding her home-schooling experience is as follows: 'It was awful'. Prior to contextualising her circumstances, we register a strong voice and Hollie's urgency in wanting to tell us her experience was not positive. It is important to Hollie we understand her difficulty. Her accompanying voice and tone back up the exhaustion she still feels resulting from this experience.

The following 'I poem' is extracted from three separate parts of Hollie's account. In each case, she talks about the struggle of combining work and home responsibilities through the first-person dialogue or 'I' perspective. I have synthesised these into three stanzas which show the cumulative impact of her first-person account used to describe her work difficulties . The LG promotes attuning to voice and silence, volume, and where usually a person may be underrepresented in research and their story would never likely be heard (Gilligan, 2015; Gilligan & Eddy, 2021; Woodcock, 2016). I felt it important to try to identify and attend to quiet(er) voices, and in determining what constitutes an 'I poem' I felt shorter 'I statements' might represent quieter voices and could easily be missed as insignificant, but when grouped together creating longer 'I poems', a greater impact is seen, and these quieter voices emerge. An example here is when Hollie talks about work:

para 8/9: where Hollie alerts us to work difficulty early on:

I had to

I was expected to

para 38: where Hollie describes her workload

I was line managing

I forgot.. I wrote it down

I got

I had to line manage

I'm trying to

I can't articulate.

para 74: where Hollie reflects on impact and alternatives

I struggle to

I totally accept

I should have

I do

I don’t wanna

I don’t want to go back

I want

I totally accept it’s the scars

I find Hollie's voice is expressing the injustice she has experienced against a polyphonic backdrop of accompanying voices of pressure, difficulty, and frustration at the lack of autonomy she experiences. Hollie shares how she was managing others (her managerial responsibility for staff increased), whilst trying to do her job. During this period, her department was subject to a restructure. I sense from Hollie how overwhelming this must have been, and when she tells me she cannot articulate herself, I feel this is an expression of having to momentarily dissociate from recollection of her experience as the emotion blocks her communication. When listening to Hollie's story, there is a strong theme of powerlessness and a lack of autonomy. When Hollie voices that she both 'struggles to', and 'totally accepts' (para 74) her situation, this is understood as a contrapuntal voice which indicates Hollie may, in fact, struggle to accept this and is possibly yet to fully process her experience. Her use of the word 'scars' (which she uses in two sections) is powerful and provokes an emotionally evocative response from me upon hearing. Each time I respond to try to validate and mirror her feelings.

*Reflection Point*

*As I hear Hollie's story, I notice how different it is to the stories of the other participants. It starts with a release of the difficulty Hollie has contained and I notice my own corresponding reaction to this, feeling empathetic to her adverse experience. I worry how her story will further unfold and remind myself of my interview checklist/prompt sheet (see Appendix 5), and of the grounding I hope to provide for participants. My intention is to facilitate a foundation where participants feel safely held, and my aim is for Hollie to feel confident in my capacity to do this. This registers as a significant responsibility and reminds me of the skillset necessary when employing narrative approaches.*

While I hear Hollie's struggle, I am reminded of the Power Threat Meaning Framework (PTMF, Johnstone & Boyle, 2018) a broad definition of which is exploring how power is operating in a person's life.

I am possibly less focused (in the context of this research) on the model's capacity as a toolkit for formulations as alternatives to diagnoses (appropriate at a practitioner level). Instead, at a researcher level, I am keen to consider the model's capacity to add understanding and meaning to the context in which power operated in Hollie's life during the pandemic and how her narrative explores this. During the context specific circumstances of the pandemic, Hollie experienced very limited autonomy. Johnstone and Boyle (2018, p. 121) define: "Entrapment/powerlessness: Being in an aversive situation from which there seems no escape or possibility of change." For a time-specific period (the duration of the pandemic), Hollie's former life is paused, and she experiences increased demand and multiple changes. The model enlightens us: "personal narratives of distress are constructed and maintained [...] in response to changing social conditions" (Johnstone & Boyle, 2018, p. 88).

Whilst the social conditions have changed, Hollie tries to continue to maintain her previously held standards and multiple responsibilities in addition to her new responsibilities linked to the pandemic: home-schooling, the children being at home, and her increased work demands. I relate back to the possible gendered perspective of home-schooling during the pandemic, and view these elements from the perspective of the PTMF:

“The threats may relate, for example, to demands to meet high standards of femininity, motherhood or ‘career woman’ and difficulties of negotiating conflicts amongst these” (Johnstone & Boyle, 2018, p. 123)

Surviving (Hollie's threat response) involved continuing to try to make the new circumstances tenable. We see the impossibility of this in relation to Hollie's completion of schoolwork (see below) and employment: " See you keep **working, working**, because you're bothered about other people's views" (para 47). The emphasis and repetition of the term working, confirms this difficulty. Hollie also feels trapped within non-empathetic work and management teams, and positions them as the antagonist/s in her story. We learn that a younger colleague is able to continue with her leisure pursuits and work demands, and Hollie's husband manages to continue his workload. In contrast, Hollie is positioned as a mother, employee, and as holding domestic responsibility: " I'm just sat there tearing my hair out! Kids not dressed, washing piled up, kitchen a mess!" (para 44). Hollie feels her employers are insincere and unhelpful:

"There were messages **from** like **'the top**' about, you know, your children come first, and if you were home-schooling that came first, but that wasn’t the reality **at all**" (para 46).

Hollie continues this struggle of responsibilities through to the end of the pandemic. She hopes to be rescued by the opportunity of furlough; "I would have bitten their hands off" (para 78), but this doesn’t come to fruition. Temporary relief is given by the use of annual leave and an eventual appeal to school for support. Hollie's employers fail to give her any respite, so she perseveres until the pandemic ends.

Hollie gives some indication she still holds resentment in the present, while relating back to the pandemic challenges and pressures. She talks of new policy at work, which is still unfavourable to working parents (mothers), and I sense Hollie thinks they will never change. Positioned outside of the 'problem' because now distanced from the pandemic, Hollie also reflects: "I should have actually let something give" (para 80) Hollie is pensive and holds regret.

I think it is important to end this section without positioning Hollie entirely as a victim, trapped by her circumstances. Whilst the dominance of her struggle within her narrative is important, we also see tenacity and pride. For example, when Hollie tells us the children do their work whilst eating tea, we also hear (without her saying so) that she also found ways of working around barriers in order to maintain the standards she set for herself.

The children's needs: 'and the worry that he'd grow up knowing nothing about penguins'

This section represents the concerns for learning and wider development that Hollie held for her children during the home-schooling period. The first thing Hollie alerts me to is her daughter being very young and attending nursery prior to closure of early years provision during the pandemic. Whilst Hollie did not have home-schooling responsibilities for her daughter Chloe as such, nursery did send tasks to complete. Hollie found these, alongside the physical developmental needs of her daughter, hard to support. As the accompanying section describing work pressures alludes to, this difficulty is entirely attributed to her work commitments:

"I'd put her on the potty, then my (work) phone would ring" (para 13)

Hollie describes two distinct pressures in terms of her responsibility for her children's education and development during the pandemic. The first being Hollie's perceived inability to meet her daughter's needs, as she ideally would like and feels she ought to, and the second being Hollie's perception concerning her ability to meet the expectations of others. Hollie refers to Chloe as 'needy' (in a quiet voice). I understand this could be difficult for Hollie to say, so she says it softly, as if she does not want to say it. Hollie then adds that Chloe had 'regressed' and was having about eight accidents a day with her toileting. Hollie says: 'I knew she needed.." (para 13) indicating she was fully aware of, and attuned to, her daughter's needs, but felt guilty and powerless to help her because of work interruptions. Hollie talks about guilt as a dominant feeling throughout.

Hollie talks about her son Freddie's needs as distinct to Chloe's: "I wasn’t overly concerned about him falling behind too much because I know he's generally bright and does alright". Shortly after, we hear a contrapuntal voice as Hollie has some doubt regarding the impact on Freddie: "There is a possibility, a chance he is missing out". I feel Hollie, at this point in her story, is uncertain whether there may or may not be a resulting gap in Freddie's learning.

There is a distinction between the physical needs of Chloe (which cannot be left unattended), and the learning needs of Freddie (which are more flexible). Timings and structure of each day is important as Hollie is less stressed completing work with her children when she has some autonomy in scheduling this. She says school requested set times for completion, but the reality of delivery was different and sometimes even involved: "Shoving a worksheet under their nose while they're eating their tea". (para 81)

We also see a difference over time, between Hollie's current feelings and how she felt when emersed in the pandemic and multiple responsibilities. Hollie recalls how the work seemed so overwhelmingly important at the time but can subsequently reflect that this may not have been the case and even allows an element of humour to cushion her original perspective: "The worry that he'd grow up knowing nothing about penguins' cos we'd missed it! (h:l)". (para 23)

We also learn about the way Hollie's children occupy themselves. Chloe is described as easily bored, energetic, and likes 'cartwheeling' across the room (Hollie appreciates inattention should also be expected for younger children). Whereas Freddie was happy on his iPad for long periods of time. Hollie recognises her children need different approaches to meet their needs, and, in both situations, she feels guilt at her perceived lack of input. This links to Hollie's perspective of the children's social needs, the lack of focus on these are positioned as less of a worry than the children' missed learning. Hollie often relates to the house as a sanctuary and finds herself and her children are minimally impacted in terms of wider social loss (interaction outside of the immediate family unit) as a result of the Covid-19 related restrictions on social interaction.

Emotion and coping: 'literally sat in the shower crying every morning'

Hollie's story emphasizes the significant emotional impact on parents / carers prompted by home-schooling alongside other responsibilities during the pandemic. Two years on from this period, Hollie's emotional reflections are expressed powerfully, she describes; 'scars', 'guilt', and a point where she 'couldn’t cope any longer' resulting in an appeal to school for support.

Hollie tells us she is a person who is happy at home, comfortable in her own company with minimal social interactions. She uses self-care approaches of reading and television:

"I don't like people! <much really (h:l) I was loving life in my head! (h:l) Socially, I don’t need to go out and meet people" (para 91).

For some, the experience of lockdown can be viewed as socially isolating which creates a personal deficit, but this seems not to impact Hollie in this way. However, we do see Hollie is keen to talk to her friend Paul on the school run which is suggestive that she may be more encouraged by interaction than she is seemingly aware of (para 90):

I can talk

I was walking

I had to talk about!

Paul said this,

Paul said that! (h:l)

your world became very small didn’t it!

The 'I poem' indicates the conversations with Paul seem safe and brought interest and diversity to Hollie's day. I hypothesise that an alternative explanation for Hollie's perceived preference for minimal social interaction was because Hollie felt that such interactions would be negative. Hollie describes her friends as 'judging' her decision over the children's return to school. It is likely Hollie found this (a further challenge and moral dilemma) overbearing against the backdrop of her existing challenges. Withdrawal from this context was therefore likely to be a self-protective action.

A word frequency checker was used to add insight into my understanding of areas which were significant to Hollie; demonstrated by the frequency of their usage. The LG (Gilligan & Eddy, 2017) advises to look for repetition as an indicator of importance, and the word checker was a tool to capture this. It revealed Hollie referred to guilt and feeling guilty ten times throughout her story, emphasising the apparent emotional impact of her experience.

During our conversation, Hollie opens up that simply recounting her home-schooling journey has a further emotional impact on her. As noted earlier, I am conscious of ensuring comfort is maintained during the interview and this is not too stressful for Hollie:

"Like you said about reflecting back, there are times, there have been a couple of times I've thought I'm going to start crying here. Cos **it were hard**" (para 64).

Hollie opens up to the possibility of not having 'recovered' (para 40) from her experience. This seemingly concerns Hollie's reputational recovery, primarily in respect to her job, but I suspect there is ambiguity here, and this quieter voice also implies recovery as a narrative of emotional healing. This resonates with increased attention to social and cultural neo-linguism resulting from the pandemic. For example, many programmes and initiatives used 'recovery' as part of their terminology as the pandemic ended.

School and nursery relations: "lovely activities we could do with the children, but it all added to the guilt."

This section explores how the 'well-meant' intentions of school and nursery compounded difficulties for Hollie. An example is given where nursery use shared learning platforms to showcase the volume and scope of activities that parents were completing with their children. I sense these shared platforms feel invasive and competitive for Hollie who cannot manage to complete the work and feels frustrated by this comparison to others.

Hollie feels school/nursery boundaries are crossed for a second time following a welfare inquiry from the head teacher. Hollie feels her personal space and capacity to parent is questioned because she has been unable to regularly submit photos and examples of work. The corresponding 'I poem' (para 25-26) portrays Hollie as shocked by the approach school use. This upset is reinforced by the emphasis in Hollie's voice and her increased volume:

I mean like

I WAS JUST LIKE, RIGHT,

I, I took the message..

we weren't being

she was saying

I took pictures of

Hollie is angered and interprets this contact from school as a safeguarding concern: "that felt like a social-care check-in almost!" and responds defensively, "So you want me to send pictures of my child so you can see he's not covered in bruises!" (para 24-25).

Reputation is important to Hollie as she is concerned by what both work and school think of her. She tries to correct the absence of communication with school, whereas her husband decides to be less communicative with school to stand his ground. Hollie also reflects that school may have been in a difficult position, without clear ideas regarding the optimal way of approaching the home-school relationships. Ultimately, I believe Hollie wanted the same compassion she showed others to be afforded to herself: " We're all in massively different situations, aren’t we?" (para 34) everyone had their own, (2) perception, thoughts.. pressures". This excerpt was highlighted in blue (the colour code for reflection) as I felt this was an example of Hollie looking back and having insight into her own situation as she reflected on it in the present time (sometime following the pandemic). I feel it is useful to note, we capture Hollie's story as told to me in 2023, and where the time which has passed seems to have impacted on Hollie's narrative (which is also the case for other participants). I also note, Hollie frequently slows down a little and pauses, facilitating thinking time which is indicative of her capacity for reflexivity as she recalls events.

Joyful moments: I'm like what's happened? They're loving, they're happy!'

It is towards the end of Hollie's story that we see some lighter and more fun aspects of her experience come forward. Hollie's story appears to be concluding as she says (para 110), "I want to give you more, but I'll probably remember when I get back to the office". I convey the helpfulness and value of her story and ask Hollie one further question: 'Is there any moment or event that stood out?". On reflection, I am unsure if the positioning of such an open question after an indication of closure was methodologically correct, however, I benefit from the recollection of events it initiates. This prompts Hollie to recall an afternoon where she took time off work and took the children to the park. They all benefitted from this trip and the emotional recollection of it leaves Hollie a bit teary. She tells me she took so many photos and shared these. I feel, metaphorically, sharing could be Hollie wanting to retain her experience. Documenting it seemingly is a way of facilitating permanence, strengthening it, analogous to 'thickening' a narrative to increase significance (White & Epston, 1989), where the story no longer seems quite so problem saturated.

This event can be seen as a 'sparkly moment' (Van Wyk, 2008, p. 263) and is where Hollie's story feels lighter and seems to subsequently unravel more positivity. I make comparison to a 'wow' (p. 142) moment which Gilligan and Eddy (2021) stress as a critical feature of the story drawn out by using The LG approach. There are known complications associated with therapeutic outcomes of research (see also Discussion) and this is not an intended aim of this study. However, it is apparent that the process of recounting this experience brings moments for Hollie where a degree of emancipation from her difficult experience emerges. Such moments are prompted as she shares them with me.

The following 'I poem' represents a moment in the narrative interview I enjoyed hearing because I felt Hollie reframed her experience and her perception of the impact home-schooling had on her children in a way which is more comfortable for her.

I set them up

I looked

I'm on the phone

They're absolutely covered

I'm like what's happened

They're living

They're happy

And they were

I think that

They were neglected

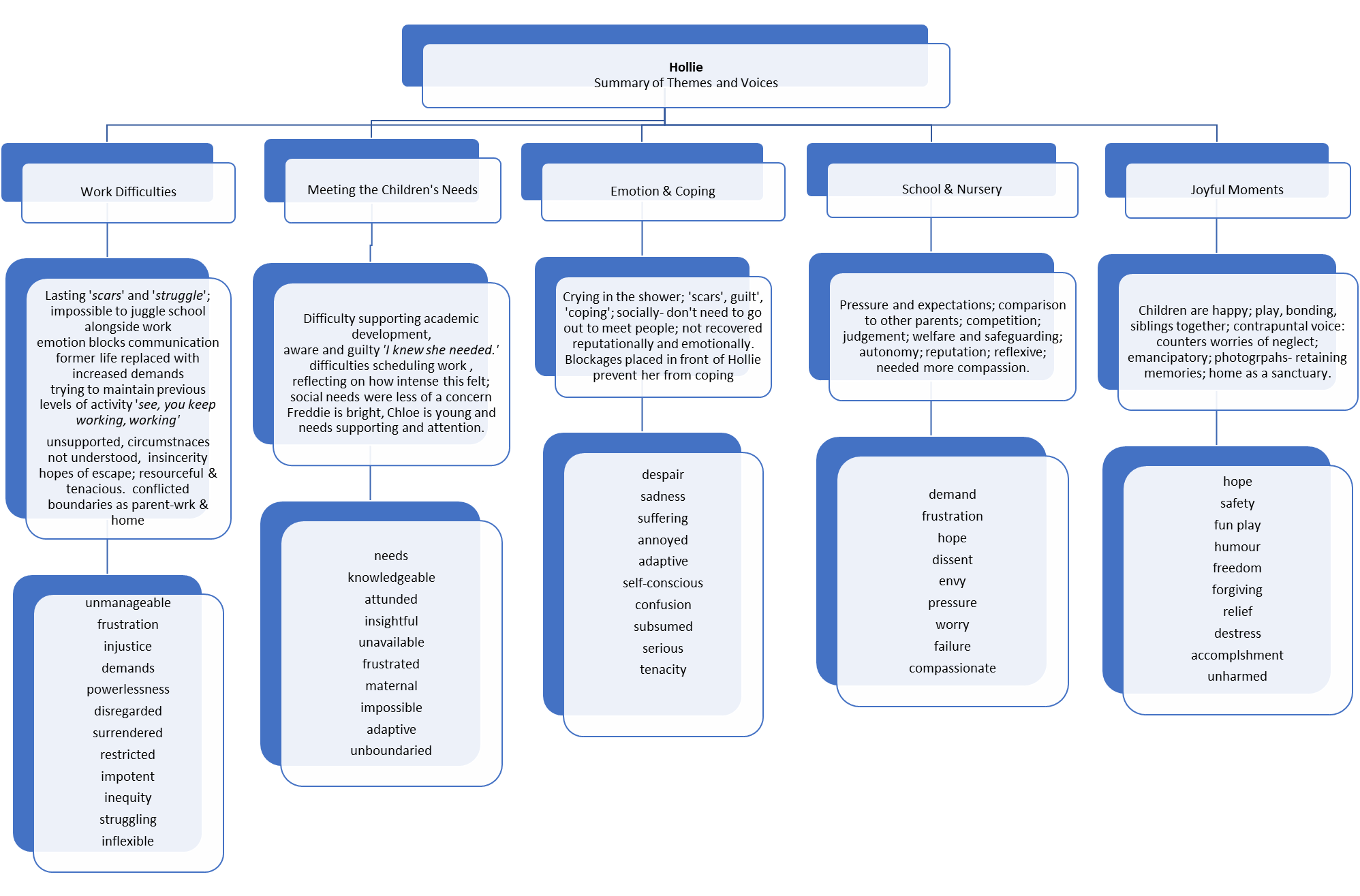
They loved it

I think

I mean

Mid-way through the 'I poem' Hollie experiences an invasive thought about neglect of the children, which creeps back when she is reminded of the lack of time she had to support Chloe's toilet training. This is a contrapuntal voice, wavering over whether the home-schooling experience was harmful/beneficial or both. Hollie then returns her thoughts to a more positive focus of what the children gained from having each other around, even in the absence of her input: "Yeah, they did bond in a way that other siblings don’t get the opportunity" (para 119). Hollie then confirms this new outlook with a further reflection: "So they had time together, oh that's a positive that I have never thought about" (para 120). In summary, against a weight of responsibilities there was playfulness, and fun evident within Hollie's experience. Hollie reassures me that her home was not oppressive, and the children had lots of free play and arts and craft activities. We can see Hollie's love for and protectiveness of her children and Hollie's interview ends with her focussing on` these more positive attributes of her experience.

Figure 3- Summary of Themes and Voices in Hollie's story



5.4 Summary and returning to the research questions

This chapter has presented the findings of this research in terms of the impact that home-schooling during a global pandemic had on Sarah, Bernie, and Hollie. Using 'I poems' as part of the LG method has facilitated an evocative journey of each mother, and how they constructed their circumstances and manged to 'teach' their children during this time. Their stories are indeed rich and broad, as the responsibility to facilitate, teach or deliver learning is embedded in more complex situations with often impenetrable barriers to accomplishing this aim. Working, domestic responsibility, emotions all contributing to such difficulty. Figures one, two and three, highlight these struggles and difficulties along with the accompanying contrapuntal joys relative to the wider picture of each home-schooling context. Added to each figure is a selection of adjectives, providing emotions which give an accompanying melodic or contrapuntal presentation of the central features of each experience.

In essence, this answers the research question. The home-schooling experience was a synthesis of practical and emotional components of coping and responsibility in an unprecedented set of lowered agentic circumstances.

The secondary question regarding school collaboration is also answered in these accounts. Each parent showed compassion and understanding to the situation in which schools were placed during the pandemic and worked to retain positive relationships with school. Distinctions were seen between the two lockdowns and the differing expectations of learning and levels of autonomy parents held in the two contexts. Parents mostly felt supported, but careful management of the dynamic of school professionals entering the home territory is necessary to deliver a correct balance of welfare and learning focus, without removing agency from parents in their parent-teacher role.

The discussion section expands on the components of each of these features of the home-schooling experiences and includes associated implications for future educational psychology practice.

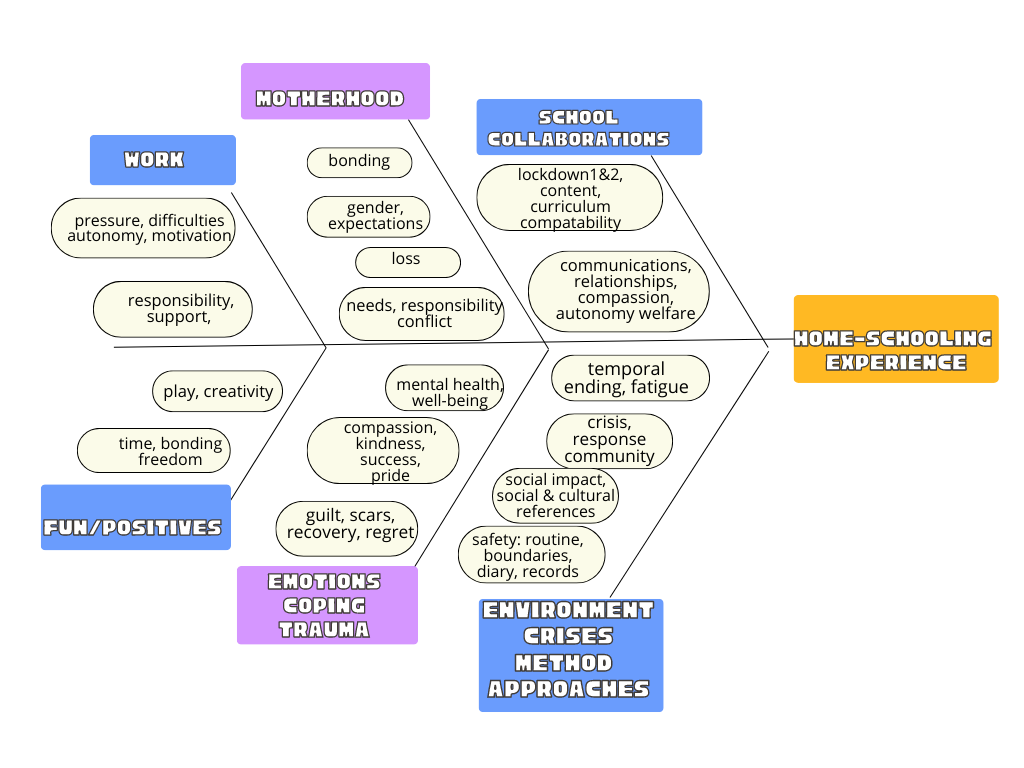
**6 Discussion**

**6.1 Chapter synopsis**

This chapter looks at the key areas which have emerged from the analysis as being pertinent to the experience of the mothers who home-schooled in the period of the Covid-19 pandemic in terms of how this informs the practice of educational psychologists. I have presented key implications from the research, then broadened what might be explored further (as elements of practice) and presented these as more thought-provoking questions to be considered around the way in which educational psychologists could focus their practice. Summary boxes then combine all aspects and present a thought-provoking section ending, which pulls together what was learnt in this research and synthesised with the wider discussion and general learnings from the pandemic and changes to education as a result. I believe some themes have emerged as more dominant and these are given a greater focus in the discussion. For example, working responsibilities and motherhood and agency have been addressed in more depth because of the intensity with which these impacted upon home-schooling success. Figure four illustrates a condensed visual representation of the fundamental areas identified in the narratives of home-schooling mothers explored in this study using an Ishikawa structure (Ishikawa,1968). This simple visual approach is used to represent which factors contributed to the experience of homeschooling. This tool was used because no hierarchy is given to a particular dimension, and therefore all areas of each of the mother's stories are valued and included on the fishbone structure. It is presented quite organically (using a fishbone structure). Whilst having origins in occupational psychology as a business approach to identify contributing factors to a problem or issue, it is represented here as factors contributing to the theme of homeschooling. In keeping with the inclusion of quieter voices and more subtle themes, each main area of the fishbone structure also has branches to ensure diverse representation of many of the contributing factors and content which emerged as relating to each home-schooling journey. Following discussion of the areas found to be pertinent within the narratives, is a section suggesting implications for practice.

A second focus within the discussion is to explore what worked well and what could have been better managed or approached differently within this study. An extended version of this is located in Appendix 11. This refers to a critique of both methodological choices and researcher skill. A final summary is presented to capture and summarise key implications.

Figure 4: Adapted Ishikawa diagram showing factors influencing the home-schooling experience



**4.2 Main themes from the research and implications for educational psychology practice**

**6.2.1 Work and motherhood**

This section synthesises features of voices within the analysis which address work and motherhood as often these were inextricably linked throughout the narratives. My analysis here focuses on what I consider to be a societal positioning of mothers in specific roles: working and mothering, something which emerged in this study and which I argue is compatible with many of Gilligan's claims about a patriarchal society (Gilligan, 1977; 2013) and how roles are constructed. This is a huge area, attracting debate and insight however, I have provided reflections on how these aspects of motherhood might be intertwined with the findings of this study.

Some half a century later, I feel I have positioned myself (in this research) in a surprisingly similar context of the roles of mothers as defined by Ackers, Barry and Esseveld (1983). The stories I have been privileged to hear from mothers who home-schooled during the pandemic, reference similar tension in the juxtaposition of these roles (work, motherhood, and domestic functions). The significance of public narratives of motherhood and what is understood by this role (Stephens & Breheny, 2013) are likely to have defined expectations which impacted on mothers, who presented with a pandemic have been suddenly and unexpectedly faced with life-changing circumstances forcing them to home-school, each of the mothers wrestled with societal 'expectation' in this regard. Equally, their stories are partially balanced with moments of joy and positives in their home-schooling journeys. The degree to which this counterbalances the difficulty is arguably different for each mother and their journey and circumstance.

This research draws parallel to that of Budds (2021) as Sarah, Bernie, and Hollie each endeavoured to continue with multiple roles and manage an added home-schooling responsibility. None shared this role equally with their partners or was able to access support, or not until at a crisis point in the case of Hollie. Many reasons for this 'intense mothering' are suggested by Budds (2021) amongst which include psychological theory which emphasises the role of the mother as critical for positive developmental outcomes, and also gendered society discouraging paternal involvement and resistance to non-nuclear and more diverse parenting forms.

There are similarities and differences seen in each account, and whilst Sarah felt quite free and emancipated from her work responsibilities during the pandemic, the realisation of how her former work pattern depleted her family and personal time resulted in her not fully returning after the pandemic. We see that Bernie and Hollie had to continue with heavy work responsibilities whilst home-schooling. Both Sarah and Bernie were business owners, but experienced different degrees of autonomy. The increased freedom from work responsibility was ultimately overwhelming for Sarah and conversely was restrictive for Bernie. Hollie was not self-employed and experienced a lack of autonomy: managing her work and the home-schooling situation was very difficult, something not well understood by her employer/s. I propose that the experiences of parents in this study can be understood by extending an approach used by O'Toole (2019) where the experiences of teachers and students are understood empathetically using the learning which is embedded within the PTMF. The model looks at how power operates in a person's life as an alternative psychological understanding of difficulty to pursuing diagnoses of mental illness (Johnstone & Boyle, 2018) and presents how key psychological theory can help us to understand the distressing experiences from a more compassionate lens. O'Toole (2019) suggests the model can help us accommodate a trauma informed approach to practice by:

"Recognising that patterns of emotional distress and troubling behaviour are part of a continuum of human experience and in acknowledging these aspects of experience emerge as coping or survival strategies in response to particular adversities arising within contexts of power inequalities, the path is paved for a more humane, compassionate and holistic understanding of distress." p. 17.

If we extend this to parents, it brings a lens of compassion for their decreased autonomy and juggling multiple roles. In so doing widening potential application and bringing theory outside of the domain of psychologists. If insight and empathy were increased, making strategic stakeholders more aware, this could increase problem solving and pave ways forward for struggling mothers to be better supported within their school communities.

During Covid-19, (an unprecedented and new social situation) it appears roles were adopted quickly and without too much conscious thought, possibly reverting to automated societal expectations of gender, consistent with previous findings from McDowell (2000) where women were more dominant in home-schooling roles.

The role of mothers as home-schoolers in this study included providing nurturing and protective characteristics towards their children. When mothers struggled to provide sufficiently for their children's needs, or found out later their efforts weren’t always helpful (Sarah), they each experienced a combination of guilt, and frustration. Gilligan (2013, p. 177), describes how a: "feminist care ethic encourages the capacities that constitute our humanity", and "evolutionary need to put children's well-being first". This could be linked to some of the maternal characteristics that previous research has found in home-schooling situations (Kraftl, 2012), and could explain the success of nurture. It could be argued that such home-centric and arguably maternal characteristics were carried forward into schools in the form of nurture groups (Bennathan & Boxall, 2013). These attributes also guide us towards conditions which could be seen to mirror maternal care including features of good care as given from the perspective of Noddings (2003) to include, attention, reciprocity, and consider positive elements which can often exist between non-family members e.g., teacher-student relationships. It could be concluded that the home-schooling scenario is rich in nurture and parents may need alternative support from schools such as didactic support (guidance). However, during the first lockdown when parents experienced an autonomous position regarding curriculum and home-schooling expectations, they were more relaxed and confident and less reliant on school's input and support. It is no surprise parents are well-positioned to understand their children's (non-academic) needs quite well, and can cater for their wider learning and development. The next section (6.3) further explores the format/s of educational support found most successful during home-schooling.

**Key Implications for practice at EP, school, and community levels**

In response to the narratives of Sarah, Bernie, and Hollie, described above, the core messages which can be moved out of the research and into the realm of EP practice include:

* Sensitivity when working with parents, being receptive to understanding their broader circumstances and needs
* Non-judgemental practice, listening to the home dynamic and limitations, which should translate into our consultations and reports.
* Validating parents, the study enabled an understanding that parents are generally well attuned and well positioned to present their children's needs and strengths accurately, so should not experience their story represented too 'quietly'.
* Celebrate parental strengths and good bonds with children, not just difficulty

**Extended discussion of areas pertaining to work and motherhood, presented so as to provoke further consideration of how things embedded in our practice could be reconsidered or be differently approached.**

The narratives of Sarah, Bernie and Hollie have shown that mothers may feel reluctant to communicate their needs and difficulties when faced with challenging circumstances regarding their children. Further, it is perhaps only through the perceptive capacity and sensitivity of the resource (the LG) that the true difficulties have been surfaced and recognised. This tells us that EPs must mirror this perception and sensitivity, practicing in a way that can provide a platform where needs are destigmatised, and responsibility shared. Mindful practice where educational psychologists empower parents, listen authentically in order to gain a good insight into the circumstances of families including their strengths and limitations is recommended. Billington (2016) reminds us of the importance of empowered communication as a starting point for this. The study has shown societal expectations of the mother role may have led to Sarah, Bernie and Hollie feeling pressure to home-school and retain full responsibility for this role. Educational psychologists may wish to consider where there is subtle implication suggestive of maternal responsibility (even blame) in their work, e.g., caution when referencing psychological theory such as attachment (Budds, 2021). They should ensure sensitivity and self-awareness in their practice and that their recommendations and terminology in reports and consultations do not favour developmental outcomes which leave sole responsibility for their fulfilment with a child's mother.

Educational psychologists must then cascade their understanding systemically into school communities. I argue this is easier than it appears as I believe EPs are well established as critical friends within school communities and well positioned to challenge when they feel parents may not be understood or represented in a fair and reasonable way.

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| Summary of extended discussion, areas of practice we might further question   * Sensitivity in practice, correct tools to elicit correct assessment of needs. * Reports: careful, referencing and framing of psychological theory in reports and formulations. Limit reference to 'mother' where parent/s or carer is a better fit. Asking parents for their preferred term of reference. * Supporting whilst maintaining an empowered position for mothers. Mothers understand their children well and are attuned to their needs. A balance of school and home perspective in this respect might be a desirable aim. * Provision of conditions more conducive of inclusion, encouraging wider family involvement i.e., beyond mother. * Employers- mothers are subject to varying levels of understanding and care (compassion). Messages less tolerant of mothers/employees not-coping can at worst, perpetuate patriarchy (even from female management). * Emotionally supportive characteristics and nurture are both seen in home-schooling scenarios and linked to good outcomes. Schools able to mirror these conditions constitutes good practice. * Inability to provide emotional or academic support led to anxiety and guilt. * Potential for support approaches from the school community, identifying struggling mothers. * Systemic work with schools- challenging mindsets. * Trauma informed positioning of understanding adverse experiences and coping. |

**6.2.2- School collaboration**

The partnership between parents and schools during the pandemic presented several features including differences between the two lockdowns, relationships, and communication, in addition to curriculum and content.

The first lockdown allowed parental agency regarding what was taught, a more flexible curriculum and featured outdoor and leisure as daily activity. As home-schooling in the second lockdown commenced, schools were more prepared, online platforms and technology brought learning and teaching (which was more oriented towards the school curriculum) into the home. Section 6.2.5 further explores the dynamic of home as a context for learning. The second lockdown brought more direct school-led teaching, parents were observers of children's learning and co-ordinators of technology to support this. Some of the work is outsourced to parents and this was found to be quite onerous.

Yang, Manchanda, and Greenstein (2021) found teachers experienced compassion fatigue during the pandemic which impacted their efficacy to teach. Indeed, an emotional cost to teaching is widely documented (Chang, 2009) and explored further in 6.2.4. Conversely, there is increased compassion for teachers' situations in the pandemic apparent in the stories of Sarah, Bernie, and Hollie, possibly explaining their apprehension at reaching out to schools for support. Bernie reports that teachers were available for the children, but even if this support was extended to parents, she doesn’t like to contact them, demonstrating a degree of critical empathy (Lobb, 2017).

Possibly neither parents or teachers were able to provide good support because of their own diminished capacity to manage their new circumstances. The lens of neuroscience could be considered here, alerting those supporting children to an awareness of their own personal capacity and threshold and stress responses, known as a 'window of tolerance' (Siegel, 1999), and can often apply to people in roles where high nurture or care to others features.

Finally, on a school community level, there was some evidence that collaboration worked well, Bernie and Sarah enjoyed assemblies, finding belonging and inclusion in these. This fits with the section 6.2.3 considering positive psychology and meaningful activity.

**Implications for practice at EP, school, and community levels:**

In response to the narratives of Sarah, Bernie, and Hollie, described above, the core

messages which can be moved out of the research and into the realm of EP practice include:

* Parents report to better manage any home-schooling when given some agency in determining content and how/when this is undertaken.
* Relationships with adults in school was important to parents, and the home-schooling role works better in this positive dynamic.
* Parents don’t like to be intrusive or request support when they know schools are busy, so schools could emphasise 'permission' here.
* Parents liked to be involved in the wider sense of community , with extended activities, assembles, schools are appreciated for this function.
* Both schools and parents benefit from support to recognise their own stresses.
* School 'in the home' was sometimes seen as a little intrusive, so should be well manged to give space where needed.
* Schoolwork from a point of view of didactics, can sometimes be difficult for parents and cause anxiety or lack of perceived efficacy, it might therefore not always be helpful to set work of a subject specific nature when this is content is potentially complex or specialist.
* Parents also would have liked more feedback on work submitted.

**Extended discussion of areas pertaining to school collaboration, presented so as to provoke further consideration of how things embedded in our practice could be reconsidered or be differently approached.**

Educational psychologists have insight from the circumstances of a global pandemic: that capacity to give and receive support can be reduced when personal thresholds are reached, strained, and all resources used up. In response to this, educational psychology can firstly be transparent about this insight, sharing with stakeholders at different levels to raise awareness. This may open up further support mechanisms from schools or surrounding partnerships. Looking to empower parents and school professionals by normalising this challenge is useful, rather than presenting struggle and difficulty as problematic. When life events are seen as holding capacity for potential harmful impact we normalise the human struggle in coping with them and remove 'within parent' constructions of causality. By looking at an alternative perspective of such difficulty Harper and Cromby (2022) find the PTMF helps with such reframe of difficulty as, "intelligible responses to complex combinations of toxic circumstances and events" (p. 2). Reducing pressures and signposting to support channels may also be appropriate and an awareness of thresholds and when services may need to be stepped down or reduced to core functions. Reducing the circumstances in which potential response to threat develop into embodied stress responses (Harper & Cromby, 2022) could then prevent unnecessary discomfort for parents who find themselves in untenable positions.

Preparation for further extended circumstances of offsite learning will be of interest to policymakers and strategic level stakeholders. Dodds and Dodds (2019) predict it is inevitable another pandemic will strike, and as 1.6 billion students were affected by the last pandemic Pokhrel and Chhetri (2021) indicate this is not a niche area for education professionals. A potential critique of educational psychology roles in the pandemic suggests that they focused on children with special educational needs when a greater cohort of need existed (children's mental health and well-being, parents and teachers coping) (Carrión-Martínez et al. 2021). Widening support to other cohorts is therefore crucial.

We learnt from Bernie and Sarah, how motivation to home-school is dependent upon how it is presented (level, amount, autonomy). If this aspect is well managed it may impact the willingness of parents to engage with their children's learning offsite in the future.

Parent-teacher relationships occur in several contexts, but for many during the pandemic this was a new dynamic. Future research may wish to explore this parent-teacher dynamic in 'offsite' situations. Further, the increase of online platforms to conduct communications (school- parent- educational psychology) raises questions regarding possible differences adjusting to new technology and communications approaches rapidly adopted during the pandemic. Policymakers could be made aware of the need to structure the home-schooling journey so that at a level of implementation (teacher-student-parent) is smoother. Planning and guidance in policy making from a Nepalese context has already begun such evaluations intending to: "Create data in terms of learners’ access to resources, value self-learning and parent education, and suggest several alternative ways to resume school" (Shrestha & Gnawali, 2021, p. 163). Looking at best practice and learning from what worked (and didn’t) will better inform the future of home-schooling.

EOTAS is a widening area, justifying that exploring successes of schooling other than in the context of a designated school building (removing pressures of a physical presence in school) is important, see also Jolley and Mathews (2020) as discussed in the literature review. This study also indicates that children adjusted reasonably well to home-schooling and online learning formats, thus increasing the possibilities for both effective learning and school-home collaboration and partnership. Emotionally Based School Non-attendance (EBSNA) research considers social proximity, which could favour the context of home-schooling as evidence indicates a link between uncomfortable social contexts and anxiety (Platsia, 2022).

The decreased proximity to the school environment offered in home-education contexts is therefore a potential suitable platform to continue learning with conditions of reduced anxiety. Additionally, another opportunity for home-schooling and learning application is where other medical needs prevent physical attendance.

At a macro level, exploring features of 'non-school environments' that can be positive for children and their parents therefore makes for useful extension of the present study. Returning to some differences created by different contexts for learning (home/school/other) as identified in the literature review, some answers might relate to what these different contexts are offering: "Different modes of feeling, timing, learning, and, crucially, relating" (Kraftl, 2012, p. 448).

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| Summary of extended discussion, areas of practice we might further question   * Relationship strengthening and support are key to HS success. * Compassion awareness, windows of tolerance are important to recognise. * Preparation and planning for future pandemics and approaches to off-site learning is likely to be worthwhile. * Clearer roles and boundaries between home and school functions and levels of support. * Learning content should be at an appropriate level for parents. Using existing approaches and psychological theory to guide and moderate how learning is best supported for in adult contexts might be well placed here. * Extending to applying psychological theory supportive of facilitating conditions for learning from school to home environments * Reaching a wide range of children and families, is shown during the pandemic and may be a retainable benefit * Feedback regarding work completed when this has been outsourced to parents, a mechanism also to reduce parental anxiety. * Sometimes, reverting back to containment, to reduce threat and embodied stress responses is helpful, and taking a pause from academic targets, especially when learning might be secondary to other family or health needs. Reminder that pandemics are crisis situations. Crisis situations require adaptation and reverting back to restore a previous norm is secondary to well-being needs. * Considering replicating and amplifying the positive features of home-schooling environments. * Use home-schooling in a range of diverse situations where offsite learning may be appropriate to meet needs. |

**6.2.3- Fun and positives**

A worthy contrast, adding balance to the challenges faced by the mothers who home-schooled is presented in this section. The experience of home-schooling was also enriching, unique and fun. The lens of positive psychology is brought to this section. Seligman (2011) brought our attention to the pursuit of happiness and proposed that a combination of: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA) are needed to flourish. This is well positioned in the circumstances of home-schooling as the positive elements reported by Sarah, Bernie and Hollie have been shown to match to one or more of these components in different ways.

Each of the mothers were able to spend time with their children and bond, or in Hollie's cases she was able to see her children bond. They each became absorbed in fun activities, experienced contentment, nostalgia, pride, joy, freedom, and an extensive range of positive feelings in unique circumstances of lockdown. As lockdown enabled this, we can also see that PERMA can be facilitated in situations where social and other opportunities are scaled back.

When the home-schooling experience is brought out of the realms of a curriculum-focused function, more wholesome outcomes are revealed. In addition to features of parental autonomy discussed earlier it also shows a relaxed and free context is well-suited and conducive to learning and development success. Seligman et al. (2009, p. 293) promote bringing PERMA into the classroom and define a 'positive education' experience as: "the synergy between learning and positive emotion". There is increasing scope therefore for transfer of positive well-being-based interventions into a school environment. Noble and McGrath (2015) introduce PROSPER (Positivity, Relationships, Outcomes, Strengths, Purpose, Engagement, and Resilience) as another positive framework, changing the emphasis of what are considered good outcomes from school life as being wider than academic performance. The whole school community has the potential to benefit as using PROSPER was also found as having positive impact for teachers in the pandemic (Datu et al. 2022). Conflating academic success with happiness is not a realistic pairing, nor the right one (Noddings, 2003).

A main finding in respect of what worked well in the dynamic of home-schooling was increased opportunity for bonding, which is in keeping with previous research (Brodie, 2010; Bubb & Jones, 2020). In Hollie’s circumstances this was vicariously via her children developing their sibling bond. Bernie and Sarah found the increased proximity and time spent together served their relationships well. The exception to this was when work expectations and formal academic delivery removed flexibility with how they organised this: a feature more common to the second lockdown. Sara’s diary is a valuable keepsake of the time she spent with Keifer, demonstrating activities, and enjoying outdoors, being social and learning life skills amongst many examples. The emancipation from previous dominant work roles and snippets of time together, cannot go understated as a learning point from this research. It questions modern parenting limits resulting from managing many responsibilities (as discussed earlier in section 6.2) and raises debate over priority in lifestyle. This tallies with the freedom-based motives which were supportive of home-schooling by Holt (1982). We also see how emotions are improved and the context is much lighter and free when agency is given regarding time and organisation of life.

In response to the experience of the Covid-19 lockdown, Bernie and Sarah and their children were ironically able to involve themselves in more community driven activities. This ranged from celebrations for VE day, church ‘Zooms’ to shopping for elderly neighbours. Whilst sharing that there were limits on time and capacity, contrapuntally, two of the mothers in this study were drawn and able to contribute in some way to community events.

**Implications for practice at EP, school, and community levels:**

In response to the narratives of Sarah, Bernie, and Hollie, described above, the core messages which can be moved out of the research and into the realm of EP practice include:

* Positive emotions result from increased autonomy and these are supportive of more connected mother-child interactions.
* Children were seen to prefer the flexible and free elements of the home-schooling experience, implying how and what constitutes learning impacts on how it is responded to.
* Community involvement and activities are well received by parents and children.
* Outdoors, being social, and learning life skills are compatible with positive views of learning and enjoyment.

**Extended discussion of areas pertaining to school collaboration, presented so as to provoke further consideration of how things embedded in our practice could be reconsidered or be differently approached.**

I feel the implications of identifying success in the home-school experience is a great opportunity to transfer good practice into schools. The skill of educational psychologists may be required to persuade busy teachers and other strategic partners in schools that outcomes are wider than their academic targets and objectives, but this it is still a necessary endeavour and promises valuable outcomes of the school experience for children. Post Covid research prioritised a well-being agenda. Harmey and Moss (2023) encouraged a wellbeing focus for reintegration rather than one of learning loss.

The systemic angle of educational psychology is likely to have an opportunity for new application in respect of steering schools to adopt outcomes which are constructed in a way which prioritises well-being and eudemonia. This systemic angle might also include acknowledging competing pressures to catch up, including any which are governmental, or Ofsted led. Reassuring professionals to maintain their intuitive pace and reduce a sense of urgency to recover potential learning loss (Quilter-Pinner & Ambrose, 2020) could form part of this role. Educating schools regarding positive psychology and reframing what is understood by school success might be done in a number of ways. There may be opportunities to consider consultation or training as a mechanism for change and reframing. Additionally, training for schools, or adapting principles of micro-learning as an efficient and cost-effective angle when time is limited. As Emotional Literacy Learning Support Assistant (ELSA) programmes already focus on emotional well-being, these existing angles could be used to scaffold thinking.

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| Summary of extended discussion, areas of practice we might further question   * Positive psychology is compatible with many aspects of the home-schooling experience, repositioning what constitutes a wholesome school (or learning) experience * Home-schooling enabled a reset of what was important for mothers and their children * Well-being is an important feature of successful fulfilled school and home life (PERMA- Seligman, 2011) * Community and belonging gave purpose and meaning in lockdown, parents and children leant towards these activities/events. * Good learning outcomes emerge from play and unstructured activity * Parents with agency over content felt more confident and at ease, and enjoyed their experience more * The experience of home-schooling during a pandemic should be used to redesign and rethink education systems. |

**6.2.4- Emotions and coping**

This section shows the metaphorical rollercoaster of emotions experienced throughout the home-schooling journey. The above section has incorporated many of the positive elements of the home-schooling experience. Here the more challenging aspects are considered. A strength of the LG has been to illuminate many different emotions experienced and identify through contrapuntal voices where these are either in contrast or harmonious to one another. I noticed how each parent, when asked about their ‘best day’ or any particular high point, said at some point, their experience was mundane or 'much of a muchness' (Sarah, para 122) at times. At the same time, and contrapuntally, each parent held fondness for home-schooling and say they would repeat the experience. Sarah and Bernie both say they would do it again 'in a heartbeat'. Each of the mothers at other points describe the journey as untenable, hard, or painful. This is congruent with the how the LG encourages its users to perceive such incompatibilities of language. Despite the mixed feelings towards home-schooling overall, some of the emotions ran deep, covering hurt, poor coping, guilt, powerlessness, fear, and uncertainty amongst others identified using the LG.

There are moments where we see the strong impact home-schooling has had, or something the experience has re-surfaced. Bernie sees home-schooling as a second chance to bond after having lost time with John as a baby. Sarah feels immense pressure and responsibility to ensure Keifer has completed all his work and on occasion is overwhelmed by her role and gets angry, even gets back into bed, and shuts down (dissociates). She also has a realisation that she is temporarily emancipated from a strong work influence, and this is an overwhelming life reflection point for her. Hollie self identifies the period of Covid-19 as leaving her with ‘scars’. Hollie has to distance and remove herself socially in order to cope. Her job is demanding, and the role of home-schooling is a second role for her to manage with two very young children.

We can see each of these circumstances from a lens of trauma, where coping is significantly compromised. A distinction may be to consider where a difficulty coping crosses over into a crisis of coping for participants. It is hoped this research can help educational psychologists and other educational professionals identify when the families they are working with might be experiencing this acute level of struggle and can link and direct an appropriate response and support. This was missed for Hollie, so we need to learn from this and review how families are supported in crisis. It is worth noting this area of psychology is wide reaching. Several theories present differing understandings of trauma and suggestion of how best to respond. For example, theories span from the psychodynamic to biological and neuroscience-based understandings of trauma (Fonagy, 2018; Resick, 2014). The parameters of this research therefore affords autonomy to educational psychologists who will have freedom to adopt their preferred paradigms and approaches to trauma-informed practice, and emphasises the importance of identification during their assessment and work with families. Possibly using resources compatible with their thinking or perhaps attuned to and as best suited to a particular family.

**Implications for practice at EP, school, and community levels:**

In response to the narratives of Sarah, Bernie, and Hollie, described above, the core messages which can be moved out of the research and into the realm of EP practice include:

* There are multiple emotions in any one situation, HS in a pandemic helps us understand how parents and children found a new experience of learning was not wholly good or bad.
* First person accounts of homeschooling, tell us some of this experience was traumatic for some, we should not lose sight of this difficulty and aim to plan ways in which this can be supported in other similar challenging scenarios.
* Parents wanted to be understood and acknowledged as struggling but were not able to access support for this easily. Normalising and not pathologizing stress responses could be helpful, comparing the demand of HS roles as akin to a career/role and function indicative of ‘excessive workload’ in order to validate the degree of challenge and reduce expectations.
* Positive psychology can be a helpful lens to bring out the strengths and features which were eudemonic in this unusual and unprecedented situation
* Some social injustice results in crisis situations, Eps could be mindful of this for any future crisis/incident.
* Gendered elements of HS have shown mothers are more likely to feel strain and emotional impact from the HS role (rooted in their perceived responsibility to adopt this role within the family dynamic).

**Extended discussion of areas pertaining to school collaboration, presented so as to provoke further consideration of how things embedded in our practice could be reconsidered or be differently approached.**

We learn from the stories heard here that perhaps educational psychologists and other stakeholders entering the lives and dynamics of families (schools, employers) may not be aware of the difficulties discreetly present in some family situations. Hollie worked hard to retain resilience and tenacity, but was not able to access support systems. Implications here require us to find the most appropriate methods of supporting families when needed. Hollie also felt disempowered by the involvement from school: this being an experience of judgement which Hollie received as an implication of reaching a safeguarding threshold. I do no justice to Hollie, if I do not stress here that there was no safeguarding issue raised, but tensions which resulted from poorly assessed and misdirected school input resulting in Hollie perceiving this as implied. However, this fractured subsequent school relations and left Hollie feeling unfairly judged. Ironically, her children coped well but ultimately her own needs were missed.

Ultimately, crisis situations do not just emerge from global pandemics, critical incidents can include local events and personal events such as illness, bereavement, financial struggles. This study highlights the differences in equity in terms of the impact of a crisis, regardless of scale. In this study, each participant had different circumstances and levels of support available, including social and financial.

My research therefore highlights a need to be mindful that there may be wider possible social injustice borne out of the unpredictability of crises and the associated difficulties and individual differences in circumstance.

I would like to offer a final observation on the manner in which coping can be framed and how this alters the response given, by returning to the concept of work and motherhood. The home-schooling role has brought challenge to each of the mothers, who experienced many emotions from not coping, guilt, feeling frustrated as well as success and accomplishment. This emotion in voice (see figures two, three, & four) is well established using the LG method. The literature review established that difficulties existed giving the role a status or definition (Lois, 2006). I argue that raising the profile of this role (rather than subsuming this as part of being a mother) can validate their experience and associated emotions in a different way. I argue that in addition to challenges that can be associated with parenting, this study highlights challenges of defining of what constitutes a parental role and that some elements of this are more ‘work-like’ or vocational (at the very core of home-schooling is an implication of some level of proficiency as a teacher). There is almost an overlap then, between educational psychology and occupational psychology here, which opens doors for some psychological theory from this domain to help understand coping. Rather than seen as ‘intense mothering’ and something which should be accepted as part of motherhood, if roles and responsibilities are seen and responded to more sympathetically, in terms similar to holding an excessive workload, a different compassion is afforded. In other words, using a more patriarchal lens may increase the compassion for the difficulty women have experienced in their navigation of multiple child-related roles, and therefore could lead to greater protection. i.e., If the home-schooling role in lock down were dominantly assigned to fathers would there have been a greater protection? A patriarchal lens on the world of work as a ‘man’s world’ has perpetuated for centuries and devalues care, attributing this to women (Van der Gaag, 2022). Using occupational psychology as an opening for more supportive response to (women’s) ‘workloads’ is a platform this research may give for women. Gabriel et al. (2023) insist that change is needed to raise a greater workplace and workload protection for women with multiple roles (including emphasis for increased support for women in academia).

Research on stress in this occupational domain has associated links to 'psychological well-being, physical health, and job satisfaction (Johnson et al. 2005) noting teaching as amongst the highest professions likely to cause stress. Literature on teacher burnout is extensive (Chang, 2009; Lois, 2006) and an emotional cost is also noted. In sum, teaching is hard, whether this is done as a mother's role or occupational position, but perhaps the latter is more societally validated.

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| Summary of extended discussion, areas of practice we might further question   * Parents (and children) may still be impacted by the events of Covid-19, this could be ongoing. * Identification of need and appropriate response is within the realms of educational psychologists' work. Personal and professional boundaries and the linking to other support are needed when this is beyond the EP remit. * Trauma informed practice and associated psychological theory may be deployed in situations linked to crisis. Educational psychologists will likely have critical incident work as part of their practice. * In critical incident work, educational psychologists will undoubtedly incur contact with parents, families and school professionals with complex backgrounds and current difficulties, who upon being placed in a further trauma may elicit difficult coping. * Implications for research might include , making the robust ethical process a source of confidence for researchers to ensure their participants are protected, before, during and after their participation in research. If the interviews had occurred during the Covid-19 period, it may have been necessary to follow procedures for further emotional support and safeguarding beyond those which were provided generically. * Correctly assessed circumstances is likely to enable identification of limitations and needs. * Sensitive approaches to hearing parent voice ought to be embedded within practice including a non- judgemental approach and critical empathy. * Reverting back to reduced expectations, or periods of containment are appropriate, identifying when learning is secondary to other needs during crisis, such as family or health needs requiring attention. * Consider framing the limitations of coping as comparable to increased work demand, learning from occupational psychology theory. This may attract greater protection. |

**6.2.5- Environment, crises, methods, and approaches**

This section emphasises some of the situational aspects of home-schooling, predominantly this being facilitated in the home context. Implications of this were changes to social communications, aspects of responding in crisis situations and the resourcefulness of parents to structure and manage the home-schooling situation in ways to facilitate it effectively.

The second period of lockdown brought lessons such as Mandarin, remotely delivered in the home, to the surprise and fascination of parents. Sarah finds herself in the virtual presence of Keifer's classmates and is drawn not only to her son's behaviour in this instance but that of his peers. Boundaries are blurred, and she is uncomfortable with this intense exposure to the classroom dynamics in her home.

There are spatial considerations, at times home-working and home-schooling intruded into the family space. This is consistent with (Kraftl, 2012) pointing out 'radically' different functions of the different contexts of home and school.

As a response to being placed in a crisis situation, rather than electing to home-school resulting from a balanced decision-making process, Sarah, Bernie, and Hollie faced some difficulty setting up their preferred structure and accepting their new roles. Other features experienced by one or more of the mothers, included difficulties regarding feeling in control of teaching and learning, competence, and uncertainty regarding endings.

There were several temporally situated features of HS which were reflected upon. One of which was uncertainty regarding endings and returning to 'normal'. The uncertainty of the closure of the home-schooling role, the return to school and any implications was a difficulty hard to manage when immersed in the pandemic situation. This is consistent with a focus on well-being and not learning-loss (Harmey & Moss, 2023). When Hollie looks back and laughs at their worry that Freddie might not know enough about penguins, we can see that the temporal space she was in differs from her current space with capacity for perspective and reflection.

Home-schooling during Covid-19 has provided an opportunity to reconsider Holt's (1987) anti-establishmentarianism perspective and argument for home-schooling as an alternative to mass schooling. We have seen in this research that when autonomy is given regarding curriculum and delivery, there is a possibility children can also flourish academically and personally. When these conditions are less flexible, the home-schooling experience can be strained. This also reveals that when features of home-schooling are personal and individual the benefits can be greater, which supports to a degree Holt's argument, of supportive individualised models of education. Similarly, meeting social needs was often argued as critical to the success of home-schooling (Aronowitz, 2004; Franzosa, 1984 Lateef et al. 2021). The findings of this research showed psycho-social need (and therefore impact) differed. Hollie found her and her family preferred a closer family dynamic and felt there was minimal social deficit impacting her and her children. Bernie and Hollie also found no deficit for their children, but both put measures in place to ensure aspects of socialisation were maintained (in adjusted form) for everyone. It is difficult to know if this relates to them being mothers with one child and prioritising their children's social needs, where Hollie had two children and the dynamic of their sibling interaction together became the greatest strength in her story. What we are able to conclude is that socialisation was not a key deficit of the home-schooling experience for children in each case, yet for different reasons.

This section concludes with reflection regarding this research which represents a specific point in time. The LG illuminated several contextual references, and situational social and cultural features were coded in red highlight (Appendices 7,8 & 9). Features such as 'Zoom' and 'Team meetings' along with, 'lockdown, 'social distancing' are fascinating reminders of a culture of lifestyle which emerged during Covid-19 and developed its own identity, features and neo-linguism. Home-schooling was also a contextualised feature of this period, occurring differently across different schools and authorities and different to previous 'elected' home-schooling formats. The mothers in this study referenced many aspects of this era, followed rules and structure, embraced new technology, using the overall backdrop of the pandemic to inform their routines and schedules. The same can be said of schools, and we see distinct change between the first and second lockdown as teaching guidance changes and trickles into school practices.

Future research might need to explore this further. We have insight into which aspects worked and didn’t, but further exploration regarding what has been retained or lost will be an apposite further research focus.

**Implications for practice at EP, school, and community levels:**

In response to the narratives of Sarah, Bernie, and Hollie, described above, the core messages which can be moved out of the research and into the realm of EP practice include:

* Boundaries of home/school/learning time and non-learning time are important to consider in HS situations. Equally, blurred boundaries can be difficult for parents and children, (in future situations) schools giving clear expectations would therefore be helpful.
* Previous and historical accounts of home-schooling were suggestive of a social deficit. This study showed children were quite accommodated in this respect, possibly enabled by technology, reducing some validity of previous arguments.
* New technology and language were features of the home-schooling socio-cultural experience. Some benefits of these changes to work technology might be retained to improve communication/mediums for working.
* Access to resources and personal circumstance might highlight inequity amongst different home situations which could impact on capacity to HS.
* Rules, routines and structure was often a helpful part of the home-schooling experience.
* Temporality was a feature of this study, showing how perspectives and emotions change over time. Hollie became less concerned about penguins on the curriculum, helping us to understand in our practice the importance of processing time and reflection.
* Social and emotional support (need for and benefit of) is something educational professionals can keep in mind in nuanced situations.

**Extended discussion of areas pertaining to school collaboration, presented so as to provoke further consideration of how things embedded in our practice could be reconsidered or be differently approached.**

It was suggested as part of the rationale for this study that educational psychologists are well positioned and skilled to support in crisis situations, (Stein,1997). During the pandemic arguably some specific roles emerged for educational psychologists in addition to existing and more typical practice. Schaffer et al. (2021, p. 1248) suggest these included: " Providing supports to educators and students in the academic, behavioural, and social-emotional domains." The authors however also found mental health support did not specifically increase, nor was a layer of support specifically implemented for parents. At a practical level, educational psychologists could develop resources to address this gap. Previous sections debate best practice for this and approaches. Psychoeducation may also be appropriate to aid understanding and awareness of personal difficulty, although this should be intended as empowering by providing insight should not replace professional support when needed or imply 'within self' as origin of difficulty.

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| Summary of extended discussion, areas of practice we might further question   * Boundaries of the home context need to be acknowledged by schools and other professionals working with families, consideration of when and if home 'visits' are appropriate (in person or virtual). * Parents benefit from having some control and agency over the organisation of their schedules, expectations regarding work content, frequency, timescales. * More research on the psycho-social experience in Covid-19 upon children is needed. * Further exploration of technology and interactive devices for learning and play may reveal social needs can be met in new ways, or other than by face-to face interactions. * If home-schooling offers safety and fulfils social needs (which school is historically cited to predominantly provide) does this arrangement provide a niche for some children for whom school is ill-matched? * Temporal and situational features highlight the differences between how the mothers felt during the experience and how they are able to express this in a current headspace. * What elements of the Covid-culture have we retained or lost? Future research should be carried out to find if we have enabled a rethink of education as a result of the pandemic or reverted back to old? |

**6.2.6 Summary**

Several key areas have emerged as poignant to the stories of the mothers who took part in this research. It cannot be overstated that holding multiple roles and commitments features as a challenge and responsibility, something identified in feminist literature for many years earlier. Sensitivity in educational psychology practice is needed to respond and represent these difficulties, including reports, interactions, and systemic work.

Partnership between schools and parents has also been identified as collaborative but requiring strengthening and having clearer boundaries. Compassion and grasping a sense of struggle for both roles in supporting children may ease pressure in this dynamic, as will wider senior leadership and policy-level support. Emotionally, the research shows the parallel existence of traumatic and eudemonic experience. This seeming incongruence or co-existence in the same journey is perhaps best illuminated and understood by the nuanced skill of the LG. Maximising the wider valency given to relationships and enjoyment in learning helps mediate the demands of curriculum pedagogy. From this it is hoped children who may be struggling with demands of school life may be supported to access wider outcomes from their school experience. A final consideration of the practicalities and nuances of off-site education (and associated modes of technology and communication) further supports how some children may prefer and may thrive in settings other than schools, offering a link for these themes to increase inclusion for marginalised children.

I acknowledge some of the findings have led to the presentation of ideas and implications in the discussion section which are at some points particularly aspirational. The discussion was separated in order to distinguish between realistic implications asserted directly from the findings, from more ambitious ideas. So as to avoid limiting the work we do or might do, I felt provoking thought and ambitious change should at least be presented and not hidden. This is not to ignore or minimise climates of decreased resources, difficulty, and challenge, which would present as barriers to what degree we can revolutionise education systems, but in the spirit of the Listening Guide, listening with openness to the many 'voices' might generate hope and a platform for positive change.

**6.3 Reflections on method, procedure, and analysis**

This section offers a short reflection on methodological success and critique. This is further expanded upon in Appendix 11, enabling the approach and analysis of this research a greater space for discussion.

Electing to use a narrative approach felt quite brave as facilitating the freedom for participants to present their experience as they choose, offers the researcher an unknown journey. I felt at times my skill with narrative approaches could have been more polished, and with inexperience may be an accompanied lack of confidence. However, I enjoyed the discovery of each story and found the temporal space of the interviews quite poignant and memorable. Later reflections led me to understand each story differently than I experienced whilst hearing for the first time. Upon leaving Sarah's interview I felt that it had been really positive, when transcribing and using the LG I understood the difficulties in her experience which I had been surprisingly unaware of initially. Overall, this instilled confirmation the appropriate analysis had been used to effectively understand marginalised voice/s. At times the LG felt unboundaried as the flexibility to adapt and the many interpretations of application require confidence and assertion it has been used as fit for purpose of the research it is applied to. For example, social and cultural positioning was likely a stronger factor in the new and unprecedented social changes in the pandemic; the LG allowed acknowledgement if this and my coding was adapted to accommodate this. I hoped to have brought the principles of ethics and care into this research (section 3.2) allowing participants a comfortable and safe experience whilst enabling their honesty and freedom. I aimed where possible to recognise any countertransference or elements of my own autoethnographic experience, sometimes manifesting as emotion and a desire to share elements of my own experiences.

**6.4 Contribution and significance**

Whilst I hope that insight is given into the experience of home-schooling, the experiences that were shared with me are by no means representative of all parents, and generalising from each experience was not an aim of this study. However, some elements are shared, some terminology is shared and some social-cultural positioning of artifacts and practices unique to the historical point in time in which the world experienced the pandemic are worthy of highlighting.

At my boldest, I hope this study can extend its utility, not only to what educational psychologists and wider educational professionals can learn from parents' experiences, but that it's unique positioning to capture a point in time, one unlikely ever to be replicated on such a scale, might be a historical record for future academics to look back upon.

**6.5 Further work and new directions**

The cohort of this study represented the nuclear family dynamic. In keeping with Budds (2021) who suggested expectations of mothers are further compounded in situations where families have a more diverse make up, it is important research connects with such diversity and explores the difficulties and successes of a range of family circumstances so that the EP community can understand, with a view to better supporting family's needs at all levels.

Following on from the angle of positive psychology, future research might like to further explore in more detail what children found beneficial from their home-schooling experience and enable these attributes to be mirrored and transferred into school environments.

**7. Concluding comments**

Whilst researching the thesis it emerged 1.6 billion children were affected by the pandemic disrupting their education (Pokhrel & Chhetri, 2021) and arguably making this an area which must be worthy of further exploration by educational psychologists.

Becoming a home-schooling 'teacher' during a pandemic was both challenging and rewarding for the three mothers who took part in this study. It has revealed home-schooling is diverse and forces re-thinking in many areas impacting educational psychology practice. It has enabled challenge and reflection on the concept of motherhood and expected (traditional) associated roles, often underacknowledged, and which resulted in stress and revealed a lack of agency for them.

The study also revealed that difficulties existed between schools and parents regarding completion and return of work and expectations of delivery within specific timeframes. Despite this tension, mothers spoke well of schools overall, mostly linked to existing or fostering good relationships and having compassion for others.

When parents had agency regarding the time spent with their children and what and how they used this time, they reported their experience more positively, and found it more fulfilling. This lighter, more fun tone was generally linked to the first, less structured, period of lockdown. Positive psychology is an appropriate focus and area for schools to take onboard. A complex pattern of contrapuntal voices elicited using The Listening Guide (Gilligan, 2015) has enabled demonstration of how all the different voices and mixed feelings of this experience can co-exist in a single narrative. Increased agency, recognition for the home-schooling role and maintaining good school-parent partnership is necessary for future home-schooling success.

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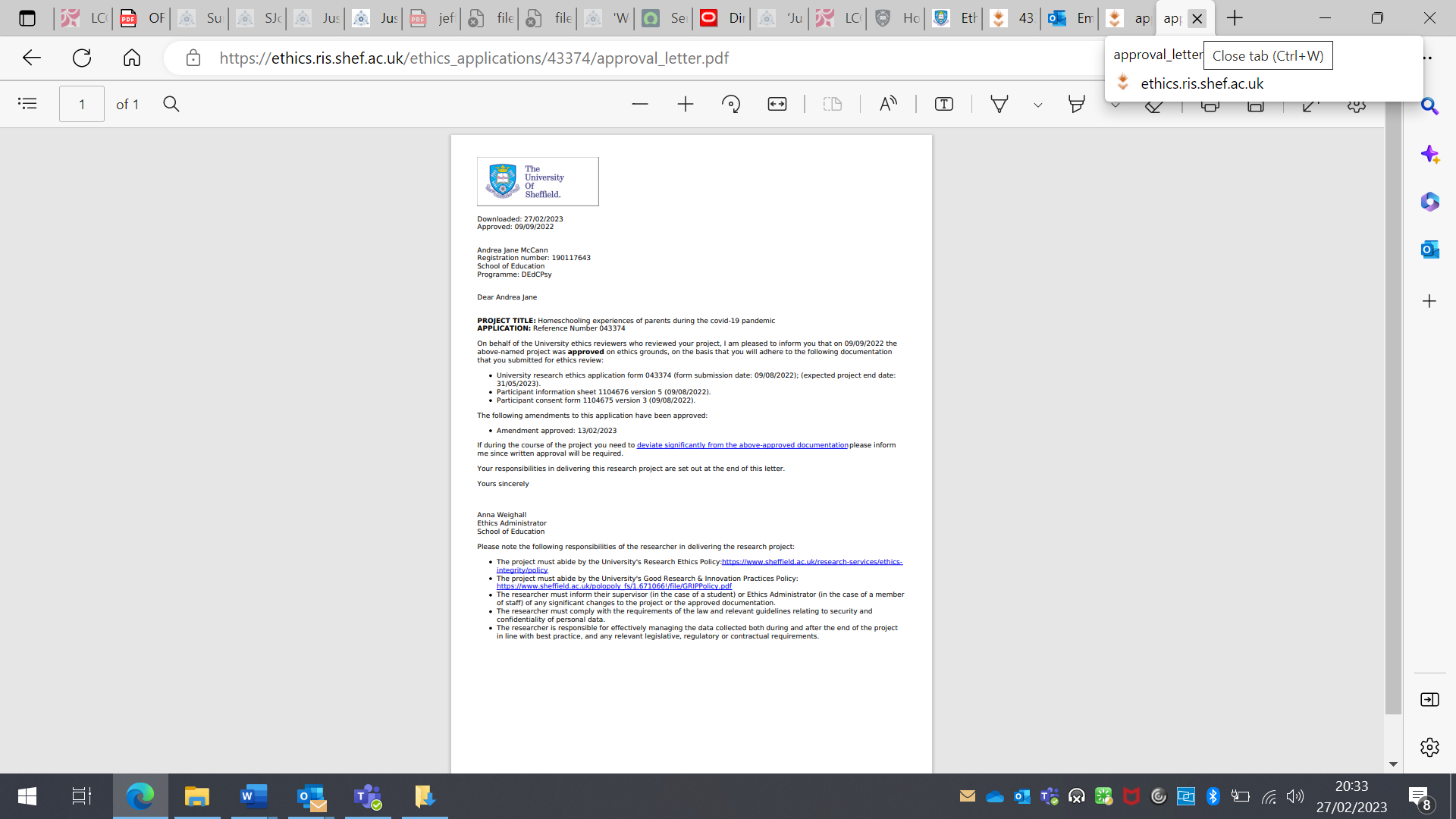
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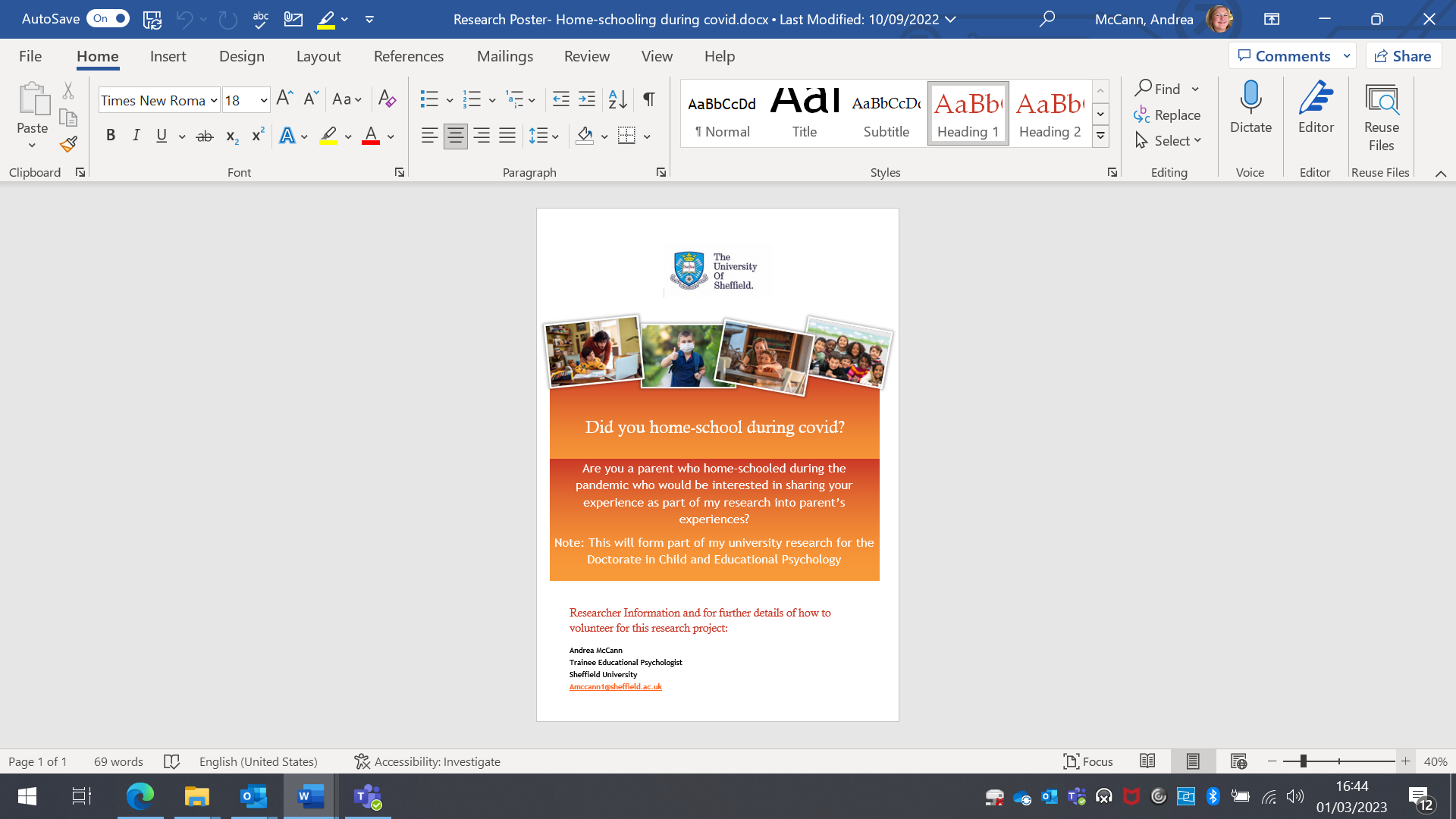
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Appendices

Appendix 1 – Ethics Approval Letter

Appendix 2- Poster sent to schools for distribution and/or display



Appendix 3- Participant Information Sheet

Text

Description automatically generated with medium confidence

Information sheet for Parent/Carer

**This project aims to explore parents’ and/or carers’ experiences of home-schooling during the Covid-19 pandemic.**

Thank you for taking an interest in this research which I am conducting as part of my doctorate in Educational Psychology. In order to understand whether this research project may be of interest to you, and decide your suitability to take part, please consider all the information on this sheet and do not hesitate to ask any questions to help clarify.

This information document (and the consent form which follows) are designed to ensure you have all the information necessary to provide informed consent in order to take part in the study. The term ‘informed consent’ means that you fully understand and agree to being involved in the research, you have enough information about the research process, and you know how your responses about your experiences of home-schooling will be used and stored.

***Why is this research being carried out?***

It could be viewed that Covid-19 was (and still is) an unusual time in our history and it is unlikely that any of us would have experienced anything similar. Home-schooling formed a significant part of this experience for many parents and/or carers during this time. As a parent, I had my own experience of home schooling, and I am curious to see how other parents’ experiences might have been similar of differed to my own and want to hear these stories.

In the past, home-schooling was a way of showing a view against mass education systems (Holt, 1979), based on a lack of freedom associated with what they represented and taught. The experience of home-schooling during the Covid-19 pandemic differed from this. This was more like educating under circumstances of a global crisis than choosing to take children out of school because of dissatisfaction.

Home-schooling during Covid-19 was put in place in the UK without much opportunity for planning or preparation and there are not many areas of research which have looked into this from the perspective of parents.

I would like to understand if parents felt they had a voice in this process and experience as some research suggests parents do not always feel heard or well-represented. Also, during the pandemic, nobody knew how and when home-schooling would end and how parents found the experience of delivering education for an unknown period of time.

I am curious to find if this was good, bad, had challenging points or if this was a mix of all these things.

By listening to parents and/or carers experiences of home-schooling I hope to find ideas for good practice as well as what didn’t help) which can then be used in future home-schooling or distance-based approaches to education.

***Is the research approved and safe?***

The research has obtained ethical approval by Sheffield University (reference 043374).

***What are the potential benefits of taking part?***

If you are enthusiastic to share your experience of home schooling during the Covid-19 pandemic, this could be an opportunity to reflect and offer your insights so that others may understand your experience. At a later point, this study may be presented in a journal or similar publication. The thesis will also be freely available (to public access) from the White Rose repository.

It is important to note that there are no additional or extra benefits from participation, such as payment or additional Educational Psychology Services.

***What are the possible drawbacks of participation?***

I hoped that there will not be any negative consequences of taking part in this study. However, telling me about your experiences during Covid-19 could cause you to recall some very challenging circumstances as well as accomplishments. Experiences will have been different for all parents/carers, and you are asked to consider if this is right for you and whether you feel revisiting this might bring too much discomfort. I will listen non-judgementally and with empathy should there be difficult moments during retelling your experience.

***What will participation involve?***

I would like us to meet in person at a place in the community where you feel comfortable. Possibly a library or school or office which could be suitable. The interview is likely to take around an hour but may vary a little as some people will need more or less time than others. Everyone’s experience of home-schooling and will differ from person to person and this is fine. Although I use the term ‘interview’, I hope this will be more like a relaxed conversation and won't feel formal. You can tell me your account in a relaxed and informal way. You may feel making some notes or a timeline of events before we meet will be useful for you to remember things you would like to say.

The only formal part will be that I will record our conversation (voice/audio) so that I am able to transcribe at a later point. This means that I will listen to the interview and create a written version.

I value that everyone’s story about Covid will be different, and I am using a narrative approach to explore these experiences: which means instead of using lots of planned questions, you will have the space to explain your own experiences in your own words. This stems from the notion in narrative research that people are best placed and able to make sense of their experiences and tell them in their own way (Bruner, 1991). My intention is this approach will feel natural and relaxed, I will offer some prompts if it seems appropriate and helpful.

There will be some prompts I can use if they are helpful, but my overall aim is to hear your experience. Again, note-taking or creating a timeline before the interview may be useful if this helps you to recall events and experiences.

To analyse what you tell me, I will use a guide called the ‘listening guide’ and when listening back to the interviews, this will provide me with a structure so that I can identify key areas of meaning. I will be happy to share more information about this method should you wish to know more, please ask.

If you are asked if you would be ok to take part in the pilot study, you will also be asked if, following the interview, you are comfortable for this be used in the final study. A pilot study is a way of running through the process of hearing an account of home-schooling but deciding if I need to do anything different or make any changes before I do more interviews.

***How will participants be selected?***

You will have received this letter following your expression of interest following a poster I sent out to schools. I am looking for four people to interview in total, one of which will be for the pilot study. However, if you are selected as the pilot participant and happy to be included in the main study this is possible if you agree and if the content is suitable. This just means I may make too many errors or lots of changes might be needed. You will be asked to sign to agree this. To make things fair, I will use the first four people who respond and meet the criteria and sign the appropriate consent. The first person will complete the pilot interview.

***What if I change my mind?***

If you decide, your participation can be withdrawn (removed or stopped) at any point up to when the interview is completed, without giving a reason for doing so. Following transcription, you can request that elements are redacted or taken out. Withdrawal is possible up to 4 weeks following your interview, after which it will no longer be an option to withdraw. I will remind you of this point when we get to it just so you are clear. When my research is written and printed, it will be published as a thesis and will be stored on the ‘White Rose e-thesis (WReO)’ repository. This is a normal practice for universities- where theses and dissertations are stored once completed. I am happy to provide a copy of the completed thesis (or summary of it) to you if you are interested.

***Confidentiality***

This study will only need a small number of people to take part. Therefore, it may not be possible for each account to be fully anonymised (where all details which could identify you are taken out). Quotes may be used in the written research. No names or personal data other than biographic information (personal data – see below) will be included in the report. I will aim to lower the risk of participants being personally identified by removing obvious identifiable information which will include your name and any other names used in the interview or by pseudonymising these i.e., using substitute names. Names of places or schools or professionals will also be deleted or changed.

***Safeguarding and wellbeing***

All research must fulfil a requirement to make sure that everyone taking part is kept safe. I have a responsibility to make sure you are safe and well during and after leaving the interview. Although this is research and not an offer of psychological support, I will signpost to any relevant services if I feel you need further support. To confirm; I will listen in a way which understands some parts of the home-schooling experience may be difficult, and for others may not. All experiences of home-schooling are equally valued and taking the time to share this comes with my sincere thanks and appreciation. I would not want the experience of sharing to be too uncomfortable and reassure you that leaving the interview is an option for you. I will send a copy of the interview for you to review, I will send a reminder just before the final opportunity for any changes will be, this will be 4 weeks following interviews. Changes can be any data to be edited or removed. Ultimately, your well-being is important to me and that your participation is without regret or discomfort.

If I become aware during our conversation that someone is not safe e.g., a child or other person I will need to follow a protocol (process which all research requires) to ensure this information is followed up. This will involve sharing my concerns with my research supervisor initially.

***Data collection, storage, disposal and sharing***

The handling of personal data is controlled by the General Data Protection Regulation (GDPR) and associated legislation. Further information can be found in the University’s Privacy Notice <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>

I will not be requesting personal data but please advise how you would like to be addressed, i.e., he/she/they so that I do not assume your preferred pronoun.

Recordings and transcriptions will be stored securely using password protected systems: only I will have access to these. The interview will be recorded and will use a Dictaphone as back up, following interview, if the primary collection method has recorded effectively this will be deleted immediately after interview. As above, any data that might identify a participant will be left out of transcriptions.  All participants will be given a ‘pseudonym’ (a fake name) in the research to reduce the possibility of identification although cannot be fully assured.

The final thesis will be stored (indefinitely) on the White Rose ethesis (WReO) repository with transcriptions included as appendices. Voice recordings and contact information will be destroyed on completion of the thesis, and this is anticipated to be no later than July 2023.

Extracts of your interview (data) may be included in published works; these are usually posted online for use by the scientific community.

Finally, you have a right to contact the Data Protection Officer for the Data Controller organisation, or the Information Commissioner’s Office, if you have a complaint about the use of their personal information within the research. Before doing so, it may be useful to contact the university contacts below:

Best wishes,

Andrea McCann

Trainee Educational Psychologist

University of Sheffield

**Contacts**

**In the instance of further questions or complaints:**

Researcher:

Andrea J McCann [amccann1@sheffield.ac.uk](mailto:amccann1@sheffield.ac.uk)

Research supervisor:

Dr Penny Fogg [p.fogg@sheffield.ac.uk](mailto:p.fogg@sheffield.ac.uk)

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Dr. Anthony Williams [anthony.williams@sheffield.ac.uk](mailto:anthony.williams@sheffield.ac.uk)

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Appendix 4: Participant Consent Form

Text

Description automatically generated with medium confidence

Consent sheet for Parent/Carer participation

**This project aims to explore parents’ and/or carers’ experiences of home-schooling during the Covid-19 pandemic.**

Please complete the following form and return it within 1 week of receipt to: [amccann1@sheffield.ac.uk](mailto:amccann1@sheffield.ac.uk)

I have read the participant information sheet, understand the contents of this and give my consent and willingness to take part in an interview where I will discuss my experience of home-schooling during Covid-19 pandemic. This forms part of my doctorate in Child and Educational Psychology (DEdCPsy) of which I am currently a trainee in my final year of study supervised by Penny Fogg.

Please complete this form, you can either circle or delete to indicate your responses:

|  |  |
| --- | --- |
| I would like to share my experience of home-schooling during Covid-19 via a narrative interview. | **Y/N** |
| I was a parent/carer who home-schooled during the Covid-19 pandemic. | **Y/N** |
| I have read and understood the Participant Information Sheet and understand this will be part of the research requirements for the DEdCPsy for Andrea McCann | **Y/N** |
| I have had an opportunity to ask questions or clarify anything I am uncertain about. | **Y/N** |
| I understand that the interview will last approximately 1 hour but individual accounts may vary. | **Y/N** |
| **Pilot study** If I am the first participant to reply I will be interviewed as part of the pilot study. I give permission for this interview to be used in the final study if applicable. | **Y/N** |
| **Right to withdraw** I am aware and understand that my participation can be withdrawn at any point up to when the interview is completed, without giving a reason for doing so. Following transcription, you can request that elements are redacted or taken out. Withdrawal is possible up to the data analysis stage, following which it will no longer be an option to withdraw. To make these stages clear I will verbally notify you at these key points and at which point is the final point at which you can withdraw. | **Y/N** |
| **Confidentiality:** I am aware and understand that any identifying personal information such as name, schools affiliated with/to and the local area in which I live will not be included within this research.  Gender, ethnicity, age, will be summarised in the methodology section. I give permission for my interview recording to be typed up with a different name (pseudonymised) and for this to be used in the research. I agree to anonymised quotes being used as part of the study. | **Y/N** |
| **Data handling:**  I am aware and understand that:  1) My data (transcription and audio recordings) can be removed or amended in accordance with certain stages of the study as detailed above.  2) The final thesis will be stored (potentially indefinitely) on the White Rose ethesis (WReO) repository with transcriptions included as appendices. Voice recordings will be destroyed on completion of the thesis, and this is anticipated to be no later than July 2023.  3) The handling of my personal data is controlled by the General Data Protection Regulation (GDPR) and associated legislation.  4) My contributions, or elements of, may be made available in peer-reviewed journal or presented in the local authority the researcher works now or in the future. Summary or analysis may also be presented in University or Educational Psychology related presentations to students or other interested professionals, including at conferences or other focused events. | **Y/N** |
| **Safeguarding:** Any elements of your interview which are considered as potentially putting you or others at risk of harm will be acted upon using appropriate local authority and University safeguarding measures. In the first instance my university supervisor (Penny Fogg) will be consulted unless a more critical safeguarding response is required.  **Vulnerability** : do you consider yourself to be vulnerable due to any psychological health or related factors which may mean that taking part in this research would be unsuitable or have a negative impact for you?  **Health & Safety:** I am happy to complete a lateral flow test (this can be supplied on request) for covid on the day of my interview and confirm a negative result before attending. I will also confirm that I am displaying no symptoms, and nor are members of my immediate family. | **Y/N**  **Y/N**  **Y/N** |
| **Contacts and monitoring:** I am aware of who to contact should and have contact details should I require advice or clarity about any aspect of this study, before, during or after my participation. | **Y/N** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Participant Name** |  | **Researcher Name** | Andrea McCann |
| **Participant Signature** |  | **Researcher Signature** |  |
| **Date** |  | **Date** |  |

Thank you for taking part.

Researcher:

Andrea McCann

Trainee Educational Psychologist

University of Sheffield

[amccann1@sheffield.ac.uk](mailto:amccann1@sheffield.ac.uk)

Research supervisor:

Dr Penny Fogg [p.fogg@sheffield.ac.uk](mailto:p.fogg@sheffield.ac.uk)

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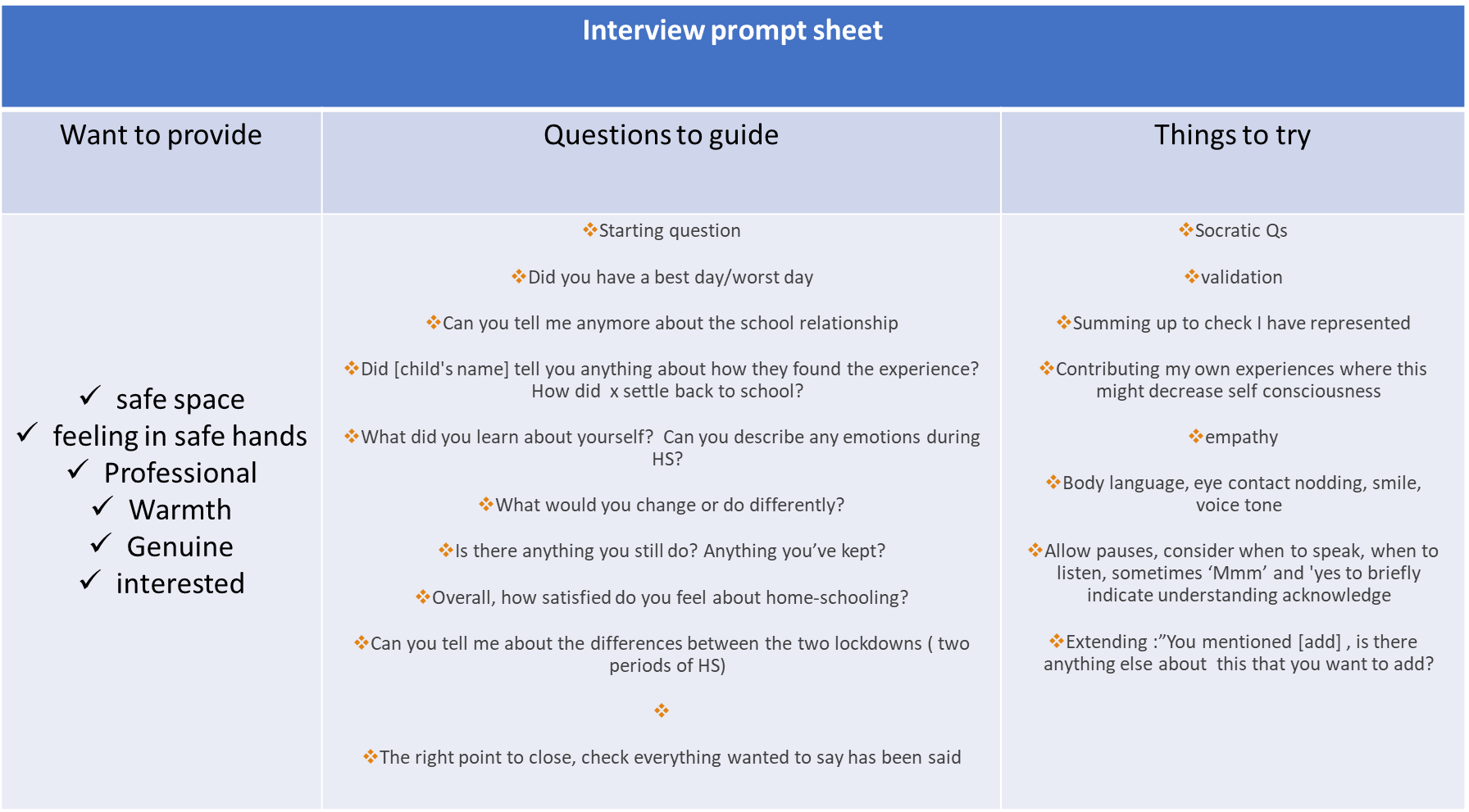
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Appendix 5: Interview prompt sheet



Appendix 6: Transcript Conventions adapted from Jefferson (2004) p24-31

|  |  |
| --- | --- |
| [ ] | start and end of overlapped speech |
| =  == | no break or gap in speech where might be expected from same speaker  between different speakers |
| <  > | Less than= speech is slower than baseline  Greater than= speech is faster |
| (1.5) or .. | Numbers represent pause length as seconds and tenths of seconds. I have used two dots to denote shorter pauses under 1 second. (I have measured in seconds and ½ seconds to capture as a less sensitive approach is needed for the research purpose) |
| \_\_\_ | underscore represents some form of stress via pitch/amplitude, length is proportionate to degree of stress |
| WORD | Capitalisation denotes louder than surrounding words |
| °word° | denotes quieter/softer (than surrounding words) |
| **a,b,c** | boldface originally used to denote a 'hardener' but has been extended here to indicate more generally when speech is emphasised |
| (h) | parenthesised h denotes plosiveness: laughter, tears/emotion, breathlessness, sensitivity (l,t,b,s) (the emotion has been added to allow the reader to better understand this (e.g. (h:l, h:t, h:b, h:s) |
| ((words)) | contained within double parentheses are transcribers comments |

Appendix 7: Transcription analysis of Sarah's story using the LG

|  |  |  |
| --- | --- | --- |
| *Different listening's: Coding Key*  *Listening for Plot*  *Reflexive Listening*  *Listening for Contrapuntal & Polyphonic (melodic) Voices*  *Listening for the I – See I Poem*  *Socio-cultural context*  *Two or more features in the same text show two or more colours*  H- Sarah, A- Andrea | |  |
| Introductions and pre interview discussion, Sarah was thanked for agreeing to participate. Sarah had a lockdown home-schooling diary she had kept electronically and brought to use as a prompt and was invited to introduce anything whenever she felt it appropriate. | | |
|  | A: Hello, hello |  |
| Para 1 | S: Hello |  |
|  | A: Thank you so much for volunteering and as we’ve just had a little chat before, we were just saying that it’s important that you tell me in your own words and begin where you want to begin. Remembering back to 2020. |  |
| Para 2 | S: Right, so right I would like to show you my home-schooling diary that I did (why does technology not work when I want it to?) | Voice of pride, Sarah is pleased with her record of HS |
|  | A: (h:l), I know I’ve just demonstrated my [poor] technology skills. |  |
| Para 3 | S: So, see this is my page one. [shows page of diary] Home-schooling 2022. XX closed (that’s the name of our business. |  |
|  | A: Ahhh |  |
| Para 4 | S: Keifer’s school closed on the 20th, that was a Friday, and there, obviously, where we usually open at weekends, Saturday, Sunday, and **I** finished on the Sunday, Dan was gonna stay open on the Monday but that was when it all started kinda getting a bit more, it\_ kinda\_ went from nothing to something, didn’t it? | The sudden impact of Covid-19 took Sarah by surprise |
|  | A: Yeah, |  |
| Para 5 | S: …in the space of a week  So, I remember being sat in bed with Dan and it was like the beginning of the week, **that** week and I remember saying to him, I don’t think schools are gonna be open by the end of this week and he was like, " ‘what!’, what you talking about, don’t talk rot". I was like, Seriously, the way things are going  I said I honestly don’t think they will, and I think that was a Wedn.. th’ the at some point during the week and then obviously, it came over, didn’t it?= | Implies something prophetic  Sarah seems astute, a keenness to follow events in the media/news to predict this  Voice of insight |
|  | A:= it did,= |  |
| Para 6 | S: =…that they were shutting on Friday. So, we discussed what we were going to do, and like I said, we were seven days a week then, erm, his mum and dad used to cover a few hours for us on a Tuesday so we could, “**have** a day off”. But you would always end up going to the cash and carry or summat would always break on his mum and dad’s watch, >the card machine would go down, or the padlock would break or something, >so you were always getting called out. | Running the family business- intense, long hours, whole family involved.  Support  Voice of ownership and Responsibility |
|  | A: Yeah, so there was never a rest? |  |
| Para 7 | S: Yeah [(h:l)], you were never off really.  So anyway, we had a lass working for us called ((omitted))  And she was, would she have been seventeen? I think she was at sixth form, that was it, so she kinda said,' well I’m finishing as well so I’ll stay on if you want'. So, I’m gonna have to like home-school Keifer (my little lad) erm, you and ((work information)) stay open. So, basically what we have a ((work information)) and it’s been in Dan’s family nearly forty years, erm…  It's very popular with the motor-bikies, etc., >etc. So, we put forward, coz you’ve got to put forward for if your kids could stay in school, didn’t they? | Voice of fatigue (ongoing work)  The responsibilities of work are placed alongside voices of responsibility and uncertainty  (Can S stay in work, Can K stay in school?)  S is being offered support  Reference to key worker rules regarding children in school- this could have been unclear initially? |
|  | A: Yeah |  |
| Para 8 | S: But what was it called? Oh yes, I can’t remember what it was called now, so we were put forward for that basically saying well we are a food establishment, | Some businesses could remain open |
|  | A: Yeah |  |
| Para 9 | S: We get a lot of NHS staff coming in, ambulance drivers, etc. |  |
|  | A: [quietly] like key workers (h:s)? |  |
| Para 10 | S: yes, so that was it. We were providing a service for the key workers, anyway, it got knocked back which, now I look back at it I think, I can’t believe I put through, but I remember ringing the, the school and the receptionist at the time, (was it Mrs XX?)> I can’t remember who it was at the time, basically said, just put it through, they can only say no, so I was like oh right, ok then erm ..so that got knocked back so I said to Dan you stay open and I’ll home-school Keifer, anyways, on the Monday they were °so quiet°, and Dan said, morally, it doesn’t feel right staying open coz he thought there seems to be a lot going on in the world now. | Voice of service  Voice of justification  Multiple co-existing desires, to continue to work and to home-school. Didn’t know what to do? New and uncertain landscape?  Push and pull factors |
|  | A: Yeah |  |
| Para 11 | S: So, he was like, > I’m shutting ..and unbeknown to us, one of our, I say competitors, but they're not like competitors we basically all feed off each other coz the motor bikers do a loop and then they’ll go to ((work information)) and then they’ll come to us, etc. apparently they shut the same day and another one, we found out later had shut the same day as well. So, I think we **all** must have had this same vibe | Sarah's husband made the decision to close the business  Voice of collaboration, conformity, it seemed easier to decision made when not in isolation. |
|  | A: Same decision, yeah? |  |
| Para 12 | S: So, Erm, yeah, so we shut on that day, so that was.. |  |
|  | A: That was the context |  |
| Para 13 | S: that was yeah |  |
|  | A: And I noticed that you’ve put, erm, “Mummy finished Daddy closed” ((reference to diary)) |  |
| Para 14 | S: >Yeah, |  |
|  | A: is that because this was, like, is this for Keifer? what was this.. |  |
| Para 15 | S: A BIT OF ALL SORTS REALLY, it was er, we’ve never had this before and.. what’s going on, >I mean goodness now… if people were asked to do it again, they wouldn’t want to do it, there would be a revolt.> | Voice of uncertainty/unknown  Sarah looking back at the enormity, the challenge |
|  | A: (h:l) |  |
| Para 16 | S: people would tell them where to stick it (h:l)= |  |
|  | A: (h:l) |  |
| Para 17 | S: =There’d be no chance, people would just say eh, eh – eh, eh. So yeah, er it was I don’t, I don’t know what made me do it, I think it was probably the lack of sleep at night.= |  |
|  | A: (h:l) |  |
| Para 18 | S: =Coming downstairs, sitting in the kitchen at the breakfast bar and going I don’t really know what to do with myself cos usually there’s some accounts that needs doing or there’s this that needs doing, or whatever, etc. and I thought I’ll just try and take our picture >and do something every day. | Voice of feeling lost/unfamiliar  Sarah is not used to space, non-work-related use of her time  Diary gave a purpose? A focus, a structure? |
|  | A: It’s a lovely idea |  |
| Para19 | S: I tried to take a different picture every day. |  |
|  | A: Fabulous, |  |
| Para 20 | S: So, like, day one Monday, 23rd March, that was Joe Wick’s workout | Popular cultural reference for leisure |
|  | A: (h:l), yeah |  |
| Para 21 | S: and then maths, I mean it’s scary to look at how young he is now, and it feels that it’s only just happened doesn’t it? but like | Reflecting back brings the memory back to life almost |
|  | A: Yeah, |  |
| Para 22 | S: Erm, [shows picture] day two origami, (h:l)  We were just [(h:l)] learning it off the computer. Day three [shows picture] this is where it was kind of >a bit up and down everywhere, coz it was like, a bit like\_ we hadn’t\_ really \_been\_ set \_anything from school per se, it was just a bit of all sorts they can go on ‘purple mash’, they can do this. So, this [shows picture] was one of his mates, xx, so they were pratting around on the video calls, times-tables [shows picture] and the prom, I mean the prom [promenade] was absolutely fantastic for us, we | Voice of fun is heard when Sarah reflects back  Relevant to the approaches used during lockdown to facilitate learning without teacher.  Day three- early days -still finding new normal  School work pattern also still unclear,  Voice of joy |
|  | A Yeah |  |
| Para 23 | S: you can see how quiet it was there, erm we went up and down that prom every single day on bikes and stuff, but you were obviously allowed your hours exercise weren’t you? | Using permitted leisure to set the routine  Conformity was a societal expectation of lockdown |
|  | A Yeah |  |
| Para 24 | S: so that was something, erm.. non- uniform day, and food tech, I got him helping me cooking and things like that, I mean look how young he is there, it's like so scary to me (shows pictures of these events) | Capturing time- home-schooling is already 'in the past', |
|  | A: It's good that you’ve got it now, cos I mean even now it looks, it looks like its [the past] |  |
| Para 25 | S: Saturday (shows picture) Minecraft, obviously that's not in the home-schooling but yeah that’s, I did pretty much every day (monopoly, recorder) | Contextual references for activities  Every day= important to Keifer  Beyond \HS |
|  | A: Wow |  |
| Para 26 | S: pauses, so |  |
|  | A: So how did you decide.. what you were doing each day? Was it just.. |  |
| Para 27 | S: Ahh Err a bit of all sorts, weighed up Keifer's mood. | Voice of attunement- Keifer’s needs understood |
|  | A: Yes |  |
| Para 28 | S: Ermm, I must admit the first section of lockdown, was it the first section of lock down, cos we did the, was it March to July | Sequence of events |
|  | A: Yes, and then it was summer, wasn't it? |  |
| Para 29 | D: Yeah. We reopened, I mean I know, we stopped at one point, I've still got a section of slides to put in, it got that time consuming, erm cos I'd forget to do it so many days,= (shows picture) I mean eight and a half mile bike ride, so it kind of got to a point where, (shows more photos) Harry Potter, reading, that (shows picture) that was on the way up to the ((work information)) (shows photo) cos we'd go and check on the ((work information)) make sure we were alright. It got to the point where it was, we were doing a bit of all sorts, we were doing reading every day we were still doing things like that, but I just said, d'you know what, let's make the most out of it, let's have some fun together as a family= | Voice of wellbeing- health  Voice of concern- still wanting to ensure the business was ok  Uncertainty over what to focus on?  Voice of holding up, not wanting to drop school/curriculum work  Voice of freedom! Opportunity to spend time as a family - |
|  | A; Y-e-a-h, yeah |  |
| Para 30 | S: =cos we never got it, erm before that, because we were obviously 7 days a week, Keifer gets palmed off wherever, like he's been sleeping out since he was about 3 weeks old because just the way everything goes. | Emphasis on how difficult it is for the family to have time together- dominance of work    Voice of acceptance |
|  | A: yeah, yae |  |
| Para 31 | S: Erm, so as a family for us, we absolutely loved it (0.5) | positives |
|  | A: That's really good, I've noticed you’ve just said about the sort of, thinking about the curriculum and thinking you’ve got a lot of leisure in there, you’ve got sort of well-being focus in there haven't you, for all of you |  |
| Para 32 | S: yes, getting out rather than just sitting in, and yes, the bonding time that we had was just fantastic. | Leisure/wellbeing focus  Sarah loved the opportunity to spend time with her son |
|  | A: wow |  |
| Para 33 | S: I, I never knew my son until then | The HS opportunity has provided huge difference in family life |
|  | A: Wow |  |
| Para 34 | S: which is= and I will say that, and Dan will say the same as well. And what a cracking kid he is.  Oh my god I've never taken notice of this because we can sometimes, oh god I've got tears in my eyes (h:t). We can sometimes drop him off at Dan's mums or wherever, at 7 in a morning for instance, which is obviously his leisure time, and sometimes not pick him up till 6 o clock at night. | Voice of boldness- for saying it 'aloud'  Voice of recognition, Sarah seems to have a moment where this is registering  Very emotional-  Reflecting on the long shifts and missed time with her son |
|  | A: Yes |  |
| Para 35 | S: and then before you know it it's like, get your tea, erhff, and [son says] 'Can I stay up till 10?' right you can have till 10 but don’t forget you're up early in the morning, cos he never gets a lie-in, we never get a lie in, | Get the sense of how fast paced /rushed the lifestyle is  Small window for time |
|  | A: yea |  |
| Para 36 | S: so, you're constantly just like that. | Voice of fatigue |
|  | A: mmm |  |
| Para 37 | S: So, bless him, to actually spend that amount of time with him was fantastic | Voice of appreciation, cherishing time together |
|  | A: yea, and when you said you never got to know him, what, what did you find out? What was.. |  |
| Para 38 | S: like he's got a cracking personality, like **he is a direct mix** of, I suppose sounds like I'm bigging myself up, but like me and Dan, like all the things I love about D he has got, like stupid whip comment (Clicks fingers) coming out with stuff **(clicks fingers) you actually stop and laugh and go, its actually hilarious.** Ermm And he started copying a lot off us, > and it was really funny cos our friends noticed. It's, ..erm, so we were obviously going to our, towards the end of it you were going to your friends for one day a week, obviously social distancing (h:l) | Celebrating Keifer's strengths  Celebrating her own strengths  Celebrating Dan's strengths  Maintaining social connections in accordance with rules of lockdown, |
|  | A: (h:l), |  |
| Para 39 | S: but we have a bed in the back of our caravan, so we'd drive up in the, sit outside, cos we actually did, cos my friends got MS, so we were ..being really structured, n we hadn’t seen anybody all week, but we'd go up there sit outside, we'd have a couple of drinks, the kids would play and >probably a bit closer than we should have done, and then we'd sleep in the van, they'd sleep in the house | Health/protection  Creative ways to connect  Keifer's social needs as only child? |
|  | A: oh, wow yeah |  |
| Para 40 | S: yeah, but we just got that little bit of interaction, which.. I know was frowned upon but when you actually do look back now, like I can see where people are getting so angry, but Boris and everyone were kind of only doing what everyone else was doing | Voice of guilt for wanting to connect socially  Public figures- mixed messages about safety/rules  Voice of equity, justification |
|  | A: well on reflection, but obviously what you’ve said- it's, that was important wasn’t it, that part of it was important? |  |
| Para 41 | S: yeah, mental health wise, for the kids | importance |
|  | A: like |  |
| Para 42 | S: so at least he got to, nine times out of ten they were just sat next to each other, playing Roblox or sat whittering to each other. It was something they hadn’t had all week, wasn’t it? =Cos we go from this what we can see outside, running around laughing, to confusion | Voice of compromise, following rules and getting some social interaction  Wasn’t it? Seeking validation for decisions |
|  | A: Huge change wasn’t it |  |
| Para 43 | S: yeah, sighs (h:b) | Enormity of everything |
|  | A: How did you find that it was like very quick, and erm we were very reactive weren’t we maybe, I don’t know? [implementation of home-schooling] |  |
| Para 44 | S: like I say, leading up to it, I said to Dan like I think they were going to be shutting and Dan was just like 'don’t be stupid they wouldn’t shut schools', but I was like this sounds like it's going to be pretty serious. Errm I like I already kind had it in my head, like that week building up, otherwise I think if I hadn’t have really watched the news and things, or had notifications on my phone and things, I wouldn’t have, I'd have probably have been like what the bloody hell's going on but cos I'd seen these snippets like, I remember seriously thinking, yeah, we're going to have to prepare ourselves | In response to my prompt, Sarah retells her initial surprise of the onset of home-schooling  Almost apocalyptic feel to this sentence |
|  | A: [yeah] |  |
| Para 45 | S: for something we've never had before, what it was | See above |
|  | A: So, the diary that you did, was that was your ... plan as well? |  |
| Para 46 | S: well, no, it was just a something, I can't even remember even why I started doing it, I'm like, I'm gonna record this so when Keifer is younger (corrects) older, or when he's got kids to show his | Motivation for diary |
|  | A: It is, it is commendable, it's fabulous |  |
| Para 47 | S: erm (finds more pictures and narrates them)  =Conjunctions, whatever we were doing there! =roast dinner, =den-building, hoovering, and mopping, (h:l) | Shows the general coverage of some typical days- what was going on for them |
|  | A: (life skills! |  |
| Para 48 | S: It did towards the end turn into like this, jumping out the hot tub ((edit))  Erm, | Voice of fun and enjoyment |
|  | A: It was summer, wasn’t it? hot wasn’t it [ |  |
| Para 49 | S: [warmest summer ever, wasn’t it?] |  |
|  | A ]yeah, I remember heat being a factor |  |
| Para 50 | S: I erm don’t think I've ever been as brown, but yeah look how quiet the prom is, we were so blessed to have that prom, but yes when the sun came out, it did quickly become this one this time round.= But the.. January one .. pauses to look at pictures | Prom becomes a symbolic feature, perhaps a metaphor for freedom and fun?  Juxtaposition of both periods of school closure |
|  | A: and did you pick this [the photo diary] back up erm? |  |
| Para 51 | S: No, I didn’t, I think I bored myself that much with it because, \*that’s where, that’s our ((work information)) (shows picture) so basically our((work information)) and bearing in mind we can be here sometimes and cannot even get parked in this car park. There can be motorbikes all up the layby, and that was show quiet it was. It was Just crazy.  Conjunctions a-g-ain (looks at next photo) We did dip in and out of everything but, I would say I was a bit more shocking this time around I mean with the learning side of things like I say you didn’t really have anything set from school, it was erm, I mean I taught him how to clean a bin (h:l) | Photo diary dominant in the first lockdown  \*Conversation shifts abruptly as the photo content shifts  Possibly to move on the fact Sarah didn’t carry it on? Guilt  Sarah is still processing the way work went form so bust to closed  School work can be less motivating/fun?  Self-appraising her home-schooling approach  Functional/practical |
|  | A (h:l) |  |
| Para 52 | S: (h:l) I mean there was still education going on, he didn’t just sit behind a computer screen | Determining content of days, defining learning? |
|  | A: Balance seems really important to you? (h:s) |  |
| Para 53 | S: Yes... it, yeah and I must admit were still a bit like that now and I think that’s possibly a bit from here. Like We've just obviously been shut, we Shut the ((work information)) this month, sorry if I jump from one thing to another (h:l) | Retaining things from this period  Returns to the surprise of work closing |
|  | A: its fine, I do that! (h:l) |  |
| Para 54 | S (h:l) Erm, so in between Christmas and New Year, beforehand we say it every year, Dan's like right we're gonna' get out we are gonna do some walks with the family, blah blah blah erm and I'm like right that’s fine and | Dismissive voice- either not important or unlikely to happen |
|  | A Yeah: |  |
| Para 55 | S: we literally sit on our arse and do nothing and do bugger all and I love it, **WE DON'T GET IT ANY OTHER TIME** | Voice of fatigue- Sarah needs to rest from work |
|  | A: yeah |  |
| Para 56 | S: so, because of Covid coming back his mum and dad, like I say, used to cover a few hours on a Tuesday… and then we basically said his mum's not ill but, she's.. a heavy smoker and if she'd have got it, because obviously it was scare mongered into us wasn't it, it **was soo bad.** | Media and political presentation of risks,  Guilt and fear |
|  | A: Yeahhh |  |
| Para 57 | S: looking back now er, personally from me I, I feel like it was possibly taken further than it was. I think if you were gonna get it and .. you were going to have consequences from it you were gonna get it anyway=one way or another, wasn’t it | Reflects over cautiousness, implications of social control |
|  | A: Yeahhh |  |
| Para 58 | S: erm personally you never really heard of fit healthy people who'd never had problems, dying from it, but like that might be just my concept of it, I know everyone's different aren't they but there were a lot of conspiracies and things going on, erm (0.5)  So, we said to his mum and dad, who were in their sixties any way so pretty much retirement age, his dad, he was mmm getting his pension the back end of that year I think it was, so we basically said, you bugger off … this was when we were talking about coming back July cos the money was just, we had nothing | Difficult to find a comfort point for keeping safe and still continuing with life, knowing what to believe or not  Meeting financial needs  Voice indicating financial struggle? |
|  | A: Yeah! |  |
| Para 59 | S: I mean you got the grant from the government, but we got, we got the ten grand grant, we got the building grant, err I can't remember which one that was now, | Voice of relief? |
|  | A: Was that to cover the business loss? |  |
| Para 60 | S: something like that erm, I can't remember what it was actually for. So, we got the ten thousand pounds so that kept us afloat of everything, not that you could really buy much anyway (mumbled) erm, like shopping and all that, and then it was getting to the point where we were like, possibly we were like a bit bored and stuff as well that was what should we do. Where did I where to send him in July? We went back on the xx July 2020 cos it was actually my birthday the day after. I think he went to the childminders.  [describes friend who childminded] | Voice of financial security  Voice of boredom- having peaked with limitations on how time could be spent, this voice coexists with contradictory previous voice of spending time together  Implies don’t know what to do with Keifer! |
|  | A: yeah, maybe we all had to be resourceful because maybe people's jobs that they did have they weren’t doing |  |
| Para 61 | S: yeah, yeah |  |
|  | A: everyone's roles had changed? |  |
| Para 62 | S: Completely yeah Then we said what we gonna do about your mum and dad not coming back (this is me and Dan talking) and he said, I said what if we just do, Thurs, Fri, Sat Sun, and Dan would always say.. you'd do anything to not work but =I'm not, I'm kind of the other way, I'm a hard worker, I just like variation, so when something changes in my pattern, I'm like ooh yeah, bring it on bring it on, | Indication of conflicting priorities re what is important work/life balance  Voice of stimulation- needing variation, |
|  | A Yea, yea |  |
| Para 63 | S: whereas erm the ((work information)) is quite structured and regimented with obviously it the fact that every day it's the same. At one point you used to get the same customers on a certain days, so everything's changed now with that instance. So, Dan was like we can't shut three days a week, so was like, he allowed me the Monday Tuesday, so we're no shut Monday Tuesday= which is something I'd never of got out of him before. | Voice of boredom  Covid was a catalyst for permanent rethink of work/home life balance and reduced hours  Voice of low autonomy |
|  | A: ok, so this is a change, that’s post, this is a change that has stayed |  |
| Para 64 | S: Yeah oh yeah |  |
|  | A: wow |  |
| Para 65 | S: we are always shut in January, usually shut the day before Christmas eve and try to get Christmas shopping in one day |  |
|  | A: yeah |  |
| Para 66 | S: which is so ridiculous, and we used to go back mid-January So we'd literally have about 3 weeks off and the rest of the year we'd be 7 days a week and all you did was pray for January to have a break. Covid kind of added to that in the sense that was you kind of got used to not having to be anywhere, didn’t you? And.. | Looking back- highlights disproportion of work/home balance  Voice of fatigue  Covid opened Sarah's eyes to alternatives! |
|  | A: do you think being with Keifer quite intensely |  |
| Para 67 | S: yeah |  |
|  | A: as well, as you’ve told me so many great things about that time, has it affected your prioritising of what's important or? |  |
| Para 68 | S: Yes. DEFINITELY  Yes, so then we'd gone= we had a break-in several years ago and that was really bad |  |
|  | A: mm |  |
| Para 69 | S: so, from that I managed to get Dan to start shutting for a week in the year so we could go away or **do something** as a family, but it was still not enough, so then Covid, and then he was allowing the Monday, Tuesday, and I've still got Monday Tuesday and I'm still working for Wednesday off as well (h:l) | Small prior changes- not enough benefit/impact for well-being  Voice of low autonomy  Still not enough down time |
|  | A: (h:l), still trying (h:l) |  |
| Para 70 | S: (h:l), so >Monday now, brilliant, obviously >still got to get up to get Keifer to school, so you don’t get a lie-in, >but Keifer doesn’t get a lie in at weekend bless him, but we get to pick him up and we get that extra time with him. Erm Tuesday night >he does stay at Dan's mum and dad, cos we're up crack of dawn Weds.. I feel like I'm just telling you my work story now |  |
|  | A: its fine, and don’t worry cos any of this, can be [edited] afterwards, |  |
| Para 71 | S: you can use any of it if it helps that one (shows pictures) | Accommodating the research  (note to remind Sarah of autonomy in this study, that Sarah is in control of content) |
|  | A: It is important though, because it's [home-schooling- work] so closely interacted we spend our whole lives working, and we have to think sometimes, so work life- life work is important |  |
| Para 72 | S: yeah, (showing me photo diary) football, there you go so that was [other child] SD for Social distancing in football, so they were kicking the ball across the road, more hot tub- I mean that hot tub, was never, we bought it for when we eventually did the garden up, it was only cheap, we got it for when we did the garden up, it was in the garage, so I said >Dan just get it up we might as well get it used. I mean we were still doing times tables and (0.5) thing. I mean we carried on with that kind of stuff. Erm starts getting repetitive | Sarah is pulled back towards the photos, doesn’t continue the work/life balance question. Dissociation?  Examples of routine, activities  Hot tub is juxtaposed with times tables, this shows Sarah may have been conscious of curriculum and fun, finding each pulling her in different directions |
|  | A: No- it's fabulous |  |
| Para 73 | S: Erm.. Ahh VE day, that was ALL the, that was all the neighbours socially distanced, so summer here was er 'brownies', she (points at photo) wanted one of these brownie badges, so she'd done them all a cupcake each and to stand on the street] | Community involvement |
|  | A: [so, do you think you would have done any of that previously] |  |
| Para 74 | S:] Never!! I'd have looked at that and gone 'I'm glad I'm at work (h:l) because, I, I'm quite miserable (h:l)with stuff like that! (h:l)erm and it was fantastic like that combined | Sarah is surprised by her increased community involvement: discordant voices |
|  | A: like community isn’t it |  |
| Para 75 | S: yes, well we'd always been friendly with our neighbours on the street (they moved, they're different people, she died, so they're different people blah blah) so the street had changed, so we kind of, even though we knew a few people on the street and we were close to the people we did know, this gave us a whole new thing,  I was doing shopping for xx across the road cos she's 70, she's diabetic, and she's got asthma and something else, so I was doing all her shopping for her, so there was (names neighbours) we just got to the point where everyone was on the street, [it was fantastic, and all that kind of changed] | Registering the changes in neighbours  Voice of loss and change  Sense of purpose gained from community  substitute for work?  Voice of gain- community |
|  | A: it's quite a big group, yeah |  |
| Para 76 | S: and we've still got that now because you can go out to put the bins out and an hour later, you're still there!  Keifer has made good friends with xx, and they were already good friends as they went to nursery together | Things kept or retained from the HS experience  Human/social connection |
|  | A: yeah, mmm, so do you think there was difference for Keifer in terms of play? because maybe in school you are playing with your same year group friends, or maybe is there something different about playing at home? |  |
| Para 77 | S: yeah, yeah, yeah, cos xx is a bit older than, he already knew, him he just embraced it, he loved it yeah | Social benefit for Keifer |
|  | A: did he tell you, like erm how, how he was finding it (home-schooling) as you went along, |  |
| Para 78 | S: shows photos |  |
|  | A: he looks really happy on the photos |  |
| Para 79 | S: there was a lot of instances …The second lockdown was the second lockdown which was the January that kicked in, wasn’t it? cos they pulled the Christmas didn’t they at the back end of 2020, and the second lock down, I was completely different to that (points to lockdown one diary)  It was get to the desk, well breakfast bar, cos we've got a breakfast bar, and I sat here with my computer and Keifer sat there with my laptop (shows pictures), and it was, you got be logged on ready for err Keifer's erm zoom call was it 9 or twenty past. The school day didn’t start at 9 'o' clock It was more 'just get ready', you can, I wouldn’t let him log on in his Pyjamas. As long as you're changed and your teeth are brushed, you can have your breakfast after you’ve done your zoom etc, etc, and that was whatever got discussed in the lesson and then got on 'Purple Mash' on the portal | Contrast between the two lockdowns |
|  | A: yes, yeah |  |
| Para 80 | S: I don’t know if you had that |  |
|  | A: yes, yes we did |  |
| Para 81 | S: It was a god send to be fair wasn’t it, cos everything was there, wasn’t it? and then you'd have other stuff they could do in the meantime and things  And I, I was, I was, proper horrible, it would be like just get this done. And he would be like mum, what do you think? I've done my sentence. and I'd be like right let's get this done and he'd be like mum, 'what do you think, I've done my sentence' and I'd be like; welI don’t see any full stops and I don’t see any capital letters and I don’t see any commas.. And sometimes it got to the point where Dan would shut all the doors cos, he could just hear Keifer crying, cos I'd be like.. | school work negatively viewed?  Was this the pressure of second lockdown?  On the surface it seems Sarah has high expectations; in subsequent paragraphs this is a hidden voice of concern that many children will grow up with huge gaps and this could impact on society  Difficult to hear an emotional impact |
|  | A: aw, this was really different, wasn’t it? |  |
| Para 82 | S: yes, completely Cos I'd realised by that point, that that [points to the first lockdown diary] was all good and well for the first month's lockdown but his education was really starting to suffer now, I think it quite annoyed me actually that they'd done it again, because I do remember thinking no, they'd done, they'd had long enough out the education side, | The fun and time together at first, is shadowed by uncertainty of how long this will continue |
|  | A: Yeah |  |
| Para 83 | S: I'd rather |  |
|  | A: yeah |  |
| Para 84 | S: (h:b) ((sighs-))With all due respect, looking at it, would it have. would it have stirred it round, do you know what I mean, I can't explain what I'm trying to say. I think you might know what I'm trying to say. |  |
|  | A: Yeah, I think I get you |  |
| Para 85 | S: What was the lesser of two evils: all the children being ['thick'] and these generations for years and years to come, Its already bad enough that they're all social media 'ites'. But it's even worse I think, isn’t it? | Impact of missed schooling is exaggerated?  Cultural references that social media and associated technology are harmful, unhealthy? |
|  | A: yea, mmm |  |
| Para 86 | D And I know so many xx who just sat on the Xbox the **whooole** time. They were not at school, no interaction with parents, I mean, xx was pasty white, Keifer was tanned, he was pasty white, he never even left his bedroom.. the whole time. | Mental health and education suffer?  Using sun exposure as a metaphor for health? |
|  | A: yeah, that, there probably is such a wide difference in how people found it, approached it, managed it, coped with it even? | Sarah is being reflective |
| Para 87 | S: Yes, yes, yeah, I mean God help the ones who were working, cos his mum was still working here and there to be fair. But bless him, I used to feel so sorry for him cos he just used to look out the window and wave. And Keifer was just in the paddling pool in the front garden and stuff, and, In the end, I was like just come over and sit in our paddling pool on the other side, not that it makes any differences sit on the other side and don’t come in the house, make sure your mum brings your towel | Those worse off  There is contrasting visual imagery associated with a child looking out of their window at a child in a paddling pool  Fitting in with the rules of physical proximity to others enforced during this time |
|  | A: and the rules changed a lot, didn’t they? In terms of knowing what to do and manage it |  |
| Para 88 | S: yeas, yeas |  |
|  | A: and still get the best out of social opportunities maybe?= |  |
| Para 89 | S:= yes, Soo the second time around, like I say, we'd had the zoom meeting. It'd got quite nice in a way. In parts, I did quite love it to be fair, because I mean I got to see Keifer's teacher who I hadn’t met before. Errm and I could hear cos I had it on loudspeaker so I could hear what was being said. Errm, Stupid things like a twenty- or thirty-minutes zoom there was once and once Keifer put his hand up and asked if he could go to the toilet and after he'd got off the zoom 'I was like how dare you, how rude are you that you can't even sit through for half an hour | Contrapuntal voices:  Positives- things Sarah liked about distance learning- teacher, increased awareness  Negatives: the formality of classes held over zoom has brought some associated tension- some of this awareness |
|  | A: laugh, ahw |  |
| Para 90 | S: if you knew you needed the loo you should have gone beforehand and. it sounds really ridiculous doesn’t it but, in my head, it was like, that was really disrespectful, you're only seeing your teacher for that short amount of time |  |
|  | A: °aahh° |  |
| Para 91 | S: And there was another time where he reckoned he felt sick, so he put his hand up so again I flipped at him after that aw (h:l). Keifer in the whole time he's ever been at .. school has never ever been off sick apart from once a few weeks ago when he was really bad in the morning.. and by lunchtime he'd perked up, he was jumping up and down he wanted to go on his trampoline, and I was like come on get your school uniform on, were going into school, and I walked in school Mr xx was like ' I thought he was sick today' and I said he was, but by lunchtime he was alright so he's coming in so he's not staying home if he's alright! | Sarah's voice here is stern , seemingly recognising of this by saying 'aw' after retelling to me.  Good attendance |
|  | A: ah right |  |
| Para 92 | S: so, he was like, oh right ok then. I hate, I'm a hundred percent attendance girl, I hate it, where yesterday because he'd already had this day off sick, we were at centre parks and it was like, are we having them off for tomorrow or what? (cos we went with (names friends) and they had the dentist or whatever so it was kinda one of them, so he was off yesterday, and to ring school yesterday and be like, hiya its ((*Name, child's name and class*)) he won't be in, yeah we are just were away, we've not managed to get back in time, hope that’s ok,> I'm really sorry, I'm really sorry here's my number if you have to ring me, I'm really sorry, thanks. and I felt awful because I've never done that. We've had pre-planned time off when we shut the ((work information)) in January and we've not spent any time together and we've gone away, I think we've done that twice, cos we did it once where Mr XX previous head, authorised it and the second one was unauthorised, so we were like are we going to get a fine or not, >anyways we didn’t. So, to do that yesterday, it was quite rebellious for me | Continuation of emphasis of strong values regarding attendance  Feeling conflicted- previous attendance and guilt when not sick but off because on holiday.  Rule breaking difficult? |
|  | A: yeah |  |
| Para 93 | S: cos usually |  |
|  | A: So, do you feel like erm you're quite strict to following rules type of thing |  |
| Para 94 | S: yeah |  |
|  | A: But maybe the difference in the lockdown, you said, did you feel pressure maybe in the January lockdown am I right in thinking you said you, you were becoming increasingly conscious of the work= |  |
| Para 95 | S: =yes, yeah= |  |
|  | A: =getting behind track or anything with the work. |  |
|  | increasingly |  |
| Para 96 | S: that was one of the main things as I thought I can't have him going back being said 'thicko' because I know he's got a decent set of brains, he does need them ahem '**using**' quite a bit to keep on top of stuff, erm | Sarah is worrying Keifer will be on track with his learning on return to school |
|  | A: did you feel more responsibility then to, |  |
| Para 97 | S: yes |  |
|  | A: to deliver? |  |
| Para 98 | S: Yes, yes **massively, massively,** the first school report that came out °I was shitting myself°, because I was like, what's it gonna be, under? and he wasn’t, I think he was above parr on one of the things, it could have been maths actually, or English, It was one of the ones I'd really scrutinised with him throughout, I think it was maths | Sarah seems to be saying here that she was concerned that she had facilitated enough work for Keifer. A measure of herself rather than her son |
|  | A: so, did you think this was a measure of you in a way | Clarified the abo |
| Para 99 | S: yes\_ yeah\_ |  |
|  | A: like a test of your capacity to home school in? |  |
| Para 100 | S: yes\_ |  |
|  | A: Because in the first one, in your diary, don’t get me wrong I can see the academics in there, but in the second one you're more conscious of the work. That responsibility did you think that as like, a pressure? |  |
| Para 101 | S: yes ye.. which is probably where I was getting narky about stupid stuff that I shouldn’t be getting narky about because and even I mean to the point where it was quarter past four and he hadn’t done the work that was set out for him, >well quarter past three whatever, I would make him work until it was done. (h:b) Sometimes it was half 6 and he was still sat there (h:l). | Sarah appears to regret some of her approach to push Keifer |
|  | A: right, so |  |
| Para 102 | S: had. (h:l) I was quite strict and mean.  But on the other side of it on a Friday, if and he'd done all his work it got to quarter past 12 I'd be like, right you can go and do what you want. |  |
|  | A: mmm sure, right yeah |  |
| Para 103 | S: Because we got a trampoline the back end of the summer in 2020, I think it was, and Dan's like,> 'spending this money on this bloody trampoline, it's not gonna give anything >de >de >de' >but that kid goes on that trampoline every single day. [ | dissociative or distance in language (that v my kid) |
|  | A: [wow yea] |  |
| Para 104 | S: >He absolutely loves it He'll go on it before school, it's absolutely brilliant |  |
|  | A: yeah, we've got a trampoline (h:l)= |  |
| Para 105 | S: =fantastic, aren’t they?= |  |
|  | A: =we've relied on that a few times (laugh)= |  |
| Para 106 | S: =well yeah that's it, at break times I used to say, on trampoline for 15 minutes, cos they needed to burn some energy[ | A theme of health and being outside runs through Sarah's account |
|  | A: [yeah] |  |
| Para 107 | S: [didn’t they? |  |
|  | A: did you notice a difference weatherwise, as you’ve done all that lovely spell, where you’ve done all those things, so lock down maybe in January was different |  |
| Para 108 | S: yes |  |
|  | A: also because of, you did mention outdoors a few times[ |  |
| Para 109 | S: ]yes, January wasn’t very good if I remember rightly. |  |
|  | A: yea |  |
| Para 110 | S: Did we get a bit of snow up here which we could have done which was quite rare up here!  Yeah so, the January I do remember saying go and play on your trampoline and he's like 'I can't its wet!' Right go on your Xbox for 20 minutes then, you can have a break and then come back. And I remember thinking, it's just **screen, after screen after screen,** isn’t it? That’s all we're doing for them now it's, just one screen in front of another. | Sarah's voice seems to disapprove of the lack of resilience!  Repetition= emphasis  Emphasis is regarding a worry of future for children, one of Sarah's meta themes |
|  | A: yea |  |
| Para 111 | S: Erm so then it I would I had a few books anyway cos I was doing his times tables with him, cos they work towards badges here, so it's like, they’ve got to get their times tables, to get their, times tables, division.. and what are the other two, it's just got competently out of my head. One of the top badges they get is erm.. you’ve got to recite Pi to you’ve got square numbers, | Curriculum coverage  Voice of difficulty |
|  | A: it’s a lot (h:l) |  |
| Para 112 | S: and some I hadn’t heard of.. triangular numbers and Keifer was actually the only, the first, was he the first or the second one of the first in Y4 to get it cos they usually don’t get it until Y5 or 6 and he got it in Y4 because I am **THAT** mother sometimes! not all the time, other times I'm like you know | Capability worries?  Voice of pride  Pushing Keifer?  Indecision regarding what kind of mother Sarah wants to be |
|  | A: do you think that’s something, getting the right mix, the balance? |  |
| Para 113 | S: yes DEFINITELY |  |
|  | A: like the [right] challenge |  |
| Para 114 | S: yes, and knowing where you should [sigh] be pulling them up. Like certain things with that, with the home-schooling where I was getting really angry about his full stops and capital letters and would quite often make him stay behind, and I'd say what can I do, Mrs xx what can I do to improve anywhere where he's struggling, and she would quite often say it was his handwriting, his full stops, his capital letters=So, then it would be like c'mon we need to get on with your handwriting, that’s not good enough, you need to write that again and he'd be in tears quite often and he'd say, 'I can't do it I can't do it' and I'm like 'You can do it, whay are you saying you can't do it, course you can do it!. So, I definitely know I'd be no good as a teacher (h:l) as the kids would all be in tears! | The teacher-parent role is challenging for Sarah, finding the right balance  Communications with school, Sarah keen to support Keifer's learning,  Voice of panic?  Difficult to hear about some of the difficulties Sarah and Keifer experienced |
|  | A: (h:l) |  |
| Para 115 | S: yeah, so structure wise we had a really good structure second time around, it was like get in, we'll do the zoom, we'll do that work. **I really found** a lot of it interesting as well like. We were doing about the romans and stuff. I did work hand in hand with him on a lot of things, but because I was doing the accounts for the ((work information)) as well it was also good because it was it wasn’t a case of 'right what are we doing now', were doing it together because I would work, he would sit and work | Using routine and structure as parameters  Voice of synchrony  Rhythm of working together was a positive |
|  | A: yea |  |
| Para 116 | S: then we'd come, he'd be like can you check my work for me now, yeah, we'd go through it together, where have you gone wrong with this, what've you done wrong with that | Emphasis on what's wrong not working well. This voice is in opposition to the harmonious rhythm earlier |
|  | A: in the first one, you said you felt like you'd got to know him, and you'd bonded. Is this similar, working together- is it a way of keeping that closeness the proximity? |  |
| Para 117 | S: I know in my head I actually thought it was good and I'd done °really, really°, well, I've been a mum, and a teacher 'I've smashed this' I've nailed this, I feel so sorry for 2+ kids, because how you do it when I'm struggling with one, well when I'm just managing to keep this up with one  But I think was a few months after when Keifer said, I hated mum being my teacher she was **horrible**,  And I was like, really? Did you mean that? And he was like yeah; you were shouting, you were a moody Margaret,  And I was like, well I'm those things anyway mate, and he was like, 'you just didn’t listen to me.'  Looking back, I possibly didn't, because I thought you’ve had, 3 or 4 months.. swanning around, whereas this time round it needs to be, your education is going to suffer otherwise | Parent-teacher role difficulties  Voice of success-  Voice of struggle  Sarah has insight into HS from Keifer's point of view  'Swanning'- perhaps Sarah struggles with the possibility of being less productive- emphasised earlier in her approach to time off in January  Sarah reflects on her approach to HS  Suffer= voice of fear  Catastrophise? |
|  | A: yea, did you ask him the same question after the first one, did you get anything |  |
| Para 118 | S: oh, he loved it after the first, absolutely loved it, after the first one, he didn’t want to go back to school in the September. Because they went back in September didn’t they? | Keifer enjoyed the first lockdown |
|  | A: yea |  |
| Para 119 | S: till December, it's all a blur now isn’t it? |  |
|  | A: that’s it, were looking back now and it's quite a while ago and there are bits you forgot you did, you got through- you managed |  |
| Para 120 | S: Unbelievably, erm,=maths pebble art (shows photos) I taught him press ups and all that, fitness-wise I get Dan to help me doing stuff like that. I mean look at that (photo) I mean if that’s not living the life of riley if you're a kid | Managed- but under difficult circumstances,  Voice of self-doubt  Curriculum covered, multiple references to content, prompted by photographs, but these are metaphors for self-worth and efficacy,  Helping Sarah- reveals she feels the responsibility is hers ultimately, Dan has covered it  Voice of pride as a parent |
|  | A: I get a sense of pride coming from you for this, well earned, well deserved, and well documented! |  |
| Para 121 | S: (h:l), that’s how brown he was ((shows images)), it's ridiculous, he looks like he'd been abroad…  ((Side tracked, paused as Sarah loses track and I reassure all is good)) | Sarah doesn’t respond to the praise, but may have been distracted not unable to  Metaphor for health/well-being |
|  | A: we were saying then about the pride, and we've compared the first and second lockdown. Did you have a best day or best moment? |  |
| Para 122 | S: erm best day or best moment (5) not that’s standing out to me, I think they were all kind of much of a muchness=of the doing stuff together, some of these, cos I'm looking back at these pictures now cos it's been years since I looked at them, | Notably long pause  Contrapuntal voices some of home-schooling was cherished, some was mundane.  Reflects on the two years since covid |
|  | A: acknowledges |  |
| Para 123 | S: like I could just see how close we all were, and there was a lot of that where I've never had this before and I was like this is how normal people live and they have weekends off, and they go on holiday, and they have time to do things like that, so all of those probably, individually, would be on about the same parr | bonding  Voice of enlightenment- Sarah's experience of HS and not being in work is providing insight into possibilities and that her long working hours are restricting her lifestyle |
|  | A: so, you say, closeness, what your top 3 words then might be, what you’ve achieved or got from it |  |
| Para 124 | S: like I said I thought I was doing really good at the teaching, but then Keifer told me I wasn't, but in my head | Sarah doesn’t answer the question here, here dissociation takes us to her doubts, failings almost, put the question was geared to strengths.  This is a possible voice of failure tone is noticeably different |
|  | A: what you felt is important |  |
| Para 125 | S: think I felt I was a good teacher, cos like we signed up for Duolingo and was doing the Mandarin, | Sarah feels disappointed in herself again here, drawing my attention to what she did,. Keifer earlier indicates his feeling relate to 'how' Sarah approached the tasks,  Reference to apps as modes of learning |
|  | A: wow |  |
| Para 126 | S: cos he was doing the Mandarin classes, they did Mandarin on zoom once a week, which I thought was ironic, because she [teacher] had gone back to China ((conversation edit))  I thought I was really good, and I had my little, at night I'd think about mi little set up of the next day and I'd think that's a little tasks I'd. I If we do that between those zooms  School was really good They were fantastic with what they sent out. (( edit names removed)) And because they are mixed classes here, cos he was year 2, year 5 now, year 4 no he was year 3. | Distance learning enabled this  Sarah may be disappointed that her sone disliked some of her approaches. She tried very hard.  Voice of disappointment.  Relationship with school  Voice of harmony/synchrony |
|  | A: Is it quite a small school? |  |
| Para 127 | S: well, I think it's quite big actually, about 300 and odd pupils, but this was one of the reasons we chose this school I looked round seven schools and this one stood out to me, and I absolutely loved it, and I still love do it! ermm | School held in high esteem |
|  | A: good |  |
| Para 128 | S: They’ve got half and half and 15 from each year group |  |
|  | A: right |  |
| Para 129 | S: which I think stops bullying and everything because when you're in Y2 and you know Y1, you look after when they come up | Justifies set up |
|  | A: yeah, that’s nurturing, isn’t it? |  |
| Para 130 | S: yeah, he's got friends that are in the year above him, like friend friends. I went to a school like that, I remember being really happy your best mate xx might be in the year above, but you'd sit with her in class  Miss ((omitted)) had different times, so sometimes she'd have 9.15 on a zoom call, 15 for his year than another 15 for the other year because the maths bit was different or stuff like that. Science. I loved doing the science we did all sorts of experiments with the science, errm, I, that was fun, actually, that was really fun, erm. | Sarah wants a school experience for her son which matches her own positive experience of education]  Significance of friends- Keifer is only child  Sarah recalls her own experience/enjoyment of Keifer's lessons.  Sarah recognises she was enjoying HS and values fun |
|  | A: So, some of the work was fun too? |  |
| Para 131 | S: Yeah, yeah learning about the Romans- that was fantastic! I absolutely loved that! |  |
|  | A: I remember doing American presidents with my son (h:l) |  |
| Para 132 | S: Aw (h:l), that would have been good I'd have really enjoyed that one! (h:l) |  |
|  | A so we learnt as well maybe?= | Noticing rapport as I shared my HS experience |
| Para 133 | S: =Yeah massively! I possibly couldn’t tell you half the stuff now, but I do remember being, in it and being really interested, it wasn’t like I'm doing primary school work, it was like ooh are you learning this already son! I remember doing this, and I don’t remember being this interested, and I really am! | Reflecting back, Keifer's schoolwork does seem as interesting as Sarah's own experiences, possibly better! |
|  | A: Did you find any of it tricky? |  |
| Para 134 | S: **Yes,** erm which bit was it now? I can't remember, what was it now, it's not standing out to me. I remember being with Keifer and going (indicates stuck) he having to explain to me.  Could have been something to do with maths. And I remember some of the maths work him just not getting, he just couldn’t understand it. And maths is one of his stronger subjects and I understood this particular section  It's weird what jogs your memory! | Voice of insecurity  Possibly Sarah is worried that she might not manage the level of Keifer's work, or manage to explain to him, doubting her capability. Comparison |
|  | A: It is isn’t it yeah this is really good |  |
| Para 135 | S: I remember explaining it to him and him actually getting it eventually, and thinking, I've done my job! | Voice of relief and pride  Sarah is relieved she has managed to help Keifer to grasp his schoolwork |
|  | A: Well-done |  |
| Para 136 | S: I've done my job! | Voice of relief and responsibility |
|  | A: That’s satisfying was it? |  |
| Para 137 | S: Not that he thinks that (h:l)  I wish I'd taken some pictures of the second one | Voice of disappointment  Maybe Sarah wishes Keifer would have found her support beneficial |
|  | A: So, there was some, so maybe what you're remembering now is some successes in the second one, which you had forgotten about? Or didn’t realise= |  |
| Para 138 | S: =yes  ((*looking through phone for email))* | Sarah looks on her phone, didn’t answer the question fully, could this be dissociation? |
|  | A: Could you get in touch with school for help if you needed it? |  |
| Para 139 | S: yeah |  |
|  | A: How was communication. |  |
| Para 140 | S: Yeah, that was fantastic because they. I actually set Keifer an email address up from my laptop and email his teacher and if I had any problems she'd come straight back, I And that was fantastic I didn’t feel like we were left behind AT ALL with this school, I feel like they were really on the ball with everything. Errm, Mr X wasn’t the headteacher then, it was Mr X (previous headteacher) who'd been here for 20+ years, He works for ((xxx)) has moved on to be ((xx)) would it be- now- is it? Where they go into schools and see where they can improve etc. He is a cracking guy, absolutely brilliant, Mr XX wouldn’t have let us get left behind, I'm not saying Mr xx wouldn’t as he's a cracking headteacher, but Mr XX wouldn’t have let us get left behind. whereas some of the friends I know and some of the schools they’ve not done anything for months, why would they need to do anything, they're not at school! and that mentality to me is completely obscure, because it's like these parents that go, I'm not doing reading at home with my school with my kid, they're at, they go to school for that. That drives me bonkers! I'm like no you're all.. | Sarah pleased with school communications  Sets the scene of technology and methods of administering HS  Being left behind is a recurring theme or worry for Sarah  Voice of trust:  Well respected leadership  Repeated phrase, possibly increased importance  Other people's situations  Voice of disagreement and judgement  Sarah finds it hard to accept other parents who didn’t take HS as seriously and conscientiously as her. |
|  | A: It's not a partnership? |  |
| Para 141 | S: No, there you go ((shows image)), Fri 22nd May 2022, so this was a story writing thing, so this would have been where I would have been like: 'there's no capital letters, there's no full stops!' Certain times I just had to go, just leave it just leave it! You're obviously not going to get it right! Reverse psychology with Keifer and then he'll get so like upset about it, then he'll try it again and again and again | Voice of impatience  Sarah struggles to hold the discomfort of her son not grasping something.  Is there something quite deep about this theme of high expectations?  We do not learn enough about Sarah's own experience to confidently place a psychoanalytical lens on this  The tone indicates Sarah realises her HS approach could be harsh |
|  | A: (h:b) A few little things, so there's so many successes in here and positives, and maybe some challenges as well? Did you have a low point at all? | I notice my own response to hearing difficulty- it is difficult to hear |
| Para 142 | S: Yeah, there was a point where I do actually remember going into Dan and say, you're going to have to do it, I can't do it he's not listening to me, he'd already been in tears by this point, Cos I'm.. So, the reason why I was the home schooler was, and originally Dan was staying at work anyway, Dan and he won't mind me saying this, he's thicker than me. He basically never, I actually went to grammar school not that it pays off cos we both still work in ((work information)) He basically never went to school after he was about 11 or 12. If you come to the ((work information)) I'll pay you! | Voice of resignation  Sarah wants to give up HS.  This highlights the intensity of emotion associated with HS  Values relating to education surface here as do comparisons. She relates her husband's lack of education to her own level (grammar school), and we know from previous paragraphs they hold equal positions in their business.  Voice of obligation- perhaps Sarah felt she had nor choice but to home-school  Voice of c |
|  | A: so, a motivation? |  |
| Para 143 | S: I actually went to grammar school, not that it matters (h:l) They're not sticklers for education as I am. Whereas.. | Sarah tells us a few times her education level is high. HS appears to provide a platform for her to reflect on this and possibly feels her education is underutilised. |
|  | A: Do you think it was more important to you? Than to your husband? |  |
| Para 144 | S: **yes definitely**, if he'd have been doing it, I'd have been at the door listening to what he was doing and saying 'no, no, you're doing it all wrong, you're doing it all wrong. (h:l)  Looking back, looking back at what Dan is now, if they'd have put labels on it then, ADHD and dyslexia all over because he can't spell properly, he, just, the way he presents things, the way his mind works, definitely he would tick both those | Sarah would find it difficult to relinquish the HS role to her husband.  Doesn’t think Dan would be good in this role |
|  | A: So, you wouldn’t have wanted him to play more of a part. Well, did he play a part in? |  |
| Para 145 | S: >Well, erm |  |
|  | A: maybe, |  |
| Para 146 | S: >PE, basically |  |
|  | A: you're all on the pictures together, aren’t you? |  |
| Para 147 | S: Like they did stupid stuff like boys being boys, getting a bike pump, upside down ball build up the gas pressure, watching it fly off, smack the neighbour's roof next door ((h:l) well across the road actually!). It was actually hilarious. He did the fun stuff. Building fires with him, he's always taught him how to be with fires and things and stuff and knives cos he never wanted to get him to 11 years old and >ooh fire burn themselves and stuff  He's a dad's dad if that makes sense, he's not.. academic he's hands on. | Voice of formality and practicality which wants to remain sensible but then Sarah seems to let her guard down on her seriousness and says it was hilarious  Sarah seems more comfortable with Dan in this role. |
|  | A: so, you preferred to take this role? |  |
| Para 148 | S: Yes, **definitely**, there wasn’t even a question of Dan even doing it. In my head being the control freak that I am, it was a, this is my | Voice of control |
|  | A: Would you do anything differently? |  |
| Para 149 | S: I'd probably step back a bit more in certain instances and not go hell for leather down his throat (as in Keifer). And looking back now, at pictures of how young he is, **and shit** you were quite mean (h:l) In my head, they're old enough to know how to work this and that and 'gob' off to you when you want to, so it's well not were doing this, and this is what's happening | Having asked Sarah a reflective question, she thinks she was too hard on Keifer |
|  | A: and your reasons for that, you kinda said earlier were to do with feeling a bit of pressure |  |
| Para 150 | S: yeah, cos again, some of the mums I know ((edited other parent details)) helped other parent for a week found it difficult, stressful, list of zooms who, when codes etc | Helping other parents, experiencing other parents' circumstances- perceiving these as worse than her own |
|  | A: so interesting that made you want to help..  a taste of a different [experience], everyone's had their own experience of home-schooling, not everyone's had a taste of another, |  |
| Para 151 | ((Restart after pause)) |  |
|  | A is there anything you didn’t anticipate? |  |
| Para 152 | S: (h:l) all of it! (h:l) | Voice of uncertainty- unprecedented circumstances |
|  | A: you're right (h:l) We didn’t know, we didn’t know what was on the news either did we -on the health side? |  |
| Para 153 | S: It was ridiculous, wasn’t it? |  |
|  | A: was it scary? |  |
| Para 154 | S: yeah I think it was in a way because will anything, ever, ever, ever, resemble any form of normality | uncertainty |
|  | A |  |
| Para 155 | S: I remember when we got, got locked down in 2020, and we love the Christmas markets at Manchester, and I remember fully believing in my head we would be back at the Christmas markets at Christmas.  And when it came through, that that wasn’t happening I was miserable, it was miserable. I remember thinking, oh no everything else is going on, why can't we have Christmas markets and then they shut us down again and I was, it was the anger without anything, you couldn’t control any of it could you? | Local events scheduled  Voice of disappointment  Living with significant uncertainty and not having things to look forward to, or be able to plan ahead  Tone reflects loss and uncertainty |
|  | A: Hmm yeah |  |
| Para 156 | S: so, the first time it was fun and different and the second time it was I can't get out of this even if I wanted to | Plot change- contrast between both HS periods.  Poignant quiet hidden voice – Sarah maybe DID want to get out of this HS role? |
|  | A: there's something maybe about uncertainty? the first time you maybe didn’t overthink it and went with it |  |
| Para 157 | S: yeah |  |
|  | A: and then the uncertainty of it ending |  |
| Para 158 | S: yeah |  |
|  | A: we are talking about this now, we know now when it ended, but when we were in it |  |
| Para 159 | S: there were certain elements massively ((edit)) |  |
|  | A: I was going to ask you about consistency, when we have a plan and things are the same, and this wasn’t, emotionally, practically? |  |
| Para 160 | S: no, some days I remember leaving Keifer on the, go on the zoom call, set him up on the zoom and then I'd leave him to it, your pen, and papers there..  Pen and papers there, I'm gonna go and get sorted, and I would go upstairs, and brush teeth get dressed, just so I to not live in Pjs  Other days I'd put him on zoom and get in bed with Dan for 20 mins, and I'd be like I can't.. I can't face this day  And he would say, he would say well I'll do it then and I'd be like I want him to have at least some sort of brains (laugh) | Voice of strain  Some days were overwhelming for Sarah, HS was challenging, high emotions  Sarah cannot accept the offers of support, feeling a need to remain in control of H/S |
|  | A: So, you held some pressure on yourself to deliver?  When you went back upstairs was that like self-care, or was there time for self-care in there? |  |
| Para 161 | S: I think it was if I sit here, If I listen to the zoom, which I wanted to, to be fair, going to be lunchtime before I even contemplated, brushed my teeth, and got out of pjs. If I do it this way, at least I've ticked a small box in my head. You can understand how when people suffer from mental health problems how quickly and easily it is to go down, cos I mean in the first lock down there probably was days where we said have, we even put clothes on! it was sometimes have we even put clothes on | Sarah found it difficult to even renege on the content of Keifer's lessons  Sarah is aware of her mental health, the lack of boundaries and new routines appear difficult after such intense working patterns for many years. |
|  | A If you're doing good things,  *Checking in: brief pause/reassurance*  A: Was there say anything practically you didn’t have set up? Any tech, or barriers maybe? |  |
| Para 162 | S: no, we were quite fortunate in the fact that we have iPads and all sorts coming out of our x ears, Dan is quite tech thingy. | Technology available to support learning |
|  | A: mm |  |
| Para 163 | S: Em and again, not to demean anyone who doesn’t only have one child, but I think only having one child helped that as had we had more than one, the computer is needed to help me to get through what I was doing there's Keifer used my laptop and he said do I get to keep this laptop now, and I'm like 'do you buggery!' not a chance! And he's like 'but it's got my name on!' Yeah, I've created you a section. There's been a couple of things recently when I've been through notebooks recently and stuff and I thought I'm gonna leave that, cos it's all nostalgia, it's all memories  Two years ago, two years wasn't it the January section, erm where it's there and it's a reminder I actually do that because sometimes it is looking at case how was it like that? Is that you know, how it was that? | Voice of privilege  Subjectively, Sarah rationalises that one child is easier to manage in a HS situation than more  Technology use is normalised to reach goals  Reflecting back on what HS represents now  Sarah challenges her own recall of events, she may be checking if the narrative is presented, as she wants or as it was. |
|  | A: definitely I've got rusty bits too! (h:l), some bits are good and some bits I forgot. So yeah, |  |
| Para 164 | S: because it was the start of 2021 wasn’t it? let me just see if there was anything, oh, he got a piano for the Christmas and the January so that was one thing that happened it was Dan was doing the piano with him (2) yeah Dan was piano and PE lessons basically! | More refence to what her husband was doing, we build a picture that Dan was heavily involved with Keifer on practical tasks |
|  | A: Have you got any words you can describe? three words that describe your home-schooling experience! I'm really putting you on the spot sorry! |  |
| Para 165 | S: no, no it's alright, there you go it was zoom in Mandarin, PJ bottoms put top on ((indicates mis matched outfit, pause, edit))  That was pictures for our science experiment, we had to freeze and Well I allowed different things when they were like boiling temperature that was they did an assembly, and you could dress up in the school uniform or something like that it was it was a Friday afternoon I loved Friday afternoon assemblies, that what's sticking out as a peak, that a 2:30 was it or 20 past two on a Friday and you've got to watch on zoom and because we can never make it on Friday because we were at work to even to the here when he just got some it was fantastic and we invited them to all wear uniform  Keifer being like but there's only just changed this uniform in the September, so they only had three months of it and then we got locked down again, so I was like, you're putting it on! For the sake of being at the other side of the screen-just put it on! (h:l) | When asked to sum up key memories , Sarah goes over these again  Mandarin, PJs, assembly- some context of what was going on  Assemblies via Zoom have enabled Sarah to access and partake in this aspect of Keifer's world- where she would never have been able prior to the pandemic  Language in context of Covid, before or after this period may stand out  Implies some reluctance from Keifer to want to put his uniform on  This made me consider the impact of the 'barrier' of the screen and how differently we present than in person |
|  | A: so, he didn't find a sense of attachment to school by putting it on? He didn't need that? |  |
| Para 166 | S: no=homework there ((looking at photos)) | dissociation or distraction? |
|  | A: He looks quite proud on some of these pictures? |  |
| Para 167 | S: Yeah, I think he was of a lot of things, (looking at pictures) You can have your lunch and watch that: I was that mean I was actually that mean!  ((Looks through pictures)) That was one we did, it was really good, it was a PE lesson or something, we had to do the same thing and see how many we could do. Keifer was obsessed with 'roly polyin'! I think he did something like what was it non-stop 'roly-polying' for two minutes 9 seconds and I was like got through about a minute, mi head was hurting, I'd only done three and nearly wiped the tele out- I'm like yeah, you're the winner on that one! (h:l) | Voice of consternation  Sarah continues to reflect if she was too harsh and too much of a disciplinarian  Voice of resignation  Voice of fun  Sarah is competitive at times, maybe wanting to prove herself, in this instance some fun is seen compatibly with this  Lighter tone while telling me the roly poly story |
|  | A: yeah, I think after January one it was after the half term= |  |
| Para 168 | S: =oh yeah there's another one 22nd February |  |
|  | A: do you think we all remember it started but we struggled to member when it ended |  |
| Para 169 | S: yeah |  |
|  | A: did it just fade? (h:l)= |  |
| Para 170 | S: =so, this was another home education lesson! ((picture of rat – (h:l)) | Dissociation from questions? Disinterested, reduced inhibition because of our familiarity at this stage, or fatigue? Self-reflection to note the story is finished and pictures are just adding snippets, no longer with depth, considering the ending is reached and I should not ask more questions |
|  | A: oh gosh! yeah |  |
| Para 171 | S: this is his dad, that’s what him and his dad do | Voice 'accepts' this as dad/son activity |
|  | A: these things are in life aren't they! |  |
| Para 172 | S: yeah (h:l), getting under the fireplace in the front room, we could hear them scratting and I'm thinking why are they going there- there's no food or anything! I was in the middle of something, and his dad was like 'Keifer come here! 'Come here, look at his and I'd be like what are you doing it would really annoy me cos I was like where are you going, you're doing school! and Dan was like, 'he's a boy he’ll want to look at this'! He was loving it! so it became a daily job to check if there were any rats! | Voice of a busy person,  Voice of irritated person-maybe Sarah feels these moments where Keifer and his dad do things – distract form education -which is more important?  Maybe Sarah finds it hard to 'be' In the less formal space?  Insight into other aspects of life, unrelated to home-schooling but how the family interact with one another, and general learning |
|  | A: Excitement in a strange way I like so many things you put in even the, the cleaning the wheelie bin thing! Just stuff we do! |  |
| Para 173 | S: he knows how to use the washing machine; he's done that more times than his dad in his life (h:l)! I'd do it again in a heartbeat think to be fair definitely, definitely elements I would do differently, but I think as a whole I was quite proud of myself, and yeah, yeah- I think I'll go with that-! | Reflective- overall the experience seems to have had an impact and is positive and worth repeating |
|  | A: I'll go with that too well done! Thank you so much |  |

Appendix 8: Transcription analysis of Bernie's story using the LG

|  |  |  |
| --- | --- | --- |
| *Different listening's: Coding Key*  *Listening for Plot*  *Reflexive Listening*  *Listening for Contrapuntal & Polyphonic (melodic) Voices*  *Listening for the I – See I Poem*  *Socio-cultural context*  *Two or more features in the same text show two or more colours*  *B:Bernie A: Andrea* | | *Margin notes*  *(I poems located in main body)* |
| *Introductions and pre interview discussion, Bernie mentioned sharing things she had kept or recorded during the lockdowns and was thanked for agreeing to participate and invited to introduce anything whenever she felt it appropriate.* | | |
| Para 1 | A: Can you tell me your experiences of home-schooling? I'm really interested to find out how it was. |  |
| Para 2 | B: Yeah\_sure, erm so home-schooling for me.. erm kinda started, er it also involves work to be fair as well, so schools got closed, erm I think it was 2 days before.. we.. two days before we actually implemented our office closure as well. So erm I remember having to go pick up my son, cos I'm pretty sure it was kinda halfway through the day as well that the decision was made for our school as well anyway. I remember having to go and pick up my son from school and bring him back here erm.. and just sat in the corner of my office just basically reading er cos we didn’t have anything else for him to do. Erm while I organise, I work full time, I run an office, I'm a [text removed] so erm we were trying to arrange how we could carry on working while the office was closed so, erm we're not a home-based business at all, erm we don’t do hybrid working so it was very new for us so we had people leaving the office with two monitors\_, pop-up PC base units\_, phone systems\_, everything, obviously I also had to make sure they had to make sure they had somewhere to do that at home as well, and work, erm so that was like the first proper day of, of erm, my son not being not in school, my son was here, shutting down this place. | Bernie seems to be disclosing that work took priority initially.  Fair or actually unfair/necessity?  Office and school closure sets the start of the home-schooling experience  Possibly uncertain of sudden responsibility to home-school?  polyphonic- uncertainty parallel for new circumstances (both home-schooling *and* home-working)  Uncertainty and difficulty of sudden responsibility to set up employees to home-work  Reference to work approaches pertinent to lockdown |
| Para 3 | B: Erm, first day of actually being at home was quite\_ exciting\_ to be fair\_. Erm It was like er, we tackled it very much like a bit of a **novelty**, erm trying to not make it a bad\_ thing\_. I erm, I often joke with my son now joke because I went back to work when he was 12 weeks old, so I missed out ***a lot\_\_*** (h:t) on his younger years\_\_, so I see this now as our time when we were together a lot\_. | Nerves or positive?  Tackled= challenge?  Bad- worry?  Joke precedes strong emotional emphasis/impact  Contrapuntal- joy and regret  Societal and cultural attitudes to return to work following childbirth  Voice of loss- missed time  Voice of value-cherishing an opportunity to spend time together |
|  | A: °yeah° |  |
| Para4 | B: I've got pictures where I'm sat with my laptop at the dining room table monitors up and he's sat opposite me with his laptop (h:b), (h:l), erm doing his schoolwork | Laughing as almost disbelief at new circumstances  Polyphonic- working alongside schooling- melodic |
|  | A: lovely |  |
| Para 5 | B: Stuff like that, so er it was, yes it was all a novelty to begin with very much so erm. School, our school erm didn't do much online during the first lockdown, in fact they didn’t do anything online during the first lockdown so.. It was all (h:b) pretty quickly organised in the end, erm but on a Sunday they would upload onto their website erm all the different learning materials for that week… and there was a lot of learning materials, a lot of stuff to do. Erm (1.5) I feel sorry for people who didn’t have a printer, because I don’t know how you would have done it then, erm I mean I don’t have a printer at home, but I used to come in here on a Sunday, we used to print everything out, go home.. and we did our day very much as a structured school day\_, so JOHN started at 9 'o' clock, finished at 3.15, or ten past three I think it was then. Had his lunch in the middle, erm we made sure we tried to follow what he would usually do on that day=so if it was RE and maths then that’s what we would do. Erm, It, it was hard trying to work at the same time as well= | New, uncertain  responsibility  Social-cultural (economic status) access to resources  Mirroring the school day and building routines as a way of managing  routine  Previously melodic, becoming contrapuntal- elements of liking, enjoyment v difficulty |
|  | A: mmm |  |
| Para 6 | B: =You know, not being a housewife, and not having all the time, not saying they have all the time, that sounds really bad, I don’t mean it that way! | Considering other people's circumstances in this situation (comparison)  Time deficit? |
|  | A: °acknowledges° |  |
| Para 7 | B: I was trying to manage people who also weren’t used to being at home as well[ |  |
|  | A: yea |  |
| Para  8 | B: ]and some of our employees at that time had even younger children than mine, I'm very fortunate JOHN is a sensible lad, erm obviously a bit older, he just most of the time just most of the time set up questions sit down and just crack on with things. I remember having one gentleman at the time who had a think it was 6-year-old and a 2-year-old, both him and his partner were working from home, and they were both on phone calls and his 2-year-old decides to drag a chair across the fridge, grab eggs out and start throwing them across the floor\_ and [h:l] | Voice of pride and relief, as mum of sensible child, 'fortunate' voice of relief that Covid is in this developmental age/stage of less 'need' than younger children |
|  | A: h:l |  |
| Para  9 | B: you know I didn’t have those kinds of stresses! [h:l] so you know, I'm very fortunate for that. Erm but you know, It, it was hard from that side of things trying to answer (1) my son's questions, cos obviously it's me that he would be asking questions of if he didn’t understand what his homework was or his lessons were.(1) Trying to liaise with all the guys here as well, and make sure they were all ok, erm (1) and still make, make money as well, cos obviously we wouldn’t be here, we didn’t furlough anybody and we didn’t want to furlough anybody so.. you know trying to find that happy medium of being able to keep people busy, and, especially when you work in [text removed] | As above, comparison of different needs at different stages, whilst having a sensible 'older' child is less stressful, academic support is needed at higher level  Indication of the responsibility/ownership of home-schooling  Juggling work, finance, and HS |
|  | A: mm yeah |  |
| Para 10 | B: our core business dropped as well so we had to diversify into different avenues (1) erm, and then sometimes.. if it was music lessons for my son there would suddenly be, ahh what was it? (h:b) we used to do a dance to it ahhh (recalling) 'don’t worry about a thing' | Contrapuntal- voice of concern/worry having to maintain business stream, keep employees with the voice of fun, dance, playful |
|  | A: oh yeah\_ |  |
| Para 11 | B: was one of them, on his music lessons you could log on to a separate site for that\_\_ and it would have all different kind of movements (h:b) to do depending when the beat went (h:l) and stuff like that, so I've got videos of doing that with him! (h:l) it was fun! | Technology to support learning |
|  | A: sounds fun |  |
| Para 12 | B: (h:l) We started doing Joe Wicks as well!(h:b) (h:l) we've got videos of doing Joe Wicks! erm so yeah it, its erm it was fun I would say, most of the time, fun. I don’t mind stress, it was a little bit stressful at times, but it was a fun stress. It was a case of everyone was in the same boat and we all came together and we understood if people had other priorities at that moment in time, even for my son you know he had enough of learning and wanted a quick break, Then yeah, we were fortunate at that time, weather was quite nice so you could go into the garden and have a quick (h:b) ball game, or sit and have your lunch in the garden if you wanted to, you know anything like that. ..So yeah.. it, yeah it was good fun= My husband is a key worker, he works for ((removed on request)), so he was still going out to work as normal, ((text removed on request)) | Cultural/social reference to popular activities during lockdown. Possible attachment to doing things 'everyone else' seemed to be doing might be a sense of safety in an uncertain landscape.  Managing different sides of home-schooling, less exciting times  Voice of gratitude  Weather and outdoors referenced  Voice of relaxation  Language emergent during Covid  Gender roles? |
|  | A: yeah |  |
| Para 13 | B: so, they just carried on as normal. So, he used to have a shower at work before he came home and things like that you know. Because he didn’t want to come back to us after being in all sorts of different houses and stuff and, and pass it on to us.  We used to send him messages sometimes cos we used to joke in our house, that he's the maths and English expert, (h:b)so if we used to struggle with maths a little bit, I used to send little phone messages saying (h:l) 'can you work out what to do with this one' then if he got a spare moment, he'd phone up, face time my son and say 'so yeah this is what you need to do', so he was still involved, as well (h:l) | Voice of concern- health  Voice of inclusion? parenting  Needing support, dividing responsibility, inclusion? Family?  Seeking solutions/resourcefulness |
|  | A: yeah, resourceful! (h:l) |  |
| Para 14 | B: Yeah, in a way! Yeah, I think the worst part for us was not seeing or not being able to see or spend time with my parents. My parents play a very active role in erm my son, (1) from day dot they’ve looked after him since he was little, they drop him off at school, pick him up from school, give him his tea and do bits and pieces like that you know and to go from being so actively involved, erm to then not really being able to spend time, well not being able to spend time, we used to face time and stuff like that erm=they don’t live far away so we had to take our dog for a walk, so we used to take our dog for a walk and just kinda wave at them (h:l). It was also their 50th wedding anniversary in lockdown, **so not, not** be able to do anything like that\_, | Losses, changes, family?  Losses  Solutions, resourcefulness to remain connected |
|  | A: yeah |  |
| Para 15 | B: was, it was incredibly sad.. so yeah.. so little bits like that. We used to face time them all the time.. so yeah, I don’t know what else to say really! | losses |
|  | A: That's a fabulous start yeah, thank you  So, you mentioned your routine, can you tell me any more about your routine? |  |
| Para 16 | B: Erm, yeah so, we'd get up as normal, have breakfast, erm, soon as 9 'o' clock came, we'd both be there working. So, my son would be doing whatever he should be doing at that particular moment. If he was 'in' school, I very much focused on that (1) erm and that was kind of the routine really=  =Break for lunch at the same time, we made sure it was very much the routine of what he would have at school, erm cos it worked for both of us really. Made sure that did his schoolwork and he loves learning anyway so it was never **any** hassle for us, and I really sympathise with any parents who really struggled to get their children motivated because you can understand it's not worth the hassle (h:l) because (h;b) it's so stressful but, you know. | Routine  Using time as a marker for structure and routine  responsibility  Old language, social structure to maintain new/current unknown  balancing  compassion for others, gratitude for sons' capacity to manage HS |
| Para 17 | I honestly think it helped because I was working as well and my husband was still working so for him, so he could see we were still doing our jobs maybe\_ not\_ as\_ normal\_\_ be it at home, but we were still doing what we should be doing so for him it made sense in his head I think to do what he should be doing as well so erm. But he [son] was a bit of a stickler for ten past three, he wouldn’t carry on past ten past here he goes into the living room and watch TV and relax for a little bit so erm (1)  He'd always find something to do, he'd sometimes get involved with conversations going on here as well, they got to know him quite well on What's App call as well (h:l)  It was quite sweet as a group of friends as well set up video chats together after school there was five of them and they'd have little video chats once or twice a week erm, together which again is good because they hadn’t seen each other[ | Different roles in the family, mother to HS and work, father key worker  Should= responsibility  Finding a balance- when to work when to relax  Increased modality for ICT systems to support continuity of business  ICT for social  Importance of friendships, social connection beyond family unit |
|  | A: social wasn’t it, social |  |
| Para 18 | B: ]very much, and being an only child, he didn’t have that sibling either, he was stuck with two adults | As above |
|  | A: yeah |  |
| Para 19 | B: that’s it yeah so, so yeah that was his routine, we do, he did get through the work quite quickly, er I don’t feel like there was enough schoolwork for him, but I also understand that it was very hard for the teachers because they weren’t prepared for any of this[ | Possible worry of falling behind, success and pride that her son managed well  compassion |
|  | A: mm |  |
| Para 20 | B: ]to, to try and get all of it online, not online, but so you could download and do all the paperwork for the lessons and things like that so. It did get better as the weeks progressed because obviously, they were learning things and stuff like that. But my son is er, a big er supporter I don’t know if that what you'd call it that, of 'Children's University' I don’t know if you’ve come across that? | Contemporary references to approaches to work/education  Journey- how the experience changed practically, metaphorically also?  Success and achievement |
|  | A: right |  |
| Para 21 | B: The Children's University were good at issuing different activities that you could get credits for, for doing, so, he used to take part in a lot of those as well which was good=and they'd change from anything you know, making things, doing photographs, creating a short story, all sorts of different things they do, which he still does now as he graduated |  |
|  | A: oh fab |  |
| Para 22 | B: which they graduate each year, but they graduate at different levels depending | Success and achievement |
|  | A: really good, |  |
| Para 23 | B: It, it was very much routine based, follow that structure of his normal day like a school day down to breaks, lunches, everything really, erm, end of school day. Like I say he got through all of his homework which I've still got at home, in big files, every single bit of HWK that he did erm (1.5)  Yeah, I remember celebrating was it the 75th, was it VE day or something like that? Some celebration | Returning to routine and structure as a thread throughout safety in this?  Retaining work done,  documenting success/achievement  Social celebrations |
|  | A: it was, yeah |  |
| Para 24 | B: some celebration wasn’t there, they were trying to get people to do tea parties in their gardens, so you were still socially distanced=well our street was quite good at that, so we did all the flags to put on our hedge at the front, erm like bunting=you know stuff like that, he loves doing things like that! Erm, we did, we used to do with the **kids** getting involved with, with our group of friends, like 4 couples with **kids**, kids=used to get involved, we used to do quiz night via videos and the **kids** used to get involved in that as well setting questions, quiz nights so= | They- government or community?  Artefacts/symbols  Community and inclusion voices, importance of attachment (repetition for emphasis) |
|  | A: °yea° |  |
| Para 25 | B: So yeah, I think he, he did miss his friends, he missed the interactions at school. **I DON’T FEEL** like he suffered for being at home | He missed his friends, but didn’t suffer-contrapuntal voice |
|  | A: mm |  |
| Para 26 | B: Erm and like I say we both look back very fondly because we never get to spend, sounds really sad but we never get to spend that much time together, and it was, it was lovely, being able to do that | Shared experience, bonding, relationship  Reflecting back to HS as a time of increased connection together |
|  | A: so, there were gains for you? |  |
| Para 27 | B: **definitely** gains, yeah, yeah **definitely**. I still think now think, looking over my monitor, looking at him, or looking what I'm doing looking across at each other you know (h:l). Erm, yeah, I know my husband said in a way he felt like he'd missed out on stuff because he wasn’t there experiencing all of that you know he was still working as normal and everything, yeah. | Positives  Possible surreal – new ways of working/spending time which were atypical pre-Covid  Position of privilege to home-school?  Still working as normal- also still working but with addition of HS |
|  | A: yeah, so was there err, something to do with spending time together and that proximity. |  |
| Para 28 | B: yea definitely yeas, |  |
|  | A: did you learn anything about your son? (that you didn’t know before) |  |
| Para 29 | B: ermm.. it's funny, more it probably more it cemented what I possibly already thought, like I already know he can be quiet sensitive anyway. He loves learning and that definitely came across and erm you know some of the stories he would tell you, like, 'how do you know that! and he'd be like I watched it on 'Horrible Histories'!' or I read it on this, on operation ouch- he's got all the 'operation ouch' books! He'd be like 'I read it in one of the 'operation ouch' books you know! I'd be how do you know all of that!! It probably more I think just reinforced what I already thought, erm |  |
|  | A: mm |  |
| Para 30 | B: I think, I think he's lonely at times as he's an only child and they kind of get used to playing by themselves, don’t they? And I suppose I probably played more with\_ him\_, cos I was at home as well so er, ='mummy do you want a quick game or do you want to play this.' so  OR LIKE I say Some of the challenges for sports used to be ball games so you'd get involved in doing that in the garden with him, you know which you wouldn’t usually do. So yeah, I DON'T\_(1) KNOW if I learnt anything °kinda new about him? He's never been a problematic child to be fair°, at all, erm.. he's a little sweetie, erm ..no I don’t think so. |  |
|  | A: acknowledges, good, good  Erm, were there any challenges? Can you tell me about any of those? |  |
| Para 31 | B: I think I already mentioned but the main challenge for me was home-schooling, but also looking after my business as well. That was probably the most challenging of the first few days until we got into a bit more routine erm about it. Challenges like trying to help your child with maths and English and things you haven’t done in so\_\_ long a time you know, and they have new terminology for work now!\_\_ I'm sure in English, so that was challenging but do you know what, it also taught me quite a lot as well which was **great,** yeah(2)  I think they did start\_\_, towards the end they did set up some zoom meetings and the teachers used to phone up as well which was quite sweet. The teachers, or they have err Learning mentors is the wrong thing, er like a wellness kind of err | Balancing several roles  Voice of difficulty  Acknowledging tapping into an unfamiliar world  Voice here is like convincing herself  Tech/resources  Kindness valued |
|  | A: Like pastoral\_? |  |
| Para 32 | B: yeah, something like that, so one of them would phone up just to see how they were doing, have a conversation, it was quite sweet to see them talking, talking on that sometimes, that was good  B: no, keeping\_ motivated\_ was a challenge at times cos it is quite easy, I'm not phone based so for me I, I wasn't getting calls like a lot these guys were so, if it, if I wasn't talking to any of these erm.. and say my son had finished doing what he was doing is very easy to, to kind of lose your motivation then and think, have a quick break, and sit and watch a bit of tele, something like that. You know obviously he'd finished by that point there was probably early finishes, but (1) I also found from my personal opinion that I would log on and start working earlier though because I was at home, so, I'D THINK well if I'm popping around about doing stuff as well start doing some work about six thirty/seven o'clock in the morning so, I find it | Connection with school maintained, important to B  Challenges (personal)  One voice likes to keep to timings (for her son) another increases flexibility (cost to self)  This is something I noticed myself doing during HS, self-sacrifice/lower priority of own work- so this moment resonated when transcribing |
|  | A: Finding a groove with everything and timing with everything? |  |
| Para 33 | B: Yes, very much so, whereas my son was very much: he'd go into the front room watch tele whatever then come through at 9:00 o'clock when it was time to start schoolwork and he 'd already know what he was gonna be doing that day anyway so, so yeah (2) | Son liked routine/order  Self-reflection- putting children's needs first |
|  | A: Did he feed[back], did he tell you anything about the experience for him? did you, did he say .. |  |
| Para 34 | B: He said he loved spending time with mummy, that's what he says. If you ever ask him what his (1) reflections are on lockdown it would be I would lay money on it= it would be, 'getting to spend time with you' that's what he would say to me because, we don't during the day it it's**, it's our time now** so that's what we look back on, it's our time together so it was, YEAH yes I think he would say | Connection/bond/harmonious |
|  | A: And reflecting back, you'd said that as Well and yeah, so it is kind of yeah maybe you'd got the same you know benefits from that |  |
| Para 35 | B: Yeah, yeah definitely yeah |  |
|  | A: You mentioned school? can you tell me anymore about the school (1) relationship? |  |
| Para 36 | B: yeah we err we have a different head now he was deputy head the head the time a gentleman called Mr xx l and he implemented assemblies via zoom and which was really, really nice and I remember emailing him afterwards and saying **I loved it** as we could take part in it, as parents, we could watch, listen, you know and, and be part of it which we wouldn't usually be unless, and= you get go if it's their class assembly that you don't you don't get to really when it used to do shout out to parents that you obviously have video on so he knew who was watching and stuff like that,=but he used to do shout outs to the parents and things like that so, erm that was that was really, really good!=  The school were great, and like I said I don’t think they were as proactive in doing online resources as some other schools where, but, I think.. they certainly gave you plenty of materials though if you wanted to do it, erm and you know to certainly keep them busy at home for so many days of the week you know, I can't fault\_ that \_there was always support there from them if you needed support. Erm, (1) We had a bit of err, because obviously I could work from home when, when they first got sent home when they first thought about lockdown for the schools, I remember having a discussion with them about key workers because obviously my husband is a key worker and at that time [text removed] was also classed and obviously we didn't know we were closing either so[ | Different social/cultural norms, routines, and adjustments  Keeping in touch with school, connection with other parents and school  Fun, playful, light tone  School valued for contact and approaches, content, and amount of schoolwork worry? Comparison hard as unknown territory |
|  | A: right |  |
| Para 37 | B:]Rightly to be fair to them they came back and said 'well no you can work from home if you want to' so and we can only accept the children from parents where both parents who are key workers stay in the school you know | Defining roles/criteria for support from school |
|  | A: yeah, ah yeah |  |
| Para 38 | B so which is fair enough, I ended up not being an issue anyway because we closed the office anyway (h:l)and sent everybody home. I think there was a lot of er unknown originally wasn’t there, and I think I feel sorry for schools because I think they probably had an awful lot of irate parents which I would never be in anyway because I everybody was going through something anyway, just trying to do the best for the kids and the staff. They were still HAVING TO ASK THEIR STAFF some of them to go in and work to enable children of key parents to go somewhere you know | Voice here- not wanting to complain or validate personal difficulty? Everybody was going through/ I was going through?  High compassion for others |
|  | A: yeah |  |
| Para39 | B: and so yeah, its, but the school °I can't fault school absolutely ° |  |
|  | A: yeah, you're right it was erm reactive wasn't it |  |
| Para 40 | B: yes |  |
|  | A: everyone was dealing with their own circumstances like you say.  °Did you have any particular good day or day that stands out or, or activity/moment?! |  |
| Para 41 | B: Probably participating in Joe Wicks workout (h:l)  play workout videos about the dog get involved as well. Erm, don’t know really, every day kind of just blurs into one and because we had a routine I suppose it was, it was all quite similar so depending what the school work was or anything like that and I remember it being so nice one day=I took my laptop outside to do our work outside and we just sat outside and we did work outside, in the sun, and just relaxed. It was lovely really, really nice, but yeah, I remember him making a dragon for one of these school tasks think I've still got that somewhere | Fun, playfulness  Blurs- routine, each day the same  Relaxing, a focus away from work/timings/routines |
|  | A: yeah, creative yeah |  |
| Para 42 | B: must have been art or something yeah. I don’t know (2). |  |
|  | A: did you learn anything about yourself? |  |
| Para 43 | B: Erm, yeah, I can't multitask as well as I thought I could! (h:l) |  |
|  | A: I'll edit this – learnt that as well (h:l) |  |
| Para 44 | B: h:l, Especially if I was engrossed in something=I used to feel so sorry for JOHN sometimes because if I was engrossed in something I was doing cos I was working= he'd like spend 5 minutes talking to me and asking me a question I haven't taken in anything that he'd asked me about it and I just used to think I'm so sorry, I haven't heard anything that you just said to me, I'm really sorry, but I'd like turn, close everything down, and was like, 'right, what you asking me.' So yeah, I always thought I was quite good erm multitasker= but I think that taught me that I wasn't quite as good as I thought I could. (1)NO, NO, I'm pretty, pretty cool and calm anyway under pressure and stuff like that so our approach like I said earlier was just basically take each day as it as it came and make the most of it erm, you know | B recognised her dissociation, created by the level of demand/challenge of balancing two roles  Voice of guilt  Surface level of calm and coping, possibly not wanted to reveal the demand felt at times  'You know'- seeking validation |
|  | A: h:s good |  |
| Para 45 | B: We didn't know what was going to happen, erm and it could get you know if you wanted, it, it could get quite **scary**, and I didn't want my son to be scared. He used to watch the news he loves watching the news, so you know, and touch wood thankfully like nobody, my husband didn't get catch COVID as far as we know, erm from anybody (h;b). We certainly had it, we've had it since, but my son hasn't! don’t know how he hasn’t caught it from either of us (h:l) and yeah life goes on! You know! | Media coverage part of the experience and contextualises the social/cultural routines, particular health narrative of keeping safe  Parallel to home-schooling- the health scares of Covid and another picture of uncertainty  Both relief and fear? Later risks less of a concern more known about Covid as the experience unravelled |
|  | A: you mentioned uncertainty, was anything else about uncertainty in there you want to... |  |
| Para 46 | B: err yeah from a school point of view, I think it's just that you don't know, you didn't know when it was going to end for them and when they would be back in the classrooms and erm NORMALITY for them really. I didn't want that, as much fun as it was, I didn't want that to be the normality for my son you know. From so personal point of view uncertainty was certainly an issue like, where was money going to come from **the business** you know? not from a personal focus much but like we still have to pay people and like I said we didn't furlough anybody that is making sure that you can make ends meet and erm.. | Uncertainty  Financial and other concerns |
|  | A: hmm |  |
| Para 47 | B: And wellbeing, mental wellbeing for me and my staff as well to make sure that you know they're ok, we're\_ big\_ talkers in here and it's very different somebody going up grab 5 minutes past and have a chat with you talking to you over the phone, isn't it? A very different scenario so just making sure that everybody\_ was coping okay really and if they needed a break they had a break, they had time out, erm but yeah. I don't know, it's just all, I remember when I'd be able to see my mum and dad again properly and give them a hug and you know little things that like speaking to them and make sure they were OK. Yeah, we thankfully we didn't know anybody who you know caught it early on and °I can't imagine the stresses involved if you **did** erm you know° | Mental health, responsibility for self, staff, and family  Looking after others  Gratitude of everyone being kept safe and well  Compassion for others |
|  | A: Yeah, just to sort of sum that up, you mentioning that home schooling was against erm a backdrop of also the health and the uncertainty of everybody, and making sure that you work was everybody was OK and well, like multi.. |  |
| Para 48 | B: yeah, to say it felt like there was a lot of different avenues at the time to make sure that (1.5) everybody was OK, you know, everybody was coping. (1.5) You (1.5) feel like you’ve got not just one child but probably like fifteen children at times!\_ (h:l) Some didn’t really want to, some didn’t cope well with working from home, others thrived on it! we have to be CAREFUL with some because we found because they had everything at home they were actually you know agreeing to phone people back at 8pm at night because if they were home!\_ and yes that’s very commendable!\_ and they had nothing else to do but that's not good for you, and your well-being I need to have a breakaway from it so (1.5) er, yeah. | Weight of responsibility  Differing responses and manging these, coping, boundaries  Maternal protective tone towards employees  Describing staff as working out of hours- discouraging this, earlier describing self as working out of hours (difficulty in switching off, putting boundaries in place- pressure? |
|  | A: Overall, how satisfied you feel about having home schooled? |  |
| Para 49 | B: Incredibly and incredibly proud as well that we managed to do it, very much so. Yeah, we never missed anything erm and I think it's a shame that we, we were, it wasn't set up to send the homework back to get marked or anything like that so you kind of was self-reliant on, on yourself monitoring it and making sure that everything was right, certainly in the first lockdown, like I say in the second one of the schools shut so it's a lot more organised then, but you did feel a little bit at times like you were by yourself trying erm, trying to make sure that everything is being done correctly and stuff, like I say, you could e-mail the teachers but you didn’t particularly want to bother them either\_ as they were in exactly the same boat as everyone else you know, but yeah, yeah, it was, I'm very, very proud of the way that we all tackled it really erm and yeah enjoyed, I can't say I didn’t enjoy all of it I did pretty much °even the stressful times° (h:l) | Pride achievement, rose to the challenge.  Uncertainty? Limited feedback from school to reassure work was ok.  Different expectations of home-schooling across the two periods of lockdown  Self-reliant, not wanting to use school resources/time  Proud of getting through mostly self-directed  Wasn’t all fun |
|  | A: good, do you want to say anything else about the two lockdowns as you mention the difference? |  |
| Para 50 | B: Yeah, yeah it was it was very different the second lockdown and we actually kept our office open, so we moved back into our place of work in the July after the first lockdown we had quite a big space, we space people out, we had clear plastic screens which we've still got up now, hand sanitizer points put in the order on individual hand sanitizer points tell me to me *(pause to put lights back on)* so\_ ..the only people who then worked from home during the second lock down where people who either FELT you know they didn't feel capable of being in mixing with people which was fine, or people with children, erm they automatically obviously work from home then=So, it was very different then, we had online learning, not\_ like\_ every hour every day and there is still supplemental papers as well, but there was a lot more online involvement. Erm.. videos with a teacher, I remember **Mandarin** lesson and it was horrific, listening to thirty odd children trying to speak Mandarin on a Zoom video call while you trying to work as well (h:l) | Return to work, places re-opening  Artefacts associated with human contact, protective and safe  A maternal voice towards employees,  could also be tension having to manage as although 'this was fine' it could have caused additional work  Development of HS to include more online resources  High pitch  Bernie laughs as though both fun and surreal aspect of HS |
|  | A: interesting! (h:l) |  |
| Para 51 | B: H:l, and I remember by the end of it I was like oh my goodness! (h;l) I remember the teacher was asking one of the students where they were, 'where are you at', well I'm still in bed what do you mean something about I'm under the duvet or what you mean\_ a Oh yeah, I'm happy it was November time was it? the second, or was that the third, I can't remember now | Empathy for the teacher  Comparison of different children and family's implementation |
|  | A: it was March and then there's that bit September to Christmas and then in January there was another lockdown |  |
| Para 52 | B: I was just thinking my son's birthday is in January and I remember them singing Happy Birthday, got a video of his class singing Happy Birthday to him via zoom. So that must have been like first week back after the Christmas.. break or something like that, erm which again was quite sweet, and so yeah it was different, there is a lot more online bits and pieces erm to do, which obviously\_ didn't get marked\_ and things like that so, it was, a lot like, it was it was easy you know from a parenting point of view, erm than trying to print well to print stuff out making sure that they were doing like all of the paperwork, you know writing everything down and stuff like that, to actually do it, just on the iPod or on the laptop or whatever, again, not much though. I never felt like there was ENOUGH work for JOHN really to, to go at, but again you got to get happy medium, haven’t you? Because you know not all the children want to learn that way either it is so many different distractions like imagine if you got siblings it's a lot different anyways especially younger that maybe aren't in schools so yeah, second lock down was not as memorable, other than the Mandarin lesson because it was him just logging onto like oh yeah I've got English at such time I'll log in for that and then they'd let them into the waiting room thing got maths at such-a-time, so it was more structured but. | New practices  Use of 'Obviously', alongside tone change in voice here, possible indication that Bernie would have preferred more feedback on the work being done.  There seems a contrapuntal voice of the amount and pace of work being both ok and not ok. I wonder if Bernie accepts this was the best it could be but worries about it not being enough, maybe worries about falling behind.  'Distractions' Bernie is aware of others needs but could also be conscious this may impact on John and likens this to having siblings  Throughout Bernie's story a thread relates to a consciousness of John being an only child and associated differences in the experience, possible increased because of the removal of social opportunities usually present |
|  | A: So, what, so the first one was more memorable? |  |
| Para 53 | B: **yes** |  |
|  | A: and, is that, I know you just explained about the content, do you think it was just about the content or how the day I structured for the learning or what was.. it? - I don't want to put words into your mouth |  |
| Para 54 | B: No, no I think was everything, I think it was the fact that everyone it is in the same boat pretty much an if you haven't got a child at school, I get that but you still everybody had uncertainty everybody was just doing what they could to.. to continue to.. to cope to, I don’t know, to face life to (h:l) you know. It was, I remember, cos you  could do was it an hour a day it was, obviously we had a dog and we walked from our house (description of location), and we walked down that with our dog and again I took videos and photos cos it was the most eery experience ever it was\_ like\_ Armageddon\_ yeah, we didn't see one car | Bernie is quite deep and reflective here  Enforced limits on leisure and outdoor time, liberty?  Different landscape- quiet, restricted  Voice of fear? Unknown? |
|  | A: yeah |  |
| Para 55 | B: And it's like such a busy area! you know |  |
|  | A: it's true yeah, I remember similar |  |
| Para 56 | B: **yeah,** Very, very spooky I [text removed] the people being at home with me I have friends who both were furloughed, and I think 'I couldn't cope with that 'could you get to .. I mean I love my husband that we've been together for years , but your holiday two or three weeks of being together all the time is enough you need your space! so hard on I got always feel Iike we had it easier because there was more structure to our day | Fear? Uncertainty?  New social context for work/finances  Voice of gratitude, preferred position, although no choice 'luck' |
|  | A: right, yeah |  |
| Para 57 | B: we weren’t all on top of each other, each other and you know again here much in the first couple of weeks being absolutely brilliant and the honeymoon period wearing off and get on each other's nerves because you're all together | Comparison to husband's role in the pandemic, Bernie feeling she had it better?  New and exciting in the beginning, |
|  | A: yea |  |
| Para 58 | B: and so, I actually think I'm quite fortunate and you know you had people like well I'm okay I'm getting furlough some still getting paid 80% for not doing anything, well I'd rather be sat there working and (h;l) | Furlough or work- voice of productivity (contrasted to earlier expression of difficulty juggling/managing everything)  Voice of genuine |
|  | A: yeah, what you said there you've highlighted the difference of experience for different people, I think\_? Do you think..Is that right? |  |
| Para 59 | B: yes, very much so. So, keeping in touch with friends who have children the same age as our son, all **very, very** different experiences. I ALMOST\_ in a way did feel sorry for JOHN at times because some of his friends were literally just sat there watching movies enjoying themselves and I felt like a bit of a tyrant, like 'do this, do that' but it worked for us, word he was and it was only way that it, it would work really when you're working at the same time as trying to home school as well | Voice of comparison, equity  High pitch, about almost feeling sorry, might hide guilt?  Firmer approach than other parents, or concern and seriousness.  There is a thread of comments about approaches of other parents |
|  | A: So, so perhaps in saying what you said there; in how other parents did, what was your.. can you tell me about why you chose to do things the way you erm structured them? |  |
| Para 60 | B: to..erm, plain and simply to enable me and my husband to carry on working as well- you know there had to be, we had structure we had to have and something like that because we were trying to try to work at the same time. My son likes structure anyway, erm he likes knowing what's happening, you know what's happening here what's happening there in you know, things like that so you had to find what worked for yourself didn't you really?= | Took an approach to HS to facilitate work alongside  John likes structure- B likes structure? Possible reference to self  Also, by liking structure, Bernie's son's experience is compatible with how it had to be done to manage everything |
|  | A: yeah |  |
| Para 61 | B: =at the time |  |
|  | A: Would you, in terms of your home schooling, would you do anything differently? |  |
| Para 62 | B: Erm (2) no I don't think so.. maybe just try and listen to him more when I was working as well, but no I don’t think I would | Contrapuntal- wouldn’t change but would listen more, 'I was working' helps us understand a possible reason. |
|  | A: Is there anything you’ve kept? |  |
| Para63 | B: I've kept everything, all his work he's done. | See possible reasons to 'keep' retain in earlier sections. |
|  | A: you kept anything a about your routine anything you learnt or found out, do you still do anything that you did, strange question! (h:l) |  |
| Para64 | B: (h:l) I don’t know, erm I took loads of photos.. loads of videos erm of what we were doing.(4) I suppose it for us, the structure benefited, as JOHN was used to doing stuff at home. Erm, he took the grammar school test, we had him, well not we had as he **wanted** to, to still do tests and things like that so he was already in the mindset of doing stuff at home anyway, so I think that benefited him that he didn't see it as a test, short sample test questions and things like that you know it's so it's an exciting thing= | Documenting in photo/video format (indicator of how technology is now used as 'memory' or record) I wonder if this is to capture/'not lose' the experience, and to justify work has been done (to self/others)  'Stuff' and 'tests' and 'exciting' may show contradictory narrative of significance/importance/seriousness    Mindset- B gives attention in parts to mindset and motivation (considers/aware of her son's approaches to work, not just content)  Voice of achievement, effort as fun not onerous/arduous  Voice of pride  I wonder if B recognised her desire for her son to succeed in addition to his own goals. |
|  | A: yeah |  |
| Para 65 | B: =I'd be sat next to him |  |
|  | A: so, his response to learning was, positive? °fab° |  |
| Para 66 | B: yeah, definitely positive yeah, yeah, but no I suppose it is difficult but you really you don't, it was a weekday, so to, to carry, carry on doing any of those things, you know, l I'm back in the office at work.. so, you don't, you don't do it do you. I mean |  |
|  | A: yeah |  |
| Para 67 | B: you know being at home after my operation and stuff=like I say he does children's university things and the activities that we still approach that very much like the lockdown\_ so we.. you know I'm involved in what he's doing not doing it for him obviously, but you know exactly what he's doing and which challenges, which activity, he's decided to do just take himself, off just sit there the table in in and do it | B reflects on having a further opportunity to revisit some of the things they did together in lockdown because of time off work for an operation.  The voice is appreciative, but also benefits from familiarity of HS  Voice of facilitating independence for son |
|  | A: yeah interest.. interesting comparison yeah, you’ve had that chance to do something similar again? |  |
| Para 68 | B: yeah, definitely, definitely I\_ think\_ it helped him doing the routine of doing the schoolwork, helped to encourage him to enjoy learning I think as well, you know coz it is not seen it as a chore the structure just, just carried on it just changed location just change that was all he was doing it home with me instead of doing it at school. So, he's still doing it, and you know.. he enjoyed it and he learnt, still learn his Maths and his English and everything like that, and I learnt a bit as well (h:l) | Routine and structure thread throughout  Independence as above- learning what helps, working to strengths  (From an educational point of view using the principles of mediating learning, motivation, and encouragement) voice of insight?  Important to Bernie that John enjoys his learning  Able to manage by mapping it onto the 'typical' school day. |
|  | A: Yes, (h:l) me too! Did he settle back to school ok? |  |
| Para 69 | B: **He did** absolutely fine, he loved school anyway, he loved seeing his friends, one of his friends lives down the road from us, he's known him since they were at nursery that so that was quite sweet seeing them being able to kind of get together again and you know play and what have you, so. But yeah it was quite emotional erm, at times like even just thinking back then, thinking about the assemblies I found them, I'm getting emotional (h:t) thinking about them but I'm thinking you you're all there, I the little video camera you see the parents with the kids on the little video you know the little zoom erm footage kind of thing, you never get to see that element do you?= | Voice of empowerment/success  Fun, play and togetherness, things Bernie wants for John, evokes an emotional reflection  An emotional reflection, where B returns to the HS experience and feeling a sense of connection during this time  The use of 'little' could be seen as contrapuntal as whilst using 'little', what are actually described are big moments which had big impact  Technology in context |
|  | A: yeah |  |
| Para 70 | B: =you know like all the parents were involved and they Mr xx at one point the head teacher was actually had everything on his ironing board to make so to the lap top and the video you could see you, and stuff yeah and yeah it was quite emotional..(h:t) and certainly, going back into school ((unclear word)) it's quite above emotional, also we're churchgoers as well and like our church used to do zoom and used to do Facebook masses to an empty church and he asked people to send in erm pictures of their families and he put them on the benches so that it didn't feel like he was doing a mass to an empty church | Quirky practices evoke nostalgic reaction and emotion for Bernie  The change back to more normal school routines is desired (said earlier) but also loss (imminent change) seems to be grieved here  Context appropriate to the pandemic, possibly quite pertinent as exclusive to this point in time.  Pictures symbolic of physical presence of a 'congregation' seems meaningful to Bernie |
|  | A: ahh |  |
| Para 71 | B: He had any put them where they would usually sit so like the places and in the thing and I remember going a JOHN came with me go back into church first time it opened its doors for you to go round and that was emotional as well because you know you didn't know at what point it was gonna go back to normal, I know it wasn't normal then but at what point you were gonna go back to the school and, how long it was going to go on for and you know, yes again its coming back to me now thinking about it but like I remember getting to the end of like the fourth month and thinking, 'I'm, I'm ready TO BE BACK in the office now' and JOHN was **definitely** ready to be back in school as well, yeah, it was great for, for so many months but then you could see it a point where every(( one/thing?)) was just like you know, I've reached it now, I'm ready for normal to, to come back, I'm ready for more normality to go back into the office. JOHN to be back at school and mix with people and stuff like that, **I don't I was never** concerned rightly or wrongly I don't mean this as blasé about that, but I was never concerned parent from the point of view of worrying about him catching anything, | Community, faith, and familiarity seem important to the experience  Bernie worries about when things will return to normal, how long it will go on (voice of fatigue)  Being in the space of telling her story allows B at times to bring back parts of t experience she has forgotten about, increased presence  Over time- changes in how B frames her HS experience  Voice of time  B sees herself and son as both reaching a point of wanting to return to previous 'normality' |
|  | A: mmm |  |
| Para 72 | B: for me.. because he was a single child, an only child I wanted him to have that involvement, I think it's important |  |
|  | A: yeah, yeah° |  |
| Para 73 | B: yeah, you know just to mix and get up you know not had all but he's old before his time otherwise you know he's hanging around with adults all the time, he needs that kind of younger playfulness, doesn't he? so and erm so I was never hesitant about sending back I understand, I understand a lot of parents you know being hesitant | Voice of maternal intuition/knowledge:  Awareness of son's needs (socially, emotionally) |
|  | A: yeah, that was a thing, wasn’t it? |  |
| Para 74 | B: but I was never that, neither was my husband he carried on his normal anyway, so he never had that hesitancy anyway | Melodic voices- that B shared the same approach as her husband to things returning to 'normal' |
|  | A: mm |  |
| Para75 | B: we were back in the office as well so for us everything was kind of going back to normal, we were mixing a little bit, be\_ it\_ social distance but we were mixing a little bit yeah so | Gradual approach to return  Returning to previous social mixing |
|  | A: bit of a staggered thing? |  |
| Para 76 | B: yeah, second thing yeah the school when they did go back did it so that during the year groups, so they staggered, they weren’t allowed into the hall for lunch they he stayed in their classes and they kept them all very much separate from other classes yeah then I think they moved it to the and the school JOHN goes to they have mileposts so key stages and then they have mile post so they have 1, 2 and 3 so they just mix within the milepost years so like you know the lower school would never mix with the higher end of the school and stuff like that so, | Features of the return to school |
|  | A: yeah, what do you think that gave? I wonder if I gave anything managing routines in particular ways |  |
| Para 77 | B: Yeah, I don’t.. I think the children probably approached it better than they would do prior to the lockdown, you know being segregated and stuff like that because it was better.. at least you could mix with a lot of their classmates maybe not the whole school classmates |  |
|  | A: I think we had bubbles |  |
| Para 78 | B: yeah bubbles, yeah, I remember them having to sit in the classrooms, and that’s the only thing I think was a shame they couldn’t have a change of scene, |  |
|  | A: yeah |  |
| Para 79 | B: Yeah, they were just in their classrooms for their lunches as well and everything |  |
|  | A: yeah, yeah, a bit limited yeah, I'm just wondering before we move away from when you were just talking about, you explained some mixed emotions as you talked about the assembly and the church and then like the return to school, and yeah it seemed to have an impact, what would you say those emotions where? |  |
| Para 80 | B: erm, I don't, happiness I guess really that you know there was light at the end of the tunnel erm, and that there was potential that it would get back to normal. I don’t think anybody thought it would take as long as it did but also certain elements when you thought it might never get back to normal and that was a scary thing | Worry over uncertainty |
|  | A: yeah |  |
| Para 81 | B: we have a lot of family in Canada in America we'd always go each year to one so we'd alternate so that JOHN got to know his cousins, erm and I like you know we couldn't do that, and.. is it ever gonna, are we ever gonna get back and we ever gonna be able to see your family again it like properly not by zoom that was a blessing anyway wasn't it we could do that? That you could still chat with people by a video even if you couldn’t go see them. But yeah, I think you could, your emotions were definitely happy and sad actually, the assemblies like happy because you could be part of it, you could see other parents, you know, smiles on their faces you know but sad that it had to be that way as well. Especially for the year sixes that were leaving as well like they did it they did the zoom assembly for Y6 leavers doing obviously it wasn't JOHN Y6 but, I remember feeling emotional watching it because  they were trying to do the parade around the school and usually all the kids would be involved, and the kids had to stay in the individual classrooms, and it was just the Y6 that had to go, that what a shame, such a weird end to their= | Losses, seen in the context of social and connections with family and friends. Effort put in to ensure John doesn’t lose out as an only child?  Ever x 3- the uncertainty and unknown duration, became a concern  Concerns and worries, and losses are juxtaposed with trying to see the positives and things which could be maintained or introduced  Bernie seems self-aware of the juxtaposition  Became contextually 'normal' to do old routines in new ways |
|  | A: yeah= |  |
| Para 82 | B: =their primary school |  |
|  | A: =ahh you were thinking of other people weren’t you! |  |
| Para 83 | B: yeah\_, yeah\_. |  |
|  | A: Would you do it again? |  |
| Para 84 | B: h:l, **yes (1.5) yes definitely** I think it made me realise actually work isn't the 'be- all and end-all' so if I ever, and if my son ever needs me, I need to be at home then I WOULD be at home, working at home to be with him so yeah really | Bernie sums up her experience to put into perspective that in a crisis her work becomes less important to her. She opened her story with what appeared to be a frustration that work had to be sorted first, while John was 'waiting' in her office, but ends her story seemingly feeling accomplished her priorities were understood. |
|  | A: it's a good reflection that isn't it really |  |
| Para 85 | B: yeah |  |
| *Summary of areas covered, Bernie felt we had covered everything, and thanked Bernie for her time and participation.* | | |

Appendix 9: Transcription analysis of Hollie's story using the LG

|  |  |  |
| --- | --- | --- |
| *Different listening's: Coding Key*  *Listening for Plot*  *Reflexive Listening*  *Listening for Contrapuntal & Polyphonic (melodic) Voices*  *Listening for the I – See I Poem*  *Socio-cultural context*  *Two or more features in the same text show two or more colours*  H- Hollie, A- Andrea | | Margin notes  (I poems located in main body) |
| *Introductions and pre interview discussion,* *Hollie was thanked for agreeing to participate. Hollie had some notes she brought to use as prompts and invited to introduce anything whenever she felt it appropriate.* | | |
|  | A: Hello |  |
| Para 1 | H: Hello |  |
|  | A: thanks for agreeing to participate in this research |  |
| Para 2 | H: no problem |  |
|  | A: and erm really today is about my interest in your experience of home schooling which looking back now is a little while ago |  |
| Para 3 | H: ok |  |
|  | A: it would be really good if you can have a think and tell me what it was like for you, I'm really keen to know |  |
| Para 4 | H: Is there anywhere you'd like me to start |  |
|  | A: Erm No, just what comes to mind first, for you! |  |
| Para 5 | H: it was awful! (h:l) | Hollie wants to communicate her experience was difficult from the onset of our conversation |
|  | A: (h:l) |  |
| Para 6 | H: Right, so I've got two children and at the start of Covid erm, my eldest was in reception and my youngest was in nursery | Hollie then sets the scene |
|  | A °right° |  |
| Para 7 | H: so strictly speaking my youngest didn't really need home-schooling, erm so that wasn't a thing. What I would say about Chloe is I mean is because she was little, she was very °needy ° | This contradictory voice indicates, whilst technically, Chloe didn’t 'need' home-schooling, her needs were very much present.  °Needy°- spoken quietly, possibly indicating Hollie finds it difficult to say |
|  | A: °yeah° |  |
| Para 8 | H: erm I had to do a full-time job | the demands of work |
|  | A: yes |  |
| Para 9 | H: I was expected to continue my full-time job. As normal. | Voice of difficulty  Some frustration is heard by the expectations placed on Hollie |
|  | A: yeah |  |
| Para 10 | H: em, so the thing with Chloe was her toileting regressed\_ | Voice of knowledge. Hollie is attuned to Chloe's developmental needs; Hollie indicates she resents being put this predicament |
|  | A: °ah right° |  |
| Para 11 | H: so, she, she was having up to eight accidents a day\_ | Chloe has needs outside of home-schooling |
|  | A: aw |  |
| Para 12 | H:\_ which obviously\_ impacted\_ on washing\_\_\_, so washing that was not getting done anyway! | Layering of difficulties, domestic responsibility  High voice pitch indicates this was stressful |
|  | A: absolutely yeah |  |
| Para 13 | H: so, she was having eight accidents a day and there were times where I knew she needed the toilet so I'd put her on her potty and then my phone would ring, so I'd have to leave her, and she could be on there for a time! | Voice of guilt  Voice of powerlessness |
|  | A: Aw |  |
| Para 14 | H: so ridiculous | Voice of injustice |
|  | A: it's quite hard to start, multiple ... |  |
| Para 15 | H: in terms of the calls that we were taken through work, it could be a parent, it could be a school you just can't, you can't just say to them oh hang on a minute just need to go see to my child \_ | Voice of powerlessness |
|  | A: yeah |  |
| Para 16 | H: you know you gotta do that, erm really home schooling was, nursery was really good | Contrapuntal- you can't 'but you know you gotta'  I feel agency is relevant here: how power operates in Hollie's life during HS  Reference to support in the difficult situation  Voice of hope? |
|  | A: right |  |
| Para 17 | H: Nursery was really good, they were sending like activities through,(0.5) expecting, well not expecting us to do things but lovely activities that we could do with the children but it all added to the **guilt** in that I didn’t have time to do these activities, and they were asking us to send photos through to let us know what you up to, and they were sharing pictures of what other children have been doing.. so, you could, so the kids were still seeing what all their friends were doing | Voice of dissent  Hollie is stuck between an ideal world and her current situation where she cannot meet expectations of nursery  This guilt is compounded by the successes of other parents |
|  | A: right, how did that make you feel with the, like, comparisons there? |  |
| Para 18 | H: GUILTY!! Cos you know some days if we got dressed and brushed our teeth that was a miracle! (h:l) |  |
|  | A: winning! (h:l, h:s) | I note my sensitivity as this experience is difficult for Hollie and I feel this in her voice |
| Para 19 | H: (laugh) yeah absolutely (h:l) so ((edit)) .  So if I talk a little bit about Freddie, who was in reception yeah, so we'd done, Freddie is very bright so I wasn't overly concerned about (1) him falling behind too much, because I know he's just generally bright and does alright with his school work but we were still getting stuff sent through, asking us to do work at **set times**, early days, we didn't do any zoom meetings, we just got like a flurry of work through sent in the morning, you know, these are your activities for the day, and erm (1) then there were some days it just wasn't an option to get it done | Freddie is bright and will manage  I know- maternal voice, instinctive  Contrasting voices, Freddie is bright (a safety) but there is still a worry he could fall behind  Zoom typical communication strategy  Voice of restriction- set times, sent a flurry  Voice of surrender- impossible target set |
|  | A: yeah |  |
| Para 20 | H: what the other school parents did, the school mums, set up a WhatsApp group, which was really lovely in terms of a support group | Other parents were able to do more  Underneath 'really lovely' there is a quiet voice indicating this was equally a pressure  Groups typical in HS context- response to reduced 'in person' opportunities for communication |
|  | A: right |  |
| Para 21 | H: You could link in but it was also, like they were sharing like where they were up to with the work, and then once they'd done the work they were all out like sharing pictures of you know 'this is us in the garden' doing lovely activities, and Freddie is sat on the settee with his\_ iPad\_ in his pyjamas!\_ I guess, I guess it was it was kind of perception, it was guilt, like all of it is guilt, isn’t it? But em, yeah so, the WhatsApp group were sending messages each day, like it was non-stop, in the messages, which was lovely that people were keeping in touch, and it's (0.5) contact with the outside world | Voice of pressure to keep up/comparison  Voice of envy and injustice: not able to achieve this balance  Voice of frustration, contrapuntal- saying lovely, but in reality, was a pressure  Outside world and contact are key features of the pandemic |
|  | A: yeah |  |
| Para 22 | H: when you're stuck in your house, so it was **nice**, but then, when you you're sat there trying to do your job,(1) and not doing the schoolwork, and then and there is possibly the chance that he is missing out on, it's not just your reading and writing even is it? It's your topic stuff that they're doing he's missing that topic coz | As above  Contrapuntal voice as 'nice' is not experienced as positive against a backdrop of work demand and a voice of failure- not managing demands, Freddie may also be falling behind (voice of guilt) |
|  | A: yeah |  |
| Para 23 | H: we're just\_ not\_ doing that! remember we did something about penguins I think, and the worry that he'd grow up knowing nothing about penguins' cos we missed it! (h:l) | Not able to do what Hollie feels she/they should be- voice of impotence  Hollie sees this in a lighter almost humorous context when she looks back |
|  | A: (h:l) |  |
| Para 24 | H: I don't know, so while I wasn't overly concerned about his reading and writing (0.5) cos, I knew he could do it, (0.5) there was still guilt that we weren't doing the daily stuff that the other kids were doing. In terms of check-ins from the school we got the work through in the morning, but then very little else contact-wise and then when we did get a call, (1) it's from the head teacher and that felt\_ like a social care check-in almost! | Voice of guilt- comparisons to other children are difficult for Hollie  See below |
|  | A: OK (h:s) |  |
| Para 25 | H: I mean like you want you want me to send you pictures of my child so you can see he's not covered in bruises! (h:t) | Hollie's voice here combines her anger at experiencing judgement and injustice, but her expression also presents sadness and despair. |
|  | A: yeah. That must have been uncomfortable? |  |
| Para 26 | H: mmm, I WAS JUST LIKE, RIGHT, I, I took the message.. because we weren't being very communicative with school was kinda what she was saying, so I took pictures of everything that they did\_ do\_ and like full on spammed the school with that, whereas my husband took the opposite approach, and decided that he wasn't going to speak to the school | Hollie is possibly feeling she needs to prove herself  Voice is annoyed, vilified? |
|  | A: right |  |
| Para 27 | H: so, he was like point blank not doing anything they sent through so.. | Hollie's husband decides not to conform to pressure and requests |
|  | A yeah, I hadn’t thought about that element of it actually yeah, it's kind of the, do you think there was, well, more to the school thing than just the work then? it's like this absence from being in school | I reflect back to Hollie my lack of experience of what she describes from school. |
| Para 28 | H: yeah |  |
|  | A: the responsibilities for school |  |
| Para 29 | H: yeah\_, yeah\_ cos schools would have had to make sure these children were all safe |  |
|  | A: yeah, but as a parent that makes you feel, well how does that make you feel? |  |
| Para 30 | H: lt definitely felt like a check-in to make sure that the kids were okay rather than (1) just casual check-in | Hollie is upset that home-schooling is wider than content for learning- and is also about welfare |
|  | A: yeah |  |
| Para 31 | H: and that **could have been** the approach from the head teacher, who also would have been incredibly stressed coz she's in | Hollie has a voice of disagreement; she feels schools should have approached this differently |
|  | A: yeah |  |
| Para 32 | H: a situation she's never been in before how do you manage that as a head teacher yeah, she actually left, she never came back! | Compassionate voice |
|  | A: oh really |  |
| Para 33 | H: hmm mm That was the last we ever saw of her!  ((edit section for identifiable info)) |  |
|  | A: did she not, and there were no rules on how to approach it was there for anyone | I reflected I did not convey sufficient compassion for Hollie here |
| Para 34 | H: and that's, and that’s you know very understanding, we're ALL in massively different situations aren't we, everybody had their own, (2) perception, thoughts, | Hollie's voice is perhaps wishing for greater compassion, at the time and in my summary  Long pause: Hollie gives a considered, reflective statement |
|  | A: yeah |  |
| Para 35 | H: yea, pressures\_? |  |
|  | A: yeah definite | I offer confirmation/validation |
| Para 36 | H: at work, we went through a restructure in April 2020, so we'd all been sent home from work in March whenever it was, with the.. knowing that we was due to be restructured but didn't think it would happen whilst we was at home | I sense Hollie wants to convey pressures she was experiencing |
|  | A: yeah |  |
| Para 37 | H: ..because at that stage we was all a bit like, well 3 weeks and then we'll be back in so will just delay this restructure, but they didn't\_, so on the ((date)) we all got restructured into our new jobs, so my job changed completely! | Hollies voice indicates difficulty in adapting to further changes |
|  | A: hmm |  |
| Para 38 | H: I was line managing additional staff, I forgot, I wrote it down actually how many staff I got, is it 9 an additional NINE people that I had to line manage, so trying to do my job, as well as I should have been, (0.5) you are, you are trying to impress people really aren’t you, that’s what I'm trying to say, I can't articulate what I want to say there but | Hollie's voice is saying this was unmanageable  I feel the difficulty is brought back to Hollie and she struggles to voice because she is reminded ow difficult this period was |
|  | A: No, you have, yeah° | I am realising Hollie needs more reassurance form me- (see Appendix 5 for researcher prompts) |
| Para 39 | H: in terms of their perception of me, from day one they thought I was rubbish at my job cos I'm in a team's meeting with them, and I'm having to move cos I can't hear cause of the kids, yeah so, **so** unprofessional | Hollie holds this view of how she is perceived by others  Hollie is annoyed she has no autonomy in how she is able to present herself |
|  | A: (acknowledges difficult) |  |
| Para 40 | H: yeah, and I don't think I've recovered from that, there's still some people in the team who've got a really poor opinion of me, in my job, | Hollie's reflection is perhaps referring to recovered in the sense of her emotions and reputation. Hollies HS experience is still unhealed |
|  | A: oh gosh right |  |
| Para 41 | H: as a result of having to.. but **that's working** from home, don't know, is that home-schooling? Do you know my point there | Voice of impotence, lacking autonomy  Hollie is separating HS and HW in her story, but also recognises how much impact work has had on HS |
|  | A: I feel, I feel a real feeling of injustice for you there, unfair that.. | I want to acknowledge all the injustice Hollie as experienced |
| Para 42 | H: yeah, so we had it so the ((job title edit)), but I don’t know if you need to know that | Hollie is trying to keep on topic for my benefit |
|  | A: we can change anything you want to change if you want to change you know |  |
| Para 43 | H: so that in terms of 20 ((title edit)) in our service, not all of us have children\_, so in terms of our new role I remember sitting in a meeting and listening to, we was talking to one of the new managers I've never met him **before**, so he was trying to find out a bit about us, who **we are**, we were about learning a bit more about the service that we're going to be supporting, | Hollie is trying to present her working image and reputation within the situation of home working (which lacks equity) to her colleagues |
|  | ((edit for identifiable info))  and there's no children and she's like yeah, I'll do that all the time in the world to take on and nothing else to do you know normally going to the gym, but the gym is closed |  |
|  | H: I'm just sat there tearing my hair out! kids not dressed, washing piled up, kitchen a mess! (h:l)  ((edit)) She's a lovely lady, it's just the injustice. | Hollie sets the scene of her difficult situation at home |
|  | A: so that's a sense, what you've described is, you mentioned your sense of pride with your work and competing demands on your time, and what you could deliver in that ((time)) in obviously made a sense of.. like responsibility |  |
| Para 44 | H: **I'll always feel** that from day one there was a perception from day one, that other people were better at their jobs within our new structure ((edit identifiable)) | Hollie feels she cannot change the precedence set when faced with HW and HS  Voices frustration- unfairness |
|  | A: yeah, that's important that though? because that’s a lasting effect |  |
| Para 45 | H: yeah my, my point being there were messages **from** like **'the top'** about you know, your children came first, and if you were home-schooling that came first, but that wasn't the reality, **at all,** and whether pressure it was from your line manager, or your colleagues, it was still there, the perception of as soon as you little teams thingy goes yellow, OH!! they'll think I'm not doing my job! but my child's had yet another accident, so I do need to sort her.. | Voices unfairness, trapped in her situation  How Hollie is perceived is emphasised again, this is important  Hollie knows this is a priority |
|  | A: frustration isn’t it |  |
| Para 46 | H: frustration and you would probably have also started at 8, working till 6-7 trying to get my job done taking into account like I've clearly had time away throughout the day, have I done my hours? I dunno! | Confusion, the HS/HW brings a lack of boundary/structure? |
|  | A: yeah, yeah° |  |
| Para 47 | H: see you keep **working, keep working** because you're bothered about other people's views | Voice of pressure, not wanting to fail |
|  | A: yeah, then your boundaries are like messed with? |  |
| Para 48 | H: yeah |  |
|  | A: sounds like you don't know when you can down time, it's like you're on alert for work all the time maybe? |  |
| Para 49 | H: yeah, there is no down time, cos (0.5) we shouldn't because it is just too much to do\_\_! (h:l) | Boundaries lost |
|  | A: oh, I really feel that, like in the context of the global pandemic, you know, it's hard that, because you probably should, if someone had said where did you think your energy should have gone, with helping toileting, like your heart and head sometimes? | I feel emotionally, Hollie needs me to validate her difficulty, I feel compassion for Hollie having gone through this. |
| Para 50 | H: yeah, yeah that's good point, I'm conscious of waffling, that’s all |  |
|  | A: you're absolutely fine |  |
| Para 51 | H: ((edit)) We did home schooling for the first 10 weeks and then we sent children to school, and then was guilt with that, | The story moves on to later part of home-schooling  The prospect of support ( returning the children to school also brings guilt)  Does accessing help equate to a feeling of not succeeding |
|  | A: yeah, |  |
| Para 52 | H: yeah, cos when.. I finally got to the point where literally couldn't cope any longer, so contacted erm school to say can.. he come in, as a.. was it classed as essential working | Breaking point, the story turns- keeping going and working endlessly is no longer sustainable |
|  | A: yeah, key working |  |
| Para 53 | H: yeah keyworker that’s it, so I asked if that was an option anyway it was and he did go in but then there was a couple of times when erm school was then closed because there wasn't yeah and it that point then they did have like more of a set timetable, which was better in terms of you know this is the plan rather than bombarding us with work in the morning that,(0.5) then got like eight messages to work your way through and figure out what links to what! They did set it, like school had learnt too hadn’t they, better ways of doing it, | It helps as things get more organised |
|  | A: yeah, you're right |  |
| Para 54 | H: it was brand new for everybody | Voice of forgiveness |
|  | A: that’s a good point |  |
| Para 55 | H: so, you'd have a zoom meeting, and then it would either clash with the meeting that I had at work or, Freddie was too young to be able to say off you go! then he would be like sat down on the settee(h:l) or filming mum and dad. So, there was one where, so Chris was in the back, (Chris is their dad) and that he was in the background on a work call (0.5)and Freddie is in his zoom meeting and we had been asked to mute cos we can hear dad in the background! | Context ref  Insight-circumstances of HS with young children  Previously unthought of implications of HS HW context! |
|  | A: that’s a thing isn’t it, it's like a new etiquette, social etiquette of zooms¬!? | New social norms |
| Para 56 | H: yeah, we got a reasonable backspace for us all to be doing their own **thing,** but we're still in the same house | Hollie shows insight, the expectations are hard to deliver on |
|  | A: exactly your house is your home, |  |
| Para 57 | H: so, Chris is good at saying I'm working, and this is my workspace.. I'm not, this is the children's home and if they wanna come and play at the side of me whilst I'm working, that’s totally fine cos it's their home. and maybe I'll stop working then |  |
|  | A: yeah, coz it's their home exactly, as a mum you give that consistent response to your children cos, they're little and they’ve not got, | Reflecting I probably overshared a parenting reflection whilst aiming to validate Hollie's comment |
| Para 58 | H: yeah, **yeah** |  |
|  | A: it's really interesting because of the ages of your children, I'm sort of realising and remembering mine when they were younger and sort of realising and remember, and picturing the demands on your time and attention at a level you could explain things | Relating to Hollie's situation |
| Para 59 | H: Yeah, so when you were leaving them to their own devices, and this is about personality is not just about the age, Freddie, if you leave him all day staring at his iPad he absolutely will! **Living his best life**! | Hollies tone starts to feel slightly lighter, at the same time Hollie is aware her children's developmental needs were at a level incompatible with being unsupervised during the Covid-19 period. |
|  | A: Laughs |  |
| Para 60 | H: With Chloe, she's the younger one, she is she's **bored!** If you try and leave her before you know it, she's you know she'd be climbing on top a settee she's cartwheeling around the room! she's too much energy **she can't** just sit and chill, she needs to be doing and she needs attention, and I'm assuming that's what happened with the toileting, **'look at me mummy'** (h:l) | Hollie has assessed accurately, her voice is wise, knowing as a parent children's needs, against the backdrop of frustration- unable to meet these |
|  | A: aw |  |
| Para 61 | H: which is yeah |  |
|  | A: I'm getting a sense of how difficult this was | Validating the difficulty, very |
| Para 62 | H: it was awful it was literally sat in the shower **crying** every morning, but then what's the alternative, what gives. | A low point, Hollie's voice is desperate, subsumed by frustration of powerlessness |
|  | A: yeah, aw definitely |  |
| Para 63 | H: I look back now, and I think work should have given |  |
|  | ((edit)) |  |
| Para 64 | H: when you talk about it, like you said about reflecting back, there are times, there have been a couple of times I've thought I'm going to start crying here. Cos **it were hard**.(h:t) | Hollie is aware that looking back is evoking her previous difficulty, this is having an emotional impact |
|  | A: reassurance given ((edit)) | I am conscious of this and want to make sure Hollie is ok to continue |
| Para 65 | H: and that’s what it felt like, like everyone was on furlough, sat in their gardens, in their hot tub, just loving life. Then on the flipside of that there was the fact we've got a lot of friends, not relevant to this but self-employed, so financially, initially they were so concerned as they were like you both work for local government, you're absolutely fine. so, with a few months later though when they are getting all these so-called handouts, from there so but they've not worked! ((edit)) its different circumstances isn’t it! (h:l) Then you're like 'oh, you’ve built that lovely shed in your garden'!! (h:l) | Voice of envy, and injustice  Furlough brought inequity to the country?  Continued injustice plus financial implication, haven’t worked, and have got incentive  Voice of envy |
|  | A: (h:l, h:s) |  |
| Para 66 | H: Yeah, but just unusual times, wasn’t it?° I don't think the school was particularly helped the particular situation, going back to home schooling, but no one had ever planned for it I don’t think.. so why would they be? and they're also either there also managing staff got their own children, children, their own elderly parents or whatever going outside.° | Spoken slowly and softly, seriousness  School were not seen as particularly helpful or prepared  The unpredicted journey through the pandemic  Boundary home-other |
|  | A: yea  A: so, can you go through, tell me, you started off telling me about the toileting, is there anything about your days that you can remember? How you worked through your days or.. |  |
| Para 67 | H: Working through the day, so we would try and establish some sort of routine, in terms of us all getting up, getting dressed there is no pre work talk to emulate the 'coming to work'!  All these lovely well-being messages that came out asking you to do different things, go for your walk! So, mornings were quiet, they were, they were easier in that the kids were more chilled in the morning. Chris would offer, so Chris would do the Joe Wicks PE lesson! | Routine to deal with absence of a boundary/distinction between home/work life  Voice of playful sarcasm insincerity  Dad's role/contribution |
|  | A: yeah! |  |
| Para 68 | H: he would do that, but that was almost his job done then yeah, half an hour at work to do a PE lesson with the kids, and then then he was back on work and he took on, he made sure they got fed, things like that, very good at feeding them. The schoolwork itself wouldn't really happen until the end of the day so the kids were very much left to their own devices throughout the day. They'd be in, well whichever room they'd decided to play in, but they would literally get everything out, there would be every single toy just tipped, in the middle of the room, so by the time you're getting to the end of your working day, the house has been bottomed and we've got all your work, your school work to do, today you'd barely touched your actual job work even though you'd been staring at your laptop all day, then you'd be getting the million messages on your phone from all the mums of what lovely day they'd had!. | Role differences? Gendered expectations?  School work to fit in where Hollie could manage  Voice of struggle: Juggling the two roles- incredibly difficult  Voice of envy |
|  | A: so, was you feeling tired as well? |  |
| Para 69 | H: yeah |  |
|  | A: energy |  |
| Para 70 | H: I drank a lot as well! Laughs, every day by the time sat down I was I was drinking. And you're not moving We all put on a bit of weight as well, didn't we? that was fun!  I'm conscious of repeating myself. | Negative impact on wellbeing/lifestyle/coping |
|  | A: Don’t worry, ((pause)) If you say something again it could mean it's more important, or one of the biggest challenges ((explanation and reassurance of different challenges for different people)) | Reassuring Hollie her story is valuable |
| Para 71 | H: talking about challenges, so now we're back to normal one of the things that work really strict about for us is if we're working from home, we can't have, primary school children | Hollie comes to the present day.. relates HS to her current situation |
|  | A: oh really, |  |
| Para 72 | H: aren't allowed to be there |  |
|  | A: right |  |
| Para 73 | H: and that's a real trigger for me as soon anybody mentioned anything about working from home with my children there, like gets my back up straight away yeah but had absolutely no qualms about expecting us to do it do it during Covid-19 and now it's an absolute no-no. | More injustice is felt, Hollie still experiences unfairness as a mum of young children |
|  | A: yeah |  |
| Para 74 | H: to the extent word people are ringing you to check, it's really quite strict and I struggle to be rational about that when I'm asked a question, and I totally accept you know I should have breakfast club and I should have after school and I do, and holiday clubs cos I don't wanna go back there!! it was horrendous! I don’t want to go back there, at work with my children it's not a choice to do that so absolutely I want them in holiday club during holidays, but it's the fact that it's an absolute no-no so soon as somebody's like challenging me on that and like what about all these people you've got lock down puppies | Hollie would not choose to put herself in a difficult situation, but resents how blockages are placed in front of her, past-present  Work are inflexible |
|  | A: yeah |  |
| Para75 | H: what about people who've got children with additional needs, the high school age, cause that's acceptable they got additional leads so they're more needing than my children yeah, but I totally accept its the scars that I'm left with from that period, that's making me react that way, and probably not rational | Others- voice of comparison and unfairness  Hollie is rational but uses this to describe strong feelings she is experiencing during our conversation |
|  | A: l I think it's, what's the word, it's justified strong feelings? I think  ((edited work-linked conversation)) |  |
| Para 76 | H: throughout the theme is injustice and guilt, and that's like all of it that was the feelings, but then I do think there's a bit of a perception thing going on in terms of felt my situation was worse than **anybody** else's yeah, **was it**? I dunno. | Hollie is sufficiently self-reflective and aware of the impact HS had on her and still does. She tries to minimise the unfairness by considering her perception is disproportionate |
|  | A: we only probably knew what we had is comparisons in our own sort of circle of work and friends to compare? |  |
| Para 77 | H: so, my next-door neighbour on husband self-employed so therefore not working, but living life in the back garden, not cooped up in the house just wanting to murder\_ one another! | Voice highlighting inequity |
|  | A: would you have taken? [furlough] |  |
| Para 78 | H: OH, I checked the Internet <every ,<single <day to see if there was a message about it, because if they do said you could have reduced salary and not work, I would have bitten their hands off! That would have been a no brainer for me, so (1) | Looking for an escape or release from the untenable position |
|  | ((edit to determine next section)) |  |
|  | A: we could think of anything that, on the other side of it? To think there's anything that was a good day? |  |
| Para 79 | H: I'd like when I'd hammer my annual leave! Took time off work | Only source of autonomy |
|  | A: So, the mechanism was stop, stopping that stream of work coming in was the only way of making it? |  |
| Para 80 | H: yes, something should have, I should actually let something give (2) rather than trying to do it all. (2) Cos it we did do most of the schoolwork, but we wouldn't do it during the day when the kids were in the best place to be doing schoolwork, I'd be doing it whilst they were eating their tea! (h:l) | Didn’t think of giving up or insisting something should change until later, Hollie is reflecting whilst talking takes some pauses  Voice of success, strength  But this was difficult to achieve |
|  | A: yeah |  |
| Para 81 | H: (h:l) shoving a work worksheet under their nose whilst they're eating their tea! Trying, trying to do this, and I could do it because it was Freddie the other way round, I wouldn't have been able to do that with Chloe, you know, we would have needed to **sit down** and **do it together** so I was very lucky he was very bright and able to do, with Chloe (2) it >wouldn’t have been an option. | Laughs to emphasise the ridiculousness of efforts required to make it work  Voice of tenacity  I could do it- voice of inner strength  Hollie is proud of her son |
|  | A: Hearing all this, I feel respect for you know, what you have done, big achievement with a heavy load! How did you feel socially, with the kids, how did you feel or did, I should say did you feel anything socially any differences? (h:s) | I wanted to acknowledge and wondered if anyone else had given Hollie praise or shown her respect for managing her circumstances |
| Para 82 | H: possibly not really, I'm not sure, they're very close in age so |  |
|  | A: Did they play together? |  |
| Para 83 | H: yeah |  |
|  | A: right, that’s nice |  |
| Para 84 | H: yeah, well they did back then, they wanna kill one another now (h:l)! No, they’ve got a lovely relationship, they hate one another for like 30% of the time then, yeah there's not huge gap, they do play, and they will make games together, so (1) | Strengths are emerging in the narrative |
|  | A: Did they ask you any questions? do you think they noticed life was a bit different during that time? |  |
| Para 85 | H: (2) No, they just cracked on with it, yeah (2), the only thing, (1) so now if we are 'going' to work, come downstairs and depending on what I'm wearing, they're like are you going to real work? (h:l) Like they view working at home as not real work! (h:l) | Hollie is proud of them  We get an insight into what HS and HW was like for young children, maybe their confusion |
|  | A: you're allowed to wear your slippers laughs |  |
| Para 86 | H: laugh, Slippers and joggers on! yeah one of those days! (h:l) (2) yeah, I think being so young they did, did just take in their stride and you know Freddie wasn't bothered (2) that he wasn't it wasn't seeing his friends.. | Hollie reflects thankfully her children weren’t as impacted by the pandemic in the same way she was  No social loss for Freddie |
|  | A: to be connected did they see each other on zoom and stuff, were things done to make |  |
| Para 87 | H: yeah |  |
|  | A: to fill the gap |  |
| Para 88 | H: erm oh god (1) so, Freddie's his personality, then he kind of doesn't need, (2) in school if I asked who are your friends, 'they all are my friends' who have you played with today 'like 'everybody' and Chloe who have you played with today 'no one'! it’s a funny question in terms of them two, I know other kids all the kids will be like I really miss playing with such a body, there were none of that, but I think it's their personalities. | Hollie describes her children as not impacted by social loss |
|  | A: Do you think that helped in a way, that helped in a way because it wasn't a gap |  |
| Para 89 | H: yeah, there was no pressure, erm (2) there's no pressure to feel like this cos more than one, if they was an only child and I'd have probably felt guilty that he was just sat and not getting any yeah coz we struggled with that didn’t we as adults, having contact with other, adults! | Hollie is relieved this (social) aspect of the children at home was not problematic |
|  | A: yeah, yeah° |  |
| Para 90 | H: there's only so much I can talk to my husband! (h:l) When Freddie was attending what we called 'Covid school', and I was walking him back and forward from school, there was this dad, so literally the only thing I had to talk about! Paul said this, Paul said that! (h:l) yeah this is, because your world became very small didn’t it! | Hollie starts with her own social loss but then reflects she is comfortable with less interaction.  Ways of describing covid context to younger children |
|  | A: yeah, yeah. Did you notice, same question to yourself then, did you notice your own social erm= |  |
| Para 91 | H:= I don't like people! <much really (h:l) I was loving life in my head! Laughs Socially I don’t need to go out and meet people! (h:l) |  |
|  | A: not that’s good! (h:l) |  |
| Para 92 | H: Good book, something decent on tele and I'm absolutely fine! | How Hollie coped and took care of her own well being |
|  | A: something to be said for that, being in an enclosed world, like a self-care and protection of things and meeting your own needs, not other people's |  |
| Para 93 | H: mm, conscious of trying to say things that are helpful, so you asked about the day (5) Throughout the day, struggling a little bit I'm sorry (h:t) | I wonder if Hollie thinks talking about her own needs is not appropriate, seems a bit emotional while reflecting here |
|  | A: ((reassurance comment)) |  |
| Para 94 | H: it was just pressure all day.. every day. And that was the thing this is in the shower in the morning crying cos I knew as SOON as I opened that laptop it started again is expected to do the phone would be dinging, the kids would be causing chaos, (4) and I was, I felt like I had to be glued to my laptop and | Pressure of what was expected of Hollie  Emotional impact  Demand, compromised |
|  | A: Yeah < (h:s) I can feel immense pressure as you are saying it, how did you, did you to cope with that then, you **did** obviously, cos you're here, but seems to have had an impact | I feel the weight of Hollie's experience |
| Para 95 | H: yes so, we did 10 weeks and then I rang up school saying if you don’t take my kids, social services are having them! (h:l) | Timeline-period of HS  Something had to relieve the intensity- school was the support mechanism for this- work wasn't |
|  | A: March, wasn't it? started in March and we had that summer |  |
| Para 96 | H: hmm |  |
|  | A: because it was the second lock down wasn’t there, in January? |  |
| Para 97 | H: yeah, and I rang er, I rang school straight away saying I was key worker, and you have him, but I got pressure off friends at that point is it safe to send them to school? I'm like, I've no idea! | Voice of judgement- Hollie feels judged for her decisions |
|  | A: you touched on something there's like there's a moral thing going on as well in all this |  |
| Para 98 | H: yeah, judged then by friends.. |  |
|  | ((edit personal info)) |  |
| Para 99 | H: No there wasn't a chance, and some, some friends did comment, about you know, is it safe? well and I've got that guilt already: the mums WhatsApp group! Here we go again sort of thing: 'but we must keep our children safe! | Social mechanisms not always supportive- invasive? Moral?  Choice- voice of impotence |
|  | A: what a horrible pressure to be under, having identified what you need and seeking that sort of, having to put that different structure may and then all the judgement | Validating the judgement |
| Para 100 | H: times gone on, we've all had Covid, at least once probably and for a lot of people I've just been a bit of a cold or a bit of flu, **but people did die!** and at that point they were dying and that's why they were doing this, so it was scary yeah | The backdrop of seriousness, health, safety, protection  Balancing all demands, also in an unknown situation, influence of media, health, lots of fear |
|  | A: yeah |  |
| Para 101 | H: yeah, going to send the children school and prioritising that over your job almost | Moral dilemma, cognitive dissonance? |
|  | A: Yea you're right to feel a bit of resentment really, over work really because those decision's that probably made to meet works needs and not your family needs | Considering my boundary here, do I have the right to say this, researcher boundary? |
| Para 102 | H: yeah, and the only thing that comes out from work is what did you do pre-covid? Well, we all worked very different, we all in the office there wasn't any, it was the damage, **the scars**,(h:t) the expectation during that period. And whilst there might have been lovely messages about the children coming first, it was not the reality AT ALL. | There were no work-related positives (before/ during/after)  Magnitude of the impact on Hollie  Voice of experiencing insincerity- more inequity? |
|  | A: ((edit some of my experience but aiming to give reassurance and empathy)) |  |
| Para 103 | H: Not relevant to this but I'm a parent governor as well don't know why I do these things! And the school are having a lot of trouble with staff, staff it's not going off sick willy-nilly, they're striking about pay aren't they |  |
|  | A: mm |  |
| Para 104 | H: but I believe that although them feeling hard done to by throughout Covid\_, they felt they were being told they had to go into work do the jobs even though the rest of us did we just work in work so now they will be kicking out, it’s the backlash of it isn’t it? | Hollie transfers to other circumstances where she feels the impact of Covid is still happening |
|  | A: It is backlash, isn't it? You're right, three years on and yet this stuff still out there that’s from that time | Long term impact |
| Para 105 | H: Is something linking into like in a **grieving** process? Or is it change, change\_ management\_? | Hollie searches for a way she can feel comfortable framing her experience |
|  | A: ((edit for work related content leading to social and communication needs of children..)) |  |
| Para 106 | H: yeah, that's a huge thing, children starting school with erm speech and language needs, | More about impact |
|  | A: that’s it yeah° |  |
| Para 107 | H: ..and I assumed that was down to just not mixing, but then when they did mix, people wore, face masks |  |
|  | A: yeah |  |
| Para 108 | H: **crazy, crazy**, times! |  |
|  | A: yeah, don't realise what weird situation was, like it’s a bit surreal when we look back |  |
| Para 109 | H: yeah, and whilst the children did just take it all in their stride, (4) did they? My own children I mean, yeah as far as I'm concerned, I think, I **don't think** there was any impact really and this will be Freddie's first full year (3) in school>.. he's not is not been affected by the teacher strikes but if you had been, they wouldn't have had a year in school (3) yeah so little bits of missed education.. they tell us when they pull them out of school for holidays that missing that extra day **does** matter! So.. yeah (h:l) | Hollie reflects relief as no negative impact is apparent for her children  Voice of relief  Hollie is highlighting double standards and how she feels aggrieved by conflicting messages |
|  | A: (h:l, h:s) different sides of the story yeah, |  |
| Para 110 | H: I want to give you more but, I'll probably remember when I get back to my office! | Hollie is saying her sorry is coming to an end |
|  | A: No, it's great, you can message me if anything comes to you later, I really feel I can feel tensions and like a strength I see in you is, managing all that you know! ((summarise areas covered)) Is there any particular moment or event that stood out? | Conveying the helpfulness of Hollies story  I want Hollie to feel less like she struggled |
| Para 111 | H: So I remember taking an afternoon off work, just to spend time with the children taking them to ((removed name)) park, took them on the park and I took soo many pictures of children myself, and I shared them, with you gotta work WhatsApp group and shared them on that, and it was just such a lovely relief (2) to just switch off from everything, ((h:t Hollie is a little upset here, takes a moment)) | Voice of destress, accomplishment, fun  Documenting and sharing this was important  Hollie realises she did well, she feels less guilt, this feels emancipatory for her. I consider the role and boundaries of research. |
|  | A: that’s nice |  |
| Para 112 | H: h:t (upset, oh god I am) and that afternoon |  |
|  | A: (reassures) Because you’ve not described many opportunities to be able to do that |  |
| Para 113 | H: **no**, that afternoon really sticks in my mind, and it was one afternoon out of the entire.. | The afternoon sticks in Hollie's mind, but she only finds it towards the end when she has first offloaded the difficulties which have dominated her narrative and overall experience up to now.  Limited time but had a big impact |
|  | A: yeah, I'm glad you've got that, yeah, that's really good, at some point you'll probably share with the children, what went on, so you’ve got those pictures.. that kind of. |  |
| Para 114 | H: yeah, I've got **loads** of photographs throughout that period, from taking pictures to send to school, to send to nursery, | documenting |
|  | A: yeah |  |
| Para 115 | H: =and it looks like other kids are doing this lovely activity, like I set them up in the garden, painting rocks, and I looked at one point, when I'm on the phone, and they're absolutely covered in paint on the floor!!, And I'm like what's happened (h:l)! They're loving, they're happy\_ (h:l), **and they were\_** | Hollie has a tone which is lighter here, she is pleased to recall this event |
|  | A: (h:l, h:s) |  |
| Para 116 | H: (h:l), it weren’t a toxic environment where there screaming and shouting and I think that possibly some people would have had that, it wasn't like that all, it was **just**, HARD, they were neglected, left to their own devices, but they loved it at sometimes, they were happy sometimes, but then I think about like I mean Chloe having the accidents that's, that's **obvious** attention seeking behaviour isn't it? | Voice of appreciation  Hollie is glad the children had positives, unharmed  Hollie contrasts, a contrapuntal voice here, the experience was/wasn’t harmful |
|  | A: Aw |  |
| Para 117 | H: She would have been 3: look at me |  |
|  | A: I have noticed it's sad what you were saying there, the guilt there, and about the messy play and the paint, erm that’s a truth too isn't it? that actually they were ok? |  |
| Para 118 | H: mm, yeah |  |
|  | A: there was a lot of time in there they were happy, content.. |  |
| Para 119 | H: yeah, did they bond in a way that other siblings don’t get the opportunity, | An opportunity to bond |
|  | A: yeah |  |
| Para 120 | H: cos normally they would have been at school and nursery, so they had time together. Oh, that’s a positive that I've have never thought about\_, | Hollie recognises a positive in her own story. She didn’t have enough time but as siblings they had time together and bonded |
|  | A: aw good\_, they had a good opportunity to bond then, didn’t they? |  |
| Para 121 | H and you know lots of people comment on what a lovely big brother is, did he see did he step up and look after her? | Voice of pride |
|  | A aw nice° |  |
| Para 122 | H: yeah, who knows |  |
|  | A: I that's when all those rules and timings and having to get to school and all those kinds of things are taken in a way, what you're left with this is something good there isn't it? If you were on holiday or somewhere else that would be an acceptable context, so I guess it was an acceptable context then too? | Try to reflect back the lovely experience Hollie has shared |
| Para 123 | H: yeah, I'll not talk about having to have half her hair cut off cos it got.. (unclear audio), (h:l) | Maybe feels too strong, has to minimise the impact of strong feeling with humour? |
|  | A: as well I think there is a lot of people had a lot of different experiences and maybe some children found it difficult, hard, upsetting and whilst it's sad to hear you felt some upset, but maybe it's reassuring that the children didn't, sorry you took the weight of it though (h:s) |  |
| Para 124 | H: mm yeah no but the guilt was about the children, and actually, they were fine | Hollie has a new narrative and has moved from her starting sentence, 'It was awful!' (Para 5)  They were fine |
|  | A: there were good times |  |
| Para 125 | H: **yeah\_** and there were loads of good times, and the getting creative at home, there was loads of stuff there shared on Facebook and stuff, different activities and I remember putting paper on the floor, drawing round one another, stuff I would never have done together I guess, putting animals, draw the shadow of the animals, lots of activities that, cos when you’ve just got your weekends, (1)you plan to do stuff don’t you? So, you're not in the house often, so there's lots of lovely positives I've never thought about before, | Hollie is reminded of more good things  Doing lots of creative things was linked to this period  Hollie repositions her experience to identify more positives  Consciously reflecting |
|  | A: and even then, when you said you think there's something like we always feel like we've got to go somewhere and do something for it to count as enriching? |  |
| Para 126 | H: Yeah |  |
|  | A: =and actually it's just 'being' isn't it sometimes, on your doorstep! |  |
| Para 127 | H: yeah, and I think we all change a little bit, we were all a bit happier to be at home, I, I am! I like being at home, a good book, something on tele! I'm happy! | Voice of safety  Home is a sanctuary, maybe the blurred boundaries of HW imposed on this safety |
|  | A: yeah, it’s a safe space, isn’t it? Where you can be yourself. Like yeah just on that one, do you think it was intrusive then in anyway? that I think you already said that in a way, defining that is space and what can go on in that space. |  |
| Para 128 | H: yeah, (2) <yeah so Chris is very much about you know I'm here and I'm working, and I'm expected to do my job and do my job<, and he could do that, whereas I would be moving round the house (2) to do my job | Differences between Hollie and her husband, protecting boundaries home/work/children, gender roles? |
|  | A: yeah |  |
| Para 129 | H: so, the children played here and then I'd move, and then they'd follow me! (h:l) and it was a long time before I set up an actual workspace, that was mine and I was actually working there | Boundaries of being a mum- and work.  Conflicted voice |
|  | A: that, that tells me in a way that you are prioritising parenting in because you were making, trying to make work fit with like you said earlier, your children, you're not going to be a different mum because you were working from home, so whatever people-you described people perceiving you, you've done the right things, you can feel that | I aim to reflect what I hear Hollie is saying  Possible researcher boundary, over share, familiarity may have contributed |
| Para 130 | H: I know but then at work I think there's some people who just think I'm a bit crackers at my job! | Hollie still feels the experience of HS and HW left a legacy of tarnished work reputation and compromised her professionalism |
|  | A: that’s, just, Immense frustration |  |
| Para 131 | H: yeah\_ |  |
|  | A: but I'm glad we've had that positive little turning of positives there, that's a nice memory to flood in from the dominant difficulties, good to hear |  |
| Para 132 | H: And they do, they do fall out, but they’ve got a lovely relationship, so could that be?.. | Hollie ends reflecting her children have a lovely bond |
|  | A: that's worth.. gold, isn't it? |  |
| Para 133 | H: yeah! it is, |  |
|  | A: well, thank you so much, perfect |  |
| Para 134 | H: no problem! thanks |  |
|  |  |  |

**Appendix 10**

**Selecting a methodology: consideration of other approaches before selecting narrative (and LG)**

There were several other possible methodological approaches to understanding how the delivery of home-schooling impacted on parents during the Covid-19 pandemic. I initially considered if there was some potential for Participatory Action Research (PAR) to fulfil my aims. According to Walker (1993), PAR is an active problem-solving process, content driven by participants not the researcher (who facilitates the process). My own experience of home-schooling had included some struggles and challenge, and had evoked a sense of injustice at times. Perhaps this resulted from the situation, one of government enforced implementation (nationally and globally) of home-schooling and a frustration of compromised autonomy. PAR seemed well placed to match my preference for high levels of collaboration and participant involvement whilst also bringing agency to repair any social injustice (Hall, Gaved & Sargent, 2021). My keenness was negated by doubt- my autoethnographic experience could be isolated and not experienced by others. At the time and inception of the thesis topic, and considering the idea of PAR, the home-schooling situation was still unfolding, and its impact relatively unknown. There is a propensity for PAR research to be influenced by researcher power and potential steering of outcomes (Bennett, 2004). Essentially the aims of this approach are to produce transformation as something needs to be changed or transformed. Firstly, I did not assume to know other people would have experiences they wished to change, and I didn’t want to define my research question as one needing confirmatory power or a consensus with my own experiences of HS. My focus was to come from a position of wanting to explore and find out what the experience was like for other parents.

Similarly, emancipatory outcomes and interventions as research outcomes are controversial, and rely on the aforementioned notion that a researcher proposes something is problematic and needs to be changed rather than otherwise highlighted or explored. "Emancipatory research is itself an exercise of power which can result in the silencing of some voices, thereby becoming a form of oppression itself". (Danieli & Woodhams, 2005, p. 282). PAR was less appealing following the limitations described and eliminated as a less suitable approach.

Being immersed in home-schooling, whilst also at a stage of the doctorate exploring thesis topics, brought my consideration to the possibility of autoethnographic methodology. Autoethnographic approaches are also quite diverse and divide opinion regarding their function and purpose commonly including either to evoke emotion or stimulate social change (Méndez, 2013). I liked the notion of both transformative potential and considered that an emotional impact for the reader might help stimulate action and any social change, this was important because of the level of passion and attachment to my topic.

A further benefit may have been that the autoethnographic approach can be seen as advantageous to the researcher. Whilst in the absorbing experience of writing autoethnographic experiences, the researcher is able to achieve an: "hypnotic and trance-like state". Pitard (2016, p. 7). A possibility of a cathartic personal outcome enabling me to reflect and process my own experience of HS, without the ethical complications of emancipatory research, was attractive. However, this was juxtaposed with some apprehension regarding the level of intimacy associated with documenting personal accounts (Doloriert & Sambrook, 2009), and I wasn’t sure I had a robust enough sense of self to manage this. I was initially guarded about revealing the difficulties of personal experiences (despite any balancing alongside my successes). Kennedy (2020) acknowledges such 'visibility' suggesting this reveals inner thoughts openly to the 'public'. Looking back, I am now more comfortable with the vulnerability associated with sharing a personal experience as a component of autoethnographic research. By the point of inception of my thesis, having moved a little further down the route of home-schooling, I was drawn to the validation and destigmatising of difficulty that others might be experiencing, similar to my own. This was in fact a passion when hearing the stories of the participants I eventually met: wanting them to feel comfortable with their experience in its honest presentation, deserving of acknowledgement of challenge and success, and conveying they held agency in telling their stories, not needing to censor or mask difficulties if this was important for them to share.

A further drawback of being able to effectively manage an autoethnographic method was down to time, and ironically the difficulty juggling multiple roles (mother, home-schooling, work, and university including planning and scheduling thesis). Alaszewski (2006) describes diary methods (a popular but not exclusive approach to documenting autoethnographic experiences) as, "regular, personal and contemporaneous." (p. 1). I did not (at the point of being immersed in home-schooling) have capacity to consistently meet these criteria or document regular diary entries and potentially reducing the quality of the work produced.

**Appendix 11**

**Extended reflections on method, procedure, and analysis**

**Researcher reflections on what went well**

Completing a doctoral thesis is a challenging journey, and as part of writing, the researcher is accompanied by many reflections including considering where my practice required revision, experiencing self-doubt, and valuing the wisdom of hindsight. However, in keeping with the thread of positive psychology in this research, amidst challenges there were areas of strengths which give balance. A sense of success arose from the experience for me. The interviews gave me enormous satisfaction, and not withstanding my inexperience, I feel participants left their interviews with degrees of accomplishment and having been safely held, respected, and heard. I feel attention was given to authentic recruitment and strong ethical considerations throughout, including maintaining a comfortable power balance as I shared my position as being an autoethnographic experience. I feel there is transparency in this study, and honest reflections which might help the next wave of student researchers following this doctoral path. Finally illuminating social injustices, and voices of women often marginalised by the lack of esteem afforded to them in respect of their home-schooling and associated roles as mothers, gives a satisfying integrity to this work. Some implications for EP practice also provide strong utility and purpose, moving what I learnt from theory and into the domain of practice.

**Reflections on methodology and analysis**

Pilot study

My objective was to include the pilot study interview in the thesis unless deemed unsuitable and had documented this intention in the consent and participant information sheets and ethics application. Exclusion was considered appropriate for a number of reasons including had the participant said they felt my approach needed revision or similarly if I felt I had not conducted the interview in a way sufficiently able to elicit the participant's story. The participant was also able to withdraw as part of the ethics agreement that covered all participants having agency regarding their participation until post-analysis stage. Whilst I did feel the story came through successfully, I do feel I could have gathered feedback in a more structured manner. I asked after the interview for feedback via an informal discussion, but could have sent a feedback sheet or similar format after the interviews, thereby giving distance and a little space for both reflection and possible increased honesty. Response bias may inhibit honesty in an attempt to please the researcher or offer socially desirable responses (Collins, Shattell & Thomas, 2005).

I felt there was sufficient rapport at the end of the interview to capture participants honesty but also retrospectively acknowledge there are differences in direct and indirect feedback mechanisms to elicit this feedback.

Participant representation and inclusion

A reflection from my approach to the inclusion of parents, was that reflecting back their accounts to seek their approval and welcoming their edit was successful. I edited aspects as led by participants' feedback. However, my subsequent analysis of their accounts as held up by the robustness of the LG, may have represented participants more inclusively by offering an extra layer of edit. Presenting analysed transcriptions (following initial transcribed conversations) to parents, and inviting their correction or alternative understanding/s to my analysis and interpretation would have achieved this.

A tension I felt was the prospect of welcoming participants feedback on my transcription analysis and/or distributing my final thesis for participants interest and perusal. This was because they may feel uncomfortable with aspects of themselves visible in this research. There are difficulties and challenges in each story, which sometimes could be hard to hear, despite my compassion for understanding the context in which they were said there being positioned alongside success and positive outcomes (giving overall balance). There are several psychological phenomena reminding us we have subconscious aspects of our being. This can be likened to psychological theories such as Jung's Shadow self (Wehr, 2015) or Johari's window (Luft & Ingham, 1961). There is also consideration that among the many facets of narrative approaches some of these are geared to the presentation of oneself in a 'light' (rather than shadow) and one with which we are comfortable and wish others to see us (Stephens & Breheny, 2013). A difficulty in having the responsibility of research and hoping for accurate representation of participants lies in knowing if suggesting an edit is appropriate to protect a certain presentation of the participant, and in so doing removing their agency. The ethos of my research was to allow participants to show their honest reflections, whilst feeling a protective and holding ethical responsibility to protect from remorse or 'oversharing'.

The way each story was organised and told was, as far as possible, within the gift of the participant. Some researcher led questions may have interrupted this autonomy, but typically only after participants indicated requiring further prompt or invitation for expansion. Possibly then, the 'fabula' or "the story in its chronological order prior to narration" gives way to the 'syuzhet' or "the manner and order in which the story is recounted" (Hepburn, 2023, p.157), and a different order of recollection can be interpreted as the importance or meaning attributed to its significance and importance to the participant. I acknowledge at times I have digressed from an authentic narrative method, as an inexperienced practitioner of narrative inquiry some of the questions were less open ended (Andrews, Squire, & Tamboukou, 2013; Moen, 2006). One element I noticed was determining when stories were complete. I hoped for a natural ending, which on the whole seemed to work. However, with Hollie, a question towards the end of the interview prompted a reopening of discussion. Skill practice is therefore noted as integral to achieving a more polished approach.

Sample and representing gender and identity

I also considered that contemporary and changing angles regarding how society views and conceptualises gender and identity should be acknowledged in my research in order to understand their differences between gender and roles. My decision to use a feminist-based methodology and work close to the concept of 'motherhood' might deserve some explanation for transparency. My research sample was purposive as it aimed to target parents who home-schooled and accessed this cohort using education providers (schools) to facilitate distribution of my invitation to participate. However, there was no stipulation that gender mattered, nor that fathers were excluded. Ultimately, those who responded to my request for participants described themselves as mothers.

Two points are raised here. First, that I have chosen to use the terms 'mother' (or 'father') in this research and have done so to describe roles rather than identify gender or other feature. However, such conventions in language and their societal associations and can be complicated:

"There is no doubt that the terms “mother” and “father” remain inextricably gendered in social use, and by requiring their application to legally describe the person who gave birth to the child, the [American] law prioritises the conventional family, and marginalises those who fall outside this" Fenton-Glynn (2020, p. 37) find this definition useful, despite its origin outside of the UK legislation, it demonstrates and draws attention to problematic distinctions and highlights how people can be marginalised by difficulties associated with language and address/identity. This is socially and culturally pervasive: "Narratives about male-female differences, and social and economic practices which reflect and maintain them, are ubiquitous" (Johnstone and Boyle, 2018, p. 115-116). I would reflect that this area of ensuring an application of correct address is a contemporary relevant feature of research and recruitment and educational psychology practice. It is included here because feminism and motherhood are central aspects of this research, and which align with conceptions (increasingly pre-conceptions) of gender. In order to remain optimally inclusive and appropriately represent participants, I feel this required acknowledgement and contextualising.

Additionally, and for transparency, it supports my own personal experience (my upbringing) as being outside this more traditional convention and therefore my expectations of family dynamics is hopefully broad and encompassing. I highlight this point in order to advocate my egalitarian desire for inclusion within the study. My wish was to be inclusive of any parent or carer and used adjectives and pronouns the participants were comfortable with. Recruitment of participants was irrespective of any specificity of gender or role.

Managing emotions

I was aware that whilst my ethical application stated there was not likely to be significant harmful impact on participants as a result of them participating, I was conscious there would still be emotional responses within the stories I would hear. I was conscious of this twofold: the participants would have strong emotions which I felt a responsibility to manage and, secondly, in terms of a personal impact and response. Mitchell and Irvine (2008) describe a feeling pertinent to qualitative interviews where participants are in a position of holding others' emotions as being similar to, but distinct from, therapy. They coin this a, "pseudo-therapist role" (Mitchell & Irvine, 2008, p. 35) and highlight the dangers of feeling too empathic combined with the impotence associated with research as a non-therapeutic process as personally challenging. Similarly, my axiology to offer genuine care and interest in participants reminds of the importance of balance and interpersonal boundaries within research. Acknowledging such degrees of empathy and care (Noddings, 2003) may have steered my responses and questions.

Relationship and rapport

It was important to me to source participants who were keen to share their home-schooling journeys with me so the process would be honest and genuine. The LG suggests a certain level of rapport should be built ideally before stories are shared. On reflection, the practical and time limits of research and on participants time, limited the degree of interpersonal familiarity before the interviews, but I hope this was mediated, in part by the email exchanges ahead of meeting and a specific tone to try to put participants at ease. I believe this transferred into the in-person meetings as the interviews seemed relaxed and comfortable. My interview tone on listening to the recordings is calm and responsive and captured embodied listening or embodied empathy (Stange-Bernhardt et al. 2021) conducive to comfort and rapport.

I acknowledge the collaboration of researcher and participant has implications for the story told. If I had asked different questions at different points, potentially, this would have elicited a different story. Despite efforts to remain authentic to a narrative method, it is inevitable I will have interrupted or steered this journey with my responses, interjections, and at times leading questions. Gilligan (2015, p. 71), emphasises the researcher as contextualised within the research and having a role to play in co-constructing the process and outcome. A warning is given however to be conscious of this and notice where researcher voice is present:

"Be aware of countertransference and reader response so as to avoid as far as possible projecting one's own feelings and thoughts onto others, or in writing up the research, ventriloquising or speaking through others, voicing over their voices, or using them to express what the researcher wants to say."

I noticed in the data analysis decision points where I had autonomy to try to be intuitive regarding how much of a phrase or statement would be needed to best represent what the participant is saying. At the same time, I held some dissonance that I had an expectation the poems would reveal the hidden voices in the transcripts, yet felt my subjectivity might influence this.

Implementation and interpretation of the LG and narrative approaches

I was comfortable with the decision to use narrative inquiry and as my initial decisions regarding how best to answer the research topic had been reserved to consider autoethnography and narrative. I ultimately felt both were represented in the research and synthesised well. The assertion that autoethnography is inclusive of wider social and cultural considerations (Hamilton, Smith, & Worthington, 2008) was compatible with the use of the LG which gave attention to each story within their wider political, social, and cultural 'Covid-19' context.

A difficulty I experienced with the LG as a methodology was in the multiple versions and possible interpretations of how it should be applied. I opted for the best implementation which seemed to capture the situation of home-schooling and the context of a pandemic, for example adding a colour code to attune to this new context, new approaches, technology, and language.

Coding complexities- Practical reflections

I adapted the transcription coding to include cadence and pace. Initially this was not included but early listening highlighted this was a feature of the transcriptions not otherwise captured in the transfer from audio to written format. I noticed how participants would often speed up or slow down. I was concerned I would add categories beyond the scope of practicality, and initially assumed it was less of a feature of representing language, but this pace change appeared to occur often and warrant inclusion.

Surprises from the analysis

"In coming from a place of genuine curiosity or not knowing, the researcher becomes open not only to surprise or discovery but also to having one’s view of the world shaken." (Gilligan & Eddy, 2017, p. 77). This was a motivating element of this research experience, I did learn that not everyone's experience was like my own, but I also did find similarities an all three accounts. In terms of surprise, each participant did reveal things I had not anticipated or foreseen. This was a feeling of discovery, to experience in the moment. One of the interviews I recall reflecting my thoughts about this to the participant: that she was giving me something I hadn’t thought of. This example related to how a parent would feel when challenged by school at a safeguarding angle for not completing work. I was surprised and keen to learn the nuances of participant's experiences and appreciated when the auto-ethnographic element was overshadowed by new learning and insight. I feel this connects with what Gilligan and Eddy (2021, p. 142), emphasise as 'wow' moments. I note being immersed and engaged in what I was hearing and momentarily dissociate from an awareness of research and feel a natural conversation or 'flow'.

On gathering Reflections over time

I noticed that reflecting back to home-schooling had an impact on each participant. They each said something similar to noticing how young their children looked, or how strange it was to look back. I have to acknowledge that obtaining stories between 2-3 years after home-schooling may have brought different reflections than if these were obtained during or shortly after home-schooling periods.

Caution/limits with interpretation

I have proposed elements of participants' stories as attributed to holding specific meanings. Whilst I confidently use the structure of the LG to support my interpretations, I have never-the-less used a small period of my exposure to and familiarity with each participant to assert this (Doucet & Mauthner, 2008, p. 404).

"We cannot, however, fully know that subject. That is, there may well be something ‘beneath’ or ‘behind’ or outside narrative; nevertheless, all we can know is what is narrated by subjects, as well as our interpretation of their stories within the wider web of social and structural relations from which narrated subjects speak."

An alternative option could have been to interview sooner and then again after a couple of years. There is the possibility that memories and recollections gained after the extended period affirms these are still strong and significant moments. I consider this an asset to the study in reporting things which have had a lasting impact highlights their significance.

Regarding confidence, each participant, at times, made comments indicative of having worries regarding sharing their HS experiences effectively. Examples included concern that they might be repetitive, not remaining on topic and similar insecurities. It was important to validate each time I recognised this sense of doubt in their voices, or sentiments and reassure during these moments. Gilligan and Eddy (2017, p. 80) discuss the role of the researcher as part of a successful application of the LG and talk about genuine listening and authenticity as being: "fully attentive and present in the moment, to listen closely and actively respond". In some of the interviews, I try to reflect back to the participant what I have heard to ensure I summarise and understand well. I have also attempted to ask questions to explore deeper where I felt something was unfinished.

I hope that I have been at least partially effective in communicating in an empathetic and sincere way but need also to acknowledge as an inexperienced researcher and narrative interviewer, I will have likely not managed this at some points during each interview. I declare fallibility and imperfection may feature as I notice some conscious reflexivity in my questions, as I pause and rephrase mid question. I have left the interviews 'typed as spoken' to reflect the sometimes-unpolished nature of human interactions. Choosing unstructured interviewing is possibly brave at this point in my career. Predetermined questions may have been a safer framework to work within, but I chose to leap into this research in this way because I value what it brings despite these acknowledged difficulties.