

# **APPENDICES**

## **Appendix One: Information Booklet for Pupils**

### **The P. A. L. S. Project (Peer Assisted Learning and Support)**

You are being invited to take part in a project about pupils helping each other with work and other skills in school.

We hope that the project will help the school and other adults work out good ways of helping pupils help each other with their learning and behaviour.

The project will include just a small group of specially selected pupils, and your teachers have put you forward as someone who might want to take part, and who might have the skills to do well in the project.

You will take part in some training sessions to learn about how you can be a 'peer supporter'. We will look at ways to help with reading skills and with being good communicators and listeners.

There will be five sessions in total, and each session should last about one hour. Mrs Newman will be helping me run the sessions.

Once you start the training, we hope that you will feel able to see it through for all the sessions.

Hopefully you will learn some new skills...and have some fun, too!

It is up to you whether or not you take part, and you can have this information sheet to take away, and talk with someone about it if you want to. You can ask me any questions if there is anything which is not clear, or if you would like any more information about the project.

Thank you for your time.

## **Appendix Two: Project Information And Permission Letter For Parents**

Dear Parent/Carer,

I have recently taken over as the educational psychologist for [Name of setting], and as part of doctoral research that I am currently undertaking at the University of Sheffield, I am interested in looking at the ways that pupils can have a positive influence on each other through peer support.

As part of the study which will take place over the Summer term, I would like to conduct a focus group interview with a small group of pupils to explore pupils' perceptions and experience of supporting and being supported by their peers. The focus group is planned for **Thursday 21<sup>st</sup> April**. The interview session will consist of a short series of questions for the group to consider, and should last approximately 45 minutes to an hour. The session will be tape recorded purely so that responses can be captured for the purpose of the research (all responses will be anonymous, and recorded material will be destroyed at the end of the research process) and a member of school staff will be present, as a familiar adult for the pupils.

For some of this group, the project will also involve four to five sessions of training over the first half of the Summer term, to develop skills in peer tutoring and support around behaviour. Each training session should last approximately 45 minutes to one hour each week, and care will be taken to try and minimise disruption to the curriculum for participants. Again, a member of school staff will be present during these sessions.

Your child has been identified as someone who would be a good participant for the Peer Support project, and I write to request your consent for his participation. Having discussed the project with senior staff in the school, we are hopeful that this research project will be a useful starting point for developing systems in school which can further support pupils' social and learning behaviour.

I would be grateful if you would complete the slip and return to school by **Wednesday 30<sup>th</sup> March**. If you have any questions in relation to the project, please feel free to contact me directly in any of the following ways:

**Telephone:** 395 1039

**Work Mobile:** 07891 274 212

**E mail:** [mary.Chilokoa@educationleeds.co.uk](mailto:mary.Chilokoa@educationleeds.co.uk)

In addition, the details of my doctoral tutor are:

**Address:** Professor Tom Billington, University of Sheffield, School of Education, 388, Glossop Road, Sheffield, S10 2JA

**E mail:** [t.billington@sheffield.ac.uk](mailto:t.billington@sheffield.ac.uk)

Yours sincerely and many thanks,

Mary Chilokoa  
Educational Psychologist

.....  
I am happy / am not happy for my child to take part in the Peer Support project.  
(Please delete as appropriate)

PARENT/CARER PRINT NAME.....

SIGNATURE.....

DATE.....

### **Appendix Three: Focus Group Questions For Pupils**

- What do you think it means to give someone 'support' – What kinds of things might this involve?
- Is this a school where pupils give each other support – in what ways – why might this be so - not so?
- What do you think you might gain from being supported – how does it feel when someone helps you?
- What might you gain from supporting someone – how does it feel when you help someone?
- How do you know you have been helpful or supportive to someone – do you always know?
- What difference would it make if this school was a place where pupils supported each other – what might this be like in school?
- What kinds of things would you like your peers to support and help you with in school?
- Is there anything that you would not want other pupils to help you with?
- What do you think are the hardest things about supporting people?
- What makes you more likely to help someone?
- Is there anything that would stop you using peer support if there was a peer support system in school?
- What do you think would help a peer support system in school work best?

### **Summary of Responses**

- All the boys felt that they were helpful and answered affirmatively
- Examples of their helping behaviour ranged: from helping an older person cross the road; helping family members; helping a sister look after her young child; helping peers with their maths work; helping with packed lunches in the dinner hall.
- Some of the boys thought that the school was a helpful place, others not. There was a feeling that those present were helpful, but that some others 'think they're too hard' to take help or to give help. There was a feeling, however, that even those individuals could be encouraged to be helpful.
- Some boys said that they tended to help when asked; others that they felt 'happy' when they helped someone.

## **Appendix Four: Brief Chronology Of Project Work In School**

### *Autumn Term 2011*

- Initial talk with school
- Planning and further discussion with school
- Focus Group with participants

### *Spring Term 2012*

- Assembly and launch in school
- Introductory session with participants
- Peer Support sessions 1-6

### *Summer Term 2012*

- Final group-work 'closure' session
- Peer support mentoring work sessions 1-6
- Feedback session and check-in with peer support mentors and 'mentees'
- Research interviews
- Informal group meeting with mentors - Closing session

## **Appendix Five: Sample of Group-Work Sessions Spring and Summer Term**

### ***Spring Term***

#### **Session one**

**Welcome and Introduction to aims of project:** Pupils helping peers with learning and other support – introduce idea of P.A.L.S (Peer –Assisted Learning and Support) – introduce structure of sessions.

**Creating Ground Rules:** To help us work well as a group - Group to generate – to include ‘confidentiality’ and ability to ‘pass’ on circle activities – Climate building – Emphasise positive and open nature of sessions, where everybody is given a chance, even if get things wrong in terms of behaviour - Identify a ‘quiet sign’ for leaders to use if group gets unsettled;

**Warm-up Activity:** Name Game - Each throw ball to person within the circle, saying their name just before you throw.

**Main Teaching Focus:** Words Have Power - Pass the compliment – each go round circle, giving a positive comment about the person to the left. Second time, go round the other way, saying something positive that you have noticed about the person to the right. If commenter wants to ‘pass’, the rest of the group can help them out by providing a positive comment about the person – Discuss how positive comments make us feel; also negative ones.

**Ending Activity:** Reinforcing need to adhere to Ground Rules and to listen to each other.

One Thing I Have Enjoyed / Learned Today.

#### **Session two**

**Welcome and Ground Rules:** Go over agreed Ground Rules from Week 1

**Warm-Up activity:** Round – My favourite thing to do when I’m relaxing is...

**Main teaching focus:** Introduce idea of **active and effective listening**, including use of body language - **Role Play** – Leaders demonstrate bad and good listening. Pupils to comment – Pair of pupils volunteer to enact their own examples of good listening within short scenario. Group to comment – Teaching points: Why important to *show* you are listening– what impact of good listening and showing you listening – what like when not feel listened to...

**Warm-up/Fun activity:** 'I went to the market and bought...' – remembering also requires good listening in the first place.

Reinforce that listening important part of communication – involves visual element, and trying to understand where other person coming from, as well as use of ears.

**Ending and Reflections** on how session worked – One Thing I Have Enjoyed / Learned Today – any observations and suggestions for what might be helpful within the group as a whole

**Homework:** Practise being a good listener with someone at home.

### **Session three**

**Welcome and Ground Rules:** Go over agreed Ground Rules

**Warm-Up activity:** Round – If I were an animal I would be...because.....

**Main teaching focus:** Discussion: **Defining a 'helping relationship'** – what are the ingredients and the 'core conditions' for good helping: 'A Helping relationship is about...' brainstorm. Teaching points: Trying to 'do the right thing' or a good thing for someone else, being non-judgemental, confidential (with limits), judging what helpful to that person in that moment, knowing the boundaries.

What special about 'peer' helper – what type of help could offer within school – what is the role of the peer helper, (and which things would leave for teachers to deal with, for e.g.) - **Role Play** – Being a good/bad helper

**Fun Activity:** Fizz Buzz

**Ending and Reflections:** On how session worked – One Thing I Have Enjoyed / Learned Today – any observations and suggestions for what might be helpful within the group as a whole.

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### ***Summer Term***

#### **Session one:**

#### **Ground Rules**

**Warm Up activity:** Fizz Buzz...

**Theme:** Working Together – Reading and discussion of 'Fable of The Porcupine'

Outline for pupils of how the project will work in school: Each assigned a pupil to support – Each have Reading Support 'Manual' – Assembly and Photos to share what doing - Meet with target pupil twice a week outside class – Peer Supporters to

meet every week as a group to check how things going – Project to run till end of term – M to come back at end to see how things have gone

**Activity:** Brainstorm: 'This is what we think Peer Support is about and is for' – 'What skills do I have that will make me a good Peer Supporter – What skills do I want to develop to make me an even better Peer Supporter – What are the worries or concerns.

Evaluating where we are at now (using some of 'worries or concerns' to help identify).

**Activity:** 'How confident do I feel now? (with: Reading; being a good listener; knowing what to say while supporting; being organised; Other)

**Closing:** One Thing I Have Enjoyed / Learned Today.

### **Session two:**

Remembering the Ground Rules

**Warm-up** - I Went To The Market...

**Theme: Recap** - Being A Good listener – **Discussion:** Expressing Ourselves Through Body Language – **Role Play:** Examples of 'Good and Bad listening'

**Theme:** Understanding Our Own and Others' Behaviour - Different Perspectives – Reading and discussion of 'The Wolf's Story' –

**Activity:** Introduction to good helping behaviour in preparation for next session

**Closing** – One Thing I have Enjoyed / Learned Today

### **Session three**

Remembering the Ground Rules

**Warm-up**

**Theme** - Introduction To 'Reading Partners': Active listening – Questioning skills – What to do if 'mentee' goes wrong – Giving feedback

**Activity:** One important thing I have remembered about being a good Reading Mentor

**Role Play** – Practising skills learned



Therapeutic Story: Having Dreams and Aspirations

**Group Discussion:** -'How confident do I feel now? - What Will Help?' - Next Steps

**Closing:** One Thing I Have Enjoyed / Learned Today.

## Appendix Six: Semi-Structured Research Interview Schedule

- **Thinking back to when you were first asked to be part of the Peer Support group, what made you decide to take part**  
*Did you think you had particular qualities – did someone suggest to you first*
- **What has Peer Mentoring (the group work and now doing the Peer Mentoring) been like for you in school**
- **How did you find the group work that we did**  
*Was there anything that you particularly enjoyed or did not enjoy – what do you think you learned – how did you find working with the other boys – did you feel any different after the training than before – (did you learn anything about yourself through being part of the group)*
- **What helped the group work together**  
*Was there anything the adults did that helped the work we did and helped you to learn – was there anything about the way we met together as a group that helped you to learn*
- **What did you see as my role and Mrs N's role as part of the group**  
*How did you see me (e.g visitor/ teacher) - the same or different to Mrs N*
- **What do you think makes a good Peer Mentor**  
*What do you think are the most important qualities – do you think you have these qualities – have you changed in any way or did you always have these qualities -*
- **What does Peer Mentoring mean to you**  
*What is the most important thing to you*

## Appendix Seven: Interview Transcripts Bea (Mrs Nuttall), Cain and Brandon

**M** Hello Mrs Nuttall. I'm just asking about mentoring we **have** been doing in school. how you found the peer

**MrsN:**

Peer mentoring, I feel, has been really positive in school, mainly because I think it has given the boys something to be proud of. Some of our boys in mainstream would never have got the opportunity to be a peer mentor. It would not have even been thought of and I think for some of our boys, the peer mentors, it has been a really good step forward, particularly thinking about Cain, I think Cain has risen to it fantastically well and I think it has given him that little bit more pride in himself and the fact that he can actually do something worthwhile, because I think in mainstream some of our boys don't feel they get the opportunity to try anything new and they are always the last to be chosen to do something because of their behavioural difficulties, which you can understand, but we are all about giving them that opportunity and I think it has been fantastic for our boys to have that opportunity.

The overall sessions have been really, really good and I think at the beginning with the trial and error of what worked and what didn't, that went really well.

They realised that they can't sit for very long and just talk, they like things to be quick and sharp and get onto the next thing but it's also made someone like Cain and Brandon be a bit more understanding about each other. At first they didn't like each other but I have caught them recently actually having conversations really nicely, helping each other, so that's another step forward, they've got something in common, you know, our boys have got something in common now, which is great. We've had one or two hiccups but I think we have dealt with them really, really well and next time we do a peer mentoring scheme, which I hope we are, we know what works and what doesn't so that has been , really good.

These boys have put up with us trying to find the right way as well so that was another thing that they had to put up with. As you know Mary, we have struggled with some of the things ourselves so they've helped us to understand them a little bit better as well. I feel a lot better for doing it. They enjoy doing it, Brandon looks forward to his reading on a Wednesday, so does Cain and he's very, very good is Cain with Habib and he's helped him a lot.

Brandon has got that there, he's got the potential to do it, he is really, really good with them and particularly with the younger ones. For Brandon, I think he enjoys working with the younger children. I think he feels that's his little niche but I did witness Kyle the other day doing some peer mentoring with Maisie and that was really, really good on Kyle's level. It was fantastic what he did, he really helped her with some of the words, he praised her when he needed to.

So for me I think it's a great step forward for our children and it makes me feel quite proud of them, that they are actually helping others, when these children would have thought they never help anybody, they are only out for looking out for themselves or with their difficulties they would not be able to relate to other children, but they do and I think it's been a fantastic situation for us to be in.

**M**

That's lovely, absolutely lovely. I wondered about the groupwork say, let's go back to the groupwork that we did, how did you think they managed, what are your thoughts about the groupwork?

**Mrs N:**

For ours, I think when they are in mainstream, some of our children in the mainstream, they do a lot of this kind of groupwork and we do it as well, you know, circle times and things like that so I think maybe the groupwork at first I think the boys thought 'oh no, we are not doing this again'. It might seem a little bit boring to them and I think what they thought peer mentoring was going to be they were straight in, helping people, they were going out doing things and I know that's the ultimate end but I think the groupwork at first was not as successful as we would have liked because they get used to it and they have done it over and over again and it just sometimes it can be a little bit repetitive but they did join in and I think because of the difficulties some of ours have, they don't always work well in a group either. you know, somebody says something somebody doesn't like and then that disrupts the whole group as well so I think sometimes groupwork can be quite difficult to master. It's a step they have to get used to if they want to go back to mainstream but I do think they find groupwork very difficult. I think they're better on a 1:1 with people than in a group. I think some of our children like to be the boss too much, they like to take over and that upsets others in the group.

**M:** Is there anything that was done in the group that helped their learning

that you think worked particularly well or anything that worked particularly badly?

**Mrs N:**

I think the reflecting on themselves. We did some groupwork where we had to reflect on ourselves. I think that's very interesting for some of ours, to actually sit and think about themselves and reflect on that. That went really well. I'm trying to think back to the beginning when we were doing lots of that and they like a bit of fun as well. The fun games - that came out really, really well and it is part of their learning with us, to work with others. It's about social skills and interacting with others. So all in all, they did learn from the group games and an awful lot, more on the social skills like talking to each other, the getting on, the compromising as well at some stage, actually saying 'yes maybe you were right this time' and that's another skill that our boys don't always have and I think they are starting to understand that a little bit more, about give and take, you are not always right and other people's opinion matters and that's what we are trying to get into them.

**M** Do you have any ideas of what you think makes a good peer mentor?

**Mrs N:**

From our children's point of view?

**M:** Yes

**Mrs N:**

I think most of ours could, at some point, actually be peer mentors, all children have got that edge in them and what I think makes a really good one in our

situation is I think they need to be a little bit older. I think we need to pick from the older end of the school because I think they have that little bit more maturity and I think with our children, even if they are year 6 or year 7s they are still a little bit immature to actually understand what a peer mentor is. I am thinking of Cain because Cain, to me, is a perfect peer mentor, whether he is in our school or a mainstream, he's got that empathy, which some of our boys don't have, he does have empathy, he is able to talk to children in a proper way, when he's in the right mood, he will speak to them in a proper way. He's got good understanding of how children work as well I think, because I have witnessed him with Habib. Habib is very quiet and spends most of the time reading, but we talked at the end of the session with Habib and Cain said what we need to work on next and we talked about putting more expression into his reading and Cain, the last time I was working with him, was trying to encourage Habib with this, saying 'say this a bit more excitedly' and Cain would read back to Habib how things might have been read better, which is fantastic, for our boys to be able to do that. You have to be understanding, you have to be caring. Cain cares. Even though Cain has lots of difficulties in his own life, he does care and he can be very, very kind and understanding, he is a caring boy in my opinion.

Brandon, on the other hand, has got other skills. Brandon has got lots and lots of enthusiasm and that's another thing that peer mentors need, they need the enthusiasm to keep you going. You know you might get a difficult day and Brandon will rise above that, he doesn't let things bother him. If a child says something to him he's not going to be put off by it, he's going to, I think enthusiasm is another one. Confidence. Cain and Brandon have both got confidence, whereas some of our other peer mentors don't have that confidence and it's a big journey for them. I'm thinking about Kyle who doesn't have that big confidence because of his own lack of ability of reading but he does so well with Maisie, he encourages her and I think perhaps he understands now what we are trying to do with him. We are trying to encourage him with his reading so hopefully it will have a knock-on effect, he's helping Maisie and then he'll realise we are trying to help him so he might engage more with his own reading hopefully. You know, it's that knock-on effect, you know he can see the pleasure that Maisie gets from reading and I want Kyle to have that pleasure of reading to us. But he does extremely well with Maisie and Maisie loves to read to him, you can see it in her face, she is excited and that's great when a child is excited about coming out and reading to an older pupil.

**M:** That's lovely. You talked about knock-on effects you mentioned it a little bit earlier, seeing little things that you feel are coming.

**MrsN:**

Definitely. Brandon and Cain are building a relationship which would never ever have happened before and I am not saying it's just pure peer mentor but I think actually putting them in a group together at the beginning, it got them sitting with each other and understanding each other a bit more and I know the dynamics were very difficult at first, until Ryan sort of moved out and I think that when Ryan's not in the dynamics, Cain and Brandon, I wouldn't say they are best friends but they actually speak to each other in a proper manner. When Ryan's around Cain seems to revert back to being horrible to Brandon but I think

deep down he has quite a bit of respect for Brandon in some ways, and that's another thing about Cain, he does ....I seem to be talking about Cain a lot but to me he seems to be the one who has really grown from this situation and I speak to Cain and we are having some great conversations at the moment. He seems to have grown up from it. He likes the responsibility, he likes that he's helping someone. I think that, deep down, Cain would love that and I think it has a knock-on effect. With him around school I have seen him being a bit more helpful to people, kinder. He has his moments but he's just a pleasure to be around at the moment is Cain, and I'm sure that is partly through the responsibility of peer mentoring, helping. He does it in class, he was helping another boy in class the other day, he doesn't have to be asked, he will help anybody else in class who is struggling so I think that's the big knock-on effect there.

For Brandon, Brandon has done really well I have to say. I think he's developing a little bit more understanding of other children. With Brandon, it was all about him and I think he realises now, because he has to, well he doesn't have to but he wants to, sit with Sam, it's not all about Brandon. He speaks about Sam, he's having to transfer that understanding, you know, Sam's the important one now, it's not about what you want to read, it's about what Sam's reading and what Sam's difficulties are and you're helping Sam and I think that's good for Brandon, to understand that there are other people around, it's not just you, you're helping someone else and understanding their difficulties as well as your own.

**M** Thank you for that. I was just wondering about going back to the groupwork we did, it's just a question that I am interested in. How did you feel our roles were, as the adults in the group, each of us?

**MrsN:**

Well I felt mine was more the support, I thought my role was to be there for any difficulties at first with any of the children, because I knew the children better than you did at that time, at the beginning I felt that was my role, to be a support there. You were obviously in charge of the group and the children followed your instructions, which is exactly how it should be, but towards the end of the groupwork I think it sort of, as the children got used to it, I think our roles changed, we were part of it, we were part of the team in that respect.

Before, I was there to support the behaviour, you were there as a teacher kind of role but I think towards the end of it, we got to be part of the group, we were no longer just teacher and support, we were there, we were joining in with the games, they spoke to us as colleagues in a way I suppose, as peers, and I think that's another thing, they enjoyed that time I think, being with adults who are not just telling them off all the time, you know actually listening to them and I think that makes a big difference, so I saw my role change massively in it and that's another thing I quite enjoyed, it's given me another understanding of these children as well because my role mainly is behaviour support and it used to be I used to pick up children when they were just kicking off and now I get chance to do programmes with them and I get chance to chat with them. I think they see me in a different role. I was always the one who was fetched if they were being naughty, now they see me, like I say, Cain and I have got this relationship now, it's brilliant and that might have come around because we did

the peer mentoring. I am hoping it did. I hope they realise that yes, they can talk to adults as equals, they don't have to be told off, they don't talk down to us, we can be treated as equals with them and I am hoping that's what the children got out of it, because I got that out of it, being able to talk to them as an equal, not Mrs Nuttall, the behaviour support, somebody they feel they can talk to and trust.

**M** That's wonderful, thank you. Is there anything else at all that you want to add?

**Mrs N:**

Only to say that I think it's been a great success. Yes, we have had difficulties but I think you've got to take little steps with everything and I think the beginning of it was difficult but we persevered and the children persevered and I am impressed by the two boys are still doing it regularly. They have persevered right from the start and I am impressed with that. That's another thing, the perseverance from those boys, to keep going and yes we've had difficult days when they didn't turn up but they kept going even though some of the time it was our fault that things didn't take place or whatever, they didn't give up, they are still enjoying it, so for me, peer mentoring has been a great step forward and I think it just gives them that sense of self worth. You know, they are all worth something, they are able to give something back because I think some of ours just think there is nothing out there - it's going to be 'I'm going to the bad boys in school so I might as well act like that'. It just gives them something to aim for.

We've got the school council running now, and some of the boys like that, it's that responsibility that they had never had before, they never had the chance to do it, because they were the boys with the difficulties, so you don't ask them to do things, you give it to somebody else and so now ours have got that, so I personally think peer mentoring has been a great success in school and I am hoping we can do it again, because I know we have boys coming through who would rise to the challenge fantastically well. There are some coming into year 6 next year who would be brilliant and if Cain is still here for most of the time it would be great for Cain to do some training to give him that extra thing again, to do some training, be part of a team.

**M:** Thank you.

**CAIN**

**M:** Thinking back to when you were first told about the peer mentoring, what made you decide that you wanted to do it?

**C:** Thinking about helping people to read, people that can't read as good as I can, helping them so they can get up to the level that I am....free-reader, stuff like that.

**M:** So you think that's a good idea?

Yes.

**M:** OK. So, you know doing the peer mentoring in school, the groupwork and the actual peer mentoring, what's it been like for you? How have you found it?

**C:** Fun, like the kid that I am with, Habib, he's good. I think differently now because before, when I was reading with someone like Kyle, I used to just listen but now I feel that when I listen to him if sounds different, like you can hear every error they make and you, like, you want to make them not errors, make it correct, everything seems different when you are a peer mentor to when I was just normal.

**M:** Does it make you see things a bit differently?

Yes.

**M:** Is that a good thing? A bad thing?

**C:** A good thing, yes.

**M:** OK. You know the groupwork that we did? How did you find that, you know, we did the training, before we actually..

**C:** Yes it was good. It taught me a lot, like what to do, like when someone gets stuck, like sound it out and stuff like that, it taught me stuff like that.

**M:** Anything else?

**C:** No, it just taught me, taught me, taught me.

**M:** Was there anything that we did that helped you learn better or was there anything that made a difference in terms of the type of things that we did in the group, you know, we did games, we did it differently, didn't we?

**C:** I liked the game where we passed the ball around, apple, banana....

**M:** How did you find just working with the other boys in the group?

**C:** Alright, some of them. Some of them, you could tell they didn't hardly want to be there and some of them were just not listening and not paying attention as much as I



felt I was, like Brandon for instance, he never stopped shouting out, swearing...you won't be a good peer mentor if you are like that because you've got like, if you are going to deal with a kid a lot younger than you, if you're effing and blinding.....

**M:** How did it make you feel though?

**C:** Angry, really angry that people would do that in front of a little kid.

**M:** OK. You know in the group, there was Mrs Nuttall and there was me; what did you see our roles as?

**C:** Teacher, teacher, peer mentor teacher, like you were teaching us how to teach, like you know like when you become a teacher, the best thing is to be taught by a teacher.

**M:** OK. Tell me a little bit about how you found working with...was it Habib?

**C:** Yes.

**M:** How was that?

**C:** Good. Like I said, I can figure out what sort of thing might be, not wrong but not doing as good and the main one with Habib is he talks too like, fast and if he doesn't know a word, sometimes he'll jump it and I have to stop him and say start with three letters at a time so if it's a big massive word...break it down into pieces and then put them all together. Sometimes that works and sometimes it doesn't, but it was good.

**M:** What were you learning, doing all this? What do you think you were learning?

**C:** Learning, just learning, learning how to be a better peer mentor and learning skills.

**M:** What kind of skills, do you think?

**C:** Ninja skills..?

**M:** Apart from Ninja skills?

**C:** Like I said, skills to detect when someone .....like if someone says a word wrong I think 'Oh that was wrong' and go back to that and see if you can hear the first letter and sound it out three letters at a time and I learned that I can do that now. I couldn't before.

**M:** Do you mean yourself, or can you teach someone to do that?

**C:** I can teach someone to do that.

**M:** What do you think makes a good peer mentor?

**C:** Somebody who doesn't swear in front of them. If it was a peer...is that what you call it, a peer?

Yes

**C:** If it was a peer, obviously you shouldn't be swearing anyway, but not in front of your peer; someone who..... treats people well; someone who respects the youngers, the little ones, like I respect Habib. If they get something wrong I don't start screaming.....ask them right away because..... because everyone gets stuff wrong, even I get stuff wrong, you get stuff wrong probably.

**M:** Oh yes.

**C:** So it's like someone who can, what's the word, I can't think of it.

**M:** So do you think that's what makes a good peer mentor? Have you got some of those qualities or what do you think?  
**C:** Have some of them, I am trying to have all of them but not so far. The swearing in front of the peers, I don't do that but I need to stop swearing altogether because I do, you know, sometimes.

**M:** Do you think that you have changed in any way since becoming a peer mentor?

**C:** The tiniest bit, I've changed the tiniest bit and that's like because I can think to myself every now and then, every time I swear I think, 'how come I can do it when I'm with my peer but I can't when I'm not' and it like, it's weird.

**M:** Is there anything else that you think you have changed?

**C:** Erm, no not really, no.

**M:** What do you get out of being a peer mentor?

**C:** Confidence and, like, happiness that I know that when Habib grows older he can read and I know that because I taught him to.

**M:** OK. So what does it mean to you being a peer mentor?

**C:** Everything.

**M:** What's the most important thing?

**C:** That's it, helping people to read so I know that they can read in the future. When they're older they can read stuff and get a good job and I know I've helped them get that job because I helped them read, do you know what I mean?

**M:** You said you thought you had got confidence out of it.

Yes.

**M:** Can you tell me a bit more about how it's given you confidence?

**C:** Confidence to know that I can actually do it, like I'm not just someone who sits here speaking about it but then when it comes to doing it, I can't do it. I know that with Habib I have done it so now I'm the ..... one who sits there and talks about it and does it as well.

**M:** Is there anything else you want to tell me about the peer mentoring that we have been doing, the training, anything else at all?

**C:** No not really.

OK. Well thank you very much Cain.

## **BRANDON**

**M:** Morning Brandon. So, thinking back to when you were first asked to be a peer supporter, a peer mentor, what made you decide to do it?

**B:** Well, what I decided to do was I'm good with little kids; that's what my mum says, so I thought I'd try helping these kids here, because they are not so up on their stuff, like, not so up on their writing and that, need a bit more help than the others do, someone to point them in the right direction, tell them what to do, tell them how to do it, kindly.

**M:** Do you think you have the qualities to do that?

**B:** Yes. Well, I had a little kid at home but she's gone off to London to live with someone else now, I looked after her for mum whilst she was there, someone else is looking after her now, I don't look after her any more for mum now. After Andrea was Isabel, she was about two years old when she left, she was a cute little thing but sometimes she would be a bit...and I had to point her in the right direction and that, you know,...

**M:** So you've used some of those skills before?

**B:** Yep!

**M:** OK, So, you know doing the peer mentoring in school, how has that been for you, how have you found it?

**B:** Er, good but, Sam needs to stop missing out his middle letters a bit, needs to actually listen to me a bit more, not trying to take it off into his own hands, trying to do it by himself and not listening to me and that, needs to do a bit more listening and sound out the middle letters a bit more and stop getting distracted by other things in the room.

You know when we did the group work, the training..,

**B:** Yes

**M:** How did you find that?

**B:** Good, not bad.

**M:** What was good about it?

**B:** Well, I actually got a chance to show that I can take care of people and point them in the right direction and show them how to work properly and not get distracted,

**M:** Anything else?

**B:** Er, like what?

**M:** Was there anything about it that you found difficult?

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**B:** No - I've done it all before,

**M:** Alright. So the topics that we covered, you found...

**B:** ...Yes.

**M:** What about your working in the group with the other boys, how did you find that, so not actually the work that we did, but actually being in the group with them, how was that?

**B:** Good, The first lesson, they kind of wouldn't listen to, they thought they had been brought here because they had been bad or something, then when they actually found out what it was, they got used to it and you know, they started being a bit more behaved and mature, started getting on with the teachers and helping them with their work and all that,

**M:** And how did you find that, working together with them?

**B:** They were OK - BRILLIANT!

**M:** Was there anything that you learned in the group?

**B:** Er, to be more kinder and stuff and if they got a word wrong, just tell them nicely what it is and let them have a go at trying it for themselves, they need to, you know, work for themselves, they need help when they get started, but then they generally get the idea of what you are trying to do for them.

**M:** Anything else?

**B:** Mmmmm, nah.

**M:** Was there anything about how we did the group, you know because we did it different, sometimes we did games, sometimes.....was there anything that we did in the group that you particularly enjoyed or liked or didn't like?

**B:** Erm, talking to the other people - you were bribing us!

**M:** How did I bribe you?

**B:** Biscuits, chocolate biscuits, juice. The most enjoyable bit was actually when we were working with them and sharing different points of view and that.

**M:** Excellent, OK. You know in the group there was Mrs Nuttall and me ..

**B:** Yes?

**M:** What was my role and what was Mrs Nuttall's role do you think?

**B:** Your role was to come here and to teach us how to be peer mentors and Mrs Nuttall's was to actually watch how we were doing and relay the information back to you.

**M:** Ah, is that how you saw it?

**B:** Yup.

**M:** And did it work, did the roles work, did you have a clear idea about what my role was?

**B:** Yes, I really did.

**M:** OK, what gave you that idea?

**B:** You coming here to try to help us and make us work with little kids who aren't so good with their work and that, you know .. so, because I've done that now, I'm going to [name of High school] soon. I'm going to [name of High school] on Thursdays and Fridays.

**M:** Have you started that?

**B:** Yes,

**M:** How's it going so far?

**B:** Its going good. We are doing about Macbeth today,

**M:** So are you going today?

**B:** Yes. I go every Thursday and Friday, soon it's to be a whole week away,  
five whole days.

**M:** Excellent, OK, so going back to your peer mentoring, I wondered about  
the work that you do no...with your mentee... thinking?

**B:** What?

**M:** Who is the person you work with?

**B:** Sam.

**M:** Sam... OK.

**B:** The maungy little bugger who sometimes won't even listen to me.

**M:** So how are you finding work with Sam?

**B:** A bit challenging but he'll get through it. If he keeps listening to me, if he actually listens to me and doesn't be so bad in class, he'll do OK.

**M:** So what are the bits that are challenging then, particularly?

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**B:** Him not listening to me, and him being distracted by everything else in the room - why won't that boy listen?

**M:** Are there any things you have found that are good about working with Sam?

**B:** Mmm, he is willing to listen but sometimes I just don't think he wants to listen because I think he just wants to get back to class and get on with his work because he seems distracted all the time.

**M:** I am just wondering if he is getting something out of it?

**B:** Yes.

**M:** What are you going to do about it?

**B:** I'm going to drill some sense into that head,

**M:** Seriously?

**B:** I'll help him a bit more and ask him to listen to me, not just go off into his dream world,

**M:** Ok, so you feel like you want to carry on with it?

**B:** Yes, if he actually listens and stops being bad in class I will, but if he keeps going on the way he is I think I'll ask Mrs Nuttall to work with someone else.

**M:** Is there anything that you learned in the group work that is helping you with peer mentoring?

**B:** Erm, yes.

**M:** What?

**B:** Got a bit more friendship for each other and listen to each other and not start going off on one for no reason.

**M:** OK. Last couple of questions. If I were to ask you what peer mentoring means to you, what would you say, what is it for you?

**B:** Well, I used to work with a little kid, like I told you earlier, used work with a little kid, another little kid before she went, she told me, well she didn't actually tell me, but I felt she told me that she could break my talents to the whole wide world at school and help other kids with what they need help with and that and if they need help, help them and if they don't, just keep away from them and don't .....

**M:** What do you think makes a good peer mentor?

**B:** Listening, eye contact, not talking over each other, not shouting at your pupil when they've done something wrong, just politely steering them and telling them what to do next and if they don't do it, just leave them. I don't shout at them, I don't swear at them or tell them to p off, Tell them what to do and if they don't do it then just leave them.

**M:** Do you think you've got some of those qualities?

**B:** Yes.

**M:** OK, last question. Do you think since you started the peer mentoring, do you think that you've changed in any way?

**B:** Yes, now I've got responsibility to do, being responsible for the person I'm working with and I need to teach them how to be more polite and attentive in class. If he wants to get a job or something when he's older, he'll have to listen to me first, then listen to the teachers without hurting them.

**M:** That's true. How have you changed then in relation to that?

**B:** I've got a bit more politer, I've stopped going out of class, well I haven't stopped going out of class, sometimes I still go out of class, but not that much. I only go out when someone, like, pees me off and annoys me and all that.

**M:** So you think you have made some improvements?

**B:** Yes.

**M:** What is that down to, do you think?

**B:** Actually working with people. Anger management at home and that,

**M:** Anything else?

**B:** No.

**M:** OK, do you think the peer mentoring has given you anything particular in terms of new skills, has that changed you in any way?

**B:** I used to do it before actually, before I came to this school, I used to help kids and the teacher gave me rewards for doing it.

**M:** OK, thank you so much. Is there anything else at all you want to tell me at all about how you found the experience of peer mentoring?

**B:** I found it good, kind of rewarding, because you are actually getting to help someone who is less better than you at work so you can actually help so that when they are older they'll say 'he did that for me I should thank him' and that,

**M:** How does that make you feel?

**B:** Good, because I actually feel like I've done something that's actually nice, helping little kids and everything that need help and they are not that up on their work all the time because they are a bit distracted, like I told you.

**M:** OK. Thank you Brandon thank you very much, You're welcome.

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(Note of apology: The original transcripts were undertaken by a third party on my behalf. Difficulties with their original formatting, and subsequent difficulties as a result of the documents being scanned, rendered me unable to adequately manipulate and modify the transcripts as I would have liked. Thus, they remain largely in their original formatted forms, with some glitches, which I appreciate may make some of the text more difficult to





**Appendix Eight: Themes And Sub-Themes From Thematic Analysis Of Research Journal Entries**

Sub-Themes	Final Themes
Internal Panic Other Work Pressures Need for Reassurance Managing Stress and Anxiety Personal Frustration	<b>PERSONAL AND PROFESSIONAL ANXIETY</b>
Lack of Confidence in Skills and Knowledge Managing Work Feelings of Professional Inadequacy Professional Frustration	<b>ASPIRATIONS FOR PROFESSIONAL SELF</b>
Looking for Meaning Searching for Focus/Way Forward Wanting to find the 'Correct Unit of Study' Wanting to Create Value	<b>SEARCH FOR MEANING</b>
Daring to 'Think Big' Yes.	

Challenging Positivist Stance Trust in Idea of My Professional Judgement Values and Doing 'Good Work' Developing Confidence	<b>DEVELOPING A PROFESSIONAL STANDPOINT AND IDENTITY</b>
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**Appendix Nine: Themes And Sub-Themes From Thematic Analysis Of Group-Work Reflections**

Sub-Themes	Final Themes
<p>Avoidance</p> <p>Unsureness</p> <p>Insecurity Regarding Ability</p> <p>Need For Reassurance</p> <p>Stalling</p> <p>Work Getting In Way</p>	<p><b>ANXIETY AND UNCERTAINTY</b></p>
<p>Anxiety To Get Format Right</p> <p>Expectation Of There Being A 'Right Way'</p> <p>Need To Be 'Expert'</p>	<p><b>DOING IT THE 'RIGHT' WAY</b></p>

<p>Moving Away From Idea Of Set Format</p> <p>Practical Considerations In Relation To Needs Of Boys</p> <p>Changing Ideas On Function Of Group</p> <p>Things Going On For Boys Part Of Group And Affecting Group</p>	<p><b>EMBRACING FLEXIBILITY (FOR FUNCTION AND FORM OF GROUP)</b></p>
<p>Hopes For Research</p> <p>Change And 'Blossoming' Of Kyle</p> <p>Potential Of PS Use In School</p>	<p><b>PEER SUPPORT AS FACILITATING GROWTH AND PERSONAL DEVELOPMENT</b></p>

**Appendix Ten: Themes And Sub-Themes From Thematic Analysis Of Interview Transcripts**

SUB-THEMES	THEMES
Practical Learning  Social Learning  Personal Learning	<b>PERSONAL LEARNING - SOCIAL LEARNING</b>
Perseverance  Learning Despite Struggles  Altruistic Helping Those Less Fortunate  Personal Qualities/Satisfaction	<b>PERSONAL VALUE – SOCIAL VIRTUE</b>
Relationships And Connection	<b>RELATING AND CONNECTING</b>

<p>Route To Better Things</p>  <p>Showing A Different Side</p>	<p><b>PS AS OPPORTUNITY (FOR POSITIVE CHANGE)</b></p>
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