

The Looked After Young Person as a Learner:
discourses through narratives
– a case study.

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Abstract

This thesis aims to provide an insight into the discursive construction of a Looked After Young Person (LAYP) as a learner. Adopting a social constructionist standpoint, I acknowledge as researcher, that the results are my interpretation and the aim is not to produce 'truths' that generalise to other LAYP but to offer an insight into a case which may inform practitioners when working with these young people. The study extends on previous research investigating the educational outcomes of LAYP by providing a more in-depth analysis of a case, recognising that every young person is unique and should be treated as such. Within the research, language is viewed as constitutive and functional and the study investigates how discourse is used by the LAYP and the professionals who work with her to construct her learner identity. Wider societal discourse is also considered and following a review of the literature, I suggest the dominant discourse in society constructs the LAYP as failing educationally and in need of support. The data was gathered through narrative oriented conversations around 'learning' with the LAYP and the professionals who support her. The resultant text was then explored using Discourse Analysis (DA). Overall, the findings suggest an empowering alternative to the dominant societal discourse, in that the LAYP constructs herself, and is constructed by others, as a successful learner. The study provides an insight into the 'discourses of learning' in a wider sense than simply academic achievement, and in doing so, highlights skills that the LAYP has developed due to her unique experiences. Implications for policy and practice are discussed along with possible future research.

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Introduction

The following research aims to provide an insight into the discursive construction of a Looked After Young Person (LAYP) as a learner. Previous literature has recognised that the majority of LAYP are failing educationally and, as a result, has identified factors that positively or negatively influence outcomes. These findings are now widely accepted and have informed policy with the aim of promoting educational achievement, but despite this, there has been little change for this group. I argue that whilst useful, this information may be too general providing only a 'thin' description of the young people's circumstances, and in order to influence outcomes, attention needs to be turned to considering LAYP as individuals rather than a homogenous group.

I suggest that a richer description can be achieved by investigating the discourses around LAYP and their learning in order to consider how they and others, including ourselves as practitioners, construct LAYP as learners, and the impact of this. It is hoped that this study will highlight the importance of considering discourse when working with these young people in order to identify minority 'success' discourses and to plan for a positive way forward at an individual level.

Chapter one reviews the literature in this area and sets out my research questions. Chapter two provides an overview of the methodology and the epistemological position of the study. This also covers ethical issues and the notion of evaluating the research. In chapter three the discourse produced in the study is analysed and discussed with reference to the literature. Practical implications of the research as well as possible future research are covered, along with limitations of the study. Finally, conclusions are drawn from the main findings.

I acknowledge that the usual term within the literature for children in care is Looked After Children (LAC), however I feel uncomfortable with this as the main participant in the study is a fourteen year-old girl and I feel that 'young person' is more appropriate than 'child'. Therefore to avoid confusion, throughout the study, children in care are referred to as Looked After Young People (LAYP). The terms Looked After Young Person and Looked After Young People are used interchangeably.

Chapter 1: Literature Review

Overview

The central premise to this thesis is the notion of discourses around the Looked After Young Person (LAYP) as a learner. In the literature, learning is encompassed within the wider remit of educational outcomes for LAYP. Therefore, the following literature review provides a brief overview of the national statistics published on the educational outcomes of Looked After Young People and considers how these statistics have influenced research and government guidance in this area. The main findings from research are discussed, these being the risk factors linked to poor outcomes as well as protective factors which promote educational achievement. Protective factors originate from research based on the notion of 'resilience' (Gilligan, 1997) and provide a model by which researchers can adopt a positive and proactive focus, concentrating on implementing change through the promotion of these factors. Subsequently, government guidance influenced by these studies is outlined. Following this, the key discourses emerging from these studies are highlighted to summarise the narratives that appear to be embedded in society in relation to LAYP and educational outcomes. The epistemological focus of other studies in this area is then summarised and compared with the focus of this piece of research. Finally, social constructionist contributions to identify formation are briefly discussed and the research questions stated.

Outcomes for Looked After Young People (LAYP)

Within the last couple of decades, there have been a large number of studies investigating the outcomes and experiences of LAYP and the 1990s witnessed a wealth of official enquiries and reports (Francis, 2000). The statistics on the success of LAYP in relation to education and 'life chances' vary between studies but most paint a depressing picture of the outcomes for this minority group. Only twelve percent of children in care achieve 5+ GCSE subjects at grades A*-C, as opposed to fifty nine percent of all children (Department for Education and Skills, 2007). Over half leave school with no qualifications and amongst boys, this figure rises to almost two thirds (Department for Education and Skills, 2005a). Twelve percent of LAYP are either not attending school regularly or are excluded, and in addition, LAYP are over represented in vulnerable groups such as those not in education, employment or training post-16 (Department for Education and Skills, 2006). Approximately twenty seven percent have a statement of special educational need, compared with three percent of the general population (Jackson & McParlin, 2006). In relation to crime statistics, care-leavers

make up a quarter of the prison population and sixty one percent of offenders under the age of 21 have been in care (First Key, 1999).

Increased attention on these statistics nationally has promoted awareness of the issues and as a result, with regards to education, outcomes have improved slightly. However, the statistics are still shocking, highlighting that LAYP are significantly disadvantaged and that there is still a huge discrepancy between their educational outcomes and those of the general population.

There is a consensus in the literature that poor educational attainment is a key issue which must be addressed as research shows that the quality of adult life is closely linked to educational qualifications (Jackson & McParlin, 2006). The more qualified a person is, the more likely a person is associated with improvements in mental and physical health, employment, income, housing and family life. In addition, there is a lower risk of addiction problems and involvement with the criminal justice system (Jackson & Simon, 2005).

In order that educational outcomes, and therefore the quality of life, can be improved for LAYP, the factors that contribute to the current poor outcomes have been explored in several studies.

Risk factors contributing to poor outcomes

It is acknowledged in the literature that the difficulties experienced by LAYP arise from a range of various social, structural and professional factors (Francis, 2000) which, therefore, makes it very complicated to focus on and target one specific aspect in order to influence outcomes.

Previous research claimed that the adverse backgrounds the children had typically experienced, including social disadvantage and abuse, explained poor school performance and problematic behaviour (Heath et al., 1989). Indeed, the link between social disadvantage and poor learning outcomes has long been established (National Children's Bureau, 1972) as has the link between social disadvantage and being placed in care (Bebbington & Miles, 1989).

It has been found that many LAYP present behavioural problems and a significant minority have undiagnosed mental health problems (Richardson, 2002). Many of the children have experienced negative life events such as abuse, neglect or domestic violence and it has been suggested that some could be suffering from post-traumatic stress disorder (Cairns, 1999).

In addition to experiencing negative events, some researchers argue that many will not have had the opportunity to form important early attachments and develop appropriate social and emotional knowledge about the world around them (Dent & Cameron, 2003). The importance of forming secure attachments (Bowlby, 1969) is acknowledged by many researchers and it has been found that children with secure attachments are able to develop appropriate peer relationships, are keen to learn and can cope with problems more easily. It has also been found to be closely linked to self-esteem (Schofield, 1998).

However, it is argued that early adversity cannot alone account for the limited life chances of LAYP because if this was the case, it would be expected that children who go into care at an early age do better than those who enter later, but there is no evidence to support this (Jackson & McParlin, 2006). In addition, there are studies focusing on LAYP who despite early adversity, have succeeded in education and achieved positive outcomes (Dent & Cameron, 2003). This is discussed further in the next section of the review. Furthermore, adopting this stance would be to give up on the children from the start as many of the above risk factors are not easy to change (Dearden, 2004). Recent research has suggested that, rather than with the children, the problems lie in the care and education systems (Fletcher-Campbell, 1997; Jackson & McParlin, 2006).

In relation to failures within the care and education systems, it is well documented that many LAYP have multiple placement changes and may experience this inconsistency for many years (Social Exclusion Unit, 2003). Research has found that moving care homes often results in moving schools which causes additional difficulties such as being without a placement for a period of time and hinders educational progress (Berridge, 1985). This is counter-productive to developing a network of supportive relationships, which can provide a point of reference for children and the sense that they are cared for (Gilligan, 2001). Low teacher expectations and labelling the child as not interested in education are further factors which negatively effect outcomes (Francis, 2000).

Up until recently, it was claimed that there has been little emphasis placed on the importance of promoting education within the care home and the educational standards of the carers. Research suggests that a major barrier to school success is the inability for the care home/residential placement to provide a positive learning environment for LAYP for example, where they can study and read books (Martin & Jackson, 2002). In the same study, the outlook carers had on education and their own educational levels

were often low and therefore, there was little interest in school work or help with homework which had a negative impact on the children's educational outcomes.

It is apparent that the inter-play of risk factors contributing to poor outcomes for LAYP is complex and it would be unwise to try to lay the 'blame' at any one factor. In addition, results from these studies could raise tensions amongst different agencies and result in negatively affecting multi-agency working and, therefore, the services LAYP receive. As Berridge argues,

previous analyses and explanations by researchers, policy-makers, professionals and the media of the low academic achievement of looked-after pupils have often been insufficient or simplistic

(Berridge, 2007, p3).

He argues that it is misleading to attribute poor outcomes to failures in social care as has previously occurred. He claims that there is an absence of broader sociological perspectives such as the sociology of education, socio-economic background and social class, as well as highlighting the flaws in collecting official statistics.

A more positive and proactive view of considering the outcomes for LAYP is to focus on protective factors which have been found to promote success within this population in order that agencies can work together to encourage positive outcomes. This was suggested by Bradley (1998) who criticised developmental psychologists for focusing on the past and instead proposed that a more useful dialogue with the LAYP would be to concentrate on future development. This area of research was relatively sparse until recent years (Jackson & Sachdev, 2001) but since this time, several studies have adopted this perspective including gathering the views of high achieving LAYP to consider what factors helped to nurture success.

Protective factors in promoting educational success

The notion of protective factors comes from a resilience-led perspective in which children have been found to adapt to significant risk (Dearden, 2004) and succeed despite early adversity (Gilligan, 2001). 'Resilience is *normal* development under difficult circumstances' (Fonagy et al., 1994, p233).

Dent & Cameron (2003) argue that there are three key psychological processes that link life experiences and the development of resilience and these are secure attachments, parenting style and success in school. They state that the process of attachment (Bowlby, 1969) leads to the development of 'within-child' factors such as self-confidence, social competence and security. This encourages a curiosity about the

world and allows for explorative learning (Bowlby, 1988). These within-child factors can influence how likely a child will be to 'bounce back' in the face of adversity and emphasis is placed upon the importance of considering the quality of relationships, particularly in the care system. For example Gilligan argues:

....it is important to realise that attachment relationships of lesser significance may still play an important protective role for a child who has missed out on stability in primary attachment relationships

(Gilligan, 2000, p39)

Dent & Cameron also discuss the positive effects on resilience of 'authoritative parenting' in which there are high expectations for behaviour as well as high levels of care. However, in the case of LAYP, often these factors have been missing and whilst it is important to acknowledge them, promote their importance and aim to provide them when the child is in care, as previously highlighted in Gilligan's quote, these early experiences for some children cannot be changed. Therefore, it is encouraging to find that factors which can be more easily influenced, such as school success have a positive impact on resilience. Indeed Gilligan (1998) argues that school life provides a range of opportunities for vulnerable pupils including acting as a secure base and providing opportunities for personal and social as well as academic development.

Consulting with children in care on positive school factors was the methodology used by Martin & Jackson (2002), who examined the opinions of 38 high-achieving young people on factors affecting educational success. The participants had all spent at least a year in residential or foster care. The majority of findings reported in this section are taken from this study however many other researchers have replicated similar findings by consulting with LAYP (Coulling, 2000; Harker et al., 2003; Dearden, 2004).

The results relate to equality of opportunity, with the young people stating that the following are important; consistency in school, the role of the teacher in achieving a delicate balance between understanding and supporting, whilst at the same time not stigmatising, others providing encouragement and having high expectations, and having access to a trusted adult when needed. Good links between the care homes and school are also considered vital and the characteristics of social workers and carers are important in that they place a high emphasis on education and are involved in school life, for example attending parent's evening (see also Harker et al, 2003). Practicalities such as having appropriate facilities to complete school work and access to libraries and extra-curricular activities have also been listed as important factors in achieving success

(see also Dearden, 2004). Finally, being involved in decisions which affect them is considered important by LAYP and it would appear recent research has acknowledged this as many papers are based on consultation with LAYP.

A limitation of the Martin & Jackson (2002) study is the fact that the sample had spent a minimum of one year in residential or foster care. This is a relatively short-period of time in relation to the amount of time some children spend in care and, therefore, calls into question whether these LAYP are representative of the LAYP population. However, these findings have been replicated across studies which would suggest that LAYP are generally producing similar reports.

Government guidance

Over the last decade, the educational outcomes of Looked After Children have become a key priority for the government as they have branded the situation as unacceptable and that which needs addressing (DfES, 2006). As a result, a number of reforms have been introduced in order that standards are raised, including Quality Protects (1998) and the Care Standards Act (2000). The Quality Protects Act set targets for local authorities in relation to the number of LAYP leaving school with GCSEs, their school attendance and levels of school exclusions. Two years later the Department of Health and the Department for Education and Employment produced joint guidance on the education of LAYP which includes highlighting risk and protective factors in relation to environments and systems, and the notion of 'corporate parenting' and appointing lead officers with responsibility for improving educational outcomes for this group (DoH/DfEE, 2000). The importance of the Local Authority (LA) being an advocate for LAYP was also raised in the Children Act (2004) which stated that professionals working for the LA are corporate parents and as such have a duty of care to promote the educational achievement of this group. However despite these initiatives, there has been little significant change in outcomes (Social Exclusion Unit, 2003; DfES, 2006). This has led to further research and the development of the white paper, 'Care Matters: Time for Change' (DfES, 2007) which sets out the steps to improve outcomes. These include the role of the corporate parent, family and parenting support, the care placement, delivering a first class education, promoting health and well-being as well as transition into adulthood. It is hoped through these initiatives, services will work together to achieve lasting change for this group.

Key Discourses from the literature

From reviewing the literature, it would appear that the dominant discourse in society around LAYP and their educational outcomes is one of concern in which LAYP are constructed as unsuccessful learners. Similar to this review, the majority of the literature begins with stating the statistics in this area and linking phrases such as 'decades of failure' (Francis, 2000, p24), 'depressing findings' (Martin & Jackson, 2002, p122), 'school failure' (Dent & Cameron, 2003, p4), 'low levels of achievement' (Brodie, 2005) and 'shocking statistics' (DfES, 2006, p2) with these results. This sets the tone in the literature as pessimistic, positioning the authors as concerned and the LAYP as failing and in need of support, which is repeated across studies and adopted in government policies.

This is an example of a Discourse model (Gee, 2005), used by people, often subconsciously to make sense of the world. Discourse models are shaped by and made available within a culture 'through the media, through written materials, and through interaction with others in society' (Gee, 2005, p80) and are a way of simplifying complex realities that can lead to stereotyping and making certain assumptions. Thus the general impression given through the media and written materials of LAYP in relation to learning and education is that they are failing.

It would appear however that within the literature, there is an alternative Discourse model emerging in relation to LAYP and their educational outcomes. This is linked to the notion of resilience and some researchers have focused on this by identifying LAYP who have succeeded despite adversity (Martin & Jackson, 2002). This taps into a discourse of success, in which some LAYP are constructed as achieving academically. In addition, research has found that some LAYP view being in care as positively influencing their education in terms of increased stability and support (Harker et al., 2003; Lynnes & Goddard, 1995), highlighting a minority discourse that 'contradicts the general impression' (Harker et al., 2003, p97). Focusing on positive stories has been an important development in the LAYP literature as it offers an alternative discourse that is more empowering to the young people and those working with these young people.

Epistemological positioning within the literature

Many researchers investigating LAYP and their educational outcomes have adopted data gathering methods such as questionnaires or semi-structured interviews with the aim of ascertaining the educational experiences of children in care. These studies have produced findings which have contributed to our understanding of risk and protective

factors to educational achievement for LAYP, and as a result have influenced discourse in this area. However, despite these results now being widely known and the findings influencing government policy, the outcomes for LAYP as a whole, whilst slightly improved, are still poor compared with that of the general population. It would appear that although useful, it is not enough to uncover general factors to success and implement in guidance with the aim that this will have a positive effect on the outcomes for LAYP. Indeed, it has been argued that a 'model of support that allows only robust individuals in specific contexts to 'beat the system'' (Phillips, 2003, p72) will not support all LAYP and, therefore, research and practice must go beyond this to consider individual cases. This argument is supported by Munro who states that in relation to social work the need to improve the quality of care has led to a standardised system which as a consequence, 'limits freedom to respond to the child's wishes and opinions' (Munro, 2003, p137). These researchers, like myself, subscribe to the notion that every LAYP is an individual and too often they are talked of as a collective group.

I suggest that little consideration has been given to the discourses around LAYP and their learning and how these influence how they are perceived and perform as learners. Indeed it is argued that monitoring the health of LAYP as learners can be done through ascertaining how the child and others 'individually and collectively talk and write about what is happening' (Phillips, 2003, p67). The majority of researchers have assumed the theoretical position that language is a means of communicating information and is not itself the object of scrutiny. However, I argue that by considering how the LAYP and the people around them use language to construct the young person's learner identity, it allows for a greater insight into the social and educational world of the LAYP by considering the differing discourses in which they are immersed. As Phillips states:

'Understanding...the rhetoric of conversations with and about children could help to develop a depth and quality of dialogue (conversations with and about children) to plan for positive futures.'

(Phillips, 2003, p72)

This perspective also encompasses learning in a wider sense than purely educational outcomes as reported in the majority of the literature.

Identity Formation

As suggested above, this study is interested in the constructed learner identity of a Looked After Young Person. Identity refers to 'our sense of who we are and our relationship to the world' (Kanno, 2003, p3). Following a social constructionist

perspective, this study views identity as dynamic and fluid, rather than the traditional view which emphasises stability and permanence (Phillips & Hardy, 2002; Creese et al, 2006). This allows for the possibility of adopting different identities and identity change. It is argued that identities are constructed and negotiated in social interaction (Renold, 2001; Adams, 2007) and that the construction is dependent upon the interaction, the context and the discourses available within these contexts (Creese et al., 2006). Identity is 'something people *do* rather than something people *have*' (Willig, 2001, p91). It is suggested that the production of social narratives is also important in the formation of identity in practice and that there are many stories to tell rather than a 'core' narrative (Wenger, 2005; Gergen, 2001). Linked back to the context, it is proposed that institutions such as mainstream schools have a role to play in developing identities and they can offer a space for alternative constructions to be voiced (Creese et al., 2006). However, institutions can also 'trap students within particular learner identities which seem almost impossible to escape' (Youdell, 2003, p19).

There have been a substantial number of studies in social science research investigating the formation of learner identities in children and young people, for example, in relation to race, ethnicity and gender (e.g. Bourne, 2006; Stables, 2003; Youdell, 2003; Renold, 2001). However, it appears that learner identity construction in relation to LAYP has not previously been investigated.

This research focuses on the discourse generated from talking to a Looked After Young Person (LAYP) about her learning as well as talking to influential professionals in her life to answer the following research questions:

- How does the LAYP use language through narrative to construct her identity in relation to learning?
- How do professionals who support the LAYP use language through narrative to construct her identity in relation to learning?

Chapter 2: Methodology

Overview

In order to answer the research questions stated above, I chose to conduct a case study, with one LAYP as the focus, collecting data through two narrative oriented interviews. Further interviews of a similar nature were held with five professionals who support the young person. The following chapter outlines the epistemological position taken within the research and the resultant perspective on language as an active agent. Discourse Analysis as the methodology is then discussed along with the wider perspective of discourse within society. Following this, the case study approach and narrative interviews are considered, as is the fundamental topic of ethics. The notion of evaluation of the study is discussed and finally, the procedures in the study are outlined.

Epistemological position

Social constructionism

The theoretical perspective taken in this research is one of social constructionism in that it acknowledges that there are different versions and interpretations of reality rather than a single 'truth' to be discovered. Social constructionism emphasises that people make sense of and actively construct knowledge of the world through historical, social, cultural and linguistic influences (Willig, 2001). It follows, therefore, that people will view the world differently and have different social realities as they have been exposed to and involved in diverse historical, social, cultural and linguistic experiences.

As a result, this perspective challenges the traditional scientific approach which claims that research can be entirely objective and unaffected by the views of the researcher (Taylor, 2001a) and recognises that the outcome of any piece of research will be influenced by the researcher's understanding and interpretation. In addition, the social constructionist view acknowledges that the very nature of social research involves studying other people, all of whom have diverse viewpoints, thus to claim an outcome of research findings as truth would be to discount the views of others (Said, 1978). It also recognises that the social world is complex and unpredictable and therefore it is unrealistic to assume that what happened in one piece of research would necessarily occur if the research was repeated. The aim is to provide insight and understanding rather than to 'predict and control' (Taylor, 2001a, p12). My research fits with this perspective because the aim is to provide insight into a case study rather than to make any claims that the findings are universal truths. Reflexivity as the researcher is

crucial and I am aware that the outcome of the study is my construction and interpretation and should somebody else read the data, they may come to different conclusions. In addition, I acknowledge that within the data, the participants may construct different versions of reality that are not necessarily compatible, which further supports the argument about the complexity of social research and practice.

A key aspect of this perspective is the importance of language in constructing versions of reality rather than simply being a passive tool to describe or label (Willig, 2001) and, therefore, language is viewed as a form of social action (Reicher, 2000).

Language as an active agent

The notion of language as being simply a 'vehicle for meaning' (Taylor, 2001a, p6) has been challenged in several disciplines for many decades because, as mentioned above, it is recognised that language is productive and able to accomplish objectives for the language user (Willig, 2001). This perspective was acknowledged by social psychologists in the 1970s (Gergen, 1973) who began to question the dominant paradigm of cognitivism which was based on the premise that humans perceive and process the external world and then use language to describe this (Edwards, 1997). Thus Discursive Psychology was born which suggests that thoughts, experience and emotion are constructed in an interaction rather than being separate entities upon which language is dependent (Wiggins & Potter, 2008). It then follows that the world can be constructed through language in many different ways and that there is no objective view of reality (Willig, 2001).

This perspective is important in my research because it focuses on the fact that people use language to construct versions of reality and these often differ from each other. Therefore, it emphasises a need in research to explore people's constructions in order to gain a better understanding of the object of investigation by considering how others talk of it. As stated in chapter one, the focus of the majority of previous studies investigating LAYP and educational outcomes has been on *what* they and those around them have said, rather than *how* language is used within the talk. I argue that by considering how the LAYP and the people around them use language to talk about the young person as a learner, it allows for a greater insight into the social and educational world of the LAYP by considering the differing discourses in which they are immersed.

The turn to discourse was an important development in social psychology as it highlighted flaws in traditional, attitudinal research (Potter & Wetherell, 1987). Traditional research assumed that the subject on which people were being asked their

opinions was universally understood and it was the attitudes that differed (Willig, 2001). However, Discursive Psychologists argue that as there is no objective view of reality, people's understanding of an object or event will differ so asking people to rate how they feel about something is innocuous because we do not know what they are rating. It is, therefore, important to understand the context in which people talk in order to gain meaning. This is further supported by the finding that a person will give a variety of evaluations on the same subject dependent on the context (Potter & Wetherell, 1987). Furthermore, in contrast to traditional research which views language as a way of accessing stable attitudes, it is argued that language actively constructs attitudes, for example when 'disclaiming' a speaker can convey a negative view of something whilst claiming not to have a negative attitude towards it (Potter & Wetherell, 1987). All of the above highlights how traditional methods of data gathering such as using the questionnaire and rating scales produces simplified results which do not necessarily capture the complexity of human attitudes and beliefs.

It is for these reasons that I felt it was important to focus on discourse and how the participants use language to construct a perspective, and as such Discourse Analysis (DA) was adopted as the approach in this piece of research. Other methods of data analysis such as Content Analysis (CA) or Interpretative Phenomenological Analysis (IPA) were discounted because both take a different theoretical standpoint in which language is given less agency and seen as a medium for conveying thoughts and/or experiences. For example CA identifies terms within data in order that they can be grouped together but does not consider what is meant by the term used, how this term is used and the effects of the language use (Parker, 2005). This is a critical limitation because to mention something as an available explanation is different to using it as an explanation. However, in CA the terms would be grouped together (Potter & Wetherell, 1987). Similarly IPA views language as a tool which is used by participants to describe their experiences without considering why the experience has been described in that way rather than another. It fails to consider how an account has been constructed using available cultural resources to achieve an aim (Parker, 2005). It could be argued that the data conveys more about how the experience is described within the particular context rather than the experience itself (Willig, 2001) but this is not generally acknowledged in IPA. DA on the other hand views discourse not as a route to meaning but as constitutive of the social world (Phillips and Hardy, 2002). They state:

Whereas other qualitative methodologies work to understand or interpret social reality as it exists, discourse analysis endeavours to uncover the way in which it is produced.

(Phillips & Hardy, 2002, p.6)

Discourse analysis (DA)

As discussed above, DA is more than a research method, it is an epistemology which offers a way of understanding the nature of discourse and the social world (Billig, 1997), as well as a set of methods for studying it. In order to understand what we are referring to when we talk of DA, it is important that we know what is meant by discourse. Discourse refers to the practices of communicating through a 'discursive unit', be this through spoken words, written words, pictures or symbols (Phillips & Hardy, 2002, p4), in other words 'language in use', and therefore DA is the study of language in use (Wetherell et al., 2001b). Gee (2005) uses the term discourse (with a small 'd') to refer to this 'language in use' when the focus is on the language within the interaction or immediate context. However, it is argued that language does not occur in isolation as it constitutes aspects of society and the people within it (Wetherell et al. 2001b) and therefore discourses are 'shared and social' (Phillips and Hardy, 2002). This highlights the importance of understanding the context in which the discourses arise (van Dijk, 1997). Gee (2005) refers to the influence of the social context in which there are recognised ways of using language and interacting along with ways of thinking and associated 'objects' such as gesture and dress, as Discourses (with a big 'D'). He emphasises that Discourses are 'always language *plus* "other stuff"' (Gee, 2005, p26). The amount to which the broader context is considered in studies is dependent on the researcher and their interests (Wetherell, 2001). We will return to this point shortly when considering how my research fits within this wider perspective.

Following the social constructionist epistemology in which language is a form of social action, it highlights that in addition to being constitutive, discourse is functional (Potter and Wetherell, 1987). By selecting certain words or ways of saying something, the language user is aiming to position him or herself in a certain way (Harre & Moghaddon, 2003) and create a certain identity (Gee, 2005). These ways of using talk, also known as 'discursive practices', are adopted by people to achieve objectives (Wetherell et al., 2001a). Discursive practices include disclaiming (as discussed earlier), extreme case formulations (Pomerantz, 1986), where claims are taken to an extreme to provide justification, stake inoculation (Wetherell et al., 2001a), in which people try to

manage their interests, and the use of metaphors, analogies and direct quotations (Willig, 2001).

My research is interested in this action orientation of talk to consider the ways in which a Looked After Young Person (LAYP) constructs herself as a 'learner' through discursive practices and is constructed as a 'learner' by professionals. This will potentially highlight contrasting discourses as the speakers use language to manage their stake. A further aspect of this is reflexivity and the fact that as a researcher, I am not a silent partner in this discourse and as such I will use language that positions the LAYP in relation to learning and will in doing so, position myself. In addition, through the interaction with those I am talking to, we will engage in producing a joint meaning (Wetherell et al., 2001a). This is because language is seen as being in a reciprocal relationship with the context in that how we speak creates a situation as well as the situation influences how we speak (Gee, 2005).

A criticism of DA based purely on the discourse within the immediate context is that the analysis focuses on how a person uses discourse to achieve an aim without considering *why* they have pursued these objectives (Willig, 2001). In order to consider motivational aspects behind adopting discursive practices, researchers have argued that psychoanalytical approaches can be applied on 'psychological material' (Frosh and Saville-Young, 2008, p110). A full discussion of psychoanalytical interpretative strategies will not occur here but it is suggested that these strategies, grounded in close analysis of the text, may uncover unconscious reasons as to why a person has positioned themselves in a certain way (Hollway and Jefferson, 2007). They argue that a person invests in certain discourses in order to provide 'protection against anxiety' (Hollway and Jefferson, 2007, p23) and this is often an unconscious process. Whilst consideration will be given as to why the participant may have used talk in a certain way within this case study, I do not adopt the psychoanalytical approach because I am uncomfortable with the speculations that these researchers seem to make about participants and their relationships. Similarly to Parker (2005), I find the approach to be pathologising and disempowering for the participant with the researcher considered in a position of 'expert' in which it seems there is a 'truth' to be found.

In addition to considering discursive practices within the immediate context, the research will also consider the wider context in relation to discourses around LAYP and learning within society. This addresses another of the criticisms of 'pure' Discursive Psychology in that the focus is solely on the 'texts which constitute its data' (Willig, 2001, p102) without considering the wider social and material circumstances. In order

to analyse the data effectively, I argue that consideration must be given to the context of the interview as well as discourse in society because as previously stated, context affects discourse (Potter & Wetherell, 1987).

The wider arena

As discussed above, in order to study discourse and its effects, it is proposed that attention should be paid to the context in which the discourse arises and this can include both the immediate context and that at a wider societal level. This distinction is made by Potter and Wetherell (1995) who identified discursive practices as what people do with their talk (linked more to the immediate text), and discursive resources as that which people draw on when communicating (linked more to wider social discourses). Fairclough (1992), who proposes a more critical version of DA, argues that the study of discourse should be three-dimensional in that texts are linked to discourses which are in turn influenced by the social context. This supports the assumption that discourses are social and shared between people, and therefore, in interaction with others, we draw upon discourses that are available for us to use in society (Gee, 2005). An example of this would be our knowledge of long running conversations and/or debates in society around a certain theme, termed by Gee (2005) as a 'societal conversation' and the influence of this on our use and interpretation of language. Another example would be the 'Discourse models' available to us (as discussed in chapter one) and the use of 'interpretative repertoires' (Potter & Wetherell, 1987) which are terms used regularly in people's talk to explain social phenomena. It is argued that interpretative repertoires can be adopted to perform different actions (Edley, 2000) and that a person may use contrasting repertoires in the same conversation (Potter & Wetherell, 1987).

My research acknowledges that the dominant societal discourse appears to be one of concern for LAYP in relation to them as learners due to their lower educational attainments. The LAYP is often constructed in the literature as failing or unsuccessful and in need of support. However, I argue that previous studies have not focused on the LAYP as a participant who is actively engaged in constructing their reality. By broadening this and asking the LAYP to tell their story in relation to learning, their constructed learner identity could provide an insight, for example into minority and more empowering discourses. Indeed, an alternative societal discourse already appears to be emerging in the form of literature focusing on LAYP who have been successful (see chapter one).

Along with the consideration of discourses in society, and those more or less dominant than others, comes the issue of power. It is argued that although people have a range of discourses to draw on, some will be more available than others as discourses become culturally dominant (Gramsci, 1971). Since language constructs people's ways of perceiving the world, if discussed enough a discourse can be perceived as 'fact'. This is sometimes labelled as 'ideology', in which a discourse is common-sense within a society (Billig, 2001). This may be restrictive or harmful for people when 'unfair, dismissive or derogatory assumptions' (Gee, 2005, p72) are made about them. The post-structuralist approach to discourse influenced by the work of Foucault proposed that the social space as a whole was discursive and that everything in it including people are re-negotiated in meaning and can, therefore, never be fixed (Laclau and Mouffe, 1987). However, stable concepts do emerge which can last for 'quite long historical periods' (Wetherell, 1998, p393) thus incorporating the element of power as to which discourses remain stable for periods of time. Critical forms of discourse analysis attempt to investigate the role of discourses in society and the beneficiary or negative effects they have on people (Edley, 2001).

My research embraces a critical element of DA by taking into consideration the wider discourses in society around LAYP and their learning and how these may influence how a LAYP is constructed. This is achieved by identifying the main themes in the literature and considering the discursive resources drawn upon by the participants in the study. It is suggested that the conversations will tap implicitly into the interpretative repertoires available and used by the participants, therefore exposing the discourses in which the LAYP is immersed. It is for this reason that Conversation Analysis in its pure form was rejected as a means of analysing the data because it is argued that it is restricted to the text with little regard for the wider social picture (Parker, 2005). Whilst it acknowledges the wider discourse in society, pure Foucauldian Discourse Analysis (FDA) was not adopted in this research due to the fact that human agency is given less emphasis as it states, like all material objects, that the speaker is constructed through discourse and continually redefined (Willig, 2001). This subjectification of people suggests human passivity and I would argue that the speaker is actively involved in constructing a situation, assuming a position and managing stake. I argue similarly to Wetherell (1998) that there needs to be a combination of approaches to ensure analysis at the text level as well as situating it within a wider social discourse in order that we can answer 'why this utterance here?' (Wetherell, 1998, p402).

In summary, this research adopts DA at the heart of its methodology with elements of criticality by considering the wider social discourses available and the effects of these on the construction of the LAYP as a learner. Reflexivity is a key aspect to the research in considering my influence on the discourse as well as acknowledging that the findings are my interpretations.

The case study approach

The research is based on a case study as this is an approach in social science research that involves a rich, sharply-focused investigation (Yin, 2002) thus allowing me to study discursive phenomena in detail. It is argued that the case study is not a research method as such, but is an approach which may draw on a range of data collection and analysis methods (Willig, 2001). For this reason I was able to use narrative interviews as the method of data collection whilst maintaining my epistemological and methodological position of discourse analytic research.

It was hoped that by using a case study I would, as researcher, place myself within the context being studied to allow for a greater understanding of the discourse characterising that social situation. This is in comparison with other research methods which may be broader due to larger samples sizes but lack depth to aid understanding (Flyvbjerg, 2006). It is recognised that it is important to establish the boundaries of a case study because the same case can be discussed in relation to a number of different concerns (Willig, 2001) and therefore the discourse selected for analysis is to be linked to the LAYP in relation to learning.

As the data is generated from a single case study, the data gathered will not be representative of other LAYP and, therefore, it will not be possible to generalise the research findings. This is resolved by considering the argument that when knowledge cannot be formally generalised to other cases, this doesn't reduce the importance of that information for accumulating knowledge within a given field (Flyvbjerg, 2006). Furthermore it supports my position that every case involving a young person is unique and should be treated as such. The findings should provide some valuable insights into the discursive resources and practices used within a given case and the implications of this as applicable to other studies. It is suggested that the term generalisation could be replaced with extrapolation in that the researcher demonstrates how the data applies to subjects beyond the case at hand without formally making claims linked to other research or theory (Alasuutari, 1995).

The case study approach has a number of criticisms in addition to the generalisation issue including the volume of data that is often amassed and how to summarise this dense data when reporting findings. Some researchers argue that the findings should not be summarised, as in doing so the contextual information and complexity of cases, which are the very value of the study, are lost (Peattie, 2001). It is stated that 'good studies should be read as narratives in their entirety' (Flyvbjerg, 2006, p241) and if this is to be the case, it could mean that studies are less accessible to others as it would require a great deal of time to read and reflect on the information. This may limit the effectiveness of the case study as a research method as it has been acknowledged that research which never reaches its intended audience or is never read or understood, cannot be regarded as research (Salmon, 2003). The dilemma is overcome in this research by the use of a specific focus in the study, discourse around learning, which limits the material to be analysed, however full transcriptions are provided in appendices 6-12.

A further difficulty with case study methodologies is in relation to ethics. Due to the nature of the research approach, personal details of the individual participant and/or their life events may well be incorporated in the data so care has to be taken around issues of confidentiality and anonymity. This is discussed in more detail in the ethics section.

Narrative interviews

I felt that the data should be gathered using a narrative approach in the hope that it would produce a rich sample of discourse deemed as important to talk about by the participant. The traditional question-and-answer interview was rejected as a method of data gathering as it is argued that the interviewer sets the agenda, including the topics to be discussed and uses their own language to word the questions (Hollway and Jefferson, 2007). I felt that this would not allow for a sample of discourse that tapped into the discursive practices and resources used by the participants as my questions may have influenced how they constructed their talk. Whilst I acknowledge that as a participant in the conversation I cannot fail to influence the discourse, I felt that by asking open-ended questions, such as 'Tell me about...', the conversation would not be dictated by the researcher to the same extent and it would allow the participant to tell the story they chose. Furthermore, narrative researchers suggest that narrative plays a vital role in human activity as it is the main medium through which experience is made meaningful (Polkinghorne, 1988) and therefore narratives dominate discourse (Hiles and Cermak,

2008). It is argued that we use narrative in identity construction, that it is 'through the stories that we construct we establish our identity positions' (Hiles and Cermak, 2008, p149). Therefore, I felt that this method of gathering discourse was compatible with my theoretical position as the stories told would use discursive practices and tap into discursive resources.

In addition, I feel that the narrative approach encourages a less formal interview atmosphere as it is more like a conversation which I believe is central for creating rich discourse and it also helps when working with unfamiliar people. This method also allows for the researcher to interact with the participant in a flexible manner dependant on the subject matter (Willig, 2001) which is important, particularly when discussing sensitive issues. I felt that it was necessary to provide optimum conditions for the participant to tell their story in order to gather the richest data. This required consideration of how best to establish a relationship to allow for a natural conversation to take place. It is argued that the narratives produced are always as a result of the relationship between the researcher and participant (Hollway & Jefferson, 2007).

I acknowledge however, that there are limitations to the data gathering method adopted. Despite attempting to create the data gathering process as a participant-led conversation rather than a formal interview led by the researcher, circumstances such as not knowing the participant beforehand (with the exception of the young person) and having to record the conversation impacted on this. Both of these issues ultimately created a more formal situation than would have been ideal. I felt that the participants' expectations of how the interview would work, possibly through previous experiences of interviews, also impacted on the format of the conversation in some cases. Participants varied as to the amount they embraced the narrative approach and additional questioning was needed to a greater or lesser extent in all interviews in order to gain richer discourse. In particular with the young person I felt that I had to ask her supplementary questions in order for her to explain things and produce a full answer. Similarly to Hollway and Jefferson (2007) I found:

The transcript does not remotely resemble the idea of a narrative interview when, having asked the question, the researcher should shut up and engage in good listening.

(Hollway and Jefferson, 2007, p48)

I felt that this may have been due to the fact that despite knowing me fairly well, she was not confident enough to tell her story without additional questions and responses to reassure her that what she was saying was relevant. However, there were times where

her story flowed more coherently, which in itself is worthy of analysis. Ultimately as I subscribe to the idea that through interaction we produce joint meaning, the issue of me asking additional questions and engaging in conversation becomes less of a problem.

Ethical issues

As with all qualitative research, there were a number of ethical issues in relation to this study. Firstly, consideration needed to be given to the fact that the use of narrative techniques requires the individuals to talk openly and tell their stories about potentially sensitive issues. I needed to consider the following questions ‘What right do I have to ask as a researcher?’, ‘Why should people talk openly to me about potentially difficult subjects?’, ‘What do the participants gain from being involved in the study?’ and ‘How can issues of power be tackled within the researcher/participant relationship?’

These issues were not easily resolved but fundamental to them I believe is the relationship that exists between the researcher and the participants, and from that flows the issue of consent. Warmth, genuineness and empathy are central in creating the conditions which encourage positive relationships (Rogers, 1951) and these can facilitate a potentially natural and rich conversation. I kept at the forefront of my mind that it is the researcher’s responsibility to create a safe context in which guarding against harm should be a key aim and it is through this that the participant will consent to the conversation by the stories they choose to tell. Should the relationship feel safe, these conversations are likely to include the conveyance of emotion and may cover potentially distressing issues, which in itself can be therapeutic to the story-teller (Hollway & Jefferson, 2000). However if the participant feels uncomfortable in that situation, they will limit what they choose to disclose and this should be respected by the researcher. This develops the idea of informed consent to considering ongoing consent throughout the research. In addition it is argued that if relational dynamics such as understanding and respect are formed, they can surpass issues of power, allowing the power relationship to be negotiable within the conversation (Hollway & Jefferson, 2000). The participants were also aware that their input may help to provide an insight into being a LAYP in the education system which could in turn add to the body of research and help to influence practice.

A further ethical issue was that of anonymity. The more detailed the case study, the more difficult it is to protect the person’s anonymity, particularly when talking to different people who know each other well (Willig, 2001). It may be that the different parties have contrasting discourses and consideration was needed as to how much of

this should be fed back to the participants. All the research was anonymised in terms of names being changed and recordings of the conversations were used for transcription purposes only. This was made very clear at the start of the project. In terms of feeding back to participants, it is argued that it is ethical to take back the findings to the participants (Reason & Rowan, 1981). However it would compromise issues of confidentiality to show anyone an analysis based on someone they know (Hollway & Jefferson, 2000). This is resolved by the decision to only consult with the participant on the analysis of our conversation rather than all conversations. I am aware however, that this does not stop someone deciding to read the whole write-up in which case, people's discourse would be exposed.

There is also the issue that the write-up is my narrative and interpretations, therefore the participants may not agree with what is written or recognise their words and thoughts in the reported findings (Hood-Williams & Harrison, 1998). It is suggested that any disagreements over interpretations should be accounted for in the write-up (Hollway & Jefferson, 2000). Being reflective of my position as a researcher allowed me to be aware of how my beliefs and ideals influence the narratives, analysis and interpretation both in this research and my wider practice. Adopting the starting point 'others are not the same as us and there is no reason why they should be' (Parker, 2005, p15) is something that I considered during the research.

Evaluation

In traditional positivist research, studies are evaluated using the notion of reliability, validity and replicability. They are judged on the use of tools to provide consistent measurement, how 'true' the generalisations are from the findings and whether the research could be repeated to find the same or similar results (Taylor, 2001b.) This does not fit with the social constructionist epistemology applied in this research in that findings are situated within the context and are not deemed as stable truths. In addition, as discussed at the beginning of the methodology, reflexivity plays a large part in the research in that it is acknowledged that as researcher, I play a role in constructing the data and the findings reflect my interpretations and constructions.

For studies adopting this theoretical position, it is considered more relevant to consider the rigour of the investigation through the detail in the data, transcription and analysis, and the explanation of the process of analysis (Taylor, 2001b). In a methodology such as DA the researcher is exploring and interpreting the data whilst at the same time evaluating the findings in relation to the research questions. It is argued

that by working closely with the data, the research stays 'faithful' to the subject being investigated (Wiggins and Potter, 2008, p85). Rigorous analysis should include examples of inconsistency within talk as this is a feature of discourse; people often express contradictory messages, for example adopting alternative interpretative repertoires within the same conversation (Potter and Wetherell, 1997) and this should be acknowledged.

It is argued that rather than use the term 'validity', DA can be assessed in terms of the 'quality' of the research (Willig, 2001). This is linked to the terms 'coherence' and 'fruitfulness' by Potter and Wetherell (1987) in that it must be demonstrated how the discourse fits together and functions, including acknowledging exceptions and differences. In addition, the research should demonstrate how it fits with previous research and provides a fresh perspective or a basis for future work. My research was designed to investigate the 'discourses of learning' used by and surrounding a LAYP in order to provide deeper insight into this area, based on the notion that every young person is an individual who is an active agent in their learning. Having a deeper understanding of the discourses of a LAYP and their learning could help to influence practice when working with these young people.

A further approach to evaluation is to consider the quality of interpretation which can be enhanced when the researcher has similarities to or things in common with the participants (Taylor, 2001b). In my research, I felt I was in a useful position to investigate discursive phenomena within the case because through the work I do as a Trainee Educational Psychologist, I am familiar with the discourses in education around LAYP and their learning. However, I bore in mind our differences in that I have never been in care and am not very familiar with the care system in terms of Social Services protocols. Indeed, some literature suggests that LAYP are more willing to 'open up' to care experienced researchers (The Fostering Network, 2007).

I was also aware that the quality of interpretation can be further enhanced by considering the participants' view of the research known as 'participants' orientation' (Potter & Wetherell, 1987). This is where the outcomes of the research are taken back to the participants for comment and I intend to do this with the young person although, as mentioned in the ethics section, I will restrict this to our conversations as others may have contrasting discourses which would be problematic to share. However, the outcomes are my interpretations and agreement may not be reached. Even if she does agree with the constructions, it would not confirm that the interpretation was 'right'. That said, should she and others, for example readers of the research recognise the

interpretations, it helps to support the notion of their reliability (Hollway and Jefferson, 2007). This supports the idea that the interpretations of the researcher must be convincing (Miller and Crabtree, 1994).

The data gathered will be narratives from different people on the same case, allowing for triangulation of different discourses in relation to the focus of the study. This should enrich the research because it will allow for consideration of the case from a number of different perspectives and an appreciation of the dimensions of the case. As the research does not assume a realist perspective, it does not seek reliability whereby different perspectives converge to confirm the findings.

Finally, discourse analytic research is evaluated in terms of its relevance and usefulness (Taylor, 2001b). It is felt that this research is relevant in that despite there being a large amount of studies investigating LAYP and their educational outcomes, I have been unable to identify from published literature any prior studies investigating discourses linked to Looked After Young People and their learning. Therefore, it is hoped that this research will be able to provide an insight into discursive resources and practices used by the young person and influential adults around her. These findings may have implications for practice when working with young people in care.

Procedures

Participant Selection

The study involved talking to a Looked After Young Person (LAYP), Louise, in order to ascertain how she uses language to construct her identity in relation to learning. An important aspect of the study is also to consider the wider discourses in which she is a part, therefore, it was necessary to talk to others who know her, to form a detailed case study. Participant selection came about by developing links with the Looked After Young People (LAYP) Team who work with a significant proportion of LAYP in the LA in which this study was located. They have formed good relationships with the young people and were able to consider potential participants for the study based on my loose criteria of them being in foster care, in Key Stage 3 and verbally able. I felt that it was important the participant shouldn't have any known difficulties with verbal expression as they would be required to talk with minimal prompts, and that they were at an age whereby they had experienced being in the education system for a substantial period of time.

In discussion with colleagues from the LAYP Team, it was agreed that I should attend an after-school club held at the team base as I felt it important that I meet with some of the young people in a non-threatening way in order to build relationships. I felt that this would provide an opportunity to talk to them about the study and ascertain if there was any interest, as ideally self-referral would be the best option to select a young person for the study because this would demonstrate a willingness to take part and, therefore, possibly produce richer data. Letters were sent out to the social workers of the young people due to attend the after school club to ensure that they consented (see Appendix 1). As the young people are in care, finding out who had parental responsibility was an important aspect of the consent process.

Attending the after school club proved to be a helpful way of recruiting for the study as having built good relationships, a couple of young people expressed an interest in taking part. Following this, I sent out an information letter to the two young people, their foster carers, social workers and SENCOs at their school giving more details of the study, including information related to ethics such as anonymity, and asking whether they would consent to take part (see Appendix 2). I made it clear to all including the young people that I would only need one case study. This was then followed up with a phone call to answer any additional questions and if they agreed to participate, a consent form was then sent out to be completed (see Appendix 3) and a time arranged to meet up. The information was sent out to both young people and the

corresponding adults to counter the fact that if someone was not interested in participating, I had a back-up case study. Of the two young people who stated that they would like to take part, one attends school in the LA where I work and the other in a different LA. It was for this practical reason that I contacted first the people linked to the girl in the LA where I work. As they agreed to participate, I contacted the participants of the other case study to thank them for their time and inform them that I would not need their input (see Appendix 4). I was careful to write a personalised letter to the young person who was not to be included to explain my reasons for selection (see Appendix 4).

The resulting participants in the case study were: Louise, the Looked After Young Person; Mrs Emma Smith, her learning manager; Miss Rachel Dune, Louise's Science teacher; Miss Abigail Miller, support teacher from the LAYP Team; Mrs Annette Long, Louise's social worker; and Mrs Jane Stewart, her foster carer. For purposes of anonymity, all names have been changed. These people were selected as I wanted to talk to professionals who had significant involvement with Louise and therefore whose discourse would likely be influential. There were no other agencies, for example health, involved with Louise and she helped me to select who I spoke to in school. I felt that it would be interesting to capture a discourse about Louise from someone in social services as well as those in education particularly as 'joined-up working' across agencies is a priority for Children's Services (DfES, 2005b).

Conversations

As the aim of the study was to investigate the discourse of the participants, I felt it important that where possible the conversation reflected what they chose to talk about, thereby adhering to the theory of the language user as an active agent. This is summarised by Hollway and Jefferson:

The particular story told, the manner and detail of its telling, the points emphasised, the morals drawn, all represent choices made by the storyteller. Such choices are revealing...

(Hollway and Jefferson, 2000, p35)

Therefore, rather than structured questioning, I used five prompts to elicit the conversation which had been trailed during the pilot study and I felt worked well at providing a start point for our talk (see Appendix 5). The data generated from the final prompt was intended to be used as supplementary information. I also attempted to use additional prompts such as 'can you tell me more about that?' which helps to keep the

questioning open and the control with the respondent (Reissman, 1993). As indicated in chapter two, the resultant discourse did not often resemble a narrative in which I used a prompt and as a result, the participant began to tell a story, but rather the discourse was a conversation in which we fed from each other.

During all the conversations, I aimed to create an informal atmosphere by bringing refreshments, emphasising the situation as informal, and switching the digital recorder on initially whilst we did introductions. This was to allow both myself and the participant time to get used to the voice recorder being there so lessening the impact of its presence when the discourse turned to Louise and her learning.

As Louise is the main focus of the study, we met on two occasions to record our conversation. Both times were in school in a room she felt comfortable and we talked for approximately an hour each time. For each of the other participants, I visited them at their place of work with the exception of Louise's foster carer whom I visited at home. The fact that they were on familiar territory helped the participants to relax.

Following the conversations, I made notes on how I was feeling and my initial thoughts as this is important in terms of being a reflexive researcher and also provides useful information for the analysis stage (Hollway and Jefferson, 2000).

Transcriptions

The recorded conversations generated in the research were downloaded onto my lap top and then erased from the digital voice recorder. All the data kept on laptops and computers was anonymised both in the transcription and analysis. I listened to the conversations on several occasions before doing anything more with the data to allow me to reflect upon the discourse. Following this, they were transcribed in full (see Appendices 6 – 12). It is noted that the process of transcription helps the transcriber to read the discourse more closely (Potter & Wetherell, 1987) and I found this to be the case. The method of transcription included aspects of Jefferson's (1984) transcription notation, see below:

- | | |
|-------------------|---|
| (.) | pause less than one second |
| (1) | pause approximately one second etc |
| [] | utterances overlap |
| = | at the end of speech signals it has been interrupted, and at the beginning signals it has recommenced |
| <u>underlined</u> | added emphasis |

I felt that the above should be included as it would provide additional information on how the talk was conveyed, for example the inclusion of pauses may suggest that the speaker is thinking carefully about how to formulate what they are saying and the inclusion of interrupting speech may signify that the person is keen to convey an opinion.

Following the transcription phase, I then took time to read through the transcripts in order that I could 'experience as a reader some of the discursive effects', thereby increasing my awareness of 'what the text was doing' (Willig, 2001, p94). It was helpful to get an overview of how the speakers were positioning themselves and Louise within the talk and the consequences of the language use.

Discourse Analysis

Prior to the analysis stage proper, the large amount of data had to be reduced into a more manageable size to analyse known as 'coding' the data (Potter and Wetherell, 1987). The categories used in the coding section should be linked to the research questions and it is important at this stage to be as 'inclusive as possible' (Wiggins & Potter, 2008, p84). Therefore, any samples of discourse in which Louise's learning was referred to either explicitly or implicitly were selected for analysis. This meant that if there was explicit mention of learning, school, academia or education, or if I felt that on reading the text, there were examples of learning through life experiences, they were selected for analysis. The data produced from the final prompt, 'Tell me what you know of LAYP and learning generally' was not included in the analysis due to time and word count restrictions.

Louise's transcripts were analysed first in order to answer the research question: *How does the Looked After Young Person use language through narrative to construct her identity in relation to learning?* I read the transcripts several times and tried to bear in mind the key questions, 'Why am I reading the passage in this way?' 'What features produce this meaning?' (Potter & Wetherell, 1987, p168) when considering the discursive practices and resources applied. I firstly looked for patterns in the data, to find elements of consistency and difference in how she constructed her identity in relation to learning. This was done by considering the 'terminology, stylistic and grammatical features, preferred metaphors and figures of speech used in the construction' (Willig, 2001, p95). By doing this I was able to discover interpretative repertoires used by Louise within the talk to construct her identity as a learner. On occasions Louise was positioned in contrasting ways within the repertoires and at other

times, the repertoires themselves were conflicting, highlighting that discourses can often be dilemmatic (Billig, 2001). Secondly, I considered the function of Louise talking in this way and the effects of these constructions (Potter & Wetherell, 1987). An important element of this was considering the context in which Louise spoke. To consider the immediate context required a reflexive position as the text was a product of our conversation and consideration was needed as to how I constructed Louise as a learner through my talk, as well as how Louise positioned me.

Following this, I repeated the analysis using the text from my conversations with the other participants to answer the second research question: *How do professionals who support the LAYP use language through narrative to construct her identity in relation to learning?* The same process was undertaken as with Louise's data and in addition following this pattern of analysis, I was able to look for patterns of consistency and difference between participants within the case study as well as within each participant's talk. Finally, I considered how the use of interpretative repertoires within the data linked to those in the wider context of societal conversation.

Chapter three: Analysis and Discussion

Overview

The following chapter comprises of the analysis and interpretation of the participants' talk to consider how Louise's learner identity is constructed. Louise's talk is discussed first and subsequently that of the professionals who support her. This leads to further discussion and a consideration of the practical implications from the findings. Limitations of the study are then outlined, along with possible future research. Finally, conclusions are drawn from the research.

How does the Looked After Young Person use language through narrative to construct her identity in relation to learning?

During the analysis, several repertoires emerge from the text which serve to construct Louise's identity in relation to learning and at times these act to position her in contrasting ways. The repertoires are *learning-as-desirable*, *learning-as-struggle*, *learning-as-successful* and *learning-as-experience*.

'Learning-as-desirable'

One such repertoire is '*learning-as-desirable*', in which through the talk Louise uses language to position herself as being motivated to learn and having high aspirations. An example of this can be seen in the extract below:

Extract 1 (transcript 1)

Line	Speaker	Text
128	Anna	And then you had, so do you want to tell me a little bit about
129		Meadows then, what was it like there?
130	Louise	Well, its not (.) fantastic. At like, the, the teachers are fine wi' you
131		but you just didn't get education that you expected.
132	Anna	Oh, ok what do you mean by that?
133	Louise	Like (1), em (3) em, (1), like they didn't, like cos we had all different
134		teachers, they changed subject a lot more often so we didn't stop on
135		same subjects so we didn't learn as much =
136	Anna	Right.
137	Louise	=as we should have done, they kept moving. But here you just stick
138		to one teacher or they get a supply teacher and like, write a note on
139		desk to say that you're doing this subject so they'll do some work on
140		that.

Here Louise is talking about her previous high school and in line 130, Louise criticises the level of education delivered by the school. She does this subtly initially by using fairly understated phrases when describing the school such as ‘not fantastic’ and ‘the teachers are fine with you’ (line 130) but then proceeds to state that she and others didn’t get the expected education. Louise is constructing herself as someone who appears to care about her education and this is further supported by the use of the phrase, ‘we didn’t learn as much as we should have done’ (lines 135-137). The ‘*learning-as-desirable*’ repertoire is also used at other points in the conversation, see the extracts below:

Extract 2 (transcript 1)

Line	Speaker	Text
673	Anna	Right, so is that difficult being in that group then?
674	Louise	Yeah cos I’m wanting to listen t’teacher and all others are not
675		wanting to (1) em (.) in set 5 everyone wa’ listening t’teacher (.) em,
676		they wanted to get the grades that they wanted (.) but now they don’t,
677		they’re not bothered (.) in set 6.

In line 674, Louise states quite clearly that she wants to listen to the teacher, again constructing her identity as keen to learn. This is reinforced further by Louise using contrasts between herself and others in the talk in order to highlight her position. She uses the extreme case formulation, ‘all others are not wanting to’ (lines 674-675) and ‘they’re not bothered’ (line 677) suggesting that she is only one who is motivated to learn in her [Maths] set. Louise uses this discursive device of contrast again later in the conversation when talking about obstacles that stop her from learning:

Extract 3 (transcript 1)

Line	Speaker	Text
958	Louise	Well (.) this girl who I used to hang about with well, a couple of girls
959		and they had boyfriends apart from me and they wanted to skive with
960		them and get me skiving and I said I don’t want to do that and (.) they
961		like tried to force me to do it but I just walked away and dint want to
962		get (.) get caught cos it’s isolation?
963	Anna	Yeah
964	Louise	Em (.) an they wanted me to get into trouble all time and (.) I just had
965		to break relationship with them so I dint want to hang about with
966		them no more, em if I skive its (1) yeah you get a C5 isolation,
967		detention following day (.) em, em (.) and then it affects your
968		education cos you’re not in that lesson
969	Anna	Yeah
970	Louise	Em and I said no I dint want to

971	Anna	That's really brave, a lot of people would just go along with it cos
972		they don't want to say no.
973	Louise	Cos they said oh you're a swot you want to be in lessons and that and
974		I just said (.) if I want to be a swot I can [be]=
975	Anna	[yeah it's up to me]
976	Louise	Yeah

Here Louise contrasts herself with a group of girls who she positions as not interested in learning and only wanting to 'skive'. Again, she uses some extreme case formulations such as 'they like tried to force me to do it' (line 961) and where she states 'they wanted me to get into trouble all time' (line 964). In this section of the talk, Louise uses a lot of the first person pronoun 'I' to position herself as a strong, proactive character who will not be diverted from her goal of learning such as 'I said I don't want to do that' (line 960), 'I just walked away' (line 961) and 'I had to break relationship with them' (line 965). This is suggesting that Louise is in control and focused despite having to deal with some difficult circumstances because she is very clear of her goal of getting a good education (line 967). My use of the word 'brave' further supports Louise's position of motivated and unwavering and this is concluded with the comment 'if I want to be a swot, I can be' (line 974).

The '*learning-as-desirable*' repertoire is also apparent in our second conversation when talking about hopes for the future:

Extract 4 (transcript 2)

Line	Speaker	Text
15	Louise	Well I wanted to be a doctor like when I wa' little, em, and then
16		when I got into care and learning about how to cope with children
17		and that I want to be a foster carer=
18	Anna	Oh ok
19	Louise	=actually make a difference in kids lives so ...

Louise constructs herself as always having had high aspirations for a career from being little but it is through her experience she has decided upon her career. She is very definite in her response in line 17 when she says 'I want to be a foster carer' which she sees as a very worthwhile and effective role (line 19). Interestingly, this comment not only positions herself but also her foster carers in a positive light.

Extract 5 (transcript 2)

Line	Speaker	Text
30	Anna	Great, so would you do that full-time or have you thought that you would, would you want to have another job with that or would that just be what you would do?
31		
32		
33	Louise	Full time. Like when I leave school, go to uni, em and like (.) work in a nursery? Like learn from there an' (.) see (.) if I can be a foster carer later on
34		
35		
36	Anna	So what what, you'd quite like to go to university?
37	Louise	Yeah
38	Anna	Right, what would you like to do there then?
39	Louise	Em (2) care (.) care, can't remember what its called (<i>laugh</i>)
40	Anna	Right but to do something with care?
41	Louise	Yeah

Louise outlines a plan that she would like to go to university, work in a nursery and eventually become a foster carer full-time. It appears that Louise wants to portray that she has thought about her future goals, however the talk is less sure than in previous extracts, with pauses denoting her stumbling a bit over what she is saying, particularly in line 39 when trying to recall the subject she would like to study at university. It may be that as yet, at fourteen, she hasn't needed to consider careers in any depth. However it is interesting that she appears keen to portray that she has a plan. With reference to the literature, aspirations of university from a LAYP is unusual and therefore Louise's discourse could be viewed as one of resistance in terms of highlighting a minority discourse and not fitting into the 'norm'.

'Learning-as-struggle'

This is one of the most powerful and frequently used repertoires in the talk which Louise uses to position herself in two contrasting ways.

Extract 6 (transcript 1)

Line	Speaker	Text
612	Louise	I don't like Maths cos I can't do it (<i>laugh</i>)
613	Anna	Right so you find that difficult
619	Anna	Do you, would you say that with something like Maths (1) even though you find it hard (.) are you the type of person that will try to like persevere with it or do you or do you tend to think oh can't be bothered cos I just can't do it. What, what type of person would you say you were?
620		
621		
622		
623		
624	Louise	Both really, it depends what mood I'm in (.) em like last week (1) em I wanted Abigail to be there cos I couldn't really understand it =
625		
626	Anna	Oh this is from the XXX team?
627	Louise	Yeah

628	Anna	Right, I am speaking to her this afternoon actually
629	Louise	= (<i>laugh</i>) Em and then like its really hard for me to (.) understand
630		Maths when there's things going around and Abigail explains it to me
631		and am like oh yeah I get it now
632	Anna	Right so does she just sit next to you in the lesson then, is that how it
633		would work?
634	Louise	Yeah (.) I have like (.) one on one, like teacher she's got loads of kids
635		Abigail focus, focuses on me, em (.) like teacher she can't (.) she
636		can't sit with me [when] =
637	Anna	[no]
638	Louise	=she's got others round so that's why I needed Abigail there
639	Anna	So does Abigail come into all your Maths lessons?
640	Louise	No, she (.) em she came once a week
641	Anna	Right
642	Louise	Em (1) in maths but at first when I got to know her, she were in
643		German (1), English and Science and she thought that I'd need help
644		in them subjects. And I've got through it and I don't need anymore
645		help
646	Anna	Oh fantastic
647	Louise	Em (.) and then she, and then I said to her I'm struggling in Maths,
648		will you be able to come just for that lesson since I'm doing alright in
649		others, so she did and I (.) got through a stage where I could do it and
650		now, now she's gone I can do it but I don't fully understand

Within this extract Louise talks about a subject she finds difficult and right from the outset states that she can't do it (line 612). With this statement she is constructing her identity in a less positive light than the previous repertoire and this is further emphasised in the talk by the statements, 'its really hard for me to understand Maths' (line 629), 'I needed Abigail there' (line 638), 'I couldn't really understand it' (line 625) and 'I'm struggling in Maths' (line 647). This positions Louise as someone who is unsure and dependent on others for help. Within the same repertoire however, Louise also talks of defeating obstacles to learning and developing as an independent learner through using phrases such as, 'Abigail explains it to me and am like oh yeah I get it now,' (line 631) and 'I got through a stage where I could do it' (line 649). The use of language here is powerful in creating the image of Louise overcoming difficulties and creates the impression that she is an active agent in her learning. It is interesting that Louise mentions how Abigail positioned her 'she thought that I'd need help in them subjects' (line 643) and then continues with a phrase that contradicts that position, 'I've got through it and I don't need anymore help' (line 644). At times these contrasting subject positions, unsure and dependent versus achieving and independent, become a little muddled and serve to contradict each other within the talk, for example in line 650 where Louise states, 'I can do it but I don't fully understand.'

This section goes onto finish with her emphasising the difficulties she faces in set 6 with the use of extreme case formulations, ‘there’s all bad people in there,’ and ‘they’ll go crazy’ and her use of the phrase ‘so it’s really hard’ (transcript 1, lines 663-664).

Extract 7 (transcript 1)

Line	Speaker	Text
678	Anna	So you were in set 5 before?
679	Louise	Yeah
680	Anna	And why’ve you been moved to set 6?
681	Louise	Because (2) they wanted me to, because they were going a bit fast
682		wa’ set 6 for me, set 5 for me =
683	Anna	Right
684	Louise	= so I moved down so I could slow it up so I could understand it a lot
685		more
686	Anna	Right and which do you think, now you’ve been in both and you’re
687		thinking about it, which do you think was better? Which do you think
688		you learnt more in?
689	Louise	Set 5
690	Anna	Set 5?
691	Louise	Yeah
692	Anna	Have you mentioned that to anyone?
693	Louise	Well, my teacher (.) my maths teacher Mrs Taylor who I have on a
694		Monday (1) em, she’s noticed that I’m doing really well and she
695		wants me to go back up to set 5
696	Anna	Oh fantastic
697	Louise	Em (2) but (.) I don’t think I’m (.) willing to go to set 5 if I don’t
698		understand the work that we’re doing in set 6 (2)
699	Anna	It’s difficult isn’t it? [You’re in a bit of a dilemma there aren’t you?]
700	Louise	[Yeah, I don’t want]
701		I want Abigail to be there but I need to learn by myself

This extract reinforces the subject positioning identified in the last extract in which there appears to be a tension between Louise positioning herself as in control and independent versus her insecurity and need for support. When Louise is describing why she moved into set 6, she initially explains it not as her decision, ‘they wanted me to’ (line 681) because the lesson was going ‘a bit fast’. However in the following line, she changes to first person pronoun, ‘so I moved down so I could slow it up so I could understand it a lot more,’ (lines 684-685) giving the control back to Louise. The description of the lesson as going a bit fast is fairly understated, suggesting that Louise doesn’t want to admit she couldn’t do it in this part of the talk because she wants to appear in control. Interestingly she continues with positioning herself as independent and achieving by using the third person (her teacher) who positions her as ‘doing really well’ (line 694) and suggesting a move back up. However, once again, this is

contradicted by Louise who constructs her learner identity once more as unsure and dependent by stating ‘ I don’t think I’m willing to go to set 5 if I don’t understand the work that we’re doing in set 6’ (lines 697-698). The extract is completed with a summing up of the dilemma, a word which I introduce within the talk, by Louise saying ‘I want Abigail to be there but I need to learn by myself’ (lines 701). This segment of talk represents an ideological dilemma (Billig, 2001) in that the ideology around LAYP and learning in society appears to be that they need support to achieve and Louise recognises this in herself but at the same time acknowledges that she needs to develop independence and therefore tries to resist this ideology within the talk.

Further examples of the *learning-as-struggle* repertoire tap into contextual factors that Louise brings into the talk to highlight obstacles to her learning that she has faced.

Extract 8 (transcript 1)

Line	Speaker	Text
414	Louise	Yeah. Em (.) at Primary school I didn’t really get on wi’ teachers and
415		I wa’ like on a report card (.)Em, and in lesson it had smiley faces,
416		em (.) and they ticked it if I dint do so well and if I got to five ticks
417		then I dint get a certificate at the end of that week
418	Anna	Right
419	Louise	Em, so in every subject, like Maths, if I got a tick then (.) that were
420		bad and em (.) I got a phase were I got all ticks and then (.) em, the
421		teachers talked to me and said em, your attitude stinks and you need
422		to be behave a bit more, em (.) so I did that and em (1) I wa’ on
423		report card for quite a while and then em (1) like these smiley faces
424		coming up and I didn’t have any ticks on them, em (.) and then I got
425		a certificate for that =
426	Anna	Oh great
427	Louise	= and then I soon came off it in Year 6

In the above extract, Louise talks about the primary school in a fairly negative way and acknowledges that there were problems there, although appears to play them down, ‘I didn’t really get on wi’ teachers’ (line 414) and ‘I dint do so well’ (line 416). On lines 421-422 however, the language becomes more emotive with Louise’s use of third person to describe her, ‘your attitude stinks and you need to behave...’. Louise then suggests compliance, ‘so I did that’ (line 422) and brings the conversation back to create a more positive learner identity by mentioning gaining a certificate and coming off report. Following this section of conversation about a fairly negative time in Louise’s school career, I ask more about her feelings and thoughts at the time in an attempt to explore her discourse around why she may have behaved as she did.

Extract 9 (transcript 1)

Line	Speaker	Text
433 434 435	Anna	Did you feel, at that time when you were at Primary school (1) that education, that school was a fun place to be or did you enjoy being there?
436 437 438 439	Louise	Not really, like (.) with the (.) with the domestic violence against my mum and stuff, I just wanted to be with her (.) cos she were on her own an' there were loads of problems happening, em and I used to not go to school at times
440	Anna	Right
441 442	Louise	Em (1) I used to just sit under (1) sit under this bridge with my brothers.
443 444 445	Anna	Ok because you didn't, y. Do you think some of it was (1) you know when they were trying to teach you Maths or English or whatever it was, did you just have other things (1) on your mind?
456	Louise	Yeah
457 458 459 460	Anna	Did it seem, cos it, I mean I can only imagine it but I can imagine that if you had all that going on in your head and all those things you're thinking about (1) really Maths and English wouldn't be that important to you (.) at that time =
461	Louise	No, [it wont]

Here with my influence, we see Louise as positioned within the *learning-as-struggle* repertoire as someone who had a lot to deal with and this affected her attitude towards learning. When describing what she was most concerned about at that time, Louise uses the term 'domestic violence' (line 436) (as she does at several points in our conversation) but only once goes into more detail than this. By using this term, it struck me that Louise was attempting to distance herself from the potentially painful memories by using 'well-rehearsed generalisations' (Hollway and Jefferson, 2007, p33). They argue that to protect against anxiety a person will use 'safe' language in order that they can manage unwanted emotions that may occur in describing upsetting events. However, by discussing this, Louise and I provide justification for her attitude towards learning at that time. I recognise that this section of the talk does not follow my original intention of eliciting a narrative through open questions as my questions are leading, however I felt it was important to explore this area further. The impact of events in Louise's life at that time are apparent in the following extract:

Extract 10 (transcript 1)

Line	Speaker	Text
503 504	Anna	And how did you get on like you know, in Year 6 when you did your SATs? Did you do alright in them? [Can you remember?]
505 506	Louise	[Em] Not as well as I should of done but I did OK

507	Anna	You did ok at them
508	Louise	Think I got level 4 in Maths =
509	Anna	Right
510	Louise	= or level 3
511	Anna	Yeah
512	Louise	Em (1) and I think I got a level 3 or 4 in English so I did ok but not as
513		well as I should have done
514	Anna	Right, not as well as you could have done [if] =
515	Louise	[no]
516	Anna	But I think that you had a lot on didn't you so I would say that they
517		were brilliant (<i>laugh</i>) [levels] =
518	Louise	[<i>(laugh)</i>]
519	Anna	= with what you had to deal with. Absolutely.

In this extract Louise implies that she is of higher ability than her Year 6 SAT results suggest by describing her performance using the phrase 'not as well as I should have done' (line 505-506). She uses the phrase 'ok' so is not suggesting that she did badly and goes onto say that she got a level 4 or level 3 for Maths and English. There appears to be a little reluctance to admit to a lower grade by incorporating level 4 within the talk, the expected level to achieve in Year 6. My contribution to this conversation again positions Louise as someone who has achieved despite adversity and I allude to this by saying, 'not as well as you could have done if...' (line 514). I noted at the time that Louise interrupted me at that point with 'no' (line 515) to show that she understood my point and I took this to mean that there was no need to continue and go over painful memories with her again. Instead I use the phrase, 'a lot on' (line 516) and 'what you had to deal with' (line 519) when referring to her difficulties at home and hope to offer reassurance by describing the levels as 'brilliant' given the circumstances. Thus I position Louise, as she has done, as developing as a learner and overcoming difficult circumstances.

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'Learning-as-successful'

This repertoire is apparent in parts throughout our conversation and similarly to the *learning-as-desirable* repertoire, Louise uses it to construct a positive learner identity.

Extract 11 (transcript 1)

Line	Speaker	Text
463	Louise	Yeah, em (1) but my mum sorted herself out and then I wa' just on
464		my subjects again and that's when I got all certificate and like =
465	Anna	Great
466	Louise	= em, prizes and stuff
467	Anna	Right, so so when things were calmer and stuff at home, you did

468		much better in school
469	Louise	Yeah

The above extract follows the discussion in extract 9 in which Louise was talking about how difficulties outside of school affected her learning in primary school. In the above extract it appears that Louise is keen to move the conversation back to positioning herself in a positive light and does so by using a short sentence to say that her mum's situation became better which allowed her to focus on her subjects (lines 463-464). Here she inserts an extreme case formulation by mentioning all the certificates and 'prizes and stuff' (line 466) which subsequently followed. In reality I imagine it was a slower and more difficult process than she suggests and perhaps the accolades were less grand than portrayed. However, by including the words 'certificate' and 'prizes', it creates the effect of success.

A further area in which Louise engages with the learning-as-successful repertoire is when she is talking about the 'Learning To Learn' programme she has completed in school with a group and her learning manager. This programme is mentioned several times within the talk, highlighting its importance to her. An example is given below:

Extract 12 (transcript 1)

Line	Speaker	Text
768 769	Anna	Oh right and do you think that's helped you when you're in class now?
770	Louise	Yeah
771	Anna	Oh great, in what way do you think?
772 773	Louise	Confidence really (<i>laugh</i>) like I dint, I don't like standing up in front of three hundred people [in assembly] =
774	Anna	[no]
775	Louise	= to get your certificate?
776	Anna	Yeah
777 778	Louise	Em an' I got it (.) I got it a couple of month back this star of the week from Miss Smith =
779	Anna	Oh, fantastic
780 781 782	Louise	=em, and I wa' alright with it. I wa' a bit anxious but I'd do it straight away now if she asked me to talk to (.) over three hundred people in assembly I'd do it (<i>laugh</i>)

Here Louise talks about growing in confidence since doing the programme (line 772) and goes on to give an example of this linked to collecting a certificate in assembly in front of three hundred people. She uses repetition to highlight her success, both in gaining the certificate, 'I got it (.) I got it a couple of month back' (line 777) and in her

growing confidence, 'I'd do it straight away' (lines 780-781), 'I'd do it' (line 782). Within this repertoire Louise also talks of helping others academically, therefore, constructing herself as successful and responsible.

Extract 13 (transcript 1)

Line	Speaker	Text
890	Anna	... you know (.) you spoke to that girl in year 7 and she was like and
891		you were like a mentor to her not in class, that was just about if she
892		wanted to talk to someone was it?
893	Louise	Yeah
894	Anna	So do you have someone, like another pupil, like another student in
895		school? Who's older, who =
896	Louise	No (.) like I helped her in English =
897	Anna	Oh did you? Right.
898	Louise	= then that were after school like if she dint understand I'd use to go
899		to her and =
900	Anna	Right so its like a kind of club after school?
901	Louise	Yeah
902	Anna	Oh ok, was that part of the learning to learn or was that something
903		else?
904	Louise	No it was summit, summit else like if they struggled in English
905		they'd get someone (.) to sort you out like somebody that's really
906		good at English and they thought I wa' quite well
907	Anna	Brilliant so you really helped her with that.
908	Louise	Yeah

In line 896, Louise cuts in as she wants to make clear that in her mentor role with a year 7 girl, part of it involved academic support as well as emotional support. This time she talks of being the helper and going to the aid of someone else (line 898-899). Again Louise uses the third person, 'they' to position herself as successful by describing herself through others as 'they'd get someone... really good at English' (line 905) and 'they thought I wa' quite well' (line 906). This fits with previous repertoires which position Louise as independent, motivated and achieving. On reflection, I feel that richer discourse would have been gained on this point had I not interrupted her when she was describing her role (line 900). This section highlights Louise appearing to resist the national discourse which positions LAYP as the ones who need support and instead constructs her learner identity as one who can help others.

Within this repertoire, Louise talks a little of the conditions for learning which she uses to account for some of her success. A few examples can be found in the transcript in

appendix 13 but are not subject to analysis and interpretation due to word count restrictions, as this data is considered to be more peripheral to the focus of the study.

'Learning-as-experience'

This rich repertoire broadens out the construct of 'learning' and is used in our conversation both explicitly and implicitly; by Louise talking about what she feels that she had learned from her life experiences and also what I interpreted she had learnt through analysis of the discourse not explicitly linked to learning. Through the analysis, I identified three recurring areas of discourse which positioned Louise as a learner; these were being let down, sharing problems and responsibility.

Being let down

This is a very powerful theme within the *learning-as-experience* repertoire which runs through our conversation as Louise talks of being let down by others. Implicit and explicit examples of learning are apparent and I will give an example of both:

Extract 14 (transcript 1)

Line	Speaker	Text
270	Louise	...they just said get some of your stuff together (.) em and (.) and my
271		mum was still in house crying, she knew what were matter but I
272		asked her and she just said you've got to go Louise, I'm really sorry.
273	Anna	Right
274	Louise	Em (1) and then (1) I think Josh and I don't think, yeah David was
275		there em, and we got in social worker's car and (1) David and Josh
276		gave my mum a kiss and I told my mum to come round to give me
277		one so she were on her way round and (.) and they drove off (1)
278	Anna	Right
279	Louise	So I didn't have to, so I didn't really have a chance to say bye to my
280		mum
281	Anna	That must have been really upsetting
282	Louise	Yeah, I still remember it

This extract has been included as it highlights Louise's difficult childhood experiences in her own words and an example of implicit learning. The poignant narrative demonstrates that Louise has had to learn that life can be hard, a recurring theme in several parts of the discourse. The pauses in lines 274 to 277 denote Louise trying to remember exact details as she re-tells her story, however the final pause after the phrase 'and they drove off' (line 277) creates a different effect. It gives emphasis to what has just been said and allows us time to digest the significance of the event. The

phrases ‘I didn’t really have chance to say bye to my mum’ (line 279) and ‘I still remember it’ (line 282) consolidate the feeling of a hard lesson being learnt. I noted in my research diary following this conversation that I felt very privileged that Louise chose to tell me this story and recognised the emotions that I experienced on hearing it. I felt saddened about her experiences but overwhelmingly, a huge amount of respect for her in that she is as balanced and mature as she is. Following this extract, Louise states that her mum, ‘dint (.) bother wi me till about ten’ (transcript 1, line 301) and this is repeated several times throughout our conversation ‘she dint bother with me anymore’ (transcript 1, line 369) and ‘she ‘ant bothered to see me’ (transcript 2, line 333) emphasising the fact that she has been let down. This hard lesson of being let down is highlighted explicitly by Louise in the following extract:

Extract 15 (transcript 2)

Line	Speaker	Text
196 197 198 199 200 201	Louise	...I used to (.) get put in isolation a lot (.) when I wa’ like in Year 7 and 8 em and it wa’ because I had problems (.) like home and I’ve learnt from them like its (.) that’s best I’m gonna get from my mum, like she’s just going to ring me and not sort contact out or if she does its good news. She dint have a house, she lives with my granddad.
202 203 204	Anna	Right. Ok so you, I mean that’s, that’s (.) quite a quite a big thing isn’t it? That you’ve learnt that (.) that you’re saying that (.) sometimes your mum rings you and sometimes she doesn’t=
205	Louise	Yeah
206 207	Anna	=and you’re just kind of accepting it as that because before were you getting very disappointed?
208 209 210	Louise	Yeah (.) I wa’ getting right excited cos she says she’s gonna come and see me. My social worker came to take me to the family centre to meet my mum but she never turned up (.)
211	Anna	Right.
212 213 214 215	Louise	So I got excited for nowt really so now I’m like if she, if she wants to make contact I’m like (.) nice one, I don’t get as excited as much em and if she dint turn up, I’ll be like I knew it wa’ gonna happen anyway.

Here Louise sounds very matter-of-fact and states that she has learnt that her mum being unreliable is how it is, ‘that’s the best I’m gonna get’ (line 198) and if she does come to see her ‘its good news’ (line 200). Again the language is understated to create the effect that she is not that concerned and in the discourse I recognise and draw attention to the fact that what she has learnt in this situation is ‘quite a big thing’ (line 202) despite her sweeping it aside. Louise alludes to the pain she experienced in the past by using the word ‘excited’ to describe her feelings when hoping to see her mum

and then the phrase, 'but she never turned up' (line 210). Again, there was a slight pause following this to emphasise the significance of the incident. Louise then returns to her more matter-of-fact description by using informal language, 'nice one' (line 213) to create the impression that these days it doesn't concern her that much and that she expects the worst, 'I knew it wa' gonna happen anyway' (line 214-215). The above discourse positions Louise as a mature and balanced individual who has learnt from experience that some people let you down and she has accepted this and developed a way to deal with this. Following this talk from Louise, I feel a need to empathise and provide positive feedback to her, adopting a role beyond a researcher, more to Educational Psychologist. I use words such as 'mature' (line 230 and 232), 'balanced' (line 235), 'resilience' (line 237) and 'strength of character' (line 243) (see transcript 2). By describing her in this way, I position her as she had done, as a balanced and responsible person who has for self-preservation purposes, learnt to develop an acceptance when her family lets her down.

Sharing problems

At several points in the conversation Louise tells a story in which she demonstrates she has learnt to open up to others and share problems.

Extract 16 (transcript 1)

Line	Speaker	Text
472 473	Anna	= what did you enjoy in Primary school, were there lessons you did enjoy [when you were in...]
474 475 476 477 478 479 480 481 482 483 484	Louise	[well there were] well, they were called, on a Friday we used to have chill out time, em (1) and its like you get loads of boxes of activities and you decide what you do like, you play with dolls and lego and all that (.) em (.) and I used to like playing with dolls with my friends (.) em (.) and then (.) em (.) my teacher spoke to me while I wa' playing that game and said (1) em y (1) you're a lot more calmer in school and a lot more friendly wi' your friends em (.) are you ok now? And I told her what happened at home and she goes, and she said I thought thats wa' what matter, it might sound awful but I've told teachers (.) em (.) n we've decided to like take you off report so it takes a lot more pressure off you.
485	Anna	Oh that's nice
486	Louise	Yeah
487	Anna	So did you appreciate that?
488	Louise	Yeah
489 490	Anna	So do you think that em (.) for some of the time at primary school teachers didn't understand what you were going through?
491	Louise	Yeah til I told 'em
492	Anna	And then it sounds like when they understood what you were going

493		through they (.) they took the pressure off you a bit
494	Louise	Yeah
495	Anna	And do you think that helped you then [to...] =
496	Louise	[yeah]
497	Anna	= yeah
498	Louise	I got on wi' teachers a lot more then

In the above extract, Louise is asked initially about lessons she enjoyed in primary school and in her answer chooses to talk about a discussion she had with her class teacher. Louise explains that she shared her problems with her teacher, 'I told her what happened at home and she goes, and she said I thought that's what wa' matter,' (lines 481-482). This helps to justify Louise's problematic behaviour at that time and construct her as someone who had a lot to deal with, as acknowledged by her teacher. The resultant situation as described by Louise was far more positive as she was taken off report in order to 'take a lot more pressure off' (line 484) and they reached a shared understanding, 'I got on wi' teachers a lot more then' (line 498). Similarly to previous repertoires, Louise is attempting to position herself as someone who came through a difficulty in school to a more successful time. I feel that it also constructs Louise as having learnt to talk about how she is feeling. Indeed at several points in our conversation, Louise positions herself as somebody who recognises that she needs to talk about her problems. For example she talks of the Looked After Children Team as a supportive environment where 'they help you through your problems' and 'you can just forget what's going on around you' (transcript 2, lines 250-252). I believe that through her talk Louise demonstrates that she has learned a valuable lesson about sharing and this is highlighted in a more explicit manner in the following extract:

Extract 17 (transcript 2)

Line	Speaker	Text
164	Anna	...what, what do you think are some of
165		the things that you've learned? (2) About, maybe about life in general
166		or, do you, do you think you've learnt anything from your
167		experiences?
168	Louise	Yeah (.) em, well I've noticed that when (.) my mum rang me, she
169		told me all't negative things like oh your nana's dying and all that I
170		don't need to know them things, em (.) like (1) your brother's in
171		prison, em cos of this, I just needed to know that he's in prison and
172		he's doing alright but she told me all't negative things, em and I
173		talked to my foster carer about it and she says (.) oh if that's (.) if
174		that's gonna be a problem for you, why don't you (.) chat to your
175		social worker and see if she can say anything to your mum. I did and
176		it's all positive things now.

177	Anna	Oh that's good (1) so I suppose one of the things then you've learned
178		then is that if something is bothering you (.) or upsetting you or
179		something, it's best to talk about it?
180	Louise	Yeah cos it won't go away that problem if I don't talk about it.

Louise constructs herself as somebody who is proactive, makes decisions and takes action in her life. Unhappy with what her mum was telling her, Louise reported that she talked to her foster carer which ultimately led to her talking to her social worker and her mum changing her ways, 'it's all positive things now' (line 176). This use of an extreme case formulation suggests that, as in other parts of the conversation, Louise is keen to demonstrate that she has moved from a negative to a more positive situation. It is probable that this outcome, 'all positive' simplifies reality however it still demonstrates a lesson Louise has learnt, 'it won't go way that problem if I don't talk about it' (line 180).

Responsibility

There are several occasions in our conversation where Louise talks of situations which position her as having learned to be a responsible person who has to help others. An example is early on in the conversation when Louise is talking about when she lived at home with her mother and brothers:

Extract 18 (transcript 1)

Line	Speaker	Text
168	Louise	[well] When I lived with her, like, she had this
169		boyfriend called John, em (.) who were alright with us at first and
170		then my mum started, started like drinking a lot
171	Anna	Right
172	Louise	Em, and then John did and then when, when my mum came home to
173		look after us, we were in bed, em (.) and she took an overdose, (.) em
174		(1) and I didn't know that she'd come home and took an overdose but
175		em (.) Josh, my other brother, em, he got shouted downstairs and I
176		was still in bed and then my mum said call me an ambulance and he
177		said no and went back to bed so I came down and I goes I'll do it for
178		you mum cos you're going end up being really poorly (.) em, so I just
179		kept talking to the doctor and that em, think I were only about 7, [at
180		time]
181	Anna	[right]
182	Louise	before I moved into care (.) em, so police come and they said you've
183		done a really good job and am proud of you and stuff like that (.), em
184		and then they pumped my mum's stomach and got it all out [and]
185	Anna	[right]
186	Louise	she were in there a couple of days and then she came out....

This extract describes a situation in which her mum took an overdose and as her older brother wouldn't do so, Louise had to take charge and phone an ambulance, 'I'll do it for you mum cos you're going to end up being really poorly' (lines 177-178). With the above sentence, Louise uses direct speech to demonstrate her caring nature and that she understood the seriousness of the situation. She also adds that she was 'only about 7' (line 179) drawing attention to the fact that she acted responsibly from a young age. As seen in previous repertoires, Louise also uses the third person pronoun 'they' to construct a positive identity by saying 'so police come and they said you've done a really good job and am proud of you and stuff like that' (lines 182-183). The phrase 'stuff like that' suggests that there was more praise than she has directly mentioned. Following a similar pattern to other narratives within the talk, Louise then quickly sums up the subsequent events, 'they pumped my mum's stomach and got it all out' (line 184) and 'she were in there a couple of days and then she came out' (line 186) in order for the story to finish positively. Louise also constructs a responsible identity in relation to her brothers (transcript 1, lines 210-217). A further example of Louise demonstrating that she is responsible and has learnt from her experiences is when talking of her mentoring role, partly discussed in the *learning-as-successful* repertoire:

Extract 19 (transcript 1)

Line	Speaker	Text
844	Louise	Like there's this girl that I mentored =
845	Anna	Mmm
846	Louise	= in Year 7 em, and her mum took an overdose and she dint know
847		what to do (.) em so she told me and I said (.) same, same thing my
848		mum did that and I (.) and I told her everything about it (.) em what I
849		did to sort my problems out and she did it (.) em and she goes my
850		mum's not understanding me so I'm coming to you, I talked to her,
851		she told her mum and her mum's fine now and she's out of hospital
852	Anna	Oh that's great so you were you were mentoring, were you paired
853		with her then [in school] =
854	Louise	[yeah]
855	Anna	= as a mentor
856	Louise	Yeah, yeah
857	Anna	Right and (.) that's so helpful for her t to be able to speak to someone
858		older who's been through similar things
859	Louise	Yeah

In this extract, Louise wants to demonstrate that she has used what she has learnt from her life experiences to help others and she does this by talking about a girl who was in a similar situation to herself. Again, she talks of herself as in a position of

responsibility by using the phrases, 'this girl that I mentored' (line 844), 'I told her everything about it' (line 848) and the use of the girl's speech, 'my mum's not understanding me so I'm coming to you,' (line 850). In addition to a responsible role, she creates a proactive identity and talks of 'what I did to sort my problems out' (line 849). As has been seen in many aspects of the discourse, Louise uses language that simplifies the situation and allows an outcome that positions her positively, 'I talked to her, she told her mum and her mum's fine now' (line 850-851). This is also an example an extreme case formulation because it is unlikely that due to her daughter's mentoring session, the other girl's mother is now 'fine'. Following this extract, she continues to construct a responsible identity, for example she uses third person direct speech, 'if they go Louise what can I do, I tell 'em what they can do' (transcript 2, line 866). In the talk, Louise constructs herself as able to help others due to the skills she has developed through her unique experiences. This provides a minority discourse contrasting with the dominant societal discourse in which LAYP are positioned as the ones lacking in skills and requiring support.

Summary

Four main interpretative repertoires feature in the talk, these being *learning-as-desirable*, *learning-as-struggle*, *learning-as-successful* and *learning-as-experience*. Each of these repertoires are used by Louise to construct her identity in relation to learning.

The *learning-as-desirable* repertoire positions Louise as somebody who is motivated to learn and proactive in her learning. She talks of wanting a good education and having aspirations for the future including university which is a discourse of resistance to the normal pattern for LAYP.

The *learning-as-struggle* is a particularly powerful repertoire and featured regularly in the talk, serving to construct Louise's learner identity in contrasting ways and represent an ideological dilemma. On the one hand, she is positioned as developing as an independent learner, achieving and overcoming obstacles to learning such as environmental factors, for example, difficulties at home and disaffected peers. However on the other hand, she positions herself as unsure, insecure and dependent, somebody who relies on others to help her with her learning as she can't achieve on her own, supporting the dominant national discourse of LAYP.

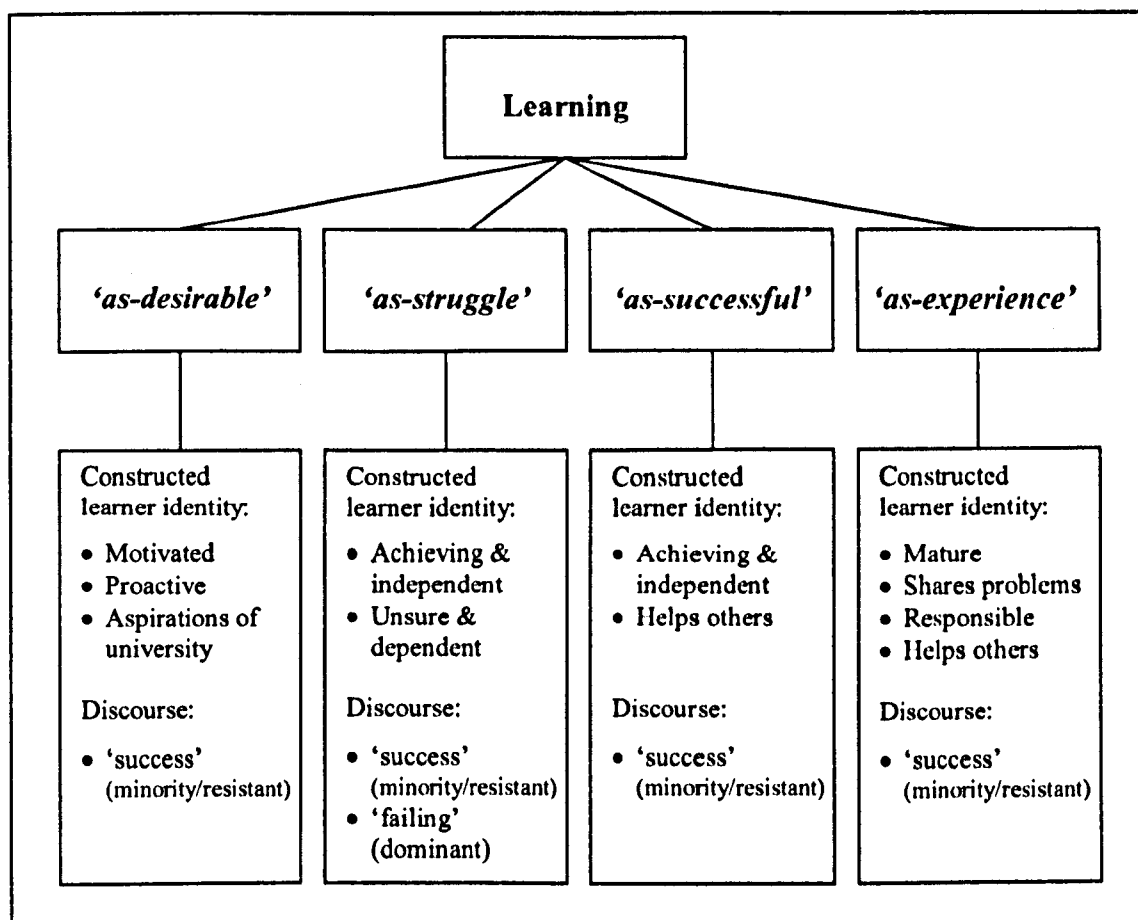
The *learning-as-successful* repertoire is used by Louise to construct a successful learner identity who has developed as a confident learner, which corresponds with how she positions herself in aspects of the *learning-as-struggle* repertoire. However, within this repertoire, she extends on the idea of success by constructing her identity as someone who is able to help others to achieve. This contrasts with the *learning-as-struggle* repertoire and the dominant national discourse in which Louise is positioned as dependent, although she does acknowledge within this repertoire that she has needed the support of her foster carers in order to achieve.

The *learning-as-experience* repertoire features when Louise is explicitly talking about learning and also more implicitly when talking of her experiences outside of education. In this repertoire, Louise is positioned as mature as she has learned to be accepting of the fact that her family will often let her down. She constructs an identity of someone who has learnt to share problems and similar to other repertoires, someone who is proactive in her learning and success. She is also positioned as someone who has had to be responsible from a young age. Louise constructs an important aspect to her learner identity in that she is now able to apply these skills when helping others in similar positions. The talk highlights the significance of life experiences out of school as learning experiences as well as those occurring in school and demonstrates how the

two can link up, for example through mentoring others. This repertoire is not only used by Louise but also by myself within the talk to position her as mature and well-balanced. I move from being a researcher to adopting my role as a Trainee Educational Psychologist in that I reflect back and empathise within the conversation.

Overall it would appear that in our conversations Louise is keen to construct a positive learner identity and I also help to construct this by my responses and further questions. I must consider the motivation behind Louise portraying herself in this way and wonder how much the fact that I am an educated adult who used to be a teacher influences her talk and the discourse she produces. If I had been a same-aged peer within the conversation, therefore changing the context, the results may have been very different as Louise's objectives could have changed due to a desire to portray a different identity (Potter & Wetherell, 1987). The results are also summarised in the following model:

Model 1: A summary of the interpretative repertoires used by Louise in constructing her learner identity.



How do the professionals who support Louise use language through narrative to construct her identity in relation to learning?

As discussed in the procedures section, ‘others’ refers to Louise’s learning manager, Emma; Louise’s Science teacher, Rachel; Louise’s support worker from the LAYP’s Team, Abigail; Louise’s social worker, Annette and Louise’s foster carer, Jane. From my analysis of the talk across all these ‘adult’ conversations, it became apparent that the same repertoires used by Louise in her talk were also those used to varying degrees by the other participants. Therefore, each repertoire, *learning-as-desirable*, *learning-as-struggle*, *learning-as-successful* and *learning-as-experience*, will be discussed in turn and reference will be made to each of the participants, where appropriate.

‘Learning-as-desirable’

This repertoire is used by all of the participants I spoke to regarding Louise and her learning and although there is agreement in terms of constructing Louise as a learner within this repertoire, there are also some contrasting subject positions apparent in the discourse. However all position Louise currently as focused and motivated to learn, for example her Science teacher, Rachel:

Extract 1 (transcript 4)

Line	Speaker	Text
15	RachelEm, she’s always been (.) really, em (1) what’s
16	(teacher)	the word (1) determined, I think, to get the work done because the
17		course that’s on at the minute is, uh, it’s the OCR course, it’s not
18		GCSE, and it’s one hundred percent coursework based. So if she
19		doesn’t produce the work, she doesn’t get the grade (.) basically. So
20		she’s been, when I tell her to do something, she will sit there and she
21		will get it done (.) without being distracted by anybody, which was, I
22		was shocked because I thought, oh, no, I’ve got that class with
23		Louise in it, em (.) in year eight, and then I got them back in year
24		nine and she was fine so she was like one of the best in the class...

Here Rachel is describing how Louise has been since Year 9 and uses the word ‘determined’ (line 16) positioning Louise as someone who is focused in lessons. This is further supported by the discourse in lines 20-21, ‘when I tell her to do something, she will sit there and she will get it done’ and the additional comment following a brief pause, ‘without being distracted by anybody’. Rachel alludes to a time when Louise may not have been like this by stating that she had thought, ‘oh no, I’ve got that class

with Louise in it' (lines 22-23) which constructs Louise's identity quite differently to the focused, hard-working individual described above. Rachel later elaborates on this:

Extract 2 (transcript 4)

Line	Speaker	Text
133	Rachel (teacher)	Em (.) looking back now. Em, she, she tended to avoid doing the
134		work (.) so instead of getting down to it and trying to learn it, she'd
135		just mess about and chat and things and (.) cause fuss so that she'd
136		be sent out (.) of the lesson, so she didn't have to do it. Em, can't
137		blame her (<i>laugh</i>). Em, yeah, so she, she'd avoid (.) getting into that
138		(.) situation where she actually had to acknowledge that she was
139		having to study for these exams, I think.

Rachel uses completely different language to extract 1 to construct Louise as previously having a very different attitude towards learning with phrases such as, 'tended to avoid doing the work' (line 133), 'just mess about' (line 135) and 'cause fuss so that she'd be sent out' (lines 135-136). Interestingly, Rachel actually positions herself as humorously sympathetic to Louise by the phrase, 'can't blame her' (line 136-137). Rachel currently describes Louise however as 'one of the best in the class' (line 24, extract 1) which emphasises the change that has occurred. Within this repertoire, the theme of change is also apparent in Louise's foster carer's discourse:

Extract 3 (transcript 7)

Line	Speaker	Text
141	Jane (f. carer)	Oh there's been a massive change since, since she's moved schools. I
142		think that's more to do with her environment, people (.) are now
143		taking an interest in her education whereas before she just went to
144		school because she had to go to school. (.)Em she really dint want to
145		move schools when she first came here, she stayed at Meadows for
146		quite a while, em but it were really difficult to try and (.)
147		communicate with school about Louise, because Louise was really
148		giddy in school, found it really difficult to keep on task, they were
149		constantly ringing me...

Jane wishes to emphasise the fact that Louise has changed and does so by use of the adjective, 'massive' (line 141) when referring to the change that has occurred. Again she contrasts the present with the past by saying, 'before she just went to school because she had to go to school' (lines 143-144), thereby insinuating that now she goes because she wants to. Again phrases such as 'really giddy' and 'really difficult to keep on task' (line 148) construct Louise previously as lacking in motivation. Jane emphasises how difficult this was by the use of the extreme case formulation, 'they

were constantly ringing me' (line 149). The extent to Louise's previous lack of motivation is highlighted in the following extract:

Extract 4 (transcript 7)

Line	Speaker	Text
217	Jane	Yeah, it was just like (1) em I mean she's, she's, she's just
218	(f. carer)	completely different now to what she were then because she used to
219		say you know, Louise have you done your homework, I'm not
220		bothered (.) and she's just, she couldn't look at you and say I'm not
221		bothered
222	Anna	Right
223	Jane	Have you done your homework Louise? I aren't bothered, and that's
224		all you got from her, I'm not bothered (1) she were just really, really
225		different (.) that's all she used to say you know you'd say to her have
226		you brushed your hair today? I'm not bothered.

Jane's talk is dialogical (Wetherell, 2001) in that she adopts Louise's voice by directly quoting what she has said. This is often used in people's talk and in this case is done without marking it (i.e. there is no 'she said...'). In this case, Jane uses 'I'm not bothered' five times within this extract to emphasise Louise's lack of motivation and suggests that this went beyond school to life generally by the comment linked to her hair (line 226). The use of the adverb 'completely' (line 218) and repetition of 'really' (line 224) both paired with different, are used to ensure that I understand Louise has changed dramatically since then. This feeling is also mirrored by Abigail from the LAYP's Team:

Extract 5 (transcript 5)

Line	Text	Speaker
135	Anna	So, you obviously worked with her from September to May, so
136		nearly a full year, (.)have you seen a change in her in that year?
137	Abigail	Yeah, her attitude has definitely changed and I think em she's been
138	(LAYP Team)	involved in this, you know, the Y project.
139	Anna	Oh right.
140	Abigail	Going to, to em, visit Universities and (.) stuff like that and I think
141		(1) the start of the year perhaps (.) she was giddy, not quite (.) sure
142		what she wanted to do with herself when she finished school but I
143		think through this (.) she's begun to realise what she wants to
144		achieve, I mean she's been talking about being a foster carer to me,
145		erm when she's older=
146	Anna	right
147	Abigail	=erm but I think this year she's begun to realise that she needs to
148		get her head down and get some work done, which I mean is good
149		isn't it cos they don't all realise that so =

Abigail uses the same word 'giddy' (line 141) to position Louise in the past but in line with the others, talks of Louise as now being more focused and motivated through using phrases such as she's begun to realise, 'what she wants to achieve' (line 143-144) and 'that she needs to get her head down and get some work done' (line 147-148). She praises Louise by saying, 'they don't all realise that' (line 149) and I believe that by 'they' she is talking of other Looked After Young People. Abigail also mentions Louise's ambitions for the future, 'she's talking about being a foster carer to me' (line 144).

The future is an area within the repertoire that all participants talk about and Louise is positioned in different ways. Similarly to Abigail, Annette, Louise's social worker positions Louise as someone who has thought about what she wants to do in the future and has ambitions for university and foster caring (transcript 6, line 337). Exactly what she talks of Louise doing is less clear, 'something to do with social worker course...or foster carer, that sort of thing' (transcript 6, lines 346-347) but the overall impression is that Louise is positioned as having aspirations for the future. This stance is also taken, more emotively, by Jane who is keen to position Louise in this way:

Extract 6 (transcript 7)

Line	Speaker	Text
165	JaneBefore she used to say you know sort of thing I'm gonna,
166	(f. carer)	I'm gonna get a job in Morrisons when I leave school and now she
167		wants to go to university and she wants better, [do you know] =
168	Anna	[yes]
169	Jane	= what I mean? She's got higher aspirations and I think that's
170		because somebody's just taken an interest in her and showed that she
171		can, she can achieve, she doesn't just have to settle for (.) you know,
172		bottom.
173	Anna	Yes
174	Jane	She were always oh well it dunt matter, yeah it does matter.

The theme of change continues in this extract as Jane contrasts the past and present, 'she used to say...I'm gonna get a job in Morrisons when I leave school and now she wants to go to university and she wants better' (lines 165-167). To a certain extent, this contradicts how Louise positioned herself as always having high aspirations and of wanting to be a doctor previously before deciding on foster caring. It is interesting that Louise chose not to talk about her goal at one stage of getting a job in Morrisons. Jane continues with the contrast 'she's got higher aspirations..... she doesn't just have to settle for (.) you know, bottom.' (lines 169-172). The pause in this sentence suggests

that Jane chooses the word ‘bottom’ carefully and by choosing this word, she appears to be insinuating that other LAYP may only have this option. Jane constructs her own identity, as being vocal about pro-education, clear in the final line ‘she were always oh well it dunt matter, yeah it does matter’ (line 174). Similarly to Louise, this talk produces a discourse of resistance to the ‘norm’ for LAYP and their future aspirations.

Within this repertoire however, Louise is also constructed differently in relation to the future. For example, Rachel positions Louise as someone who isn’t forward thinking and is more ‘grounded in the present’ (transcript 4, line 199), although she admits that it may be she’s ‘just not noticed’ (line 203). This subject position is also created with more assurance by Emma, Louise’s learning manager:

Extract 7 (transcript 3)

Line	Speaker	
441 442	Anna	Has Louise ever talked about the future? And what she wants to do or... she never mentions it?
443 444 445	Emma (learning manager)	She dunt really know what she wants to do at this moment in time. I think she, she’s still immature for her age although she’s maturing, you know you see, you see the little girl in her sometimes
446	Anna	Right
447 448 449 450 451 452	Emma	You know, although she’s maturing, like you can see that there’s still a little girl in there and I don’t think she’s ready yet to make a decision about what she wants to do (.) in the future, it’s like the teaching of her, the step by step, she’s taking school step by step and I can’t think about what I want to do when I leave school yet, I just want to think about what I’m doing for my options next year

Here Louise is positioned as unsure and lacking maturity which is created by the use of the term, ‘little girl’ (lines 445 and 448). There is some contradiction in the talk, with Emma stating twice that ‘she’s maturing’ (lines 444 and 447) but then returning both times to constructing Louise as unsure and lacking maturity. She states that Louise isn’t ‘ready yet’ to make a decision about the future and similarly to Rachel’s comment above about being grounded in the present, Emma suggests that she is ‘taking school step by step’ (line 450). This is emphasised by Emma’s use of unmarked dialogical talk in the final two lines, ‘I can’t think about what I want to do when I leave school yet, I just want to think about what I’m doing for my options next year’ (lines 451-452). Emma uses this to suggest that this is what Louise has said to her which serves to justify Emma’s positioning of Louise. This discrepancy between Louise’s constructed learner identities in relation to the future may be explained by the fact that those in

school, i.e. Emma and Rachel are more involved in discourses around present learning and have less time to talk about future aspirations, whereas those out of school are more able to be engaged in discourses looking at the bigger picture.

‘Learning-as-struggle’

Similarly to Louise’s talk, all the participants use the *learning-as-struggle* repertoire when talking about Louise in relation to learning and again, she is positioned in contrasting ways by some within the repertoire. As Louise herself did, all construct her at times within this repertoire as dependent, vulnerable and unsure. An example is from Emma when talking of how Louise learns best:

Extract 8 (transcript 3)

Line	Speaker	Text
407 408 409 410 411	Emma (learning manager)	You know (.) giving her an instruction, she doesn’t always take in first time (.) you know she may not, she may just be a lack of understanding of an instruction because staff sometimes can be right, I need you to do this, this, this and this (.) and for some students it doesn’t go in the first time=
412	Anna	No
413 414 415	Emma	= and they say what did you want me to do again miss? You know and sometimes Louise has that maybe not grasping what she needs to do first time round=
416	Anna	Right
417 418 419	Emma	= you know so discussion with Louise is like step (.), step by step, right first of all I need you to do this, and when you’ve finished that one I want you to do...

Here Emma constructs Louise as sometimes lacking in understanding as a learner which she emphasises by repeating that information may not be digested ‘the first time’ (lines 408, 411 & 415). Therefore, Emma states that Louise needs instructions explained to her ‘step by step’ (line 417), positioning her as someone who is dependent on others in her learning. This is highlighted by Emma through using Louise’s direct speech, ‘what did you want me to do again miss?’ (line 413). This perspective is supported by Abigail where Louise is described as needing a plan from the teacher to help support her in writing (transcript 5, lines 273-275). Similar talk is also used by Rachel when she describes Louise as needing help ‘with stuff that she didn’t understand’ and with the ‘academic side of things’ (transcript 4, lines 239-240) thereby positioning her as dependent on others to some extent in order to access the learning opportunities. In addition, a dependent subject position is illustrated in an extract of discourse from Jane:

Extract 9 (transcript 7)

Line	Speaker	Text
508	Jane	But that's, a lot of that again it's confidence because she can actually
509	(f. carer)	do it, I get quite frustrated sometimes cos she'll ask me to help her
510		with her homework when actually what she wants you to do is just
511		give her answer
512	Anna	Yeah
513	Jane	And I refuse to do, I will go <u>right</u> round the houses and all but write
514		the answer down but I will not give the answer
515	Anna	Mmm
516	Jane	And one day I were sat and I'd given her the answer, not, not actually
517		physically given the answer but (.) all but=
518	Anna	Yeah
519	Jane	= I said (.) so I knew that she knew but she just, she just, she's quite
520		unreceptive sometimes, I can't do it, I can't do it, I'm not doing it,
521		I'm not doing it, so I said right we'll come back to that one then (.)
522		and then she went back to it and said I can't I can't you'll have to
523		help me again so I explained it all again, I can't do it, I can't do it so
524		I said oh well I think that's enough time on that one question don't
525		you? Well, if I don't do that I won't get, so I said well it's up to you,
526		your choice so she sat there for about ten minutes and then she went
527		I've got it! And once it goes in then, then she knew it throughout (.)
528		the entire of it and she said but why dint you just give me answer and
529		I said because now you <u>know</u> that....

Jane is constructing Louise as dependent and unsure as a learner but suggests that Louise has the ability to achieve and just lacks in confidence (lines 508-509). Louise therefore, often resorts to wanting someone to 'give her answer' (line 511). Jane uses a direct quote from Louise to construct this identity by repeating 'I can't do it, I can't do it' several times (lines 520, 522 and 523). Jane continues re-enacting a conversation between herself and Louise during the homework session which results in Louise solving the problem, 'I've got it!' (line 527). This serves to highlight that in Jane's eyes and in slight contrast with the previous extracts mentioned within this repertoire, Louise has the ability but lacks the confidence. Abigail also supports this within the talk in which she constructs Louise as capable of doing the work, 'I don't necessarily think she needed me in school' (transcript 5, lines 319-320) but needing emotional support and encouragement, 'she needed someone in education that was going to say you can do this' (transcript 5, lines 321-322). Thus, in parts, Louise is constructed as an unsure and dependent learner but due to emotional needs rather than learning needs. However, this is contradicted in the following extract as her learning needs are raised again when Emma is discussing Louise's academic future and the possibility of her taking A-levels:

Extract 10 (transcript 3)

Line	Speaker	Text
899	Emma	=it's a bit early yet, I would be able to tell you more probably when
900	(learning	we've got to the end of year ten, whether (.) because all that comes
901	manager)	with maturity and independent learning
902	Anna	Absolutely, yeah.
903	Emma	You know I mean we're getting there with Louise but to be able to
904		take A-levels you've got to have (.) the maturity to be able to
905		independently study=
906	Anna	Yeah
907	Emma	=you know without, not always with guidance, so eh I'd be able to tell
908		you that in a year's time whether or not I think she's be capable of that

Interestingly this extract followed a long narrative in which Emma was talking of Louise's success in learning and quickly the tone changed to being more hesitant once I had asked about A-levels. Emma is unsure if Louise could cope with doing A-levels as that needs 'maturity and independent learning' (line 901) and students need to work 'not always with guidance' (line 907). This suggests that currently Louise is lacking in these areas and, therefore, again is positioned as dependent, mirroring the dominant societal discourse.

However, Emma does suggest that Louise is developing as a learner, 'we're getting there' (line 903) which highlights the contrasting subject position and minority discourse within this repertoire, developing as an independent learner. Emma often constructs Louise in this way, for example when talking about the learning to learn course and describing Louise as having done 'absolutely amazing' (transcript 3, line 26) in developing learning skills and confidence. This is reinforced by Abigail when talking of Louise having developed independent skills as she is able to 'transfer' (transcript 5, line 317) the work done with Abigail into other lessons.

Similarly to Louise, all participants talk of Louise within this repertoire in relation to her difficult background and the barriers to learning this presented, for example:

Extract 11 (transcript 3)

Line	Speaker	Text
792	Emma I think that looked after children are really
793	(learning	important (1)
	manager)	
794	Anna	Yeah
795	Emma	You know, they deserve as big a chance as anybody else to do well
796		and have a life chance=

797	Anna	Absolutely, it, it sometimes feels like that they absolutely do but
798		they're starting from further back [you know if it was a running race]=
799	Emma	[They are, they are]
800	Anna	=They're starting from a further back point aren't they?
801	Emma	And that's what I mean, they always come in with low ability so
802		they're always behind everybody else to start with. Even if they are
803		capable of more, they still have to start down here in bottom set and
804		work their way up=
805	Anna	Mmm
806	Emma	=because they've come in down there. They are playing catch-up all
807		the time, you know.

Here Louise is discussed indirectly as Emma and myself are talking more generally about Looked After Young People. Emma positions them as deserving of the same chance as others (line 795) which I strongly agree with, 'absolutely' (line 797) and suggest that they are disadvantaged in this respect by introducing the metaphor of a running race (line 798). Emma is keen to agree with this signalled by her interrupting speech in line 799 and goes on to position them as entering high school with 'low ability' (line 801), 'behind everybody else' (line 802) and starting 'down here in bottom set' (line 803). I believe that when she says 'low ability', she means 'low attainment' because she goes onto say they are 'capable of more' (line 803). The language used creates the image of a struggle and having to overcome barriers to learning, 'work their way up' (line 804) and 'playing catch-up' (line 806). This idea is also created in Abigail's talk when discussing the impact her experiences when she was at primary school have had on her secondary school experience (transcript 5, lines 205-206). Here we are tapping into the wider societal discourse of LAYP as being disadvantaged and in need of support.

The notion of Louise having to learn despite difficult circumstances is summed up in the following extract:

Extract 12 (transcript 6)

Line	Speaker	Text
630	Annette I'm just
631	(social	really impressed with her, how she's (.) coped with all that and then
632	worker)	still can concentrate, you know, on other things, her education
633		and..(2)

Annette is talking of Louise's difficult past and positions her in a positive light, 'I'm just really impressed with her' (line 630-631), as someone who has overcome a lot,

'coped with all that' (line 631) and is able to concentrate on her learning. This leads us into the third repertoire identified within the talk.

'Learning-as-successful'

This repertoire is apparent in the discourse of all the participants and again within this, Louise is positioned in contrasting ways. She is constructed as successful and achieving, as Louise aimed to do in her talk, but interestingly she is also constructed by some as a learner of average ability rather than very successful. An example of her constructed as successful is in Emma, her learning manager's talk:

Extract 13 (transcript 3)

Line	Speaker	Text
244	Anna	So you think that she came with quite (.) low, low grades=
245	Emma	Low targets
246	Anna	= low targets and (.) so expectations for her ability were low but
247		actually, put in the right situation and given the right (.) nurturing=
248	Emma	Yeah
249	Anna	= she's come on.
250	Emma	She's shining, yeah. She's over achieving in lots of subjects

Here I am clarifying that when Louise arrived at school, Louise was constructed as a low ability student, which Emma states was the case. However, she goes onto say that this is now not the situation and positions her in a positive light by using the words, 'she's shining' (line 250) which creates the impression of her as a successful, stand-out student. This is consolidated with the phrase 'She's over achieving in lots of subjects' (line 250) to show that she is doing far better than her target grades in many subjects. She creates this impression at several points in our conversation including when she describes Louise as having 'endless opportunities' (transcript 3, line 890). This talk of Louise as a successful learner is also adopted by Abigail who talks of Louise 'making progress' and 'achieving her targets' (transcript 5, lines 25-26). Similarly, Jane regularly creates a successful learner identity for Louise, an example being when she states, 'academically her grades are just going up and up al' time' (transcript 7, lines 161-162) suggesting that she is achieving more and more success. The subject position of Louise as a successful learner is also used by Annette when discussing cases:

Extract 14 (transcript 6)

Line	Speaker	Annette
688	AnnetteIt's not often that we sat down and sort of, you know, so-

689	(social worker)	and-so's doing really well, you know. It's, you're mainly, we just
690		bring to the supervision the ones that you want to talk about because
691		you're having difficulties, with (<i>laugh</i>), you know?
692	Anna	Yeah. Yeah, it's quite nice sometimes to talk about someone who,
693		who's doing well and=
694	Annette	Yeah.
695	Anna	= and, and achieving.
696	Annette	Yeah. Because I think in this job as well, it's, you can get quite (.)
697		negative and sort of lumping every young person the same, you know
698		when you've got a few that won't go to school or won't (.) do this,
699		you know what I mean?
700	Anna	Yes.
701	Annette	And that, and then that can get knock-on effects with you and you can
702		feel negative, and it's nice to have (.) some, you know, that are doing
703		really well and you can, oh, no, they're not all the same and=

Annette and I construct Louise as successful by using phrases such as 'doing really well' (line 689) and 'achieving' (line 695). This is extended by Annette who contrasts her with other Looked After Young People who are positioned as 'having difficulties' (line 691) and suggests that it is nice to have people like Louise who are examples of positive stories that remind you not to 'lump every young person' (line 698) as in a negative situation within education. It was apparent that through our conversation Annette was able to take time to reflect on Louise's story and recognise that it resists the dominant discourse of LAYP failing and importantly, it reminded her not to treat LAYP as a homogenous group which she states is sometimes the case within the job.

However, within this repertoire, Louise is also positioned as an average student rather than a high achiever which contrasts to some extent with the above. For example Rachel talks of Louise's OCR qualification in Science and compares it to the GCSE qualification in which students study the three Science subjects, 'so the brightest can do the triple and everybody else just the OCR' (transcript 4, line 80). This suggests that whilst not alone, Louise is not bright enough to do GCSE Science and this is consolidated by Rachel using the phrase 'people like Louise' to position her as someone who isn't a high achiever in Science and who it is unlikely to 'have a career in Science' (transcript 4, lines 93-94). This contrasts with the successful subject position above where it is stated that her grades are going up and she is shining. Indeed, two of the participants adopt both contrasting subject positions within this *learning-as-successful* repertoire, these being Annette and Abigail:

Extract 15 (transcript 6)

248	Annawhat's your, what's your impression of where Louise is with her
249		learning in terms of I suppose academic abilities, do you know, are
250		you told about that?
251	Annette	Only (1) I think, from what I can gather, you know she's doing OK,
252	(social worker)	you know, average ability (.)

In contrast to extract 14, where Annette describes Louise as 'doing really well', here she positions Louise as of 'average ability' (line 252) who is 'doing OK' (line 251). There is clearly a discrepancy here which may be resolved by the fact that in extract 14, Annette could be talking more widely than academic success to constructing Louise as a successful learner in life whereas in extract 15, the discourse is limited to Louise in an academic sense.

Similarly, Abigail who previously positions Louise as achieving her targets sends a mixed message in her talk:

Extract 16 (transcript 5)

Line	Speaker	Text
352	Abigail	She talks about college, wanting to go to college and university, but
353	(LAYP	the thing is I mean (.) I at the moment I'm not sure if her grades are
354	Team)	going to be good enough to be able do that, but I've obviously not
355		told her that, its just about keeping encouraging her to and when she
356		got an A for her textiles evaluation, well I thought you know maybe
357		there is (.) some talent there but you know I'm saying she got an F
358		in maths but she might well be creative or, you know, I don't know.

Abigail positions Louise as perhaps having aspirations above her ability in terms of going on to further education, 'I'm not sure if her grades are going to be good enough' (line 353-354). However she goes on to contradict this position by acknowledging that she got an 'A' for textiles which means that perhaps 'there is (.) some talent there' (line 357), the pause denoting her thinking about the correct terminology. This talented learner identity is quickly switched back again however by the use of the word 'but' (line 357) and her mentioning the 'F' Louise received in Maths. Again the learner identity, this time as unsuccessful, is switched by her use of the word 'but' (line 358) and the acknowledgement 'she might be creative' (line 358). This links to the point above in that if learning is taken as more than in a purely academic sense, Louise can be constructed as a successful learner. The talk appears to suggest that Abigail is

unclear how to position Louise within the *learning-as-successful* repertoire, denoted by the ‘I don’t know’ (line 358) at the end of the extract.

Similarly to Louise, the conditions for learning to account for some of the success are mentioned within this repertoire by Abigail and Jane (see Appendix 13).

‘Learning-as-experience’

This repertoire, extending the construct of learning, was used by three of the five participants asked to talk about Louise and her learning. It is no surprise that her foster carer and social worker used this repertoire as they have the greatest experience of Louise outside of education. Her learning manager also used this repertoire as she has spent a lot of time with Louise. Similarly to Louise’s talk, explicit references to her learning through life experiences were made as well as more implicit references to learning within the repertoire. Due to word count restrictions, I will touch on each of the main areas of discourse within this repertoire that constructed Louise as a learner; being let down, sharing problems, responsibility and a fourth, outlook on life. All but the last were also used by Louise in her talk.

Being let down

Similarly to Louise, this is a powerful, recurrent theme within the talk, particularly in Jane and Annette’s discourse. An example is seen below:

Extract 17 (transcript 6)

Line	Speaker	Text
20	Annette	= you know, she said she knows (1) she knows what she wants from
21	(social	her family but she knows they won’t be able to give her that and what
22	worker)	she’s said just recently is that (.) whatever they will give her she’ll
23		accept, but she won’t, you know if they disappoint her she’ll try not
24		to be too disappointed and I’ve never known a young person that age
25		to accept it like that.

Here Annette is positioning Louise as someone who has come to learn that her family can’t give her what she would like and her resultant accepting behaviour ‘whatever they give her she’ll accept’ (line 22) makes her mature beyond her years, ‘I’ve never known a young person that age to accept it like that’ (lines 24-25). This is one of many examples in which Annette talks of Louise being let down and her mature reaction to

this. Similarly, Jane also positions Louise in a similar way as can be seen from the following narrative:

Extract 18 (transcript 7)

Line	Speaker	Text
712	Janeshe came off the phone not long
713	(f. carer)	since and she says my mum says she's buying me a Berghaus, I said
714		oh brilliant, she's wanted a Berghaus jacket for ages and I said to her
715		she could have it but she had to have it as part of her birthday or
716		Christmas=
717	Anna	Yeah
718	Jane	It's a lot of money and I can't just justify a hundred and odd pounds
719		on a jacket you know just like that so I said you can have it but it has
720		to be part of your birthday, oh well me mum's just going to buy me it
721		oh cracking, great, that's lovely (.) and then, and then actually she sat
722		down and she said, you, you know my mum won't buy me that jacket
723		don't you? And I said well (.) she might, and she just looked at me
724		and she went no, you know she won't, I know she won't
725	Anna	Mmm
726	Jane	So she's got no expectations anymore (.) so she's not disappointed (.)
727		when her mum finally did turn round and just give her twenty pound
728		for her birthday instead of this Berghaus jacket, she were pleased
729		with the twenty pound....

Jane uses a narrative to highlight that Louise has learnt she will be let down by her family and the maturity she shows when this happens. Jane adopts unmarked dialogical talk to highlight a conversation that occurred between her and Louise in which Louise's mum had promised to buy her a Berghaus jacket, 'oh well me mum's just going to buy me it, oh cracking, great, that's lovely' (lines 720-721). The tone then changes with a pause, the repetition of 'and then' and the word 'actually' (line 721) to show that Louise drops the pretence and states, 'you know my mum won't buy me that jacket don't you?' This view is emphasised by the repetition in the sentence, 'you know she won't, I know she won't' (line 724). Jane positions Louise as having learnt that having 'no expectations' (line 726) protects her from disappointment and allows her to be 'pleased' (line 728) with what her family can offer.

Sharing problems

Emma uses the *learning-as-experience* repertoire in relation to Louise having learned to share problems through the Learning to Learn course:

Extract 19 (transcript 3)

Line	Speaker	Text
988	Emma (learning manager)	That's what she said was how she felt, I thought I was the only person
989		that had these feelings, that went through these emotions and now
990		we've all talked about it, we've all got the same things, she says now I
991		know everybody's same as me or I'm the same as everybody else, I
992		said yes you are. You know, she thought she were different than
993		anybody else, you know probably because her life is different in some
994		ways=
995	Anna	Mmm
996	Emma	=but she thought her life were different in every way, emotional, you
997		know and she realised that no, everybody, everybody is the same

Emma constructs Louise as having learnt to share how she is feeling with others and realise that in talking about it she has the same emotions and feelings as others, 'I'm the same as everybody else' (line 991). Emma positions Louise as having a different life 'in some ways' (line 993) to other people and uses this to account for why Louise may have felt different but she re-iterates again that she's learned through talking about and sharing problems that 'everybody is the same' (line 997). This notion of sharing problems is alluded to at several points during my conversation with Emma, as it was with Louise.

Responsibility

Similarly to Louise, both Annette and Jane position Louise as having learnt to be a responsible person. For example in our conversation Annette states 'I think she's learning (.) to a lot of extent it's down to her, you know, what she makes of, of life' (transcript 6, lines 643-644). This is also portrayed in Jane's discourse including in the extract below in which she gives an example of Louise as responsible following her mum telling her she wants her back:

Extract 20 (transcript 7)

675	Jane (f. carer)	You know cos I think that she thinks that's what Louise wants to hear
676		(.) but Louise is really sensible because last time her mum said it she
677		went Mum you're going to have to make loads of changes before I'd
678		even think about coming to live with you (.) she said her mum went,
679		what? (1) And she said, mum she said with Jane I've got like (.) I can
680		do this, I can, an, an she cares for me, she looks after me, she makes
681		sure I'm fed and she says when I was at home with you, you were in
682		pub and you were this and you were that and she said you'll have to
683		make massive changes if you think I'm gonna drop this to come and
684		live with you (1).....

Jane constructs Louise as ‘really sensible’ (line 676) and goes onto justify this by describing a time when Louise challenges her mum. Again Jane does this using a direct quote as it gives more weight to positioning Louise as rational and responsible. Jane suggests that Louise is able to provide a list of reasons as to the positives of being in foster care (lines 679-681) as well as the negatives about living with her mum (line 681-682). This is concluded with the summary, ‘you’ll have to make massive changes’ (line 682-683). In using this example, Jane creates the impression that roles are almost reversed in Louise and her mother’s relationship, thereby demonstrating that her construction of Louise as responsible is appropriate. Emma also constructs Louise in this way when discussing Louise in a potential mentoring role within school and adds ‘she thrives on responsibility’ (transcript 3, line 281). Again, this taps into a minority discourse in which the LAYP can support others rather than needing the support and highlights the skills they have learnt through their life experiences which is often absent in the discourses around LAYP.

Outlook on life

The *learning-as-experience* repertoire mirrors the discourse in other repertoires in that there is a theme of change running through the talk. Jane talks of a dramatic change in how Louise views the world and suggests that she has learnt to be a positive person. She positions Louise as previously having a ‘really distorted view on life’ (transcript 7, line 70) because ‘where she’d come from give her such a (1) negative outlook’ (transcript 7, lines 106-107). To demonstrate the change that has occurred, Jane provides another narrative which highlights Louise moving from a negative to a positive viewpoint:

Extract 21 (transcript 7)

258	Janeshe just never had any values instilled into her and it was the
259	(f. carer)	same with disabled, she was really awful about disabled people until
260		one day it just really upset me, we’d been out and she’d been laughing
261		at this lady in a wheelchair and I said Louise what if I were in an
262		accident tomorrow and I got disabled, would you stop loving me? (.)
263		and she went yeah (1) So I said alright then well lets turn it on you,
264		what if you were in an accident tomorrow and you were disabled,
265		would you want me to stop loving you? No, and she were horrified,
266		you know that realisation that it could be anyone of us, it dunt, you’re
267		not always born like that, it could happen and I think, she went away
268		and she thought about it and she come back and she said could that
269		really happen to me? And I said it could happen to anybody and
270		you’re laughing at these people, they don’t choose to be like that,

271		they're just people.
272	Anna	Mmm
273	Jane	And then nothing were mentioned for weeks and weeks and then we
274		went in't supermarket and there were a lady in a, in a wheelchair and
275		Louise went over and asked her if she wanted her to help her with
276		something down off a shelf and me and me husband just went yes
277		[finally]=

In this extract, Jane suggests that Louise never had 'any values instilled into her' (line 258) and supports this by talking of a time when she was 'really awful' (line 259) towards disabled people. Jane uses her talk to highlight events which led to Louise recognising an alternative viewpoint and changing her ways. This example serves to justify Jane constructing Louise as having changed through learning experiences.

Summary

Similarly to the analysis of Louise's talk, on analysing the discourse it is apparent that four main interpretative repertoires feature in the talk; *learning-as-desirable*, *learning-as-struggle*, *learning-as-successful* and *learning-as-experience*. Within each of these repertoires, Louise is positioned in relation to learning.

The *learning-as-desirable* repertoire positions Louise as having changed from previously being less learning focused to how Louise positioned herself; she is motivated to learn. There is some discrepancy however, between how people talk of Louise's aspirations for the future as some of the adults (her foster carer, social worker and support worker from the LAYP Team) position her as wanting to go to university and, therefore, provide a discourse of resistance to the dominant discourse of LAYP having limited aspirations. However, those working in school adhere to the dominant discourse, positioning her as unsure of future goals. This may be resolved by the fact that people in school are often more heavily involved in discourses around present learning with limited chances to look to the future. Those outside of education may have had opportunities to construct Louise's future self through talking with her prior to this research, thereby influencing their talk.

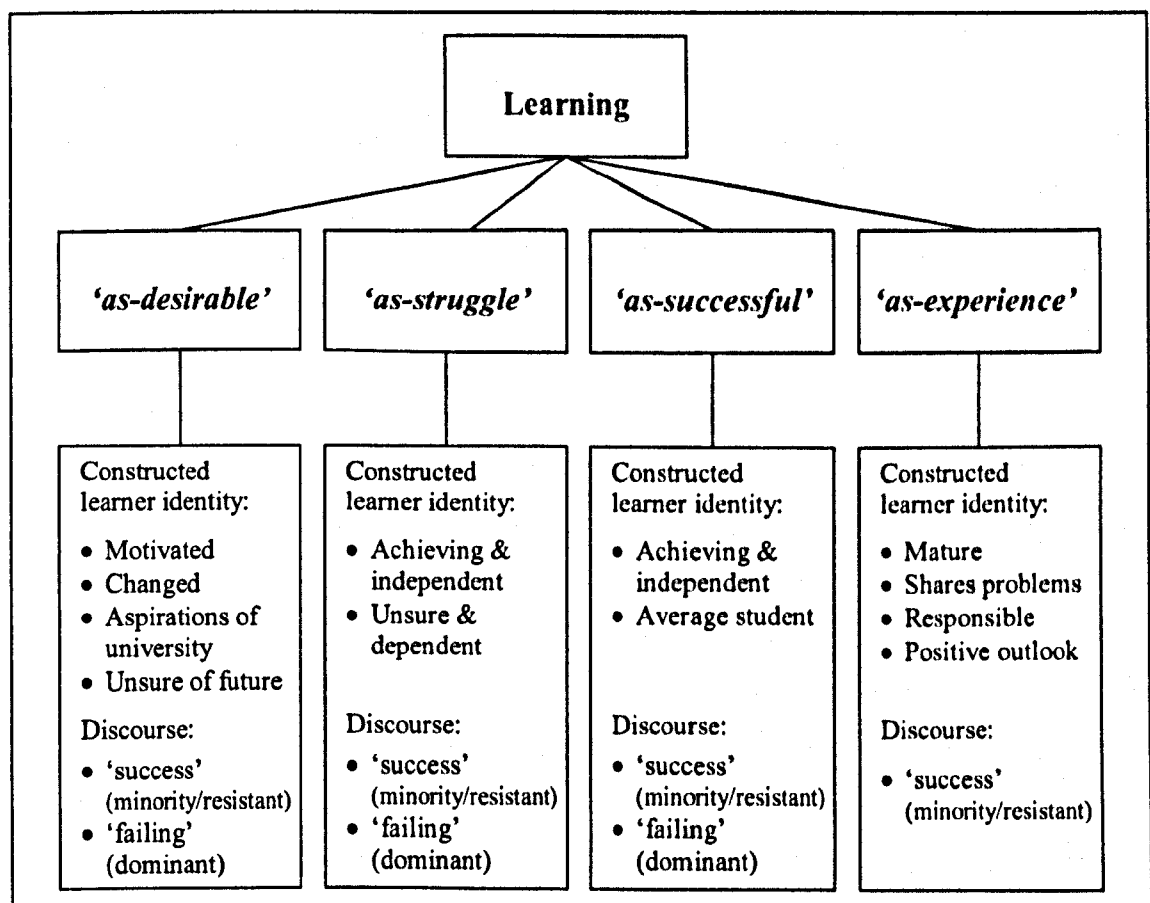
The *learning-as-struggle* repertoire positions Louise in contrasting ways. All participants except Annette, Louise's social worker use this repertoire to construct Louise as vulnerable, unsure and dependent as a learner due to either learning and/or emotional needs, tapping into the national discourse of LAYP and learning. However in addition to Annette, her learning manager Emma, and her support worker from the LAYP Team Abigail, also position Louise within this repertoire as developing as an independent learner and overcoming obstacles to learning. Similarly to Louise's discourse, this taps into an alternative 'learner' discourse in which the LAYP is constructed as succeeding in education.

The *learning-as-successful* repertoire is adopted by all participants and again within this repertoire, Louise has contrasting learner identities. All participants with the exception of Rachel her Science teacher, position Louise as progressing academically and achieving success. This corresponds to how Louise positions herself within this repertoire. However, there is a contrasting subject position and in addition to Rachel, Abigail and Annette also position her as an 'average' student, creating a tension similar to the *learning-as-struggle* repertoire. I suggest that this may be resolved by considering whether the talk is specific to an academic learner identity or a wider learner identity.

The *learning-as-experience* repertoire, as with Louise's talk, broadens out the construct of learning and adds depth to Louise's constructed learner identity. There is agreement within the talk by all parties, including myself as researcher, in constructing Louise's identity. Louise is constructed as someone who is mature and has learnt to accept the fact that her family will let her down. She is positioned as having learnt to share her problems and be responsible for herself. Jane, her foster carer, also uses this repertoire to demonstrate the change in Louise's outlook on life and she is now positioned as having a positive outlook.

Similarly to Louise, all the participants and myself as researcher use the majority of the talk to position Louise positively in relation to learning. An overriding theme used by those when talking of Louise is the change that has occurred in relation to her learning. Consideration must be given as to why the participants wish to position Louise in this way and as they have invested a lot of time, effort and emotion in working with and supporting Louise, I believe that it is important for them to construct a positive story in order that there is acknowledgement of the progress she has made. The above summary is also represented in the following model:

Model 2: A summary of the interpretative repertoires used in constructing Louise's learner identity by professionals who support her.



Further discussion and practical implications

Whilst still adopting aspects of the dominant national discourse of LAYP and their learning, this case study offers an empowering alternative discourse tapping into a positive story and constructing the LAYP overall as a successful learner. By exploring the discourses used by Louise and the professionals who support her, a rich picture is created in which Louise's positive learner identity emerges through the available repertoires. All participants appear to use the same repertoires to create Louise's learner identity, supporting the theory that people's talk is influenced by those available in society (Gee, 2005). It may be that Louise is able to construct a positive learner identity because this is the discourse in which she is immersed in day-to-day life, as influential others talk of her and to her in this way.

It should be acknowledged that collectively the professionals tap into the dominant 'failing' discourse more than Louise. This may be because as the talk is about herself, Louise has the most investment in constructing a successful identity and, therefore, is managing her interests (Willig, 2001). In addition, it could also be a product of our conversation in that she identified me as an educated adult who may be making judgements and therefore wished to come across positively. A further explanation may be that the professionals tap more regularly into the discourse of LAYP not succeeding and needing support because of their experience working in this area and, therefore, the associated discourses influence their talk. This is an important point to be aware of when working as a professional with these young people. Several of the repertoires and particularly the *learning-as-struggle* repertoire create a tension by positioning Louise in contrasting ways as the two discourses compete. However, as discussed above, the overall findings from the case study are that Louise is constructed as having a positive learner identity. Indeed, in aspects of the talk, it is apparent that there is a discourse of resistance in that the ideology of LAYP needing support with learning and not achieving a university education is acknowledged and challenged.

A further main finding is that the research provides an in-depth insight into the 'discourses of learning' in a wider sense than simply academic success as reported in the majority of the literature. It suggests that the narrow view in the literature perpetuates the idea that LAYP are 'failing', but by considering learning beyond just academic, there is a minority discourse of 'success'. It covers the discourse of life experiences as learning experiences for the LAYP. Importantly, it highlights the skills that Louise has acquired through her unique experiences as a young person in care and how she is able to apply these within school and beyond, an area of research which

appears to have been neglected up until now. The majority of the literature appears to apply a deficit model in that LAYP are lacking in skills or knowledge due to their difficult pasts, without considering the skills and understanding these experiences have elicited. This research extends on the literature which emphasises a resilience perspective (Gilligan, 1998) in that it goes beyond acknowledging factors which contribute to success *despite* adversity to suggesting that some skills will have been developed *because* of adversity. The case study demonstrated that these learning experiences outside of school can be linked with learning experiences in school and the skills developed applied to help others. This provides a discourse of resistance in that the LAYP is able to use these skills to help others rather than be the one who is identified as needing help.

As a result of this study, there are several practical implications for policy development and professionals working with LAYP. Firstly, the study attempts to raise awareness of and provide an insight into the discourses around a LAYP and their learning in order to allow us to consider how we as individuals and as a society, talk of and with LAYP and the resultant impact of this. This notion with regards to young people is not new and has been raised by a number of researchers including Billington (2002) who highlights the importance of considering how 'we speak of, speak with and write about children' (Billington, 2002, p40). It is emphasised that this is particularly important when the preferred way of talking of young people is pathologising and disempowering. This study provides an insight into the intricacies of discursive resources and practices when constructing a learner identity for a LAYP and how an individual can adopt contrasting discourses (Potter and Wetherell, 1987) and to a certain extent, be influenced by those in society (Gee, 2005). It is hoped that this study will raise professionals' awareness of the importance of considering discourses and may influence their practice when working with and talking of LAYP.

The study also highlights that each LAYP should be considered as an individual with unique strengths due to the learning experiences as a result of life circumstances, rather than making an assumption about their learning based on dominant discourses. By choosing a case study, the research highlights the complexity of cases and the need to consider each young person individually when working with them, supporting the position of some previous research (Munro, 2001; Phillips, 2003).

Finally, the study highlights that the LAYP is an active agent in constructing her identity as a learner. By the discursive practices she chooses to use and the interpretative repertoires she taps into, she is managing her stake and constructing a

learner identity that she wants me to hear. This discourse is powerful but may not be heard by others if it does not correspond with the dominant discourse. This is highlighted by White (1989) who argues that people find it difficult to embrace their own stories and knowledge when others have alternative and more authoritative 'knowledge'. Therefore, when working with LAYP, practitioners should endeavour to hear the voice of the child as they will have their own story and identity which may not as yet have been acknowledged.

Critique of study

There are a number of limitations to this research. The first is the adoption of two contrasting methods within the data gathering process, the use of narrative combined with discourse analysis. This created a slight tension because my initial aim was to elicit the participant's story through open-ended prompts thereby allowing the speaker to dictate the text produced. However, I was also subscribing to the idea that together we would produce joint meaning which follows that the data would be a conversation in which both parties contributed. This impacted to some extent on my contribution within the talk because I was conscious of allowing the speaker to talk whilst at the same time, becoming involved in the discursive act. Ultimately the data produced was a combination of the participants telling their stories to create certain effects such as constructing Louise's learner identity, as well as creating joint stories and meanings through conversation. As mentioned in chapter two, narrative and discourse analysis are compatible because through studying narrative, broader discourses can be identified (Phillips & Hardy, 2002) as well as identity positions (Hiles & Cermak, 2008). However, this does not account for the production of joint meaning within a conversation. Should I repeat this research using DA, I wouldn't refer directly to narrative research although the principles of open-ended prompts and allowing the participants to tell their stories would still be adopted. Alternatively, a narrative form of analysis could have been adopted to consider the ways in which the discourse is performative within the study.

A further limitation of the study is in the participant selection in that I had hoped to talk to Louise's Maths teacher because this was one of the constructed 'problem areas' in her learning. Due to this, it would have been interesting to investigate how her Maths teacher constructed Louise as a learner and would have perhaps provided a more balanced view of the 'discourses of learning' in relation to Louise. However, this proved hard to reach data as the teacher left the school for one in another LA before I

could contact her and it was for this reason I asked her science teacher if she would be involved. In addition, it may have been interesting to talk to one of Louise's peers about her learning to ascertain whether her peer's discourse influenced her own.

As discussed in chapter two, the quality of interpretation can be enhanced by considering the participants' view of the research known as 'participant orientation'. I intend to take my interpretations back to Louise but due to time and word count constraints, it isn't possible to include this in the write-up, therefore limiting its ability to show that my interpretations are convincing. However, I attempt to reconcile this by including full transcriptions in the appendices of the research which allows readers to evaluate my interpretations and should they recognise them, this will support the notion of reliability (Hollway & Jefferson, 2008). That said, as my research comes from a social constructionist standpoint, I recognise that the outcome of this study is my interpretation and somebody else may come to entirely different conclusions.

An additional limitation of the study is the fact that rich data was generated from the prompt, *'Tell me what you know about Looked After Young People and their learning generally'* but had to be omitted from the analysis due to the aforementioned word count and time restrictions. Had this data been included, it may have added further understanding of how culturally dominant societal discourse (Gramsci, 1971) influences discourse at an individual level. It would have provided a more detailed insight into the societal discourse that individuals recognise and draw on in their talk rather than relying on a comparison with key discourses identified through the review of the literature.

A final limitation to be considered is the applicability of this research to other LAYP. As this is a case study, the results are not generalisable to other LAYP, however, this was acknowledged in chapter two and was not the aim of the study. The research was designed to provide an insight into the 'discourses of learning' in which a LAYP uses and is immersed, in order to raise awareness of how discursive resources and practices can act in a given case, and the implications of this as applicable to other studies. It was also chosen to support my position that every case involving a young person is unique and should be treated as such. Using a case study can add to accumulating knowledge on a topic (Flyvbjerg, 2006) and it is hoped that this piece of research can provide insight when engaging with and working with young people in care.

Future focus

Building up the body of research which investigates the discourses around LAYP would help to provide a deeper insight into their social and educational world and would highlight the need to consider each case in more detail to allow for planning for positive futures. Currently, the majority of research asks for the young people's views at a relatively surface level without investigating the intricacies of a case in more detail. As a Trainee Educational Psychologist, I am aware that in order to work effectively, there has to be a deeper understanding of a case, including how the young person and others talk of a situation and this should be reflected in the literature in this area. In addition, looking further at the influences of societal discourse on discourses at an individual level is an area that could be developed in order to consider whether by changing how we talk of these young people, this influences how they talk of themselves and resultant outcomes.

Further research is also needed which highlights positive stories in relation to LAYP and their learning, therefore, adding to the small but growing body of literature which taps into the discourse of success for LAYP. By looking at 'learning' in a wider sense than purely academic success, practitioners, professionals, policy makers and young people will be able to see an alternative perspective which, rather than being based on a deficit model, highlights the young people's skills and extends on the research which draws upon the notion of resilience.

Conclusions

The above research is based on a case study investigating the 'discourses of learning' for a LAYP by answering the following questions:

- How does the LAYP use language through narrative to construct her identity in relation to learning?
- How do professionals who support the LAYP use language through narrative to construct her identity in relation to learning?

The outcomes from this research show that the LAYP, Louise and the professionals who support her, overall construct a positive learner identity for her through their use of discursive practices and by drawing upon discursive resources. All use four main interpretative repertoires within their talk; *learning-as-desirable*, *learning-as-struggle*, *learning-as-successful* and *learning-as-experience* to construct Louise as motivated, achieving, developing as an independent learner and having

developed personal skills such as maturity, an ability to share problems, responsibility and a positive outlook. This draws upon a minority discourse of success for LAYP, resisting the dominant societal 'failing' discourse. It also extends on the notion of resilience and recognises that as a LAYP, Louise has developed unique skills which she is able to apply in her learning and to help others. However, there is tension within the talk as on several occasions, Louise is positioned by herself and others as unsure and dependent which refers to the dominant negative discourse, highlighting the intricate nature of discourse and social research.

The study contributes to the small but growing body of research which focuses on positive examples of LAYP in relation to learning, and promotes the minority discourse of success. It also provides a deeper insight into a LAYP and her learning than previous research. It highlights the importance of professionals considering the LAYP as an individual and an active agent in constructing his or her learner identity.

By focusing on the discursive effects of the language used, rather than viewing language as a route to meaning, a richer picture has been built which it is hoped will help to inform practice when working with, talking of and writing about these young people.

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Appendix I

Letter to social workers

Dear Social Worker,

I am a Trainee Educational Psychologist working in Westford and as part of my studies at the University of Sheffield, I am carrying out a research project on Young People in Care and their learning. The title of the project is:

The Looked After Young Person as a Learner: discourses through narratives – a case study.

In this project I would like to talk to a young person in care about his/her learning as well as others who know the young person such as their social worker, foster carers, teachers etc. It is hoped through meeting with each person individually and asking them to talk about this topic, it will produce a rich picture of a current situation for a Looked After Young Person in the education system. The research will of course be anonymised.

Before I get to this stage, I would ideally like to introduce myself to the young people who could potentially participate in the study before asking whether they would like to take part. I believe that if the young people know who I am and I can explain what will be involved etc, they may be more willing to participate. However, none of them will be under any obligation to take part.

The criteria for the participants is a young person in Year 7,8 or 9 who is in foster care and is willing to talk to me. Following a discussion with Sarah from the XXX team, we identified that a few of the young people who meet this criteria are due to attend an after school 'life saving' club on Fridays. I understand that you are the social worker for one of the young people who will attend this group and wanted to check that you had no objections to me going along to the club in order to introduce myself and meet with a few of the young people.

It is hoped that from this there may be two young people who are interested in talking to me for the main study and then it would be a case of obtaining permission from the relevant parties. The plan is then that I choose one of the case studies to transcribe and analyse. More information regarding the project plus a consent form would be available at that time.

I will follow this letter up with a phone call shortly to check that you are happy for me to attend the after school club. **Thank you** for taking the time to read this letter.

Yours sincerely

Anna Turner
Trainee Educational Psychologist

Appendix II

Participant's information letter

Dear

I am a Trainee Educational Psychologist working in Westford and as part of my studies at the University of Sheffield, I am carrying out a research project on Young People in Care and their learning. The title of the project is:

The Looked After Young Person as a Learner: discourses through narratives – a case study.

I would like to invite you and Louise to take part in this project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information and ask me if there is anything that is not clear or if you would like more information. You can contact me on the above number. Thank you for reading this.

Purpose of the project

Recently, there has been a lot of attention on the educational outcomes of young people in care and the fact that overall these are less successful than the general population. Due to this, there has been continuing emphasis on supporting young people in care by identifying and highlighting them as a priority group in government policies and initiatives.

Recent research has gathered the views of young people in care in order to identify the risk factors linked to poor outcomes as well as the protective factors which encourage positive outcomes. Many of the studies have involved gaining a sample of the young people's views through questionnaires or interviews. The results have then been used to try to inform practice in education and social services.

None of these studies aimed to look in depth at a case study in order to provide an insight into a current situation for a young person in care. This project aims to explore how a Looked After Young Person and the people linked to them such as their foster carers, social worker, teachers etc talk about the young person in relation to learning. It is hoped through meeting with each person individually and asking them to tell their stories about the young person and their learning, it will produce a rich picture of a current situation for a Looked After Young Person in the education system. These findings may then be considered by practitioners when working with other young people in care.

Why have we been chosen?

I have formed good links with the Looked After Children Team in Westford and they suggested several young people who might meet the criteria for the project – being in foster care, in Key Stage 3 and by being identified as verbally able to talk about their experiences. I have been attending the after school club on a Friday at the XXX Team and when talking about the project, Louise expressed an interest in taking part. I am therefore writing to you and other professionals who work with Louise to ask whether you would agree to Louise being involved and also whether you would take part.

Do I have to take part?

It is up to you and Louise to decide whether or not to take part. If you do decide to take part you will be given asked to sign a consent form and you can still withdraw at any time without it affecting any benefits that you are entitled to in any way. You do not have to give a reason.

What will happen if I take part?

I am hoping that I can gather the data over the next month or so and it will involve myself meeting with Louise probably at school to have an informal conversation about her experiences

linked to learning. I don't want it to feel like an interview so it could be that this conversation takes place whilst doing an activity such as Art. It is expected that I would only have to meet Louise a couple of times in order to gather her stories.

I would also like to meet with you and other people linked to Louise in order that I can have a conversation with each of you individually about Louise and her learning. This will help to provide a rich picture and also may show different perspectives. I will probably only have to meet with you once in order to talk to you. However, if you felt that you would like to meet me again should you have more to say, that could be arranged. Where we meet would be down to you, I could visit you at home, we could perhaps meet at Louise's school or alternatively I could arrange a room at the Westford Educational Psychology base. This could be sorted out when I spoke to you.

I intend to record the conversations in order that I can analyse the responses later on and would get written consent prior to this. All conversations would be anonymised (see below under 'confidentiality')

Although the project may not have any immediate benefits for those people participating in the project, it is hoped that this work will help to provide an insight into being a young person in care in relation to learning. I am aware that every young person is different and this research will only highlight one case, but hope that it may be useful for others when working with Looked After Children.

Confidentiality

All the information that we collect about you and Louise during the course of the project will be kept strictly confidential. You will not be able to be identified in any reports or publications. The audio recordings of discussions and interviews made during this research will be used only for analysis. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings. All records both recorded and written will be held and analysed by the researcher and destroyed appropriately on completion of the research.

The research forms part of the Doctorate of Educational and Child Psychology (DEdCPsy) course at the University of Sheffield and will be published as a University Thesis. The project has been ethically approved via the University of Sheffield School of Education department's ethics review procedure.

Should you wish to raise any complaints during the project please contact me, either in person or through the contact details provided below. If any specific complaint is not handled to your satisfaction please contact the University's 'Registrar and Secretary'

Contact for further information

Anna Turner (Trainee Educational Psychologist)
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XXXX Street , XXXX, XXXX

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Supervisor:
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Sheffield University School of Education
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Sheffield S10 2JA

Tel no: 0114 2228108

If you agree to take part in this research you will be given a copy of this information sheet and asked to sign a consent form which you will have to keep.

Finally thank you for taking the time to read this information letter. I will contact you in a few days time to ask whether you would be interested in talking to me as part of the project.

Yours sincerely

Anna Turner
Trainee Educational Psychologist

Dear,

Following the letter I sent out before the summer holidays regarding the research I am currently involved in, I am writing to let you know that I will not need to talk to you regarding XXXX. The research is only to involve one case study and I have managed to set up the research with a young person in care who attends school in Westford.

Thank you for taking the time to read the letter.

Yours sincerely

Anna Turner
Trainee Educational Psychologist

Dear XXX,

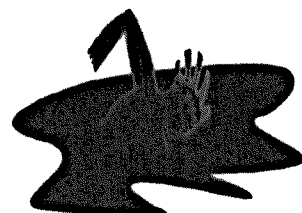
I am writing to you to let you know that I won't be needing to talk to you for my research project because I managed to set it up with Louise (it was a bit easier because she goes to school in Westford). I just wanted to say thank you for agreeing to be involved though and it was lovely to meet you at the 'life saving' club.

I hope that you have a great summer and enjoy your holidays in – I can't remember whether you said Jersey or Guernsey! I hope that you don't have to use your life-saving techniques on anyone when you're there!!

Good luck in Year 10 and maybe see you at the XXX base next year,

Best wishes,

Anna Turner
Trainee Educational Psychologist



Appendix V Prompt sheet

'Tell me about yourself' / 'Tell me about Louise'

'Tell me about school for you' / 'Tell me about Louise and school'

'Tell me more about how you learn' / 'Tell me about how Louise learns'

'Tell me about your hopes for the future' / 'Tell me about Louise's hopes for the future'

'Tell me what you know about young people in care and their learning'

First conversation with Louise (Looked After Young Person)

Line	Speaker	Text
1	Anna	Ok, so one, really then it's just going to be (.) me asking you a few
2		questions and you just chatting about stuff, alright? (.) If we, I
3		thought I'd, I brought the paper and the pens in case, (.) I suppose it
4		depends how you want to do it but in case we wanted to think about,
5		(.) like all the different things that have happened, like different
6		schools and stuff, we could map it if we wanted to, I don't know
7		whether you'd prefer just to chat or whether you'd quite like to draw
8		and stuff as well.
9	Louise	Yeah, I don't [mind]
10	Anna	[so]
11	Anna	what I'll do is if I just draw (.) like (2) a path like that (3) almost as if
12		this is kind of your life and so this is maybe where you are here now
13	Louise	Yeah
14	Anna	And we can put stuff on. And if you want to put stuff on, we can do
15		and if not it doesn't matter. (1) So one of the first things was, I was
16		just gonna ask you to tell me a little bit about yourself.
17	Louise	So, you know my name, Louise.
18	Anna	Yep
19	Louise	Em, (.) I I've been to (.) several different foster placements.
20	Anna	Right, [ok]
21	Louise	[Em] First I moved to short term and then they decided
22		whether I needed to go to long term so (.) I've been to two long
23		terms... Sue and John but they couldn't cope cos I was a terrible teen
24		(<i>laughing</i>)
25	Anna	Oh dear right, (<i>laughter</i>)
26	Louise	And then there's Jane and Matt but they cope with me fine.
27	Anna	Ok, can we, would you mind if, is it alright if we write this on? Just
28		so I can remember you know (.) if we're talking about things I'll be
29		able to remember the names and stuff, [do you want]=
30	Louise	[right]
31	Anna	= to do it?
32	Louise	Yeah
33	Anna	So when did you go into foster care?, what, how old were you then?
34	Louise	Eight I think=
35	Anna	About eight (1). Ok cool, so about here.
36	Louise	So do I put age 8?
37	Anna	Yeah, you can do if you want, yeah. So about 8 you went into foster
38		care. Was that who you (3) (<i>writing</i>) And is that the foster carers you
39		just talked about?
40	Louise	I think (<i>inaudible</i>) (1) short-term =
41	Anna	Short term, [right]
42	Louise	[= short term] Do you want their names?
43	Anna	No, it's alright. So you were in short-term, right OK.
44	Louise	Yeah, I'll put short term there (<i>writing</i>)
45	Anna	Right
46	Louise	Em (2) about (.) here I turned 9 and I was still wit same people

47		(writing)
48	Anna	Right
49	Louise	Em, 10 I moved with my uncle and auntie
50	Anna	Right (writing) (3) Where did they live?
51	Louise	Bamford
52	Anna	Right so you moved to Bamford. (2) When you were in short-term
53		foster care, was this in Westford?
54	Louise	Eh, that was in Catley and that was still in Catley and then I moved
55		[to Bamford]
56	Anna	[to Bamford] Right, you've done a lot of moving haven't you?
57	Louise	Yeah. Em, think I were 11 (.) when I moved with (3) Cathy and Euan
58		
59	Anna	Right (.) so they were your foster carers for a while.
60	Louise	Yeah. (writing) (4) That wa short term as well.
61	Anna	Right and where was that?
62	Louise	That wa in North Haddow.
63	Anna	Ok.
64	Louise	(writing) (3) And then 12, (1) em, I think I wa with (4) yeah, Jane
65		and Matt
66	Anna	Right (writing) (3) and where did they live?
67	Louise	They live in Addington
68	Anna	Right, so = [you went to Westford]
69	Louise	[I'm with them now]
70	Anna	=oh, you're with them now?
71	Louise	Yeah
72	Anna	Brilliant, ok, oh yes of course, that's Jane and Matt. Right, so you
73		moved when you were 12 to there.
74	Louise	Yeah
75	Anna	And you're still with them now
76	Louise	Yeah
77	Anna	Right, brilliant. (3) So, you moved around a lot, (.) did you go to lots
78		of different schools at that time then?
79	Louise	Well, I stopped at same one when I wa in North Haddow, and then (.)
80		and then when I got to Jane and Matt
81	Anna	Mmm
82	Louise	I moved to a nice school, like Cherry Trees, em but if I'd still lived
83		with these people, I'd gone to Meadows, so I went to Meadows with
84		these people and then I moved to Cherry Trees
85	Anna	Right. So you've been to two high schools
86	Louise	Yeah
87	Anna	How long did you spend in Meadows?
88	Louise	Half...half a year so Year 7 and then I moved=
89	Anna	Right
90	Louise	= half way through
91	Anna	Ok, great. Can you tell me a bit about, a bit about that then? So
92		you're living now with Jane and Matt? And you've got Phillip living
93		there too don't you?
94	Louise	Yeah.
95	Anna	So is there just the four of you in the house?
96	Louise	Yeah.
97	Anna	Right.

98	Louise	No, there's Diane, Ant. Diane wa at uni but she's passed her first
99		year.
100	Anna	Right.
101	Louise	So she's back at home and getting a house (.) soon. Ant is sixteen and
102		he's looking for a job still. Eh, Phillip, my age, me, and then there's
103		Jane and Matt =
104	Anna	Right.
105	Louise	=but Jane's just fostered a baby and they, its been adopted.
106	Anna	Ahh, he's been adopted by Jane? Or =
107	Louise	He's been adopted by other people.
108	Anna	=by other people
109	Louise	Yeah
110	Anna	Right, so how long was the baby with you for?
111	Louise	Seven, nearly eight month.
112	Anna	Did the baby keep you awake? Or =
113	Louise	No, he's fine.
114	Anna	Yeah. Ok, so it's a busy house then isn't it?
115	Louise	Yeah (<i>laughing</i>)
116	Anna	Do you enjoy being there?
117	Louise	Yeah, it's alright.
118	Anna	Yeah, so you've been there since, you're fourteen now aren't you?
119	Louise	Yeah
120	Anna	So you've been there for a couple of years.
121	Louise	Yeah.
122	Anna	Right, brilliant. Ok so, (1) you've done lots of moving around then so
123		when you were in these short term, were you, were you changing
124		schools at all these points when you were 8, 9 and 10? And 11?
125	Louise	I stopped at same one but when I got to high school I changed.
126	Anna	Right, so your placements changed but your schools stayed the same.
127	Louise	Yeah.
128	Anna	And then you had, so do you want to tell me a little bit about
129		Meadows then, what was it like there?
130	Louise	Well, its not (.) fantastic. At like, the the teachers are fine wi you but
131		you just didn't get education that you expected.
132	Anna	Oh, ok what do you mean by that?
133	Louise	Like (1), em (3) em, (1), like they didn't, like cos we had all different
134		teachers, they changed subject a lot more often so we didn't stop on
135		same subjects so we didn't learn as much =
136	Anna	Right.
137	Louise	=as we should have done, they kept moving. But here you just stick
138		to one teacher or they get a supply teacher and like, write a note on
139		desk to say that you're doing this subject so they'll do some work on
140		that.
141	Anna	Right, oh so are you, so are you saying that in Meadows if you had
142		say English, you might have had different teachers for English [each]
143		time =
144	Louise	[yeah]
145	Anna	= Yeah so that wasn't, right, so that wasn't great then because you
146		wouldn't know what you were, what you were doing or anything.
147	Louise	Na
148	Anna	So you found that quite difficult.

149	Louise	Yeah.
150	Anna	Alright, and you said a little bit about, this, was it this foster, when
151		you were 11 and you were in short-term foster care, is that the one
152		that broke down a little bit?
153	Louise	Yeah
154	Anna	Right, did, did you want to tell me anything else about what it was
155		like then?
156	Louise	Well, I didn't really like it, I won't happy there because they
157		wouldn't let me like, (.) go see my mum and that, (.) they just wanted
158		me to their sens.
159	Anna	Right
160	Louise	Em, but with Jane and Matt, they (1), they want me to see my mum,
161		like with them they just wanted me and didn't want anything else to
162		do with other people.
163	Anna	Right ok, but with Jane and Matt, they let you see your mum.
164	Louise	Yeah.
165	Anna	Do you, so do you want to tell me a little bit about mum? if there's
166		anything you don't want to talk about that's absolutely fine, just
167		don't talk about [it]
168	Louise	[well] When I lived with her, like, she had this
169		boyfriend called John, em (.) who were alright with us at first and
170		then my mum started, started like drinking a lot
171	Anna	Right
172	Louise	Em, and then John did and then when, when my mum came home to
173		look after us, we were in bed, em (.) and she took an overdose, (.) em
174		(1) and I didn't know that she'd come home and took an overdose but
175		em (.) Josh, my other brother, em, he got shouted downstairs and I
176		was still in bed and then my mum said call me an ambulance and he
177		said no and went back to bed so I came down and I goes I'll do it for
178		you mum cos you're going end up being really poorly (.) em, so I just
179		kept talking to the doctor and that em, think I were only about 7, [at
180		time]
181	Anna	[right]
182	Louise	before I moved into care (.) em, so police come and they said you've
183		done a really good job and am proud of you and stuff like that (.), em
184		and then they pumped my mum's stomach and got it all out [and]
185	Anna	[right]
186	Louise	she were in there a couple of days and then she came out. Em, (.) and
187		then they still started drinking together did my mum and John (.) em
188		(.) and domestic violence got in em (.) and my mum become really ill
189		(.) em (.) with all (1) hitting [and]
190	Anna	[yeah]
191	Louise	all abuse and stuff and John got arrested
192	Anna	Right
193	Louise	And then a couple of month after, em the house burnt down (.) [em]
194	Anna	[gosh]
195	Louise	And (1) my brothers wont in bed, just me, my mum and (3) em, and
196		then (2) em, (3) let me think (2), my mum got me out of bed =
197	Anna	Yeah
198	Louise	= and I were only in my night clothes and then she put, she put my
199		bed cover round me so I didn't breathe in any smoke or owt and she,

200		and then when ambulance and all that had come, em (.) we were
201		climbing out of window, and em (.) my mum asked what were matter
202		and they said that it might have been a tumble dryer =
203	Anna	No way, that must have been really frightening
204	Louise	Yeah. (.) it wa, em (.) so we lived in my granddad's caravan for a
205		while
206	Anna	Ohh, how was that? All squashed in together?
207	Louise	Yeah (<i>slight laugh</i>) there was 5 of us living in it.
208	Anna	Gosh, so who was in there then?
209	Louise	Eh, my mum, my mum's boyfriend, me, David and Josh.
210	Anna	So, you've got two brothers.
211	Louise	Yeah
212	Anna	Right, are they younger than you?
213	Louise	No, David's 18 in September
214	Anna	Right
215	Louise	And Jordan's 17
216	Anna	Right. Do you still see them?
217	Louise	Eh, sometimes. I have to sort contact out with my social worker.
218	Anna	Right, so, but they live in the area so you can see them sometimes if
219		you want to =
220	Louise	Yeah
221	Anna	=do you get on alright with them?
222	Louise	Yeah, fine.
223	Anna	I bet it was difficult in the caravan though
224	Louise	Yeah (<i>slight laugh</i>). There wa a double bed for me and me mum's
225		boyfriend and then (1) em (.) for my mum's boyfriend and her
226		(<i>laugh</i>)
227	Anna	Yeah
228	Louise	Em (.) and then there wa two single beds, like bunk beds (.) em but it
229		pulled out at bottom so it wa like a double bed for Josh and David
230		and I wa on [the top]
231	Anna	[On the top] so you were squished in
232	Louise	Yeah
233	Anna	Yeah and then so how long were you in the caravan for did you say?
234	Louise	Eh, about a year.
235	Anna	Right
236	Louise	A long time.
237	Anna	Yeah. And then what happened after that?
238	Louise	Em (.), we moved to Littleborough.
239	Anna	Oh I never heard of that.
240	Louise	Em (.) its near enough, do you know where Morrison's is?
241	Anna	Yes
242	Louise	Yeah, up road from there.
243	Anna	Right
244	Louise	Em (1) n (1) my mum was still living with John at time. He got out of
245		jail and that =
246	Anna	Right
247	Louise	= and they started drinking again.
248	Anna	Right.
249	Louise	Em, domestic violence continued. Em, and then he got arrested again
250		(.) em (.) and then (2) I can remember a bit about David, I wa, I wa in

251		bed and my mum and John were arguing and em, John were in
252		bathroom with my mum, like fighting (.) an, and he knocked her in
253		bath and she banged her head on taps (1) Em, and
254	Louise	David came in with rolling pin cos we were decorating and knocked
255		him (.) out with it and said don't you ever touch my mum again and
256		sticking up for her basically
257	Anna	Yeah
258	Louise	Em, (.) and me and Josh ran down to telephone box and called police,
259		they came straight away (.) em, and then (.) he got arrested (.) and
260		then em (.) social workers came following night =
261	Anna	Right
262	Louise	= and said that you have to be taken away (.) I didn't fully understand
263		(.) cos they didn't (.) tell me who they wa', or if they did I can't
264		remember
265	Anna	Right
266	Louise	Em
267	Anna	So you must have been really confused then [when] =
268	Louise	[yeah]
269	Anna	= cos you didn't know what was happening
270	Louise	No, they just said get some of your stuff together (.) em and (.) and
271		my mum was still in house crying, she knew what were matter but I
272		asked her and she just said you've got to go Louise, I'm really sorry.
273	Anna	Right
274	Louise	Em (1) and then (1) I think Josh and I don't think, yeah David was
275		there em, and we got in social worker's car and (1) David and Josh
276		gave my mum a kiss and I told my mum to come round to give me
277		one so she were on her way round and (.) and they drove off (1)
278	Anna	Right
279	Louise	So I didn't have to, so I didn't really have a chance to say bye to my
280		mum
281	Anna	That must have been really upsetting
282	Louise	Yeah, I still remember it
283	Anna	Right. So when, how long was it before you saw her again? Where
284		you able to see her again quite soon after that?
285	Louise	No, (.) cos of all domestic violence and owt (.) em, problems she
286		had, she dint want to get me involved in 'em
287	Anna	So she wanted to try and get herself sorted out [before] =
288	Louise	[yeah]
289	Anna	= before she saw you again
290	Louise	Yeah
291	Anna	So when was it that you started, because you see your mum now
292		don't you?
293	Louise	Yeah
294	Anna	So when was it that you started seeing your mum again?
295	Louise	Em, I think I wa eight when I moved into short term (2) eh placement
296		[with] =
297	Anna	[right]
298	Louise	= Carol
299	Anna	Yeah
300	Louise	Em (3) and she wrote, I think she wrote a letter to me and then dint
301		(.) bother wi me till about ten.

302	Anna	You were about ten?
303	Louise	Yeah. (.) I dint really have chance to see her again
304	Anna	Right
305	Louise	Cos she had this other boyfriend called Mike (1) Think I wa about
306		eleven at this time (.) em (1) and then (3) let me think (3) and my
307		mum came and saw me [inaudible] =
308	Anna	[right]
309	Louise	= Settle Family Centre
310	Anna	Right, so when you were about eleven?
311	Louise	Yeah.
312	Anna	So was that quite strange to see her again after all [that time?]
313	Louise	[yeah, I dint] really
314		know, understand who she wa'
315	Anna	Right
316	Louise	Em, cos she said I'm your mum, em like pleased to meet you and
317		stuff cos I couldn't remember what she looked like or , or owt.
318	Anna	Had she changed a lot since you'd last seen her? Or do you think, or
319		[couldn't] =
320	Louise	[she]
321	Anna	= you really remember what she looked like?
322	Louise	I have (1) I have em, like her face,
323	Anna	Yeah
324	Louise	Like, she'd lost a lot of weight
325	Anna	Right. So she looked a bit different.
326	Louise	Yeah
327	Anna	Right (1). And so initially you just saw her, was it at the family
328		centre?
329	Louise	Yeah
330	Anna	And (.) is that (.) When do you see her now? What do you do now?
331		Do you still see her there?
332	Louise	Em (.) like super bowl
333	Anna	Oh right
334	Louise	Yeah so it's a bit more exciting [than] =
335	Anna	[yeah]
336	Louise	= sitting in a room
337	Anna	Oh great, so do you just go, is it just you and your mum or do your
338		brothers go along? Or
339	Louise	It depends cos my social worker said its best off if you just have your
340		mum
341	Anna	Right
342	Louise	And then you can decide if you want your brothers there as well
343	Anna	Right
344	Louise	So this time I'm sorting an arrangement out with my social worker
345		about (.) having my brother there, David?
346	Anna	Right
347	Louise	Cos Josh's been locked up.
348	Anna	Has he?
349	Louise	He's got ADHD and (.) like difficult problems
350	Anna	Oh ok so he's got some problems at the moment
351	Louise	Yeah he like steals he (2) he's violent towards people, Em, he'd do
352		anything to get himself into trouble (laugh)

353	Anna	Right
354	Louise	Dunt really make sense but...
355	Anna	That's what he's doing at the moment.
356	Louise	Yeah
357	Anna	So is he in foster care?
358	Louise	No, he's like in a behaviour home =
359	Anna	Right
360	Louise	= when he comes back out...
361	Anna	Ok. So (.) you em, so you see your mum now. Is that like every
362		month or (.) does it just depend?
363	Louise	It just depends if I want to see her cos (.) like when I get credit she
364		rings, I ring her (.) em (.) but its every time I get credit that she's
365		bothering with me.
366	Anna	What do you mean by credit?
367	Louise	Eh, phone credit. Well [it's a top up]
368	Anna	[Oh yeah] Right
369	Louise	Em (1) and now I 'ant got any she dunt bother with me anymore (2)
370	Anna	Because you can't ring her? (.) So =
371	Louise	Yeah
372	Anna	= s, so if you don't ring her, she doesn't ring you (.) is that (1) =
373	Louise	Yeah
374	Anna	= is that what you mean?
375	Louise	Yeah
376	Anna	Right
377	Louise	Or sometimes its (.) like (1) when Josh is there and he gets to see her,
378		she's all around Josh but now she can't see him she's all around me
379		now=
380	Anna	Right
381	Louise	= if that makes sense
382	Anna	Right (1) So yeah (.) so she maybe finds it difficult to =
383	Louise	Focus on other [people]
384	Anna	= [both of you] at the same time
385	Louise	Yeah. Yeah.
386	Anna	Right so, so your social worker's saying its maybe better to see her
387		on your on your own [its probably]=
388	Louise	[yeah]
389	Anna	= a good idea cos you can... yeah. And so have you met her quite a
390		few times then?
391	Louise	Yeah (1). Met her quite a lot of times now.
392	Anna	Yeah. And do you get on ok?
393	Louise	Yeah.
394	Anna	That's good because it sounds like obviously, you know you said that
395		in your last short-term foster care (.) placement em (.) they didn't
396		really like you seeing your mum and that (.) you, you really wanted
397		to, you want to don't you?
398	Louise	Yeah
399	Anna	So you enjoy seeing her?
400	Louise	Yeah (<i>quietly</i>)
401	Anna	Yeah (1) Ok. Thank you so much for telling me about that cos that
402		must (.) been really difficult, like in terms of all the things you've
403		gone through (.) mm, I mean (.) I mean its so amazing that you are <u>so</u>

404		(.) what (.) you're really mature, like the way you talk about it, you
405		know and the fact that you rang, you know the ambulance that helped
406		to save your mum when you were so little (.) and all the things
407		you've gone through, you, you're very mature about it (1) very
408		mature about it.(1) I suppose what it, you know that that's been really
409		good Louise because I've been able to get an idea of like a bit about
410		your background and things and (1) if, if we think about (.) school
411		(1) through this time, c can you tell me a bit about school.
412	Louise	Well I enjoy school
413	Anna	You do?
414	Louise	Yeah. Em (.) at Primary school I didn't really get on wi' teachers and
415		I wa' like on a report card (.)Em, and in lesson it had smiley faces,
416		em (.) and they ticked it if I dint do so well and if I got to five ticks
417		then I dint get a certificate at the end of that week
418	Anna	Right
419	Louise	Em, so in every subject, like Maths, if I got a tick then (.) that were
420		bad and em (.) I got a phase were I got all ticks and then (.) em, the
421		teachers talked to me and said em, your attitude stinks and you need
422		to be behave a bit more, em (.) so I did that and em (1) I wa' on
423		report card for quite a while and then em (1) like these smiley faces
424		coming up and I didn't have any ticks on them, em (.) and then I got
425		a certificate for that =
426	Anna	Oh great
427	Louise	= and then I soon came off it in Year 6
428	Anna	Right, so you (1) so they would (1) so they wouldn't, they they
429		would have a smiley face but if you got ticked it meant it was bad?
430	Louise	Yeah
431	Anna	Right. And then you wouldn't get a certificate at the end of the week.
432	Louise	No
433	Anna	Did you feel, at that time when you were at Primary school (1) that
434		education, that school was a fun place to be or did you enjoy being
435		there?
436	Louise	Not really, like (.) with the (.) with the domestic violence against my
437		mum and stuff, I just wanted to be with her (.) cos she were on her
438		own an' there were loads of problems happening, em and I used to
439		not go to school at times
440	Anna	Right
441	Louise	Em (1) I used to just sit under (1) sit under this bridge with my
442		brothers.
443	Anna	Ok because you didn't, y. Do you think some of it was (1) you know
444		when they were trying to teach you Maths or English or whatever it
445		was, did you just have other things (1) on your mind?
456	Louise	Yeah
457	Anna	Did it seem, cos it, I mean I can only imagine it but I can imagine
458		that if you had all that going on in your head and all those things
459		you're thinking about (1) really Maths and English wouldn't be that
460		important to you (.) at that time =
461	Louise	No, [it wont]
462	Anna	= [cos you've] got other things going on.
463	Louise	Yeah, em (1) but my mum sorted herself out and then I wa' just on
464		my subjects again and that's when I got all certificate and like =

465	Anna	Great
466	Louise	= em, prizes and stuff
467	Anna	Right, so so when things were calmer and stuff at home, you did
468		much better in school
469	Louise	Yeah
470	Anna	You were doing really well=
471	Louise	Yeah
472	Anna	= what did you enjoy in Primary school, were there lessons you did
473		enjoy [when you were in...]
474	Louise	[well there were] well, they were called, on a Friday we
475		used to have chill out time, em (1) and its like you get loads of boxes
476		of activities and you decide what you do like, you play with dolls and
477		lego and all that (.) em (.) and I used to like playing with dolls with
478		my friends (.) em (.) and then (.) em (.) my teacher spoke to me while
479		I wa' playing that game and said (1) em y (1) you're a lot more
480		calmer in school and a lot more friendly wi' your friends em (.) are
481		you ok now? And I told her what happened at home and she goes,
482		and she said I though thats wa' what matter, it might sound awful but
483		I've told teachers (.) em (.) n we've decided to like take you off
484		report so it takes a lot more pressure off you.
485	Anna	Oh that's nice
486	Louise	Yeah
487	Anna	So did you appreciate that?
488	Louise	Yeah
489	Anna	So do you think that em (.) for some of the time at primary school
490		teachers didn't understand what you were going through?
491	Louise	Yeah til I told 'em
492	Anna	And then it sounds like when they understood what you were going
493		through they (.) they took the pressure off you a bit
494	Louise	Yeah
495	Anna	And do you think that helped you then [to...] =
496	Louise	[yeah]
497	Anna	= yeah
498	Louise	I got on wi' teachers a lot more then
499	Anna	That's brilliant. So how old were you then, roughly?
500	Louise	Eh, (.) nine?
501	Anna	Yeah. So about nine and then things got a bit better.
502	Louise	Yeah
503	Anna	And how did you get on like you know, in Year 6 when you did your
504		SATs? Did you do alright in them? [Can you remember?]
505	Louise	[Em] Not as
506		well as I should of done but I did OK
507	Anna	You did ok at them
508	Louise	Think I got level 4 in Maths =
509	Anna	Right
510	Louise	= or level 3
511	Anna	Yeah
512	Louise	Em (1) and I think I got a level 3 or 4 in English so I did ok but not as
513		well as I should have done
514	Anna	Right, not as well as you could have done [if] =
515	Louise	[no]

516	Anna	But I think that you had a lot on didn't you so I would say that they
517		were brilliant (<i>laugh</i>) [levels] =
518	Louise	[<i>(laugh)</i>]
519	Anna	= with what you had to deal with. Absolutely. Ok so that was a bit
520		about primary school so tell me a bit about secondary school for you
521		then.
522	Louise	Well I dint really like it at Meadows cos all't friends when I told
523		them that I'm in care n (.) that I don't want to be fussed over cos
524		there's a lot happening eh (.) they took mick out of me saying oh I'm
525		seeing my mum, where's yours n' =
526	Anna	Really?
527	Louise	= and like being really horrible to me, eh =
528	Anna	Did you, did you tell anyone about that? Did you tell, did you report
529		that to a teacher or...
530	Louise	Yeah and they just said see how you go, like they didn't really care.
531	Anna	Right
532	Louise	That's why I dint like it there
533	Anna	So when you were at Meadows then and I mean it sounds like you
534		didn't have a very nice time and (.) some people were picking on you
535		and you didn't feel like the teachers cared, what were you like in
536		lessons? Were you (.) like enjoying lessons, were you motivated to
537		do to go to lessons and things or...
538	Louise	Yeah I wa' motivated
539	Anna	You were?
540	Louise	Yeah
541	Anna	You =
542	Louise	I dint really want to be around my friends when they were talking to
543		me like really horrible
544	Anna	So you just concentrated on work?
545	Louise	Yeah (2)
546	Anna	Ok (1) so that was at Meadows and then (1) how did it come about
547		that you then moved to Cherry Trees?
548	Louise	Well I moved placements because my foster carers didn't (.) like (.)
549		cope wi' me =
550	Anna	Yeah
551	Louise	= properly
552	Louise	Em, and I dint like it there (.) em, so I decided to be (.) moved on wi'
553		Jane and Matt
554	Anna	Was that your decision, can you go to your social worker and say I'm
555		not happy =
556	Louise	Yeah
557	Anna	= and then they can move you
558	Louise	Yeah
559	Anna	Ah, that's good. So is that what happened?
560	Louise	Yeah
561	Anna	Right
562	Louise	Em, and then (2) Jane's (.) like social worker kind of thing, em (1)
563		said, cos Jane asked about me, em (.) and she goes oh we have to find
564		a different placement, em cos I don't think you'll be able to cope
565		with Louise and Jane were like no, tell me more about her, she's just
566		an ordinary year, 11 year old and (.) I can handle her probably, em (.)

567		so she did, she kept saying no at first and then she finally said said
568		summit to Jane and then she were like I'll have her, I'll see what I
569		can do for her and all that
570	Anna	Right
571	Louise	And ever through that she's been nice to me.
572	Anna	Has she? So you enjoy being with Jane and Matt? They're nice
573		people. And then you moved to Cherry Trees.
574	Louise	Yeah
575	Anna	And I've been hearing about you from Mrs Smith who thinks you're
576		brilliant
577	Louise	(Laugh)
578	Anna	(Laugh) So what was it like when you moved to Cherry Trees then?
579		What was it like at first? When you first moved here?
580	Louise	A bit scary at first but I got to know people (.) em and they
581		understood that I'm in care and (1) I don't need a lot of pressure onto
582		me.
583	Anna	Right.
584	Louise	Em, (2) I've just been fine.
585	Anna	Yeah? You've settled in ok?
586	Louise	Yeah
587	Anna	So tell me a little bit about some of your, some of your lessons then.
588		(1) What are you enjoying in school? What's been =
589	Louise	P.E. is my best one. Just done three P.E. days, all day.
590	Anna	Oh, yeah I heard about that, Tuesday, Wednesday, Thursday?
591	Louise	Yeah.
592	Anna	Has that been good?
593	Louise	Yeah.
594	Anna	Was it like a sports day or something?
595	Louise	It's called B tech sport it gets you half of your eh, B tech certificate =
596	Anna	Oh fantastic
597	Louise	= for year ten.
598	Anna	So what sports were you doing?
599	Louise	Em (.) it's called thunderball, a bit of bench ball and dodge ball type
600		thing
601	Anna	Oh yeah, yeah
602	Louise	Em (.) rounders, tennis, (.) eh football (1) and different activities
603	Anna	Do you have tennis courts here?
604	Louise	Yeah
605	Anna	Oh fantastic
606	Louise	I'll show you round if you want
607	Anna	Oh that'd be great, yeah we'll have a little look round, yeah that'd be
608		brilliant. I love tennis.
609	Louise	(laugh)
610	Anna	Ok so P.E. is one of your favourites (1) what about other subjects in
611		school?
612	Louise	I don't like Maths cos I can't do it (laugh)
613	Anna	Right so you find that difficult
614	Louise	Mhmm, em (1) English I'm good at (.) and I enjoy that and (.) I think
615		its just (1) like (.) subjects that I can do that I enjoy most
616	Anna	Yeah, well that's like everyone isn't it? The things that you're good
617		at you like to do don't you?

618	Louise	Yeah.
619	Anna	Do you, would you say that with something like Maths (1) even
620		though you find it hard (.) are you the type of person that will try to
621		like persevere with it or do you or do you tend to think oh can't be
622		bothered cos I just can't do it. What, what type of person would you
623		say you were?
624	Louise	Both really, it depends what mood I'm in (.) em like last week (1) em
625		I wanted Abigail to be there cos I couldn't really understand it =
626	Anna	Oh this is from the XXX team?
627	Louise	Yeah
628	Anna	Right, I am speaking to her this afternoon actually
629	Louise	= (laugh) Em and then like its really hard for me to (.) understand
630		Maths when there's things going around and Abigail explains it to
631		me and am like oh yeah I get it now
632	Anna	Right so does she just sit next to you in the lesson then, is that how it
633		would work?
634	Louise	Yeah (.) I have like (.) one on one, like teacher she's got loads of kids
635		Abigail focus, focuses on me, em (.) like teacher she can't (.) she
636		can't sit with me [when] =
637	Anna	[no]
638	Louise	=she's got others round so that's why I needed Abigail there
639	Anna	So does Abigail come into all your Maths lessons?
640	Louise	No, she (.) em she came once a week
641	Anna	Right
642	Louise	Em (1) in maths but at first when I got to know her, she were in
643		German (1), English and Science and she thought that I'd need help
644		in them subjects. And I've got through it and I don't need anymore
645		help
646	Anna	Oh fantastic
647	Louise	Em (.) and then she, and then I said to her I'm struggling in Maths,
648		will you be able to come just for that lesson since I'm doing alright in
649		others, so she did and I (.) got through a stage where I could do it and
650		now, now she's gone I can do it but I don't fully understand
651	Anna	Right (1) ok so it helps you a bit but you're still sometimes like oh
652		I'm not quite sure?
653	Louise	Yeah
654	Anna	If that happens and Abigail isn't there, what do you, what do you
655		normally do?
656	Louise	Eh, I try and try to understand it, I just keep reading question out (.)
657		loud and like asking others [see if they know it]
658	Anna	[you ask other people?]
659	Louise	Yeah
660	Anna	And can you ask the teacher as well like, could you just explain that
661		again to me?
662	Louise	Yeah (.) em but not always cos there, cos there, like I'm in set 6 (.)
663		there's all bad people in there and they'll go crazy (laugh) [so it's
664		really hard]
665	Anna	[oh ok]
666	Anna	So is, so how many sets are there in school?
667	Louise	One to seven
668	Anna	One to seven?

669	Louise	Yeah
670 671	Anna	So, and you're put in set 6 is that like on your scores from (1) before, from the year before [or something?]
672	Louise	[Yeah]
673	Anna	Right, so is that difficult being in that group then?
674 675 676 677	Louise	Yeah cos I'm wanting to listen t'teacher and all others are not wanting to (1) em (.) in set 5 everyone wa' listening t'teacher (.) em, they wanted to get the grades that they wanted (.) but now they don't, they're not bothered (.) in set 6.
678	Anna	So you were in set 5 before?
679	Louise	Yeah
680	Anna	And why've you been moved to set 6?
681 682	Louise	Because (2) they wanted me to, because they were going a bit fast wa' set 6 for me, set 5 for me =
683	Anna	Right
684 685	Louise	= so I moved down so I could slow it up so I could understand it a lot more
686 687 688	Anna	Right and which do you think, now you've been in both and you're thinking about it, which do you think was better? Which do you think you learnt more in?
689	Louise	Set 5
690	Anna	Set 5?
691	Louise	Yeah
692	Anna	Have you mentioned that to anyone?
693 694 695	Louise	Well, my teacher (.) my maths teacher Mrs Taylor who I have on a Monday (1) em, she's noticed that I'm doing really well and she wants me to go back up to set 5
696	Anna	Oh fantastic
697 698	Louise	Em (2) but (.) I don't think I'm (.) willing to go to set 5 if I don't understand the work that we're doing in set 6 (2)
699	Anna	It's difficult isn't it? [You're in a bit of a dilemma there aren't you?]
700 701	Louise	[Yeah, I don't want] I want Abigail to be there but I need to learn by myself
702 703 704 705	Anna	You do but I think (2) I think if you find a subject a bit tricky there's nothing wrong with having someone there to explain things through to you because once someone's explained it through to you, you know for next time don't you?
706	Louise	Yeah
707 708 709 710 711 712 713 714	Anna	Like I was really, I, I found Maths at school quite difficult and em (.) I used to really struggle with it (.) and it'd get me down a lot but I was lucky because my dad is quite good at Maths so he, so I would take it home and be like I don't know what this was and he would explain it to me (.) but I'd need that, I need him to sit down with me and say right, this is this and this is this and then (.) it's like (.) I don't know if it's the same for you but you suddenly think oh right, you know when you suddenly just get it=
715	Louise	Yeah
716 717	Anna	= and you think oh right that's what it is and then you can get on from there can't you?
718	Louise	Yeah
719	Anna	Is Abigail coming back in next year, do you know? Is she, is she [due

720		to come back in?]
721	Louise	[I don't know]
722	Anna	You're not sure?
723	Louise	No, I don't know. I've been asking Veronica a lot of times if she can
724		come and help me but her timetable's full so she can't
725	Anna	Right. So you're not sure about that then. Ok, so Maths is a bit
726		difficult
727	Louise	Yeah
728	Anna	Em (1) but it sounds like (1) you're really mot, you're really
729		focussed, you want to do well, don't you? You want to achieve [and
730		everything] =
731	Louise	[yeah]
732		
733	Anna	= what about some of the other subjects in school?
734	Louise	I'm fine with them.
735	Anna	Yeah?
736	Louise	It's just Maths that I struggle with (.) most
737	Anna	Is the key one... What helps you to learn in school?
738	Louise	Em (1)
739	Anna	What type of learner are you do you think? What, what kind of helps
740		you to learn?
741	Louise	Em, (.) Miss Smith helps me go through it all
742	Anna	Oh does she?
743	Louise	Yeah
744	Anna	Oh she was telling me about the learning to learn thing [you've been
745		doing]=
746	Louise	[yeah]
747	Anna	What was that, do you want, what was that about?
748	Louise	Em (.) it's like this presentation thing we're doing for leadership
749		team, em (1) an' its like you (2) its like for (1) children that are
750		wanting to learn
751	Anna	Mmm
752	Louise	Em (.) because we've done about seven slides (.) like its about what
753		have you learnt (1) through to these courses, em (.) and you've put
754		bullet points and then listed them all and we asked Miss Smith some
755		questions, do you like doing the learning to learn, em (1) are you
756		willing to continue learning to learn and all that
757	Anna	Right
758	Louise	Em, and it just helps you in subjects=
759	Anna	Does it?
760	Louise	=to understand work with others, work with others, co-operate with
761		others
762	Anna	Oh brilliant. So you learnt about working with others, co-operating.
763	Louise	Yeah
764	Anna	Was there anything else you learnt on on doing that course with Miss
765		Smith?
766	Louise	(1) Em, it's all based in classroom really like co-operating, working
767		with others and (2) basically round working as a team
768	Anna	Oh right and do you think that's helped you when you're in class
769		now?
770	Louise	Yeah

771	Anna	Oh great, in what way do you think?
772	Louise	Confidence really (<i>laugh</i>) like I dint, I don't like standing up in front
773		of three hundred people [in assembly] =
774	Anna	[no]
775	Louise	= to get your certificate?
776	Anna	Yeah
777	Louise	Em an' I got it (.) I got it a couple of month back this star of the week
778		from Miss Smith =
779	Anna	Oh, fantastic
780	Louise	=em, and I wa' alright with it. I wa' a bit anxious but I'd do it
781		straight away now if she asked me to talk to (.) over three hundred
782		people in assembly I'd do it (<i>laugh</i>)
783	Anna	You'd be able to talk?
784	Louise	Yeah
785	Anna	Wow, that is some confidence then cos there's a lot of people who,
786		like a lot of adults who just couldn't do that=
787	Louise	(<i>laugh</i>)
788	Anna	= that's brilliant, so yeah so that sounds a really good course so you
789		enjoyed doing that
790	Louise	Yeah
791	Anna	And it sounded like when I was speaking to Mrs Smith, well I mean
792		do you want to tell me a little bit about you your relationship with
793		Mrs Smith, how how has that helped you in school do you think? Or
794		has it helped you?
795	Louise	Yeah, its helped me a lot like (2) sh, sh, like we have these praising
796		stars em, every month (.) em (2) and em she decides that if you're
797		doing well in classes that (.) you don't focus on them and if you're
798		doing like (.) really (.) rubbish or poor work in class, she comes and
799		sees you em and she asks you if you're alright, do you need any help
800		an if you say yeah, she'll sit down wi' you and go through it and talk
801		to you
802	Anna	Great
803	Louise	Em (.) and it just helps you a lot
804	Anna	Yeah
805	Louise	Like wi' these classes and stuff that I do on a Monday
806	Anna	So have you talked to her about Maths, like you know about the
807		difficult one?
808	Louise	No not not (.) not recently cos I've had Abigail and I ant had
809		[chance]
810	Anna	[yeah, you haven't needed to] So is Mrs Smith someone who, you
811		know if you came in and you felt a bit down or you had a problem or
812		anything like that, do you feel that could go and talk to her =
813	Louise	Yeah
814	Anna	= if you needed to. Would she be the person in school that you'd
815		find?
816	Louise	Yeah
817	Anna	That's great =
818	Louise	She's not always here cos she's busy sorting other people out
819		as[well] =
820	Anna	[Yeah (<i>laugh</i>)] =
821	Louise	[(<i>laugh</i>)]

822	Anna	= she looks very busy, she was in and out of the office this morning
823	Louise	(<i>laugh</i>) Yeah so (.) em (1) I go to (1) my friends if Miss Smith in't
824		around
825	Anna	Yeah, yeah tell me a little bit about your friends then because you
826		know do you, did you have a lot of friends when you were in
827		Meadows or did you feel that its been when you've come to Cherry
828		Trees that=
829	Louise	It's been when I've come to Cherry Trees cos they're understanding
830		me a lot more
831	Anna	They do?
832	Louise	Yeah like care situation
833	Anna	Right
834	Louise	Em (2) not being able to see my brothers and that em, they
835		understand and like if I've got a problem, they they (.) like (1) they
836		(1) help me through 'em (.) like, Louise (.) that's really good and
837		stuff and if I'm doing like rubbish in lessons they go Louise you need
838		to focus on this bit of your work, just help me.
839	Anna	That's brilliant, so, so do you think it's important for you that your
840		friends understand (.) em, about like the fact that you're in care and
841		that's that's an important thing for you so that they understand =
842	Louise	Yeah
843	Anna	=about that
844	Louise	Like there's this girl that I mentored =
845	Anna	Mmm
846	Louise	= in Year 7 em, and her mum took an overdose and she dint know
847		what to do (.) em so she told me and I said (.) same, same thing my
848		mum did that and I (.) and I told her everything about it (.) em what I
849		did to sort my problems out and she did it (.) em and she goes my
850		mum's not understanding me so I'm coming to you, I talked to her,
851		she told her mum and her mum's fine now and she's out of hospital
852	Anna	Oh that's great so you were you were mentoring, were you paired
853		with her then [in school] =
854	Louise	[yeah]
855	Anna	= as a mentor
856	Louise	Yeah, yeah
857	Anna	Right and (.) that's so helpful for her t to be able to speak to someone
858		older who's been through similar things
859	Louise	Yeah
860	Anna	D (.) If, em (1) if they talk to you about things that are quite serious
861		like that do you ha, do you talk to a teacher or an adult or someone
862		about it so you don't have to keep it all yourself?
863	Louise	Not if they don't want me to, if they go tell a teacher I'll tell 'em like
864		in a quiet room like this
865	Anna	Yeah
866	Louise	Em (1) or if they go Louise what can I do, I tell 'em what they can do
867		[or] =
868	Anna	[yeah]
869	Louise	= if they don't understand me properly I get into more detail so they
870		do understand [see what]=
871	Anna	[right]
872	Louise	= we can change

873	Anna	Right (.) When you, when you were em (1) introduced to the (.)
874		mentoring thing that you do, was, did teachers go through how it
875		would work and things?
876	Louise	Yeah
877	Anna	So (.) em so I suppose if there was anything where (.) did they say
878		you know that if there was anything that was worrying, like if they
879		were being hurt or anything like that then you'd have to tell a teacher
880		about that?
881	Louise	Yeah
882	Anna	So you went through all that kind of child protection stuff?
883	Louise	Yeah
884	Anna	Oh, do you have a mentor then who's older than you?
885	Louise	No, cos I'm fine (.) now in lessons, cos I had Abigail I dint need her
886		no more
887	Anna	Yeah
888	Louise	And I want to know somebody who I know quite well to talk to in
889		Maths if I do need a mentor
890	Anna	Yeah em in (.) you know (.) you spoke to that girl in year 7 and she
891		was like and you were like a mentor to her not in class that was just
892		about if she wanted to talk to someone was it?
893	Louise	Yeah
894	Anna	So do you have someone, like another pupil, like another student in
895		school? Who's older, who =
896	Louise	No (.) like I helped her in English =
897	Anna	Oh did you? Right.
898	Louise	= then that were after school like if she dint understand I'd use to go
899		to her and =
900	Anna	Right so its like a kind of club after school?
901	Louise	Yeah
902	Anna	Oh ok, was that part of the learning to learn or was that something
903		else?
904	Louise	No it was summit, summit else like if they struggled in English
905		they'd get someone (.) to sort you out like somebody that's really
906		good at English and they thought I wa' quite well
907	Anna	Brilliant so you really helped her with that.
908	Louise	Yeah
909	Anna	That's great, did you enjoy that responsibility?
910	Louise	Yeah
911	Anna	So (1) you, you've said that sometimes you like it when there's
912		someone s em, particularly in maths sit next to you and explain
913		things through again =
914	Louise	Yeah
915	Anna	= are there, is there anything else that helps you with learning? Like
916		do you prefer to, are you someone who likes to listen to instructions
917		or do you prefer to do it or are you quite visual, do you like to see
918		things? You know, if you're taking things in and trying to learn, how
919		do you like best to learn?
920	Louise	Well, Abigail thought that I just want to do it and I just get bored
921		listening t'teacher =
922	Anna	(<i>laugh</i>) ok
923	Louise	Em so, so she said t'teacher can you explain it a bit faster cos Louise

924		is getting agitated and she can't be bothered listening to you, cos I
925		just want to do my work, I don't want to sit about waiting or owt like
926		that
927	Anna	So you like quite short instructions?
928	Louise	Yeah
929	Anna	So you can get on and do?
930	Louise	Yeah.
931	Anna	That's how you learn best?
932	Louise	Yeah
933	Anna	Right and do you think that in most of the classes in school, that's
934		what happens?
935	Louise	It depends really, we're all different so =
936	Anna	Yeah
937	Louise	= we get treated differently but they try to (.) like (1) deal with
938		situation same
940	Anna	Oh right, so do you generally think that the the teachers in school are
941		good and you feel...
942	Louise	Yeah
943	Anna	Yeah, enjoy it?
944	Louise	Yeah
945	Anna	Oh that's great. Em (1) so what you good at (.) in school?
946	Louise	Sport
947	Anna	Yeah
948	Louise	Eh, Maths no not Maths, English
949	Anna	Yeah
950	Louise	Eh, Geography, History, all subjects apart from Maths
951	Anna	Maths, that's the tricky one.
952	Louise	Yeah
953	Anna	Is there anything that (.) stops you from learning in school? Is there
954		anything that kind of gets in the way, you talked a little bit about set
955		6 and some of the, the students in there not really caring about the
956		lessons, that seems to stop you a little bit from learning. Is there
957		anything else that (.) that can stop you from learning?
958	Louise	Well (.) this girl who I used to hang about with well, a couple of girls
959		and they had boyfriends apart from me and they wanted to skive with
960		them and get me skiving and I said I don't want to do that and (.)
961		they like tried to force me to do it but I just walked away and dint
962		want to get (.) get caught cos it's isolation?
963	Anna	Yeah
964	Louise	Em (.) an they wanted me to get into trouble all time and (.) I just had
965		to break relationship with them so I dint want to hang about with
966		them no more, em if I skive its (1) yeah you get a C5 isolation,
967		detention following day (.) em, em (.) and then it affects your
968		education cos you're not in that lesson
969	Anna	Yeah
970	Louise	Em and I said no I dint want to
971	Anna	That's really brave, a lot of people would just go along with it cos
972		they don't want to say no.
973	Louise	Cos they said oh you're a swot you want to be in lessons and that and
974		I just said (.) if I want to be a swot I can [be]=
975	Anna	[yeah it's up to me]

976	Louise	Yeah
977	Anna	That's brilliant so your friends that you were talking about, who the really supportive ones they sound like they wouldn't (.) say that to you?
978		
979		
980	Louise	No
981	Anna	They wouldn't try to make you do that?
982	Louise	No
983	Anna	That's great. What time is it? You've been talking for ages which is brilliant
984		
985	Louise	<i>(laugh)</i>
986	Anna	We've been talking for a long time. I wonder whether (.) cos I don't want to kind of keep you for a long, long time (1) do you think it would be worth us meeting again next week to do a bit more of this?
987		
988		
989	Louise	Yeah

Appendix VII **Transcript 2**

Second conversation with Louise (LAYP)

Line	Speaker	Text
1	Anna	Ok, so thanks very much for saying you'll meet me again (<i>cough</i>) I
2		don't think we'll need to talk as long today but I suppose it just
3		depends =
4	Louise	Alright
5	Anna	On, on what you want to tell me really. So (.) last time we talked
6		about (1) a little bit about why you went into care and a little bit
7		about (.) your schools so some of your learning in primary school and
8		then at Meadows and then we talked quite a lot about this school dint
9		we?
10	Louise	Yeah
11	Anna	As well and want helps you to learn and (1) your friends and that type
12		of thing (.) So one thing I wanted to ask you was what are your hopes
13		for the future? Can you tell me a bit about what your hopes are for
14		the future?
15	Louise	Well I wanted to be a doctor like when I wa' little, em, and then
16		when I got into care and learning about how to cope with children
17		and that I want to be a foster carer=
18	Anna	Oh ok
19	Louise	=actually make a difference in kids lives so ...
20	Anna	Right, oh that's brilliant (.)how do you think foster care help helps
21		makes a difference?
22	Louise	All of it really like em (1) being parents an' (.) coping with children.
23	Anna	Yeah, so you so initially you wanted to be a doctor, how old were
24		you when you thought you might want to be a doctor?
25	Louise	Seven (<i>laugh</i>)
26	Anna	Right, when you were really little?
27	Louise	Yeah
28	Anna	Ok and then you, you decided now you'd like to be a foster carer?
29	Louise	Yeah.
30	Anna	Great, so would you do that full-time or have you thought that you
31		would, would you want to have another job with that or would that
32		just be what you would do?
33	Louise	Full time. Like when I leave school, go to uni, em and like (.) work in
34		a nursery? Like learn from there an' (.) see (.) if I can be a foster
35		carer later on
36	Anna	So what what, you'd quite like to go to university?
37	Louise	Yeah
38	Anna	Right, what would you like to do there then?
39	Louise	Em (2) care (.) care, can't remember what its called (<i>laugh</i>)
40	Anna	Right but to do something with care?
41	Louise	Yeah
42	Anna	Have you always though that you'd like to go to university or is that
43		something you've (.) thought more about recently?
44	Louise	I've thought about it more recently (.) because Jane, my foster carer
45		says that she, that if owt happens to her then she's gonna give (.) the
46		foster kids sommat to go wit' house, like sommat out of house, like

47		TV or sommat (<i>laugh</i>) =
48	Anna	Right?
49	Louise	= have a share in' house
50	Anna	Ok, and how's that linked to university?
51	Louise	She says if I go then (.) I can have stuff from house and if I don't then
52		I don't (<i>laugh</i>)
53	Anna	Ah right, oh ok so she's kind of (.) like(.) giving you a reward if you
54		go?
55	Louise	Yeah
56	Anna	Is that what made you start, is that why you're going or do you think
57		that's just made you start thinking about it?
58	Louise	No, I started thinking that, thinking about it first
59	Anna	You did?
60	Louise	Yeah
61	Anna	Did you go to see the universities with the XXX Team?
62	Louise	Yeah
63	Anna	Can you tell me a bit about what you did there?
64	Louise	Well (.) first time we went, we did like (1) some, we got these sheets
65		and we had to answer these questions, em (.) and then we went into
66		lecture and she told us all about uni.
67	Anna	Right, which university was that?
68	Louise	Leeds
69	Anna	Leeds?
70	Louise	Yeah. (.) Em and then we've just been recently and we did activities,
71		em we did like (.) climbing up these (.) crates, em (2) canoeing (1)
72		em and some more activities and I can't remember (<i>laugh</i>)
73	Anna	Right ok and did that that make you think oh I'd really like to go?
74	Louise	Yeah
75	Anna	It gave you a good idea of it. So, so your foster carer sounds like she
76		really wants you to go to university
77	Louise	Yeah
78	Anna	Why does she say she wants you to go?
79	Louise	So (2) so I can learn more. Like if I dint go to uni then I wunt learn as
80		much, so just learn.
81	Anna	Why do you feel its, why does you foster carer feel that that's
82		important do you think?
83	Louise	So that I can do well, like my GCSEs and stuff.
84	Anna	Yeah, right. And then ultimately that will probably help you get a
85		better job wouldn't it?
86	Louise	Yeah
87	Anna	Right (.) ok that's good so to be a carer, that's a really good
88		profession isn't it, to get into (1) Right. I wanted to ask you about em
89		(1) what do you, can you tell me a little bit about what you know
90		about children who are in care (.) and their learning generally, do you
91		know anything about (.) you know do they, do they normally do well
92		or do you know anything about that? (.) In terms of ...
93		
94	Louise	Well (.) I dint do well (.) to start with cos I wanted to be with my
95		mum but like I got to know people and (.) what they're like (.) em, wi
96		foster kids see if they treat you the same as their kids (.)
97	Anna	Yeah

98	Louise	Em (1) an' (.) you do learn in (.) foster care (.) em and they treat you
99		well and make sure that you're not drinking on streets like ASBOs
100		and stuff (<i>laugh</i>) Em (.) an' just (.) really good wi' me.
101	Anna	Do you think that (.) if you think about other people who are in care
102		(.) do you think if they haven't had eh a good foster placement like
103		you have, do you think that might affect how they get on?
104	Louise	Yeah.
105	Anna	Can you tell me a little bit more about why that might be?
106	Louise	Cos they don't give enough care out to 'em and if the foster children
107		think oh they're not giving me enough care, why should I, why
108		should I be bothered? (1) Like to learn (1) so does help em (1) an' if
109		the foster carers (1) let em go wherever they want, then they can just
110		do whatever they want
111	Anna	Yeah (.) So you said just a minute ago, you said about foster carers
112		treating you like their own kids=
113	Louise	Yeah
114	Anna	=do you think that's an important thing?
115	Louise	Yeah (1) cos if they dint treat you the same then (.) they wunt (.) they
116		won't give you (2) well I won't say enough care cos they'll give you
117		enough care but like they don't give you the same things as they're
118		own kids
119	Anna	Right (.) Do you mean things like possessions, like clothes, or do you
120		mean being more (.) what, or do you mean more like advice and
121		things?
122	Louise	Like clothes
123	Anna	Clothes?
124	Louise	Yeah.
125	Anna	That's important?
126	Louise	Yeah.
127	Anna	If you, if you get that like if you get the same as the other (.) children
128		in the house (1) does that make you, how does that make you feel
129		when you get the same as other people?
130	Louise	It makes you feel better cos then you know that you've got same care
131		like (1) like (1) like you're wanted (.) em and that they want to take
132		care of you
133	Anna	Yeah, before as well when you, last time you talked about how when
134		you were in Primary school, when things were going on with your
135		mum and you were worried about her (.) you weren't really (.)
136		listening to the teachers or anything in schools because you were
137		thinking about your mum weren't you? At home. Do you think that
138		that, do you think that other (.) people who are in care that would be a
139		similar, that, they would be feeling in a similar way?
140	Louise	Yeah?
141	Anna	Yeah. So that might have an effect on (.) how well they do in school?
142	Louise	Yeah.
143	Anna	So what do you think's made big differences to you then? That's
144		made you (.) em, do as well as you are now in school? What, what
145		things have made real big differences to that?
146	Louise	My foster carer talking to me, like (1) like (.) I wa' right shy and I
147		dint want to talk to my foster carers about my problems but she
148		talked to me and said don't be afraid to talk to me, I'm always here

149		for you and em, I boost my confidence up and started to talking to
150		her, em and she said you wa' afraid to talk to me want you and I said
151		yeah and she asked me why and I said oh I'm just thinking about my
152		mum and em she wa' just giving me loads of advice like (.) try and
153		do well, em (.) your mum's never away from you, she's always there
154		in your heart, em (.) and (.) you can't, you can see her when you
155		want , em she's not like (.) she's not away from you is she? =
156	Anna	No
157	Louise	= So...
158	Anna	And that helped?
159	Louise	Yeah
160	Anna	It sounds like your foster carers are really really supportive =
161	Louise	Yeah
162	Anna	= and lovely. That's brilliant.(.) So (.) you've done, I mean its been a
163		bit difficult because we've spoken over two days haven't we but (.) if
164		you think back then about y, your life ok, what, what do you think are
165		some of the things that you've learned? (2) About, maybe about life
166		in general or, do you, do you think you've learnt anything from your
167		experiences?
168	Louise	Yeah (.) em, well I've noticed that when (.) my mum rang me, she
169		told me all't negative things like oh your nana's dying and all that I
170		don't need to know them things, em (.) like (1) your brother's in
171		prison, em cos of this, I just needed to know that he's in prison and
172		he's doing alright but she told me all't negative things, em and I
173		talked to my foster carer about it and she says (.) oh if that's (.) if
174		that's gonna be a problem for you, why don't you (.) chat to your
175		social worker and see if she can say anything to your mum. I did and
176		it's all positive things now.
177	Anna	Oh that's good (1) so I suppose one of the things then you've learned
178		then is that if something is bothering you (.) or upsetting you or
179		something, it's best to talk about it?
180	Louise	Yeah cos it won't go away that problem if I don't talk about it.
181	Anna	Yeah (.) right (.) Have you, have you learnt anything else do you
182		think from, you know about maybe what's important (1) in life or
183		anything else that you have learned?
184	Louise	(2) Learnt a lot of things, like em (2) being as, being part of a family
185		cos we dint have that before (.) em, table manners (<i>laugh</i>) (1) all
186		sorts.
187	Anna	So you've learnt lots of things outside of school=
188	Louise	Yeah
189	Anna	=cos of your experiences and, and I suppose you've learnt lots and
190		lots of things in school?
191	Louise	Yeah
192	Anna	What, what, what types of things have you learned in school do you
193		think?
194	Louise	Confidence cos of that learning to learn, that's helped me a lot. Em (.)
195		discussing embarrassing, sad, good, bad moments with other people,
196		em, (1) an I used to (.) get put in isolation a lot (.) when I wa' like in
197		Year 7 and 8 em and it wa' because I had problems (.) like home and
198		I've learnt from them like its (.) that's best I'm gonna get from my
199		mum, like she's just going to ring me and not sort contact out or if
200		she does its good news. She dunt have an house, she lives with my

201		granddad.
202	Anna	Right. Ok so you, I mean that's, that's (.) quite a quite a big thing
203		isn't it? That you've learnt that (.) that you're saying that (.)
204		sometimes your mum rings you and sometimes she doesn't=
205	Louise	Yeah
206	Anna	=and you're just kind of accepting it as that because before were you
207		getting very disappointed?
208	Louise	Yeah (.) I wa' getting right excited cos she says she's gonna come
209		and see me. My social worker came to take me to the family centre to
210		meet my mum but she never turned up (.)
211	Anna	Right.
212	Louise	So I got excited for nowt really so now I'm like if she, if she wants
213		to make contact I'm like (.) nice one, I don't get as excited as much
214		em and if she dunt turn up, I'll be like I knew it wa' gonna happen
215		anyway.
216	Anna	Right, do you think then that (.) because of some of the things that
217		you've gone through like that right, that maybe other children your
218		age haven't (.) ok, cos they haven't had that where you know (.) they
219		had to be taken away from their mum (.) and their mum doesn't
220		sometimes show up and things, do you think that you've got some
221		things about you that are (.) that actually other people might not have,
222		you know, like other skills?
223	Louise	Yeah
224	Anna	Can you tell me what you think that they are?
225	Louise	Might be like (1) they might see their mum an' I don't, em (.) might
226		be (2) em (2) talking to your social worker em a lot and they might
227		not want to talk to their social worker about pro, problems.
228	Anna	So do you think that you, em, one of the things, cos it sound like to
229		me Louise from listening to you, one of the things you've got is that
230		you are very mature in that you (2) have been disappointed by people
231		(.) when you were little, let down by people sometimes and so you've
232		had to (.) build up (1) all thi, all this kind of very mature way of
233		dealing with things like you were saying about your mum, like ok
234		well I'm not going to get too excited just in case it doesn't happen (.)
235		and yeah I'm gonna stay, stay balanced, I'm not gonna get too upset
236		or you, you've (1) got, I think it's something called resilience I think
237		where you've had some difficult things in your past but you've
238		bounced back haven't you?
239	Louise	Yeah
240	Anna	And other people your age (.) not saying all or anything but (.) who
241		are 14 may not have to had, have to deal with some of the difficult
242		things that you have (1) so (.) in some ways it might have really (.)
243		added to your character and your strength of character
244	Louise	Yeah
245	Anna	Do you see what I mean? Why I'm saying that?
246	Louise	Yeah
247	Anna	I think that's really...yeah. One of the things I was going to ask you
248		about was the XXX Team and you going along there to the after
249		school club and things, can you tell me a bit about that?
250	Louise	It's really good and I keep going if its still on cos (.) they help you
251		through your problems as well. We do activities, em, you just forget
252		what's going on around you (<i>laugh</i>) and like just join in with them.

253	Anna	(2) Great, so you get to do some really fun things don't you?
254	Louise	Yeah cos it wa' them who took us to uni
255 256	Anna	Yes right, (.) and have you got good relationships with the people there?
257 258 259 260	Louise	Yeah (.) I've got, it's all people that are in care that go there, the XXX Team and em (.) you can talk about your problems to 'em and they're like oh yeah, that happened to me or (.) oh how did you cope with that? They just talk about it?
261 262	Anna	And do you think that's an important thing that you've got (.) em (.) other people like your similar age who you can talk to?
263	Louise	Yeah cos then they can understand you
264 265	Anna	(2) Yeah. So, so in some ways you can kind of like support each other can't you? =
266	Louise	Yeah
267 268 269 270	Anna	= through similar things. Oh that's really good (1) Em, I'm just wondering whether there is anything else that we need to talk about really, is there anything else that you think I should know (.) em about you or your learning that we haven't talked about?
271 272	Louise	No (laugh), I wa' gonna ask you that question that you asked me before
273	Anna	What question?
274 275	Louise	That em, how do you think (.) other people, like how do you think people (1) do you think that people have same situation as you?
276	Anna	People have the same situation as me?
277 278	Louise	No as me, like other people in care? Like (.) they don't have all' same problems, they have different problems
279 280	Anna	That's right. Yeah cos you're just, you are unique are you? You're an individual.
281	Louise	Yeah
282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301	Anna	Yeah I mean I think one of the things was that (.) one of the reasons that I decided to do this study was because when I was reading, cos for university I had to do a bit of work on em L, children in care and Looked After Children and when I was reading a lot of the research about it, a lot of the things you know from the government, it says that you know generally children in care don't do as well (.) with their learning and education than (.) the general population of children. Yeah, so you know how the government, like all statistics so like they want a certain number of children to get five A to C grades at GCSE and they say you know well the general population is this but for children who are looked after it's <u>much</u> lower and that's what they were saying so I thought, I was just interested about that you know and a lot of the studies have looked at why that is (.) em (1) why do you think that might be? That there's such a big difference between what, what children in care are achieving, and I'm talking really generally Louise because you're absolutely right everyone's different and you're completely different to someone else but <u>generally</u> if you took the whole population of Looked After Children, they don't achieve as well as just the general population of children as a whole.
302 303 304	Louise	Well they might be struggling in parts, like (1) like situation that I wa' in like I wa' thinking about my mum and they might be and they can't get over not thinking about them but (.) they'll have to cos if

305		they want to do well (.) eh and they can't, they're just gonna have to
306		put their problems behind them and try.
307	Anna	Yeah, yeah so that takes quite a lot of guts to do that doesn't it?
308	Louise	Yeah, I've done it before but (.) like my foster parents have like (.)
309		got me through it.
310	Anna	So do you think it's important to have someone with you?
311	Louise	Yeah
312	Anna	Cos you can't do it on your own.
313	Louise	No it's gonna be a big task.
314	Anna	Mmm, what was the most difficult about that for you (.) getting over,
315		kind of moving on and thinking right I need to kind of get on with it
316		and get a good education and things, what was the most difficult part
317		of that ?
318	Louise	All of it cos it wa' like (.) I can't just like put my mum behind me and
319		forget about her cos I still love her and I want to see an that so all of
320		it.
321	Anna	Yeah. What, what do you think your mum thinks when she hears how
322		well you're doing at school?
323	Louise	She's proud.
324	Anna	Is she?=-
325	Louise	Yeah
326	Anna	=Is that what she said?
327	Louise	Yeah
328	Anna	That's brilliant and how does that make you feel about that?
329	Louise	Happy cos then if she knows I'm doing well then she'll want me (.)
330		to carry on doing well then she might make an effort to see me (.) so I
331		can show her some of my work that I've done.
332	Anna	Yeah, have you, have you shown her any of your work?
333	Louise	No, not yet cos she 'ant bothered to see me.
334	Anna	Right (.) right but you're hoping that that might happen?
335	Louise	Yeah
336	Anna	Do you take your work home to your foster carers and things,
337		sometimes to show them?
338	Louise	Yeah I got an A in DT.
339	Anna	Oh fantastic, oh well done that's brilliant. Is that your first A?
340	Louise	Yeah, I can go get my folder from DT and show you
341	Anna	Ok yeah, I'll do that before I go, that'd be great. Oh that's brilliant so
342		how did you feel when you got your first A?
343	Louise	I wa' like woh, I dint know I'd get that because I don't enjoy DT that
344		much=-
345	Anna	Don't you?
346	Louise	No, not really. I like it but not as much as English and that.
347	Anna	Right, yeah oh you must have a talent for it (.) if you got an A.
348	Louise	Jane said that, my foster carer, she says em (.) its, its daft cos you
349		don't like enjoying but, you don't like en (.) you don't like to enjoy
350		DT but you're good at it?
351	Anna	Mmm oh well that's alright isn't it?
352	Louise	Yeah.
353	Anna	You can always fall back on that if you need to. I used to be rubbish
354		at DT, is that like woodwork and things?
355	Louise	I'm doing textiles, em making bags and (.) designing clothes

356	Anna	Oh that sounds, that sounds really good.
357	Louise	Yeah, it is but I don't enjoy it that much (<i>laugh</i>)
358	Anna	Oh, that's alright though, you don't have to. I'm sure there was
359		something else I was going to just say to you then (1) can't remember
360		what it was (2) em (3) so yeah no but I was just thinking back to
361		original question so when you asked me the question before about (2)
362		about you be different to everyone else, was it, was it, did I answer
363		your question (.) is what I meant to say
364	Louise	Yeah
365	Anna	Did I?
366	Louise	Yeah
367	Anna	Yeah so cos I think that's important that (.) I know that from this case
368		study (.) I can't say oh well this is what (.) children in care think or
369		this is, this is what it's like for all children in care cos that's just silly
370		isn't it?
371	Louise	Yeah
372	Anna	But what, but one of the things I'd thought was when I was reading
373		some of the research a lot of the time, the people who were asking the
374		children in care it was like with questionnaires, you know you just
375		write your answers down or it was em, with interviews but there were
376		lots and lots of questions (.) you know so its quite structured so what,
377		what I wanted to do was just be, what I tried to do was be much more
378		like just asking you generally like oh tell me a little bit about and then
379		you could tell me what you wanted to tell me.
380	Louise	Yeah
381	Anna	Rather than me saying you know do you like art? Do, you know that
382		type of thing.
383	Louise	Yeah
384	Anna	So that's what I was trying to do really.
385	Louise	I hope I told you everything that you wanted to know (<i>laugh</i>)
386	Anna	No that's brilliant, I mean yeah you, you told me what you thought
387		was important which is, which is the best thing of all, you know I
388		didn't have a set of things that I wanted to you know be able to tick
389		off because its about what you thought was important to tell me. So,
390		thanks very much and I real, you know I hope you continue to do
391		well but I'm sure you will cos the teachers that I've spoken to are
392		really, really impressed with you (.) aren't they?
393	Louise	Yeah

Conversation with Emma (Learning Manager)

Line	Speaker	
1	Anna	That's brilliant, ok, so really(.) what (.) I'd like it to be then today is
2		just quite informal, I don't really have loads and loads of questions, it's
3		just really to find out (.) what, you know, what you know about Louise
4		and her learning and just (.)I don't know I 'spose the relationship you
5		have and =
6	Emma	Yeah
7	Anna	= how you work with her and things.
8	Emma	Yeah
9	Anna	So (.) my first one really was just could you just tell me a bit about
10		Louise?
11	Emma	Louise, erm, when she first came to us she came at like (.) half way
12		through year eight I think when she moved in with the Stewarts (1) erm
13		(.) was very unhappy young lady (1) to start with (.) er, her behaviour
14		was up and down, she'd have a session where she was settled and a
15		session where she could be really naughty (.) er, but she's grown and
16		matured so much=
17	Anna	Yeah
18	Emma	= over this last eighteen month, (.) I've got a really good relationship
19		with Louise, erm she's been on what I call, it's a learning to learn
20		programme
21	Anna	Right
22	Emma	It's to help them sort of build confidence, work as a team, talk about (.)
23		talk about themselves, listen to others, all about, you know, listening
24		skills and life skills really=
25	Anna	Yeah
26	Emma	= and she's done absolutely amazing on that =
27	Anna	Oh that's brilliant
28	Emma	= she's done a presentation as well which we're going to be showing to
29		our senior leadership team. She's bubbly, you know, happy, really
30		helpful and (.) you know, (.) she works really hard now, you know,
31		she's grown so much since I first knew her, you know she's made,
32		she's got a lovely little circle of friends=
33	Anna	Yeah
34	Emma	= you know, she found friendships very difficult at the beginning=
35	Anna	Right
36	Emma	=you know, but eh, she's got a, a really nice circle of friends now, erm,
37		(1) and she really enjoys coming to school.
38	Anna	Oh that's brilliant. So she was, you said initially when she came in
39		Year 8 she was quite unhappy=
40	Emma	Yes
41	Anna	=that was partly to do, to do with placement
42	Emma	=placement being moved and she didn't want to move and then she
43		wanted to go back, er, she found it difficult to make friends here at
44		first=
45	Anna	Yeah
46	Emma	=another boy that's in the same foster care comes here and is in the

47		same year=
48	Anna	Right
49	Emma	= erm, so that helped a little bit=
50	Anna	Yeah
51	Emma	=you know, erm, that she actually knew somebody that was here who
52		was in her year=
53	Anna	Yes, yeah
54	Emma	=er, you know but yeah like I said she's slowly built up (.) quite a good
55		friendship group now.
56	Anna	Oh that's good. So the learning to learn programme, what, how does
57		that work then?
58	Emma	I run that=
59	Anna	Right
60	Emma	= its about identifying yourself, we do it an hour on a Monday after
61		school for an hour=
62	Anna	Right
63	Emma	=we've done it the whole term and we've worked through all about
64		learning about yourself, learning about your feelings(.) we've shared
65		things like angry moments, sad moments, happy moments,
66		embarrassing moments, even myself (.) with the group to show that
67		I'm not afraid to share things with you =
68	Anna	Yeah
69	Emma	= and then we do a reflection board at the end of each session (.) and it
70		and Louise's is quite interesting=
71	Anna	Right
72	Emma	= and the first one she said I didn't realise that people had these same
73		feelings that I did (.) I feel better now because I know that other people
74		feel sad and angry and I thought I were on my own (.) in feeling like
75		that=
76	Anna	Wow
77	Emma	=erm I mean I'll show you her reflection board later if you [want]=
78	Anna	[Yeah]
79		that'd be great.
80	Emma	= after each session, you know, and its like, oh I can share things (.)
81		you know and she's like oh I didn't realize that (.) I felt like that and
82		other people do and I didn't realize Miss Smith that you'd had a bad
83		time, you know, its like, oh, it wa' like all this new realisation that she
84		wont on her own inside with everything in here=
85	Anna	Right
86	Emma	=she could actually share it with other people=
87	Anna	Yeah
88	Emma	=and it made her feel better.
89	Anna	That's, yeah, so it was in a group, how, who, who were identified, you
90		know how were they identified for the group?
91	Emma	Looked after children and troubled students=
92	Anna	Right ok
93	Emma	= you know so I had two looked after children and one of my, my most
94		vulnerable students, that lack in confidence mainly=
95	Anna	Yeah
96	Emma	=er (.) don't like (.) sharing with other people or =
98	Anna	No

99	Emma	=don't like joining in, in like you know obviously they have to work in
100		teams sometimes in, in lessons you know, erm, (.) and like with the
101		friendship groups they're always with the same people not opening up
102		to new people, so its helped them you know in that way as well so
103		that's how I identified the group=
104	Anna	Yeah
105	Emma	= you know people that I thought needed their confidence building in
106		how to learn to communicate better with other people, you know, and
107		how to learn about other people's feelings as well as their own.
108	Anna	Yeah, do, do you think that the fact that there was another looked after
109		person in that group helped, I mean, did they talk, like identify with
110		each other, did they talk about some of their experiences?
111	Emma	It did, they both talked about (.) their own (.) erm biological parents=
112	Anna	Right
113	Emma	=you know, and how they felt that was one of Louise's sad (.) minutes,
114		sad parts, obviously she had an expectation of Mum at Christmas
115		which didn't happen=
116	Anna	Right
117	Emma	=And it, and it made her sad, and she shared that with the whole group,
118		now I think that's quite brave,
119	Anna	Yeah it is
120	Emma	You know and then the other looked after child (.) shared something
121		about his Mum, and his brother (.) you know, and the other (.)
122		vulnerable student I had in there is sort of a dysfunctional family=
123	Anna	Yeah
124	Emma	= you know and (.) like where the families are like separated into two,
125		erm and she also talked about how she felt about not being with her
126		sister all the time or (.) you know, things like that.
127	Anna	Yeah, so it was quite, quite a nice way I suppose (.) for Louise to
128		understand that other people had problems and [difficulties as well]
129	Emma	[yeah] like
130		I say, I mean I even talked about myself, 'cos I been a single parent for
131		eighteen year, I've got twins, I find it, and I explained to them things
132		that I find difficult and it were like (.) oh we just thought your life were
133		all ok miss, you know and it's like (.) realization that adults (.) have
134		difficult times as well.
135	Anna	That's quite interesting, 'cos yeah I wonder if there is an element of,
136		you look at, they look at teachers and think oh their lives are fine=
137	Emma	Yeah
138	Anna	=they don't have the problems that I do. (1) Oh that's really good. So
139		(.) I mean, I don't know if you, if you knew much information about
140		the previous school that Louise had come from,
141	Emma	She came from Meadows I believe.
142	Anna	Right, yeah. And what were the, were there reports that she was doing
143		well there or was it quite=
144	Emma	No, it was, it was (1) sort of like, iffy, you know she wasn't really
145		settled there
146	Anna	No
147	Emma	Or, I don't know if it were the, the background at home that, that made
148		her unsettled there, erm, but no, she didn't come with the best
149		reputation didn't Louise=

150	Anna	Right
151	Emma	=you know, so we had the meeting initially with (.) her carers, and her
152		social worker, like this is the plan, this is the way we're gonna go
153		forward it's a new [start] =
154	Anna	[yes, yeah]
155	Emma	= so you know, she didn't come here like with the or this girl coming
156		to college, or look at the lovely girl and she's going to settle in, it were
157		like, no we need to sit down and put a proper [plan in place] =
158	Anna	[plan in place]
159	Emma	= yeah
160	Anna	So the plan included the work with you=
161	Emma	Yeah
162	Anna	=and you built quite a strong=
163	Emma	I've got a really good relationship with Louise
164	Anna	=so you're almost her mentor in some ways, would you say,
165	Emma	Well, yeah, especially since we've done this learning to learn=
166	Anna	Yeah
167	Emma	= you know, we've like built up a stronger relationship, and within the
168		group as well you know, erm, (1) so (.) she comes to me for lots of
169		things, you know, whether it be good, whether it be she's upset about
170		something or (.) this has happened. One thing is, she's so reliable Miss
171		Smith because often the taxis are late to pick them up =
172	Anna	Right
173	Emma	= so I have to ring up all the time and say you know, play pot with the
174		taxi drivers, she said, 'ooh Miss Smith, you told them off', I said 'it's
175		their responsibility to be here for you', and she said 'thank you, you
176		look after us so much' and so yes I have got quite a good relationship
177		with her.
178	Anna	Do you think that, that the relationship that you've had has helped
179		Louise (.) in school generally, in terms of her [learning, her
180		education]=
181	Emma	[well I would hope so,] I
182		would hope so, yeah, I mean obviously she chose me as one of the
183		people that=
184	Anna	Yeah she did
185	Emma	=that you know, that she got on really well with, I mean we do get on
186		extremely well, I mean there's times I've had to tell her off for things
187		when she's done something that (.) hasn't been acceptable, but she's
188		accepted that and moved on, isn't right 'oh I don't like Miss Smith
189		anymore, its like ok she's told me off, right we'll start again now', you
190		know, so, she knows where her boundaries are, she knows what I
191		expect of her but she also knows what, what she expects of me.
192	Anna	Mmm, so the plan you talked about when she first came, it included
193		obviously the work with you =
194	Emma	Yeah
195	Anna	=what else was involved in the plan for learning?
196	Emma	We put her with, erm, a form tutor that (.) we thought would (.) have a
197		good relationship, which is Miss Williams which she's also put [down
198		there]=
199	Anna	[yes]
200	Emma	=er, Miss Williams' really good (.) you know, erm, with young people,

201		obviously she wouldn't (.) be a teacher, well, some people are, er, but
202		she's like (.) the mother hen as well is Miss Williams you know with
203		the firm boundaries yet again, we, we felt we needed that with Louise,
204		we needed to put her with some people that (.) you know, would be
205		firm with her=
206	Anna	Yeah
207	Emma	=and give her the boundaries that, right this is where you can go but
208		this is where you can't go and if you pass that that's a consequence and
209		Miss Williams is really good at that, so that were the plan was to put
210		her with a really (.) you know good, strong form tutor as well.
211		Obviously we had to look at her abilities (.) as to where we could set
212		her which is out of our hands really because you know the setting
213		system in school is like sort of certain abilities are set wherever (.)
214		Louise came with low ability=
215	Anna	right
216	Emma	=erm, in saying that Louise is over achieving <u>immensely</u> =
217	Anna	right
218	Emma	=that's how hard she's working so she, you know (.) she's, sort of her
219		effort, her target grades are sort of E's , F's and G's and she's actually,
220		actually got quite a lot of C's at the moment=
221	Anna	right
222	Emma	=so she's working her socks off and I often say, come and look at this,
223		look at how well you're doing and give certificates out for people that
224		are doing that, 'cos you know I like to work on like a praise culture,
225		Louise loves praise (.) you know, look at this, well done you, pat on
226		the back, and you can see the big beaming smile on her face
227	Anna	Yeah
228	Emma	You know, 'keep that up, look, look at all these GCSE's you're going
229		to leave with' you know, so, and then, eh (.) you know, you just sort of
230		look carefully at what (.) people you put her with, [what]=
231	Anna	[right]
232	Emma	=peers you put her with=
233	Anna	Right
234	Emma	=you know, I don't want to put her in a naughty group which if she's,
235		if she's, borderline on being naughty, if I put her in a naughty group (.)
236		she's bound to be dragged in by that, so you look at putting them with
237		sort of, the kids that are more settled and work, and that it pulls her (.)
238		that way, oh look how they work, I may work like that, so we did, we
239		actually did that. (.) To Louise's praise, when she first came, she'd
240		never done German and she worked really hard and, and picked the
241		German up really, really =
242	Anna	Oh that's brilliant
243	Emma	=quickly, you know.
244	Anna	So you think that she came with quite (.) low, low grades=
245	Emma	Low targets
246	Anna	= low targets and (.) so expectations for her ability were low but
247		actually, put in the right situation and given the right (.) nurturing=
248	Emma	Yeah
249	Anna	= she's come on.
250	Emma	She's shining, yeah. She's over achieving in lots of subjects
251	Anna	That's brilliant

252	Emma	You know, she's working really, really hard.
253	Anna	Yeah
254	Emma	And like I said, the (.) the praise and encouragement, she, she thrives
255		on it. We're going vertical mentor groups in September, so then again I
256		had to look at (.) who to put Louise with, you know, it was a balance
257		of, so I've give her Mr. Shah, he's a nice C.T. teacher, he's a <u>really</u>
258		fantastic tutor=
259	Anna	Right
260	Emma	=you know and he, and he's in there with the kids (.) and we had a
261		vertical mentor group day on Monday where all the from like
262		year,8,9,10,11 spent a full day (.) doing eh (.) research and doing
263		display boards for their new tutor group because they're a country, and
264		(.) Louise was the prime minister of that country=
265	Anna	Right
266	Emma	=and did most of the display, you know, so she's already started this
267		good relationship with Mr. Shah and the others in that group, and when
268		I went to see him he said what a superstar she was the whole day.
269	Anna	Oh that's brilliant. So what's sorry, what's a vertical mentor group,
270		where you've got different year [groups]=
271	Emma	[yeah so its] just at tutor time, so like
272		you've got a form and you have a form time with your own year group,
273		we're going like vertical where they'll be like four from year seven,
274		eight, nine, ten, eleven, and twelve=
275	Anna	Right
276	Emma	=with what they call eh, a lead mentor and a associate mentor so
277		you've got like two mentors in there with twenty-two kids (.) all you
278		know of the different year groups, so it's like they're all mentoring
279		each other, so Louise could end up being a mentor to a year six,
280	Anna	Ah right
281	Emma	You know, and she thrives on responsibility and I think she'd like that
282		but yet like when she comes to like end of year ten and doing her
283		options and she might be struggling, there'll be people in year twelve
284		and eleven that have done that that can mentor Louise=
285	Anna	Right
286	Emma	=that can help her 'this is what I did, this is how I decided' =
287	Anna	Oh that's a really good idea, it's kind of like a peer mentoring system=
288	Emma	It is
289	Anna	=so Louise will get some responsibility but she'll also have some
290		guidance.
291	Emma	She will yeah, its all about advice and guidance yeah.
292	Anna	Right. You know you said you'd chosen Mr. Shah (.) for that?
293	Emma	Hmm,
294	Anna	What do you think, when you were thinking about Louise and what she
295		needs, what made you, what kind of qualities (.) would you say she
296		needs in an adult in school?
297	Emma	She needs (.) erm, reliability more than anything
298	Anna	Yeah
299	Emma	You know, she needs to know that she's got somebody she can go to
300		when she wants to but they won't be in her face when the (.) when she
301		doesn't cos she has quiet times does Louise
302	Anna	Yeah

303	Emma	You know, and if she wants to be quiet, I need to know that that tutor's
304		not going to be why are you quiet? just to leave her to get on with what
305		she wants to do=
306	Anna	Yeah
307	Emma	=you know so, to know when, when she needs support and when to,
308		when to take a step back.
309	Anna	Back off a bit.
310	Emma	Yeah. (1) a sense of humour to die for, she loves, I mean, I've got,
311		they call me 'nutty', I don't mind 'cos we've got a really good
312		relationship, and our group, they call us the nutty group on our learning
313		to learn(.) a sense of humour, you know, because Louise has a fantastic
314		sense of humour, and Mr. Shah has got that same like sense of humour
315		like me, so if she's got that sense of humour she's got a tutor that (.)
316		isn't grumpy all the time, you know, 'cos you get [different
317		personalities]=
318	Anna	[yeah you do], you do
319	Emma	= and his personality fits Louise's personality, you know, and you've
320		to look really carefully at that, 'cos if you put somebody with a tutor
321		that you're not going to get on with for two year, can you imagine how
322		much they're going to dread tutor time every day=
323	Anna	Yeah, yeah
324	Emma	=they've got to enjoy going to that tutor time, you know, and if you've
325		got someone that you get on with and you know is going to be helpful
326		and you know is going to be reliable and give you what you want, you
327		know, you're going to look forward to tutor time.
328	Anna	Absolutely. Is that something that the school tries to do for all the
329		pupils, like match the tutors, or is it (.) would it be that the vulnerable
330		groups, like Louise are a priority in terms of=
331	Emma	Yeah, we always look at our vulnerable students first=
332	Anna	Yeah
333	Emma	= <u>always</u> , they are priority. I mean when, erm, obviously we get lots of
334		new tutors starting, lots of new teachers starting every (.) every,
335		September so what we did was we looked at all our vulnerables and
336		looked afters first and we placed them with tutors before we placed
337		anybody else and we fit the others round (.) so the tutors we already
338		knew (.) we fit our vulnerable kids round them. We would <u>not</u> give our
339		vulnerables to an NQT or=
340	Anna	No
341	Emma	= somebody just coming in for the first time 'cos they haven't got the
342		experience (.) and we don't know their personalities, so yeah, we do fit
343		the vulnerables around the tutors and the peer groups as well (.) first
344		before we do any of the other ones
345	Anna	Yeah, great ok. Do you want to get a drink or did you want to stop or
346		anything if you've got a tickly throat
347	Emma	Yeah it is getting a bit tickly=
348	Anna	Do you want, shall we stop to get some water?
349	Emma	Yeah, yeah.
350	Anna	Ok

351	Anna	I was just thinking, cos it's one of those things I'm trying to keep
352		thinking of things to ask you as you're talking to me =

353	Emma	Yeah
354	Anna	= in, in terms of, what, what do other teachers say about Louise? How
355		do they report her and you know as being in school?
356	Emma	Right well (.) when I did this programme, this learning to learn, I e-
357		mailed all staff and what I said is I've done a learning to learn
358		programme with the following students, I put students in and I said if
359		you've got any feedback can you please get back to me (.) which is
360		good because you've got the evidence then of, of (.) and the feedback
361		from Louise is absolutely outstanding which I, I can show you =
362	Anna	Great
363	Emma	=on her confidence, em (.) her listening skills, her joining in, actually
364		not just joining in a team but leading a team as well so (.) you know (.)
365		it ma not be all down to the programme but the staff are saying how
366		fantastic she is now and what she's come on and what they've seen
367		her grow and mature =
368	Anna	Brilliant
369	Emma	= so the staff are actually (.) really, really pleased with Louise as well.
370	Anna	Since the pro, since she's [been on the]=
371	Emma	[Well, it may] she may have been
372		improving before that=
373	Anna	Yeah
374	Emma	= but I just sent this out after I've done the programme and they've
375		said that they think it has done, it has done Louise good and some
376		staff have said well done you, you know it's like (.) you know you've
377		helped her leaps and bounds so yeah (.) the staff =
378	Anna	That's brilliant
379	Emma	= I always like to get staff feedback
380	Anna	Yeah
381	Emma	You know because then you've got the evidence to say well staff think
382		its worked (.) so then again what we'll do is ok it were a pilot scheme
383		that I've done so I've the evidence that it worked so then we, you
384		know (.) can run it again.
385	Anna	Use it again, that's great. So (.) pre (.) the learning to learn=
386	Emma	Mmm
387	Anna	= were, were the reports about Louise in school mixed?
388	Emma	Mainly positive, achievements on her event log but we would, we
389		would get were chatty, disruptive
390	Anna	Right
391	Emma	You know eh (.) but not as often (.) the (.) they'd been getting less and
392		less (.) you know, em but you would get the odd, you know sort of
393		disruptive, chatty, sort of shouting across a room or (.) you know, not
394		putting her hand up and things like that=
395	Anna	Yeah, but low level
396	Emma	Just low level stuff but not a lot but since (.) eh she's had all
397		achievements, she's had no (.) none low level sort of events logged
398		since we've done the programme
399	Anna	Brilliant, that's great. Em (1) do, so would you say, I mean I know it's
400		difficult because you don't teach Louise in terms of like a subject=
401	Emma	Mmm
402	Anna	= Would you say that there's, if you wanted to engage Louise in
403		learning, how would that best be done? Like, how does she, what, how

404		does she best respond as=
405	Emma	She responds by discussion
406	Anna	Right
407	Emma	You know (.) giving her an instruction, she doesn't always take in first
408		time (.) you know she may not, she may just be a lack of
409		understanding of an instruction because staff sometimes can be right, I
410		need you to do this, this, this and this (.) and for some students it
411		doesn't go in the first time=
412	Anna	No
413	Emma	= and they say what did you want me to do again miss? You know and
414		sometimes Louise has that maybe not grasping what she needs to do
415		first time round=
416	Anna	Right
417	Emma	= you know so discussion with Louise is like step (.), step by step,
418		right first of all I need you to do this, and when you've finished that
419		one I want you to do, you know because this was how we did the
420		learning to learn at first, we had the identity pro, you know (1)
421		programme to do and we took it step by step, whereas if a teacher put
422		a booklet in front of a student, right read through that, Louise would
423		be like right, what am I looking for?
424	Anna	Yeah
425	Emma	You know whereas it's like right we're going to do this first section
426		first (.) and we're going to take it in turns to read it because if they're
427		reading it, they're taking it in a lot better and Louise works well like
428		that. If she's engaged in the, the discussion and the reading of it (.)
429		you know she understands a lot more than being told what to do and
430		expected to get on with it
431	Anna	Yeah, so breaking it down=
432	Emma	Breaking it down into steps, yeah.
433	Anna	And then, and then asking her to take part in parts of it as well
434	Emma	Yeah and she enjoys that now, she really enjoys the taking part
435	Anna	That's good, that's=
436	Emma	Whereas at one point she would have sat there, you know arms folded
437		and just looking and, and not volunteering to take part, now it's like
438		I'll do that
439	Anna	Right so just confidence=
440	Emma	Yeah, confidence, yeah, yeah.
441	Anna	Has Louise ever talked about the future? And what she wants to do
442		or... she never mentions it?
443	Emma	She dunt really know what she wants to do at this moment in time. I
444		think she she's still immature for her age although she's maturing, you
445		know you see, you see the little girl in her sometimes
446	Anna	Right
447	Emma	You know, although she's maturing, like you can see that there's still
448		a little girl in there and I don't think she's ready yet to make a
449		decision about what she wants to do (.) in the future, it's like the
450		teaching of her, the step by step, she's taking school step by step and I
451		can't think about what I want to do when I leave school yet, I just
452		want to think about what I'm doing for my options next year
453	Anna	Yeah
454	Emma	You know, I, I think she thinks in steps as well, as well as learns in

455		steps
456	Anna	Right
457	Emma	You know so I don't think she's actually thought about her future as
458		such (.) she's not talked about her future as such, you now.
459	Anna	Is she motivated to get qualifications and stuff?
460	Emma	Oh yeah, she is, like I say when I showed her how well she's doing
461		and I said look at all these qualifications you're going to get and we're
462		only at the end of year nine, imagine what you can get, she's like wow
463		yeah
464	Anna	Right
465	Emma	So she does want to get good qualifications
466	Anna	But she hasn't thought longer, longer term?
467	Emma	No, she hasn't thought sort of right I want to be a nurse or I want to
468		follow this path (.) she's talked about, well I like animals but I like
469		children so maybe I think, looking at Louise and what she talks about
470		(.) she'd maybe go into a caring profession
471	Anna	Right
472	Emma	She likes to take care, she talks about caring for other people, you
473		know so maybe she, you know, looking from my point of view, she
474		does like caring about other people so she may look at something like
475		that in the future but that's only my observation
476	Anna	Yeah, like where you feel she might fit. I'm just, I'm interested when
477		you said she's still a little girl in some ways, when does that (.) show?
478		It, can you, are there times when she does seem quite mature (.) and
479		other times when she does seem more vulnerable and more like a little
480		girl?
481	Emma	Yeah it's like, eh when we were doing the first session (.) eh of our
482		programme and we started to talk about, we all said we were going to
483		discuss about ourselves, we all wrote it down on a whiteboard (1) and
484		it were like she started giggling through embar, I don't know if it were
485		through embarrassment and she couldn't stop giggling and that and I
486		thought yeah there's still a little girl in there =
487	Anna	Yeah
488	Emma	= you know that is it embarrassment she doesn't want to discuss (.) an
489		angry moment or a sad moment (.) and then it was an embarrassing
490		moment that and she just couldn't stop giggling and I mean we all
491		ended up in stitches by end of it, you know
492	Anna	(<i>laugh</i>)
493	Emma	But, and that's sometimes goes into the classroom as well [it's like]=
494	Anna	[right]
495	Emma	= I think if she feels a little bit out of her comfort zone it's like right
496		I'm going back into that little girl phase of (.) giggling and I'm not
497		doing it and you know =
498	Anna	Yeah
499	Emma	= and I think maybe it's when she's out of her comfort zone that she
500		gets like that like wooo, she goes back into being this (.) little girl
501		again
502	Anna	Right
503	Emma	You know but this programme's helped her come out of her comfort
504		zone (.) a bit, a little bit more
505	Anna	Yeah, yeah

506	Emma	So yeah you still can see the little girl in there sometimes
507	Anna	And when she does that, like you're doing kind of the non-verbal,
508		she'll sit back a bit and kind of=
509	Emma	Yeah she sort of shrinks back and folds her arms
510	Anna	Yeah
511	Emma	Her head goes and she'll look up, up at you like that, where's when
512		she's fully confident she'll sit up (.) she'll face you, she'll change
513		direction, she'll look up at you, you know so you can tell a lot with
514		her body movement actually how she's feeling inside
515	Anna	Mmm, yeah. When, during that programme (.) eh when you were
516		talking about (.) learning about yourselves=
517	Emma	Mmm
518	Anna	= and applying yourselves and things, did she (.) ever talk about (.)
519		maybe things that are happening outside of school and how that's (.)
520		how she's learnt from that, did she ever kind of give examples of
521		things that had maybe happened in other schools or other aspects of
522		her life at home (.) em, that came across as things that she's learned
523		(1) you know in school. So did she kind of ever (.) I suppose I'm not
524		putting this very well (1) I suppose you know there's learning in
525		school=
526	Emma	Mmm
527	Anna	=like your English, your maths and all those types of things but
528		there's also like your life experience [I suppose, isn't there?] =
529	Emma	[Life experience, mmm]
530	Anna	=does she (.) do you feel that she, she's kind of (.) uses her life
531		experience (.) in school?
532	Emma	Eh, she's never talked about anything like that =
533	Anna	No
534	Emma	She tells me what she does out of school, but then the conversation
535		seems to stop, she never goes into anything else regarding what she
536		does out of school =
537	Anna	Right
538	Emma	=you know, I know she spends a lot of time (.) eh she goes on
539		activities with the XXX Team and she goes to sport initiative (.) but
540		then she doesn't (.) take the discussion any further
541	Anna	No
542	Emma	So she seems to keep the two separate, the school life and her life
543		outside, apart from when she talked about (.) like I say her sad
544		moments, happy moments, that's the only time she's discussed
545		anything outside school, she may come in some days and say i had a
546		bad night at home last night but I'm ok (.) and then she wanted me to
547		know that and the that's it =
548	Anna	And then that's it
549	Emma	= yeah. So she doesn't really discuss anything what, what goes on out
550		of school.
551	Anna	No, ok. And do you think that (1) some of the things that she may or
552		may not have experienced out of school, in terms of her personality,
553		do you, do you think that that will have had an impact on how she is
554		in school?
555	Emma	I do initially yes because erm (.) what's, what's happened to her erm,
556		she's been moved around so she's never been able, had time to build

557		relationships and (1) and she found it difficult to build relationships
558	Anna	Yes
559	Emma	So that part did affect her when she came here obviously like a say,
560		she knew one person (.) when she came here and it took her a long
561		time (.) you know to build up some friendships
562	Anna	Yeah
563	Emma	So (.) that, I think it's the lack of confidence and never been, having
564		time to build up proper relationships with people was a big set back
565		for Louise and that did affect her (.) in, in school.
566	Anna	Yeah
567	Emma	You know, quite, for quite a while really eh until her confidence
568		starting building and I think that also (.) is was why her behaviour was
569		sometimes erratic, you know she didn't have the confidence, she
570		didn't know, have the relationships (.) so she was probably feeling
571		quite alone inside at times and (1) was getting no attention from
572		anybody, you know and em, yeah I would imagine at first it did have
573		an impact on her when she first came to school.
574	Anna	Yeah
575	Emma	Mmm
576	Anna	Yeah but you feel less, that that's lessening=
577	Emma	That's lessening, yeah, yeah, I do.
578	Anna	That's great. Oh it's really nice to hear like a really positive story cos I
579		think, I suppose in your job as well probably and in my job, you very
580		often hear (.) you know things that aren't going well, when you know
581		you get called in when things aren't going well in school or when
582		things are breaking down and it's really nice to hear =
583	Emma	Well that's it, it's like staff come to me with problems all the time and
584		so somebody'll say to me Emma and I'll go oh what, oh no I had a
585		really good lesson with, oh thank you some good news, you're right
586		because people come to you with their problems all the time =
587	Anna	Yeah
588	Emma	=it's really nice when somebody'll come and say (.) something really
589		good (.) that you can praise somebody for in't it?
590	Anna	Mmm, yeah it is, lovely. (1) I suppose another thing I was just going
591		to ask was more general rather than about Louise, what, what really
592		what you know of, of Looked After Children and their learning and
593		their educational outcomes generally, do you, do you know anything
594		about (.) how they, how they do in school and...
595	Emma	Yeah well I mean obviously Mr Waters, our Head, one of his priorities
596		is Looked After Children
597	Anna	Right
598	Emma	You know he'll say, you know we need to give Looked After Children
599		more of a life chance than anybody else because (.) you know they've
600		had it tougher than anybody else=
601	Anna	Yeah
602	Emma	= so we always, we always look at, you know it's amazing how they
603		always come with really low ability, a Looked After Children is
604		always (.) low ability. Now I don't know if that is because of their (.),
605		you know the situations what they've (.) you know or why they are
606		there in the first place, you know but we always prioritise our Looked
607		After Children and find out how they learn, we do, we do the Vax,

608		which is learning how they learn whether it be visual, [kinesthetic,
609		oral] =
610	Anna	[oh right]
611	Emma	= to see how they learn best, you know because chil, all children,
612		especially Looked After Children have their own way of learning and
613		taking things in, you know and you have to look at putting specific
614		help in there (.) as for that specific need, like Louise's is maybe
615		understanding, you may have one that (.) they find Literacy really
616		difficult and they cant's (.) write or spell so you'd need to know to put
617		that support in, in the literacy programme, [you know?]=
618	Anna	[yeah, yeah]
619	Emma	= so, they all have their own different needs (.) you know and we look
620		at that care, very carefully when they first come in, you know as to
621		who, who needs what, they don't all need the same, cos they're not=
622	Anna	No
623	Emma	=everybody's an individual=
624	Anna	Yeah
625	Emma	=you know, but its amazing how they all come with real low ability (.)
626		but yet (.) I've got three looked after children and they're all over
627		achieving in my year group
628	Anna	Right
629	Emma	You know, and I'm hoping that part of that's down to me and the
630		work [that I do]
631	Anna	[yeah]
632	Emma	=and that we do
633	Anna	Yeah
634	Emma	=with the students
635	Anna	Yeah, yeah
636	Emma	= and the staff are aware of their needs, you know their teaching staff
637		are aware of what their specific needs are because we make sure that
638		they know, you know
639	Anna	Right so you, once you've done em, did you say the Vax?
640	Emma	Yeah
641	Anna	They, you would then let the teachers know, who will be taking that
642		child for that year, about the outcomes?
643	Emma	Well what we'd do is, like obviously in September, when we've got
644		new staff, we let new staff, we have an INSET day on Monday were
645		we sort of induct the new (.) the new staff and they go through a lot of
646		our systems=
647	Anna	Right
648	Emma	= and then eh I look at timetables and let those staff timetables know,
649		you know em, who, who they are I mean one of them , two of them
650		are on the SEN register as well you know, so about their specific
651		needs, you know so this person will be in your group, their specific
652		needs are=
653	Anna	Right
654	Emma	= you know em, because like I say, its difficult in September when
655		you've got a lot of new staff that, they don't, they've no idea who
656		these children are =
657	Anna	No
658	Emma	= you know, I mean we've got two thousand two hundred pupils here

659		so they're coming in and they're seeing all these new faces, so it, it
660		can take a term for new staff to actually get to know the student but if
661		they've got the information from the beginning they can say ok, right,
662		because we've got pictures on our system=
663	Anna	Yeah
664	Emma	=you know you can pick up and say ok that's who she's talking about
665		=
666	Anna	Right, so the photographs really help
667	Emma	They do, well they do because when somebody comes and you've
668		thirty kids sat in front of you and you've never met them before and
669		then the first thing they do is, they'll have a name, a name thing on
670		and the seating plan and staff'll say oh right, look at so and so, to learn
671		names=
672	Anna	Yeah
673	Emma	=but we've got pictures on the system, oh she's asked me to look at
674		that one, right she's sat there, ok I'll have a look (.) so you know and
675		its like (.) it does help.
676	Anna	And so Louise would have, you would have spoken to her teachers
677		about (1)=
678	Emma	Yeah
679	Anna	=about how, her needs=
680	Emma	her needs
681	Anna	=for example, like with the language, breaking it down a little bit =
682	Emma	Yeah
683	Anna	= so that she's understanding what you say
684	Emma	Yeah. And also to give her lots of praise and encouragement because
685		she thrives on it you know and just a well done or a thumbs up and
686		you get thus big beaming smile off her
687	Anna	Yeah
688	Emma	Like you do with most students really but Louise really thrives on (.)
689		on a well done, I say to her that's fantastic, do you want a lolly? Oh
690		can I have a lolly?
691	Anna	Does she?
692	Emma	Oh yeah.
693	Anna	So would you say that in that way, she, she is again, that's where I
694		suppose she's a little bit younger than=
695	Emma	Yeah
696	Anna	= her years?
697	Emma	Yeah, I mean I have a lot of students in my year group that are
698		immature
699	Anna	Yeah
700	Emma	Louise isn't the most immature=
701	Anna	No
702	Emma	=she's more, one of the, but and then I'll say that were great, do you
703		want a lolly? And she gets really excited about a lolly, I'm thinking
704		fourteen, fifteen and they getting, she's getting really excited about a
705		lolly so=
706	Anna	Yeah
707	Emma	= yeah you do see the immaturity that way (.) or I'll give you a
708		reward, would you like a pencil or a pen or a lolly? <i>Oh can I have a</i>
709		<i>lolly? (whispered)</i>

710	Anna	Right
711	Emma	(<i>laugh</i>) you know
712	Anna	(laugh) cos I was going to ask whether you thought it was just the fact that you (.) you recognised the fact that she's done something well and you've given her you know it could have been anything but she always chooses the lolly
713		
714		
715		
716	Emma	She chooses the lolly
717	Anna	Fine (<i>laugh</i>). Em, does, another thing you'd said that the looked after children who come into school here=
718		
719	Emma	Mmm
720	Anna	=are often low ability?
721	Emma	Yeah
722	Anna	Do you (.) feel that that is a true reflection of where they're at or do you think, do you think that they are low ability children or do you think=
723		
724		
725	Emma	No, I just think that they've not had the opportunity, I think (.) because they're all over achieving shows me that they're not all low ability, that they, they can achieve and I think (.) they've just not been given the chance to show what they can do=
726		
727		
728		
729	Anna	Yeah
730	Emma	I think that they've probably, a lot of them have moved from school to school to school, they've not had chance to be assessed properly or you know, some of them haven't even done their SATs so its just oh ok, we'll put them there, we'll do a little test, we'll see how they do =
731		
732		
733		
734	Anna	Yeah
735	Emma	=you know but once they're given an opportunity like they're given here, and they're shown that, I've, I've got all three that are majorly over achieving to what they were expected to achieve, I think maybe that (.) no they're not all low achievers naturally=
736		
737		
738		
739	Anna	No
740	Emma	= I think that they've not been given the opportunity to show what they can, what, what they can do. And that's just my opinion, you know
741		
742		
743	Anna	Yeah, yeah.
744	Emma	Cos my three are proving that, that they're all over achieving a lot, so they are capable of a lot more than what were expected of 'em.
745		
746	Anna	Yeah.
747	Emma	I think maybe they, well I don't know why they'd be given low expectations, whether it be (.) they've never had the stability or the chance to prove themselves
748		
749		
750	Anna	Yeah (.) and I think you know you were saying as well that its very important that, you're not going to get the best out of someone if they don't feel [confident, if they]=
751		
752		
753	Emma	[that's right]
754	Anna	=don't feel happy, or settled or, like people want them to be there.
755	Emma	That's right
756	Anna	So I suppose it's that feeling of (.) belonging isn't it?
757	Emma	It is, I mean I always talk to the kids (.) em, about this, this is a community, its not just a school, this is our community, its like our village, we're here five hours a day with each other=
758		
759		
760	Anna	Yeah

761	Emma	=you know and its all about being happy, being confident, getting on with each other, helping each other (.) and including everybody in what goes off here you know and in, as much as possible as we can as well
762		
763		
764		
765	Anna	Yeah
766	Emma	You know so yeah, we've got a feeling of belonging as a family, with my year group I've always said that to em, you know I'm like your mum for five years five hours a day
767		
768		
769	Anna	(<i>laugh</i>)
770	Emma	(<i>laugh</i>)
771	Anna	What did Louise say when you said that? Do you think she likes that?
772	Emma	(<i>laugh</i>) She laughs at me, she'll say oh Miss Smith, you know (<i>laugh</i>)
773	Anna	I think she must really (.) like that
774	Emma	She does, I mean most of them do you know, even the naughty boys, they'll go mum oh no I've called Miss Smith mum, it's like, they do, you build up such good relationships with them, with al the children but I like to build up good relationships with my looked after because (.) they're my more vulnerable students that I need to know (.) twenty four seven, that they're ok and that, you know getting what they need.
775		
776		
777		
778		
779		
780	Anna	What is it about them that make them the most vulnerable would you say?
781		
782	Emma	Well, they are, they are vulnerable, you know (1) because they've got supposedly, their lives have been so unstable, they haven't, probably won't have had stability, here they've got stability, they've got routine
783		
784		
785	Anna	Yeah
786	Emma	You know, you know, that this is where they come everyday but out there, they've never maybe had any stability or a routine, or and they've been vulnerable
787		
788		
789	Anna	Mmm
790	Emma	I mean we do have other vulnerable students in school that =
791	Anna	Oh yeah
792	Emma	=but that's on a, you know, different level but (1) I think that looked after children are really important (1)
793		
794	Anna	Yeah
795	Emma	You know, they deserve as big a chance as anybody else to do well and have a life chance=
796		
797	Anna	Absolutely, it, it sometimes feels like that they absolutely do but they're starting from further back [you know if it was a running race]=
798		
799	Emma	[They are, they are]
800	Anna	=They're starting from a further back point aren't they?
801	Emma	And that's what I mean, they always come in with low ability so they're always behind everybody else to start with. Even if they are capable of more, they still have to start down here in bottom set and work their way up=
802		
803		
804		
805	Anna	Mmm
806	Emma	=because they've come in down there. They are playing catch-up all the time, you know.
807		
808	Anna	Yeah, do you think that this school is, em similar to other schools in the country would you say with looked after children?
809		
810	Emma	I don't know, I've never done any research on other (.) other schools (.) you don't deal with their looked after children
811		

812	Anna	Yeah
813	Emma	Em, I just know that we're really strong on looking after our looked
814		after children. You know and we've always got the latest documents
815		on how, you know how to (.) get them results and you know how to
816		do the best for them
817	Anna	Right
818	Emma	You know, its not called the DfES now, its this thing families and =
819	Anna	Oh D, DSC=
820	Emma	Its, its changed now and its [school and families or something]
821	Anna	[yeah , yeah] So, so the school as a
822		whole would look at documents?
823	Emma	Yeah, yeah we do.
824	Anna	And keep up to date
825	Emma	Yeah cos our motto is Every Child Matters which is the governments,
826		which is we use that, our agenda is Every Child Matters (.) but I don't
827		know how other schools, you know view on how they, whether they
828		feel about their looked after children as strongly as what we do.
829	Anna	Yeah (.) It sounds really inclusive here.
830	Emma	It is, it is. That's the whole point you know, it's alright having your
831		pictures of your nine A-Cs out there, of you're A* students (.) you
832		know but its like I said to (.) to Louise and the others (.) your pictures
833		are going to be up there on those five A-Cs cos I'm gonna, you know
834		help and make sure that you get them.
835	Anna	Yeah
836	Emma	You know and its all about making them feel good and yeah, so its
837		like right in two years time when you've got your sixteen GCSEs and
838		you're going to prom with your boyfriend on your arm and she's like
839		giggling again you know =
840	Anna	Yeah (<i>laugh</i>)
841	Emma	(<i>laugh</i>) Yeah its about, like at this years prom we had, the one that's
842		just gone, there was quite a lot of vulnerable students in there and em,
843		to see them at the prom and smiling in their pretty frocks and you
844		know its like (.) we're in tears looking at them=
845	Anna	Yeah
846	Emma	They made it, they did it, you know and that's what I see is like
847		watching these, you know like getting through, achieving amazingly
848		and then like going to the prom and leaving with all these
849		qualifications, not just qualifications but life skills and =
850	Anna	Yes
851	Emma	=ready to go out there into the big, wide world and I'm confident, I
852		can do anything.
853	Anna	Yeah
854	Emma	You know, so.
855	Anna	Yeah, brilliant. Just, just I thought of one other thing when you were
856		talking there, so Louise, cos in Cherry Trees, they do, they start they
857		GCSEs a year earlier?
858	Emma	Yeah
859	Anna	Right=
860	Emma	They do SATs in Year eight and we start some GCSEs in Year nine.
861	Anna	So Louise's already started=
862	Emma	She's already got some GCSEs has Louise.

863	Anna	Has she?
864	Emma	Yep
865	Anna	Brilliant, so she's going into Year ten? Is that right?
866	Emma	Yeah
867	Anna	So she's already got some GCSEs?
868	Emma	She's already got some GCSEs
869	Anna	Which ones has she got?
870	Emma	She's got ICT, she's got the first GCSE in ICT, eh I'd have to check
871		to see if she's got an RE, she's already worked towards a level one in
872		two GCSEs B-tech sport =
873	Anna	Right
874	Emma	So, they've already, I'm not sure about the exam ones yet, they've
875		taken some maths exams and English and, she doesn't have to take
876		Science exams, because they do OCR Science which is worth four,
877		equivalent four GCSEs at the end of year eleven. She's already on
878		target for four Cs in, in Science.
879	Anna	Right, brilliant, and then does she do, so she'll do her English and
880		maths next=
881	Emma	Yeah
882	Anna	=she'll sit her exams?
883	Emma	She'll carry on doing, we've already done her maths exams, em
884		obviously if they've got a D, we're going to give them boosters in
885		Year ten to get em that C.
886	Anna	Right
887	Emma	You know in English and Maths, and then eh you know (.) if they
888		manage to get them then they've got amazing options when they come
889		to Year eleven because then we're doing diplomas and vocational
890		courses then so, it (.) you know, she's got endless opportunities now
891	Anna	Yeah
892	Emma	You know cos she's already got some GCSEs under her belt so she's
893		already started with the qualifications before we even go into year 10.
894	Anna	Can you envisage her going on to take some A-levels?
895	Emma	Em, =
896	Anna	Or what do you think?
897	Emma	= I couldn't say at this stage=
898	Anna	No, I know its kind of=
899	Emma	=it's a bit early yet, I would be able to tell you more probably when
900		we've got to the end of year ten, whether (.) because all that comes
901		with maturity and independent learning
902	Anna	Absolutely, yeah.
903	Emma	You know I mean we're getting there with Louise but to be able to
904		take A-levels you've got to have (.) the maturity to be able to
905		independently study=
906	Anna	Yeah
907	Emma	=you know without, not always with guidance, so eh I'd be able to tell
908		you that in a year's time whether or not I think she's be capable of that
909	Anna	Right
910	Emma	You know, I mean she works hard enough, you know so it, it could be
911		a possibility
912	Anna	Do you think she's got the ability, it's just whether she could apply
913		herself

914	Emma	Yeah, she's got the ability (.) you know, it is the applying and the understanding and learning the independent skills that she needs
915		
916	Anna	Right
917	Emma	You know because you can't (.) I can guide 'em and the teachers can guide 'em and we can explain and we can explain but when it comes to A-level, it's a lecture and right this is what you need to do, you need to go away and do that, my fear at the moment that Louise would be like what do I need to do?
918		
919		
920		
921		
922	Anna	Yeah
923	Emma	But in another year's time when we've learnt some more skills (.) she may think right yeah I know what to do now, I can go away and do that without having to go back and say sir can you just explain this to me again?
924		
925		
926		
927	Anna	Yeah so you're, it sounds to me like you're structuring Louise's learning at the moment=
928		
929	Emma	Yes
930	Anna	=you're helping to structure it.
931	Emma	Yeah
932	Anna	In terms of developing independent skills, how, is that formally taught, do you actually, or it comes through maturity and through talking things with through with her she'll pick it up and slowly you'll kind of back away=
933		
934		
935		
936	Emma	Yeah
937	Anna	=and she'll become more independent?
938	Emma	Well that's what we hope will happen. Erm, because after this you know, programme what we did, she's already become more independent, you know. Next year I'm doing another programme which will be like generic, erm fourteen to sixteen working towards going out into the big, wide world, getting ready for (.) going to work, you know eh (.) going to college=
939		
940		
941		
942		
943		
944	Anna	Right
945	Emma	= I'm going to be doing one of those next year with them so that's step further than the key steps that we've done this time is like ok we've done how to identify yourself and how to express and some thinking skills and concentration and confidence, now we're going to take it a step further in preparing you for you know for like maybe going on a work placement, learning about banking, learning about (.) traveling (.) you know all about the skills that they're going to need (.) you know to, to take them that step further so I'm, I'm going to be doing that in year ten.
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947		
948		
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952		
953		
954	Anna	Right and again is that for vulnerable [students?]
955	Emma	[That's for] vulnerable, that's for, yeah because they, other groups don't need (.) this programme to build 'em up and take 'em step by step, you know they can do that on their own without any (.) you know but the vulnerable groups do need this confidence and, not pushing but you know like =
956		
957		
958		
959		
960	Anna	Guiding?
961	Emma	= a little guiding=
962	Anna	Yeah
963	Emma	= you know, this is what were gonna do, this is what is going to help you, this is what we're going to learn but what I like about what I did
964		

965		was the reflection board, you're not telling them what they've learnt
966		or, or how they feel, on their reflection board, they're writing down
967		how they feel, what they've learnt, how they think, what, about that
968		session
969	Anna	Yeah
970	Emma	And that's been amazing for me to read about what they've wrote and
971		what they've thought about what we've done in that session.
972	Anna	And, and part of that for Louise, it sounded like right at the beginning
973		when you were saying one of the learning outcomes was how she
974		learnt that other people (.) go through difficult times as well=
975	Emma	Yeah, yeah
976	Anna	=and, and she was able to express that a bit more wasn't she, because I
977		suppose one of the things is that (.) it (.) maybe it provided an
978		opportunity for her to actually stop and think about how she felt about
979		some things
980	Emma	Yeah, it did, its like, its like (.) she were like when other people were
981		talking about something that made them sad or them angry or (.) them
982		happy or them embarrassed, she were like (.) oh right, you know I
983		didn't realise that other people felt like that =
984	Anna	Yeah
985	Emma	=and you could really see that she was surprised that, she actually said
986		I thought I was the only person that ever felt like that
987	Anna	Yeah, so its about (.) because then you don't feel isolated then=
988	Emma	That's what she said was how she felt, I thought I was the only person
989		that had these feelings, that went through these emotions and now
990		we've all talked about it, we've all got the same things, she says now I
991		know everybody's same as me or I'm the same as everybody else, I
992		said yes you are. You know, she thought she were different than
993		anybody else, you know probably because her life is different in some
994		ways=
995	Anna	Mmm
996	Emma	=but she thought her life were different in every way, emotional, you
997		know and she realised that no, everybody, everybody is the same
998	Anna	Yeah, that's brilliant. This has been really interesting, was there
999		anything else that you would think that I haven't asked you about
1000		Louise and her learning, education?
1001	Emma	No I think you've covered everything.
1002	Anna	It's been really, really interesting, thanks ever so much.
1003	Emma	No problem.

Conversation with Rachel (Science Teacher)

Line	Speaker	Text
1	Anna	Right, so the first one was really could you just tell me (.) about
2		Louise (.) or, you know, just, you know your experiences of Louise.
3	Rachel	Okay, em I've had her year eight (.) year nine and now (.) year ten so
4		I've seen very different (.) changes (.) definite changes as she's, as
5		she's got older. Em, in year eight she was very, very (.) tomboyish=
6	Anna	Right
7	Rachel	= Em, inappropriate comments, em (1) winding people up quite a lot
8		of the time. Em, I mean, when you, when you talk to her one on one,
9		she was nice, a nice enough girl, but, yeah, a bit inappropriate
10		sometimes and (.) doing a lot of things for attention and stuff like
11		that, being deliberately awkward just for the attention and that kind
12		of thing. Em, in year nine she was much, much, much better; it was
13		like almost overnight. She suddenly matured=
14	Anna	Right
15	Rachel	= em, in year nine. Em, she's always been (.) really, em (1) what's
16		the word (1) determined, I think, to get the work done because the
17		course that's on at the minute is, uh, it's the OCR course, it's not
18		GCSE, and it's one hundred percent coursework based. So if she
19		doesn't produce the work, she doesn't get the grade (.) basically. So
20		she's been, when I tell her to do something, she will sit there and she
21		will get it done (.) without being distracted by anybody, which was, I
22		was shocked because I thought, oh, no, I've got that class with
23		Louise in it, em (.) in year eight, and then I got them back in year
24		nine and she was fine so she was like one of the best in the class. Em,
25		I don't know if it was just because in year eight we were doing SATS
26		and then in year nine it was more written stuff=
27	Anna	Mmm
28	Rachel	= so it was a different type of learning style. I don't know if it just
29		suit her better, but she, she definitely changed from year eight to
30		year nine.
31	Anna	So in year eight was, was she kind of one of the most difficult in that
32		class?
33	Rachel	She was, yeah. It was that class with Louise in it.
34	Anna	Ah, ok.
35	Rachel	Em (1) yeah, so she stood out as being difficult, and then in year nine
36		she was fine. And, again, in year ten she's okay, I mean, she has the
37		odd, the odd lesson where she'd be a bit giggly and a bit hyperactive
38		and then she'd (.) I'd tell her, Louise, settle down, and she would (.)
39		and that'd be it and she's been fine.
40	Anna	Oh, that's good.
41	Rachel	So she's definitely, I've definitely seen an improvement.
42	Anna	Do you think as well it's helped that you've (.) because you've
43		probably got more of a relationship?
44	Rachel	I think so, I think she probably responds better to me than she maybe
45		would if she'd had a different teacher.
46	Anna	Mmm

47	Rachel	Em, I think she's very familiar with me now and how I do things, so
48		(.) yeah, I think, I think that's definitely helped.
49	Anna	Right, okay. So (1) so that's Louise in science. Do you ever hear of
50		Louise outside of that, or is your...
51	Rachel	Em, I don't, but we've got e-portal which is, do you know how it
52		works?
53	Anna	No.
54	Rachel	Em, it's a computer system so, em, we've got Louise's file and
55		anything that happens, so if she's particularly (.) bad in a lesson or
56		particularly good in a lesson, it gets logged. So I can look back from
57		year seven, well, she joined in year eight, I think, she joined in year
58		eight?
59	Anna	Yeah
60	Rachel	So we've got all the events that's ever happened from year eight to
61		(.) present, so I can, I can access that. Do you want to have a look?
62	Anna	No, no, that's fine. It's just I was =
63	Rachel	Because I don't know what she's like outside of science.
64	Anna	You just know her in science. So you, you said that she doesn't do
65		GCSE, she does=
66	Rachel	Not in science
67	Anna	Yeah
68	Rachel	She does em, OCR which is like a certificate, it's like a GNVQ, that
69		kind of thing, vocational.
70	Anna	Right, why was that decided? Is it=
71	Rachel	That's just, that's just the school. It's the top set does GCSE and
72		everybody else does this vocational science qualification.
73	Anna	Oh, right.
74	Rachel	So (.) it's just how we do it in this school.
75	Anna	Okay. That wouldn't be so the GCS, the GCSE results are really
76		good, would it? (<i>laugh</i>)
77	Rachel	Well, they're not. I think because they do triple, we don't have a
78		single science GCSE or a double science, it's only a triple science=
79	Anna	Ah right
80	Rachel	= so the brightest can do the triple and everybody else just the OCR.
81	Anna	Right, and does the OCR cover all three, or can they do like biology,
82		for example or=
83	Rachel	It's a science, general science, so, em they all do everything.
84		There's, there's six modules. em, there's food, forensics (.) best
85		practice, which is basically doing practical, em, materials, which
86		would be (.) chemistry, the universe which is (.) physics and biology,
87		and then the environment, which is biology, so it's all sort of
88		mingled up together and things like that, so it covers (.) everyday
89		science that you would actually use=
90	Anna	Mmm
91	Rachel	=rather than the structure of an atom and things like that, that you're
92		not necessarily going to be using it there every day in the real world,
93		so it's, it is good for people like Louise who probably aren't going to
94		have a career in science.
95	Anna	Yeah
96	Rachel	But (.) it gives them a good background knowledge.
97	Anna	And you said there was a difference between her in year (.) eight and

98		year nine, partly that was maybe something to do with the different
99		way=
100	Rachel	Yeah
101	Anna	= is it taught in different ways?
102	Rachel	Well, the SATs is, there's a big exam at the end of year eight that
103		most other schools do it in year nine, but we do it in year eight. Em,
104		so it's all learn this, have a test, learn this, have a test, learn this, have
105		a test, gearing up for this massive big exam that they have at the end
106		of May.
107	Anna	Mmm
108	Rachel	Em, now bearing in mind that they do it a year early, they're
109		supposed to do it at the end of year nine but they do it at the end of
110		year eight, so they're sort of that little bit (.) less, less mature
111		anyway, to start off with, em, and then they've got this massive big
112		exam that everybody says is really important that you do well in this,
113		so there's a lot of pressure, and it's all exam, there's no coursework
114		or anything. You've got, em I think it's an hour and a half, it might
115		just be an hour, it might just be an hour, they've got an hour exam in
116		the morning that nobody ever finishes cos the test paper is that long,
117		and they've got an hour exam in the afternoon, so it's all day and, on
118		top of that, they've got (.) science, English and maths all in one
119		week. So it's like a huge, huge pressure for these little kids. Em (2)
120		and then there's this, the complete opposite end of the spectrum cos
121		it's just I'm going to teach you this, I want you to write it down and
122		then we're going to put in a folder and you'll never have to think
123		about it ever again.
124	Anna	Right
125	Rachel	Em, and then we collect all the work and send it off and then the
126		examiner says, yes, you've passed, or no, you've failed. So, em=
127	Anna	So it's a lot less pressure
128	Rachel	It is, <u>absolutely</u> , a lot less pressure and there's three years to do it (.)
129		because we do the SATS early so they've got three years. So, yeah,
130		it just seems to be suit her a lot better, a lot less pressure.
131	Anna	I can imagine it probably suits a lot of the, a lot of the kids. So how
132		did Louise respond to the pressure then in year eight?
133	Rachel	Em (.) looking back now. Em, she, she tended to avoid doing the
134		work (.) so instead of getting down to it and trying to learn it, she'd
135		just mess about and chat and things and (.) cause fuss so that she'd
136		be sent out (.) of the lesson, so she didn't have to do it. Em, can't
137		blame her (<i>laugh</i>). Em, yeah, so she, she'd avoid (.) getting into that
138		(.) situation where she actually had to acknowledge that she was
139		having to study for these exams, I think.
140	Anna	Right, and how did she do in the exams?
141	Rachel	I'm not sure, to be honest. I could look it up, I could find out for
142		you. Em, but I mean she's in set eight.
143	Anna	Out of how, how many?
144	Rachel	Out of eight.
145	Anna	Right, okay.
146	Rachel	So I don't think she did (.) brilliantly.
147	Anna	No (1) So they, to achieve in year eight, or year nine as it is, so at
148		SATS level it's, is it a level...?
149	Rachel	They should be getting a level five =

150	Anna	Five, right
151	Rachel	=minimum
152	Anna	So the set eight children probably weren't achieving=
153	Rachel	They've probably got level four.
154	Anna	Yeah, yes, so it's a little bit=
155	Rachel	Yeah, just slightly (.) below what they should have got.
156	Anna	Right, but then its interesting to say that when, now she's very
157		determined and is the complete opposite to that distracted, and she
158		wants to=
159	Rachel	She wants to do it, yeah. I mean, she doesn't come in and say, right,
160		miss, what are we doing now, but whatever I give her, she'll just get
161		on with it and do it.
162	Anna	Yeah, well that's great, isn't it?
163	Rachel	Mmm
164	Anna	So it suits her much better.
165	Rachel	Oh, definitely, definitely, yeah.
166	Anna	Right, okay. How about, em (.) socially in class, what, what's she
167		like?
168	Rachel	Em (2) oh, it's difficult to say, the, she's definitely got her group of
169		friends that she gets on with em, and they're always saying, Louise,
170		come and sit with me, come and sit with me. So she's, she's well
171		liked in the, in the group. Em (1) she does wind people up (.) em,
172		but not in a malicious way, she's not nasty about it, she's just poking
173		fun basically like all kids do. I think everybody likes her; I think
174		some people are quite scared of her because she's quite a big girl=
175	Anna	Mmm
176	Rachel	=so she can be, she can be quite scary, I think, em (1) more to the,
177		the (.) quieter ones. I think they probably stay out of her way, em,
178		don't mess with Louise (<i>laugh</i>) but not, I don't think she'd, she'd
179		ever get violent=
180	Anna	No
181	Rachel	= or anything like that, but (.) she, she is intimidating (.) sometimes.
182		Em, but yeah she's always smiling and laughing and joking and
183		stuff.
184	Anna	That's good
185	Rachel	She's a nice girl.
186	Anna	Yeah, she is, isn't she? She's lovely, really nice. Em (1) so (.) we,
187		we talked a little bit about that she obviously is better when she
188		doesn't have huge amounts of pressure, I mean, I think when I was
189		talking to her she said that (.) she prefers it when the pressure's off
190		and that she's got that bit of space=
191	Rachel	Yeah, she's got the time to get it done.
192		
193	Anna	I think quite a lot of people are like that. Has, has she ever talked
194		about (.) kind of what she wants to do down the line to you? Has she
195		ever talked about it?
196	Rachel	Like jobs and stuff like that?
197	Anna	Yeah, or or even options for further up the school or...?
198	Rachel	She's never, she doesn't seem to look forward (.) very much, em,
199		she's very (.) grounded in the present.
200	Anna	Right

201	Rachel	Em, I've, I've certainly not heard her talk about anything that she's
202		going to be, that she's aspiring to for the future, em, whether she has
203		and I've just not noticed, I don't know.
204	Anna	Yeah because you see a lot of, a lot of pupils, don't you?
205	Rachel	Mmm
206	Anna	What makes you say that she's, she's like quite grounded in the (.)
207		here and now?
208	Rachel	She just sort of gets on with the task at hand, and (1) I don't know,
209		she just never talks about (.) like next week or next month or
210		anything like that; she's just very now, oh what happened yesterday
211		and things like that, so I don't know.
212	Anna	Has she shown a particular interest in any aspect of science?
213	Rachel	Em (1) she did like the forensic unit, (<i>laugh</i>) but then it's on the telly
214		all the time so it's something that they can, they can see it and then
215		we explain it and they go, oh, right, so that's, that's quite interesting.
216		Em, I think they all quite enjoy the forensics.
217	Anna	Yeah
218	Rachel	Em (3) nothing really that (.) springs out more than anything else.
219	Anna	Okay, so if she's, can you tell when she's not really enjoying it? Can
220		you tell if she's losing interest, or is she quite good now?
221	Rachel	She just gets on with it, even if she doesn't like it, she'll say this is
222		really boring, but she'll get on with it. So (2) there are, there are
223		things, I mean it's science, there's going to be boring bits (<i>laugh</i>)
224	Anna	Yeah (<i>laugh</i>)
225	Rachel	Em, but she yeah, she just generally gets on with stuff. Em, I
226		couldn't tell you what things she doesn't like and what things she
227		does like because she (.) a lot of the time she's really quiet. She just
228		gets on with it and then, when she's finished, then she's (.) louder
229		(<i>laugh</i>). But, yeah, mmm, (2) I'm not sure what to say on that,
230		nothing springs out.
231	Anna	No, so she just kind of gets on with things. Did Abigail from the
232		XXX Team ever come in and work with her when=
233	Rachel	She does, oh she did, yeah, she did last year. I haven't seen her this
234		year. She was in quite often last year.
235	Anna	So what would happen in that situation?
236	Rachel	Eh, Louise sat here and (.) Abigail?
237	Anna	Yeah
238	Rachel	sat there next to her and, em (1) just help her with stuff that she
239		didn't understand very well or just like give her, give her some
240		support, em, with the academic side of things. Em, and she would
241		also, if Louise seemed to be getting a little bit off task she'd say
242		come on, get on with it, and that's all she did really, she didn't really
243		need to do anything else.
244	Anna	No
245	Rachel	Em, I don't know if there were, I mean, they were having a
246		conversation as well, but I didn't, I just stayed out the way, I didn't
247		take part in any of that. Em (.) and she, Louise seemed to look
248		forward to her (.) well, she didn't say, oh, I really like her, she's
249		really nice or anything, but she, you could tell that she was happy to
250		see her when she came in.
251	Anna	Yeah, yeah.

252	Rachel	Em so, yeah
253	Anna	Did you notice a difference when Abigail was there to when she wasn't there?
254		
255	Rachel	Slightly. Em, just because it's always going to be different when you've got an adult sitting next to you, so she was more focused and less likely to be distracted when she was here.
256		
257		
258	Anna	But this year she's...?
259	Rachel	She's fine, yeah.
260	Anna	Come in and just got on with it.
261	Rachel	I have to tell her sometimes that she's not sitting there, she has to sit back in her normal seat, but she just wants to sit with her friends rather than in the seating plan that I've given the whole class.
262		
263		
264	Anna	Oh, I see, right.
265	Rachel	But its fine, I just tell her and she moves.
266	Anna	Yeah, yeah.
267	Rachel	She's fine
268	Anna	And you've never had any difficulty kind of with her being defiant or anything like that?
269		
270	Rachel	Not in year (.) nine and ten, but I did in year eight. I had to (.) discipline her quite a number of times because she was just rude
271		
272		(<i>laugh</i>).
273	Anna	Oh, was that detention or...?
274	Rachel	Detentions, isolations, yeah, send her out the room.
275	Anna	But would she respond to that, like if you said leave the room, you're being rude to me, she would do that?
276		
277	Rachel	Oh, she'd roll her eyes and shout a bit, but yeah, she'd, she'd go.
278	Anna	So have you spoken to her about the difference in, in her behaviour or anything like that, no?
279		
280	Rachel	No, I just left it. Thought, oh, she's better now (<i>laugh</i>) and I didn't say anything, I mean, obviously when she does a piece of work I give her lots of praise and lots of encouragement and things like that, but I just, I haven't mentioned anything about, I think it would probably embarrass her if I said something, I wouldn't want to put her on the spot or anything.
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282		
283		
284		
285		
286	Anna	Yeah.
287	Rachel	I just left it.
288	Anna	Okay, okay. Em, I just wondered as well what, if you could (.) just tell me a bit about, what you know generally about children in care or looked after children and (.) their learning, or their outcomes in education or... Is that something that...?
289		
290		
291		
292	Rachel	Em, I don't know (.) much. I know that they're, there's less expected of them, em, and they usually achieve less. Em (2) I mean (.) I can't possibly imagine what some of them have been through, em, and it must be (.) difficult to focus when you've got all this other stuff going on. Em (.) but other than that, I don't really know much about that. I mean, I know who is looked after out of the ones that I teach em, there's quite a big group of them, I think. In Louise's (.) particular family there's quite a few others that all sort of live together and I've taught a couple of them. Em, and they all seem, they're nice enough kids but there's obviously, there's clearly something not all hundred percent right.
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302		

303	Anna	Yeah
304	Rachel	I couldn't put my finger on it, I don't pry=
305	Anna	No
306	Rachel	= I don't ask, I just (.) let them get on with it, em, but, yeah.
307	Anna	Is that part of, so that would be part of your role though, em to know
308		who in class is looked after? Is that something that the school=
309	Rachel	Em (1) I am informed just so that I can not put my foot in it
310		basically, say go and give this to your mother and things or for
311		instance, when we're doing a genetics lesson and you say, you've got
312		to say things like, em, what colour eyes have your mum, has your
313		mum got, what colour eyes has your dad got and stuff like that, so
314		you've just got to be aware that there are some looked after kids that
315		probably or possibly don't know.
316	Anna	Mmm
317	Rachel	Em (.) but yeah, and you don't want them to come up to you and say,
318		well, my mum's eyes are this colour and my dad's eyes are this
319		colour – does that mean I'm adopted, and things like that. So you've
320		just got to be aware (.) of things that potentially could (.) stir up.
321	Anna	Yeah, have you done that lesson yet with Louise?
322	Rachel	Em, I did it, yes, in year eight and she was, she was fine, so there was
323		no problem.
324	Anna	So you didn't, I mean, you can't not ask the questions, you can't not
325		teach it, but you have to aware of=
326	Rachel	Yeah, just a bit wary if some of them are looking like they're about
327		to cry or shout or something like that, so you've just got to keep it,
328		keep more of an eye on it. Em, yeah, and there was (.) a boy that was,
329		that stayed with Louise that I taught last year, and he seems really
330		open about talking about it, oh, yeah, well, I don't live with my
331		parents, I, I live with my foster carers or adoptive parents or whoever
332		it was, and, em, he was, he liked to talk about it a lot, the fact that he
333		was in care. He told everybody, and some of them, they don't say
334		anything, they just sort of sit quietly and don't (.) mention anything,
335		but (1) I suppose everybody, everybody takes it differently, don't
336		they?
337	Anna	Yeah, so Louise stayed quite quiet?
338	Rachel	Yeah, I wouldn't have known. If I hadn't (.) have been told, I
339		wouldn't have known.
340	Anna	No. No. I think she said that she (.) because we talked a little bit
341		about whether she wanted people to know or not, and I think she said
342		it was quite important to her that her friends knew and things like
343		that because sometimes, em (.) she said something to me about, oh,
344		it's just nice sometimes because it takes the pressure off me a little
345		bit. But, you know, she said, oh, yeah (.) you know, I can imagine
346		that other children in care wouldn't want everyone to know, but I, I
347		think it's important that they do. But I suppose that would depend
348		on, she doesn't necessarily mean she had to tell everyone at school,
349		but people kind of close to her and things know that she, that she is.
350	Rachel	Mmm
351	Anna	And so did anyone ask why Abigail was in with Louise, no?
352	Rachel	No (laugh)
353	Anna	It's because it's normal really, isn't it, like people coming in and out.
354	Rachel	Yeah, it is, especially in this school because we're into inclusion, so

355		we've got (.) Downs Syndrome kids in and all sorts, em, trying to (.)
356		keep them within mainstream school, so there's always people
357		coming in and there's people coming in, watching for a couple of
358		weeks, and then they disappear and then (.) there's all sorts of people
359		coming in and out, so they just, they just accept it. Plus I've got, em
360		(.) support staff in this class anyway and it's a different person every
361		time, sometimes, some weeks, if there's illness and things like that,
362		so there's always a stream of adults coming in and out, so they're
363		just, I mean, they were in year nine when she was, eh Abigail was
364		here and I had, I think, three other adults in the room at the same
365		time. So it was just another body, they just, they just ignore it
366		(<i>laugh</i>), they don't pay any attention.
367	Anna	That's good.
368	Rachel	It's just one extra adult to stop her misbehaving (<i>laugh</i>).
369	Anna	Yeah, you were like come in, come in (<i>laugh</i>).
370	Rachel	(<i>laugh</i>) Help me.
371	Anna	(<i>laugh</i>) Aw (<i>laugh</i>). Right, I've kind of gone through the (.) general
372		questions, so is there anything else that I should have asked or
373		anything that I've missed or that's important to say?
374	Rachel	Em (2) I can't think of anything off the top of my head.
375	Anna	Oh, I've got one, a sudden thought. When she came in year eight –
376		she didn't start in year seven did she?
377	Rachel	No.
378	Anna	So she came in year eight. Were you aware, did you get any
379		information on her grades or previous grades or anything?
380	Rachel	Nothing.
381	Anna	Nothing at all?
382	Rachel	No.
383	Anna	Is that quite common?
384	Rachel	It is if the person starts late. If they come up in year seven at the
385		same time as everybody else comes up, then usually the feeder
386		school sends a load of stuff up with them. But if they, if they arrive
387		late, then they might have the stuff but it'll just take somebody a
388		while to get round to putting it all on the system and things, because
389		we're all computer based so everything's on the computers. It's not
390		like bits of paper that can just get photocopied and handed out, its (.)
391		it, it needs somebody to sit there and type it in (.) to the computer to
392		put it on the system. So if nobody's got round to doing that, then it
393		won't happen. Em (1) I didn't have anything for Louise for SATS,
394		but now that we've got her SATS results we can then do, predict her
395		grades and things like that. So we've got everything from after that
396		but nothing from before. But I haven't for science; I don't know
397		about [other subjects].
398	Anna	[No, so] how did you work with that then? Because I
399		suppose it must be very difficult if you've got em, a pupil coming in
400		late (.) who you don't know (.) what kind of level they're achieving
401		or anything so the expectations, is it just a case of kind of...?
402	Rachel	It's just (1) questions in lessons to see what she can, see what she can
403		get in lesson, em, end of topic tests, so we have a test every couple of
404		weeks and see how she performs in that. I mean, a lot of it does
405		depend on (.) her attitude and behaviour during that lesson, em,
406		whether she's picked anything up or not, if she's been listening or

407		not, not so much now, but before.
408	Anna	Mmm
409	Rachel	Em (1) yeah, it just depends on her mood on the day, so it was very, very difficult to judge. I think she'd probably be about a level five if she put her mind to it, which she didn't (<i>laugh</i>) so (.) yeah, it's hard to say, it is very difficult to tell.
410		
411		
412		
413	Anna	When she came in year eight, was she put in a set?
414	Rachel	She was put in (.) bottom set.
415	Anna	Just because (.) you didn't have levels for her? How, how does=
416	Rachel	I don't know how it works=
417	Anna	It wasn't your decision=
418	Rachel	= no, I don't know how it works. She was put in my class em (.) but I don't know why.
419		
420	Anna	Okay, so maybe whoever made that decision, they'd have some information.
421		
422	Rachel	Possibly, but they didn't tell me (.) if they did (<i>laugh</i>).
423	Anna	Right, okay, okay. Thank you, that's great.
424	Rachel	That's okay.

Appendix X

Transcript 5

Conversation with Abigail (Looked After Children Team)

Line	Speaker	Text
1 2	Anna	OK so (.) the first one (.) is just (2) really tell me about Louise [or experience of Louise]
3 4 5	Abigail	[Uh Uh] OK, well (.) we got this referral through from her social worker, (.) we obviously don't work with every single looked after [child] =
6	Anna	[no]
7 8 9	Abigail	= so if they're struggling in school, so had this referral about her under achieving, (.) when I got there is was (.) because em (.) she just seemed to get very very giddy in [lessons]=
10	Anna	[right]
11 12	Abigail	= and I think it's probably when she's struggling with something, I've noticed it in her maths lessons when I've worked with [her]=
13	Anna	[right]
14 15	Abigail	= if it's em too hard she won't put her hand up she'll just go over the top but the giddiness (1) is very very (laughing) [giddy]=
16	Anna	[right]
17 18 19	Abigail	= to the point where it's, you know, quite (.) difficult sometimes to be a one to one next to her because (.) she's off on one, but it's not, it's not malicious in any way [I think] it's just a cover=
20	Anna	[no]
21 22	Abigail	= it's a bit of protection I think, em, I did some work with her from September to (.) June, (.) May June time and em (.) =
23	Anna	yes
24 25 26	Abigail	= yeah we withdrew the support and (1) I think she's em (.), from my point of view she, she was making progress she was achieving her targets, I liaised with Emma, [Mrs Smith]=
27	Anna	[yep]
28 29 30	Abigail	= and er (.) she seemed quite happy that Louise was making progress so (.) we withdrew, but obviously she still comes to after school club so we can (.) still keep tabs and see [she's doing ok]=
31	Anna	[she's doing ok]
32 33	Abigail	= yeah
34 35	Anna	So the work you were involved with, that was in (.) maths were there other subjects as well?
36 37 38 39 40	Abigail	Yeah, it started off obviously because it was em across a range of subjects so I was going to German and English and things like that but then she told me she was struggling in maths and she did a module test (.) even though she's in year nine at Cherry Trees they start their GCSE's in year [nine]=
41	Anna	[yeah, yeah]
42 43 44 45 46	Abigail	= so she got quite a (.) low mark for her maths, but obviously she was a year in front of what other students would be in other schools, so I went to, she did move down a group and I went to support her in maths erm (.) but obviously the timetables changed and I couldn't go back to that maths lesson any more, erm, (.) I'm

47		not sure if she's moving back up or not now (.) but yeah it ended
48		with just a focus on the maths as opposed to across a range of
49		subjects, she seemed to have (.) calmed down and I think she does
50		appreciate that one to one=
51	Anna	yeah
52	Abigail	=in school.
53	Anna	She said that when she was talking to me about it.
54	Abigail	Yeah.
55	Anna	Was it (.) when she, when she was in her lesson one thing she
56		described to me about the set she was in, set six=
57	Abigail	yeah
58	Anna	=was that she (1) wanted to learn, although she found it very
59		difficult, but a lot of the children in her group (.) didn't so much.
60	Abigail	Yeah that's true.
61	Anna	Did that have an impact?
62	Abigail	Erm (.) that was when she moved down a group, the group she was
63		in when she took the module exam was quite, the teacher was quite
64		strict and the class were (.) were working quite hard but because
65		she'd done so badly in that module she got an 'F' and there were
66		children in that class that got a C=
67	Anna	right
68	Abigail	=so I spoke to the teacher and (.) we moved her down but when she
69		got to the group below (.) it was a bit of a nightmare, the kids were
70		(.) it was very, a very difficult group for her.
71	Anna	How did she respond to that?
72	Abigail	I went once with her to that and she just kept her head down, she
73		didn't, but I can (.) imagine that she has potentially got involved in
74		that now, I don't know. But em, yeah she was a bit, I think she was
75		a bit shell shocked by it, the teacher was (1) finding it difficult to
76		control the kids and (.) she, she went through a phase of getting a
77		lot of headaches, I don't know if that's connected to (.) home or (.)
78		what but at that point she had one of her headaches and was very
79		quiet.
80	Anna	Right. So when you got the referral through from Annette, the
81		Social Worker do you, do you get information about erm like
82		Louise's background or is it, or is it very much just the education
83		point of view.
84	Abigail	Yeah, Yeah its just the education point of view. Yeah and it just
85		things that (.) you know, people in the office that might have
86		worked with her before or things that are on her file already, but I
87		don't know a lot, only things that Louise has told me herself, I
88		haven't had a meeting with anybody to tell me direct information
89		about what happened to her (.) or to do with her mum and stuff.
90	Anna	So its just more (.) of an educational point of view.
91	Abigail	Yeah Yeah, and I think (.) you know we aim, we obviously work
92		with looked After Children, so its having that understanding that (1)
93		not to let them off the hook with stuff, but you kind of, you know I
94		wouldn't start telling her off straight away, its about having a bit
95		more understanding of where she's coming from=
96	Anna	yeah
97	Abigail	= as opposed to knowing everything that's happened to her just

98		appreciating that she's in foster care and [you know perhaps]=
99	Anna	[therefore it means]
100	Abigail	= therefore it means there has been some issue there.
101	Anna	So you don't, so you don't really need to know specifics about
102		being a looked after child.
103	Abigail	No
104	Anna	Although, because that's one of the things I was thinking about
105		when I was reading the research you know its very much like
106		looked after children are grouped like as a homogenous, they're just
107		all the same, of course they're not, but I suppose to some extent
108		actually [you can say] well they are a looked after child because =
109	Abigail	Yeah in terms of this role, our role is to raise their attainment so (.)
110		it doesn't matter what's happened to them before, if they're not
111		meeting their target our job is to raise their attainment in school so
112		(.) I don't necessarily need to know (.) what's happened to her to
113		make her in foster care its just about ensuring that she's given the
114		support to get what she should be getting.
115	Anna	Yeah.
116	Abigail	I mean obviously with some of the kids I work with who are in the
117		residential unit (.) you would know more about their background
118		cos they're not engaging in school, but Louise's attendance is
119		fantastic she's engaging in school and I (.) and I don't think its that
120		necessary for me to know [what's happened]=
121	Anna	[no no]
122	Abigail	=she's quite happy to accept the support (.) and I can do my job
123		really so...
124	Anna	Yeah. So you started working with her in September.
125	Abigail	Yep.
126	Anna	She'd, she'd been in school for, (1) since was it May (.) was it
127		about a year ago?
128	Abigail	Em I think so (.) I'm not quite sure when she moved to Cherry
129		Trees school, I mean (.) did Emma speak to you about, about...
130	Anna	She was from Meadows [originally]=
131	Abigail	[yep]
132	Anna	= and she moved to Cherry Trees, was it year eight or would it be
133		year seven?
134	Abigail	I'm not sure
135	Anna	So, you obviously worked with her from September to May, so
136		nearly a full year, (.)have you seen a change in her in that year?
137	Abigail	Yeah, her attitude has definitely changed and I think em she's been
138		involved in this, you know, the Y project.
139	Anna	Oh right.
140	Abigail	Going to, to em, visit Universities and (.) stuff like that and I think
141		(1) the start of the year perhaps (.) she was giddy, not quite (.) sure
142		what she wanted to do with herself when she finished school but I
143		think through this (.) she's begun to realise what she wants to
144		achieve, I mean she's been talking about being a foster carer to me,
145		erm when she's older=
146	Anna	right
147	Abigail	=erm but I think this year she's begun to realise that she needs to
148		get her head down and get some work done, which I mean is good

149		isn't it cos they don't all realise that so =
150	Anna	Yeah its fantastic.
151	Abigail	Yeah. And I <u>know</u> she, we do a thing at Northfield, like a
152		homework type thing and Louise's been going to that and I went to
153		see her on her first week and she showed me her textiles project and
154		she got an 'A' for an evaluation, and she (.) got it out of her bag and
155		showed me what she'd done so she knows that (.) the expectation is
156		that she achieves, its not like (.) lets mess around or (.) she knows
157	I'm going to be (.) pleased when she gets her good results. She	
158	obviously felt proud in herself to get it out of her bag=	
159	Anna	definitely
160	Abigail	= and show me what she'd done.
161	Anna	So would you say that you see that as part of your role that you're
162		actually (.) saying to that young person (.) that you have
163		expectations of them.
164	Abigail	Yep, yeah definitely
165	Anna	Which is important isn't it?
166		
167	Abigail	Yeah, (.) em, I think, I like to (.) not be friends, but I like to have a
168		good relationship with her, cos I work with her but I think there is a
169		line where you have to say we're not going to mess around, I'm,
170		I'm happy to chat with you but at the end of the day this is what
171		your capability is and this is what you should be achieving. And I
172		think (.) Louise's has definitely proved to me that if she can curb
173	the giddiness then she can achieve something=	
174	Anna	mm
175	Abigail	=em, I'm not too sure what her predicted grades are, I don't think
176		they're that great, but I think that's probably because they start in
177		year nine, so (1) I'm not sure whether for some children, I don't
178		think for Louise its been a good move really=
179	Anna	no
180	Abigail	=so..
181	Anna	no, I mean yeah, its funny you were saying that cos actually we
182		were talking about that erm (1) in, in the Educational Psychology
183		Service with one of my colleagues and they were saying that you
184		know, even for children that who haven't had Louise's start where,
185		you know she's obviously had a lot to contend with which has
186		influenced her education, you know in terms of her just being, you
187		know she was talking about having so much in her head that (.) she
188		(1) wasn't switched on to learning through parts of primary school
189		because she was thinking about her mum, so there's lots going on
190		but actually said that the set-up there where they do everything a
191		year earlier, for some children anyway it just emotionally and
192	developmentally they're just not ready for=	
193	Abigail	no, no. In fact some of her maths, (.) cos she was struggling in
194		maths, I think is em (.) as a result of what she didn't pick up at
195		primary school. I did ask when I came back to the office if she's
196		missed a lot of time em, everyone had said no she hadn't but
197		obviously in discussions with you she just wasn't focused was she?
198	Anna	[I don't think so]
199	Abigail	[at primary school] and I think, you know, if you can't, if you don't
200		know your times table at primary school, when your doing algebra

203		now (.) you can't (.) think (.) quick enough, you know, she doesn't
204		know them off the top of her head, and its obviously in that respect
205		her primary school experience has impacted on her (.) secondary
206		experience, but I mean in terms of what she's doing now it can all
207		be dealt with now, you know she can learn her tables now and stuff
208		so, I don't think, she's definitely not <u>dramatically</u> behind other
209		children.
210	Anna	So were you there when you were supporting her in maths in the
211		role of just (1) re-explaining or
212	Abigail	Yeah I was sitting with her, it was (.) the thing is we only like go
213		once a week=
214	Anna	[right]
215	Abigail	=[so] she might have three or four maths lessons in a week so
216		when you go it's like right I didn't understand this on Monday and I
217		didn't understand this on Tuesday, and its (.) there was one lesson
218		where she didn't understand 100's, 10's and units. She couldn't see
219		that if it was 102, that two was a unit and=
220	Anna	right
221	Abigail	= trying to explain that to her (.) that was one of the reasons that we
222		moved her groups because (.) the other kids were like this and but I
223		think, as we've said that's probably em, (.) a follow on from her
224		primary school experience really.
225	Anna	Due to gaps maybe.
226	Abigail	Mmm, but she didn't kick off about it or anything she's, she'd more
227		likely (1) doodle=
228	Anna	right
229	Abigail	=as opposed to facing it out em (1) which I think a lot of children
230		do its not (.) its not a looked after [child's thing]=
231	Anna	[no, no]
232	Abigail	=she's very confident in school (.) in her lessons, you know, there's
233		some children that I work with that(.) you know, you can really tell
234		they've (.) you know that they've had some issues there where as
235		Louise's not like that really, she's quite, she seems to have quite a
236		strong group of friends around her and she's very confident.
237	Anna	She talked about her friendship group as being really important to
238		her [quite supportive]=
239	Abigail	[mm] yeah
240	Anna	=Which is good, and she had that from the first time that you
241		worked [with her]
242	Abigail	[yeah, yeah]
243	Anna	= that the friends were there already.
244	Abigail	Because its very hard when you go in em, as an adult (<i>laugh</i>)and
245		you've got to go into classes with children that have got very strong
246		social groups, cos you've got to not only build the relationship with
247		the student=
248	Anna	yeah
249	Abigail	=but also with their friends as well, you feel like you've taken them
250		all on but yeah, they've all been fine about it, she must have
251		explained who I am cos one of them should have said by now
252		(<i>laugh</i>) 'who's that woman that comes to you?', and they've all
253		been fine.

254 255	Anna	Not bothered. Did she seem, did she appear embarrassed or anything or with your help initially?
256 257 258	Abigail	No, No, she was, her comment at the start was have I got a helper a helper just for me, so when you said about going to see her, I thought she'll love it, she absolutely [loves it].
259 260	Anna	[Yeah, yeah] (<i>laugh</i>) So there's no problem?
261 262 263 264 265 266		No, not at all, cos when I got this referral umm, you know you think a year 9 girl (.) might be an issue but no she was, she was great from the start so, I think it helps that she comes to the after school stuff as well, so obviously we've, we've not only seen each other in school we've em, we've been swimming, and we've done cooking and stuff like that so...
267 268 269 270	Anna	Yeah.(1) How would you say, I mean, you've been working with Louise for nearly a year (.) would you say that there is a certain way that Louise prefers to learn, like in terms of you know a learning style or ?
271 272 273 274 275 276 277 278	Abigail	Erm (2) I suppose visually, she, but then (.) I'm not sure (1) I think like the evaluation that she wrote for textiles, I think if she has things, erm (2) she seems to need a plan of what she needs to write, if a teacher will give her a plan of something then she can write away and (.) you know she can give you the information, em (.) a lot of the science work has been kind of spider diagrams and erm visual work so I guess that in terms of that its more (1) probably she's a short answer type of person as apposed to an essay
279	Anna	Yeah, so more kind of planned?
280	Abigail	Yeah, Yeah
281 282	Anna	And (1) she, (.) does she, in terms of, cos it was just something Mrs erm, I forgot her name now =
283	Abigail	Smith
284 285	Anna	= Smith said this morning about Louise and her, like her understanding and her language and if its very (.) very wordy...
286 287 288 289 290 291 292 293 294	Abigail	Yeah she would struggle I think, yeah, it needs to be eh (1), she's quite (.) strange in a way because when you have a conversation with her she comes across as being quite articulate, but I think on paper if you expected her to write, some of her English work that she's produced (.) she tries to put big words in but then (.) doesn't (.) quite (.) know that they don't make sense in that context or, you know the effort is there but yeah, I think Emma's right on that but (.) you've got to (3) I don't know, I don't think that's to do with being looked after though [<i>laugh</i>]
295 296 297 298 299	Anna	[Oh no, no] I was actually, it didn't have to link back, its just because she is an individual and a lot of this isn't to do with that I was just I suppose just getting an idea of how (.) how she learns and (2) yeah, that was, that was really it of Louise.
300 301 302 303 304 305	Abigail	A lot of her, she's doing em, her like erm like an OCR National course in Science (.) so her Science GCSE isn't essay based work or extended answers, a lot of it is em, (1) cutting and sticking spider diagram type things, and she been taking it home and doing it on the computer and stuff so in terms of that erm level of work she's obviously happy to do that as apposed if someone said write an

306		essay on microbes or something=
307	Anna	yeah
308	Abigail	=that would just flummox her completely, unless you gave her ten
309		questions that, that she could answer on something, so.
310	Anna	Is, is part of your role to, obviously you go into support her and sit
311		next to her, but in terms of (.) like developing independence skills
312		and things is, how, how does that work?
313	Abigail	Because (.) Louise's referral was for in-school support with (.)
314		concentration, I mean obviously in terms of independence it would
315		just be (.) not supporting as much in school and liaising with Mrs
316		Smith and seeing the (.) kind of work that I would do with her and
317		then seeing if she can transfer that (.) to her her week really=
318	Anna	yep
319	Abigail	=em, which from my point of view (.) she's done, really, I don't
320		necessarily think it was that she needed (.) me in school, I think she
321		needed somebody (.) in education that was going to say to her you
322		can do this, you know, I, I, because its not been a massive uphill
323		struggle to get her to (.) to do her work, she does her homework (.)
324		most of the time, (<i>laugh</i>) you know, its not been a real problem to
325		(.) to go and work with her, its just (1) I think she just enjoys the
326		fact that somebody cares about her education and wants her to
327		achieve, so
328	Anna	Yeah. So, so you definitely see that as part of your role?
329	Abigail	Yep Yep
330	Anna	What, what would you say are Louise's strengths?
331	Abigail	In school or as a person?
332	Anna	Either
333	Abigail	OK, erm I think she's an extremely friendly person, I think erm
334		anybody that had a problem Louise would sit and, and kind (1) you
335		know speak to them and try and deal with it and perhaps that is
336		because of what's happened to her that she feels that (.) you know
337		she wants to help other people and make a bit of a difference. Erm
338		(2) yeah, she tries hard in school, she's obviously you know, good
339		with her friends erm yes she makes effort.(1) She's actually a
340		really lovely person to be around, she's not, you know, when I was
341		going to work with her I didn't think mm (.) you know there's
342		going to be an issue, we used to do German and we used to just
343		crack up sometimes at the German words and it was just, yeah, it
344		was just lovely to work with her.
345	Anna	Oh that's good, she's so friendly.
346	Abigail	Yes she is, yeah (<i>laughing</i>).
347	Anna	I suppose this probably links back to what you were saying about
348		the (.) higher education and the university, going to visit
349		universities. I mean (1) has Louise, I mean you mentioned a little
350		about her saying she wanted to be a foster carer, has she talked (.)
351		much about the future to you?
352	Abigail	She talks about college, wanting to go to college and university, but
353		the thing is I mean (.) I at the moment I'm not sure if her grades are
354		going to be good enough to be able do that, but I've obviously not
355		told her that, its just about keeping encouraging her to and when she
356		got an A for her textiles evaluation, well I thought you know maybe
357		there is (.) some talent there but you know I'm saying she got an F

358		in maths but she might well be creative or, you know, I don't know
359		erm but yeah I definitely thinks she wants to go to college.
360	Anna	Has that been since she visited this, with this project, since she
361		visited the universities?
362	Abigail	Well I've only been here a year so I don't know what she thought
363		before but when I started with her in September her attitude in
364		school would suggest that she didn't really know what she wanted
365		to do, but now I think she's got her head down and ... Its probably
366		been only in the last few months that she's been talking about being
367		a foster carer
368	Anna	Right . So when you first starting working with her you say that her
369		attitude didn't suggest that she (.) knew really what she wanted to
370		[do]=
371	Abigail	[no not really]
372	Anna	= how, how was she behaving at that [time?]
373	Abigail	[Erm] (1) probably just that
374		fact that in lessons she was, as I, as I say she lacked concentration,
375		she was quite giddy, she didn't really seem to have any (1) focus in
376		what she wanted to do, where as, I don't know whether it's a
377		combination of em things that Mrs Smith's been doing, stuff she's
378		been doing with the team or the university stuff that now, from my
379		point of view it seems a lot more (.) it seems a lot more structured
380		that she's gonna get these, I don't know if they've spoke to you
381		about her options.
382	Anna	A little bit yeah.
382	Abigail	She's done her options now and I think that maybe that was (.) you
383		know erm (.) a bit of a kind of not a milestone, do you know what I
384		mean, when she did that then she could see year 10 and 11 and see
385		where she was going with that so. Yeah I think erm (.) in terms of
386		her future I think she's probably got ideas of what she wants to do
387		and she's got very supportive (.) carers, and I know Mrs Smith will
388		be on her back to do (<i>laughing</i>).
389	Anna	I mean that's probably quite an interesting thing I suppose again
390		more generally you could link it to Louise is that , how do you, I
391		mean it may not be that you see this as your role, but if (.) you
392		know these children are going to universities and seeing about
393		higher education etc, and then but you think to yourself <u>actually</u> in
394		terms of academically they may not achieve the levels that they
395		need to get there, so if in Louise's case is that something that (1)
396		your team would (.) talk to them about (1) or, or is it just the idea of
397		in terms of the team you show them what is available.
398	Abigail	Yeah. The kids we would only really work up to 16 so in terms of
399		us at 17 saying (1) you're not going to get the grades for this
400		course, it isn't a case of yeah you can definitely do this course it is
401		showing what's out there and saying if you work (.) this is what you
402		could do. I mean not all university courses need A's [or B's]=
403	Anna	[no, no]
404	Abigail	= so, you know I suppose it depends (1) later on in a few years what
405		she's getting then looking for things that are, you know, relevant to
406		the courses, eh the grades that she's getting, looking for a course
407		like that.
408	Anna	Cos this was one of the things that, it was actually when I was

409		speaking to the other young person from the Pilot study=
410	Abigail	alright
411	Anna	= and (.) I was talking to her about (.) hopes for the future and she's
412		said that (.) didn't want to go to university she wanted a social job
413		like maybe working in a pub because she wasn't that bothered
414		about getting money she was quite happy to live in a council house
415		as long as she had, she was happy and had a sociable job (.) she was
416		quite happy with that and it just made me, it just made me think
417		there is absolutely nothing wrong with that at all is there? And it
418		just made me think about (.) the whole thing about looked after
419		children and you know promoting them, promoting education as
420		very very important, and that is hugely important but I suppose its
421		also about not making the assumptions that unless you do that,
422		unless you go to university, you're not, you've failed in some way.
423	Abigail	But I think (.) in terms of that, that sometimes they look at
424		university and think, some of the children that I work with might
425		think this, not Louise erm I've had a tough childhood I'm not going
426		to be able to do that and I think perhaps definitely some children
427		that I work with now have a bit of erm, you know, I'm looked after,
428		I'm just going to get a job and its about changing that opinion of
429		your looked after but (.) you know when you're 20 you know
430		you're not going to be a looked after child, you've, you've still got
431		intelligence, you've still got things to give=
432	Anna	yeah
433	Abigail	= and I'd wonder if maybe that's where that came from, that she
434		was quite (1) you know, I'm not gonna really amount to much so (.)
435		I'm not going to [try]=
436	Anna	[that's what I'm going to do]
437	Abigail	= Yeah. I've not seen that with Louise but I've seen it with other
438		children that I work with=
439	Anna	mmm
440	Abigail	= they're very anything will do, I'm not going to, and I sometimes I
441		get it, I'm not going to try on my coursework I'm not going to try
442		on this because (.) you know, this is the situation that I'm in and its
443		trying to make them see, and its difficult for them in't it?
444	Anna	Yeah
445	Abigail	Its trying to make them see that in 5 years time they're going to be
446		an adult and in the world and they're going to need to ...mmm.
447	Anna	Do you think, as, does Louise ever i (.) identify as being a looked
448		after (.) eh child to you, like in the way, obviously not through that
449		thing about oh I'm looked after so I'm not going to be able to do
450		this. Does she ever talk about, do you think she identifies with
451		that?
452	Abigail	She talks about erm, Jane as being her foster mum=
453	Anna	yeah
454	Abigail	= but no she's never really said anything about you know, I', not
455		going to that cos I'm in care or (1) no, the only she's mentioned
456		about being in care is when we've been with her friends and
457		they've, she's talked about the after school club and they've said
458		well you know, where is this after school club and then she'll say
459		oh it's at the XXX Team, I go because I'm in care so her friends
460		know about that em, and obviously that's, they know why I'm there

461		but she's never, I've never heard her in lesson say I've not done my
462		homework because I'm looked after or...
463	Anna	No, but you have other, you've heard other children say this before?
464	Abigail	Erm,
465	Anna	Maybe not like [that]=
466	Abigail	[no, no not really]
467	Anna	=but it would be more about ambitions I [suppose]
468	Abigail	[yep, yep] It is. It is ambition,
469		some of them (2) maybe (.) inside they do have the ambition but
470		they daren't admit (.) that you know, that maybe some of them do
471		think I'd like to do this but all these things have happened to me
472		and I'm never gonna get there, but its about saying to them you can
473		get there, you can do it, and I think this is what its all about really,
474		we're going to take you, this is what you can get so....
475	Anna	To show them what is available
476	Abigail	Hm hm, they um. Louise went, was it last week? Last week or the
477		week before to XX University and they did some (.) raft (.) building
478		things, I didn't go on but she enjoyed it I think.
479	Anna	That good. (1) Em, let me just see what else... (3) I suppose the
480		other thing, and you, you'll know loads about it was, I was, I'm
481		asking all different people just generally what they know about
482		looked after children and (.) learning more generally.
483	Abigail	Erm, I think it depends very much where they are, where they're
484		placed because kids that are in foster care (.) generally (.) em, in my
485		experience are attending school, em, their, their kind of (1) want to
486		learn is higher than kids that are in residential units=
487	Anna	mmm
488	Abigail	=trying to engage children in residential units is (1) (<i>slight laugh</i>)
489		very, very difficult (.) erm (1) but I think its like we've said it is to
490		do with aspirations and ambitions, erm (1) a number of kids that I
491		work with are very (.) you know they will try and to do their
492		homework and I think sometimes the things they struggle with at
493		secondary school are (.) you know obviously to do with not being at
494		primary school or (.) missing chunks of school previously
495	but...yeah.	
496	Anna	But I suppose move, and some of them have moved [around]=
497	Abigail	[that's it]
498	Anna	=haven't they?
499	Abigail	Yeah. When they've move schools they obviously missed things
500		they did at that school at this point and then they've, they've never
501		caught up with it, which is part of what our primary team does, you
502		know they would, they once they work with kids in primary school
503		they would still do the number work or the, the literacy work with
504		them=
505	Anna	yep
506	Abigail	=so that they're not, its all about (.) not being behind the other
507		children, that's what we do its just (.) making sure that they're
508		given the same chances as other children...so
509	Anna	I mean the, the children in the residential (.) units, do you think part
510		of that is like a culture=
511	Abigail	Yeah

512	Anna	=within?
513	Abigail	Yeah, at the moment in one of the units we've got we've got some
514		em (.) boys from Afghanistan?
515	Anna	right
516	Abigail	And they're placed there, and (.) because they've been accessing
517		work (.) one of the boys who lives there now will access work
518		which he wouldn't do before, because it's obviously there's five of
519		them but three of them are these Afghan boys and he's obviously
520		decided now it's the thing to, to access learning [which]=
521	Anna	[that's really interesting]
522	Abigail	=yeah.
523	Anna	So when the role models there or...
524	Abigail	Yeah. I think a lot of it's about not looking cool to eh, to learn, but
525		if the majority are learning then its no longer cool not to learn is it
526		so they'll join=
527	Anna	Right, kind of fitting in
528	Abigail	Yeah
529	Anna	Would you say, I mean I suppose that's something with Louise as
530		well that she, (.) that there is a real sense of really wanting to fit it, I
531		mean I think there are with all children aren't there? But did you
532		find that in your experience?
533	Abigail	Erm (1) not really with Louise because I think she's very typical of
534		(.) a girl her age, you know I don't look at her and think, some of
535		the kids I work with are (.) out of step with their year group and you
536		can really, they kind of wear a bit of a badge that their vulnerable
537		children and, you know their in this situation but Louise's definitely
538		not like that at all. If you saw Louise in the street (.) you wouldn't
539		look and think there's something strange about her (.) or (.) you
540		know she's in this situation, she doesn't look vulnerable, she
541		doesn't come across vulnerable erm so I don't think in terms of
542		being looked after she's thought I've got to fit in with these people=
543	Anna	no
544	Abigail	=she'll have arguments with her friends just like all, all students do.
545	Anna	What do you think it is about Louise, I know this is a really difficult
546		question, but what do you think it is about Louise that (2), that
547		made her, I suppose in some ways its talking about more resilience
548		isn't it? Its made her not (1) wear being looked after as a badge for,
549		for an excuse or anything like that what do you, what do you think
550		it is that ...?
551	Abigail	I think (.) I think it could be her carers erm I think the support she
552		gets from home, she lives with erm a couple so=
553	Anna	yeah
554	Abigail	=perhaps and with Phillip perhaps she sees herself as being in a
555		family unit there (.) where as the girl who I've got whose really
556		quite vulnerable lives with one woman on her own and maybe (1)
557		you know I know that Louise's carers <u>really</u> actively encourage her
558		to get involved in you know sports at school, she's done kind of
560		rounders or something the XXX team stuff and the university stuff
561		and I think (1) maybe they don't treat home as being foster home=
562	Anna	no
563	Abigail	=maybe she's, it's, she's been accepted as part of that family and
564		she doesn't see her, her background <u>now</u> her situation now as being

565		(.) that of a looked after child whereas there are some children that
566		are kind of well aware that they're living in a foster home and its
567		foster mum and (.) you know its erm. You know Phillip, has taken
568		foster mum's second name=
569	Anna	right so that's her settled
570	Abigail	=yep. I guess that Louise feels that same but I know that Louise's
571		mum kind of, in conversations with Louise, she said she wants
572		Louise to keep her birth mums name and=
573	Anna	Yep, yep
574	Abigail	=But obviously you know the way that em, her foster carer is with
575		them, you know she has really taken on the role of mum for them
576		so..
577	Anna	And that's made a huge difference.
578	Abigail	And I think school as well, I think (.) there aren't a lot of schools
579		where they've got a mentor or a learning manager who I know
580		Emma has been doing some key skills work with her hasn't she and
581		you know, she obviously knows her inside out and Louise feels
582		confident and comfortable to go and speak to, to Emma so, I
583		probably think it is the fact that she seems to have quite good
584		support network around her she's not isolated or ...
585	Anna	I think your right cos when she was talking about being at the
586		previous high school (.) she'd said that she didn't really like it and
587		one of the reasons she gave was that (.) there wasn't consistent
588		teachers in lesson so even for English you have three or four
589		different [teachers]=
590	Abigail	[yep]
591	Anna	=and, and she said you know so they didn't really know what they
592		were doing and so I think there was no (.) not much chance to form
593		any kind of relationship with anyone and that's difficult for kids
594		anyway but I suppose if you've got secure relationships (.) at home
595		you're alright with it, but for, but for those like Louise who, who
596		didn't you know, its all moving around short-term foster care (.) it
597		must be hugely important to get that at school
598	Abigail	Yeah, I'm guessing at that point she was at Meadows that's em,
599		North Haddow way so I'm guessing she wasn't (.) with (.) her
600		current foster carers.
601	Anna	No she said she wasn't she was on a short-term foster placement.
602	Abigail	Right, which will have added to the, the issues in school wouldn't it
603		because she's not got anything secure at home nothing secure at
604		school so...
605	Anna	Ok, I just, I suppose we're coming to the end its just if there is
606		anything else you think I haven't asked about Louise that's
607		important or...
608	Abigail	This is her PEP, I just printed it off for you. I mean you can take all
609		this, I don't know if it's any use. Em=
610	Anna	That's be great.
611	Abigail	(<i>shuffling through paper</i>) =they do short term targets and long term
612		targets, these were her short term targets (.) erm from March.
613	Anna	Right.
614	Abigail	To attend all lessons, not to get any C4's, continue to get
615		achievements
616	Anna	Are C4's erm ...

617	Abigail	Yeah they get, if they're talking in lesson they get a C1, they have a whiteboard, if they talk again or do something else they get a C2 and it's a warning system and if they get a C4 then they're given detention.
618		
619		
620		
621	Anna	Right so it's to try to stop her getting detention.
622	Abigail	But that was all to do with her (.) giddiness in lessons cos when she gets going (.) she is impossible to calm down you have to actually remove her (<i>laughing</i>) from the classroom but again I think (.) you know maybe there are quite a few kids that (.) go a bit over the top sometimes.
623		
624		
625		
626		
627	Anna	Yeah, absolutely, would she, I mean (.) when you initially started working with her or at any time that you've been working with her has she been (.) going through patches where she was getting into trouble more or has it been quite settled.
628		
629		
630		
631	Abigail	No. No, well yes she's been settled but maybe there's been erm like two or three week where she'll, she'll go off and (.) you think there must be something going on in her head or there must be something going on with mum or something=
632		
633		
634		
635	Anna	right
636	Abigail	= and its not like (1) massive issues but maybe the giddiness will start or, she once wrote a rude word on a bit of paper and ended up in isolation (.) which you know its nothing (.) dramatic but sometimes Louise doesn't think before she does things where as some kids might write a rude word and then throw it away, Louise held it up in front of the teacher so (.) she got a day in isolation.
637		
638		
639		
640		
641		
642	Anna	So there are little blips where possibly there could be something else going on.
643		
644	Abigail	Yeah, mm hmm.
645	Anna	Right
646	Abigail	Which I think (.) because we understand the situation that their in, you know it's not making, well I suppose it is making allowances but... (<i>turning pages</i>) so she's been accessing these curriculum activities (.) she's been doing the rounders and stuff then she's been coming here and doing the key skills with Mrs Smith.
647		
648		
649		
650		
651	Anna	Right, so,eh will that be reviewed again in Sept, will that be updated in September?
652		
653	Abigail	Yeah, I think its supposed to be every three months or something, there should be another one by the end of the year it probably will be September.
654		
655		
656	Anna	And does Louise come to that?
657	Abigail	Yep
658	Anna	So she gets a chance to say what
659	Abigail	Mhmm, I think this one Miss Smith and the social worker just, I think Mrs Smith just e-mailed it (1) but I'm, I'm pretty sure she'll have a discussion with Louise about it, about the targets. I mean that's just like progress reviews, do you want to take them and have a read, there might just be something in there that's (1) I kind of most people just write what they've done but I tend to write a bit of a (.) long winded way of em writing pretty much how the session went and em (.) you know why things happened or if something has kicked off, so there might be some interesting bits in there.
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661		
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664		
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667		
668	Anna	OK that's great thank you.

669	Abigail	Erm it only goes up to (.) end of April.
670	Anna	No that fine that's lovely (1) That's great thanks, I think we've (.)
671		pretty much covered everything then haven't we?

Appendix XI **Transcript 6**

Conversation with Annette (Social Worker)

Line	Speaker	Text
1	Anna	So really the first one was just, the first question was could you tell me a little bit about Louise.
2		
3	Annette	I have been involved with Louise for a few years now erm, I became involved, she was in a foster placement before this one and she's been in this foster placement for about coming up to (.) four years erm and I've just got involved with her towards the end of her last foster placement=
4		
5		
6		
7		
8	Anna	Right
9	Annette	= and that'd broken down now that had and so I've known her for quite a while and I'm social worker for her brother as well=
10		
11	Anna	Right
12	Annette	=so I know the family (.) quite well, erm (.) and Louise always comes across out of (1) there's Louise and her older brother who I'm involved with and out the two although she's the younger she always seems the one more mature and she has a really good, I think a really good understanding of you know why she's in foster care and her family as well you know she's really impressed me how for somebody that age=
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14		
15		
16		
17		
18		
19	Anna	Yeah
20	Annette	= you know, she said she knows (1) she knows what she wants from her family but she knows they won't be able to give her that and what she's said just recently is that (.) whatever they will give her she'll accept, but she won't, you know if they disappoint her she'll try not to be too disappointed and I've never known a young person that age to accept it like that.
21		
22		
23		
24		
25		
26	Anna	So she's mature about [it]=
27	Annette	[yeah, yeah]
28	Anna	= actually she mentioned that to me when I was talking to her and I was really amazed at her level of maturity in terms of saying well I'll just try not to get too disappointed if my mum lets me down which (.) really amazed me.
29		
30		
31		
32	Annette	Yeah I know, cos her brother who's older than her he's, he's (1) really angry about (.) eh, his family and how they let him down and, and she you know, since I've known her I've never seen any of that.
33		
34		
35	Anna	Right (1) What's her relationship like with her brother do they see each other much?
36		
37	Annette	No, erm, I've supervised only about a couple of contacts between them and she wants to see him but he won't say why but he doesn't want to see her at the moment=
38		
39		
40	Anna	Right
41	Annette	= and I don't know what that's about.
42	Anna	How's she taken that?
43	Annette	Well I've not said he doesn't want to. I just tried to say where he is at the minute its difficult for him, erm he was in residential and then he's in a young offenders now erm (.) so I've tried to sort of say that (1) when he's more settled then I'll go see about supervising, cos
44		
45		
46		

47		when she was, when I have supervised it, its gone well, you know
48		they've got a little bit giddy but you know its gone well and he's
49		been quite protective of her, [you know]=
50	Anna	[yes]
51	Annette	= erm (.) but its only been a couple of times and that was quite a long
52		time ago now =
53	Anna	right
54	Annette	=and erm, they don't ring each other (1) erm, and neither of them
55		have really asked for that either, its mainly mum and em (1) her
56		grandad, her maternal grandad who both of them seem more attached
57		to but (.) all the family let them down.
58	Anna	Right, do, do think that obviously you were just saying there about
59		Louise is so mature, you know, not (.) trying not to let, if her family
60		let her down not to effect her too much, do you feel that's the way
61		she's been from the first moment you were involved with her or do
62		you feel that's been a progression?
63	Annette	I think a progression cos I know before I knew her I knew some of
64		them foster placements had broken down and I think a lot might have
65		been to do with erm, you know (.) her presenting behaviour because
66		of (.) being let down by family erm but erm since I've know her since
67		she's been at this placement, she's just, I think, I don't know what it
68		is if it's the carers or she's just at that situation in her life where she's
69		just realised that its, but it seems young isn't it to get to [that stage]=
70	Anna	[yeah, yeah]
71	Annette	= now, erm and I mean she does get unsettled when erm, because her
72		foster carers just said to me recently that (.) family seem to know
73		when she's settled, it's like an inbuilt radar she described it where
74		somehow they know she's settled and then they ring and then they
75		promise her she could go home, they'll buy her this (.) erm and it
76		dun't happen and now erm Louise got to the point where she wrote a
77		letter to her mum and sent it saying I didn't ask you to buy, to
78		promise to buy me these things, you offered, I don't need 'em, all I
79		want to do is see you and you promise me these things and then (.)
80		you let me down (1), erm so to get to that stage=
81	Anna	Yeah, yeah
82	Annette	= it makes you feel angry on her behalf you can't really do anything
83		about it cos we erm (.) we'd (.) we tried to arrange contact I was
84		going to supervise at first so that, just to make sure everything was
85		alright and that mum turned up, cos erm we had a few goes at contact
86		and eh I think mum just came to a couple and then there was various
87		reasons why she didn't turn up one of them was on the <u>day</u> (.) of
88		contact=
89	Anna	Right
90	Annette	= and er Louise just took it, in fact I was with Louise, I'd gone to
91		pick her up to take her to contact and then I got this message from
92		mum saying she wan't coming and Louise just said that's how she is
93		(.) and eh, and so we'd stop contact for a bit until mum had come into
94		the office to talk to me so I could stress to her, you know this is
95		having an impact on Louise erm and if you're gonna be in her life
96		you've got to be consistent, erm and she never even made it into the
97		office so (.) and how we are now is erm I'm still trying to get her to
98		come in to see me (.) so we can set something up but then she tells

99		Louise its us stopping her seeing her and she'll fight for her its so
100		annoying [isn't it, (laugh)]=
101	Anna	[its very difficult]
102	Annette	= yeah.
103	Anna	So has it been left to you sometimes to break the news to Louise oh
104		you can't see your mum, she's not come or...?
105	Annette	The carers really good as well, erm (.) I mean we've done it between
106		us really cos carers tells her that, you know this is how your mum is
107		you know and we've been honest really with her that erm we've said
108		to her your mum loves you, we know she loves you but, she can only,
109		and we've said this to Louise that she seems to be only be able to
110		deal with one child at a time, when Josh's in her life (.) she's all
111		focused on Josh, he's in young offenders now, now she's coming
112		back to Louise (1) and erm, she seems to accept that that's how mum
113		seems to be you know, she can only think of one at a time you know=
114	Anna	Yeah
115	Annette	=but then (.) you know it isn't consistent.
116	Anna	So what, obviously before erm she was in foster placement she's in
117		now which is going really well you know and has been consistent
118		because it's coming up for four years=
119	Annette	Yeah
120	Anna	= before that she went through a few foster placements that broke
121		down (1) and (.) what, what do you feel has made the difference
122		between when you first met her and now.?
123	Annette	I don't know, maybe, I don't know she's doing, she's doing more in
124		school erm (1) I don't know if it's the foster carers or (.) just how she
125		is at this stage in her life cos there's no, nothing that you really put
126		your finger on (.) why the change now because it was, I mean she
127		comes from a really chaotic background and that followed her (.) in
128		so far into foster placement but whether its now where she's got this
129		placement long term (.) and she knows that=
130	Anna	Yes
131	Annette	=she has called her foster carers mum and dad [which]=
132	Anna	[oh does she]
133	Annette	= yeah which annoyed her mum though cos her mum found her (.)
134		text message I think Louise had text her mum and said me mum
135		meaning foster carer mum and so that caused a bit of friction [there]=
136	Anna	[yeah]
137	Annette	= cos she said I'm your mum they're your foster carer (.) erm so it
138		sounds like she's just more attached where she is, I mean there's ups
139		and downs em (.) there's it's a bit difficult at the minute cos (.)
140		Louise wants more independence and foster carers (.) I think it isn't
141		just Louise, I think they're a bit reluctant with any child, same as
142		their own I think as well to let them have that independence in case
143		anything happened, you know what I mean.
144	Anna	Yes, yes.
145	Annette	Erm, so (.) I think Louise would like a bit more and they've said
146		when we can trust you=
147	Anna	Yeah
148	Annette	= but like Louise said and again, there's some maturity there cos she

149		said how can I get to the stage where I can show them that I'm
150		trusted when they [don't]=
151	Anna	[don't]
152	Annette	=yeah, so =
153	Anna	It, it sounds a little bit like the argument you'd have with your mum
154		and dad you know and I suppose (.) do you get that a lot, is it, is it
155		slightly more difficult for foster carers because (.) like you say if
156		anything happened, I mean if anything happened anyway if its your
157		own child it would be awful but do you think there's another pressure
158		because its someone else's child, do you think there's of element of
159		that?
160	Annette	There could be I thinks these carers are a bit maybe (.) I don't like to
161		say over protective because they rightly are protective, you know
162		what I [mean]=
163	Anna	[yes]
164	Annette	=but they do I think erm, cos we've got, there's another foster child
165		there who've we're having the same issues, her social worker is erm
166		(.) and its difficult (1) I find it difficult knowing how much to step in
167		on Louise's behalf to the foster carers and say let her do this when
168		(1) she's in their home and their acting as parents, although she's on
169		care order and we're joint parents, you see what I mean?
170	Anna	Yeah
171	Annette	=and you don't want to upset the foster home (1) and then it's worse
172		for Louise, do you let it go and see how things go (1) really just to
173		keep it settled or do you step in and say well know I think she should
174		be doing this and, you know, I've tried to do that with things like
175		well if you invite your friends back to the house then carers will see
176		their alright (.) erm, you know.
177	Anna	How often do you speak to Louise's foster carers, I mean is it quite a
178		regular conversation that you have with them?
179	Annette	It depends, sometimes we're in touch quite a bit and then other times
180		there'll be gaps, if it's settled there'll gaps where I'm not involved
181		and I'll just wait for them to call me if need be=
182	Anna	Right
183	Annette	= so its sort of (1) and a lot is workload as well, if its settled you tend
184		to leave it (.) and then I'll just ring occasionally and check up how,
185		how things are, you know as well as doing the stat visits, em (1) but
186		sometimes I tend to leave it as well for them to ring you if anything
187		has happened as well.
188	Anna	How often are the stat visits?
189	Annette	Because she's been there over the time she has, it's three monthly.
190	Anna	Right and do you speak to Louise at those times at home as well=
191	Annette	Yeah
192	Anna	=as part of it?
193	Annette	Or in the meantime, sometimes I have taken her out, I took her out
194		recently but I haven't for a while and then I was really conscious then
195		of thinking I've not (.) taken her away and talked to her, you know,
196		well away from the foster home, erm cos I think we're supposed to
197		see them on a one to one basis on stat visits but sometimes its in the
198		foster home and that can still be a bit=
199	Anna	Yeah cos if they wanted to say=

200	Annette	= Yeah, cos you know if it's a small house you know, the carers are
201		only in the other room (<i>laugh</i>) in't it, you know, erm so I have taken
202		her out (.) recently but again a lot depends on (.) your workload as
203		well.
204	Anna	Yeah, yeah, yeah. Does she talk about school (.) to you?
205	Annette	Erm, only if I ask her how are you doing, how's school, what are you
206		doing, she (.) erm she always says she enjoys it and she's involved
207		you know with the XXX team, they do activities after school and
208		that, she really likes that
209	Anna	Does she?
210	Annette	And eh, she's been to the, you know the (.) open days at universities,
211		she really likes that.
212	Anna	What does she, does she tell you about that, like does she volunteer
213		that and say oh I've been.
214	Annette	Mainly again I'll say oh how did it go? (<i>laugh</i>)
215	Anna	Yeah
216	Annette	Em and then again with reports and that, I'll say what, how you
217		doing and that, and then she'll show me the report usually, the carers
218		sometimes said oh you've got a good report show Annette it.
219	Anna	Is that, would that be part of your responsibility to kind of oversee, to
220		have a read through of her reports as a parent would and just to check
221		that=
222	Annette	Yeah I mean they usually go to carer, erm and we'll get (.) we used
223		to get a sort of end of term report but (.) they tend to just go to carers
224		now and I think really we should get a copy as well=
225	Anna	yeah
226	Annette	= erm and then you know I'll have a look at carer's report, I think we
227		should get, we used to get a copy though for a long time we've never
228		go them=
229	Anna	Oh right
230	Annette	= And then we, you know personal education plan (2). We were just
231		saying today at the team meeting how they're, they're, it depends, it
232		seems to depend on what school and which teachers (.) some schools
233		are really good but (.) erm, you know you're having a bit of a
234		meeting or doing the review abit over the phone and others aren't.
235		Louise's haven't been too bad.
236	Anna	So they, sorry, they let you do the review over the phone.
237	Annette	Unless there's some big issues and then you'd need another meeting
238		but erm, if its roughly the same we can do it over the phone, the first
239		one you do as a meeting and then if there is anything big erm you
240		know or (.) if there is some major problems and or anything then you
241		go in and do a meeting. But em (3) I struggle with that in that carers
242		get a copy so Louise'll see that but it tends (2) from my point of
243		view, I tend to think of it as its something we have to do and we've
244		done it and I (.) I don't know about other workers I've not really
245		looked back on that and compared (.) erm, you know, erm (.) grades
246		and things like that it gives you and idea of if they're doing their
247		homework, if they're late or (.) things like that.
248	Anna	Yeah, what's your, what's your impression of where Louise is with
249		her learning in terms of I suppose academic abilities, do you know,
250		are you told about that?
251	Annette	Only (1) I think, from what I can gather, you know she's doing OK,

252		you know, average ability (.) erm but the grades and that erm (.) I'm
253		at a bit of a loss on what they should be at and where, you know what
254		I mean, where they are, I do tend to believe that the school and then
255		if there is any problems them to say to me she in't meeting her
256		targets, you [know]=
257	Anna	[right]
258	Annette	=I've found it a bit (.) baffling, the, you know the grades=
259	Anna	Yeah
260	Annette	= its been explained to me and I still (.) you know, when I was at
261		school it was like A,B,C, D=
262	Anna	Yeah
263	Annette	=and now its all these different=
264	Anna	Different types
265	Annette	=yeah (<i>laugh</i>) I do struggle, yeah.
266	Anna	So who's your link person with the school then?
267	Annette	I usually speak to Emma Smith=
268	Anna	Right
269	Annette	=in school.
270	Anna	Yep, I've spoken to Elaine about Louise, so she's your link in terms
271		of just catching up to make sure (.) so, so I suppose then she, if there
272		were any concerns about Louise she would have to highlight it to
273		you?
274	Annette	Me and carer yeah. Or if it was me I suppose ask us to come in but
275		erm, usually over the phone.
276	Anna	Did you know Louise when she was accessing her previous High
277		School?
278	Annette	Erm, trying to think, which school was that?
279	Anna	It was Meadows.
280	Annette	Briefly, yep, briefly then, and then she went to Cherry Trees, yeah.
281	Anna	Because she was, she was describing that to me that she didn't really
282		like it, didn't really like it there. Did you notice a difference?= 283
283	Annette	No
284	Anna	=between her at those times?
285	Annette	No, I don't think she ever said she didn't like [it]=
286	Anna	[right]
287	Annette	= or anything, no.
288	Anna	I mean it maybe that she's only realised she didn't like it when she
289		moved to the school she's really enjoying a lot and looks back and
290		thinks oh= 291
291	Annette	Yeah
292	Anna	=so you, you didn't notice that she wasn't enjoying that.
293	Annette	No.
294	Anna	Was that at the time when the foster placement was breaking down?
295	Annette	Yeah, because then when she come over here then she moved, she
296		moved to Cherry Trees, yeah. 297
297	Anna	So was there some quite difficult behaviours at that time?
298	Annette	Cos I'd only just got, I'd just got involved as it'd broken [down]=
299	Anna	[right]
300	Annette	=and I'm trying to think (4) trying to think what her behaviour was. I
301		think she'd made some allegations against the carers which were
302		looked into but were, you know, not found to be, you know, erm (1)

303		but I think it was generally, I think then as well she, she was more
304		hoping to go home then when I first got involved erm, but then
305		because I did worry when I remember taking her to this foster
306		placement and worrying how, you know if that had, if she'd get
307		settled because then she seemed to be wanting to go home, but then
308		like I say when she got there (.) I don't know if it was the foster
309		home or she just realised you know, mum's being saying I'm coming
310		home for all this time and I've not
311	Anna	Yeah (.)so maybe it was her age that she was at an age where she
312		could=
313	Annette	Yeah, could be, yeah. I mean there is sometimes now where she says
314		(1) erm, you know she never says that she doesn't know if she want's
315		to be there, but she said to me sometimes, you know, they're too
316		strict and things like that, but a lot of foster kids say that. I think (.)
317		apart from that independence thing=
318	Anna	Yes, she's =
319	Annette	I mean she seems=
320	Anna	I mean she said to me, you know, that she's quite happy there. In
321		some ways (1) it I mean, I'm thinking back to you know when my
322		mum and dad told me I couldn't go out, you do kind of rebel, you
323		fight against that don't you, in some ways it shows that (.) people
324		care about you=
325	Annette	Yeah
326	Anna	=so it might be that although she's a bit fed up by it, it does, it does
327		show that they do care what happens to her.
328	Annette	Yeah, yeah. I know she's weird with things like that and she showed
329		me the park where she can go and it wasn't very far away but (.) you
330		can understand, you know she is, she's only fourteen but she looks a
331		lot [older]=
332	Anna	[yes]
333	Annette	=but I think that's a worry as well, she seems older than she really is.
334	Anna	Yes, yes she does look older than she is.
335	Annette	Yeah
336	Anna	Has she talked about what she's like to do in the future?
337	Annette	She said about university or (.) erm I think foster caring as well,
338		being a foster carer but I know university she's talked about.
339	Anna	Yeah, has that been since the visits or was she talking about
340		university before she went on these visits?
341	Annette	More since then.
342	Anna	Since then.
343	Annette	Yeah, yeah
344	Anna	What has she said about it?
345	Annette	Erm I'm trying to think which course it was (2) I think it was
346		something to do with social worker course that she'd like that or
347		foster carer, that sort of thing=
348	Anna	Yeah
349	Annette	=erm and err she said that what's she'd like to do but apart from that
350		she's not really said a lot more (1) I think its really good that she
351		went, that she's enjoying these open days at uni as [well]
352	Anna	[yes] Do you, I mean do you find (.) with the looked after young
353		people that you work with (.) that a lot of them (.) don't really have

354		aspirations for university and things.
355	Annette	Definitely, you know (1) I've got Louise and I've got (2) is it two,
356		maybe two others that academically erm, you know really enjoy
357		school and get a lot out of learning and, and so yes I've got three out
358		of a case load of about what (.) thirteen, fourteen (<i>laugh</i>) and the
359		others just, you know a lot of them really, they either don't go to
360		school or (.) erm you know they have no interest really no (.) you
361		know no plans (.) of what they might want to do or to go on to
362		university.
363	Anna	Why do you think that is?
364	Annette	I know, we keep talking about that, why would it be that (3) I don't,
365		cos a lot of the foster carers I know do go to the parents evening so
366		(.) they've got that backing they've got somebody supporting them to
367		go, erm you know, taking an interest (4) there just seems to be (2)
368		there just seems to be like erm (1) not can't be bothered but like a
369		lethargy=
370	Anna	Yeah
371	Annette	=you know what I mean erm, (2) I don't know cos social services
372		make a lot of decisions and plans and they, and just think oh it'll just
373		happen if its going to happen, I don't know.
374	Anna	So what do you mean social services make decisions on behalf of the
375		young people?
376	Annette	Yeah and more in their, trying to think of how to put it (2) you know
377		like we'll, we'll arrange contact with parents, we'll take them here,
378		you know what I mean, things like that so in a lot of respects we're
379		doing a lot for them (2) I don't know, but then if they were your own
380		you'd do that (<i>laugh</i>) you'd take them places=
381	Anna	Yeah
382	Annette	= and I don't, I just don't know. (1) But I've got a lot like that.
383	Anna	Do a lot of them who, who aren't engaging very well (1) are a lot of
384		them (.) in a similar situation to Louise they are actually now in quite
385		a stable placement and or do you feel it could, might be something to
386		do with (.) because Louise talked about it when she was younger,
387		when she was in Primary School and she was still (.) with [mum]=
388	Annette	[yeah]
389	Anna	=she talked about (.) not really engaging in school because her head
390		wasn't there=
391	Annette	Yeah
392	Anna	=and you know she was kind of, she was thinking about other things,
393		she was worrying about her mum, she was worrying about, so
394		although school wasn't her main priority at that time and (1) I just
395		wondered whether you know, you were saying the ten cases you've
396		got at the moment, could it be that that's a situation or would you say
397		actually no, that now they are in a fairly stable environment like
398		Louise?
399	Annette	A lot, erm I was just thinking of just one of mine=
400	Anna	Yeah
401	Annette	=where (.) he's, he's on care order but with mum on a placement
402		parent and (.) he, you know he was settled with mum and you know
403		with mum the only issue we had there was the education where we
404		were keeping the order on and yet for a good, over a year I'd say he
405		just wouldn't go to school and we put a lot of things in and different

406		resources to try and get him to go on a part time timetable, translink
407		and allsorts =
408	Anna	Yeah
409	Annette	= and (1) nothing, translink worked but nothing else did, so just
410		thinking there that wasn't the case but on another of my cases he
411		didn't go to school when he lived with mum and now he's in a really
412		stable placement and he's, there's issues at school but he's really
413		coming on and he enjoys school, so I think yeah, that's a good point
414		that, that you know it's the worrying about what's happening at home
415		and the family can't concentrate on education, yeah I think that's a
416		good point (1) and that'd relate to you know quite a few of mine.
417	Anna	You think that that might be linked?
418	Annette	Yeah, yeah.
419	Anna	So in the case where the boy's with mum, he's not, is that he's not
420		going to school?
421	Annette	He's finished school now but just [now]=
422	Anna	[right]
423	Annette	=but em (.) before then, we tried everything and he just wouldn't go,
424		but then mum (.) she dun't put a lot of store on education and his
425		sisters, he had two older sisters if anything happened with them (.),
426		they dint go to sch, we know they went occasionally, that was it erm,
427		and mum dun't put a lot of store on education and I think a lot of
428		that, it was easy for her to say well don't go you know cos he'd say
429		I'm not feeling well and she'd say you know, well he's ill he can't go
430		and she admitted now that looking back there want owt wrong with
431		him and he could have gone. (1) So (.) I think as well if you've got
432		somebody there who says education is important=
433	Anna	Mmm
434	Annette	= they make sure you're up, you're at school (1) cos we'd said we'd
435		expect a parent, if he in't going to school to take him, drop him off at
436		school and then you know, at least you'd done as much as you can,
437		but then she said she would but she never did.
438	Anna	I mean what (2) I suppose cos that, like that's one of the other
439		problems that I've been asking people, you know just tell me what
440		you know about young people in care and their learning (1) generally
441		and to a certain extent some of that's been answered (1) em in that (.)
442		you've got experience of young people where they just don't have
443		aspirations for their future in terms of university or education really
444		at all. (1) I mean, you describe Louise of kind of average ability=
445	Annette	Yeah
446	Anna	= from what you've got from school. (2) In your experience what
447		have the other young people in care, in terms of their academic
448		abilities?
449	Annette	Erm, I've got one, she's, erm she's hoping to go to university as well,
450		and I think she's sort of (.) average, just above average I think she is,
451		erm (1) but most of them I think I've got are either average or below,
452		a little bit below.
453	Anna	Do you think that's because (1) they have some learning difficulties
454		or do you feel its because of their experience of, and maybe not being
455		in school as much as they, they could?
456	Annette	I think its experience a lot of it, cos I've just got one where we've
457		just got a statement on him and (1) a lot of his is concentration erm=

458	Anna	Right
459	Annette	You know, I think he could do it but only in short bursts, you know, its nothing, you know, he's (.) erm, he's no learning difficulties or anything like that and I think that was again because of his (.) background, you know it was chaotic, mum again didn't (.) make sure they went to school all the time erm (1) and that's, he's got two brothers erm, and a sister and the two brothers who I'm involved with they're same, you know <u>now</u> as their in a foster placement (.) you know their going to school, they're doing well.
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465	Anna	Right
466	Annette	But struggling concentration wise
467	Anna	Right. But again in that situation it's been, they're now in a foster placement where it's quite secure and they're, they're now starting to go to school and doing better [at school].
468		
469		
470	Annette	[Yeah] Yeah.
471	Anna	Just one of the things that Abigail from the XXX team was saying, when I spoke to her, em (.) she said that, that Louise was quite unusual in that she had aspirations to go to university and, and do all these things and I'd said, because I was speaking to another young person who is in care, em about her aspirations for the future and she'd said, well I'm quite happy (.) to maybe just have a job in a pub, or something, she said I want something sociable, I don't want to have to work too hard, I'm quite happy to live in a council house and I'm not that bothered about having a lot of money=
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479	Annette	Yeah
480	Anna	= and that kind of got me thinking about (.) Oh, well is that (.) is it, you know (.) our, our beliefs and values, well people, you know, children should go to university and they should do all this and they should you know succeed and get a lot better jobs, or is it, you know, or is it just that actually some young people just don't want to do that, but then Alison said (.) that (.) she kind of said yeah but it's, it's probably because not a lot of them have ever (.) had conversations about university, there's been no expectation that they'll go, there's been no one to say you can go, you could do it, there's, there's not been (.) the opportunity there, so she felt that (.) it might be easier for a young person to say oh I don't want to=
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490	Annette	Yeah
491	Anna	= because (1) they've maybe not had (2) the kind of conversations with people about the possibility of =
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493	Annette	I think that's it yeah, an, and I've got (.) eh, another young person, he's seventeen now so he's left school, but he was (.) eh at college and em (.) I thought, you know, he's done really well, he's at college em, and then he just give it up like that =
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496		
497	Anna	Oh
498	Annette	= em, and now, you know, he doing nothing, you know we wondered if that was, like you say, because none of, no one in his family have gone to college or anything like that.
499		
500		
501	Anna	Yeah
502	Annette	Erm (.) and, I don't know, it's just the, the aspiration, I suppose. Although he got to college, so he did it=
503		
504	Anna	Mmm
505	Annette	=but then (.) then just dropped out.

510	Anna	Did he say why?
511	Annette	There's lots in his fam, well, his mum, um, was back on the scene and he went to live with mum and things like that, you know so and but, again, I think (1) he was putting his needs aside and thinking of her because he's, bec, so, cos he's not at college, he's with her all the time and he's checking she's all right and, and again it's that just being able to think of one thing, in't it?
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517	Anna	Right. But not being able to do both.
518	Annette	No. Yeah. Because that's another thing where I suppose a lot of other (.) children not in the system could maybe deal with it or but because their problems are so intense, in't it? Maybe he can only deal with one thing, in't it?
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522	Anna	Sorry, children who are not in the system as in children who aren't looked after.
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524	Annette	Yeah.
525	Anna	Just more like general population.
526	Annette	Yeah. Could maybe (.) um, you know, I don't know, deal with more than just one thing. You know, like, say, if the parents divorce, maybe still be able to deal with the school and, and that (1) eh, but I suppose our looked after children tend to have had maybe that many years of (1) that difficult lifestyle, I suppose it would be difficult to (.) you know, be able to think about one thing than that, I don't know (1) because it does make you think, you know, what=
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533	Anna	Yeah, when you stop to think about it.
534	Annette	Yeah. Yeah.
535	Anna	I suppose you don't get an awful lot, because you've got such (.) a heavy workload and you've got a lot on, I suppose you don't get often an opportunity to stop and think=
536		
537		
538	Annette	No.
539	Anna	=about that.
540	Annette	No. That's, and, and I think as well because of that, because you don't really get a chance to think about it, sometimes, I know I get frustrated when (.) you know, particularly with that young person, when he did drop out of college. Why? You know, you=
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542		
543		
544	Anna	Yeah.
545	Annette	=and now to be doing nothing and to have (.) no (.) aspiration, you know, he's getting a personal allowance in from Sands Leading Care Team and that's quite, you know, he's happy with that, he's getting some money coming in here but not planning ahead. And you try and relate it to yourself because you think at 17 what were you thinking and doing then.
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551	Anna	Yes.
552	Annette	And, but then his (.) family just (.) you know, the, um (.) the, you know, receipt of benefits, not planning ahead, you know, just sort of living day to day, erm, accommodation, erm (1) you know, not even having your own tenancy, you know, and moving from place to place, you know, and that's what he was doing now, moving from place to place with his mum with nowhere to live and so that's an impact, isn't it, on education.
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559	Anna	Yeah.
560	Annette	But when I go and see him I get quite frustrated thinking, you know, I can see what he should be doing, (laugh) and it's hard to like shake
561		

562		him up and say, you know, start planning now.
563	Anna	Yeah. Have you spoken to him about dropping out of college and...?
564	Annette	He just seems real (.) I don't know, just (.) tired all the time and just,
565		oh, you know
566	Anna	Right.
567	Annette	I want to be with my mum and, you know, I need to make sure she's
568		all right (1) And I think part of that as well, although mum says (.)
569		you know, um, you need to do something, I think she's quite (.)
570		flattered that, you know, she calls him her little shavio and she's
571		flattered that he's wants to be with her, I think as well he's filling her
572		need because so many years she's not had him and there again, um (.)
573		it was only a few years ago that he got back in touch with her, ah,
574		and he hadn't seen her for a long time. So, she remembers him how
575		he was as a little boy and he plays that little boy as well.
576	Anna	Right.
577	Annette	So, I think maybe, and a lot may be, might be the same sort of thing
578		where...
579	Anna	Mmm. How' s...? When Louise sees her mum, how's Louise with
580		her mum?
581	Annette	Um (3) well we have, we, one time we had it in the family centre, the
582		first one, and Louise, I asked Louise where she wanted the first one
583		and she said the family centre because that would make her feel
584		safer. She knew the family centre. Um, and she'd taken, um, I think
585		it was a life storybook she'd taken to show mum and she was really
586		(.) keen to show her this=
587	Anna	Right
588	Annette	= and, um, mum looked through it but (.) she didn't really, I don't
589		think she appreciated (.) what Louise had gone through.
590	Anna	So, who had made the life storybook with Louise? Was that...?
591	Annette	The carers has to go along usually to do that and she's got these
592		carers now adding to that and she's got=
593	Anna	Oh, I see.
594	Annette	Yeah.
595	Anna	Oh, right. Is that something that Social Services, it's like something
596		you said is a good thing to do?
597	Annette	Yeah. Any (.) photos of people involved in her life or, and birthday,
598		Christmas cards, you know, and if there are any achievements and
599		owt like that they usually put in there.
600	Anna	Right. Is, is the life story from the moment she went into care?
601	Annette	Should be.
602	Anna	Or does it cover (.) who her mum is and...?
603	Annette	Um, I don't think, well, with Louise I don't think she's got one
604		before care because she still has contact with them, you see, but is
605		they weren't having contact we'd have photos of family.
606	Anna	Right.
607	Annette	Um, but, um, it's just heartbreaking with Louise, she's, eh, because
608		another time, eh, we had it in the bowling alley in Westford and mum
609		turned up late, eh, bout a half hour late, and I'd (.) arranged to
610		supervise it, I think it was a couple of hours or something like that
611		and after about an hour mum says, oh, I've arranged for somebody to
612		pick me up to take me back. Then she could have had longer with

613		her and, ah, you know (.) Louise knew this and, but, again, handled it
614		really well and a lot would've kicked off against that.
615	Anna	Yeah
616	Annette	But she, she handled it really well.
617	Anna	So, she's very mature even when she's with her mum then.
618	Annette	Yeah. I mean, sometimes get (1) if you're looking at 'em, I don't
619		think you'd tell that mum was her mum (<i>laugh</i>)
620	Anna	Right (<i>laugh</i>)
621	Annette	You know? Em (1) there dunt seem many (2) I suppose because
622		they're out and they're having a good time, erm, but there dunt seem
623		many distinctions.
624	Anna	No.
625	Annette	And I've seen her with her brother, Louise's brother, and (.) you
626		know, they're just, again, you know, it din't seem like a mum role, it
627		was like a friend (<i>laugh</i>)
628	Anna	Yeah.
629	Annette	It's just, it's a shame, you know, because I think Louise, I mean, she
630		needs her mum to be a mum and be there for her but, um, I'm just
631		really impressed with her, how she's (.) coped with all that and then
632		still can concentrate, you know, on other things, her education
633		and..(2)
634	Anna	Yeah (2) What do you think Louise's learnt then about, you know (.)
635		about her experiences or from her experiences, I suppose, since
636		you've known her? What, what, what do you think that she's (.)
637		learnt, really, about (.) I suppose about life or...?
638	Annette	I think, eh, a big thing is that I think she'll, she'll get disappointed
639		and to accept it, which is sad, and she shouldn't have to at that age, I
640		think (2) so, in a way expect to do, from her family, I think, to be
641		disappointed but not from, I think she knows that she can rely on
642		foster carers, you know, and, and I hope she knows she can rely on
643		me but, em, (1) and I think she's learning (.) to a lot of extent it's
644		down to her, you know, what she makes of, of life, you know, and
645		we've said to her about, you know, it's, it's lovely to have your
646		family but at the end of the day, it's down to you, you know.
647	Anna	How did, does she respond to that quite positively, when you say
648		that?
649	Annette	Yeah. I mean (.) um (1) we never (.) you know, make any (.)
650		negative remarks about family or anything. We always see, you
651		know, we're upfront. I mean, if I've asked mum to come into the
652		office and she hasn't, Louise will say to me, did me mum come in,
653		eh, and I'll say, no, she din't and she han't got in touch with me and
654		I'll, and then I'll just leave it at that and just to be honest and say and
655		I'm trying to get in touch with her but it's down to your mum. You
656		know, it's up to, it's, she's got to get in touch now with me and, um,
657		a lot wouldn't be able to handle that, <i>I don't think</i> .
658	Anna	No.
659	Annette	You know? (1) Yet she does.
660	Anna	Would you say Louise is (.) kind of one of (.) one of your success,
661		not your success stories but in terms of the caseload that you've got?
662	Annette	Oh, yeah, cos she's such a pleasure to be with, you know, I mean,
663		when you go and see her, um (.) and I say I know her brother and
664		he's totally different (<i>laugh</i>) so, even from, it's down to her, I think,

665		because even from the same family, her brother, he's got completely
666		different behaviour and she's always, you know, just polite, even
667		when I've had to disappoint her with, about her mum.
668	Anna	Yes.
669	Annette	Erm, and, because often it dun't matter that it's mum that's not come
670		into contact, it's you, because you've told her, isn't it?
671	Anna	You're the messenger.
672	Annette	Yeah. Um, but, you know, she's just plain absolutely fantastic about
673		it. You know? (.) Just really good.
674	Anna	Thank you. I just wonder, is there anything else you think that I, that
675		I haven't asked?
676	Annette	Eh, I can't think, it's got me thinking about (.) how to look at it and,
677		yeah.
678	Anna	Yeah. It's, sometimes it's nice to have a chance to have a
679		conversation about a case, isn't it?
680	Annette	Yeah.
681	Anna	Do you get like supervision and things?
682	Annette	Yes.
683	Anna	So, do you do that type of thing in supervision?
684	Annette	Well, yeah, we look at, (.) a lot is what has been happening, you
685		know, and any concerns. It's, a lot of the time it's if there's a lot, any
686		concerns, I mean, you're discussing, you know, about things like that
687	Anna	What, actually what to do?
688	Annette	Yeah. Yeah. It's not often that we sat down and sort of, you know,
689		so-and-so's doing really well, you know. It's, you're mainly, we just
690		bring to the supervision the ones that you want to talk about because
691		you're having difficulties, with (<i>laugh</i>), you know?
692	Anna	Yeah. Yeah, it's quite nice sometimes to talk about someone who,
693		who's doing well and=
694	Annette	Yeah.
695	Anna	= and, and achieving.
696	Annette	Yeah. Because I think in this job as well, it's, you can get quite (.)
697		negative and sort of lumping every young person the same, you know
698		when you've got a few that won't go to school or won't (.) do this,
699		you know what I mean?
700	Anna	Yes.
701	Annette	And that, and then that can get knock-on effects with you and you
702		can feel negative, and it's nice to have (.) some, you know, that are
703		doing really well and you can, oh, no, they're not all the same and=
704	Anna	Yeah. I found that a bit when I was, this is actually one of the
705		reasons I thought about doing the case study because I found when I
706		was reading through the literature, quite often, and you know, to a
707		certain extent it's like looked after children are lumped as this group=
708	Annette	Yeah
709	Anna	= you know, that (.) their educational outcomes are poor and, you
710		know, they don't often go to university and they get very poor GCSE
711		results and it, and there's quite a lot on, well, what things help them
712		to do well and what factors are risk factors, um (.) but there's been
713		very little that's kind of looked in depth at a case and I know you
714		can't, eh, you can't generalise in terms of cases because each, each
715		young person is unique.

716	Annette	Yeah.
717	Anna	But it's quite nice to get an insight into=
718	Annette	Yeah
719	Anna	=a case where (.) actually where there's some, you know, success
720		and, and=
721	Annette	Yeah.
722	Anna	= and a lot of learning going on. And what, what seems to me, like,
723		that Louise's developing into a really mature (.) woman, you know=
724	Annette	Yeah.
725	Anna	= who, who'll be able to do what she wants to do.
726	Annette	Yeah. I've got another, um, young person, you know the one that
727		was on the statement, just got a statement?
728	Anna	Yeah.
729	Annette	And he, em (.) em (1) that's similar to that as well in that, you know,
730		now as he's settled he's, um, you know, really, he's coming on and,
731		and, you know, and, again, when I first took the case, I read the file
732		of information on him and thought, no, not another, you know,
733		difficult behaviour and, um, you know, not going to school and all
734		this, you know, and then (.) when, when I met him, eh, he'd been in
735		this placement for, for a while. Em, really we were getting him back
736		into mainstream school because at that time he wasn't in mainstream
737		school and, em, and he just went from, you know, bad to really great,
738		you know, em, and that (.) it makes you think (1) like you say, on
739		paper, then, he looked, it was a lot of negatives, and now, if you look
740		at him now, he's a different kid. He in't like that kid, kid that you
741		can read in the file.
742	Anna	Yeah.
743	Annette	And, again, that's (.) eh, you know, it's up and down because when
744		he has contact, we've noticed at school the next day (.) he can be a
745		bit difficult then and when he, when he knows he's got contact (.)
746		that day at, at school his concentration's not so good.
747	Anna	Mmm, understandably.
748	Annette	Yeah. So, it just makes you think how much they must worry about
749		home life.
750	Anna	Yeah. Yeah. And just out of interest, because I'm just thinking about
751		this, um, and we've just got a bit off but is Pam a success story?
752	Annette	Yeah, I'd say because she's, again, you know, she, I mean, she,
753		she's, it's up and down at school and she gets a lot of detentions and
754		things like that.
755	Anna	Does she?
756	Annette	But school have said (.) they think she always will. You know, it's
757		Pam. You know, which is nice, I think, of the school to say, that's
758		Pam, you know, we'll just accept it. She's going to get into trouble.
759		One of her things is that she just (.) dun't, she can't accept anybody
760		giving her any advice, you know, like, an example is that apparently
761		she was trying to work out a maths problem and the teacher just, as
762		she was passing, saw she was struggling and said, do it like this, so
763		Pam was really annoyed at this teacher had come to her when she
764		wan't asked, (<i>laugh</i>), to help her. And we're saying, but that's her
765		job to come and help her and she goes, but I didn't ask her to and she
766		says, anyway, the way I was doing it was right. But we said, but you
767		got it wrong, so it can't have been right, you know, and, eh, so she

768		has real difficulty, you know, accepting that, but I think, I think she,
769		that will be her, she just=
770	Anna	Yeah.
771	Annette	You know?
772	Anna	Quite headstrong sort of thing.
773	Annette	Yeah. And her foster carer's brilliant cos, you know, I mean,
774		sometimes when I phone and Pam has been telling me something
775		that's happened at school where she was in the right and she was
776		unjustly tret and at the end of it I don't know what to think anymore
777		(<i>laugh</i>) =
778	Anna	Yeah
779	Annette	= I'm like, I'm just totally lost, who said what? What happened?
780		Because she's just going round and round in circles and in the end
781		the foster carer just comes in and says, enough, that's it stop (<i>laugh</i>).
782	Anna	Right.
783	Annette	And she's the one that can say, you know, that stops it where, you
784		know, I'm, because you've always got in the back of your mind that
785		you've got to listen to the child but in the end she gets me going
786		round in circles, you know? (<i>laugh</i>)
787	Anna	Yeah (<i>laugh</i>) she's bright, isn't she?
788	Annette	Oh, yeah. And, again, a difficult background too. To be able to get
789		to that stage, you know, be able to concentrate and where she's at (1)
790		yeah, and she's again (.) lovely, you know, isn't she?
791	Anna	Yeah, really nice. Yeah.
792	Annette	Yeah.
793	Anna	Funny.
794	Annette	Yeah.
795	Anna	As is Louise. Louise's so funny.
796	Annette	Oh, yeah.
797	Anna	Good sense of humour.
780	Annette	Yeah. We've got some really, really good ones and even more
781		difficult people (<i>laugh</i>)
782	Anna	Yeah.
783	Annette	Yeah. I think if they (1) want to learn as well they're more open, in't
784		it as well, yeah. But what makes them want to learn (1) I don't know.
785	Anna	No (1) Do you find that your job's quite difficult in terms of, you
786		know, there's like a lot of, Looked After Children is a massive area
787		for government, isn't it, and it's like, yeah, you have to push results
788		often.
789	Annette	Yeah.
790	Anna	Do you, do you feel that pressure?
791	Annette	Oh, I just think, when I'm dealing with them, it's just like, as long as
792		you're doing, like I was taught by, you know, my parents that as long
793		as you're doing your best.
794	Anna	Yeah
795	Annette	I always think that's tough myself, you know? You hope for the best
796		but as long as the, you hope for really good grades and everything
797		but as long as they're putting every effort in and they're doing their
798		best and you're providing as much (.) help as you can, you know (.)
799		that's fine, as long as, they know that they've tried their hardest.
800	Anna	That's all you can do.

801	Annette	Yeah.
802	Anna	In, I mean, you know you were saying like, there's like (.) out of fourteen cases, there's maybe three or four who are, who are doing well at school=
803		
804		
805	Annette	Yeah.
806	Anna	=attending and all these types of things, so with the other ten, I mean, do you feel like, oh, there's a lot of pressure for us to try to (.) to improve their educational outcomes or is that not really your main priority with, when you're working with them?
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808		
809		
810	Annette	I think we get quite some, quite a lot of, well, there's a lot of pressure to get the, you know, the personal education plans in but I, I feel that once you've done it, the, the pressure to actually look, you know, I was saying before how actually looking at grades and seeing, you know, had they improved the last time=.
811		
812		
813		
814		
815	Anna	Yes.
816	Annette	The pressure seems more to be, get this done and then put it down for government, well, it's done.
817		
818	Anna	The personal education plan's done.
819	Annette	Yeah, it's done, not=
820	Anna	Not what's happened with it.
821	Annette	Yeah. Yeah. [I, I feel that with mine but]=
822	Anna	[Right. That's interesting]
823	Annette	= erm, as long as you've done it (.) you know? I mean, I struggle with, as I said, you know, do you get it out again and compare (.) and I suppose apart from, apart from like the next PEP meeting (.) I don't know who has (<i>laugh</i>)=
824		
825		
826		
827	Anna	Right.
828	Annette	And so you think, well, what is the point of that.
829	Anna	In doing it.
830	Annette	In doing it, yeah. It seems more like it's this government figure that we've got to say we've done that.
831		
832	Anna	So, is it a bit more like a tickbox, do you think?
833	Annette	I think so.
834	Anna	Do schools feel it as well? When you've spoken to schools, do they find it useful to prepare?
835		
836	Annette	I haven't heard one that has said that it's been useful myself, I mean, a lot of schools you have to chase, depending on what school or (.) which teacher, because I've had some where they've been really, really good, um, and then others where I've had to really, really chase them and say, look, this is out-of-date now, it needs doing.
837		
838		
839		
840		
841	Anna	Yeah
842	Annette	Um, so it's (.) different schools, I think, and different teachers.
843	Anna	Do you get the impression that different schools (1) view the young person in care differently? And I know there are different, I know they are different children in different schools but do you feel that different schools have got, em (1) I suppose different outlooks (1) on, on the young person in care and how they're treated or how inclusive they are or anything like that?
844		
845		
846		
847		
848		
849	Annette	I've not really felt that. I mean, I have some teachers say if they won't for a looked after child, they'd have been excluded and we've kept him in but (.) I don't, I don't really know. You know, I mean,
850		
851		

852		I've had (.) some schools that have been really good about (.)
853		difficult behaviour and they've kept 'em in, in inclusion rather than
854		excluded 'em, erm (.) but others (.) I've not seen a difference.
855	Anna	No. It's like they're behaving like this and so they're, this is what's
856		going to happen, like anyone else.
857	Annette	Yeah. Yeah.
858	Anna	I've just got one other thing and then I think that's it. Do you think
859		that Louise, em (1) I suppose thinks it's important that other people
860		know that she's in care? Do you, do you get some young people who
861		don't want to be known that they're in care, they want to kind of just
862		fit in almost with their peers?
863	Annette	Yeah, yeah.
864	Anna	Do you...? What...? And how do you find Louise?
865	Annette	Erm (1) she's never really (.) she never really bothered, because I
866		have got some that I can't go into, they don't like you going into
867		school, if you've to pick 'em up, I've waited somewhere else because
868		they don't want their friends to know. Um, but Louise, she's never,
869		never said she's bothered.
870	Anna	No.
871	Annette	No. Um, I've never really asked (.) no, I don't think I've asked
872		Louise what she's told friends, if she's told them she's in care or
873		anything.
874	Anna	I think she has.
875	Annette	Has she?
876	Anna	Yeah, I think she said that she has, um, because she finds it helpful,
877		because (1) I think sometimes I think it helps her with it, if she talks
878		about it.
879	Annette	Yeah. That's good. Because I've had some who, if I've had to take
880		them out of school and they're worried about what to say when they
881		go back in and, um, and I've just said, well, you don't, if you don't
882		want to tell them, just say you've been to the dentist or something.
883		You don't have to tell them that reason, um, you know, what, that
884		you're in care or anything. But I know a lot as well, they don't like
885		review meetings because that makes them different. Health
886		assessments, I've had a lot saying, what do we need a medical for,
887		because other, your own, you'll only take them to doctor's if they
888		fell ill=
889	Anna	Yeah
890	Annette	= you know, and I've had a lot saying, well, why do we have to, (.)
891		and a lot, when they get to a certain age, if they don't want to have it,
892		they can refuse it. (1) But then it is difficult explain, because I know
893		it's, there's a reason why it'd better to have one when other people
894		don't, yeah, yeah.
895	Anna	How often do they have to have one?
896	Annette	It's yearly.
897	Anna	Right.
898	Annette	So (1) and, again, I think, um, you know, we've got to get (.) um,
899		figures in that we've done it, you know, or at least we've offered
900		it.(2) So, that's, that's difficult, you know, and then opticians as
901		well, you know, well, em, I've had a lot saying, what, I can see all
902		right, what do I have to go to an optician's for, you know?
903	Anna	And is that yearly as well?

904	Annette	Um, no, some are two-yearly. I think that's just really, you know, if
905		there's any problems will go, you know, to, you know, just to
906		monitor it. But it's all things that you wouldn't (.) really take your
907		own unless (.) they were having problems (<i>laugh</i>), you know.
908	Anna	Yeah.
909	Annette	Um, but I would just say, well, you know, it can detect other health
910		problems, it in't just a sight test, you know (1) and a lot, you know, a
911		lot will go but some, some refuse.
912	Anna	But I suppose it is like saying a little bit like, oh, well, you're looked
913		after, you're in care, so you have to go and have these medicals.
914	Annette	Yeah.
915	Anna	And they could be like why?
916	Annette	Why, yeah.
917	Anna	But Louise's not been bothered.
918	Annette	No, she's fine, no. Yeah.
919	Anna	She's quite laidback, isn't she?
920	Annette	Yeah, yeah. She always amazes me, how different she is, you know,
921		to her brother (1) It's strange, you know.
922	Anna	Does she talk about her brother (.) to you?
923	Annette	Not a lot, she, she'll ask if I've heard from him sometimes, and and
924		there was one thing where it did (.) cause her a lot of, sort of, (1)
925		searching. What, what it was was when, when, before Josh was
926		sentenced to the young offenders, he was doing a lot of things, you
927		know, that he shouldn't have been and, and getting into a lot of
928		trouble and, and his mum was still having contact with him and
929		Louise really struggled, well, when he's doing these bad things, why
930		does my mum see him and my granddad sees him and none of the
931		family want to know me and I'm being good? And that was really,
932		really difficult.
933	Anna	What did you say to her? How did you try to...? How do you
934		explain that?
935	Annette	I think it's just, it's (.) just about impossible.
936	Anna	Yeah.
937	Annette	Because, em (.) I can't remember what I actually said because I
938		think, again, I just went back onto that, about (.) family not being
939		able to (.) you know, see all the children together, you know, that it's
940		just, you know, it's Jordan's time but then, you know, it'll be Louise
941		time soon. And it in't because, you know, she's been good or he's
942		been bad and because she saw that as a reward for him being bad and
943		she said, what's the point in me being good when he gets all these
944		things and he's being bad. So, that was really, I think, a massive step
945		for her, to be able to keep being good=
946	Anna	Yes
947	Annette	= then and I think it's just down to her (.) just for some reason
948		knowing that this is right and wrong and why he can't see that and
949		she does (1) Because that was a massive thing, that, and granddad at
950		the time as well had, um, um, didn't want anything to do with Louise
951		because Louise had told us things that had been said in the foster
952		home and when I had to raise this with them, eh, not in the foster
953		home, with (.) family, there at the family=
954	Anna	Right. Yeah.

955	Annette	=and when I had to raise this with, um, mum and granddad, they just
956		cut Louise out and just said, you know, she shouldn't be sneaking to,
957		to Social Services and what happens in families is in the family, you
958		know, and, and then she was cut up again (.) because of that. But
959		what I just said to Louise is that she did right to tell us, really proud
960		of her that she did. I mean, it was nothing=
961	Anna	No, no
962	Annette	= major but it was something we needed to know, things that were
963		being said.
964	Anna	So, Louise knew that that's what mum and granddad had said about
965		her, that she was being sneaking to you.
966	Annette	Yeah.
967	Anna	That must have been so hard for her.
968	Annette	Yeah. Ah, because her granddad had told her, you know, well, we're
969		not seeing you cos you can't keep your mouth shut.
970	Anna	Oh.
971	Annette	You know? And so the things that she's had to put up with and to be
972		so level-headed, I don't know how she's done it.
973	Anna	No.
974	Annette	You know? And at that age you'd expect rebellion, you know, but,
975		um, she's, because, em (1) we're worried that because mum dun't
976		live far away, that (.) Louise will just go and see mum or granddad,
977		but she never ever has.
978	Anna	Right.
979	Annette	So, yeah.
980	Anna	So, we'll just have to hope that, ah, that it kind of stays like that and,
981		you know, when she gets=
982	Annette	Yeah.
983	Anna	Well, I suppose when she gets older and she wants to see them, then
984		she can do, can't she?
985	Annette	Yeah.
986	Anna	But just hope that it doesn't rock the boat, you know, when she's
987		doing so well.
988	Annette	Yeah. But, I mean, there's dad and I've never ever met dad. He just
989		won't meet with me, erm, I've rung him. I've spoken to him once
990		on the phone and that was only because I'd rung mum and he was
991		with mum. They'd separated but he was with her at the time and
992		once I've spoken with him. And you'd think he'd want to put a face
993		to a person in your daughter's life, wouldn't you, but (.) erm, no, and
994		she, em (.) she spoke to him on the phone once at contact, em, and
995		she said to him, when am I going to see you, and eh (.) he, she'd said,
996		you need to be speaking to me social worker to arrange, you know,
997		when I can see you. Oh, yeah, I will and he just never, never
998		responded. His phone's always off and when I rang it, he dun't,
999		never responds. I've visited late on in the evening when I thought he,
1000		because he works and I thought he'll be in from work now and he
1001		never, either not in or not answering the door. So, she's got a lot to
1002		put up with.
1003	Anna	Yeah, she does, doesn't she? She doe (1) but doing really, really
1004		well.
1005	Annette	Yeah. Yeah.

1006	Anna	And it's, I suppose it's fortunate that she's got people around like you and like Emma Smith and like the foster carers who are consistent and who are there for her and don't let her down and=
1007		
1008		
1009	Annette	Yeah.
1010	Anna	= and give her all the positive messages about, about, you know (.) how well she's doing.
1011		
1012	Annette	Yeah.
1013	Anna	Right. Thank you very much. That's been really helpful.
1014	Annette	Is that ok?
1015	Anna	Yeah.

Appendix XII Transcript 7

Conversation with Jane (Foster Carer)

Line	Speaker	
1	Anna	So the first one was really just, tell me a little bit about Louise
2	Jane	She's a lovely girl, she's quite outgoing (1) she's clever and she
3		underestimates herself a lot. She thinks she's stupid, she's always
4		saying I can't do it, I can't do it (.) but she's not she's really very
5		clever.
6	Anna	Right, when did Louise first, if we go back to <i>when you first met</i>
7		Louise, can you tell me how that came about?
8	Jane	Em, it were quite unusual really, em (.) my support worker had been
9		talking about her to someone else and I were listening, ear wiggling
10		like you're not supposed to, and I heard her talking about this really
11		distressed, really troubled eleven year old girl, and at the time we'd
12		not got a placement so I said you know tell me about this eleven year
13		old girl and she said no you're doing babies, we're not having this
14		eleven year old girl and I said yeah but you were just talking about
15		how much trouble she were and how much hard work and that she's
16		got major attitude so I'm just wondering if she's just not with the
17		right person because (.) all eleven year olds have got attitude and
18		they're all troubled to a degree at eleven aren't [they?]=
19	Anna	[yeah]
20	Jane	= cos they're finding their feet, em so she told me a little bit about
21		her anyway and then just left it at that she said no, she kept saying no
22		and the weeks went by and I just kept (.) How's that eleven year old
23		girl? have you found a placement for her yet? And she kept saying no
24		we haven't found anywhere and I said please just give me a chance,
25		you know let me meet her, let me see, anyway she finally caved in
26		and let me speak to Louise and we just hit it off (.) almost straight
27		away, eh she came to house, they said that she'd got em, major
28		attitude, she'd got attachment issues, em that she didn't do em (1)
29		any loving or any (.) you know any parent and child?
30	Anna	Mmm
31	Jane	So I were quite on guard when she came to meet us and when she
32		were leaving I said can I give you an hug before you go, I thought I'd
33		better ask rather than just launch, you know launch myself at her?
34	Anna	Yeah
35	Jane	And she said yeah and hugged me back and the social worker were
36		like oh my god, I can't believe she just did that, em and that were it
37		she moved in a week later. And that were it, she's a completely
38		changed girl, she'd no self-esteem, she thought she were ugly, she
39		thought she looked like a boy (.) she didn't really like herself very
40		much all she's ever heard were negative things from her previous
41		carer, it were all negative, everything about her were really negative
42		and I mean now as you can see she's bouncing with confidence.
43		She's still quite negative towards herself, she still thinks she's not
44		clever but she is, wish she could you know, sometimes I just(.) I just
45		wish I could make her see that she's really absolutely, just really
46		clever but she just (1) she just underestimates herself al' time, I can't
47		do it, I can't do it.

48	Anna	With like homework and [things?]
49	Jane	[Everything], everything about everything
50		em I mean at first it was doing her hair, you know just silly things
51		about our appearances? It were like she just scraped it back in a
52		bobble and then it were, Louise why don't we straighten your hair
53		and put some colours in it and why don't we you know, have some
54		layers? No I don't want to be girly. Oh ok that's fair enough and then
55		it got (.) you know why don't you dry it? I can't. Shall I straighten
56		your hair then? Yeah, why don't you? I can't.
57	Anna	Right
58	Jane	I want to wear make-up but I can't put it on and all that, she's just
59		really, really negative about herself.
60	Anna	When she (.) first came here, was it like a gradual transition do you
61		think because obviously you said she's built in confidence loads and
62		things, was it a gradual or do you almost feel instantly =
63	Jane	No it were gradual, it took a long time to break down Louise's
64		barriers. She had lots of barriers up against everybody (.) em and it
65		took quite a long time for those barriers to come down cos she
66		struggled with, she'd got a lot of problems with her family had
67		Louise when she came, em (.) her family gave her a lot of negative
68		views, a lot of negative ideas about life you know?
69	Anna	Mmm
70	Jane	Em, she had a, a really distorted view on (1) life really and how to
71		function in life em, and it were just breaking that down em, she had
72		quite a lot of em (.) issues with contact with her parents, she felt this
73		this, as they do this loyalty to her parents =
74	Anna	Yeah
75	Jane	= so that meant that she couldn't get close to me because every so
76		often she'd sit and she'd get really close and she'd snuggle in (.) and
77		then it were almost as if she'd realise what she were doing and pull
78		right away and then stare daggers at me as if it were my fault that she
79		wanted to be comfortable but didn't feel able to be but (.) she's
80		gradually, I means it's really over this past year that (.) em, she's not
81		had a lot of contact with her mum (.) so I think she's, she's felt that
82		its ok to bond with us and she's sort of, finally part of, that she feels
83		like part of our family, she dunt think anything now of coming and
84		laying on me and snuggling me, giving me a kiss or asking me to
85		give her a kiss if she's not right and it's it's shifted but it's taken, I
86		mean she's been here three year =
87	Anna	Right
88	Jane	So it dunt happen over night it takes quite a long time. She had lots
89		and lots of issues when she first came, she was scared to death about
90		dying (1) she were always talking about dying, she'd not been here
91		very long and we had a really, really cold spell and they said they
92		were scared about em (.) it going below twenty or something,
93		freezing and what if I die? What if I freeze to death? I said Louise we
94		live in a house with central heating and we've got blankets and (.)
95		you know [covers] =
96	Anna	[yeah, yeah]
97	Jane	= you're not going to die, no you know not in this, not in Westford,
98		you're not going to die from freezing, but what if I do? And then (.)
99		she'd say things like, we'd be out and she'd pick berries off a tree,

100		don't eat them, why will I die if I do? And it were always about
101		dying but she han't done that for, for a long time now.
102	Anna	Do you think some of that, like with the cold spell and if she dies, do
103		you think that that was anxiety? Did she have a lot of anxiety?
104	Jane	She did have a lot of anxiety, she had a lot of, a lot of, em insecurity I
105		think, it were all her insecurities about (1), confusion about life
106		because like I say, her parents and her grandparents, where she'd
107		come from give her such a (1) negative outlook on life, everything
108		were negative, it wa' attack somebody before they attack you
109	Anna	Right
110	Jane	You know rather than (.) let's get to know somebody and you know
111		but she were always on the attack, always you know get in before
112		somebody gets to you sort of thing and that that's how a lot of
113		Louise's family are (.) unfortunately
114	Anna	And do you think that the previous foster carers, they were also quite,
115		quite negative?
116	Jane	Yeah, I don't think that they found any positives in Louise at all, this
117		women rung me up and (.) I really struggled to talk to her on't phone
118	Anna	Right
119	Jane	Because she were, she dint tell me anything nice, if I were speaking
120		about (.) you know if, if Louise were moving to you =
121	Anna	Mmm
122	Jane	= you know, she, she dint tell me about these amazing things, I mean
123		when I first met Louise, she's beautiful, she's got beautiful hair,
124		she's got a fantastic smile, she's got lovely blue eyes, she dint tell me
125		any of that, she just said oh she's got right attitude, you're going to
126		have some right problems, she dint give me any positives at all, she
127		dint say she were say that she were clever at school, or that she
128		helped out, she dint say anything nice, not one thing nice.
129	Anna	What did she say about Louise at school? Did she mention it?
130	Jane	She just, no not really, no school won't really mentioned much if I'm
131		honest, no.
132	Anna	So when Louise, em came to you (.) which school was she attending
133		at that time?
134	Jane	Em, it was a school in North Haddow,
135	Anna	Was it Meadows, was she at Meadows then?
136	Jane	Maybe, yeah Meadows, yeah that's right, that rings a bell.
137	Anna	I mean, could you, could you tell me a little bit about Louise in terms
138		of (.) her at school, you know kind of how, how or from your
139		perspective, how you've found (1) you know Louise's experiences in
140		school or if there's been a change since she's moved schools or =
141	Jane	Oh there's been a massive change since, since she's moved schools. I
142		think that's more to do with her environment, people (.) are now
143		taking an interest in her education whereas before she just went to
144		school because she had to go to school. (.)Em she really dint want to
145		move schools when she first came here, she stayed at Meadows for
146		quite a while, em but it were really difficult to try and (.)
147		communicate with school about Louise, because Louise was really
148		giddy in school, found it really difficult to keep on task, they were
149		constantly ringing me but it were really difficult because they're not
150		here, going backwards and forwards is really hard =
151	Anna	Yeah

152	Jane	= so we finally talked to her and said, you know this, this is like your
153		forever placement now Louise, I'm not one of these people that gives
154		up and sort of ships children here, there and everywhere, I like to
155		stick with it and I said I promise you as far as I can this is were
156		you're going to be so why don't you be in a school round here so
157		then we can bring you in part of family even more then you can be
158		like all the others. So she started at Cherry Trees (.) Cherry Trees
159		found her really difficult at first because she were really giddy and
160		em but she settled down amazingly well, far better than I think
161		anybody thought she would, she made friends (.) academically her
162		grades are just going up and up and up al' time =
163	Anna	Yeah
164	Jane	=and I think that's to do with her confidence now, she's got
165		confidence. Before she used to say you know sort of thing I'm gonna,
166		I'm gonna get a job in Morrisons when I leave school and now she
167		wants to go to university and she wants better, [do you know] =
168	Anna	[yes]
169	Jane	= what I mean? She's got higher aspirations and I think that's
170		because somebody's just taken an interest in her and showed that she
171		can, she can achieve, she doesn't just have to settle for (.) you know,
172		bottom.
173	Anna	Yes
174	Jane	She were always oh well it dunt matter, yeah it does matter.
175	Anna	So do you think that that her interests in university and thing have
176		come through the interest you've =
177	Jane	I think it's come via my daughter because my daughter's I university
178		you see and we're very, we're very, very (1) eh what's the word? (1)
179		Can't, can't think of right word to put it but, em (.) I believe in
180		education, I really want 'em because then they have choices when
181		they get older, they do their best in school and then they've got
182		choices then of where to go rather than em like me and me husband
183		who left school and didn't have any choiccs because we didn't have
184		an education so we didn't have a choice, we just had to take whatever
185		job paid a wage, whereas I want them to see that they can have a
186		choice=
187	Anna	Mmm
188	Jane	= you know, through education they can have a choice, they can take
189		their lives down a completely different track than just sitting on't
190		dole or whatever you know and my daughter's at university now,
191		she's training to be a social worker?
192	Anna	Right
193	Jane	Eh, me son's just (.) going into college now and then he's going to be
194		going to university hopefully em to do computers, he's going to do
195		IT (.) so I think (.) that because you're so pro-education, it's it's (.)
196		she's seen that it can be a positive you know instead of just
197		somewhere where you have to go every day to school.
198	Anna	Mmm
199	Jane	It's not, cos it's not I think it's, it's it open doors
200	Anna	Yes
201	Jane	Definitely, I mean it dint like I say, me and me husband
202		unfortunately dint have (.) the luxury of education (<i>slight laugh</i>)
203	Anna	So had Louise spoken about it then with your daughter and your son,

204		talked a little bit about university and what it's like =
205	Jane	She's spoke to me more, more than yeah and asked would we
206		support her through university and I said absolutely
207	Anna	That's brilliant
208	Jane	Cos she said if I, if I go home, my mum wunt support me through
209		university, I said oh you know, you don't know that do you Louise?
210		She said mmm, yeah I do but (.) you know if I stay with you will you
211		support me, obviously yeah, yeah we'll support you through
212		university, completely.
213	Anna	That's brilliant (1) When Louise talked about, when she was at
214		Meadows then and she talked about school, what types of things was
215		she saying about it? Was she at the stage when she was thinking (.)
216		oh well I'll go and work in Morrisons anyway?
217	Jane	Yeah, it was just like (1) em I mean she's, she's, she's just
218		completely different now to what she were then because she used to
219		say you know, Louise have you done your homework, I'm not
220		bothered (.) and she's just, she couldn't look at you and say I'm not
221		bothered
222	Anna	Right
223	Jane	Have you done your homework Louise? I aren't bothered, and that's
224		all you got from her, I'm not bothered (1) she were just really, really
225		different (.) that's all she used to say you know you'd say to her have
226		you brushed your hair today? I'm not bothered.
227	Anna	Right
228	Jane	She were just, you <u>can't</u> , you can't even picture her now being like
229		that can you because she's so not like that now.
230	Anna	No. And then she moved to <i>Cherry Trees</i> , and initially when she was
231		at <i>Cherry Trees</i> , would it, would it have been the same kind of not
232		bothered?= =
233	Jane	Pretty much= =
234	Anna	so there was, [it wasn't the change of schools that] =
235	Jane	[yeah, no]
236	Anna	= made the difference
237	Jane	No, I think it were coming here, I'm not trying to be [big-headed] =
238	Anna	[no]
239	Jane	= it were consistency, Louise had only ever been in placements, the
240		longest she'd been in was five months, prior to coming here, she's
241		been here three years, she's had that complete consistency the whole
242		way through and we give the same messages all the time, you know
243		education (.) well not just education but you know, personal as well
244	Anna	Mmm
245	Jane	You know look after, you've got to look after yourself and you've
246		got to and she's just come on (.) amazing, really, really well. I'm
247		really proud of her actually because she's, she's an absolute pleasure
248		to be around, she's lovely, she helps out, she's just, she's just really
249		kind, she's not the same young lady that first walked through our
250		door.
251	Anna	No
252	Jane	Definitely not
253	Anna	Because someone's given her a chance and had a bit of faith in her =
254	Jane	She was racist when she first came, <u>very</u> (.) <u>very</u> (.) racist and now,

255		not, not even in the slightest, in fact she would be the first to pull you
256		up if you were now =
257	Anna	Right
258	Jane	=because she just never had any values instilled into her and it was
259		the same with disabled, she was really awful about disabled people
260		until one day it just really upset me, we'd been out and she'd been
261		laughing at this lady in a wheelchair and I said Louise what if I were
262		in an accident tomorrow and I got disabled, would you stop loving
263		me? (.) and she went yeah (1) So I said alright then well lets turn it
264		on you, what if you were in an accident tomorrow and you were
265		disabled, would you want me to stop loving you? No, and she were
266		horrified, you know that realisation that it could be anyone of us, it
267		dunt, you're not always born like that, it could happen and I think,
268		she went away and she thought about it and she come back and she
269		said could that really happen to me? And I said it could happen to
270		anybody and you're laughing at these people, they don't choose to be
271		like that, they're just people.
272	Anna	Mmm
273	Jane	And then nothing were mentioned for weeks and wecks and then we
274		went in't supermarket and there were a lady in a, in a wheelchair and
275		Louise went over and asked her if she wanted her to help her with
276		something down off a shelf and me and me husband just went yes
277		[finally]=
278	Anna	[Oh that's=]
279	Jane	It's all that, it were all that, she were so negative about things and
280		now she's completely different
281	Anna	I suppose if that's all you've heard, that's the angle you, you, [you
282		look at it] =
283	Jane	[of
284		course]
285	Anna	= from the way it's been talked about =
286	Jane	Yeah. That's how her parents are, its not very nice but that, that you
287		know and it's not Louise's fault but that's it, that's how she were
288		brought up but now she's completely different, she's really caring,
289		she'd help anybody out, we've got an old lady next door and she
290		goes and she helps her out, she'd do anything for anybody now,
291		totally different, totally different
292	Anna	That's brilliant isn't it? (1) Does she (.) in terms of me, she'd spoken
293		a little bit to me about seeing her mum and contact and things (1)
294		how, how has that been? I mean I know it's, it's quite [irregular] =
295	Jane	[really erratic] em, her mum recently (.) em, well her brother
296		rang her two weeks ago and said, cos Louise had been trying to
297		contact her mum, texting her, phoning, e-mailing (1) eh and her
298		brother rang her and said eh, Louise don't ring your mum anymore,
299		don't contact her, she dun't want anything to do with you anymore (.)
300		because you keep running back to your carer (1) every time your
301		mum says owt you run back to your carer (1) so she were really upset
302		about that and she's been trying to get in touch with her mum ever
303		since but (1)
304	Anna	There's not been any response?
305	Jane	Not at all
306	Anna	That's so, that's so difficult, I mean how do you deal with that?

307	Jane	How does <u>she</u> deal with it?
308	Anna	Yeah
309	Jane	She's fourteen
310	Anna	Yeah
311	Jane	Because she keeps saying to me Jane, is it something I've done?
312		Absolutely not, it's your parents' choice, it's your mum's choice, it's
313		not about you
314	Anna	No
315	Jane	It's about what issues your mum's got that's going on, yeah but is it
316		because I'm close to you, I said well it might be Louise but you need
317		somebody in your life love, it's not (1) it's not fair for your mum to
318		not, to expect you not to have anybody because she's not around, you
319		know I've said I'm giving you the care that your mum isn't able to
320		give, somebody's got to and I said if your mum wants to take over
321		that role then she can, I'm not stopping her but in the meantime,
322		somebody needs to take care of you, you know and that's me.
323	Anna	Mmm
324	Jane	So and I said, you're mum obviously feels threatened, she's no need
325		to feel threatened by me at all, just I've got a common interest, I'm
326		looking after her daughter
327	Anna	Yeah
328	Jane	But I think that she does, I think she does feel threatened because
329		we've got (.) very different lives, very different values, but I mean
330		she's, my door's been open to Sarah (2) all the time, I've said she
331		can, she's more than welcome to come and visit Louise whenever she
332		wants and she just doesn't, I can't force her to visit her can I?
333	Anna	No. Have you, you've met her?
334	Jane	I have, she, she has been here twice (.) in three years but that door's
335		been open all that time, she could come whenever she wanted =
336	Anna	Yeah
337	Jane	= but she's been twice in three years
338	Anna	I think that was one of the things that when Louise was talking about
339		you that really valued, that you know you, you'd never said to her
340		that you can't see your mum or =
341	Jane	No, I wouldn't dream of it, I wouldn't dream of it.
342	Anna	No
343	Jane	No, no I'd have been mortified if anyone had done that to me (<i>slight</i>
344		<i>laugh</i>)
345	Anna	Mmm, yeah said that you can't. Yeah, that's just so difficult for her
346		(2) What, what struck me when I spoke to her, when she, she told me
347		a little bit about her background and her mum and things and (1) she
348		said that (.) she'd like learnt to not (.) to try not to get too
349		disappointed if she let her down and I just thought for a fourteen
350		year-old to say that, its so mature=
351	Jane	I know
352	Anna	= and so, so difficult
353	Jane	She is really mature and, and at the moment like I say she's
354		struggling now (.) because she thinks she's done something wrong (.)
355		and I said Louise, you're fourteen, what could you possibly have
356		done that were so wrong that your mum wouldn't want to see you? I
357		said its your mum's issue, it's not yours, do you know and it is in't

358		it?
359	Anna	Mmm, yeah
360	Jane	It's not her mum, it's not Louise's issue, it's her mum's. My
361		daughter could (.) do the most horriblist of horriblist things but I still
362		(2) would want to see her so do you know what I mean?
363	Anna	Mmm
364	Jane	It's not about the child is it? [It's]=
365	Anna	[No]
366	Jane	=about the parent
367	Anna	No, other issues isn't it?
368	Jane	Yeah
369	Anna	But she's (.) I mean she is speaking to you about it?
370	Jane	Yeah she chat's to me al' time, yeah
371	Anna	Which is the main thing isn't it? So even though she's obviously
372		going to be very upset about it, she's talking to you
373	Jane	She's constantly asking my advice and it, and (1) she's say what do
374		you think I should do? And I always say well it needs to come from
375		you Lou, it can't come from me. I'd love to be able to say to her right
376		I think you should write your mum a letter, well I do say things like
377		that but I (.) She'll say do you think I shouldn't bother with my mum
378		anymore, [what]=
379	Anna	[oh]
380	Jane	= do you think?
381	Anna	Yeah
382	Jane	And I keep saying Lou that in't really anything I can help you with
383		that darling, that's your decision (.) you know, you need to and I said
384		I don't think it's a decis, a decision you need to make anyway =
385	Anna	No
386	Jane	= your mum's always going to be there, she might be having a bit of
387		strop at minute but she's your mum.
388	Anna	Yeah
389	Jane	You know, so and she keeps saying what do you think I should do,
390		do you think I should ring her, do you think I should tell her? And
391		it's really difficult cos I want to say to her yeah I think you should
392		ring her up and tell her, tell her how you feel, tell her everything and
393		then I think no, that might just make it worse.
394	Anna	Yeah, yeah
395	Jane	Do you know what I mean?
396	Anna	And, and I suppose as long as you don't advise, advise her like that
397		because I suppose if you did and it [backfired <i>inaudible</i>] =
398	Jane	[Exactly, that's why I, that's why I always]
399		that's why I always come back and say ultimately I can advise you
400		Lou but it has to come from you, it's not, it's not my decision.
401	Anna	You talked a little bit about it was difficult when Louise was at
402		Meadows because schools would ring and it was difficult because
403		they were quite far away, do you have contact with Cherry Trees
404		now?
405	Jane	Constant contact with Cherry Trees because I mean (.) all of them, all
406		four of them were in Cherry Trees
407	Anna	Right
408	Jane	So I would drop em off at school everyday, I would pick them up, em

409		I get on really well with Cherry Trees, we've got fantastic
410		communication, not that I really need to now because at one point
411		Louise was getting excluded, and there were lots of things going on
412		but not anymore, it's all good, you know they get really good reports,
413		I don't feel the need to go in and [talk about her so]=
414	Anna	[That's great]
415	Anna	Wh, Who did you speak to about Louise, [was there a key person?]
416	Jane	[Eh, Mrs Smith, Emma
417		Smith]
418	Anna	Yeah, she's lovely isn't she?
419	Jane	Yeah, she is (.) she's lovely, it's just trying to catch her cos she's
420		usually here there and everywhere (<i>laugh</i>) Yeah, she's lovely.
421	Anna	What were, I mean (.) when (.) Louise first started there what were
422		the expectations in terms of her (.) like academically, how you know
423		achieving and things?
424	Jane	They dint really know because Meadows were really slow at sending
425		on (2) you know this is a problem they have with children in care
426		throughout, sending on files, you know from their SATs results and,
427		and things like that because the, they set their goals on those don't
428		they [you know]=
429	Anna	[yeah]
430	Jane	= on their SATs and they set their goals on them but they were really,
431		really, difficult, eh really, really slow at sending things like that
432		through so I think it were just, there expectations really weren't
433		really set, I don't think they had any expectations of her, she were
434		just (.) she were just a Looked After Child that needed to change
435		schools =
436	Anna	Mmm
437	Jane	=em and it, at first cos she were giggly and she took some settling
438		down I think that they were em (2) they, I mean Mrs Smith rang me
439		up one day and she said do you think we're doing right thing (.) sort
440		of having Louise in school? Eh when she's like this, do you not think
441		she needs to be back with her friends cos (.) I feel that's what she
442		needs and I said no I think she needs to form more friendships, she
443		needs to (.) learn that you can form new friendships, you don't have
444		to cling on to all your old ones=
445	Anna	Mmm
446	Jane	= you know you can have your own friendships but they're still there
447		and you need to be able to (.) walk into a room and form a new
448		friendship, you know in instead of just (.) being on your own, it
449		weren't long before she started joining in and (.) being alright. I'm
450		still not sure as to how long it took Meadows to get through, em
451		because we still didn't have any (.) predicted levels (.) I think for
452		about a year.
453	Anna	And what were her predicted levels?
454	Jane	Well they just weren't, she didn't have any at that point=
455	Anna	Right, yeah
456	Jane	= as I say, they dint, because they dint send it through, she dint have
457		any
458	Anna	Right
459	Jane	So her reports, eh (.) the, the like praise and stars, probably explain to
460		you what that is em, they always have a predicted level, well Louise

461		never had a predicted level, never had an expected level (.) just the
462		level she was at
463	Anna	Right
464	Jane	And I think that, that's same for all children, Looked after Children,
465		they got lost in system and its so wrong, they should make the effort
466		that things are passed on, definitely, definitely.
467	Anna	Because in some ways that could actually (.) be quite negative
468		because it could mean that some teachers in the school don't actually
469		have any [expectations] =
470	Jane	[yeah]
471	Anna	=because they're like oh well we don't know what she's capable of =
472	Jane	That's what they were saying, we went to parent's evening and we
473		were talking and that's what they were saying, well, well we han't
474		got any levels to go on, well find out then, you know ring the school
475		and find out
476	Anna	Mmm (.) and when you were getting her first reports and it just had
477		(.) where she was at, what were her levels like?
478	Jane	Pretty average, she were below average on a few things but not, not
479		much, nothing to worry about, just, just slightly below but its what
480		you'd expect maybe of a child that's been moved around you know,
481		and sort of no consistency again because her levels now have gone
482		up because she's consistent, she can see (.) we have reward systems
483		for their E1s, I don't know if she told you, if they get E1s which is
484		the top grade, they get two pound for every E1
485	Anna	Right (<i>laugh</i>) right
486	Jane	Em cos that's the highest sort of thing they can get so they're always
487		trying to get (.) the top that they can get is thirteen so they try and get
488		the twenty six pound
489	Anna	Right
490	Jane	You know for the thirteen, not quite made it yet but that's what
491		they're aspiring to you know=
492	Anna	Yeah
493	Jane	=its like a positive reward thing and its, so they love to get the praise
494		and stars because they come over the door oh look how I've done,
495		you owe me six quid [(<i>laugh</i>)] =
496	Anna	[(<i>laugh</i>)]
497	Jane	=but then you sit down and look at it with them you know but its
498		usually I need twelve pound Jane, all that
499	Anna	(<i>laugh</i>) And, and I suppose as well with part of that she gets the
500		money but she also gets that satisfaction that she's=
501	Jane	Yeah (1) yeah cos we look at it and we look at her reward and now
502		all her predicted levels (.) em (1) are a lot higher, a lot higher than
503		her estimated, you know the levels they are higher now (.) definitely
504		higher
505	Anna	That's brilliant. She, she was telling me that (.) she feels (.) quite
506		confident or alright in most subjects, maths is her, is her tricky one
507		(1) she finds that quite difficult=
508	Jane	But that's, a lot of that again it's confidence because she can actually
509		do it, I get quite frustrated sometimes cos she'll ask me to help her
510		with her homework when actually what she wants you to do is just
511		give her answer

512	Anna	Yeah
513	Jane	And I refuse to do, I will go <u>right</u> round the houses and all but write
514		the answer down but I will not give the answer
515	Anna	Mmm
516	Jane	And one day I were sat and I'd given her the answer, not, not actually
517		physically given the answer but (.) all but=
518	Anna	Yeah
519	Jane	= I said (.) so I knew that she knew but she just, she just, she's quite
520		unreceptive sometimes, I can't do it, I can't do it, I'm not doing it,
521		I'm not doing it, so I said right we'll come back to that one then (.)
522		and then she went back to it and said I can't I can't you'll have to
523		help me again so I explained it all again, I can't do it, I can't do it so
524		I said oh well I think that's enough time on that one question don't
525		you? Well, if I don't do that I won't get, so I said well it's up to you,
526		your choice so she sat there for about ten minutes and then she went
527		I've got it! And once it goes in then, then she knew it throughout (.)
528		the entire of it and she said but why dint you just give me answer and
529		I said because now you <u>know</u> that, I can't remember what particular
530		question it wa'=
531	Anna	Yeah
532	Jane	=but you know it because you had to work it out [and]=
533	Anna	[yeah]
534	Jane	=in here, you got the answer, u dint, I dint, I didn't just give you
535		answer so next time you come to question you think oh crap where's
536		Jane?
537	Anna	Yeah
538	Jane	You know, I said now you know how to work it out and she went, oh
539		yeah cos she thought I were being really hard on her cos I wouldn't
540		actually give her the answer but yeah she's a lot cleverer than she
541		gives herself credit for, a lot cleverer=
542	Anna	Yeah
543	Jane	=she just sometimes takes a little bit longer to get there that's all but
544		she is a lot clever than she gives herself credit for.
545	Anna	Does she talk about herself at school in kind of quite (.) positive
546		terms? I mean I know you said she's quite negative about herself =
547	Jane	She used to be but she's not now, she is quite positive, yeah (.) she
548		does, she does talk negative about, but its difficult because she's a lot
549		more positive than she used to be
550	Anna	Yeah
551	Jane	But she is still quite negative cos she'll, she'll come home and you
552		can tell by the look on her face that she's proud of this piece of work
553	Anna	Mmm
554	Jane	And you can just tell and then she'll you know, particularly with art
555		because she's a fantastic drawer (.) and she'll come home and she'll
556		say do you want to have a look at this picture, it's crap (.) you know
557		and you know she's fishing for a compliment, [do you know] =
558	Anna	[(<i>laugh</i>)]
559	Jane	= what I mean? Cos she'll go oh it's really crap (.) and then its
560		Louise it's really good that and she'll go oh no it's rubbish I think
561		I'm just going to rub it out and do it again and you know that she
562		doesn't think that at all and you can tell by look on her face (<i>slight</i>

563		<i>laugh</i>)
564	Anna	Yeah (<i>laugh</i>)
565	Jane	Do you know, it's, it's weird in't it?
566	Anna	Yeah I suppose quite a few kids do that sometimes [don't they?] =
567	Jane	[They do yeah]
568	Anna	= go oh its not [very good]=
569	Jane	[she's just], she's just not very sly about it, she's
570		quite, do you know what I mean?
571	Anna	Yeah
572	Jane	She's not, she's not perfected it
573	Anna	(<i>laugh</i>) Em, I suppose another thing which we've talked about quite
574		a bit was (.) has Louise talked about the future? You know in =
575	Jane	Very much (.) she's always talking about future
576	Anna	What does, what types of things =
577	Jane	She wants to be a foster carer (.) she just tells me all the time she
578		keeps to saying to me I want to be just like you (.) and I think cos I'm
579		only person that's ever shown an interest in where Louise's going,
580		you know Louise's future and so that's the only thing I could think of
581		she wants to be like me, she says but you change people's lives and I
582		want to do that =
583	Anna	Mmm
584	Jane	= which is lovely but I have said to her that she needs an education
585		(.) you know she needs to get an education and then she's got a
586		choice then, she can work and be a foster carer
587	Anna	Yeah
588	Jane	She can do both and I said and then you can change even more lives
589		then because then you've got the knowledge to do it (1) I just do it
590		through, I just absolutely love children as well, that's the only thing I
591		bring into it, I'm not right well educated, I'm not clever, I just, I just
592		love what I do=
593	Anna	Yeah
594	Jane	= you know but if Louise has got knowledge as well as loving what
595		she does then she can change more lives then can't she?
596	Anna	Yeah, what does she say when you say that? About you know, oh
597		you could go to uni and get a job [as well as]
598	Jane	[She agrees] she agrees, yeah cos
599		she knows also you can't walk straight out of school and be a foster
600		carer, you know because you've got to be of a certain age and
601		maturity to, you know to be able to be a carer so I said you can't just
602		come out of school at sixteen and, and bum around until you're
603		twenty six and then apply to be a foster carer because it (.) it just dunt
604		work like that you know? I said you've got to be able to bring
605		something into it
606	Anna	So do you have to be twenty six?
607	Jane	Well no, that's how old we were when we did it =
608	Anna	Right
609	Jane	= and we were youngest carers to ever be approved
610	Anna	Ahh
611	Jane	Me husband and me were youngest ever to be approved in Westford
612		anyway, I don't know about anywhere else, em (.) and I'd been
613		trying since I were twenty

614	Anna	Right
615	Jane	To get into it (1) so I know that you can't just do it [at] eighteen =
616	Anna	[No]
617	Jane	=you need a level of maturity don't you?= Absolutely yeah
618	Anna	Absolutely yeah
619	Jane	= you need your own home, you need consistency =
620	Anna	Yeah, yeah cos I can imagine it's a really challenging job=
621	Jane	It is (.) it is, nobody, nobody can ever (.) ever (1) em (1) prepare you
622		for
623	Anna	No
624	Jane	No, definitely not, not for the feelings that you get through it (.)
625		nobody could prepare you for that
626	Anna	And how rewarding it must be?
627	Jane	Oh massive, oh I love my job, how many people can say that?
628	Anna	Yeah
629	Jane	I don't think of it, I do really think of it as a job obviously but it's
630		not, it's just the lifestyle, I love what I do
631	Anna	Have you ever been tempted to adopt?
632	Jane	Em ,yes (1) quite a few times but financially you don't, we don't
633		have, we're not, we're not rich people
634	Anna	Oh of course, yeah=
635	Jane	=It's the financial side
636	Anna	Right
637	Jane	And I know finances probably shouldn't come into it but they do
638	Anna	That's real, it's=
639	Jane	And unfortunately, em (.) I mean look at what we've got now
640		compared to what we did have when we started, first started fostering
641		(.) my children didn't have half of what I can offer foster children
642		now because we just didn't have the money
643	Anna	Yeah
644	Jane	Whereas with foster children I get the maintenance I can give them a
645		better life, with their maintenance, whereas if I adopted 'em oh I'd
646		love 'em and they wunt ever be hard done by but they wunt have the
647		life that =
648	Anna	No
649	Jane	= do you understand financially to be able to take 'em on holiday
650	Anna	Yeah
651	Jane	To be able to allow them to have (.) the designer clothes that their
652		friends have got, and you, you need money don't you?
653	Anna	You do, you do
654	Jane	And the maintenance pays for that
655	Anna	Yeah. Do you get a say then in terms of with like long term foster,
656		like for Louise, do you, would you get a say (.) like theoretically you
657		could keep her until she wanted to leave home and
658	Jane	Yeah
659	Anna	That, that's between you and Louise to make that decision is it?
660	Jane	Well, not ultimately, I mean her parents. She's under a care order so
661		her parents do have parental responsibility (.) so waters get a bit
662		murky on that one
663	Anna	Yeah
664	Jane	Especially with long term, that's difficult because I mean, Louise has

665		been in care since she wa', I think she wa' nine, not entirely sure but
666		think it were nine em and her mum's not yet got a solicitor (2) so I
667		don't really think that it's an option, although her mum keeps saying,
668		I'm going to go for you back (.) I've changed, I want you back, I'm
669		gonna apply to have you back=
670	Anna	Mmm
671	Jane	I'm gonna get a solicitor and I'm gonna get you back (.) but then she
672		dunt (2) she doesn't actually make any more positive steps than just
673		saying it to Louise
674	Anna	Right
675	Jane	You know cos I think that she thinks that's what Louise wants to
676		hear (.) but Louise is really sensible because last time her mum said it
677		she went Mum you're going to have to make loads of changes before
678		I'd even think about coming to live with you (.) she said her mum
679		went, what? (1) And she said, mum she said with Jane I've got like
680		(.) I can do this, I can, an, an she cares for me, she looks after me, she
681		makes sure I'm fed and she says when I was at home with you, you
682		were in pub and you were this and you were that and she said you'll
683		have to make massive changes if you think I'm gonna drop this to
684		come and live with you (1) and I think that's why the threat from her
685		mum came in, her mum feels threatened and she's no need to
686	Anna	Right
687	Jane	But I can understand why she might =
688	Anna	Yeah
689	Jane	You know but I mean I did talk to Sarah after that and said (.) you
690		know I'm not trying to keep your daughter away from you Sarah, I'm
691		just keeping her safe (.), you know that's my job to keep Louise safe
692		until (.) she does come back to live with you, I said nothing's
693		stopping her but you know, you obviously need to make changes in
694		your life
695	Anna	Yeah, yeah (2) and, and presumably then she she ha, she does to a
696		certain extent or? (.) No.
697	Jane	No she, it dunt, it dunt go any further than lip service
698	Anna	Mmm
699	Jane	Nothing, never goes any further than (.) just talking about it
700	Anna	Yeah
701	Jane	I've not seen anything, she's not backed anything up, she makes so
702		many plans and <u>always</u> lets her down, it's not even sometimes, it's
703		always, she always lets her down. She never turns up to contact (1)
704		she's (.) promised to buy her things and they never (.) materialise,
705		she's just constantly letting her down.
706	Anna	When that happens, do you see a difference in Louise?
707	Jane	Yeah (.) used to, not no more
708	Anna	Right
709	Jane	Used to be a massive change, her mood would just be awful and it'd
710		be, it were like everybody were her [enemy] =
711	Anna	[yeah]
712	Jane	= she and, but not no more because she came off the phone not long
713		since and she says my mum says she's buying me a Berghaus, I said
714		oh brilliant, she's wanted a Berghaus jacket for ages and I said to her
715		she could have it but she had to have it as part of her birthday or

767		were a really turbulent flight =
768	Anna	Oh no
769	Jane	= and she were absolutely terrified all the way there and all the way
770		back (.) so when she first came to us for the first year we went on
771		holiday, she went into respite, she wunt come because we were going
772		on an aeroplane
773	Anna	Right
774	Jane	Last year (.) she wunt come because we were going on an aeroplane
775		(.) but this year she's coming
776	Anna	Oh [brilliant]
777	Jane	[This is] what I say about there's just been a massive shift, she
778		feels secure because she says to me what if I'm scared? I'll be sat
779		right next to you (.) you know what is there to be scared of? I'll be
780		sat there right next to you. What if I squeeze your hand and I hurt
781		you? Well you squeeze your hand, squeeze me hand and you hurt me
782		(.) yeah but when I did that to Carole she shouted at me, I said I
783		promise not to shout at you if you hurt me (.) do you know what I
784		mean?
785	Anna	Yeah
786	Jane	She's scared, I can tell she's scared because she keeps saying oh five
787		days (<i>inaudible</i>) and she's she's, not scared but she's just a bit
788		apprehensive but
789	Anna	But she feels secure enough to =
790	Jane	Yeah she does now yeah, that's what I mean she's changed, and
791		she's changing al' time, she's evolving al' time, she's changing,
792		she's turning into a lovely young woman
793	Anna	Yeah oh she's really, really (.) like I went to the em after school club
794		at the XXXX team =
795	Jane	Oh yeah
796	Anna	=she's such a good laugh, like her and a couple of the others
797	Jane	Oh when she gets laughing you can't stop her (1) she's got an
798		amazing smile
799	Anna	Yeah it's really infectious (<i>laugh</i>) like yeah just a really lovely
800		person. Em (.) right just let me see what else I wanted to mention (.)
801		oh, I suppose this is kind of a more general question but it was just
802		really (1) I would, tell me kind of your perspective or what you know
803		about Looked After Children and education generally? I mean do you
804		=
805	Jane	They're improving it all the time now, em but (1) I don't really know
806		(.) I don't really, because I just (2) I'm very (2) sort of active in that
807		anyway and all the children I've had (2) em (.) I've encouraged them
808		to go to school, I've encouraged them to do their homework =
809	Anna	Yeah
810	Jane	= so I don't, I don't really know where that fits from you know
811		where social services are, the old bad experience really I have had is
812		from Louise coming from Meadows and transferring, the slowness
813		and length of transfer and I think how many children are shipped (.)
814		from different placements all over so how, how much of their
815		education do they lose?
816	Anna	Yeah
817	Jane	Do you know what I mean? =

818	Anna	Yeah
819	Jane	How many bits, but I don't I can't speak from my experience because
820		every child I've had, I've seen through to whatever end whether
821		they've been adopted or gone back home do they've always stayed
822		consistent and that's (1) I've always kept that consistency whether
823		social services would or not, I actually can't say because I've always
824		stepped up to that role myself and sort of taken that on board =
825	Anna	Mmm
826	Jane	= that's part of what I do
827	Anna	Do you, do you think then that with the children you've seen through
828		till the end, you've seen an increase in terms of their academic, you
829		know like their, their levels and grades and things, have you seen that
830		generally there's been an increase?
831	Jane	Definitely, there's always (.) like I said I don't want to sound big
832		headed but you get an increase when you show an interest
833	Anna	Yeah
834	Jane	It's that showing an interest you know em (1) like I don't know
835		another example my friend down there, her, her (.) son comes home
836		from school and used to em (.) and just go upstairs and do his
837		homework and then put his book in his bag and it were done whereas
838		I, I always ask mine on way home from school, pick 'em up from
839		school, have you had a nice day? What have you done today? What
840		homework have you got? Can I have a look when we get home =
841	Anna	Mmm
842	Jane	=and just showing an interest, sometimes they don't want you to but
843		that's fine, that's their choice =
844	Anna	Yeah
845	Jane	=but it's giving an interest, do you know what I mean and I've
846		always shown an interest so I don't know
847	Anna	I suppose it kind of raises the profile of it doesn't it? It becomes like
848		an important thing, you know, homework and school because you're
849		talking about it a lot?
850	Jane	Yeah
851	Anna	So it, I mean do you (.) generally know more about just Looked After
852		Children in the country and how they do? Is that something you're (.)
853		aware of or =
854	Jane	Mmm, I don't know
855	Anna	Not, not really
856	Jane	No, I know they're improving everything now because when we had
857		like em, Children's Review
858	Anna	Yeah
859	Jane	And Louise was struggling in (.) Maths and English I think it was (.)
860		eh and I mentioned it to the social worker could we have funding to
861		pay for (.) em a tutor? You know, to sort of raise her level cos she
862		said (.) she wanted to do it but she didn't feel comfortable so she
863		needed (.) an extra push=
864	Anna	Yeah
865	Jane	= so what they did was they got Abigail from the XXXX Team to go
866		in on a regular basis and her, and her grades have gone right up. All
867		she needed was (1) somebody just to back her up, you know and just
868		to bring it, just to bring her on

869	Anna	Yeah, yeah
870	Jane	So I know they are improving cos of XXX Team, I mean they're
871		reaching out for education and that, it is improving al' time because
872		that's only really taken force in the past three years?
873	Anna	Right
874	Jane	Prior to that there's not really been a right lot of input from social
875		services, it's been just from the carer, you know what the carer's do
876		(.) I mean I've, we've got Phillip and Phillip's got special
877		educational needs, em and he's stated and he's got all, but
878		that's down to me (.) <i>fighting every step</i> of the way, going up to the
879		education, refusing to move till (<i>laugh</i>) they'd listen, <i>an and literally</i>
880		making them listen
881	Anna	Right
882	Jane	It's not down to social services
883	Anna	So that was, so I suppose that was about you knowing that, how you
884		could [do that?]
885	Jane	[But I didn't] though, no I didn't. I just knew that there must be
886		something and, and I just kept going up to education and you know
887		saying there's got to be something you can do, you can't just keep
888		batting him back, you can't send him home because there in't a
889		teacher that's qualified to look after him, he deserves an education
890		same as every other child here and I insisted and insisted and pushed
891		and pushed until he got a one to one (.) em and I mean his grades are
892		just amazing now compared, they said he'd always underachieve and
893		he'd never, rubbish
894	Anna	Mmm
895	Jane	He's on par now, he's never going to be (.) Einstein but he's (.) he's
896		far better than they set him goals at, you know they set him really
897		low targets and it were like no, it's not good enough
898	Anna	What was his, his statement for (.) just (.) general learning difficulties
899		or =
890	Jane	It was originally
891	Anna	Yeah
892	Jane	Em, just eh global delay
893	Anna	Right, right
894	Jane	But then he's, he's got a diagnosis now of ADHD, em they're
895		questioning whether he's got Asperger's but I don't think he has but
896		it's been thrown into question, em but without me pushing for
897		everything, you know I had to ring his social worker and say what do
898		you think? Yeah, yeah, yeah, fine. <u>Now</u> they back me now but they
899		didn't back then, I were on me own, [basically on me own]
890	Anna	[Mmm] Maybe about what they
891		knew, what the social services didn't really know much about the
892		educational [system at that time?]
893	Jane	[Possibly] but neither did I, I mean I was learning as
894		well, I had me son and daughter in, in the same school as Phillip
895		when I got Phillip
896	Anna	Yeah
897	Jane	And so luckily I'd got a really good relationship with the headmaster
898		and I used to go to him and say but this can't be it? They wanted to
899		put him in a special school [and I] =

900	Anna	[really?]
901	Jane	= were like no, no, no, no what you doing?
902	Anna	Yeah
903	Jane	You know and social services were quite happy for him to have gone into a special school, absolutely not, no way, no harm and I just fought absolutely tooth and nail up at that school everyday, I cried, I shouted, I got just (.) somebody listen and they did eventually, it took about two years but they did eventually listen
904		
905		
906		
907		
908	Anna	Yeah
909	Jane	And he's in mainstream school now and he's doing really well
910	Anna	But it shouldn't have to be like that should it?
911	Jane	No it shouldn't, no, absolutely not and I dint know then what I know now and I know that I don't have to do that, it's his right, it's their rights now whereas then I thought I had to, I had to fight, I had to cry, I sat in that headmaster's office, he must have thought I was a right wuss, crying al' time, you know what can I do? Why do you keep batting it back at me? Why, why is nobody listening? It were awful
912		
913		
914		
915		
916		
917		
918	Anna	Mmm
919	Jane	Eh but he's, I, he got it.
920	Anna	Yeah
921	Jane	And I knowing what I know now, I wouldn't go through that, I'd go straight to education, it's his right as a person
922		
923	Anna	Yeah, yeah
924	Jane	I want this and ..
925	Anna	Do you think that (.) a lot of other foster carers in Westford know as much as you do about, now cos you've gone through it, about education and things?
926		
927		
928	Jane	I don't really, I don't really know a lot of foster carers [in Westford]=
929	Anna	[Don't you?]
930	Jane	= No, em (.) I've had quite a lot of bad experiences with em (.) respite and various other things (.) em so I try not to associate with quite a lot of them because I don't, I don't agree with a lot of their values of 'em (1) We used to go to a lot of foster carer's meetings and we'd sit and talk and a lot of 'em (.) to me, there must be a lot of good ones [out there]=
931		
932		
933		
934		
935		
936	Anna	[yeah, yeah]
937	Jane	= cos there, but there is a lot of bad ones as well (.) and quite a lot of them that I got to know were all eh, em (1) money, money, money, money (.) and it were just, it were just like they dint give a bugger about these kids and it just really, it, it used to drive me mad=
938		
939		
940		
941	Anna	Yeah
942	Jane	= I used to come home and speak to me husband and say I've been to another support group and there were a woman there and she's got a massive gold ring on every finger (.) and big, gold, she looked like Mr T =
943		
944		
945		
946	Anna	(laugh)
947	Jane	= you know and she was, ooh no I don't go designer shopping, I go to charity shops me and it just, I just and then I just thought (.) you're just not the sort of person I want to be (.)=
948		
949		
950	Anna	Yeah

951	Jane	= associating with (<i>laugh</i>), do you know what I mean?
952	Anna	Mmm
953	Jane	Em, oh our so and so don't go to school, can't be arsed and I just
954		thought oh my god why I am here with these people that just don't
955		care?
956	Anna	Yeah
957	Jane	You know and they're all we want a pay rise, what do you want a
958		pay rise for because you're not spending on the kids, what are you
959		spending it on? (.) Well we have four holidays a year, well good for
960		you, I don't
961	Anna	Yeah (.) so there, it sounds a bit like it's a bit of a lottery then is it
962		with like =
963	Jane	There's good and bad,
964	Anna	= the kids in terms of =
965	Jane	There's good and bad cos I mean when we've had you know, when
966		they have gone into respite, when we've gone on holiday and they
967		dint want to come with us, cos wherever possible, they just come,
968		you know they're part of my family, they go wherever I go but if
969		they won't go I couldn't force Louise to go =
970	Anna	No
971	Jane	= and she went into respite, she did go to one lady's house, she dunt
972		have no wallpaper, she dint even have curtains in bedroom (1) cos
973		Louise said we were getting changed and mister next door, wa'
974		looking in through window, I wa' mortified, why han't she got
975		curtains in a girl's bedroom? (.) [And just] =
976	Anna	[That's really bad]
977	Jane	= and why aren't they policing it like you know, I've fallen out with
978		more social workers me for it because its something I feel really
979		strongly about. We once went to pick up some boys, I were doing
980		some respite and I went to this house and I knocked on door, no
981		answer, I started walking back up path and she opened the door and I
982		were half way up the path and I could smell the house from the path
983		=
984	Anna	Ohhh
985	Jane	= and it were like oh my god, it liked smacked me in't face, and there
986		were cats and dogs and (2) they were cigarette butts and fag ash and
987		just oh no well, I can't even (.) and she went eh just a minute and she
988		fetches me this asda carrier bag out with all his clothes in (.) see ya,
989		she dint even wave to, there were two boys, she dint even wave to
990		them when they got in't car
991	Anna	Ohhh
992	Jane	I put these two boys in't car and it were that awful that me son and
993		me daughter were in't car as well that we'd all windows down, we
994		couldn't breathe (1) [they absolutely] =
995	Anna	[Ohhh, that's terrible]
996	Jane	= stunk the car out. One of them had these big glasses on, they were
997		like TV screens
998	Anna	Yeah
999	Jane	= and (<i>laugh</i>) when I was talking to me daughter, he said oh they
1000		aren't my glasses, they're my auntie's, mine got broke weeks ago but
1001		she won't take me for some new uns and I thought, what are we

1002		doing?
1003	Anna	Yeah
1004	Jane	We are supposed to be taking these children out of situations like
1005		that, not putting them in situations like that
1006	Anna	Yeah, yeah
1007	Jane	So I put in an official complaint about this woman and when it all
1008		told, do you know, do you know we have our support workers? (.) I
1009		have like my social worker [that's]=
1010	Anna	[Yes]
1011	Jane	supposed to support me (1) em it turned out (1) my support worker
1012		was her support worker and I said how can you (.) go to that house (.)
1013		and sit there and pass niceties with that woman and then come and sit
1014		in my house knowing the difference and think that that's alright?
1015		Well she's been doing it a lot of years, well that, that dunt make it
1016		right though=
1017	Anna	No
1018	Jane	= you know? Oh god, I got really, how can she look after children
1019		when her house is like that? And she dunt (.) he were wearing glasses
1020		that were his aunties/uncles/nephews/niece's friend [do you know
1021		what I mean (<i>laugh</i>) oh god]
1022	Anna	[yeah, yeah]
1023	Jane	And they'd been in this placement for six months (1) they hadn't a
1024		piece of clothing that fit 'em between 'em
1025	Anna	And I bet if (.) them coming here and seeing what they could have =
1026	Jane	I know
1027	Anna	= then having to go back
1028	Jane	This is what you could have won
1029	Anna	Yeah
1030	Jane	And that's what you've got, how awful, what message are we
1031		sending to them kids, that's all your worth?
1032	Anna	Yeah, yeah, did anything happen? Was it =
1033	Jane	She, well (1) she was (.) apparently brought to trial, I mean the
1034		support worker I had is no longer my support worker, em because we
1035		had to agree to disagree on what were acceptable because I don't
1036		think that's acceptable (.) em (.) there wa' an enquiry but she's still
1037		fostering and she's still every bit as disgusting as she ever was (.) and
1038		she's still fostering
1039	Anna	That's terrible isn't it? And you want and then you know, the talking
1040		about oh well they're not doing as well in s, you know, children in
1041		care aren't doing as well in school etc but then =
1042	Jane	Is it any wonder?
1043	Anna	Yeah
1044	Jane	It is any, I mean why didn't anybody flag these kids up anyway? He,
1045		they, both of them were absolutely riddled with nits
1046	Anna	Aww
1047	Jane	Oh and, what did teachers think when they were at the, they stunk to
1048		high heaven=
1049	Anna	Mmm
1050	Jane	= you know and these were children that were in care, if they'd have
1051		been with their families somebody would have flagged that and they
1052		would have been taken away

1053	Anna	Mmm
1054	Jane	But because they were with their foster carer it was acceptable, well
1055		its not acceptable (.) as you can see I'm quite passionate =
1056	Anna	Yeah absolutely
1057	Jane	= I get right (1) a get bit between my teeth and I get right mad
1058	Anna	I, cos I always, I'm thinking about that as well and I'm trying to
1059		work out (1) you know (1) because is it, is it with social services that
1060		(.) when you go out to a home, its got to be a certain (.) it's got to be
1061		really bad before anything will happen? Is it almost like well its good
1062		enough or it'll do?
1063	Jane	I don't know, I mean I can't speak for them can i? But I just know
1064		what I think is acceptable =
1065	Anna	Yeah
1066	Jane	And=
1067	Anna	What you would want for your own child?
1068	Jane	= this, this woman, this (1) I'm not even gonna say her name but
1069		anyway this, this woman (.) my nephew ended up going into care, I
1070		mean I'm going back a long time ago now, em and me niece (1) and
1071		they were both taken, taken away, my sister died and there were lots
1072		of things going on, and they were taken to her house (1) and me niece
1073		is a lot like me (.) and she were thirteen at the time and me social
1074		worker said it were quite a poignant moment in his life because he
1075		said we opened the door and Natalie took one look in there and she
1076		said you are <u>not</u> leaving me here, there is no way you are leaving me
1077		here and he said and I thought she's right what am I doing? Why am
1078		I putting children into that hell hole? =
1079	Anna	Yeah
1080	Jane	= and social, they know that she's no good, they know but they don't
1081		do anything about it (1) because she'll take children that nobody else
1082		will take a lot of time but that's not good enough
1083	Anna	No, its not
1084	Jane	No (.) definitely is not good enough
1085	Anna	And the children that no-one else will take, are they like the ones
1086		who are really difficult, the ones who've been through horrendous
1087		things?
1088	Jane	And the ones who need lifting more than any other children and they
1089		put 'em in that with that family, they put em, do you know what I
1090		mean? I just think what message are we sending to these children?
1091	Anna	Yeah
1092	Jane	You know you're family aren't good enough to look after you but
1093		this horrible (.) place here'll just=
1094	Anna	Do
1095	Jane	=yeah, it'll do
1096	Anna	That's terrible (.) that's really bad
1097	Jane	I've had quite a lot of bad experiences like that unfortunately, there
1098		are a lot of good carers=
1099	Anna	Yeah
1100	Jane	[There are quite a lot of good ones]=
1101	Anna	[Yeah, yeah]
1102	Jane	as well, I don't want you to think=
1103	Anna	No

1104	Jane	= there is a lot of good ones and I'm not saying that all of them have to live up to my expectations anyway (.) but I just think, just to provide the basics =
1105		
1106		
1107	Anna	Yeah, yeah
1108	Jane	= a nice, clean (.) place to live, food, warmth, clothes (1) and values, yeah and I don't think that's too much to ask
1109		
1110	Anna	No
1111	Jane	Even if they are doing it for money, there are ones who do it for money but they do a good job as well
1112		
1113	Anna	Yeah
1114	Jane	Do you know what I mean? There are ones that do admit, I do it for money but they do a good job as well because they are still, you know they do still look after them
1115		
1116		
1117	Anna	Yeah so I suppose the motivation is the money but they're [still providing]=
1118		
1119	Jane	[but they're still] yeah absolutely so there's nothing wrong with that, in my eyes anyway because they're still providing them with a good home
1120		
1121		
1122	Anna	Mmm (1) that's really interesting
1123	Jane	Oh I could talk your ears off on things like that honestly
1124	Anna	(<i>laugh</i>) You're really passionate aren't you?
1125	Jane	I am yeah (1) my social work, my support worker'll go oh don't get her started please cos I think it's important, me. If anything, god forbid, ever happened to me and my husband, I wouldn't want my children going somewhere like that
1126		
1127		
1128		
1129	Anna	No
1130	Jane	I han't got any family that they'd go to (1) so my children would have to go in care (.) over my dead body, no way, no d, phh (.) no
1131		
1132	Anna	Yeah you should like, I don't know get a job lobbying for =
1133	Jane	Oh I wish I could, I just don't have, I'm not, I'm not very well educated that's my problem, I'm not, I don't know a lot =
1134		
1135	Anna	Well but do you need, no you know loads from everything you've spoken to me, you know absolutely loads, do you need like a qualification to do=
1136		
1137		
1138	Jane	I don't know because people talk about you know e-mailing, oh it's alien to me, I do a little bit of e-mailing and stuff like that, it's all alien to me, I know what I'm passionate about, I know what I believe in and (.) children are my life, I've been a mother all my life and just children are my life and I hate it, I could, mmm, I hate anybody that (1) ahh just don't look after them properly
1139		
1140		
1141		
1142		
1143		
1144	Anna	Yeah, yeah
1145	Jane	And especially fellow foster carers, look at them and I think =
1146	Anna	It's not right is it?
1147	Jane	Why are they in that job though, why? You know, wh, why?
1148	Anna	Is, is there a real demand for fostering? There's just not =
1149	Jane	Unfortunately yeah
1150	Anna	Because it's (.) it's a really emotional, I can imagine it must be a really emotionally draining job=
1151		
1152	Jane	It is a difficult job sometimes (1) but it's a really rewarding job, I love my job, I really do, it's a really, really rewar, for every down side, there's twenty five ups
1153		
1154		

1155	Anna	Yeah
1156	Jane	Do you know what I mean? For every negative, every bad thing a child does, there's fifty million nice things that they do (1) you can always, do you know what I mean? No matter what, I mean some days I could pull me own hair out, ahhh but then there's other days when I just think oh I love my job
1157		
1158		
1159		
1160		
1161	Anna	Yeah, yeah
1162	Jane	But yeah I am really passionate about it, I'm really funny and if, if we ever get respite (.) my support worker's like oh god (.) who can we get to do this? And nobody'll do respite for me (.) because I've got such high standards so they say=
1163		
1164		
1165		
1166	Anna	(<i>laugh</i>)
1167	Jane	But I, I don't think that my standards are that high, I just want them to look after my babies, you know (<i>laugh</i>) what's wrong with that?
1168		
1169	Anna	No nothing
1170	Jane	It's like he's (<i>pointing to baby asleep</i>) going to a new carer on Friday, she's lovely, Gill is absolutely fantastic, she's a fantastic carer but she smokes (1) and you know our contract, you're not supposed to look after babies if you smoke (1) so I've got a bit of a bee in my bonnet about that =
1171		
1172		
1173		
1174		
1175	Anna	Will she smoke outside?
1176	Jane	I don't know but the fact is you're not supposed to smoked, in my, I had to sign a contract (1) we all do as foster carers and you cannot look after children under five if you smoke
1177		
1178		
1179	Anna	Right
1180	Jane	And she smokes, and she smokes like a trooper, I've been on training courses with her and she's constantly, you know, smoking away and it's like, I don't want him to go, she smokes and he might (.) smell (<i>laugh</i>)
1181		
1182		
1183		
1184	Anna	Ohh
1185	Jane	But she's lovely =
1186	Anna	Yeah, yeah
1187	Jane	=she is a fantastic carer, she's a lovely woman but she just smokes and I just think (2) if we go against our contract we'd be wrong but they can =
1188		
1189		
1190	Anna	Social services?
1191	Jane	They can bend the rules when it suits them
1192	Anna	Because it, because otherwise he doesn't have anywhere to go?
1193	Jane	Yeah
1194	Anna	Ohh (2) he's such a little sweetie
1195	Jane	I said he can even come back you know when we're back off holiday but Gill wants to keep him (<i>laugh</i>) and it was like no (.) but...
1196		
1197	Anna	Thank you very much for talking to me and I don't know, I don't think there's anything else
1198		
1199	Jane	Well I hope I 'ant talked your ears off?
1200	Anna	No, no it's been really, <i>no it's been</i> really helpful, I mean is there anything else that I should have asked about Louise or that (.) you should have mentioned?
1201		
1202		
1203	Jane	Don't know, she's just, she's just a lovely young woman, she's a pleasure, an absolute pleasure, I absolutely love her to pieces, she's not perfect but then who is?
1204		
1205		

1206	Anna	Exactly
1207	Jane	You know but she's about as perfect as you can get, she's just lovely
1208		=
1209	Anna	Yeah
1210	Jane	= she's lovely
1211	Anna	It's really nice to, to just hear like a real success story, I was saying
1212		that to Emma just in terms of (.) everyone I've spoken to about
1213		Louise, it's, it's so positive =
1214	Jane	She's come such, if you could have seen (2) the, the right at the
1215		beginning Louise and the now, it's <u>so</u> different, so, so different, like I
1216		say she were like a boy
1217	Anna	Yeah
1218	Jane	Em, she didn't take any pride in herself at all (.) and you see I've
1219		been knocked for that through social services as well cos I actually
1220		think, I went on training courses and I said that I thought that that
1221		were important and they said it in't, it in't important (.) you know,
1222		their well-being is important and I said yeah but part of their well-
1223		being is taking pride in themselves surely =
1224	Anna	Mmm
1225	Jane	You know cos if you take pride in yourself, then you know (.) you're
1226		no longer standing out (1) you know these children already have got
1227		a stigma, they're in care for goodness sake, but if, and so if they're
1228		scruffy and unkept as well then they're going to stick out even more=
1229	Anna	Yeah
1230	Jane	= so I do think it matters
1231	Anna	Massively
1232	Jane	I do

Appendix XIII 'Learning-as-successful' repertoire

Conditions for learning

Within this repertoire, Louise, Abigail and Jane talk of the conditions for learning to account for some of Louise's success. As it is a smaller area of discourse within the talk and due to word count restrictions, the transcripts linked to this area have been included in this Appendix.

Extract 1 (transcript 2) – Louise (LAYP)

98	Louise	Em (1) an' (.) you do learn in (.) foster care (.) em and they treat
99		you well and make sure that you're not drinking on streets like
100		ASBOs and stuff (<i>laugh</i>) Em (.) an' just (.) really good wi' me.
101	Anna	Do you think that (.) if you think about other people who are in care
102		(.) do you think if they haven't had eh a good foster placement like
103		you have, do you think that might affect how they get on?
104	Louise	Yeah.
105	Anna	Can you tell me a little bit more about why that might be?
106	Louise	Cos they don't give enough care out to 'em and if the foster
107		children think oh they're not giving me enough care, why should I,
108		why should I be bothered? (1) Like to learn (1) so does help em (1)
109		an' if the foster carers (1) let em go wherever they want, then they
110		can just do whatever they want
111	Anna	Yeah (.) So you said just a minute ago, you said about foster carers
112		treating you like their own kids=
113	Louise	Yeah
114	Anna	=do you think that's an important thing?
115	Louise	Yeah (1) cos if they dint treat you the same then (.) they wunt (.)
116		they won't give you (2) well I won't say enough care cos they'll
117		give you enough care but like they don't give you the same things
118		as they're own kids
119	Anna	Right (.) Do you mean things like possessions, like clothes, or do
120		you mean being more (.) what, or do you mean more like advice
121		and things?
122	Louise	Like clothes
123	Anna	Clothes?
124	Louise	Yeah.
125	Anna	That's important?
126	Louise	Yeah.
127	Anna	If you, if you get that like if you get the same as the other (.)
128		children in the house (1) does that make you, how does that make
129		you feel when you get the same as other people?
130	Louise	It makes you feel better cos then you know that you've got same
131		care like (1) like (1) like you're wanted (.) em and that they want to
132		take care of you

Extract 2 (transcript 2) – Louise (LAYP)

Line	Speaker	Text
143	Anna	So what do you think's made big differences to you then? That's
144		made you (.) em, do as well as you are now in school? What, what
145		things have made real big differences to that?
146	Louise	My foster carer talking to me, like (1) like (.) I wa' right shy and I
147		dint want to talk to my foster carers about my problems but she
148		talked to me and said don't be afraid to talk to me, I'm always here
149		for you and em, I boost my confidence up and started to talking to
150		her, em and she said you wa' afraid to talk to me want you and I said
151		yeah and she asked me why and I said oh I'm just thinking about my
152		mum and em she wa' just giving me loads of advice like (.) try and
153		do well, em (.) your mum's never away from you, she's always there
154		in your heart, em (.) and (.) you can't, you can see her when you
155		want , em she's not like (.) she's not away from you is she? =
156	Anna	No
157	Louise	= So...
158	Anna	And that helped?
159	Louise	Yeah

Extract 3 (transcript 5) – Abigail (LAYP Team)

545	Anna	What do you think it is about Louise, I know this is a really difficult
546		question, but what do you think it is about Louise that (2), that
547		made her, I suppose in some ways its talking about more resilience
548		isn't it? Its made her not (1) wear being looked after as a badge for,
549		for an excuse or anything like that what do you, what do you think
550		it is that ...?
551	Abigail	I think (.) I think it could be her carers erm I think the support she
552		gets from home, she lives with erm a couple so=
553	Anna	yeah
554	Abigail	=perhaps and with Phillip perhaps she sees herself as being in a
555		family unit there (.) where as the girl who I've got whose really
556		quite vulnerable lives with one woman on her own and maybe (1)
557		you know I know that Louise's carers really actively encourage her
558		to get involved in you know sports at school, she's done kind of
560		rounders or something the XXX team stuff and the university stuff
561		and I think (1) maybe they don't treat home as being foster home=
562		Anna
563	Abigail	=maybe she's, it's, she's been accepted as part of that family and
564		she doesn't see her, her background now her situation now as being
565		(.) that of a looked after child whereas there are some children that
566		are kind of well aware that they're living in a foster home and its
567		foster mum and (.) you know its erm. You know Phillip, has taken
568		foster mum's second name=
569	Anna	right so that's her settled
570	Abigail	=yep. I guess that Louise feels that same but I know that Louise's
571		mum kind of, in conversations with Louise, she said she wants
572		Louise to keep her birth mums name and=
573	Anna	Yep, yep

574	Abigail	=But obviously you know the way that em, her foster carer is with
575		them, you know she has really taken on the role of mum for them
576		so..
577	Anna	And that's made a huge difference.
578	Abigail	And I think school as well, I think (.) there aren't a lot of schools
579		where they've got a mentor or a learning manager who I know
580		Emma has been doing some key skills work with her hasn't she and
581		you know, she obviously knows her inside out and Louise feels
582		confident and comfortable to go and speak to, to Emma so, I
583		probably think it is the fact that she seems to have quite good
584		support network around her she's not isolated or ...

Extract 4 (transcript 7) – Jane (Foster carer)

230	Anna	No. And then she moved to Cherry Trees, and initially when she was
231		at Cherry Trees, would it, would it have been the same kind of not
232		bothered?= [no]
233	Jane	Pretty much= [yeah, no]
234	Anna	so there was, [it wasn't the change of schools that] =
235	Jane	[yeah, no]
236	Anna	= made the difference
237	Jane	No, I think it were coming here, I'm not trying to be [big-headed] =
238	Anna	[no]
239	Jane	= it were consistency, Louise had only ever been in placements, the
240		longest she'd been in was five months, prior to coming here, she's
241		been here three years, she's had that complete consistency the whole
242		way through and we give the same messages all the time, you know
243		education (.) well not just education but you know, personal as well
244	Anna	Mmm
245	Jane	You know look after, you've got to look after yourself and you've got
246		to and she's just come on (.) amazing, really, really well. I'm really
247		proud of her actually because she's, she's an absolute pleasure to be
248		around, she's lovely, she helps out, she's just, she's just really kind,
249		she's not the same young lady that first walked through our door.
250		
251	Anna	No
252	Jane	Definitely not
253	Anna	Because someone's given her a chance and had a bit of faith in her =